



Woodend Farm school
Kindness comes in many forms

Promoting Positive Behaviour

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RECORD OF POLICY AMENDMENT / HISTORY

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1. Our Aim

At Woodend Farm School, we promote high expectations of behaviour and personal achievement for all our pupils. By creating a safe, caring and stimulating environment, we seek to promote the principle that Woodend Farm school is a community within which all members share a mutual responsibility for the care and wellbeing of others. We believe that all individuals are worthy of respect and that actions and behaviour must recognise the dignity and safety of others. We are committed to ensuring that a positive way forward may be found for individuals who may experience difficulties with personal behaviours, relationships and attitudes. We are committed to developing skills within Woodend Farm School that enable all pupils to be independent, self-regulate and have self-control, are safe, happy and have respect when out in the wider community. A wide variety of behaviours are tolerated but not accepted as inevitable and unchangeable.

We believe that good behaviour promotes effective learning. It is essential that staff, parents & pupils ensure that this is understood and maintained.

This policy is used in conjunction with:

- Child protection Policy
- Thrive Policy
- Anti-bullying policy
- Code of conduct

2. Equal Opportunities

All pupils and staff should have the same expectations for their behaviour, whilst considering and recognising each child's individual needs. The system is there to support the school's community and ensure clear boundaries are established that benefit everyone and make the community feel safe.

3. Code of Conduct

The Code of Conduct for the school is promoted and helps to contribute to the positive ethos throughout Woodend Farm School. The code sets out the values that everyone within the school is expected to behave with:

- **Kindness** - "In a world where you can be anything, be kind"
- **Belonging** - "Those who have a strong sense of love and belonging have the courage to be imperfect."
- **Believing** - "Everything is possible if you believe"
- **Achieving** – "All great achievements require time"

4. Support Attitudes to Good Behaviour

The development of the whole pupil is important to us and as a result, we endeavour to fulfil the Woodend Farm Schools core belief that “**success is built upon belief**”. In class we encourage positive behaviour by recognising and issuing ‘tokens’ when a pupil displays one of our 4 values – Kindness, Belonging, Believing or Achieving. Pupils can be given these tokens by any member of staff within the school and pupils can also nominate one another for a token. These are then shared in our celebration assemblies. In conjunction with these, class teachers and learning facilitators can also issue ‘tickets’ to celebrate efforts and achievements in learning. Pupils can then select what to ‘spend’ their tickets on each half term as a treat and recognition of their efforts.

5. Expectations

In order to promote positive behaviours, it is expected that staff will provide:

- Effective presence/supervision/time keeping by all staff
- Consistent application of rules
- Supportive yet firm approach/style
- Focused attention
- High expectation
- Effective match of curriculum to the individual
- Effective use of positive attitudes, language and rewarding in the moment
- Team responsibility
- Good organisation of space/resources/timetable
- Appropriate forms of communication – verbal and non-verbal including signs/symbols
- Use of Vital relation function (VRFs)

6. Understanding Behaviour

Woodend Farm School staff are trained in supporting good behaviour for learning through the Thrive approach and Therapeutic thinking.

The Thrive approach works to meet unmet developmental needs as a foundation to learning, supporting social and emotional development, staff use the Vital relational functions (VRFs) to help pupils to regulate behaviour, the VRFs are:

- Attune
- Validate
- Containment
- Regulation

Staff will also support a child by maintaining an attitude of PACE, maintaining this stance will develop trusting relationships and help a child to feel safe.

- Playful
- Acceptance
- Curiosity
- Empathy

We separate the child from behaviour, we make it clear to the child that while their behaviour is unacceptable, we continue to care about them and are committed to maintaining the relationship with them.

Therapeutic Thinking training which includes:

- The use of Roots and Fruits, Anxiety mapping and Risk Management Plans (RMP)
- The use of positive behaviour strategies
- De – escalation
- The use of physical intervention (PI)
- The use of restrictive physical intervention (RPI)

Key point to remember when working with children with complex social and emotional needs



7. Pastoral Support

At Woodend Farm School it is important to us that communication between home and school is effective and supportive. This is undertaken by all staff with class teams taking responsibility for:

- Regular liaison with parents/carers
- Working in partnership with other agencies with the support of the Designated safeguarding lead (DSL)
- Supporting pupils with behaviour
- Supporting pupils one-to-one with home/school issues

Thrive mentors will support parents with establishing thrive plans at home and delivering family thrive training so that school and home can be working collaboratively to meet the pupils social and emotional needs.

8. Parental Contribution

Parents/carers play a crucial role in shaping attitudes, which produce good behaviour in Woodend Farm School. Parents/carers need to provide their children with firm guidance and positive models through their own behaviour and attitudes, School acknowledges that not all parents have the capacity to do this and our Thrive mentors, senior leaders and class teams will work with them to develop strategies. The school acknowledges its duty to accept responsibility for the care and welfare of pupils during the school day.

Parents can expect:

- Their children to be in a safe environment
- That their child will be treated in a manner that reflects the behaviour policy
- To be informed first of the significant problems or difficulties that may be affecting their child.
- To be informed in the first instance when a Restrictive Physical Intervention (RPI) has had to be used for their child and when a new behaviour requires an RPI
- To be informed of instances where their child's behaviour deserves praise.

Woodend Farm School can expect parents/carers:

- To trust and respect the work of the staff on behalf of their children
- To support school in enabling children to develop and progress
- To support and encourage their child to be a positive member of the school community

9. Parental Involvement

Parents will be asked to support the policy for behaviour by:

- Attending relevant meetings throughout the year
- Attending the Thrive parental training where appropriate
- Communicating with staff appropriately through home School contact (Home School contact is agreed with parents/carers and the class teacher. This will be through email, text or verbal communication)

10. Working with Other Agencies

Woodend Farm School will work closely with external services and make appropriate referrals when required.

11. Staff

The aim of our behaviour system is to allow pupils to be praised for their progress irrespective of their ability, the ultimate long-term goal is that pupils will be intrinsically regarded as they mature and will not need external rewards. Staff need to praise pupils when they '**catch the pupil getting it right**' e.g. a pupil comes into the room and sits nicely without any prompts or, for another pupil, it might be working for 10 mins without distracting others. If a pupil has a Risk Intervention Plan (RIP) staff will follow the strategies on it and not deviate from the plan. Staff also are required to follow Woodend Farms way of being (see appendix).

12. Recording Pupils Behaviour

If a pupil's behaviour continually disrupts their own and other pupils' learning, causes offence or upsets others, Staff need to:

- Record the behaviour on Arbor, following set format (see appendix)
- Contact the parents/guardian and inform them of their behaviour and how we are going to help the pupil learn to behave appropriately.
- Complete a restorative conversation with pupils, using comic strip conversation where appropriate.

If a pupil continuously disrupts learning, behaving in a manner likely to cause harm to themselves or others or damage to property Staff need to:

- Record the incident on Arbor.
- Phone the parent/guardian to arrange a meeting with the class teacher and senior leader either at school or at home.
- Complete Roots and Fruits and anxiety maps
- Complete anxiety maps and predict and prevent.
- Write or amend a predict and prevent and risk management plan if required with support from Behavioral lead.
- Ensure thrive behavior plan is up to date and being implemented.
- Ensure copies of the previous, current and new RMP's are kept and saved in the pupil's folder on the shared drive.

If a pupil targets or continually causes offence or upset to another pupil, record this on Arbor under peer on peer and follow the process set out in the anti-bullying policy.

If a pupil needs time out a team member needs to take the pupil to a designated area for a set time and monitor them. Exclusion from the classroom needs to be supervised by the class team and should only occur if the safety of others is at risk.

If a pupil finds it hard to engage with their adapted learning, continues to become anxious, disrupt others and can't focus on tasks then other interventions need to be considered, behaviour is communication, and we must look at how we can meet pupils individual and reduce anxieties.

13. Exclusions

Woodend Farm School will only ever use exclusion as a last resort after every other option has been exhausted.

14. Documentation to Support Positive Behaviour

Where a pupil's behaviour is a risk to themselves, others or property, a risk assessment will be carried out.

The paperwork includes:

- Early prognosis
- Roots and Fruits
- Anxiety Map
- Predict and prevent
- Thrive behavior plan
- Thrive intervention plan
- Risk assessment calculator
- Risk management plan
- Write up on Arbor
- RPI forms
- Accident Forms

15. Learning Consequences

Setting high expectations for behaviour throughout the school means that learning consequences will be used in order to allow pupils to learn how to meet the behaviour expectations which are set.

Learning consequences used in Woodend Farm School may include:

- Removal of pupils from peers
- Removal from own class for learning and then return
- Time out
- Thrive intervention
- Logical consequence linked to behaviour displayed e.g. tidying up, you break it you fix it, working with members of staff
- Reporting to parents/guardians
- Missed work to be completed in their own time
- Visuals
- Zones of regulation
- Comic Strips conversations

- Restorative conversations

Wherever possible 'logical' consequences for behaviours will be employed. This will support and encourage pupils to learn how to behave in a proactive manner and reflect on how a more positive approach can be sustained.

Staff will always shine a light on behaviour; this is our key strategy that we use to support children whose behaviour is causing difficulties to themselves and others around them.

Shining a Light on Behaviour is a strategy used within the Thrive Approach to help children understand and manage their behaviour. This strategy involves using positive reinforcement and reflective practices to highlight and address behaviours in a constructive manner. Key aspects include:

- **Positive Reinforcement:** Focusing on positive behaviours and acknowledging them encourages children to repeat these behaviours.
- **Reflective Practice:** Helping children reflect on their actions and understand the impact of their behaviour on themselves and others.
- **Vital Relational Functions (VRFs):** Using VRFs such as attunement, validation, containment, and regulation to support children in managing their behaviour.
- **PACE Model:** Integrating the PACE (Playfulness, Acceptance, Curiosity, Empathy) model to create a nurturing and understanding atmosphere.
- **Shared Language:** Using a shared language across the school enables children to express their feelings and begin to manage them independently.
- **Reduction in Exclusions:** Schools that have implemented the Thrive Approach have seen significant reductions in fixed-term exclusions and high-level crisis situations.
- **Empowerment:** Empowering children to take responsibility for their actions and understand the consequences.

Should behaviour be deemed to be more serious, and time is needed to put in place protective consequences, then a more formal sanctions would be used.

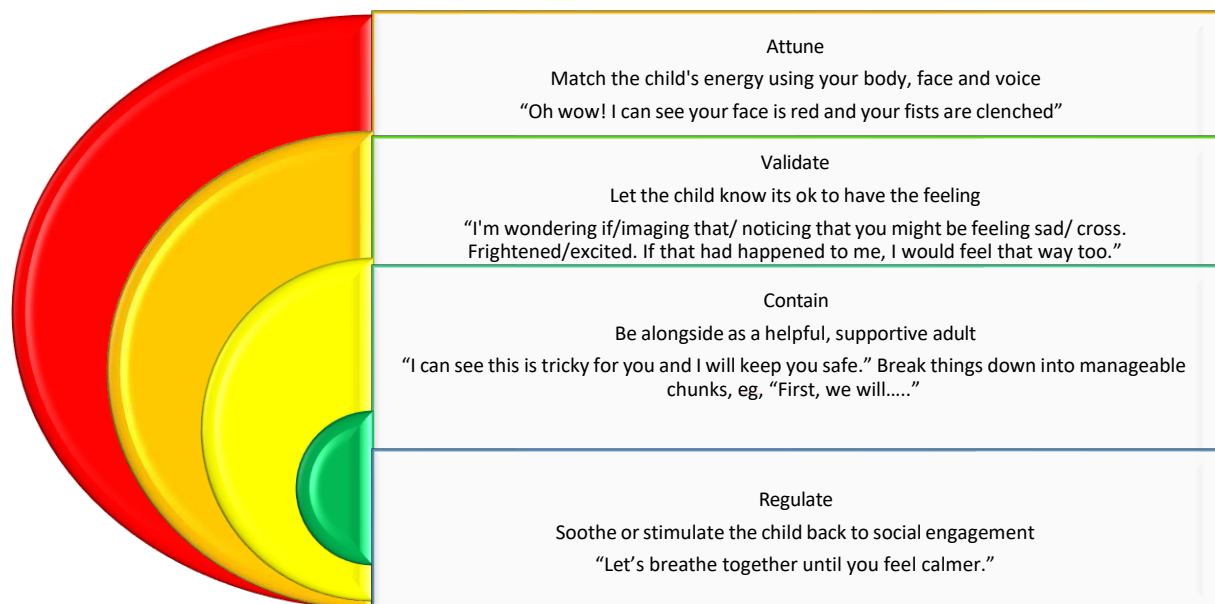
These may include:

- Request to parents to pick up their child (fixed term exclusion)
- Internal exclusion

16. Procedures and practice

When unacceptable behaviour is displayed in the school staff will use the following procedure to ensure a consistent and well managed approach is adopted. There is an expectation that all staff will deal with behaviours and follow through with learning consequences to ensure that pupils experience consistency and can learn how to get it right.

Woodend Farms 4 steps of communicating in times of crisis and conflict



17. Woodend Farm School Model for Behaviour Management

In-Class Strategies (Handled by Class Team)

1. **Identify the Situation:** Understand what is causing the difficulty.
2. **Use VRFs and PACE:** Apply Vital Relational Functions (VRFs) and maintain a PACE (Playfulness, Acceptance, Curiosity, Empathy) stance.
3. **Differentiate Tasks:** Adjust the task or support given to the student.
4. **Warning Systems:** Use warning systems or cards to signal unacceptable behaviour.
5. **Tactical Ignoring:** Ignore minor misbehaviours and redirect attention.
6. **Redeploy Resources:** Use available resources effectively to manage behaviour.
7. **External Support:** Seek support from external provisions if needed.
8. **Learning Consequences:** Implement appropriate learning consequences at a suitable time.
9. **Follow Plans:** Adhere to existing plans or Risk Intervention Plans (RIPs).
10. **Sensory Diet:** Implement and follow a sensory diet for the student.
11. **Parental Contact:** Communicate with parents or carers about the behaviour and strategies being used.
12. **Request Support:** Ask for additional support if a student is likely to reach a crisis.

Out-of-Class Learning Consequences Strategies (Handled by Class Team and Thrive Mentors)

1. **Inform Parents/Guardians:** Keep parents or guardians informed about the behaviour.
2. **Time Out:** Provide a designated time-out area for the student.
3. **Sensory Room:** Use the sensory room for calming and regulation.
4. **Thrive Intervention:** Implement Thrive interventions as needed.
5. **Shining a Light:** Use the "Shining a Light" strategy to highlight positive behaviour.
6. **Captain Thinking:** Encourage reflective thinking and problem-solving.
7. **RIP:** Follow the student's Risk Intervention Plan.
8. **Individual Workstation:** Provide an individual workstation for focused work.
9. **Identified Activities:** Use specific activities to help the student learn.
10. **Break Time Areas:** Identify appropriate areas for the student during break times.
11. **Movement Breaks:** Allow the pupils take movement breaks.

Removal from Class/Situation (Handled by SLT and Supported by Thrive Mentors)

1. **Criteria for Removal:** Remove the student if their behaviour is dangerous, significantly disruptive, or affecting others' well-being.
2. **Removal Process:**
 - Take the student to a designated area for specific learning.
 - Ensure the student completes the learning before returning to class.
 - Inform parents about the removal and set up a meeting if necessary.
 - Log the behaviour on Arbour.
 - Review and update the student's RIP or monitor their behaviour more closely.

Statement on the use of safe touch and physical intervention

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age).
- to gently direct a pupil.
- for curricular reasons (for example in PE, Drama etc.).
- in an emergency to avert danger to the pupil or staff.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupils age and level of understanding.
- the pupils' individual characteristics and history.
- the location where the contact takes place (it should not take place privately without others present).

Within Woodend Farm school this means that a member of staff may physically guide, touch, or prompt pupils in appropriate ways at appropriate times. It is extremely important that you have read and understood all the relevant policies to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with pupils and the appropriate ways in which we do so.

18. School Rules

On admission to Woodend Farm School, pupils will be provided with a uniform and will be expected to wear this to school.

The rules are as follows:

- Uniform is to be worn. It is the responsibility of home to inform the school if there are issues with this. Home / school liaison should take place if there are issues with uniform.
- One pair of earrings can be worn for school, but they need to be removed for PE lessons.
- Pupils are not allowed to bring any of the following into school premises or grounds: alcohol, drugs, sharp or pointed objects, cigarettes, matches, lighters or any other object or material that might be considered a risk to the safety or welfare of others.
- If pupils choose to bring an iPad, electronic games or mobile phones to school they should be handed to the class teacher who will lock them away until the end of the day. Mobile phones are not allowed during the school day.
- Pupils are not allowed to leave the school premises or grounds without a member of staff.

Pupils' rules that are to be followed to promote positive behaviour for learning:

- Listen to each other
- Kind Hands and Kind Feet
- Respect each other
- Use kind words
- Take pride in our school

19. Incident Reporting

Any incidents which cause concern should be reported and written up by the appropriate member of staff on Arbor or CPOMS depending on the category of incident.

Incidents which should be recorded include:

- Peer on peer
- Stealing
- Sexual incidents
- Verbal aggressive behaviour
- Disruptive behaviour
- Physical harm to pupils or staff
- Concern over time of repeated inappropriate behaviours
- Change in pupils' behaviour over time causing concern
- Unusual emotional outbursts
- Destruction of property
- To inform parents in the first instance when an RPI has had to be used on their child and when a new behaviour requires an RPI
- Where a child's behaviour has led to inclusion in the accident book
- Racial abuse
- Bullying - refer to schools Anti-Bullying Policy

(This list is not exhaustive, individual staff may wish to record other incidents)

Purpose of reporting system:

- To alert staff to possible risks
- To analyse behaviour and develop appropriate support strategies for pupils
- To inform risk assessment and positive handling plans
- Better communication between staff
- To help develop a consistent approach to particular types of incidents
- To help staff to develop a consistent approach to individual pupils
- To help staff and pupils avoid and prevent reportable incidents
- To provide on-going documentation with which to support action
- To provide evidence should it be required at any time in the future

20. Training

We train all our staff in Therapeutic Thinking primarily to support de-escalation techniques. All staff members receive six hours of basic training. Following this, refresher training is carried out every twelve months to ensure that people hold a current, valid certificate. Training provided covers the use of physical intervention and techniques of behaviour management which help reduce the need for such interventions. Guidance will be given where needed for carrying out physical intervention on an on-going basis.

All staff are trained to use physical interventions.

All staff are also trained in PACE (playful, accepting, curious and empathetic) and VRF's to support in de-escalation and positive behaviour management.

21. Physical Intervention and Therapeutic Thinking

Physical Intervention:

- **Introduction:** Woodend Farm School follows Essex County Council's guidance on

physical intervention. Safeguarding guidance: Understanding and supporting behaviour.

- **Intended Outcomes:** To provide an environment that is safe for the whole community, where challenging, aggressive, and violent behaviour is prevented wherever possible, and where staff members are clear about when physical intervention is appropriate and are empowered to use it within a clear framework.
- **Responsibilities:** Woodend Farm School is committed to providing Therapeutic Thinking training and endeavouring to reduce any situation where staff members encounter violence in the course of their work. All members of the school are expected to treat people with dignity, courtesy, and respect.
- **Working Realities:** All stakeholders must be aware of the working realities and likely consequences when individuals are involved in an incident involving the use of force. The following systems are endorsed by Woodend Farm School:
 - Record serious incidents on CPOMS. Complete a RIP with the Therapeutic Thinking lead or senior leader when a pupil demonstrates behaviour that may or has caused risk to themselves, others, or property. This should happen as soon after the event as possible.
 - Pupils requiring a Risk Assessment may also become identified through incident reporting. Staff & SLT will identify which pupils require this.
 - Whenever there is a change to a pupil's behaviour, the risk assessment or RIP should be amended.
 - Where a physical intervention has taken place, all documentation should be completed as soon as possible after the event has taken place, this must have happened before the end of the school day, however ensuring that staffs wellbeing is considered throughout. If the written paperwork is not able to be completed, staff involved must, at the very least, inform a senior leader of what has occurred.
 - After a serious incident has occurred, a pupil must be offered an opportunity for a restorative conversation. It should be remembered that the minimum amount of time for anyone to calm down after an adrenaline rush is deemed to be at least 45 minutes but for some pupils it could be longer, two hours plus. This must be taken into account when planning the time of the debriefing.
 - Visual systems must be made available for those pupils who require this support to aid understanding and communicate effectively, Comic strip conversations are effective for pupils with ASD and ADHD.
 - If a member of staff or pupil is injured as a result of any incident, a Health and Safety Incident Form needs to be completed. If a pupil is injured during a RPI or sustains any form of marking, this must be body mapped and reported to LADO before the end of the school day.
 - All documentation relating to the behaviour policy and related incidents will be kept for 35 years.

Therapeutic Thinking:

- **Trauma Responsive Approach:** Therapeutic Thinking focuses on providing experiences that create sustained prosocial feelings within all children and adults, particularly those who are non-typical or have experienced adverse childhood experiences.

- **Shared Focus on Inclusion:** It involves shared values and beliefs, open communication, diversion and de-escalation, risk management, and reparation, reflection, and restoration.
- **Reduction in Exclusions:** Therapeutic Thinking aims to reduce exclusions and improve the experience of children and adults in schools.

22. Restorative conversation and comic strip conversations

Restorative Conversations

Restorative conversations are a key strategy used to mend relationships and resolve conflicts within the school. These conversations involve bringing all concerned stakeholders together to help mend relationships between students in conflict by helping them to become calm and nurture their communication skills. Restorative practices promote accountability, repairing harm, and reducing risk. They help students take responsibility for their actions, understand the consequences, and develop conflict resolution skills.

Comic Strip Conversations

Comic strip conversations are an approach to support social understanding. They were originally developed to support children with Autism Spectrum Disorder but are also useful for any child who experiences misunderstandings and communication breakdowns. These conversations use simple drawings to visually illustrate conversations, helping children understand a situation from another person's perspective and reflect on a situation in a non-threatening way. They are used to solve problems or conflicts, explore feelings arising in particular situations, and develop strategies to manage feelings and behaviour.

Benefits:

- **Visual Representation:** Provides a visual representation of knowledge, making it easier for students to understand and remember information.
- **Engagement:** Engages students through thinking, creating, and writing, particularly effective for students with low interest in traditional writing.
- **Simplified Communication:** Helps in simplifying complex ideas and concepts, making them accessible to students of varying abilities.
- **Social Understanding:** Supports social understanding, especially for children with Autism Spectrum Disorder.
- **Motivation:** Motivates reluctant readers by providing a format that combines images with text.
- **Literacy Skills:** Improves literacy skills, including reading comprehension and writing.
- **Problem-Solving:** Encourages problem-solving and critical thinking.
- **Emotional Expression:** Helps students express their emotions and thoughts in a structured way.

23. Legislation

The policy aligns with the following key pieces of legislation relevant to English independent special schools:

1. **Children and Families Act 2014:**
 - **Special Educational Needs and Disabilities (SEND):** This act includes provisions for children and young people with special educational needs and disabilities. It emphasizes the importance of involving children, young people, and their parents in decisions about their support.
 - **Education, Health and Care (EHC) Plans:** The act introduced EHC plans, which replace statements of SEN and Learning Difficulty Assessments. These plans are designed to provide a more holistic approach to supporting children and young people with SEND.
2. **Equality Act 2010:**
 - **Anti-Discrimination:** This act protects individuals from discrimination based on disability, among other protected characteristics. Schools must make reasonable adjustments to ensure disabled pupils are not at a substantial disadvantage compared to their peers.
 - **Accessibility:** Schools are required to plan to increase access to education for disabled pupils, including improving the physical environment and providing information in accessible formats.
3. **Education Act 1996:**
 - **Provision of Education:** This act outlines the duties of local authorities to ensure that children with special educational needs receive appropriate education.
 - **School Discipline:** It includes provisions related to school discipline, attendance, and the welfare of children.
4. **SEND Code of Practice:**
 - **Guidance for Schools:** This code provides statutory guidance on duties, policies, and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.
 - **Inclusive Education:** It emphasizes the importance of inclusive education and the role of schools in identifying and supporting children with SEND.

APPENDIX A:

Risk Reduction Plan

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond

Post incident recovery and debrief measures

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

APPENDIX B: ESSEX HEALTH & SAFETY INCIDENT FORM

School and College:	Woodend Farm School		
About the incident:			
Accident	Work Related Ill-Health	Near Miss	Violence
Date incident occurred:	Date:	Time (24hr clock):	
Date incident reported:	Date:	Time (24hr clock):	
Where incident happened?			
How the incident happened?			
What do you consider was the cause of the incident? (bite, kick, fall etc.)			
Where was the injury located?			
What was the nature of harm?			
Was the person taken directly to hospital	YES / NO		
Was the incident reportable under RIDDOR	YES / NO		
About the person affected by the incident:			
Name			
Employed by ECC and position employee holds	YES / NO	Position Held if appropriate	

Follow up by the manager after the incident: (to be completed by Manager)

Additional supervision Modifying existing systems of work No further action
Review Maintenance procedures Training Review Risk Assessment

Additional information for acts of violence:

Name of assailant		Relationship to ECC i.e. pupil	
What was the type of assault	Attack by an animal Sexual Use of a weapon	Intimidating behaviour Threatening behaviour Verbal abuse	Physical injury Racial
Was the incident reported to the police?	YES / NO		
Has support been given to the employee following the incident?	YES / NO		
Use of physical intervention:			
Was it necessary to use physical intervention?	YES / NO		
What type of technique was used?			
Does the assailant have an individual risk assessment or care plan?	YES / NO		
Was the physical intervention technique used in accordance with it?	YES / NO		
Had all the employees who used Restrictive Physical Intervention been trained?	YES / NO		

PLEASE TURN OVER

Witness to the incident		Witness to the incident	
Name & Address		Name & Address	
Additional Information			
Signature of Health & Safety Manager		Date	

Comments for Health & Safety Manager if necessary