

Behaviour Procedure

Yeoman Park Academy

January 2026

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Associated documents:			
Local Academy Related Policies and Appendices <ul style="list-style-type: none"> • Local Academy Anti-Bullying Appendix • Local Academy Online Safety Appendix • Local Academy Safeguarding, Child Protection and Low Level Concerns Appendix • Local Academy Uniform & Dress Code Policy 		Trust Related Policies and Appendices <ul style="list-style-type: none"> • Diverse Academies Anti-Bullying Policy • Diverse Academies Online Safety Policy • Diverse Academies Suspension & Exclusion Policy • Diverse Academies Safeguarding, Child Protection and Low Level Concerns Policy • Diverse Academies Concerns and Complaints Policy 	

1 Procedure Statement

This is a local procedure providing additional local context to the overarching Trust Policy – [Behaviour.pdf](#)

This Procedure, and academy appendices, adhere to the latest guidance found in - [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

Underpinned by our Trust vision 'To inspire. To raise aspiration. To create brighter tomorrows,' and our aim to support our learners empowering them to 'Be The Best They Can', we aim to achieve outstanding practice enabling our learners to achieve their fullest potential, free from harm and abuse of any kind. In adhering to this principle, we focus on providing a safe and welcoming culture and environment for all learners implemented through developing our basic Yeoman Park Traits: Communication, Self-Regulation and Social Skills .

The population at Yeoman Park Academy is diverse, and learners have a wide range of needs that range from physical, learning, communication, and sensory needs through to psychological, emotional, and social needs. The type and degree of need varies from one learner to the next. Learners at Yeoman Park Academy predominantly have autism and an associated severe learning or a profound and multiple learning disability. Yeoman Park is committed to helping each learner develop to their full potential, to access and take their part in society, enjoying as much as possible, the choices and freedoms that most of us already have and take for granted In order to best support learners in developing positive behaviours, we believe that each learner should be helped and supported as an individual. Learners need opportunities to learn and develop in a positive way, and the school is committed to the use of a range of positive and proactive behaviour management strategies to enable this.

Purpose

- To promote sense of belonging, sense of purpose, self-worth and self-accountability within a culture of care and aspiration
- To safeguard the emotional and physical wellbeing of all students and staff
- To safeguard the opportunity for educational progress

Aims

- To ensure that all students are treated fairly, shown respect and to promote good relationships
- To help students understand their behaviours and develop self-regulation strategies and to respond to appropriate adults

- To recognise that behaviours are a form of communication can often be driven by desire for attention and support but also to fulfil a need
- To instil a culture of responsibility where pupils encourage positive engagement from others
- To recognise behavioural norms
- To positively reinforce behavioural norms
- To prevent all forms of bullying (including cyberbullying, prejudice and discriminatory bullying)
- To ensure that students complete any tasks reasonably assigned to them in connection with their education
- To promote community cohesion through improved relationships
- To otherwise regulate the conduct of students

2 Roles and responsibilities

The Governing Body

- To review any amendments or updates to this policy appendix
- To support the academy in maintaining standards, ensuring an orderly and safe environment for students and staff
- To set the framework for the development of this policy appendix in conjunction with the Principal and national guidance
- To monitor and review suspension and permanent exclusions and data
- To monitor and review other behavioural data such as removal from the classroom data and categories of behavioural incidents
- To consider representations about an exclusion made by the parents / carers of the suspended or permanently excluded students.

The Principal

- To be responsible for the day-to-day management and implementation of the Trust Behaviour Policy, its local procedure and any related procedures.
- To consult with the Trust in setting the framework for development of the Trust Behaviour Policy
- To set the framework for this local appendix and communicate this to staff, parents / carers and students
- To make the decision to exclude a student.

Staff

- Refer to 'we empower, we respect, we care' (Diverse Academies trust values and expectations)

- Model positive behaviour and build relationships
- Plan lessons that engage, challenge and meet the needs of all students
- Use visible recognition throughout lessons
- Consistently apply local procedures, Trust and Academy Policies and appendices including this one, identifying and implementing proportionate, most impactful responses to behaviour
- Be calm and look for prevention (least invasive interventions) ensuring that learners are safe and on their baseline.
- Record and reflect on any behaviours and consider suitable strategies to prevent reoccurrence.
- Ensuring that key staff manage situations and behaviours and staff only intervene if asked to or an immediate risk is identified

Students

- To keep themselves and others safe
- Learn what good and appropriate behaviour looks like
- To learn appropriate strategies to help self-regulate
- To care for one another
- To respect themselves and others
- To learn to feel good about themselves
- To develop self-confidence
- To respect the property of others
- To recognise that safe spaces are a place of retreat, safety and where they can self-regulate
- To promote the academy by demonstration positive behaviours in the community

Parents / carers

- To encourage their children with positive engagement and behaviour through praise and accountability
- To encourage communicate with appropriate adults about their concerns or issues
- To work in partnership with the academy to resolve any issues promoting the education and wellbeing of others
- To work in partnership with the academy and support the academy's Behaviour Policy and its local appendix procedures
- To attend academy meetings and events, including parents' / carers evenings
- To respect themselves, staff, students and other parents / carers
- To promote the academy positively in the community

3 Local Academy Behaviour Management and Support

Encouraging good and appropriate behaviour

A first step towards encouraging good behaviour is to prevent it happening and a range of strategies is used to encourage positive behaviour. Yeoman Park uses a staged approach to the management of behaviour.

Level 1 – Prevention through best practice (structure, predictability, visual communication, support, consistency, routines etc.)

Level 2 – Some learners require additional support in terms of social stories, social skills programmes, appropriate communication techniques, some staff support

Level 3 – A very small minority of learners who present behaviours that pose a risk to themselves, and others will have a behaviour plan and risk assessments. For some learners Team Teach techniques may be appropriate in certain circumstances.

Preventative strategies used at Level 1 & 2 will include:

- Communication – it is essential that every opportunity is made to help all learners understand what is happening consistently and that they have the opportunity to respond via:
 - Body language, gesture and facial expression that communicates clearly the message intended to convey
 - Appropriate, clear, and consistent communication at a level and in a form most accessible, appropriate, and supportive to the child e.g. Written, Signs & Symbols, Symbol Exchange, Switches
 - Spoken language at the appropriate level
 - Reducing language to just key words
 - Learning and practising new routines and patterns of behaviour
 - Reasoning/negotiating
 - Supervision to reflect on behaviour and events and plan with learners' alternative responses.
 - Giving time and space for processing and to reduce stress and over arousal

- Physical prompts
- Modelling activities and behaviour
- Creating opportunities for communication by providing reasons and opportunities to make decisions
- Choices
- Social stories (Social stories are part of a pro-active teaching approach and come in at the next level of teaching new ways of behaving rather than at the preventative level)

Teaching Approaches

- Stimulating and promptly organised high-quality approaches
- Not responding to unwanted/inappropriate behaviours
- Distracting
- Inspiring and engaging
- Redirecting
- Praise/reward – positive reinforcement
- Staff initiated breaks from challenging setting (class/groups/assemblies etc.)
- Identification of triggers
- Development of controls/strategies for coping
- Physical exercise
- Prompt intervention
- Consistency
- Unpredictable responses to prevent reinforcement of negative predictable behaviours
- Routine
- Modelling behaviours
- Choices
- Indicating clear boundaries
- Support to recognise consequences of behaviour
- Humour
- Flexibility

- Social stories

The Environment

- Appropriate seating arrangement
- Avoiding under/over stimulation
- Adequate staffing
- Physical exercise areas
- Areas of retreat
- Appropriate spaces
- Control of noise and interruption

4 Sensory Needs – preparing learners to learn

(Work supported by Occupational Therapist for some learners where appropriate)

- Supporting learners to cope with their sensory sensitivities
- Supporting learners to be calm and avoid over and under arousal
- Appropriate balance of activity/demand
- Individual sensory diet for learners where appropriate

In addition to this, staff should recognise the importance of good communication between themselves. Supporting each other and working effectively as a team is paramount to success. It is a priority to provide adequate staffing to support an effective learning environment for all learners

Other preventative strategies may include:

- Have high expectation of standards of behaviour
- Recognise and reward good behaviour when it occurs
- Encouraging learners to be responsible for their own behaviour

Good behaviour is recognised through personalised rewards in the context of different needs:

- Praise and positive feedback
- A tangible reward
- Privileges (favourite activity or responsibility)
- Social reward (good work assemblies)
- Earning a token that gives tangible reward of privilege when a certain number have been collected

Classes will often develop their own reward system that is linked to learner interests

Stopping and redirection inappropriate or challenging behaviour – Level 3

There are occasions where good behaviour is hard to maintain for some learners. They may find it difficult to cope due to their sensory needs, anxiety, and inability to understand what is happening or express themselves

Where challenging behaviour is frequent, disruptive, and possibly posing a risk to themselves and others, specialist help from an Educational Psychologist, health or therapy teams may be required and a behaviour plan will be put in place.

5 Positive behaviour support plan

The purpose of a Positive behaviour support plan (PBS) is to ensure that there is consistency in approach:

1. Agree through observation and open discussion with staff and parents, priority behaviours to be addressed and areas of behaviour for development. Where there is a range of Excessive / challenging behaviours, these behaviours will be prioritised and addressed in smaller components
2. Respond to each learner with an approach or range of approaches appropriate to the needs and priorities of the individual
3. Document and monitor the following:
 - Progress and change

- Serious, potential, and actual incidents
4. Maintain the academy as a safe and supportive environment for all learner to learn and develop, some of whom present very challenging behaviour
 5. To reduce the incidence of severity of risky behaviours directed towards self, staff, or other learners
 6. Help and support learners to redirect their attention on learning activities

Each learner who requires the use of behaviour strategies in addition to normal classroom routines must have a written PBS. This is written with key staff and parents/carers involvement is essential.

Positive behaviour support plans are reviewed Bi-annually and are constantly monitored in accordance with daily recording that supports the plan.

Constant monitoring gives a clear indication of the relevance and effectiveness of the behaviour plan. It will indicate the need for a review. If incidents occur regularly then the strategies used may need reviewing. Parents/carers must be part of this process.

Other measures used to control risk can include environmental factors such as the use of a safe space and this must be written into the PBS. Recording and an incident form must accompany the use of the safe space if used to manage extreme challenging behaviour.

There will be a copy of each learner's individual Positive behaviour support plan in their class file.

6 The management of dysregulated behaviours resulting in challenging behaviours

The focus should be to ensure that everyone is safe. Strategies, planning, and problem solving need to be risk assessed once the incident has been managed safely and the learner is in a safe environment in which it promotes the learner's recovery and wellbeing.

Behaviour management techniques:

- Firm and clear instructions to stop, supported by appropriate aids of communication
- Diverting learner to an alternative activity or distracting from trigger causing the challenging behaviour
- Physical intervention when all other strategies have failed in order to keep learners and staff safe

- Reassurance is essential and the use of calming words
- Withdrawal to a safe space [Reducing the need for restraint and restrictive intervention](#)
- Use of a three-way / five-way mat to support learners safely and always protect their dignity
- Monitor impact of aggressive and challenging behaviours and the effect it is having on other learners

7 Serious incidents

All incidents that involve extremely challenging behaviour, verbal abuse, aggression, positive handling, the use of safe space or put the safety of the learner and/or others at risk, must be recorded

- Incidents must be recorded by a member of staff who was involved in the incident and witnessed the events first-hand, within 24 hours of the incident taking place
- Each incident must indicate clearly the names of all persons involved, place, times and witnesses. The record should be dated and signed.
- All behavioural incidents by individual learners must be recorded in the learners Behaviour record and on an incident form which is assessed by the Behaviour lead and Principal.
- Staff will meet together at the end of the day to discuss any incidents and any actions as a result
- If a learner is injured by another learner, or there is an injury during the incident, this must be recorded on an incident form, accident form and a body map completed.
- Behavioural incidents must be monitored regularly for increases or decreases in incidents, types of incidents and how they are being managed and are reported termly to the Governors
- Parents are informed by telephone on the day of an incident
- Parents of other learners who witness a serious incident at school must also be informed

8 Rewards

Rewards are used to help learners make connections between their behaviours and so promotes a link between good behaviour and unacceptable behaviours.

These may include:

- Working towards a favoured activity/choosing

- Reward charts
- Praising a learner and sharing their achievements with other parents/carers

9 Adventurers

The Adventurer's Department is a specialist learning environment designed to support learners aged 8 to 18 who experience high levels of anxiety and may display challenging behaviours. Comprising two classes, A1 and A2, the department provides a structured and supportive setting for up to eleven learners, with provision tailored to meet individual needs. A dedicated team of experienced staff work closely with each learner to build trust, promote emotional regulation, and encourage positive engagement throughout the school day. A high staff-to-learner ratio, alongside consistent routines and structure, underpins the success of the provision by promoting positive behaviour, minimising dysregulation, and maintaining a safe and supportive atmosphere. The environment has been purposefully designed to be calm, predictable, and sensory-friendly, with clutter-free classrooms, low lighting, and carefully selected sensory items to support regulation and reduce sensory overload. Learners have access to clearly defined safe spaces they can use independently when feeling anxious or overwhelmed, as well as a secure, enclosed outdoor area equipped with sensory circuits, large exercise balls, and other movement-based regulation tools. Indoors, additional sensory supports such as beanbags and weighted blankets are available to help learners remain calm, comfortable, and ready to learn.

Learners in the Adventurers do not have 1:1 staffing but will have a staff member allocated to them if they are dysregulated to keep them, their peers and staff safe. Safe spaces are used as part of a wider strategy.

10 Positive Behaviour Management Strategies

Behaviour management strategies will be selected and implemented according to the needs of each learner. Key to the success of all the approaches is the fundamental/essential need to develop strong, supportive, positive, and understanding relationships with learners.

Strategies are agreed and shared with parents/carers and may form the basis of an Individual Positive behaviour support plan (PBS)

11 Safe Spaces /Safe Places

A safe space is a low stimulus environment that has no clutter or other distractions. Safe spaces at Yeoman Park are side rooms in classrooms and safe outside spaces. The use of a safe space is varied. The safe space may be used as a quiet workspace, a place to relax or a retreat from an environment that is distracting to an anxious or stressed learner to engage in a favourite activity, giving learners positive associations with the space when needed at a time of crisis. They are also used as part of a wider sensory regulation strategy. The learners 'voice' must always be respected during these times.

Safe Spaces are used as an early intervention to help prevent behaviours escalating (in conjunction with and not as a standard behaviour management strategies)

Safe spaces are used as a supportive measure in which a learner regains control and learns to recognise and manage their mood without other environmental distractions that may impact on their recovery.

Staff encourage learners to recognise a change in their own mood and allow learners to recognise the use of a safe space as a calm and supportive measure. Safe spaces should never be used an 'opt out' from learning or as a punitive measure.

12 Restrictions

Environmental restrictions

Confusion/baffle handles are used to slow learners down who are acting impulsively so staff can support them in a positive and proactive rather than reactive manner.

FOB-Controlled Door Locks and Digital pad door locks – to ensure no unauthorised access, usually for safety reasons (pool, kitchen, car park, medicines, and chemical stores)

Gates and fences give structure to the environment and make it easier for learners to access and interpret

Reins and walking belts – only to be used with parental consent to keep learners safe out of school

Three Way & Five Way Mats

Used as a guide to direct and give clarity of space

Used to preserve a learner's dignity especially during times of anxiety and if a student has removed their clothing

Used as a protection for staff and other learners if a learner is attempting to kick or hit, for example Incident Reports will include details of when and how a three-way mat is used and the impact it had on behaviour

13 Training

Teachers and teaching assistants receive annual training in positive handling techniques in teams which allows discussions around particular learners and a consistency of approach. This is delivered through our Behaviour and Health Lead who is a Team teach trainer certified by the BILD ACT Association of Certified Training, complying with the Restraint Reduction Network Training Standards.

The team teach mission is moving beyond behaviour management; using strategies that lower risk, build relationships, minimise physical intervention, and create positive environments.

The objectives of Team Teach are:

- To promote the least intrusive restrictive intervention strategy and a continuum of gradual and graded techniques
- To promote a preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before physical intervention strategies are utilised
- To enable our staff to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all
- To reduce the number of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour management strategies in the first instance
- To increase the awareness of staff concerning the importance of recording and reporting, monitoring, and evaluating, all incidents involving restrictive physical intervention
- To provide a process of repair and reflection for both staff and pupil

New staff do not engage in Team teach techniques until they have received appropriate training Staff training needs are also identified through the personal development programme (PDPs) and the scrutiny of behaviour records, incidents and development opportunities are provided accordingly.

Staff who receive this training will be:

Level 1: be accredited for 2 years

14 Keeping Classrooms Safe for Teaching and Learning

Minimising the Need to Use Reasonable Force

We will only use reasonable force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force. Teachers and Teaching Assistants are trained using Team Teach which believe that understanding behaviour triggers and recognising all behaviour as a form of communication is key, and in some settings, where appropriate, offer safe, respectful and minimal physical intervention skills as a last resort, with an emphasis on de-escalation strategies being 95% of our focus.

Staff Authorised to use Reasonable Force

Under Section 93 of the Education and Inspection Act (2006) the Executive Principal / Principal is empowered to authorise those members of their staff who are enabled to use reasonable force. Here at Yeoman Park, the Executive Principal / Principal has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of learners in each lesson or circumstance have permanent authorisation
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken

Deciding Whether to Use Reasonable Force

Under English law, members of staff are empowered to use reasonable force to prevent a learner from or stop them continuing:

- Committing any offence
- Causing personal injury to, or damage to the property of any person (including the learner themselves)
- Prejudicing the maintenance of good order and discipline at the academy or among any learners receiving education at the academy, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force, the following considerations may be useful:

- Whether the consequence of not intervening would have seriously endangered the wellbeing of a person
- Whether the consequences of not intervening would have caused serious and significant damage to property
- Whether the chance of achieving the desired outcome in a non-physical way was low
- The age, gender, developmental maturity of the persons involved

Staff are also expected to remember that reasonable force is only one option and for behaviours involving **extreme levels of risk**, it may be more appropriate to gain support from other agencies, such as the police

Staff will be kept informed and have a duty to inform others about the plans around specific learners who can present risks to themselves and others. This may include information about SEN, personal circumstances, and temporary upset.

Using Reasonable Force

When using force, members of staff should only use the minimum amount of force for the shortest time possible. Staff should, where possible, avoid any type of intervention that is likely to injure a learner, unless the most extreme of circumstance where there was no viable alternative. Also, staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

Post Incident Support

Following the use of physical intervention, staff and learners will be supported, the immediate physical needs of all parties will be met, and staff will ensure that positive relationships are maintained. This may involve a post-incident conversation, well-being conversation and, if the staff member(s) is no longer in the academy a 'phone call home. The learner may also need to be supported to help them return to their baseline.

15 Home / School Partnership

Parents and carers are consulted about the strategies used in the academy to manage the learner's behaviour

Behaviour priorities will be agreed and documented (see documentation)

When there is a range of excessive/more challenging behaviours, these behaviours will be prioritised, and addressed in smaller components

After initial consultation with parents/carers, other agencies involved with the child should also be consulted e.g. key workers at respite care establishments, social workers

The Health and Behaviour Lead will support with behaviour at home where appropriate

16 Documentation and monitoring progress and change

It is important that we provide appropriate document information for learners that have challenging behaviour. This should convey clear detailed essential guidance necessary for successful behaviour management and the development of positive/appropriate behaviours.

Documentation has a uniform format throughout the academy so that information is easily accessed and adjusted by staff and parents as the learner moves through the school. Two levels of documentation will be provided

Positive behaviour support plan (PBS) (Appendix 1)

- Are produced for learners displaying significant behaviours
- Identifies behaviours, triggers, priorities, and an action plan. It includes the date the plan is written and by whom. It also requires confirmation that parents/carers have been consulted. It ensures a review of the success of the plan. Approaches are reviewed each term and staff sign these to confirm that they have been read and understood. Parents receive a copy that they agree and sign. These are discussed at during the Annual Review of the EHCP.

Behaviour plans / Risk Assessments are available for staff to read in class folders.

Incident Report Form (Appendix 2)

- Support and record post incident support
- Incident forms will be used to record and monitor incidents and potential incidents
- This information will be shared with all relevant staff and other key carers and professionals
- Monitor learner behaviours
- Support changes to manage behaviours
- Reduce risk
- A data base is maintained to monitor the frequency of incidents among students with more complex needs and related challenging behaviours
- A Daily Recording Chart is used to note patterns when behaviours are particularly challenging and it is not clear whether progress is being made. Staff can monitor frequency and times of behaviours. This helps in showing additional unidentified triggers. The use of the class timetable with a simple key of behaviour will be used, record in black and uses of safe space record in red.

- Any changes in behaviour should be communicated to all those working with the learner
- Incident forms are completed by all class staff to ensure a consistent approach and the most appropriate way forward

Data regarding behaviour incidents is collated by the Behaviour Lead monthly and presented to the Executive Principal/Principal for analysis. Patterns and frequency of behaviour are identified, and actions are challenged if they are inappropriate. Learning walks are also undertaken to ensure the quality of behaviour practice across school and look at the impact of challenging behaviour on classes. This data is scrutinised and reported to the Governors reports and discussed at Academy Review Meetings. The Principal will challenge any actions that are not consistent with practice in the Behaviour Policy.

Safe Space Recording – (Appendix 3)

- Complete when a learner has been directed to a safe space
- Inform parents/carers
- Inform Principal

Self-Injurious Behaviour Recording – (Appendix 5)

- Complete when a learner has displayed self-injurious behaviours
- Inform Parents/carers
- Inform Senior leadership.

17 Suspensions and permanent exclusions

Suspensions and permanent exclusion decisions and processes must adhere to the Trust Suspensions and Exclusions Policy.

18 Complaints

Yeoman Park Academy always seeks to resolve any dissatisfaction or concerns with regard to behaviour through the pastoral team. If there are further concerns, please refer to the Diverse Academies Concerns and Complaints Policy.

Allegations made by pupils against staff, will be dealt with in accordance with the Safeguarding and Child Protection Appendix and through the LADO (Local Authority Designated Person) at

Nottinghamshire County Council. Allegations that are made that are found to be false, could lead to serious consequences and will be dealt with appropriately.

19 Review of the policy and appendix

This trust policy and this appendix are reviewed annually, in the summer term, to reflect any further legislative or guidance changes.

Appendix 1: Behaviour Management Plan

Student Name:	Date:	Review Date:
Plan Agreed by:		
Main priorities of the Positive behaviour support plan		
•		
Triggers		
•		
Behaviours: Behaviours displayed when starting to escalate Behaviours displayed in crisis		
Action Plan		
Proactive – Green	De-escalation – Amber	Reactive - Red
Agreement of plan		
Parent/Carers	Signature	Date
Class Staff	Signature	Date

Appendix 2: Incident Form

<u>Learners Name</u>	<u>Date</u>	<u>Time</u>
<u>Staff completing the form</u>	<u>Place of incident:</u>	
<u>Type of incident:</u> Physical Verbal self-injurious self-harm Racist Homophobic		
<u>Was a safe space or safe place used?</u> Yes No If yes please complete SS form	<u>Was a team teach technique used?</u> Yes No If yes please complete TT form	
<u>Behaviours Witnessed during the incident</u> Add A if the behaviour was attempted		

<u>Property Damage</u>	<u>First Aid</u>	<u>Accident form</u>
Yes No	Yes No	Yes No
<p align="center">Management of incident</p> <p>what was used to reduce and de-escalate the behaviour</p>		
<p align="center"><u>Description of Incident</u></p>		

Class discussions and Actions What can be done to reduce the risk of the behaviour happening?	
Staff signed	
ALT investigations and Actions agreed	
Bullying incident YES/NO	
ALT Signed	
Date	

Appendix 3: Safe Space /Safe place Recording Form following an incident

If a safe space/place has been used during an incident, please ensure this form is completed		
Learners Name:	Date:	Time:
Staff Involved:		
Length of time		
Outcomes		
Class discussion and actions		
Parent/Carers informed	Phone	In Person
ALT informed and actions agreed		
ALT signed		
Date		



Appendix 4: Yeoman Park Academy – Team Teach Form

If a team teach technique has been used during the incident, please complete this form.				
Learners name:	Date:	Time:		
Staff involved:				
Disengagement	Arm	Side step-in	Drop elbow	pump
	Clothing	Tube grip	Closed fist hold- one handed	Snake
	Hair	One handed hold	Two handed hold	oyster
		Knuckle roll		
	Bite	Assertive guid with head support		Jaw Manipulation
Prompts guides and separations	Show and Go	Caring C guide	Help hug	Turn gather guide
	Half shield	X-Support	Single person double elbow	
Small child technique	Small child escort	Small child help hug	Sitting on chair	Change of face chair
	Response to deadweight		Sitting on bean bag	Change of face bean bag
Two person holds	Friendly	Single elbow	Figure of four	Double elbow
	Seated hold	Change of face		
Outcomes:				

Class discussion and action		
Parents informed	Phone	In person
ALT informed and actions agreed		
ALT signed		
Date		

Appendix 5: Yeoman Park Academy – Self Injurious behaviour Form

Student Name:	Date:
Staff member:	
Details of self-injurious behaviour:	
Actions:	
Is this in the Positive behaviour Support plan? Yes/No	
Class discussion:	
Senior Leadership Comments:	