West Wimbledon Primary School Treetops Base for Autism

POSITIVE BEHAVIOUR SUPPORT POLICY

Title:	**Treetops Positive Behaviour Support Policy**
Status:	**Draft**
History:	**March 2018**
Owner	**Pupils and Community Committee**
Date of next review	**March 2019**

Adopted: Chair of Governors   Headteacher

          Date: Date

SECTION ONE

DEFINITION OF CHALENGING BEHAVIOUR

Treetops provides for pupils with Autism who present learning difficulties, anxiety and challenging behaviour. The purpose of the policy is to promote positive behaviour to create a happy, secure and stimulating environment in which all can experience success and realise their unique potential.
The staff in Treetops use The Management of Actual or Potential Aggression (MAPA) programme to maximise the Care, Welfare, Safety and Security of pupils.

"Challenging behaviour refers to any behaviour of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy or behaviour that is likely to seriously limit or delay access to or use ordinary community facilities" (Emerson et al 1987)

In Treetops we describe Challenging Behaviour as behaviour that:
- Interferes with (or prevents) the pupil's own learning or the learning of other pupils;
- Prevents the pupil from participating fully within the life of the school, the local community and home;
- Is not socially appropriate or acceptable;
- Endangers the pupil themselves, others or equipment;
- Offers unacceptable level of challenge to staff in their support of the pupil.

It may be exhibited as:
- Acts of aggression;
- Withdrawal or refusal to participate;
- Refusal to move;
- Use of inappropriate words causing distress and/or constituting harassment;
- Self-injury;
- Injury to others, either intentional or not;
- Damage to objects, equipment and resources;
- Compulsive behaviours;
- Behaviours that fulfil a sensory need.

SECTION TWO

MAPA FRAMEWORK

"People with learning disabilities have a right to be treated with respect, care, and dignity especially when they are behaving in ways that maybe harmful to themselves or others and as a result require physical intervention from staff'"
        (DfES\DOH 'Guidance on the use of Restrictive Physical Interventions' July 2002)

In Treetops, we anticipate that many of our pupils may at one time or another during their school career exhibit challenging behaviour. Challenging behaviour will be appropriately supported using the agreed approaches from the CPI Pivitol Management of Actual or Potential Aggression (CPI Pivitol MAPA®) programme.

CPI Pivitol MAPA® is BILD (British Institute of Learning Difficulties) accredited, and adheres to BILD's code of conduct. This aims to maximise the Care, Welfare, Safety and Security of the school community. However, behaviour that places the pupils themselves, other pupils, or staff members at risk of significant harm cannot be supported within school, and is therefore outside of the acceptable behaviour code. Such behaviour would normally be identified through a risk assessment carried out by the Head of Base, CPI Pivitol MAPA® instructor and the Class Teacher.

The underpinning values and philosophy of CPI Pivitol MAPA® are:
- Demonstrate respect, dignity and empathy; providing support in a non-judgemental and pupil-centred way.
- Provide emotional and physical support; acting in the pupils' best interest in order to promote independence, choice and well-being.
- Protecting rights, safeguarding, reducing or managing risk to minimise injury or harm.
- Maintaining safe, effective, harmonius, and therapeutic relationships that rely on collaboration.

CPI Pivitol MAPA® uses the *Crisis Development Model℠* to provide a behavioural roadmap to give guidance on behaviour levels, appropriate staff approaches and the integrated experience.

Crisis Development Model℠

Behaviour Levels	Staff Attitudes and Approach
1. Anxiety – A change in behaviour 2. Defensive – Beginning to lose self-control 3. Risk Behaviour – Behaviour that presents imminent or immediate risk to self or others 4. Tension Reduction –Decrease in physical and emotional energy	1. Supportive – Empathetic, non-judgmental approach 2. Directive – Decelerating and escalating behaviour 3. Physical Intervention – Last resort, emergency response aimed at minimising risks and keeping everyone safe. 4. Therapeutic Rapport- Restorative approach

CPI Pivitol MAPA® emphasises the use of physical intervention as a last resort, when there is no other alternative to keeping the pupil or other safe (see Physical Intervention section and appendices below).

SECTION THREE

WEST WIMBLEDON PRIMARY SCHOOL TREETOPS IMPLEMENTATION

1. **Continued Development & Evaluation of Staff Confidence and Competence**

   Effective support of pupils with challenging behaviour is best achieved through continued training and support for staff. In in order to ensure that all staff are competent and confident the school's CPI Pivitol MAPA® instructors devise and implement the two-day initial CPI Pivitol MAPA® course and an annual staff refresher training (as stipulated by CPI Pivitol MAPA®) totalling 6 hours.

   Staff must also attend termly meetings to cover physical intervention reminders and half-termly evaluations of Behaviour Support Plans.

2. **Providing an environment for the pupil that is:**

   a) Supportive…
      …nurtures
      … predictable, trusting and encouraging
      …provides consistency
      …respects individuals
      … friendly

   b) And Functional…
      …purposeful, stimulating and educational
      …therapeutic activities where appropriate
      …motivating and organised
      …a safe environment

3. **Writing a Positive Behaviour Plan**
   When a new pupil attends the school and challenging behaviour has been identified, a Positive Behaviour Plan must be written within the first four weeks on the school proforma (see Appendix A). This plan ensures that the pupil, other pupils, staff and property remain safe and consistent strategies are in place with the pupil during further analysis. ABCC logs and the Motivational Assessment Scale are tools used to analyse and begin to understand what a child is trying to communicate through their behaviour and identify possible triggers.

   A Positive Behaviour Plan should also be written if a new challenging/dangerous behaviour emerges for a current pupil.

   In order for it to be successful, the PBP must clearly describe what each of the four behaviour levels look like for each pupil and the appropriate and effective staff response. The aim is to teach pupils a more effective and more acceptable behaviour.
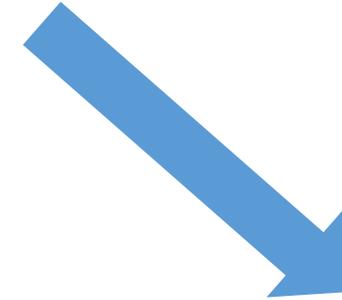
Once the plan is written it must be:

- Agreed with all staff
- Signed by a CPI Pivitol MAPA® instructor
- Checked and signed by the Head teacher/ Head of Base
- Sent to parents/guardians with the relevant paperwork for approval and signing
- If the first behaviour support plan, the plan and the Risk Assessment to be discussed with the pupils' parents

There is an Annual Cycle for the Development of Positive Behaviour Support Plans which outlines when plans should be written and evaluated by and dates are set at the beginning of the school year for the writing, agreement and distribution of Behaviour Support Plans (see below):

Autumn Term (September)

- Write BSP for new pupils (week 4)
- Review BSPs for previous student and those new to the class that have an existing plan.
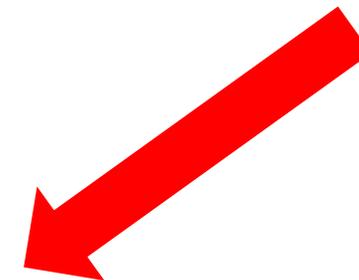- Hand BSP in to MAPA instructor on specified date

**Annual Cycle
of Positive Behaviour
Support Plans**

End of Summer Term (July)

- Evaluate strategies
- If skill achieved highlight green and date it.Write next step of skills under the achieved skill. If not achieved yet but still appropriate highlight yellow
- If new physical intervention, hand BSP to MAPA instructor.

End of Autumn Term (December)

- Evaluate strategies
- If skill achieved highlight green and date it. Write next step of skills under the achieved skill. If not achieved yet but still appropriate highlight yellow
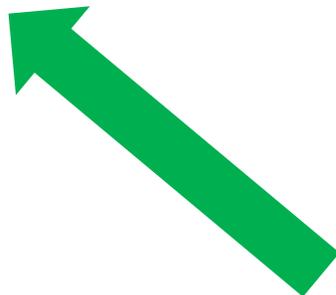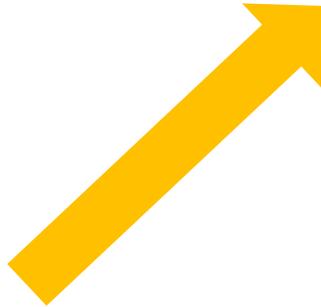- If new physical intervention, hand BSP to MAPA instructor.

End of Spring Term (March or April)

- Evaluate strategies
- If skill achieved highlight green and date it. Write next step of skills under the achieved skill. If not achieved yet but still appropriate highlight yellow
- If new physical intervention, hand BSP to MAPA instructor.

4. **A consistent approach to behaviour management**

   The use of the CPI Pivitol MAPA® *Crisis Development Model℠* enables calm, consistent staff responses, which will positively influence upon pupils' behaviour. A consistent approach also encompasses the teaching and learning, classroom management, behaviour strategies and the teaching of socially acceptable behaviour, pupil support systems, liaison with parents and other agencies and managing pupil transition.

   Rewards
   Pupil behaviour is managed proactively on an individual basis within Treetops. Some pupils may have motivating activities to help them manage their day, interests, anxiety and behaviour. The use of specific rewards should be specified on the pupil's Positive Behaviour Support Plans.

   Sanctions
   Any sanctions or controls used to manage a pupil's behaviour must be part of the Positive Behaviour Support Plan, working towards reducing or eliminating the challenging behaviour and teaching other more appropriate behaviour. Sanctions must never be seen as an end in themselves. In law, any actions by staff must be proportionate to the actions that constitute the challenging behaviours i.e. staff must judge that their intervention is necessary to prevent greater harm occurring to the pupil themselves, other pupils and/or staff, or property.

   The following sanctions are considered acceptable.
   - The use of a strong, clear tone of voice (shouting is not permitted unless in an emergency).
   - Time-away strategies, e.g. moving chair away from the group, sitting on the specified bench in the playground, one to one talk with the teacher, Head of Base or another member of SLT.

   SLT and parents and carers must be notified of any incident that has resulted in the child themselves or other members of the school community being harmed.

   Writing a Risk Assessment

   Risk assessments **must** be written for any pupil whose behaviour poses significant risk to the health, safety and wellbeing of themselves and other members of the school community.

   The standard proforma (see Appendix B) must be used for recording the agreed plan. Any pupil with a Positive Behaviour Support Plan written that includes physical intervention must also have a risk assessment in place.

5. **The Use of Restrictive Physical interventions**

   Physical interventions must be used only as a last resort when a pupil is judged to be a danger to themselves or others and all other strategies have failed. This will normally be part of a planned approach to meeting a pupil's needs with the interventions a part of a Risk Assessment and Positive Behaviour Support Plan.

   Treetops staff seek to reduce the likelihood of any physical intervention having to occur by.

- attempting to understand presenting behaviour so that strategies can be put in place to support the individual more effectively;
- formulating an ABCC log and Positive Behaviour Plan, as required, so that all staff are aware of potential triggers and approach the child consistently, where possible;
- taking sensory integration issues into account, when dealing with pupils, and with particular regard to the children in Treetops - staff are aware of whether physical contact can escalate or de-escalate a situation.

Physical intervention will only be used if a pupil appears to be either a danger to themselves or others, and if all possible alternatives have been considered. The scale and nature of any intervention must be proportionate to the behaviour of the individual, and the harm they may cause. Judgements have to be made at the time, taking into account any known history of other events involving the individual to be controlled. The minimum of force should be used for the least amount of time and the techniques deployed should be those in which staff have been trained (CPI Pivitol MAPA®).

Staff will minimise the risk to themselves and other pupils in case physical intervention has to occur by keeping nails trimmed and at an appropriate length, minimising the amount of jewellery worn and by wearing sensible footwear;

Any incident of Physical Intervention should be reported to the Headteacher or Deputy Headteacher in the first instance. The use of physical interventions, whether planned or unplanned (emergency) should always be recorded on an Incident Report Form (**Appendix E**), as soon as practicable (and in any event within 24 hours of the incident) by the person(s) involved. The contents of the Incident Report Forms and Physical Intervention Logs should be regularly reviewed and monitored and appropriate action taken, as needed.

Staff must always document their use of physical interventions and details of the whole incident for review and analysis. A Physical Interventions Log (**Appendix F**) must be completed and the signed original must be page numbered and kept in the Treetops Office in the Physical Intervention Log file. A copy should be placed securely into the child's individual file. Parents are always notified when their son/daughter has been involved in any Physical Intervention.

6. **Follow up after Restrictive Physical Intervention**

There is a period after a significant incident when energy and behaviour has reduced, but the normal level of behaviour has not been re-established and a risk of recurrence exists. The staff response during this time is focused on Tension reduction, re-establishing routines, relationships and rapport.

This Therapeutic Rapport is a restorative approach, beneficial to all involved to ensure:
- communication is re-established;
- continual review to promote change and growth for individuals;
- crises are less likely to occur;
- structure of debriefings is effective.

Restorative conversation guidance is part of CPI Pivitol MAPA® (please see handbook for more information.)

After an incident involving, a physical intervention a Behaviour Crisis Debrief Form (**Appendix G**) must be completed by staff involved. There will also be a discussion involving those involved, a CPI Pivitol MAPA® instructor and a member of SLT.

7. **MAPA Training**

Two members of school staff are qualified instructors and are responsible for the provision of training in positive behaviour support across Treetops.

Physical intervention training is provided to staff when working within Treetops. They must complete the two-day CPI Pivitol MAPA® foundation programme. All staff receive annual CPI Pivitol MAPA® certificated refresher training. Only accredited staff are able to carry out physical interventions.

Training is provided to support staff in their work within Treetops and they receive this training with the understanding that it is to be only used when working with pupils within the school and within their working hours. Under no circumstances should staff teach any physical interventions to people outside of the school or use their training when working in other establishments.

Current MAPA Trained Staff:
    Monika Moranska (Instructor)
    Alison Lea (Instructor)
    Emilie Verdu
    Anna Cookson
    Vanessa Mina
    Callum Martin
    Shelby Paul-Humpheys
    Sophie Stanford
    Nikki Brown
    Fay Kern
    Sue Miller
    Rey DeSouza

SECTION FOUR

ROLES AND RESPONSIBILITIES

It is the **Governing Body's** responsibility to maintain oversight of the positive behaviour policy and approaches, including the use of restrictive physical interventions within the school and to ensure that the school's practice and procedures are fully compliant.

It is the **Headteacher's** responsibility to:
- Keep an oversight of general standards of pupil behaviour throughout school.
- Monitor health and safety aspects to ensure all parties' needs are met.
- Ensure staff are appropriately trained

It is the Head of Base's responsibility to
- Provide support and guidance to staff in the drawing up and implementation of a Behaviour Support Plan.
- Provide support and guidance to parents whose child may have a Behaviour Support Plan.
- Seek additional external support for a pupil if and when necessary.
- Make referrals on behalf of parents who seek additional help for managing their child's behaviour at home.
- Ensure that casual/agency staff and volunteers are aware of pupils' behaviour support needs.
- Arrange for appropriate staff training
- Manage the ongoing training programme for the staff team ensuring that it complies with relevant legislation
- Ensure the maintenance of relevant paperwork and training logs in relation to the ongoing development of Behaviour Support
- Keep an oversight of behaviour across Treetops and its impact on learning through regular learning walks, behaviour observations and liaison with the Leadership Team
- Where appropriate provide data analysis in order to support the process of planning high quality Behaviour Support Plans and/or specialist reports for review meetings
- Support with interim or annual review reports for behaviour as required
- Ensure that all PBPs have been signed by parents
- Support colleagues in the writing of PBPs and in the implementation of appropriate strategies in order to ensure continuity and progression in behaviour support

It is the **CPI Pivitol MAPA® instructors'** responsibility to:

- To keep over an oversight of the use of restrictive physical interventions within the school.
- Provide advice on the elements of the Behaviour Support Plan with reference to CPI Pivitol MAPA® guidelines and practice.
- Complete Risk Matrices and Risk Assessments as required.
- Provide advice/instruction on specific interventions and approaches.
- Help to monitor/evaluate effectiveness of Behaviour Support Plans.
- Support staff to analyse behaviours to understand what purposes they are serving.
- Deliver CPI Pivitol MAPA® training courses –Foundation (two-day), at the beginning of their employment in Treetops and go on to participate in an annual certificated refresher training (one-day).
- Attend annual Instructor Recertification CPI Pivitol MAPA®
- Attend First Aid at Work training every three years

It is the **Base class teacher's** responsibility to:

- Lead discussions on, negotiate the contents and write a pupil's risk assessment and Positive Behaviour Support Plan, and to review the plan at the date agreed.
- Write individual risk assessments for pupils as required in relation to specific behaviours or activities, with support from a CPI MAPA Instructor.
- Liaise with the relevant support staff to ensure they are aware of the pupils' Positive Behaviour Plans (PBPs).
- Ensure all staff, temporary or otherwise, are aware of existing Positive Behaviour Plans.
- Check that their staff team has completed the necessary forms after an incident has occurred.

All staff have a responsibility to support each other when managing pupils' behaviour. This includes

- Read PBP for pupil's in their care.
- Ensuring they fulfil their duty of care to the pupils
- Asking unobtrusively if a colleague needs help.
- Standing back and letting a colleague continue to manage alone if that is what they have requested.
- Asking a colleague to take over if a pupil's behaviour has made you angry or upset or you feel unusually tired.
- Offering a colleague a few minutes away from the group to relax and recuperate if he\she has dealt with a particularly difficult situation.
- Having regular class and team meetings about pupils' behaviour, to share views, and use the team positively for support.
- Keeping up an appropriate dialogue with parents regarding progress.
- Fill out ABCC logs (**Appendix C**) and incident reports (**Appendix E**) if they were involved in an incident.

Appendix A - TREETOPS POSITIVE BEHAVIOUR SUPPORT PLAN

Name: **Date of Birth:**   **Date Plan Written:**

Integrated Experience

Behaviour Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behaviour	3. Physical Intervention
4. Tension Reduction	4. Therapeutic Rapport

Ready, Respectful, Safe   **Consistent, Calm Adult Behaviour**

SETTING EVENTS	TRIGGER	MESSAGE

EVERYTHING IS OK	PROACTIVE STRATEGIES		
	(Evidence: observations. The strategies must be linked to the Message. Highlight achieved skills/messages)		
	Physical *(Setting, light, noise, crowding, space, food and drink, sensory differences etc.)*	**Interpersonal** *(Respect, communication, social interaction, friends, expectations etc.)*	**Programme Planning** *(Choice, predictability, rules, motivation, opportunity to learn, variety, task difficulty, instructional methods).*

WHAT DOES MY BEHAVIOUR LOOK LIKE?			
ANXIETY *A change in behaviour.*	**DEFENSIVE** *Beginning to lose self-control.*	**RISK BEHAVIOUR** *Behaviour that presents an imminent or immediate risk to self or others.*	**TENSION REDUCTION** *Decrease in physical and emotional energy.*
			1.
STAFF APPROACHES			
SUPPORTIVE *An emphatic, non-judgemental approach.*	**DIRECTIVE** *Decelerating an escalating behaviour.*	**PHYSICAL INTERVENTION** *An emergency response aimed at minimising risk and keeping everyone safe*	**THERAPEUTIC RAPPORT** *Restorative approaches to re-establish rational communication, relationships and routines.*

Head Teacher: _____   MAPA Instructor: _____

Class Teacher: _____   Parent/Carer: _____   Date Plan Agreed:

Appendix B - West Wimbledon Primary School Risk Assessment for [*Pupil's name*]

Activity:		Assessment Date:		Completed by:	

Hazard/Risk *List significant risks/hazards which may result in serious harm or affect other people.*	Who may be affected	Control Measures *List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)*	Further Action *List the risks which are not adequately controlled and any proposed further action or advice sought*
1. Exhibits risky and impulsive behaviours **during lessons.** - Hitting, kicking and throwing objects	Staff and pupils	• All staff to use the 'supportive stance' (MAPA). • Staff to remain calm. • Use MAPA holds to ensure safety and that of others, when the risk become high, as a last resort.	

Signatures:

Parent/carer:		Date:	
Headteacher:		**Date:**	
Class Teacher:		**Date:**	

Appendix C
ABCC of Behaviour   Name:

Date/Time	Setting/Antecedents *Where and what was happening just before the behaviour occurred?* *Did anything happen earlier in the day?*	Behaviour	Consequences *The result of the behaviour*	**Communication:** *Ask ourselves:* *What was the child trying to tell us through the behaviour?*	Initials *(Person who has completed the log)*

Appendix D - Motivational Assessment Scale

Questions	Answers
1. Would the behavior occur continuously, over and over, if this person were left alone for long periods of time? (For example, several hours)	0 1 2 3 4 5 6
2. Does the behavior occur following a request to perform a difficult task?	0 1 2 3 4 5 6
3. Does the behavior seem to occur in response to you talking to other persons in the room?	0 1 2 3 4 5 6
4. Does the behavior ever occur to get a toy, food, or activity that this person has been told that he or she can't have?	0 1 2 3 4 5 6
5. Would the behavior occur repeatedly, in the same way, for very long periods of time, if no one were around? (For example, rocking back and forth for over an hour.)	0 1 2 3 4 5 6
6. Does the behavior occur when any request is made of this person?	0 1 2 3 4 5 6
7. Does the behavior occur whenever you stop attending to this person?	0 1 2 3 4 5 6
8. Does the behavior occur when you take away a favorite toy, food, or activity?	0 1 2 3 4 5 6
9. Does it appear to you that this person enjoys performing the behavior? (It feels, tastes, looks, smells, and/or sounds pleasing.)	0 1 2 3 4 5 6
10. Does this person seem to do the behavior to upset or annoy you when you are trying to get him or her to do what you ask?	0 1 2 3 4 5 6
11. Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him or her? (For example, if you are sitting in a separate room, interacting with another person.)	0 1 2 3 4 5 6
12. Does the behavior stop occurring shortly after you give this person the toy, food, or activity he or she has requested?	0 1 2 3 4 5 6
13. When the behavior is occurring, does this person seem calm and unaware of anything else going on around him or her?	0 1 2 3 4 5 6
14. Does the behavior stop occurring shortly after (one to five minutes) you stop working or making demands of this person?	0 1 2 3 4 5 6
15. Does this person seem to do the behavior to get you to spend some time with him or her?	0 1 2 3 4 5 6
16. Does the behavior seem to occur when this person has been told that he or she can't do something he or she had wanted to do?	0 1 2 3 4 5 6

	Sensory	Escape	Attention	Tangible
	1. _____	2. _____	3. _____	4. _____
	5. _____	6. _____	7. _____	8. _____
	9. _____	10. _____	11. _____	12. _____
	13._____	14. _____	15. _____	16. _____
Total Score =	_____	_____	_____	_____
Mean Score = *(divide the total score by 4)*	_____	_____	_____	_____
Relative Ranking *(high score to low score)*	_____	_____	_____	_____

If there is a tie for the highest score or if the means of the top two categories are within **.25 to .50** points (and you have clearly specified the behaviour and setting), then both are considered as influences that may be causing the problem behaviour to continue.

Appendix E - Treetops Incident Sheet

Pupil Name:_____   **Class:** _____

Day: _____   **Date:** _____   **Time:** _____

Setting

Classroom Lesson:	Hall	Playground	Class line	Corridor	Office area	Offsite:

Trigger (cause of upset):

_____

_____

_____

Behaviour:

Kicking	Hitting	Biting	Other physicality	Poor language	Insulting	Disobedience	Racial	Sexual	Homophobic	Bullying	Rudeness to others	Spitting

New behaviour: [   ] (tick if yes)

What happened:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

What was the behaviour telling us:

_____

_____

_____

_____

Staff Action:

_____

_____

_____

_____

Person/s dealing with incident:

_____

Outcome/ further action:

_____

_____

_____

Person dealing with outcome/ further action:

_____

Member of SLT notified if necessary :

_____

Parents informed:

YES	NO

Injuries sustained
Pupil:

_____

_____

_____

Other Pupils (initials only):

_____

_____

_____

Staff:

_____

_____

_____

Physical Intervention Used	
Sitting (please tick)	**Standing** (please tick)
□ Low-level Intervention □ Medium-Level Intervention □ High-Level Intervention	□ Low-level Intervention □ Medium-Level Intervention □ High-Level Intervention

*See Physical Intervention Log page_____

Staff involved in physical intervention:

_____

_____

_____

Print Name: _____   **Signature:** _____

Appendix F - Physical Interventions Log

Date:	Your Name:	
Time:	Pupil's Name:	Class:
Duration:	Location:	

Full Names of staff involved:

1.

2.

3.

What happened before the incident? (Antecedents)

What did the child do? (Behaviour)

What was the risk?

Was anybody injured during the incident?

YES (describe below)   NO

Other pupil	Accident Form ☐
Staff	Accident Form ☐
Named pupil	Accident Form ☐

Public (Name and contact details)

Was anything damaged?	What was damaged?
YES NO	

What physical intervention was used? (circle)			Duration of physical intervention:

			Describe what you did:-
Two-person seated hold	Medium	High	
Two-person standing hold	Medium	High	
Small child standing hold	Medium	High	
Small child seated hold	Medium	High	
Two-person transition	Medium	High	

Wrist/Arm Disengagement	Medium	High
Neck Disengagement	Medium	High
Body Disengagement	Medium	High
Hair Disengagement	Medium	High
Bite Disengagement	Medium	High
Clothing Disengagement	Medium	High

Do you think there may be an injury (e.g. bruising) to the named child? YES NO
(If yes, describe)

Front   Back
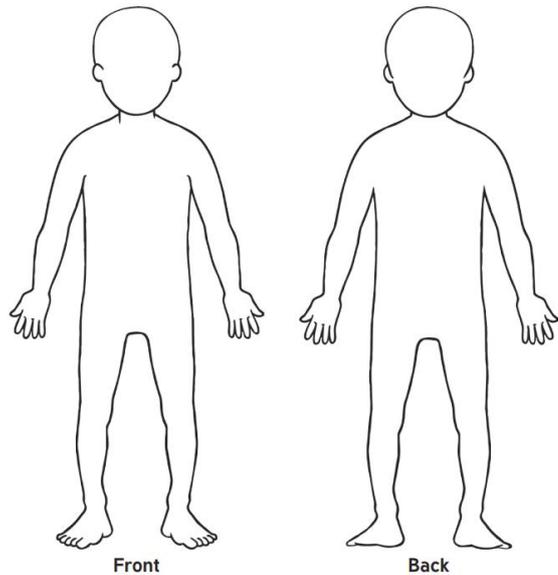
Describe possible injuries:-

This form must now be shown to a member of SLT and a CPI MAPA instructor.

Further actions:-

Parents informed:-

Phone   Face to Face

Time and date:

Member of SLT
Print and Sign

Date:

CPI MAPA instructor
Print and Sign

	Date:

Appendix G - Behaviour Crisis Debrief

Pupil Name:	
Staff involved:	
Date & Time of incident:	
Antecedents: (What happened before- setting events & triggers)	
Description of Behaviour: (include injuries to individual, other pupils, staff and property damage)	
Strategies used (What worked/didn't work)	

Checklist Reflecting on calming strategies	Opportunity to communicate?	Offered Choice?
	Offered change in Environment?	Interaction- offered change of staff member?
	Did you consider Physical needs?	Calming techniques, verbal and non-verbal?
	Listening skills- have you read signs, picked up on cues?	Did you give space?

All paperwork completed (tick completed, N/A if not needed)	Incident form ☐ Physical interventions form ☐ Accident form ☐
Actions	
CPI MAPA instructor:	
Member of SLT:	