

FEDERATION OF



FOLLIFOOT & SPOFFORTH

CHURCH OF ENGLAND PRIMARY SCHOOLS



Love Learn Thrive

Positive Behaviour and Relationships Policy for Engaging Learning

This policy was adopted	Autumn 2023
This policy will be reviewed	Autumn 2024

Vision

**At the Federation of Follifoot & Spofforth CE Primary Schools our vision is that everyone will;
LOVE, LEARN & THRIVE.**

LOVE

We nurture each individual, build positive relationships with everyone and value their uniqueness.

LEARN

We inspire children to have a lifelong love of learning. They develop wisdom, knowledge and skills and become fluent learners.

THRIVE

We develop children socially, emotionally, physically and spiritually, helping them to be the best versions of themselves preparing them well for their futures in a diverse world.

Our vision translates directly into this policy;

- All children will be treated kindly and in a nurturing fashion.
- Children are educated in regard to conducting themselves in a kind, respectful and productive manner that recognises and celebrates diversity and difference. They will learn to manage their feelings and behave appropriately in a range of contexts appropriate to their age and stage of development.
- All children have the opportunity to thrive in a safe welcoming and inclusive environment. Their behaviour and that of their peers allows them to thrive.
- We believe that everyone is equal and has the right to be treated with dignity and respect. Our school is a place where everyone should be able to thrive in a loving and hospitable community. Behaviour will be managed in accordance with our vision ensuring we recognise each child as a child of god.

Positive Behaviour and Relationships Policy for Engaging Learning

Follifoot and Spofforth Church of England Federation

Policy Aims:

- Outline the aims, principles, and theory behind our approach to behaviour management
- Provide a consistent approach to behaviour management.
- Outline how children are expected to behave.
- Summarise the roles and responsibilities of different people across the **Follifoot Spofforth Federation** in regard to behaviour management.
- Outline the **Follifoot Spofforth Federation** system of rewards and consequences.

The guiding principles outlined in this policy are in place to ensure the **Follifoot Spofforth Federation** is an Attachment and Trauma Aware setting; we use the knowledge of attachment and trauma as the cornerstones of this policy.

This policy is influenced by and takes aspects of the following documents:

Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools September 2018

The Ladder of Intervention: Supporting children and young people with Social, Emotional and Mental health difficulties in schools September 2019 (NYCC)

Federation Aims:

We aim to:

- Build relationships with children and families that creates a culture in which children choose to behave well.
- Promote Christian Values to encourage self-discipline so that children learn to accept responsibility for their own behaviour as well as give and accept forgiveness.
- Recognise that all behaviour is a form of communication and respond accordingly.
- Have a consistent approach to behaviour throughout the school by providing clear boundaries and teaching appropriate behaviour.
- Promote and encourage the behaviour demonstrated by effective and engaged learners.
- Promote a culture of responsibility and independence rather than compliance.
- Provide a calm, safe, purposeful, and happy atmosphere within school.

- Ensure that every member of the school community behaves in a considerate, respectful, co-operative way towards others.
- Make all appropriate reasonable adjustments to behaviour strategies for children with specific needs.

Roles and Responsibilities

Headteacher & Governors are responsible for:

- Establishing an effective strategy to ensure a calm, safe, purposeful, and happy atmosphere, where everyone feels safe and secure.
- Ensuring that the schools have a policy, which is implemented, communicated, published, monitored, evaluated, and reviewed.
- Making appropriate resources available for the policy to be fully implemented.

All Staff are responsible for:

- Providing a calm, safe, purposeful, and happy atmosphere within school, where everyone feels safe and secure.
- Teaching, supporting and consistently reinforcing school expectations.
- Ensuring that they are aware of the Behaviour Policy and that they have the necessary skills to deal with situations as they arise.
- Ensuring that every opportunity is made to resolve conflicts, should they arise, in a manner that maintains positive relationships.
- Dealing with behaviour sensitively and calmly.
- Acting as good role models.
- Managing challenging behaviour in accordance with the school policy.
- Keeping parents informed of behaviour issues as they arise.
- Keeping records as described in this policy and associated policy documents (CPOMS POLICY)

Teachers have statutory authority to discipline children whose behaviour is unacceptable, who break the school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Teachers can implement the recognition and reminders within this policy any time the child is in school or elsewhere under the charge of a teacher or paid member of staff, including on school visits.

Teachers can implement the recognition and reminders within this policy with children in certain circumstances when a child's behaviour occurs outside of school.

Teachers can confiscate property should the need be required in order to maintain safety.

Parents/Carers are responsible for:

- Supporting the creation of a safe and secure school.
- Supporting the school policies.
- Working with the school to encourage children to maintain school expectations.
- Acting as good, positive role models.

Children are responsible for:

- Following behaviour expectations
- Allowing others to learn and play happily without interference.
- Treating others fairly and courteously.
- Actively listening to others.

Training

Staff will have access to training when and where appropriate. Staff can request advice, support, and training directly from the Headteacher. Statutory training such as Restrictive Physical Intervention (RPI) will be provided through accredited trainers. RPI will only be used when absolutely necessary, as staff will always use de-escalation strategies first and give the child time to talk before using any physical intervention. Any use of RPI would be followed by a comprehensive review and risk assessment process involving staff, parents, and behaviour professionals. See Appendices for examples of risk assessment documents used.

All staff receive training in how to use CPOMS, the electronic system used in the Federation for monitoring safeguarding, wellbeing, and all pastoral issues. There is a separate policy for the use of CPOMS.

Links to legislation/ policy and documents

We value every child as an individual who has an important part to play in our community. We encourage all children to develop the skills, qualities, and aspirations to become independent learners, confident individuals, and responsible citizens.

Our curriculum and all its associated plans will fully consider our commitment to meeting our duties in relation to the Equality act as well as maximising opportunities to promote equality and diversity at every meaningful opportunity.

Our policy has clear links to:

- Child Protection Policy
- Safeguarding Policy
- Anti-Bullying Policy (including guidance around our approach to Harmful Behaviours as detailed in Keeping Children Safe in Education)
- Child on Child Abuse Policy (Formally Peer on Peer Abuse Policy)

- Online Safety Policy
- Special Educational Needs Policy
- Complaints Policy
- Exclusions Policy

Equality & Diversity

The **Follifoot Spofforth Federation** welcomes its duties under the Equality Act (2010). The Equality Act establishes nine protected characteristics

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

The Follifoot Spofforth Federation pay due regard to the need:

- To eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under this Act.
- To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Positive Behaviour for Engaging Learning

Across the **Follifoot and Spofforth CE Federation**, our children thrive in a safe, inclusive, and nurturing environment. Our approach of developing positive behaviour for engaging learning, provides our children with a positive and proactive system for defining, teaching, and supporting appropriate behaviours and ensures a relationships approach to managing behaviour across the federation.

Our approach replaces rules with expectations. The **Follifoot and Spofforth CE Federation** expectations are based on our vision '**Love, Learn, Thrive**'. Through teaching, children gain a comprehensive knowledge and understanding of the behaviours expected from them. This provides a framework for children's decision making and subsequent actions. Children who meet the expectations will be rewarded regularly and acknowledged through our Federation reward system.

Children whose behaviour does not meet the expectations will be encouraged to reflect on how their

behaviour could be improved to match expectations. Resources to support this can be found as part of the appendix to this policy.

Our approach of developing positive behaviour for engaging learning will ensure a consistent, fair, and holistic approach to behaviour management that encourages positive behaviour in all areas of school life. The expectations and class rules were discussed and decided by staff and children across the Federation. Staff and children decided the **Follifoot and Spofforth Federation** behaviour expectation should be: **Be kind and Respectful**.

Our Federation Reward system

The procedures and practices outlined represent the consistent **Follifoot and Spofforth Federation** approach. Adapting, altering, or adding to them risks compromising the consistency and impact of the approach. They should be followed consistently as described. If adjustments are needed for a specific situation this should be discussed with the SENDCO and Headteacher before any action is taken.

All adults in school have a responsibility to model high standards of behaviour, in their dealings with the children and with each other, as their example has an important influence on the children.

Clear behaviour principles are displayed in every classroom and in shared areas as appropriate. These will be shared and explained to all children at the start of the academic year. Teaching, modelling and supporting appropriate behaviour in line with our expectation that all members of the **Follifoot Spofforth Federation** will 'Be kind and Respectful' will take place through our school curriculum and collective worship.

The **Follifoot Spofforth Federation** expectations to 'Be kind and Respectful' apply at all times in classrooms, the playground and in all other areas of school.

The Follifoot Spofforth Federation behaviour expectations



The Follifoot and Spofforth Federation individual awards linked to behaviour expectations

FEDERATION OF
FOLLIFOOT SPOFFORTH
CHURCH OF ENGLAND PRIMARY SCHOOLS
Love Learn Thrive

Presented to
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For:
.....
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Love

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Love Learn Thrive

Presented to
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For:
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Thrive

The Follifoot Spofforth Federation team points awards linked to behaviour expectations



Team Points

All children are part of our team point system. Team points accumulate throughout the term, resulting in the winning house earning a team treat as a reward at the end of each term. Team points foster a sense of family and team encouragement as well as introducing a healthy element of competitiveness.

Team points can be gained through children's work and behaviour; the following provides an example of and guideline of how and when children will be rewarded with 1-3 team point tokens:

- Holding a door open
- Good manners
- Kindness
- Organising personal equipment
- Excellent effort
- Working without distracting others
- Tackling a problem confidently
- Responding positively to adults' comments
- Playing a game well
- Working well with others

Each class has a token team points collection in each classroom, and these are collected and added to the whole school collection for the celebration assembly on a weekly basis.

When behaviour does not meet expectations

At The **Follifoot and Spofforth Federation** we believe that consequences are important to help children understand when they have made a wrong choice, reflect on that, and make better choices in the future.

We avoid sanctions or consequences where a child is made to feel shame or humiliation. Children do not improve their behaviour after feeling worse about themselves. For this reason, practices such as traffic lights, sunshine and clouds on walls or names on boards are not used.

Behaviour is improved by building relationships, children's self-esteem and helping them to believe that they can make the right choices, that they are kind, and they are capable of behaving well. We deal with incidents of disruptive or inappropriate behaviour in a way that avoids shame and punitive responses and punishments. We hope to foster an atmosphere where children have the chance to reflect upon the impact that their behaviour has on other people, including teaching staff.

Monitoring of Incidents

The Head Teacher, Senior Teachers and SENDCO are alerted to behaviour incidents recorded on CPOMS. On receiving an alert, they will; review the incident including assessing the action taken so far. If no clear action has been taken, they will note on CPOMS in the 'Add Action' that follow up is required and by who. This will be followed up with support as needed.

Behaviour is regularly discussed as a key item at SLT meetings, staff meetings and with updates in the federation staff weekly briefings

The Head Teacher will report to the school development committee and full governing board on key strategic issue relating to behaviour for example policy updates, patterns in incidents.

Talking to Parents about Behaviour

This is crucial to strengthen our partnerships and to support children to make the best choices with regard to their behavior. Careful considerations is given before each discussion to ensure a productive outcome for everyone involved.

The usual line of communication will be between the class team (Teachers and Teaching Assistants). Where further conversations need to take place, the senior teachers or SENDCO would be part of the discussion. If further support is needed, then the headteacher would become involved.

We keep records of the meetings that take place about behavior and will always ensure there is a follow up conversation to review progress against agreed actions.

Supervision of children

Supervision, organisation, consistency, and relationships are the fundamental core of managing behaviour well.

School begins at 9 am promptly. A single member of staff will be outside from 8.45am. Teaching staff will be on the playground from 8.50am.

School ends at 3.20pm (Spofforth) and 3.30pm (Follifoot). Staff will go into the playground with their class to ensure parent/carers are there to collect their children. A member of staff will accompany younger children to the school bus (Spofforth only).

At the end of break the bell is rung and the children all stop. They line up and wait in the playground until their teacher arrives to collect them. At the end of lunchtime, the bell is rung, and the children stop. They line up and wait in the playground until their teacher arrives to collect them. Staff must be prompt in order to encourage prompt and settled lining up.

Children walk quietly around the school building. They give way at doors and respect other people and their property. They hold the door for the person behind them rather than one child holding the door for everyone, this reinforces the principle of everyone having a role in showing good manners. At worship time they enter the hall calmly, listen carefully and take time to think.

Discussion, Conflict Resolution, and Peer Support

Children are always encouraged to resolve any conflict or issues with one another with the direct support and guidance from their Class Teacher. They are encouraged to understand feelings, acknowledge their own behaviour and how they may have impacted on another.

We cannot assume that children already have the skills they need in order to manage their emotions and meet our expectations about their behaviour. We need to take active steps to develop children's social, emotional, and behavioral skills. Children may need help and support with their interactions. Adults need to offer support to the children around naming feelings (anger/ sadness and knowing it is ok to have such emotions) and being able to help consider ways in which any wrongdoing can be repaired.

When dealing with conflicts or issues, adults consider knowledge and understanding of the child's back story and how that might impact on their behaviour. When considering the child's viewpoint, adults need to see this from the child's perspective, rather than with the logic, cognition, and emotional response of an adult.

Where necessary, using the 'ABC-Reflect, Rethink, Resolve' sheet, staff will work restoratively with children to ensure that relationships are stronger, and learning is more effective.

Behaviour and SEND

The Federation's Special Educational Needs Coordinator (SENDCO) will observe a child 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, Early Help team, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, the SENDCO will liaise with external agencies such as NYCC SEND Hub, SEMH practitioners (social, emotional, and mental health) and plan support programmes for that child. They will work with parents and teachers to create the plan and review it on a regular basis. For children who have social, emotional, or mental health difficulties, extra support will be provided. This is evident in many ways for example, visual timetables, nurture time, Volcano in my tummy, personalised reward systems, parental engagement, structured playtimes.

For some of our children, additional monitoring, supported by the SENDCO and SLT, will be put in place. Positive Intervention Plans (PIP), highlighting different behaviours seen (anxiety behaviours, defensive behaviours, crisis behaviours) with the accompanying stage responses, will be put in place. Alongside the PIP, Positive Behaviour Tracking documents, STAR Recording Charts and Check In Questions will be completed, allowing the staff supporting the children to identify triggers, patterns in behaviour and to make the changes needed to better support the children with their presenting needs. These documents allow for reflection on classroom practice to ensure that staff manage classes effectively using approaches which are appropriate to pupils needs in order to involve and motivate all children.

Appendices.

1. Appendix 1- ABC-Analysis
2. Appendix 2- ABC-Analysis-Reflect, Rethink, Resolve'
3. Appendix 3- Positive Intervention Plans
4. Appendix 4- Positive Behaviour Tracking
5. Appendix 5- STAR Recording Chart
6. Appendix 6- Check In Questions
7. Appendix 7- Time tracker Audit
8. Appendix 8- Risk Assessment Documents

Appendix 1



ABC Analysis

Date ____/____/____ Name of person observed _____ Observer _____


Behaviours(s) _____

An ABC Chart is a direct observation tool that can be used to collect information about the events that are occurring within a student's environment. "A" refers to the antecedent, or the event or activity that immediately precedes a problem behaviour. The "B" refers to observed behaviour, and "C" refers to the consequence, or the event that immediately follows a response.

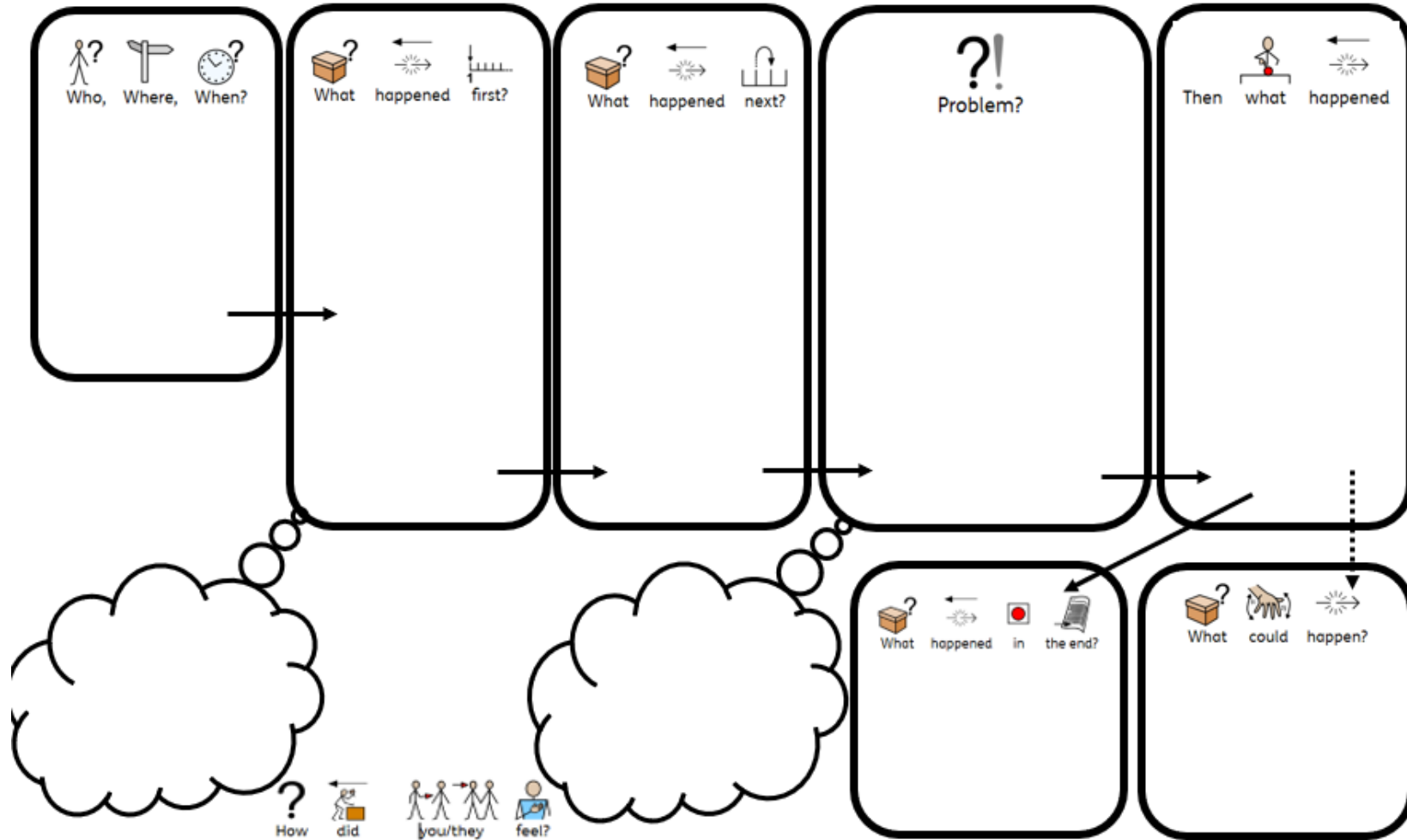
Date	Time	Antecedent	Behaviour	Consequence	Possible Function

Action:

Appendix 2

 
What Happened

ABC Analysis



Appendix 3



Positive Intervention Plan		
Child's Name:	Date of Plan:	Review Date of plan:

<p><u>Sensory</u></p> <p><u>Attention -</u></p> <p><u>Communication -</u></p> <p><u>Escape/Avoid -</u> </p>
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What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours	Stage 4 Reflective Behaviours	Stage 5 Recovery Behaviours
•	•	•		•
Stage 1 Responses	Stage 2 Responses	Stage 3 Responses	Stage 4 Responses	Stage 5 Responses
•	•	•	•	•

What are known common triggers?

•

De-escalation skills	TRY	AVOID	NOTES
Verbal advice and support			
Giving space			
Reassurance			
Negotiation			
Choices			
Humour			
Consequences			
Planned to ignore			
Take up time			
A quiet space			

Diversions and distractions

Intermediate	TRY	AVOID	NOTES
Friendly escort			
Single elbow			
Figure of four			
Double elbow			
Single elbow in seats			
T Wrap			
T Wrap to seats			
Seats to T Wrap			

T Wrap to ground			
Cradle			
Half Shield escort			
Block to Guide			
Quiet room			

Preferred method Physical intervention?

	Name	Signed	Date	Comment
Headteacher:				
SENCo				
Parents/Carers:				
Teachers:				
TA:				

Any medical conditions to be taken into account before using Physical interventions? Has advice from OT been sought?

Recording and Reporting
All incidents to be reported ASAP using the school's recording system

Plan discussed with pupil- N/A

This plan to be attached to SEN plan and reviewed in line with SEN reviews or before if significant changes in pupil's behaviour

Appendix 4



Positive Behaviour Tracking

Day	9.30-10.00	10.00-10.30	10.30-11.00	11.00-11.30	11.30-12.00	12.00-12.30
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Stage 0 Behaviours	Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
Information to be taken from Positive Intervention Plan	Information to be taken from Positive Intervention Plan	Information to be taken from Positive Intervention Plan	Information to be taken from Positive Intervention Plan

Appendix 5



STAR recording chart

Date and time	Setting	Trigger	Action	Response

Stage 0 Behaviours	Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
Information to be taken from Positive Intervention Plan	Information to be taken from Positive Intervention Plan	Information to be taken from Positive Intervention Plan	Information to be taken from Positive Intervention Plan

Appendix 6



Check in Questions (these are example questions)

Has CYP slept through the night?	
Has CYP had any toileting issues?	
Has CYP been on the iPad?	
Has CYP had any breakfast?	
Has he had any issues with CYP?	
Is there anything we need to know about CYP this morning which might impact on him/her in school?	
Any other information	

Additional Information

	Yes/No	Additional Information
Did CYP come into school successfully?		
Did CYP complete an adult directed task?		
How long did CYP access his/her learning for?		
What activities did he/she choose to do?		
Did he engage with other children in the classroom?		
Did he/she have a successful playtime?		
Did he/she have a successful lunchtime?		
Did he/she disturb the learning of others today and if yes how long for?		
How many members of staff were needed to support CYP today?		
Did he/she complete his/her timetable hours today? If not, why?		

Appendix 7



Time Tracker Audit 2023-2024

Name: Year Group:										Agency Involvement:									
Review		Autumn/Spring/Summer term 1										Autumn/Spring/Summer term 1							
Date WC:																			
Minutes engaged in personalised learning	Week	1	2	3	4	5	6	7	8			1	2	3	4	5	6	7	8
% of engaged learning	Week	1	2	3	4	5	6	7	8			1	2	3	4	5	6	7	8
CPOMS Entries	Week	1	2	3	4	5	6	7	8			1	2	3	4	5	6	7	8
														2					
Absences																			
Positive Handline	Week	1	2	3	4	5	6	7	8			1	2	3	4	5	6	7	8
Fixed Term Suspensions / Exclusions	Week	1	2	3	4	5	6	7	8			1	2	3	4	5	6	7	8

Appendix 8

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CYPS risk assessment for managing high - level challenging behaviours.

Name of child/young person: Date of birth Date of assessment: Date of review:

Information provided by: Risk assessor(s):

Identification of risk	
Clear and detailed description of high-level challenging behaviour	
Who is affected by the behaviour (injured or harmed)?	
In which situations does the behaviour occur/not occur?	
What kinds of injuries or harm are likely to occur?	
What relevant records, reports or other documents are already in place? (e.g. IEP, PSP, lesson planning, General Risk Assessment, Health Care Plan, Statement of SEN)	

Children & young people's service - general risk assessment		Persons at risk					Risk	Rating	Matrix																																		
Site location: Assessor: Activity / situation: Sheet of: 1of 5 ref. Number:1		E M P L O Y E E S	Y O U N G P E R S O N	C O N T A C T O R	P U B L I C	O U T B E R S	Severity [s] 5. Death/permanent disability 4. Major injury 3. > 3 day injury 2. Minor injury 1. Property damage Likelihood [l] 5. Very likely 4. Likely 3. Possible 2. Unlikely 1. Very unlikely	1 2 3 4 5	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>2</td><td>4</td><td>6</td><td>8</td><td>10</td> </tr> <tr> <td>3</td><td>6</td><td>9</td><td>12</td><td>15</td> </tr> <tr> <td>4</td><td>8</td><td>12</td><td>16</td><td>20</td> </tr> <tr> <td>5</td><td>10</td><td>15</td><td>20</td><td>25</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> </table>					1	2	3	4	5	2	4	6	8	10	3	6	9	12	15	4	8	12	16	20	5	10	15	20	25	1	2	3	4	5
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3	6	9	12	15																																							
4	8	12	16	20																																							
5	10	15	20	25																																							
1	2	3	4	5																																							
Hazard identified (important: this list is not exhaustive)							Preventative and protective measures already in place	Specific problems / dangers																																			
1																																											
2																																											
3																																											
4																																											
5																																											
6																																											
7																																											
8																																											
9																																											

Haz	Degree of risk										Risk		Recommended further action/s. [if any]	Action New	By risk name	
	severity					x	likelihood					Score				Rate
No	1	2	3	4	5		1	2	3	4	5	Score	H m l	Short/ medium/ long-term actions		
Assessor:											Signature:		Date:	Review date:		

Score: 1 – 8 = low risk 9 – 15 = medium risk 16 – 25 = high risk

	Name	Signed	Date	Comment
Headteacher:				
SENCo				
Parents/Carers:				
Teachers:				
TA:				

Risk rating matrix																																										
Severity [S] 5. Death/Disability 4. Major injury 3. >3 day injury 2. Minor injury 1. Property damage Likelihood [L] 5. Very Likely 4. Likely 3. Possible 2. Unlikely 1. Very unlikely	Severity (Emotional) N.B could be on the victim or the person who is subject to the risk assessment. 5. Death/ suicide, severe depression, long term mental health issues 4. Long term/ repeated deliberate risk-taking. Emotional impact severe enough to trigger referral to another service e.g. CAMHS/GP/EP and/or significant medical intervention e.g. attempted suicide/ anorexia/ school refusal. 3. Emotional response that results in deteriorating/ erratic attendance, withdrawing/ not engaging, anxiety, fear, worry; impacts on behaviour of others (e.g. negativity, irritability, negative emotions, lack of concentration, lack of motivation) 2. Significant distress or upset that can be addressed or resolved within a few days i.e. has no lasting negative impact. 1. Upset/ distress that subsides relatively quickly and with minimal additional support i.e. within a day or so.	<table border="1" style="border-collapse: collapse; width: 100px; height: 100px;"> <tr><td style="border: 2px solid black;">1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td style="border: 2px solid black;">2</td><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td></tr> <tr><td style="border: 2px solid black;">3</td><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td></tr> <tr><td style="border: 2px solid black;">4</td><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td></tr> <tr><td style="border: 2px solid black;">5</td><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td></tr> <tr> <td style="border: 2px solid black; text-align: center;">x</td> <td style="border: 2px solid black; text-align: center;">1</td> <td style="border: 2px solid black; text-align: center;">2</td> <td style="border: 2px solid black; text-align: center;">3</td> <td style="border: 2px solid black; text-align: center;">4</td> <td style="border: 2px solid black; text-align: center;">5</td> <td style="border: 2px solid black; text-align: center;">[L]</td> </tr> </table>	1	1	2	3	4	5	2	2	4	6	8	10	3	3	6	9	12	15	4	4	8	12	16	20	5	5	10	15	20	25	x	1	2	3	4	5	[L]			
1	1	2	3	4	5																																					
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4	4	8	12	16	20																																					
5	5	10	15	20	25																																					
x	1	2	3	4	5	[L]																																				
		Score 1 – 8 = LOW RISK 9 – 15 = MEDIUM RISK 16 – 25 = HIGH RISK																																								

High-level challenging behaviour	Degree of risk											Risk rating		New risk rating (further measures)	
	Severity x likelihood											Score	Hml	Score	Hml
	1	2	3	4	5	X	1	2	3	4	5				

Behaviour management plan		
Interventions	Measures in place	Further measures (if required)
Proactive interventions to prevent risk.		
Reactive interventions to respond to adverse outcomes		

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Communication of risk assessment and behaviour management plan		
Shared with	Communication method	Date actioned and by whom

**Notes: As a result of the review an up-dated risk assessment should be completed and recorded.
 parents/carers should always be actively involved in the planning/monitoring and reviewing process.
 CYP should always be actively involved. Their level of involvement should be judged by key staff, according to the CYP's age and social/emotional maturity.**

Review of risk assessment and behaviour management plan	
Any significant changes since last assessment? (Consideration needs to be given to the impact of measures on behaviour in the review)	

	Name	Signed	Date	Comment
Headteacher:				
SENCo				
Parents/Carers:				
Teachers:				
TA:				