Yeoman Park Academy Behaviour Appendix & Guidance September 2021

Published: September 2021	Next review: September 2022	Statutory/non: Statutory Statutory	Lead: Sharon Savage – behaviour and Health Lead
Associated documents:			

- DAT Behaviour Policy
  https://www.diverseacademies.org.uk/wpcontent/uploads/sites/25/2019/08/Behaviour.pdf
- YPA Academy Safer Internet Use / Personal Information Devices policy
- YPA Trust Anti-Bullying Policy
- DAT Exclusion Policy
- DAT / YPA Safeguarding and Child Protection Policy

Links to:

*Exclusion from maintained academy and academies and child referral units in England 2017
https://www.gov.uk/government/publications/schoolexclusion
      *The Equalities Act 2010
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools
            *Searching, screening and confiscation 2018
https://www.gov.uk/government/publications/searchingscreening-and-confiscation
*Keeping Children Safe in Education 2018
https://www.gov.uk/government/publications/keepingchildren-safe-in education
*Working Together to Safeguard Children 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Wo8rking_Together_to_Safeguard-Children.pdf
*SEND Code of Practice 2014
https://www.gov.uk/government/publications/sendcode-of-practice-0-to-25
*Use of reasonable force in schools 2013
*https://www.gov.uk/government/publications/use-ofreasonable-force-in-schools

Contents

1. Introduction

The population at Yeoman Park Academy is diverse, and pupils have a wide range of needs. These range from physical, learning, communication, and sensory needs through to psychological, emotional, and social needs. The type and degree of need varies from one pupil to the next. Pupils at Yeoman Park Academy predominantly have a severe learning difficulty or profound and multiple learning disability.

Yeoman Park is committed to helping each pupil develop to his/her 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 pupils in developing positive behaviours, we believe that each pupil should be helped and supported as an individual. Pupils 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.

2. Aims
- To provide a happy work environment which is both challenging and stimulating for the individual
- To provide opportunities to work, play and learn together
- To behave well and show respect to others
- To work alongside parents and carers to encourage pupils to develop as fully as possible, helping them to grow socially, personally, and academically

3. Expectations
Everyone at Yeoman Park Academy values good behaviour Pupils are expected to:
- Learn what good behaviour means and looks like
- Learn appropriate behaviour in different settings
- Care for one another
- Respect themselves and others
- Learn to feel good about themselves
- Develop self confidence
- Respect the property of others

Staff are expected to:
- Provide pupils with a good role model
- Promote pupils' self esteem
- Meet the needs of individuals
- Provide a caring and effective learning environment
- Develop positive relationships with parents and share approaches to support good behaviour

Parents are expected to:
- Be a good role model
- Build positive relationships with staff to share information and discuss strategies to support good behaviour

4. What is good behaviour at Yeoman Park Academy?

Good behaviour means that everyone in the academy
- Is polite and friendly
- Is caring and considerate
- Should behave appropriately and respect each other
- Value contributions made by others

Good behaviour is encouraged in every activity throughout the day and pupils are helped to recognise when they are behaving well

5.Encouraging good and appropriate behaviour

A first step towards encouraging good behaviour is to prevent it happening and a range of strategies are 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 pupils require additional support in terms of social stories, social skills programmes, appropriate communication techniques, some staff support **Level 3** – A very small minority of pupils who present behaviours that pose a risk to themselves and others will have a behaviour plan and risk assessments. For some pupils CRB (Controlling Risky Behaviours) 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 pupils 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.   o *Written* o *Signs* o *Symbols and symbol exchange* o *Switches* o *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 pupils' 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)

6. 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

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

8.Sensory Needs – preparing pupils to learn
(Work supported by Occupational Therapist for some pupils where appropriate)
- Supporting pupils to cope with their sensory sensitivities
- Supporting pupils to be calm and avoid over and under arousal
- Appropriate balance of activity/demand
- Individual sensory diet for pupils 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 pupils

Other preventative strategies may include:
- Have high expectation of standards of behaviour
- Recognise and reward good behaviour when it occurs
- Encouraging pupils 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 pupil interests

Stopping and redirection inappropriate or challenging behaviour – Level 3
There are occasions where good behaviour is hard to maintain for some pupils. 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.

9. Purpose of behaviour plan
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 pupil 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 children to learn and develop, some of whom present very challenging behaviour
5. To reduce the incidence of severity of aggressive behaviour directed towards self, staff, or other pupils
6. Help and support pupils to redirect their attention on learning activities

10. Behaviour Plans

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

- Behaviour plans are reviewed termly and are constantly monitored in accordance with daily recording that supports the behaviour management plan. The constant monitoring gives a

  clear indication of the relevance of the behaviour plan and will indicate the need for a review of the behaviour plan if incidents occur regularly, 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 behaviour plan. 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 pupil's behaviour plan in their class file and a copy in the office and on the cloud network.

11. The management of aggressive and challenging behaviour
The main 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 pupil is in a safe environment in which it promotes the pupil's recovery and wellbeing. Behaviour management techniques:

- Firm and clear instructions to stop, supported by appropriate aids of communication
- Diverting pupil to an alternative activity or distracting from trigger causing the challenging behaviour
- Physical intervention when all other strategies have failed in order to keep pupils and staff safe (refer to appendix 1)
- Reassurance is essential and the use of calming words
- Withdrawal to a safe space (refer to Reducing the Need for Restraint and Restrictive Intervention)
- Use of a three-way mat to support pupils safely and dignity at all times
- Monitor impact of aggressive and challenging behaviours and the effect it is having on other pupils

12. Rewards

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

- Working towards a favoured activity/choosing

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

13. Positive Behaviour Management Strategies
Behaviour management strategies will be selected and implemented according to the needs of each pupil.

Key to the success of all the approaches is the fundamental/essential need to develop strong, supportive, positive, and understanding relationships with children

14. The Base
The Base was set up in September 2012 as it was evident that a small number of students struggle to access classrooms and lessons on a full-time basis due to their high anxiety levels and extreme challenging behaviours. **(Appendix 2)**

15. Health & Safety

The actions described in the academy's health and safety policy must be followed in the event of any injury resulting from a pupil's challenging behaviour.
- All injuries to staff or pupils resulting from the pupils challenging behaviour must be recorded and reported to the Senior Principal/Principal, as described in the school's health and safety policy
- All incidents recorded on the school's incident forms and accident forms that report injuries to pupils or staff
- If a pupil self-injures or is injured as a result of his/her own or another pupils challenging behaviour, a record of the exact injuries should be reported on the accident form and the injuries should be recorded on a body map and kept in the pupils personal file in the school office

16. 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 pupil 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 pupils must be recorded in the pupils Behaviour record and on an incident form which is assessed by the Principal and also recorded on the electronic behaviour log in Scholarpack.
- Staff will meet together at the end of the day to discuss any incidents and any actions as a result
- It a pupil is injured by another pupil, or there is a pupil injury during the incident, this must be recorded on an incident form and 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 pupils who witness a serious incident at school must also be informed

17. Exclusions

As a last resort when strategies that are in place are failing and incidents of aggression occur and it is apparent that the environment is unsafe for the pupil concerned and it is putting others at risk a short term exclusion may be a temporary measure. This will be discussed with parents/carers as soon as this decision is made. A resolution to the pupil's exclusion will be of priority and new strategies put in place as soon as possible.

If exclusions become more frequent and it is obvious that the environment and the future of the pupil at Yeoman Park is at risk, then a multi-agency meeting will be arranged to discuss the pupil's future. Parents/carers will always be part of this process .

18. Safe Spaces (Refer to Nottinghamshire Local Authority advice 'Safe Space Usage in Schools')

The 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 work space, a quiet work space, a place to relax or a retreat from an environment that is distracting to an anxious or stressed pupil to engage in a favourite activity, giving pupils positive associations with the space when needed at a time or crisis. The pupils 'voice' must always be respected during these times.

Safe Spaces may be used:
1. As an early intervention to help prevent behaviours escalating (in conjunction with and not as a standard behaviour management strategies). Safe spaces provide an opportunity for pupils to work through aggressive behaviour without harm to themselves or others. Their use will always be thoroughly monitored and incident forms to support the use of the safe space when such incidents occur. Daily recording will also support this
2. The interior of the safe space must always be visible, and the condition and safety of the safe space should be inspected daily, and the pupils must always be observed by a member of staff
3. Safe spaces are used as a supportive measure in which a pupil regains control and learns to recognise and manage their mood without other environmental distractions that may impact on their recovery
4. Staff are working towards encouraging pupils to recognise a change in their own mood and allow pupils to recognise the use of a safe space as a calm and supportive measure and take themselves to the space when stress levels and anxieties are raised and pupils are finding the classroom environment difficult to cope with. Safe spaces should never be used an 'opt out' from learning.

Yeoman Park staff are trained in using the minimum amount of physical restraint needed when supporting a pupil during times of crisis.

1. The time a pupil spends in a safe space following an aggressive incident must not exceed the minimum time required to resolve the immediate danger to themselves or others

2. A member of staff will supervise a pupil during these incidents a 100% of the time spent in the safe space either from inside or immediately outside. The time will be recorded of the duration of the use of the safe space and an incident form to support this. This incident will also be entered in the electronic behaviour log.

3. Parents/carers are informed as soon as is practically possible about the use of these spaces by their child

4. Pupils who have additional needs such as asthma and epilepsy will also have an appropriate risk assessment, and this will be used in conjunction with their health care plan and must be followed. 100% supervision will also be part of the process

5. Accurate records will be kept of staff working with pupils who use the safe spaces and how long these spaces were used. This will ensure that these behaviours are not becoming a routine and the use of the safe spaces. All records and data will be reviewed on a monthly basis by the Executive Principal and Behaviour Leader in order to determine patterns.

6. Only staff trained in the use of CRB can guide a pupil to a safe space

19. Types of restrictions

Environmental restrictions

- Confusion/baffle handles on safe spaces may be used where pupils who present as a danger to others and themselves during incidents. These are present in a specialised environment where the pupils who present with such challenging behaviours are based (The Base).

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

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

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

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

Three Way Mat

- It may be used as a guide to direct and clarity of space

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

- Used as a protection for staff and other pupils if a pupil 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

Training

- Teachers and teaching assistants receive training in positive handling techniques, with regular and frequent refresher courses • New staff do not engage in positive handling
- Staff training needs are identified through the performance management programme and the scrutiny of behaviour records and incidents and development opportunities are provided accordingly

20 Home / School Partnership

Parents and carers (e.g. in respite or other residential care establishments) are consulted about the strategies used in academy to manage the child's behaviour

- Openness between staff and parents/carers is vital when identifying areas to be addressed
- 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 Behaviour Lead will support with behaviour at home where appropriate

21. Document and monitor progress and change

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

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

Behaviour Management Plan (appendix 3)

- This will be produced for pupils displaying significant behaviours
- Identifies behaviours, triggers, priorities, and an action plan. It identifies 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 should be formally reviewed. Staff will be constantly and informally adjusting their responses ☐ Behaviour plans should be available for all staff to read

Incident Report Form (Appendix 4)

- 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 pupil behaviours

- Support changes to manage behaviours
- Reduce risk
- A simple data base is maintained to monitor the frequency of incidents among students with more complex needs and related challenging behaviours
- Pupil Record Chart is used to record 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 will sometimes also show 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 pupil
- Incident forms are completed by all class staff to ensure a consistent approach and the most appropriate way forward

Date regarding behaviour incidents is collated by the Behaviour Lead on a monthly basis and presented to the Senior 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 date is scrutinised and reported to the Governors in CSI reports and discussed at CSI meetings. The Senior Principal/Principal will challenge any actions that are not consistent with practice in the Behaviour Policy.

Safe Space Recording – (Appendix 5)
- Complete when a pupil has been directed to a safe space
- Electronic behaviour record held on Scholarpack
- Inform parents/carers
- Inform Principal

Appendix 1: Keeping Classrooms Safe for Teaching and Learning

Minimising the Need to Use Reasonable Force
We will only use 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 CRB (Controlling Risky Behaviours) which uses the latest ideas about the psychology of behaviour management, de-escalation, and safe systems of behaviour management. Supply staff will not be expected to use CRB but will always be supported by a member of staff trained in CRB.

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

- Teachers and any member of staff who has control or change of pupils 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 pupil from or stop them continuing:

- Committing any offence
- Causing personal injury to, or damage to the property of any person (including the pupil himself)
- Prejudicing the maintenance of good order and discipline at the academy or among any pupils 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 pupils 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 required in achieving the required outcome
Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, 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.

Staff training
Staff at Yeoman Park, who have been identified as needed training in this area, will access Physical Intervention and CRB training through the Nottinghamshire County Council Coordinator who delivers nationally accredited courses.

These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour

Nottinghamshire County Council has adopted the CRB training model, and as such is an 'Approved Training Centre for Positive Options Ltd which is BILD (British Institute of Learning Disability) accredited training programme

These training programmes will be delivered to staff via whole academy inset or by accessing specialist training events

Staff who receive this training will be accredited to use the physical elements of CRB for a defined period as stated on their certificate. Staff will be expected to attend a refresher course to update their skills and renew their certification every 12 months.

Recording and reporting incidents
The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident.

While ultimately only a court of law could decide what is 'significant' in a case, in deciding whether an incident must be reported, staff should consider:

- An incident where unreasonable use of force is used on a pupil would always be a significant incident
- Any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant
- The use of a restrain technique is significant
- An incident where a child was very distressed (though clearly not overreacting) would be significant

In determining whether incidents are significant, the academy should consider:

The pupil's behaviour and the level of risk presented at the time

- The degree of force used and whether it was proportionate in relation to the behaviour
- The effect on the pupil or member of staff

Staff should also bear in mind the age of the child; any special education need or disability or other social factors which might be relevant

Sometimes an incident might not be considered significant, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

Yeoman Park will use the Nottinghamshire County Council electronic health and safety recording system 'Well Worker'. This system enables members of staff to report, using a standardised format, any significant incident where force has been used, or any incident where violence to staff has occurred or been threatened. Staff can access well worker via support from office-based staff.

Post Incident Support
Following the use of physical intervention, staff and pupils will be supported, the immediate physical needs of all parties will be met, and staff will ensure that positive relationships are maintained.

Appendix 2: The Base Class 8 & 9

The Base was set up in September 2012 and a second class in 2020 as it was evident that a small number of students struggle to access classrooms and lessons on a full-time basis due to their high anxiety levels and extreme challenging behaviours. We identified that these students often arrived at school in an anxious state and this would often result in incidents. These students needed one to one support to ensure that students and staff were being kept safe.

There was a large number of incident reports that often showed a pattern to the behaviours. The impact these students were having on the rest of the class was noticeable. Students would become nervous around these children who were presenting with extreme challenging behaviours and this would impact on their learning and mental wellbeing.

The Base has a large enclosed safe outside area that is known as The Green. This has a wooden lodge building that allows students to either sit alone or with a member of staff. The rest of The Green has a limited amount of distraction. There is equipment to support with sensory modulation, large balls to bounce on etc.

The Base has a number of rooms that allow students to access a low stimuli environment that during times of anxiety and stress, can retreat to a place of safety with staff who have an in-depth knowledge of behaviour management. Some students will access The Base for longer periods of time than others. The focus of The Base is to get students ready for learning and also help them get back to their baseline during times of high anxiety so that they can access learning in their classes. Student's moods and anxiety levels will be monitored at all times. All students will have an up to date behaviour management plan that will be followed. Daily recording for each child accessing in The Base will be kept and constant monitoring to see if any changes in behaviours occur.

Appendix 3: Behaviour Management Plan

Student Name:	Date:
Review Date:	

Behaviours:

Triggers:

Main Priorities:

Action Plan:

Appendix 4 Yeoman Park Academy Incident Form

Date/Time	Pupils Name	Staff name filling in form
Safe space		
MAPA hold		

Type of incident	Place of incident/triggers
Physical Verbal Racist Homophobic	Staff/pupils victims _____

Description of behaviour Add A
if attempted at side of behaviour   Property damage?   Yes/no

Accident form   Yes/no First aid   Yes/no

Management of incident

Class discussion and actions

Description of Incident

SLT Investigation and actions agreed

Bullying

Incident

Appendix 5 Yeoman Park Academy Safe Space Recording Form following an incident
(Completed form to be attached to relevant incident form)

Student Name:	Date:
Staff Involved:	Length of time:
Outcomes: ◻	
Parents/Carers informed:	
SLT informed and actions agreed: ◻	
Signature:	Date: