

Cockfield Primary School

Behaviour Policy and Statement of Behaviour Principles



Approved by: Executive Headteacher
Last reviewed on: December 2024
Next Review due by: December 2025

'Save your finest performance for when it has most impact: when children do the right thing. Then reward them with your enthusiasm, encouragement, humour, time and attention.'

(Paul Dix, When the Adults Change, Everything Changes: Seismic shifts in school behaviour)

1. Policy Statement

Cockfield Primary School is dedicated to fostering a positive learning environment where exemplary behaviour is emphasised as one of the building blocks to success. We firmly believe in promoting personal responsibility and encourage everyone to uphold the highest standards of conduct and respect.

Our behaviour policy looks beyond expectations for compliance; it focuses on teaching self-discipline and fostering respectful behaviour. We work collaboratively with our students allowing them to use past mistakes as a spring board for learning. We aim to cultivate a nurturing and productive atmosphere where all members of our school community are valued and can thrive.

2. Aim of the Policy

At Cockfield Primary School we strive to:

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly and shown respect
- To celebrate behaviour that is positive rather than giving too much attention to negative conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

We believe that this will enable us to:

- To provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the Five Pillars of Pivotal Practice and summarised in our Behaviour Blueprint in Appendix A:

[Type here]



Adult Behaviours "When the adults change, everything changes" (Pivotal Education)

3. Roles and Responsibilities

3.1 Teachers and Staff

We expect that every adult:



Meet and greet at the door.



Refer to 'Ready, Respectful, Safe'



Model positive behaviours and build relationships.



Plan lessons and activities that engage, challenge and meet the needs of all learners.



Use a visible recognition mechanism throughout every day.



Be calm and give 'reflection time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions.



Follow up every time, retain ownership and engage in reflective dialogue with learners.



Never ignore or walk past learners who are behaving badly.

Teaching Staff will uphold the Teachers' Standards (See Appendix B for detail).

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

3.2 Teachers

Teachers are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Teachers will:



Be a visible presence in the shared areas to encourage appropriate conduct.



Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.



Regularly celebrate staff and learners whose efforts go over and above expectations.



Encourage use of Positive Postcards and Positive Phone Calls.



Ensure staff training needs are identified and targeted.



Make sure that the 'buck stops here' in most cases.

[Type here]

3.3 Senior Leadership

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:



Meet and greet learners at the beginning and end of the day.



Be a visible presence around the site and especially at transitions.



Celebrate staff, leaders and learners whose effort goes over and above expectations.



Regularly share good practice.



Support teachers in managing learners with more complex or entrenched negative behaviours.

4. Cockfield Primary School Behaviour Curriculum

4.1 Recognition and Rewards

We recognise and reward learners who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

At Cockfield, we recognise good behaviour, effort and conduct in the following ways:

Focus	Praise Method	Approach
-------	---------------	----------

Learning and Effort	House Points	<ul style="list-style-type: none"> • Teachers award house points for effort and learning behaviours in class. Teachers display a running total of points for their class via an online tool (Class Dojo). • All staff monitor learning behaviours and effort around school and award children with house points which are displayed outside the head teacher's office. • MDSA staff nominate a winning house to earn a sticker each week. • The house winner for each of the above areas is recognised in Friday's celebration assembly where the winning houses are tracked. At the end of each half term, the house with the most winning weeks earns a reward.
Learning Attitudes	WOW certificate	This award will celebrate efforts / achievements in learning. They should focus on outstanding learning. They will receive a certificate and their achievement will be shared in Celebration Assembly. These awards are linked to our school values.
Values and Behaviours	Recognition Board	In classrooms, teachers will create recognition boards with a focus on a particular desirable behaviour relevant at that time to that class. Children who demonstrate the targeted positive behaviour will have their name displayed on the board. It is expected that the focus of these will change during the term in response to pupils' behaviour.
Values and Behaviours	Positive Postcard	These will focus on pupils going 'over and above' in terms of the school's values and their behaviours over the course of the term. They will be taken home by the child once received. There is no expectation on the number to be given out by teachers. Teachers will decide how these are handed out dependent on the pupil. Teachers to have a pile of postcards accessible in the classroom for cover teachers. Visitors will also be given them for when they recognise 'over and above' behaviour.
Learning, Attitudes, Values and Behaviours	Positive Calls Home / Conversation at the end of the day	Any member of staff can call the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.

4.2 Managing Behaviour

Engagement with learning is always our primary aim at Cockfield Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Cockfield praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given reflection time in- between steps.

4.21 Steps for Managing and Modifying Poor Behaviour

Steps	Actions
1.Redirection	Gentle encouragement, a 'nudge' in the right direction.
2.Reminder	A reminder of our three simple rules: Ready, Respectful, Safe. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. Repeat reminders if reasonable adjustments are necessary. Praise learners who model good behaviour as a result of the reminder.
3.Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next choice.'
4. Consequences	Children will complete a reflective task which may take place during their free time. This will be supervised by a member of staff and there will be an opportunity to have a restorative conversation during this time. The member of staff to use professional judgement to determine the length of time the child stays in the room - children will always be provided with at least 10 minutes lunch time although this time may need to be monitored by an adult.
5. Repair	This might be a quick chat at break-time in or out of the classroom or a more formal meeting 5 questions is usually enough from the following: <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? (Key questions in bold)
Follow-up	If a child stays in during their lunchtime, their parents will be informed by the classroom teacher at the end of that day.

[Type here]

Brain Breaks	Adults to use their judgement and provide these as appropriate. This should be used as a de-escalation strategy. Brain breaks might be a short time away from the classroom with another class, a TA or a calm space It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.
--------------	--

4.2 Restorative Practice

Cockfield Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room (Cockfield Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. (Appendix D - Restorative Practice approach at Cockfield Primary School)

4.3 Language

At Cockfield Primary school, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour. Staff realise that some children can find appropriate behaviour more of a challenge and that encouragement is a powerful tool to help facilitate this.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as **'naughty'**, **'abuse'**, **'assault'**, **'perpetrator'** and **'offender'**, **'bully'** much of which is more suitable to the criminal justice system.

4.4 Off-Site Behaviour

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

[Type here]

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.
-

4.5 Online Behaviour

The school identifies online misbehaviour as a serious behaviour matter and will be referred immediately to SLT. A decision will be made by SLT regarding the next steps to manage the behaviour.

The misbehaviour is when the behaviour:

- 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.

4.6 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 endeavor 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.

The school will not interfere with any police action taken.

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

4.7 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.

[Type here]

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

4.8 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 for more information on responding to allegations of abuse against staff or other pupils.

4.9 Searching, Screening and Confiscation

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation: February 2022 DfE). The following items are prohibited from

- Knives or weapons
- 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)

5. Serious Incidents

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred *immediately* to the SLT.

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking any other individual
- Swearing
- Deliberate damage to school property
- Child on child abuse
- Defiance

5.1 Fixed Term Exclusion

At Cockfield Primary School, we believe that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home.

[Type here]

Following a fixed-term exclusion, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

5.2 Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations).

The governors of Cockfield Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

6. Responding to misbehaviour from SEND

Children who exhibit behavioural problems as a result of identified social, emotional and mental health issues are placed on the school's SEND register and provided with a graduated approach of support.

Appendix E: Proactive Approach for children with repeated low level behaviour concerns

Appendix F/G: 5A's Behaviour Plan - support plan and risk assessment for those children with high incidence and high level behaviours

These need to be created by the classroom teacher and shared with the SENCO and all members of staff.

In these cases, a member of SLT will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other approaches and theories where appropriate and identified by the SENDCo. Outside agencies may also be used to support children according to advice from the educational psychology service where appropriate.

7. Links with other Policies

Anti- Bullying Policy

[Type here]

- Cockfield Primary School has a separate anti-bullying policy which should be followed if bullying is reported or suspected.
 - Child on Child Abuse Policy
 - Safeguarding Policy
-

Signed (Headteacher): Marc Gilbert

Date: 20/10/2023

Signed (Chair of Governors):

Date:

Appendix A - Cockfield Primary School Behaviour Blueprint

The Cockfield Way

This is how we do it here.....

At Cockfield Primary School, high expectations of learning, behaviour and respect for each other underpin everything we do.

Visible Adult Consistencies

1. Meet and greet
2. First attention to best conduct
3. Calm and caring

Rules

- Ready
- Respectful
- Safe

'Over and Above'

1. Values
2. Attitudes
3. Effort
4. Initiative

Relentless Routines

Fantastic Walking

Legendary Lining-Up

Heroic Hands-Up

Terrific Transitions

Behaviour Management Steps

1. **Redirection** (Non-verbal cues)
2. **Reminder** (3 rules privately)
3. **Caution** (Outlining behaviour and consequences)
4. **Last Chance** (30 second intervention)
5. **Time Out** (Cool off elsewhere)
6. **Repair** (Restorative conversation)

Microscript (30-Second Intervention)

- **I have noticed that** you are...(having trouble getting started, wandering around etc.) right now.
- **At Cockfield, we...** (refer to the 3 school rules – ready, respectful and safe)
- **Because of that, you need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- **See me for** 2 (or up to 5) minutes after class/during break.
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour)?
- **That is who I need to see today...**
- **Thank you for listening...** then give the child some 'take up' time.

Restorative Conversation

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Appendix B - Teachers' Standards

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

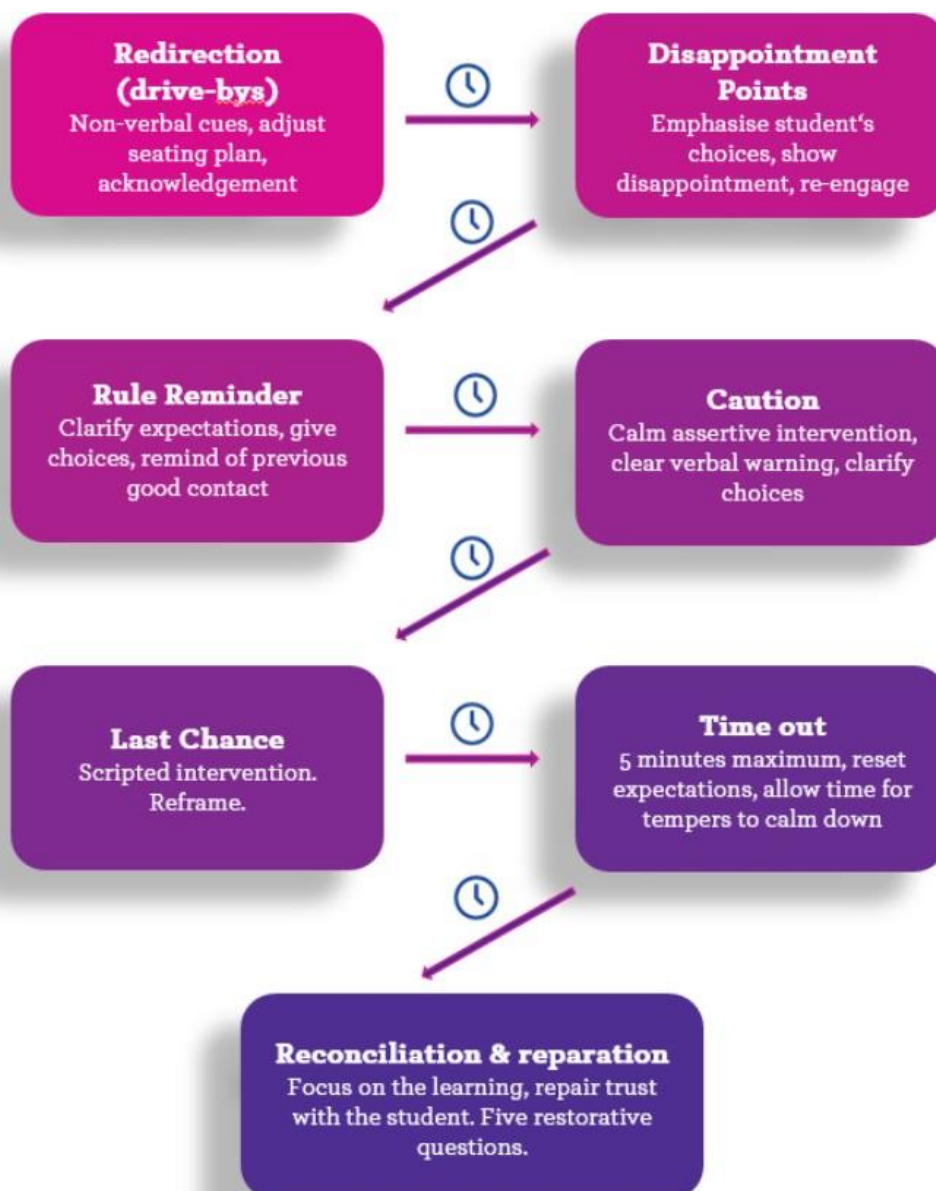
- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix C: Steps to Manage and Modify Behaviour:



At all times, staff are to keep calm and use a voice within an appropriate range in terms of volume and tone. The more undesirable the behaviour, the less variation in tone that should be used. At Cockfield Primary School, staff acknowledge those going 'over and above' with enthusiasm and positivity. Undesirable behaviour does not benefit from an overtly emotional response from staff.

Appendix D – Restorative Practice at Cockfield Primary School

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

- To build safer, happier schools
- To *change* behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourage children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalisation. This can lead to more challenging behaviour in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process.

The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed.

The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

Restorative Questions 1:

To respond to challenging behaviour:

What happened?

What were you thinking about at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

What do you think you need to do to make things right?

How can we do things differently in the future?

[Type here]

Restorative Questions 2:

To help those harmed by others' actions:

What did you think when you realised what had happened?

What have your thoughts been since?

How has this affected you and others?

What had been the hardest thing for you?

Appendix E Preventative Behaviour Support Plan

[Type here]

**Appendix E: Proactive Approach for children with repeated low level
behaviour concerns**

Behaviour Support Plan for: DoB: School:

Support + <i>Language to use</i>	Response + <i>Language to use</i>	Reaction + <i>Language to use</i>

To be reviewed every 2 weeks. Next step if needed 5A Support Plan

Appendix F: 5A's Behaviour Plan


5As Behaviour Plan

Name: _____

Action	
Child: What action do they take? What have they done in the past?	Staff: How will we keep the situation safe?
Aggression	
Child: Where does their aggression focus?	Staff: How will we de-escalate the behaviour? How will we keep people safe?
Anger	
Child: What are the behaviours/signs we see when the child becomes angry?	Staff: How do we support them in self managing?
Anxiety	
Child: What are the physical signs we see when the child becomes anxious?	Staff: What can we do to try and reduce anxiety?
Known triggers	
Child: What are the known triggers for this child?	Staff: What are we going to do as a team to avoid the triggers?

[Type here]

Appendix G: Individual Risk Assessment

Individual Pupil Risk Assessment						
Name:						
 Summary of Need: Profile of the Child For Example, ASD, Adverse childhood experiences (ACES), Child is impulsive and operates on strong primitive instincts (fight, flight, freeze) when dysregulated. This pupil has a positive behaviour support plan; this document should be read alongside this individual risk assessment. <i>This document relates to the Behaviour and Exclusion policies. A copy of these can be requested from the school office.</i>						
Risk Assessment						
Prepared by: Miss Sendco		Assessment Date: 01/09/2022		Review Date: 31/10/20227 This plan will be reviewed after incidents		
Types of hazard(s) identified (assuming no controls)	Who is at risk and how?	Likelihood X (1-5)	Severity (1-5)	Risk Rating LMH	Risk Reduction Measures In Place	Do controls reduce the risk to an acceptable level?
Not following adult instructions in the learning environment <i>CHILD refuses to comply with adult instruction often shouting 'no' or moving to a different space. This behaviour can escalate to other behaviours listed in this plan.</i>	Self – disrupted learning, possible Minor injury to self Peers – disrupted learning	4	1	4	<ul style="list-style-type: none"> The Positive Behaviour Support Plan will be followed. Clear, simple choices will be given. Sufficient take-up time will be given. 	Yes