

Behaviour Policy and Statement of Behaviour Principles

Forest Skies Federation

Approved by **forbes**solicitors.



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1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)

- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons (including toys and replicas)
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Forest Skies Federation, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and wellbeing of our pupils. In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Forest Skies Federation, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy is closely linked with our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values.

4.1 Bullying Prevention

- › Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. E- safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

4.2 School Rules

- › Our school rules are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our school rules is as follows:
 - › • We will show respect for everyone and everything by being kind with our words and sanctions.
 - › • We listen and follow instructions by listening to adults and each other
 - › • We are honest by telling the truth
 - › • We try our best by showing resilience
 - › • We set a good example because we are proud to be a member of our community

4.3 Reporting and Responding to Bullying:

- › All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff. In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. These are to be recorded on CPOMS.
- › If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded via CPOMS. Parents of both parties should be informed.
- › If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

5. Restorative Practice:

- › Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. At Forest Skies Federation, restorative approaches are **built on values which separate the person from the behaviour**. They promote accountability and seek to repair any harm caused in a situation. All staff receive regular training in restorative practice and preventative principals and the inclusion team at Forest Skies Federation provide coaching and mentoring for ECT and new staff a part of the induction process. Pastoral team
- › So safe Program [SoSafe \(Promoting Social Safety\)](#)
- › Commando Joes [Outreach and Resilience Support](#)
- › Art Therapy [Art Therapy Information](#)
- › ELSA trained support staff [ELSA Information](#)

How the school trains staff and governors in preventing and handling bullying

Regular online updates – KCSIE (2022), Brooke Traffic Light System (2021) SSS CPD, Lincolnshire Safeguarding partnership.

Restorative Practice & Principles can be found in Appendix 2.

6. Roles and responsibilities

6.1 The governing board

The governing body is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

6.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing body.
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (CPOMS)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. School behaviour curriculum

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

PSHE curriculum lenses – citizenship/personal development, 5Rs and 2Cs, Inductions/transitions', stay safe partnership, so safe, school nurse, commando Joes, ELSA, Art therapy, PSHE curriculum etc.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum [see send section 9].

5Rs & 2Cs can be found in Appendix 3

7.1 Mobile phones

No personal mobile devices are allowed within school classrooms and areas with children. (staff – lockers exception of DLS/SLT) school will provide GDPR regulated devices for public relations and other use of media through school.

- › Pupils are not permitted to have mobile phones with them on-site. These must be handed into the school reception before the start of the school day and collected at the end of the day. Locked in a secure safe during the school day.
- › Liability is an issue, in case of loss or damage – school accepts no liability for personal devices children bring to school.

8. Responding to behaviour

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the behaviour curriculum or their own classroom rules
- › Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear and consistent routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour – peripheral praise
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption – policy on a page – flow chart [appendix ...]
 - Using positive reinforcement

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information [Safeguarding Policy](#)

8.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- › Verbal Praise and effort
- › Communicating praise to parents via phone call or written correspondence -star of the term award
- › Certificates, prize ceremonies or special assemblies – golden jumper/headteacher award/star of the term/MSA Positive Play.
- › Positions of responsibility, such as: Sports Ambassadors, School Councillors, Mini Police, Attendance Champions
- › Whole class or year group rewards, such as popular activity – attendance awards, MSA Positive Play Award (Weekly)

8.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- › A verbal reprimand and reminder of the expectations of behaviour
- › Setting of written tasks such as an account of their behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Reflection at break or lunchtime, or after school
- › Loss of privileges – for instance, the loss of a prized responsibility (student leadership roles)
- › School-based community service, such as tidying a classroom
- › Referring the pupil to the pastoral team
- › Letter or phone call home to parents
- › Agreeing a behaviour contract – IBP
- › Putting a pupil ‘on standards report’
- › Removal of the pupil from the classroom = sofas. – pastoral, behavioural intervention – ELSA support.
- › Suspension
- › Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

8.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.6 Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- › It poses a threat or causes harm to another pupil
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care

- Report to the police

Please refer to our child protection and safeguarding policy for more information [Safeguarding Processes & Procedures](#)

8.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy [Safeguarding Processes & Procedures](#) for more information on responding to allegations of abuse against staff or other pupils.

9. Serious sanctions

At Forest Skies Federation, the federation will follow the Forest Skies Federation Ladder of Intervention (Appendix 5)

9.1 Detention

The headteacher and the deputy headteacher are authorised to administer after school detentions. Teaching staff and support staff are authorised to assign children to reflection during break and lunch (supervised by a member of SLT or the pastoral team).

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- › Compromise the pupil's safety
- › Conflict with a medical appointment
- › Prevent the pupil from getting home safely
- › Interrupt the pupil's caring responsibilities

9.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. The pastoral/SLT team will make the decision regarding removal from class and the activities to complete, which will be targeted towards restorative practice.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of all pupils
- › Allow the disruptive pupil to continue their learning in a managed environment
- › Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the pastoral team and will be removed for a maximum of one school day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- › Meetings with learning coaches/pastoral team
- › Use of teaching assistants
- › Short term behaviour standards report cards
- › Long term behaviour plans (IBP)
- › Multi-agency assessment (Boss, Working together team, EHA, TAC)

Staff will record all incidents of removal from the classroom along with details of the incident on Scholar Pack that led to the removal, and any protected characteristics of the pupil in the behaviour log on CPOMs.

9.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information [Suspension & Permanent Exclusion Policy](#)

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- › Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- › If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- › Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- › Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- › Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- › Training for staff in understanding conditions such as autism
- › Use of separation spaces (such as the school sofas) where pupils can regulate their emotions during a moment of sensory overload for timed and structured breaks – see IBP where appropriate.

10.2 Adapting sanctions for pupils with SEND (see appendix ... Example IBP)

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- › Whether the pupil was unable to understand the rule or instruction?
- › Whether the pupil was unable to act differently at the time as a result of their SEND?
- › Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's pastoral support team or special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

11. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

- › Reintegration meetings
- › Daily contact with the pastoral team
- › IBP & Risk Assessment created in the event of persistent misbehaviors or a suspension
- › See appendix 5 Restorative practice

12. Pupil transition

12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Training

All behaviour is a means of communication and has a cause and a purpose. We recognise that the following could bring about behaviour changes and possible challenges.

Y Anxiety and panic

Y Abuse (Physical / Sexual / Emotional / Neglect)

Y Limited repertoire of responses Y Low self-esteem and self-hate

Y Lack of understanding, skill or competency during learning or experience Y Attention-neediness

Y Immature emotional development

Y Vulnerability and a means of survival

Y External factors in the environment

Y Dynamics between individuals

As a federation we recognise it is our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

As part of supporting behaviours we:

- › uphold children's rights – children with learning disabilities, autistic spectrum conditions, and mental health difficulties whose behaviour challenges have the same human rights as all children and require additional help to overcome the difficulties their behaviour may present.
- › treat children with learning disabilities, autistic spectrum conditions, and mental health difficulties whose behaviour challenges as full and valued members of the community whose views and preferences matter.
- › respect and invest in family carers as partners in the development and provision of support for children with learning disabilities, autistic spectrum conditions and mental health difficulties.
- › recognise that all professionals and services have a responsibility to work together to coordinate support for children and their families whose behaviour challenges - to be a caring school community where everyone and everything is valued and respected.
- › to be consistent with procedures which will encourage self-discipline, allowing pupils to acknowledge their responsibility to themselves and the community

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The proper use of restraint – Team Teach
- › The needs of the pupils at the school
- › How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 6.

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion, suspension and reflection
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every (half term] by headteacher and SENDCo and report to the governing body.

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the pastoral team along with the governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

15. Links with other policies

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Child protection and safeguarding policy
- › Positive Handling Policy
- › Mobile phone policy

Appendix 1: written statement of behaviour principles, values and aims.

- › Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- › Pupils are helped to take responsibility for their actions through restorative practice.
- › Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by Forest Skies Federation governing body annually.

Appendix 2: Restorative Practice

Principles of Restorative Practice:

1. **Restoration** – The primary aim of restorative practice is to address and repair harm.
2. **Voluntary** – Participation in restorative processes is voluntary and based on informed choice.
3. **Neutrality** – Restorative processes are fair and unbiased towards participants.
4. **Safety** – Processes and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused.
5. **Accessibility** – Restorative processes are non-discriminatory and available to all those affected by conflict and harm.
6. **Respect** – Restorative processes are respectful to the dignity of all participants and those affected by the harm caused.
- 7.

Five steps Restorative Practice:

1. Tell the story - What has happened? Start from the beginning...
2. Thoughts and Feelings - What were/are you thinking? What were/are you feeling?
3. Ripples of harm – Who has been harmed and how have they been harmed? What has been the most difficult thing for you?
4. Needs – What do you need in order to find closure? What do you need to move forward?
5. What next? What do you think will make things better? What needs to happen?

Appendix 3: School Rules, 5 R's & 2 C's

5 R's and 2 C's

RIGHTS

Everybody at Forest Skies Federation has RIGHTS.

Pupils:

We have a right to learn and play in a friendly, calm, safe and respectful school.

Staff:

We have the right to teach in a friendly, safe, calm and respectful environment, support by the school community.

Parents:

We have the right to feel welcome and to know that our children learn and play in a friendly, safe and respectful school.

RESPONSIBILITIES

Everybody at Forest Skies Federation has RESPONSIBILITIES.

We all need to care about ourselves, other pupils, parents, staff, belongings, our school and environment:

- ☐ To listen
- ☐ To help
- ☐ To try our best
- ☐ To discuss
- ☐ To encourage
- ☐ To be polite
- ☐ To make time for others
- ☐ To be punctual
- ☐ To help others understand
- ☐ To help others belong
- ☐ To work through problems in a fair manner
- ☐ To be honest
- ☐ To look after each other
- ☐ To try to understand each other
- ☐ To learn
- ☐ To play safely
- ☐ To share attention
- ☐ To share time
- ☐ To co-operate
- ☐ To ask for help
- ☐ To ask for opinions and ideas
- ☐ To have a go
- ☐ To respect equipment and resources

ROUTINES

Everybody at Forest Skies Federation has ROUTINES and RULES

We have basic routines and rules for when we are in the classroom and when we are outside. Their purpose is to protect rights and to encourage responsibility.

Communication routines:

- Put up our hands without calling out
- Quiet learning voices
- Be aware of what we say to others and how it may affect them.
- Use appropriate language, including body language, towards others
- Listen to each other
- Calmly discuss problems

Movement routines:

- Assemblies are a silent and respectful gathering
- Walk in a safe and sensible manner.
- Line up sensibly, quietly, orderly and 2m apart from the child in front of them.
- No equipment to be shared
- Be punctual
- Walk sensibly on the left of the staircase and corridors following the one way system in place to control the spread of the COVID-19 virus.

Safety routines:

- Adhere to E-Safety Policy
- Be safe in P.E. – listen to instructions, wear correct P.E. kit, no jewellery.
- Positive play at playtimes and lunchtimes ensuring social distancing measures are followed.
- Use only their own (school provided) apparatus and equipment correctly
- Keep the school environment tidy

RESPECT

Everybody at Forest Skies Federation has the right to be RESPECTED and to

- respect the rights of others
- be co-operative and self-controlled
- respect the school environment
- respect equipment and resources

CHOICES and CONSEQUENCES

Everybody at Forest Skies Federation has the RIGHT and RESPONSIBILITY to make their own CHOICES but accept the resulting CONSEQUENCES in so doing

- Positive choices will be promoted at all times
- Clear explanation will be given as the range of choices when supporting a child in making a decision
- Consequences will be consistent and fair to all in their delivery and will be relative to the action in line with the school Behaviour Policy

Appendix 4: 3 Stages of Support

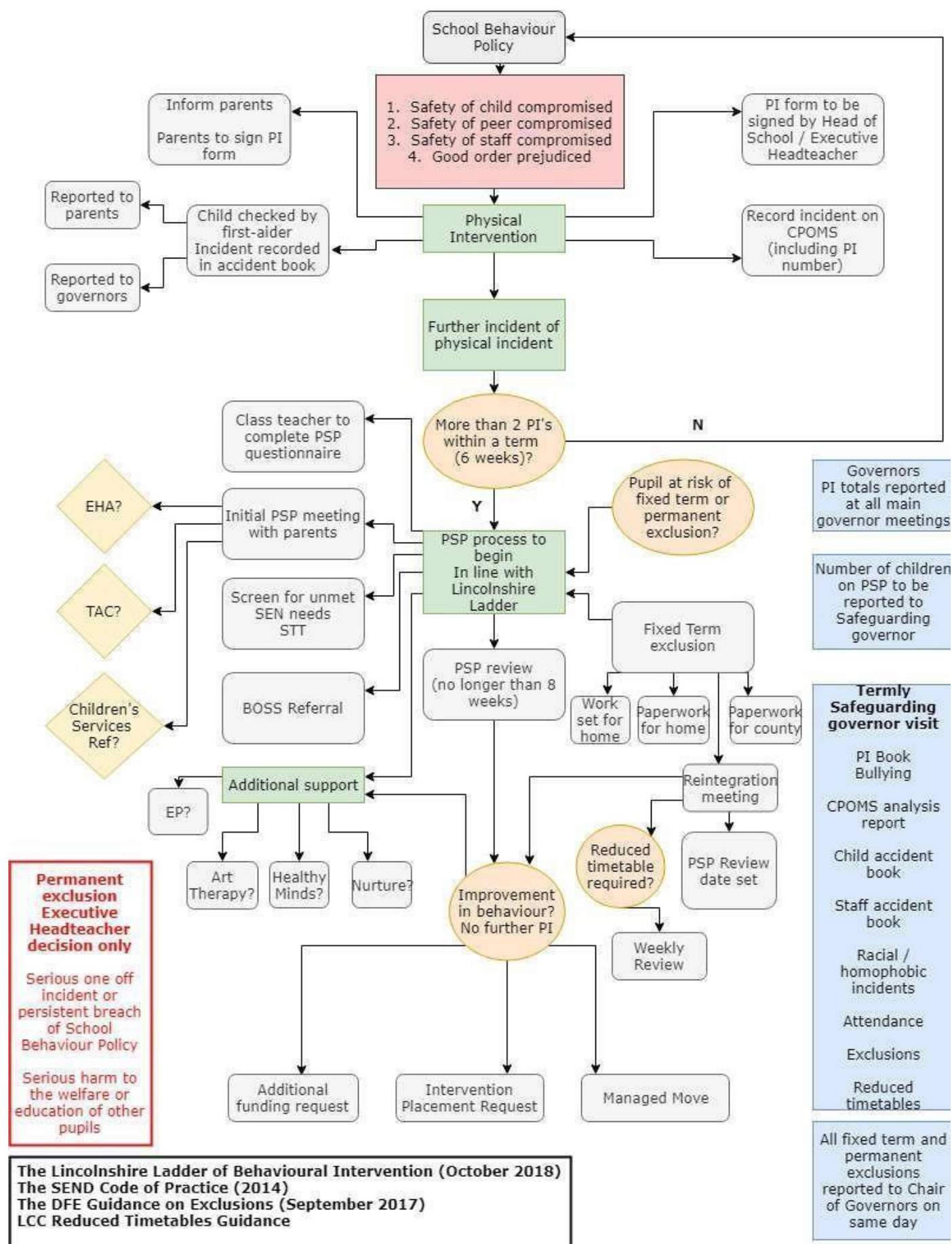
	<u>Behaviour</u> <i>This is not an exhaustive list of possible behaviours</i>	Supportive Measure	Exemplar dialogue to best support the child
Stage 1	<p>Talking when an adult is <u>talking</u>;</p> <p>Fiddling;</p> <p>Calling out;</p> <p>Disrupting <u>others</u>;</p> <p>Not getting on with <u>learning</u>;</p> <p>Moving around school or classroom without permission;</p> <p>Causing upset through name calling or similar</p>	<p>Restorative Practice principles applied</p> <p>Friendly warning</p> <p>Second friendly warning</p> <p>Class teacher to inform parent / <u>carer</u></p> <p>Any missed learning to be completed during the next playtime or lunchtime break</p> <p>Failure to act on supportive measures – see Stage 2</p>	<p>Clear support suggestions as to how the child can modify their <u>behaviour</u> for the better</p> <p>'I can see that you are finding ... tricky so why don't you ...'</p> <p>'Can I help you with ...'</p> <p>'I am so proud that you managed to ...'</p>
Stage 2	<p>Persistent refusal to carry out instructions or continuation of low-level <u>disruption</u>;</p> <p>Hitting / hurting with intent;</p> <p><u>Biting</u>;</p> <p>Throwing objects;</p> <p>Swearing/<u>inappropriate</u></p>	<p>Restorative Practice principles applied</p> <p>Headteacher / class teacher to inform parent / <u>carer</u> depending on severity of the incident</p> <p>A <u>one off</u> incident of Stage 2 <u>Behaviours</u> will result in missing the next playtime and / or lunchtime</p>	<p>Clear support suggestions as to how the child can modify their <u>behaviour</u> for the better</p> <p>'Take a step back ...'</p> <p>'When you are calm and <u>ready</u> we can begin to</p>

	<p>e use of language;</p> <p><u>Fighting:</u></p> <p>Persistent refusal to come in to <u>class</u>;</p> <p>Damaging school property;</p> <p>Persistent excluding peers</p> <p>Persistent refusal to participate in learning</p>	<p><i>Where an incident takes place during a lunchtime or an afternoon session this playtime and / or lunchtime of the following day will be missed</i></p> <p>Repeated incidents of Stage 2 <u>behaviours</u> will result in further missed playtimes and / or lunchtimes following discussion with a member of the SLT</p> <p>Failure to act on supportive measures – see Stage 3</p> <p>All incidents of Stage 2 <u>behaviour</u> recorded on CPOMS</p>	<p>resolve ...'</p> <p>'I can see that you are not ready to ...'</p>
Stage 3	<p>Serious damage to school <u>property</u>;</p> <p><u>Theft</u>;</p> <p>Physical assault against pupil or adult;</p> <p>Verbal Abuse/threatening <u>behaviour</u> against pupil or adult;</p> <p>Bullying;</p> <p>Racist Abuse;</p> <p>Sexual Misconduct;</p> <p>Carry knives or other weapons – See</p>	<p>If the <u>behaviour</u> being presented is dangerous to the child, <u>peers</u> or staff members then Physical Intervention will be used to maintain safety. (See Physical Intervention Section)</p> <p>Forest Skies Federation Ladder of Intervention followed (See Appendix 5) – written in accordance with The Lincolnshire Ladder of Intervention. Strategic discussions will be recorded on CPOMS in 'Discussion Log'</p> <p>All incidents of Stage 3</p>	<p>Clear support suggestions as to how the child can modify their <u>behaviour</u> for the better</p>

Appendix 4	<u>behaviour</u> recorded on CPOMS	
<p>Any small changes in <u>behaviour</u> (for example, those listed as Stage 1) maybe indicative of an underlying safeguarding concern and will therefore be recorded on CPOMS at the end of a week to support building a picture. Early intervention and support will be made available to the family at either Stage 1, Stage <u>2</u> or Stage 3</p>		

NB: At any stage within the 3 stages, if a member of staff conducts a DRA (Dynamic Risk Assessment) physical intervention can be used to keep, the child safe, other children safe and staff safe. An IBP and Risk Assessment will be completed after every physical intervention.

Appendix 5: Forest Skies Federation Ladder of Intervention



Appendix 6: Forest Skies Federation Example Training Log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE
Behaviour Hub	17.04.2022 - Present	DFE Behaviour Hub	M Davies	R Stock J Jamieson	December 2022
Team Teach (Level 1)	02.09.2022	Team Teach	T Ward	All Staff across federation	July 2025
Whole School Behaviour and Culture	05.09.2022	Birchwood Junior School	M Davies	All Staff	October 2022
Induction Training	02.09.2022	Birchwood Junior School	M Davies	B Checkley Z Hughes C M Page A Smith L Ware	October 2022
Team Teach Level 2	18.04.2023 & 19.04.2023	Team Teach	T Ward	All Staff	April 2025
Behaviour Hub Training	05..05.2023	Behaviour Hub	R Stock	All Staff	July 2023

Appendix 7: Example IBP (Individual Behaviour Plan) & Risk Assessment

Individual Behaviour Plan				Forest Skies Federation	
Child:	XXXX	DOB:	XXXX	Date set:	XXXX
				Review date:	XXXX

Behaviour descriptor	Adult response
<div style="border: 1px solid green; padding: 5px; margin-bottom: 10px;"> 1 Engaging in learning tasks Responding positively to peers Responding positively to adult </div> <div style="border: 1px solid green; padding: 5px; margin-bottom: 10px;"> 2 Signal to adults that support is needed by asking or putting hand up with either learning or social situations. </div> <div style="border: 1px solid green; padding: 5px; margin-bottom: 10px;"> 3 SA unable to return to her learning task after 1:1 interaction. Conversations and questions become irrelevant to learning as a distraction and avoidance technique. Increased toilet visits. </div> <div style="border: 1px solid yellow; padding: 5px; margin-bottom: 10px;"> 4 Avoidance - Demonstrating signs of tension through obsessive tapping of pencil, trying to leave her seat. Calling out without following school rules. Ducking head down and looking at the floor. Fiddle with pencil case. Stays in the toilet for excessive time. Playing with toilet door locks. </div> <div style="border: 1px solid orange; padding: 5px; margin-bottom: 10px;"> 5 Disruption - Continued disengagement with learning. Sign of disruption to other children. Head down on the table. Refusal to engage with adults. Persistent talking over the top of adults. Reaches for objects to snatch or grabs at adults' arms. Refusal to leave the toilet area. </div> <div style="border: 1px solid red; padding: 5px;"> 6 Unsafe behaviour Refusal to take herself to the sofa Putting herself / peer / adult at risk by hitting / pushing / absconding Shouting / swearing / screaming/hiding under furniture/spitting/licking </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 1 Sand Timer /counting back from 3 / set short tasks / planned short breaks / brain break circuit (see strategies list) / individual learning station / own equipment at table / own visual timetable Scaffolded play with a peer / social story during safe and well check / debrief at the end of play or lunchtime Adult asking SA to repeat instruction. </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 2 Offer talk time with adult. (verbal Now & Next used) Scaffolded learning tasks (check understanding of task through repeat back to 1:1). Adult should attempt to get child back to independence as soon as possible. </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 3 Brain break 5 minutes timed (see options on strategies list, e.g. pack of mindfulness activities/social story/library book/offer SA her safe space in her separate learning place). Reminders of her behaviour contract. Now and next language used to explain expectations after brain break. </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 4 SA is asked to leave the learning environment and walk herself to the sofa using her behaviour contract vocabulary of STOP THINK BREATHE Adults to guide path SA ensuring fire exist and other possible routes are not accessible to SA (Fight or Flight) SA is known to run. Carry out breathing and use now/next language to overcome barrier to learning. 5 Min - Not paid back. </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 5 Child is told to leave the room for 5 minutes of silent time. One adult to stand near fire door and one lead out in front and then to sit with SA on the sofa. (Now & Next used). Any additional minutes required before SA is ready to return to the classroom and complete her 'Now' task to be owed as per school behaviour policy. </div> <div style="border: 1px solid black; padding: 5px;"> 6 Following a Dynamic Risk Assessment, Team Teach strategies inclusive of physical intervention will be used to keep Saffron, her peers and adults safe. This will include 2 adults sat with SA on the sofa. Though teacher judgement will be required, SA currently responds better to silence, than to talking other than where it is necessary to direct her to sit safely. </div>

Recovery plan and strategies following level 5&6 behaviour: Meeting with parent / completion physical intervention forms / updating of risk assessment and PSP / proposed reduced timetable

Supporting documents: Risk Assessment / Pastoral Support Plan / EHCP / Individual timetable

Adults present:	Signed in agreement:	Date:
Headteacher		
Parent		
SENCo		
Class teacher / TA		

INDIVIDUAL RISK ASSESSMENT – Forest Skies Federation



NAME: XXXXX				YEAR: 3	
School		Staff involved in the writing of this plan		Date of completion:	
Who might be harmed?		Child / Peers / Staff / External visitors		How many affected?	
Brief history:		See CPOMS chronology		EHCP PSP -	
HAZARDS		HIGH, MEDIUM or LOW RISK & evidence of previous history (if greyed out, this risk has never been evidenced and is not currently considered risk.)		KNOWN TRIGGERS	
RESIDUAL RISK OF HARM TO OTHERS		✓ if applicable		PRO-ACTIVE CONTROL MEASURES/ACTIONS TO BE TAKEN	
Bites / spits	September 2021 Year 3	HIGH Home – spits with other children and siblings.	Non known at this time. Inconsistent pattern of behaviour.	When a member of staff observes behavior triggers (see Individual behaviour plan) 1. Follow pro-active course of action agreed by all stakeholders. 2. Where challenging behaviours continue, follow re-active course of action agreed by all stakeholders. If, when a dynamic risk assessment is carried out by adults, Saffron is at risk of hurting herself / peers / staff members Physical Intervention in accordance with TEAM TEACH and the school's own Behaviour Policy will be used to keep Saffron, peers and staff members safe.	
Putting items in mouth	September 2021 Year 3	HIGH Often at home	Stationary, clothing, hair. Seeking adult attention with negative behaviour rather than positive. Boredom	When a member of staff observes behavior triggers (see Individual behaviour plan) 1. Follow pro-active course of action agreed by all stakeholders. 2. Where challenging behaviours continue, follow re-active course of action agreed by all stakeholders. If, when a dynamic risk assessment is carried out by adults, Saffron is at risk of hurting herself / peers / staff members Physical Intervention in accordance with TEAM TEACH and the school's own Behaviour Policy will be used to keep Saffron, peers and staff members safe.	
Grapples / wrestles / inappropriately touches / pushes	September 2021 Year 3	HIGH Previously grabbed other children and adults for cuddles and inappropriate grappling around arms and legs. Kicking and stepping adults	Seeking adult attention with negative behaviour rather than positive. Boredom Seeing sister in school library Packing away after activities.	When a member of staff observes behavior triggers (see Individual behaviour plan) 1. Follow pro-active course of action agreed by all stakeholders. 2. Where challenging behaviours continue, follow re-active course of action agreed by all stakeholders. If, when a dynamic risk assessment is carried out by adults, Saffron is at risk of hurting herself / peers / staff members Physical Intervention in accordance with TEAM TEACH and the school's own Behaviour Policy will be used to keep Saffron, peers and staff members safe.	
Head butt					
Kicks / stamps	✓	HIGH Previously kicked adults (Year 3)	Resisting behavior management strategies. Reminders and de-escalation Seeing sibling in school library	When a member of staff observes behavior triggers (see Individual behaviour plan) 1. Follow pro-active course of action agreed by all stakeholders. 2. Where challenging behaviours continue, follow re-active course of action agreed by all stakeholders. If, when a dynamic risk assessment is carried out by adults, Saffron is at risk of hurting herself / peers / staff members Physical Intervention in accordance with TEAM TEACH and the school's own Behaviour Policy will be used to keep Saffron, peers and staff members safe.	
Lies on thrashes about on floor	September 2021 Year 3	HIGH When asked to follow BOSS behavior strategies, SA deadweights to the floor in refusal to move in unsafe places (doorways and corridors)	Resisting behavior management strategies. Reminders and de-escalation Seeing sibling in school library Transitions between activities.	When a member of staff observes behavior triggers (see Individual behaviour plan) 1. Follow pro-active course of action agreed by all stakeholders. 2. Where challenging behaviours continue, follow re-active course of action agreed by all stakeholders. If, when a dynamic risk assessment is carried out by adults, Saffron is at risk of hurting herself / peers / staff members Physical Intervention in accordance with TEAM TEACH and the school's own Behaviour Policy will be used to keep Saffron, peers and staff members safe.	
Self-harm	✓	HIGH Used a ruler to swipe arms. Left marks. Pinching	Resisting behavior management strategies. Reminders and de-escalation Seeking adult response.	When a member of staff observes behavior triggers (see Individual behaviour plan) 1. Follow pro-active course of action agreed by all stakeholders. 2. Where challenging behaviours continue, follow re-active course of action agreed by all stakeholders. If, when a dynamic risk assessment is carried out by adults, Saffron is at risk of hurting herself / peers / staff members Physical Intervention in accordance with TEAM TEACH and the school's own Behaviour Policy will be used to keep Saffron, peers and staff members safe.	

1

Hazard / Behaviour	Opinion or Known	Deliberate Accidental Involuntary D/A/I	Seriousness Of Outcome A 1/2/3/4	Probability Of Hazard B 1/2/3/4	Severity Risk Score A x B	Very Low Risk 0 – 4 / Low Risk 5 – 8 / Medium Risk 9 – 11 / High 12 – 16
Threatening peers and or staff Being rude / verbally abusive	K	D	3	4	12	HIGH RISK
Physically hitting out at peers and or staff Hurting self – banging head	K	D	3	4	12	HIGH RISK
Not listening to adult instruction which could compromise her, peers or staff safety	K	D	3	4	12	HIGH RISK
Taking herself away from group Frustrated / annoyed / upset Absconding	K	D	3	4	12	HIGH RISK

Seriousness	
4	Foreseeable outcome is highest seriousness (illness or hospital treatment / possible exchanging of bodily fluids through scratch or bite)
3	Foreseeable outcome is moderate severity (possible injury / illness)
2	Foreseeable outcome is harm causing distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The Risk of Harm is persistent and constant
3	The Risk of Harm is more likely than not to occur again
2	The Risk of Harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

Scoring of Risk Assessment
Very Low Risk 0 – 4
Low Risk 5 – 8
Medium Risk 9 – 11
High 12 – 16
If a child has a Medium or High Risk, it is deemed that this could pose danger to the child, other children or staff. We feel that we need to consider places at the school to ensure safety. Possible fixed or permanent exclusion may result – see The Birchwood Federation Behaviour Policy (updated for COVID 19 – May 2020).

Shared with parent and signed in agreement To be reviewed each term (earlier if incidents arise requiring immediate review of risk assessment)			
Role	Name	Signed	Date
Headteacher			
Parent			
SENCo			
Class Teacher			

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