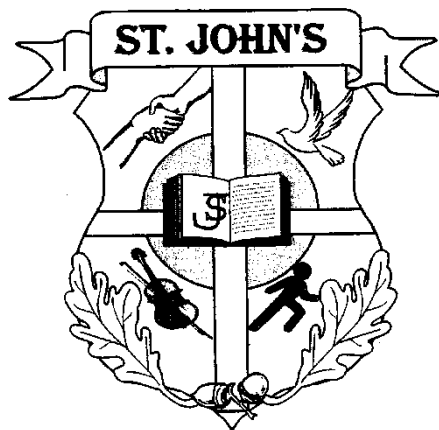


**St. John's Primary
Bligh's Lane
Derry**

**A Policy for Safe Handling and Reasonable Force
2025**



"Learning Together Growing Together"

1. MISSION STATEMENT

At St John's Catholic, Primary School (PS), we provide a happy, nurturing, inclusive, learning, environment which delivers high quality outcomes and life-enriching experiences. We embrace diversity and encourage all to respect the environment and develop the confidence and digital skillset required to contribute to society and the local and global economy. We work collaboratively with parents/carers and community partners to promote the social, emotional, intellectual, and spiritual well-being of each individual, thereby enabling our school family to 'Learn Together' and 'Grow Together.'

2. RATIONALE

Our dual responsibility: -

- Providing a safe and secure environment for the entire school community (children, parents, visitors, and adults)
- Promoting and sustaining appropriate behaviour.

3. LEGISLATIVE FRAMEWORK

This policy has been formulated with due consideration to the following legislation: -

- Health and Safety at Work Act (NI) Order 1978
- Regional Policy Framework on the Use of Reasonable Force/Safe Handling
- The United Nations' Convention on the Rights of the Child - UK 1991
- The Children (NI) Order 1995 – duty to protect and child protection responsibilities/fulfilling responsibility
- The Education (NI) Order 1998 (Article 3) which requires Boards of Governors to ensure that policies are designed to promote good behaviour and discipline on the part of the children
- The Education (NI) Order 1998 (Article 4) which clarifies the powers of members of staff of a grant-aided school regarding the use of reasonable force
- The Human Rights Act 1998
- This policy and our procedures have been developed in line with guidance from: The Department of Education NI circular 1999/9
- Pastoral Care in Schools – Child Protection: Code of Conduct for Staff (1999/10) paragraphs 69 to 72
- Pastoral Care in Schools: Promoting Positive Behaviour (2001)
- DE document 'Towards a Model Policy in Schools on the Use of Reasonable Force' August 2002
- DE Circular 2003/13 Welfare and Protection of Childs
- The Education and Libraries (NI) Order 2003 (Articles 17 - 19) which imposes a duty on Boards of Governors to safeguard and promote the welfare of children
- DE Circular 2021/13 Interim Guidance on the Use of Restraint and Seclusion in Educational Settings.

4. PRINCIPLES

St John's Primary School promotes the United Nations' Convention on the Rights of a Child and appreciates that every child must be protected from all forms of violence, abuse, neglect, and mistreatment. (Article 19 - protection from all forms of violence)

We believe that: -

- Each child has the right to be educated in a safe and secure environment where each child's moral, intellectual, personal, social, and emotional development, and dignity is promoted
- Parents/carers are informed and reassured that their children are being educated in a safe, caring, and respectful atmosphere
- All staff have the right to work in a safe and secure environment.

"In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be of primary consideration." Article 3 UN Convention on the Rights of the Child.

5. SHARED EDUCATION

During shared education activities the teacher in charge will follow the procedures appertaining to their own school. If an incident/concern occurs with a child from the partner school, the teacher in charge will inform the child's class teacher who will then deal with the incident/concern. If this is not immediately possible the teacher in charge will deal with the incident, according to their individual school's policy and report it as soon as they can to the child's class teacher in the partner school.

The overall aim is to adhere to the core principals underpinning the delivery of Shared Education, as stated in our joint Shared Education Policy.

6. PURPOSES

The following purposes underpin St John's Primary School's policy and practices to:

- Create a learning environment in which young people and adults feel safe
- Protect every person in the school community from harm
- Protect all children against any form of physical intervention, which is unnecessary, inappropriate, excessive or harmful
- Develop and implement guidance for staff (teaching and Non-Teaching) so that they are clear about the circumstances which they might use reasonable force to restrain children and how such force might be applied.

7. LINKS WITH OTHER POLICIES

This policy is one of a number of pastoral policies and dovetails into the school's existing:

-

- Positive Behaviour Policy
- Anti-Bullying Policy
- Child Protection/Safeguarding Policy
- SEN Policy
- Health and Safety Policy
- Safe Environment
- Complaints' Procedure.

8. DEFINITION OF REASONABLE FORCE

The Education (NI) Order 1998 (part II Article 4 (1) states: -

A member of the staff of a grant-aided school may use, in relation to any child at the school, such force as is reasonable in the circumstances for the purpose of preventing the child from doing (or continuing to do) any of the following, namely: -

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the child himself) or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its children, whether that behaviour occurs during a teaching session or otherwise"
- Based on this legal framework, the working definition of "reasonable force" is the minimum force necessary to prevent a child from physically harming him/herself or others or seriously damaging property but used in a manner which attempts to preserve the dignity of all concerned.

St. John's Primary School will consider: -

- Planned intervention in which staff employ, where necessary, pre-arranged strategies based upon a risk assessment and recorded within the children's education plan.

- Emergency or unplanned use of force/intervention, which occurs in response to unforeseen events, e.g. fights
- Whether it is reasonable to use force, and the degree of force that could reasonably be employed, given the age, sex, physical strength, size, understanding, medical conditions and any special educational needs of the child
- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a child from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force
- The degree of force employed should be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to defuse the situation.

The use of reasonable force/restraint should only be used as a measure of last resort. All instances should be recorded, and parents/carers must be informed. Follow up support will be given to staff and children concerned.

9. PRACTICES

Preventive Strategies

The school actively promotes positive behaviour management thus reducing the need for the use of any form of physical intervention, except in emergency situations. Preventative strategies for inappropriate behaviour(s) are detailed in our Positive Behaviour Policy and Appendix 2.

Risk Assessment

Risk assessment is one of our preventative strategies to minimise the risk of an incident escalating unnecessarily and will be a normal practice for our school where a child or a small number of children are known to exhibit disturbing or distressing behaviour (Emotional and Behavioural Difficulties). Risk assessment will be considered only for those children where there is a foreseeable risk and enable the school to plan and train accordingly. Risk assessment will be considered from two perspectives environmental risk or individual risk assessment. This should form part of the children's education plan (Appendices 3, 4A & 4B).

10. PROCEDURES

There may be circumstances when a member of staff may have to decide between making an intervention/using reasonable force by placing him/herself in a dangerous situation or standing back and thereby allowing colleagues or children to face a potential danger. There will always be an element of personal judgement in these decisions and there is the possibility of someone being injured. However, it is reasonable to expect a member of staff to engage in some risk where there is evidence of danger to others and intervention has a good chance of being effective.

Staff should not, however, put themselves in personal danger merely to safeguard property.

Reasonable force/safe handling can be used by a member of staff or other authorised person(s) on the school premises or when authorised elsewhere e.g., supervision of children in bus queues, a field trip, on other authorised out of school activities such as a sporting event or education trip. Reasonable force should be limited to emergency situations and used only as a last resort when all other behaviour management strategies have been exhausted and where: -

- Action is necessary in self-defence or because there is imminent risk of injury to another child or person

- There is a developing risk of injury to another child or person, or significant damage to property and/or
- A child is behaving in a way that is compromising good order and discipline.

Examples that fall into the above categories are: -

- A child attacks a member of staff, or another child
- Children are fighting
- A child is causing, or at risk of causing, injury, or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- A child is running in a corridor or on a stairway in which she/he might cause an accident likely to injure herself/himself or others
- A child absconds from a class or tries to leave school (Note: this will only apply if a child could be at risk if not kept in the classroom).

Children with Special Educational Needs

The Special Educational Needs and Disability (NI) Order 2005 (SENDO) places duties on educational settings not to directly discriminate against a child because of their disability, or to treat disabled children less favourably (for a reason relating to their disability) than it treats, or would treat, a child to whom that reason does not or would not apply (unless justified) and to make 'reasonable adjustments' to all policies, procedures and practices to ensure that a disabled child is not placed at a substantial disadvantage compared to those who are not disabled.

A person is regarded as being disabled for the purposes of SENDO if he/she has 'a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities'. This is the same definition as that used in the Disability Discrimination Act 1995.

The school's Learning Support Co-ordinator (LSC) should keep staff informed about children with special educational needs who may require individual support with regard to their physical management. Staff should discuss any concerns they have about physical management with the LSC and/or Principal. This should also include engagement with the child and their parents/carers.

Staff will be kept informed of planning in relation to individual children who are considered likely to pose serious behavioural problems.

11. FORMS OF REASONABLE FORCE

When other behaviour management strategies have failed – it should be the minimum intervention or force that should reasonably be employed depending on the age, sex, physical strength, size, understanding, medical condition and any special needs of the child and used in a way that preserves the dignity and respect of all concerned. The use of reasonable force/safe handling should involve a calm and measured approach at all times appropriate to the particular child and be in accordance with the school's agreed strategies and the following procedures: -

- Tell the child to stop the inappropriate behaviour
- Ask the child to behave appropriately, clearly stating the desired behaviour
- Tell the child that physical intervention will take place if inappropriate behaviour continues
- During the incident repeatedly reassure the child and tell him/her that physical contact will stop as soon as he/she is ready to behave appropriately
- If the teacher, classroom assistant or supervisory assistant feels at risk, e.g. From a large or older group of children, send for the nearest staff support.

If the school is aware that a child is likely to behave in a way that the use of reasonable force is required, staff will plan how to respond if the situation arises. Such planning will address: -

- Managing the child (e.g. Reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involving the parents to ensure that they are clear about the specific action the school might need to take
- Briefing staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Ensuring that additional support can be summoned if appropriate.

Physical intervention can take a number of forms. It might involve staff

- Physically interposing between children
- Blocking a child's path
- Holding
- Pushing
- Pulling
- Leading a child by the arm
- Shepherding a child away by placing a hand in the centre of the back; or (in extreme circumstances) using more restrictive holds.

12. HEALTH AND SAFETY

When using reasonable force/physical intervention/restraint/safe handling, the children's health and safety must always be considered and monitored. Physical interventions should involve the minimum amount of force necessary to resolve the situation and calm the child down.

13. LIMITS ON THE USE OF FORCE

The law strictly prohibits the use of force, which constitutes the giving of corporal punishment. The use of force as a punishment or to intentionally cause pain, injury or humiliation would contravene our Child Protection/Safeguarding Policy and Article 19 of the United Nations' Convention on the Rights of a Child. Staff should never act in a way that might reasonably be expected to cause injury, for example by: -

- Holding around the neck
- Any hold that might restrict breathing
- Kicking, slapping, or punching or using any implement
- Forcing limbs against joints
- Tripping
- Holding or pulling by the hair or ear
- Holding the child face down on the ground
- Throwing an object at a child
- Staff should also avoid touching or holding a child in any way that might be considered indecent
- Children should never be locked in a room or left unaccompanied and must be able to leave when they want to.

Staff should never act in a way that might reasonably be expected to cause injury. The use of reasonable force is only to be employed in **exceptional circumstances or an emergency** where a child appears to be unable to exercise self-control of emotions and whose behaviour is presenting a threat to himself/herself or others. A member of staff should not intervene in an incident without help if there is a risk that she/he may be injured or may endanger his/her life.

14. RECORD KEEPING

All incidents involving the use of reasonable force must be recorded using the school's **"Record/Report of the Use of Reasonable Force" (Appendix 1)**. The school will keep an accurate up-to-date record of all such incidents. Immediately following any incident, the member of staff concerned must inform the Principal or senior member of staff and provide the contemporaneous written record/report.

The Chairperson of the Board of Governors and the Principal will review annually all incidents. All records will be kept until the date of the child's twenty-first birthday. In the event of the young person being over 18 when they leave school, records should be kept for three years after their date of leaving. Confidentiality and the young person's right to privacy will be ensured. The child's views should also be recorded as soon as possible, preferably on the same day and should be appropriate to the child's age and ability to understand.

15. POST INCIDENT MANAGEMENT

The use of physical intervention can be upsetting to all concerned; therefore, the Board of Governors will ensure that staff and children are given emotional support and/where required basic first aid treatment. Immediate action will be taken to ensure that medical help is accessed for any injuries that require more than basic first aid. All injuries should be reported and recorded in accordance with the school's procedures – parents/carers must be informed and allowed an opportunity to discuss.

Where it is clear that the teacher/member of staff concerned needs further support, advice or training, the Principal will take prompt action to ensure it is provided. First aid provision within the school is provided by **Mr Carlin, Mrs Lyons, Mrs Officer, Mrs Cassidy and Ms McGill**.

Depending on the nature of the incident the Education Authority will be contacted to access appropriate support.

16. CONTACTING PARENTS/CARERS

Parents/carers should be contacted as soon as possible, and the incident explained to them. This must also be recorded in the 'Record/Report of the Use of Reasonable Force' as defined in the school policy.

17. COMPLAINTS

If an incident occurs in St John's Primary School, involving the use of reasonable force/restraint by a teacher, the procedures governing such incidents should be followed. This will include informing the parent/carer of the child as outlined above.

In the event of a subsequent complaint made against a member of staff either by or on behalf of the child, this will be dealt with in accordance with the School's Complaints Procedure and in accordance with the Circular 1999/10, Pastoral Care in Schools – Child Protection. Staff who themselves are subjected to physical violence or assault should be supported, as appropriate, on taking any necessary action against an assailant.

18. ROLES AND RESPONSIBILITIES

Reasonable force/safe handling can be used by any member of staff with lawful control or charge of children, e.g. teachers, classroom assistants, supervisory assistants.

Learning Support Co-ordinator (LSC)

The LSC will keep staff informed about children with special educational needs who may require special attention with regard to their physical management. Staff will consult with the LSC regarding any concerns which they have about the physical management of children with special educational needs.

Designated Teacher

The Designated Teacher for Child Protection has the responsibility in St John's Primary School for providing guidance to other staff on the use of reasonable force/safe handling and for implementing and supporting the school's procedures.

19. TRAINING AND DEVELOPMENT

The use of reasonable force will be discussed with staff during the annual Child Protection Training. The school will also seek advice from the Education Authority's Behavioural Unit if staff are concerned about the possibility of any child becoming involved in behaviour that may warrant the use of reasonable force. It is the policy of the school to be proactive rather than reactive with respect to the use of reasonable force.

Although it is anticipated that incidences involving the use of reasonable force or physical intervention will be infrequent, all staff will be made aware of the issues relating to the use of reasonable force and physical intervention as well as procedures and practices relating to school discipline and child protection procedures. As part of the school's training and development policy, all staff will receive appropriate training in the use of preventative strategies and approaches for managing difficult situations when they arise.

20. POLICY DEVELOPMENT AND GUIDANCE

The following key stakeholders were consulted on the contents of this policy - (Education & Libraries Order (NI) 2003). These included: -

- Parents/carers
- All staff
- Board of Governors.

This policy will be reviewed annually or as appropriate in light of review after an incident or due to new guidance/legislation being issued.

21. CONCLUSION

Each and every incident where restraint is used will have to be examined on its merits. Staff and other authorised people are advised to be very cautious before using physical restraint and must be aware of our school's Positive Behaviour Policy. Everyone has the right to defend themselves against attack provided they do not use a disproportionate degree of force to do so.

22. REVIEW

This policy has been determined by the Board of Governors, which said body may approve revisions as necessary and appropriate.

This policy will be reviewed annually by the Board of Governors.

Reviewed by staff: _____ Date: _____

Signed: _____
Kathleen McCallion
(Chairperson of the Board of Governors)

Date: _____
Ratified at Board of Governors' Meeting)

Appendix 1

RECORD OF THE USE OF REASONABLE FORCE

Date of incident: _____ Time of Incident: _____

Child Name: _____ Date of Birth: _____

Member(s) of staff involved: _____

Adult witness(es) to incident: _____

Child witnesses to incident: _____

Outline of event leading to incident, including place where incident occurred, description of children's behaviour and steps taken to defuse the situation other than physical intervention:

Outline of incident including reason for use of reasonable force, how it was applied and for how long:

Measures taken following the incident (e.g. respite for child(s), support for teacher(s):

Description of any injury(ies) sustained by anyone, any subsequent treatment, and any damage to property:

Date parent/carer informed of incident: _____ Time: _____

By whom informed: _____

Outline of parent/carer response:

Signature of staff completing report: _____ Date: _____

Signature of Teacher-in-charge: _____ Date: _____

Signature of Principal: _____ Date: _____

Brief description of any subsequent inquiry/complaint or action:

Appendix 2

PREVENTATIVE STRATEGIES

All teachers need to be aware of strategies and techniques for dealing with difficult children and steps, which they can take to defuse and calm a situation.

The strategies listed below as examples will be influenced by the age of the child(ren) and the context in which they are applied: -

1. Move calmly and confidently
2. Make simple, clear statements
3. Intervene early
4. Try to maintain eye contact
5. If necessary, summon help before the problem escalates
6. If possible, remove audience from the immediate location.

ACTION STEPS

1. Tell the child who is misbehaving to stop and tell him/her the possible consequences of failure to do so: -
2. If possible, summon another adult
3. Continue to communicate with the child throughout the incident
4. Make it clear that physical intervention will cease as soon as it is no longer necessary
5. Appropriate follow-up action should be taken, which may include:
 - providing medical support
 - providing respite for those involved
 - accessing external advice/support
6. Normal procedures for consequences will follow.

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem.

INTERVENTION GUIDELINES

There are situations where staff should not intervene without help.

Assistance should be sought when dealing, for example, with:

- an older child
- a physically large child
- more than one child
- when the teacher believes that he/she may be at risk of injury.

In those circumstances where the member of staff has decided that it is not appropriate to restrain the child without help, he/she should:

- remove other children who might be at risk
- summon assistance from colleagues
- where necessary, contact the police
- inform the child that help will be arriving; and
- continue to attempt to defuse the situation orally and try to prevent the incident from escalating.

Appendix 3

Risk Assessment

Environmental Risk Assessment

In the event that a child is exhibiting disturbed or distressing behaviour, a risk analysis within the school will be carried out to identify those situations or locations where there is an increased risk of incidents happening and decide the appropriate type and level of supervision.

An analysis should be made of all past incidents in the school to identify medium to high-risk locations. Staff and child opinion should also be canvassed to augment this information.

On the basis of the analysis, the Principal will make recommendations to the Board of Governors on the type and level of supervision which will be required to minimise risks.

Environmental Risk Assessment

- Identify situations or locations where there is increased risk of incidents happening.
- Analysis of past incidents to identify medium to high-risk locations.
- Staff and children consulted.
- Individual child consulted.
- Decide the appropriate type and level of supervision.
- Principal and SMT to make recommendations to Board of Governors on type and level of supervision to minimise risks; and
- Implement plan.

Individual Risk Assessment

Where a school is aware that a child is likely to behave in a disruptive way that may require the use of reasonable force/safe handling, the school should plan its response by:

- Consulting the child, as appropriate
- consulting the parents – specific action the school may need to take
- Briefing staff – what action they should be taking (may require training or guidance)
- Managing the child – e.g. reactive strategies to de-escalate a conflict
- Ensuring that additional support can be summoned wherever possible
- Implementation of plan and review: -
 - Risk Reduction including proactive measures to support the child effectively and prevent difficulties emerging
 - Early interventions to help the child in difficult situations and avert problems; and
 - Planned measures to manage the child and others safely when unavoidable difficulties arise.

Environmental and individual risk assessment, allied to careful forward planning, will help result in a reduction in serious incidents. However, where they occur, agreed strategies will help to ensure that any force used is the minimum necessary to achieve the desired outcome.

De-escalation Strategies

Try Avoid Notes

Early Intervention			
Verbal advice and support			
Giving space			
Reassurance			
Use of scripts			
Negotiation			
Limited choices			
Humour			
Consequences			
Tactical ignoring			
Take up time			
Withdrawal offered			
Supportive touch			
Time out			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Agreeing			
Removing the audience			
Others:			

Suggested Additional Strategies: diversions and distractions/praise points.

What to do if _____ is in crisis...

In line with St John's Primary School Policy for Safe Handling and Reasonable Force and Department for Education Circulars 1999/09 and 2021/13, if _____ is in crisis or behaving in a way that is putting himself/herself or others at risk, in his/her best interest when de-escalation strategies have been tried and are not successful, adults may be required to;

- physically interpose between _____ and another child or adult
- block _____'s pathway to keep him/her and others safe
- lead _____ by the arm to a place where he/she can regulate his/her emotions without danger to himself/herself or others
- shepherd _____ to a place of safety by placing a hand on the centre of his/her back or shoulder

In line with the St John's Primary School Policy for Safe Handling and Reasonable Force, following any physical intervention, _____'s parents will be contacted, and a record will be made on Appendix 4 - 'Record of the Use of Reasonable Force'. This document will be shared with parents. (A copy is attached for your information).

Post Incident Procedures

Debrief: repair, reflect and rebuild...

Post incident, _____ will be offered first aid by a member of the first aid team.

Reflection Time: when _____ is calm and ready to talk, he/she will be supported by an adult to reflect on his/her choices through a restorative meeting with a 'no blame' focus. The adult will support _____ in agreeing on additional strategies that he/she can use if he/she feels stressed or frustrated in future.

Restorative Meetings reflect the school's Positive Behaviour Policy. They are structured into 5 steps based on the concept of 'Restorative Justice'. Questions will be used to scaffold _____ during this process.

1. What happened? Why is this happening?

An adult will listen carefully and dispassionately without interrupting. The adult will give their perspective without judgement. _____ will be listened to and treated fairly.

2. What were you thinking/feeling at the time?

This will help _____ to reconsider her actions and replay her thought processes. This will allow _____ to consider her emotions, provide a reasoned explanation or make an apology.

3. Who has been affected and how has it made them feel?

In the early years we teach empathy. However, some children do not learn this skill until they are older. Therefore, it must be reinforced at every opportunity. _____ will be given time to

think about the impact of his/her behaviour on other pupils and adults who were worried by her anger.

4. What are your thoughts and feelings now?

This will allow the teacher to assess _____'s level of empathy and readiness to re-engage with learning.

5. How will we make things right?

Adults will be careful not to force _____ to apologise. In some instances, it may be suggested that _____ tidies up if he/she has left an area untidy or to do another restorative act to support him/her to recognise that he/she can make things right.

Following a crisis all planning developed to support _____ including his/her Personal Learning Plan and Positive Handling Plan, will be reviewed and adjustments or additional strategies will be included if appropriate.

Principal: _____

Learning Support Coordinator: _____

Parent/Guardian: _____

Date: _____

Appendix 4B

Risk Reduction Action Plan

BEHAVIOUR SUPPORT & PROVISIONS

Risk Reduction Action Plan



This Risk Reduction Action Plan (RRAP) is informed and guided by the outcomes arrived at by working through the attached DE risk assessment grids.

The plan has been drawn up in consultation with:

Pupil: _____ Year: _____ Date: _____

Parent/Carer: _____ Date: _____

SENCo: _____ Date: _____

Principal: _____ Date: _____

Code of Practice Stage:

IEP/IBP Linked:

Review process:

By whom: _____

Risk Reduction Action Plan Review

Date: _____

RISK FACTOR (RF): RF = Likelihood (L) x Frequency (F)

Score	Level	Behaviour 1	L x F E.g., 5x5	RF	Score	Level	Behaviour 2	L x F E.g., 5x5	RF	Score	Level	Behaviour 3	L x F Eg, 5x5	RF
21-25	V High				21-25	V High	Angry outbursts towards adults and peers			21-25	V High			
15-20	High				15-20	High				15-20	High			
8-12	Medium				8-12	Medium				8-12	Medium			
6-10	Low				6-10	Low				6-10	Low			
1-5	V Low				1-5	V Low				1-5	V Low			

Pupil Information: i.e. medical conditions, diagnoses, personal circumstances etc.

Pupil Support Mentor: Member of staff with responsibility for monitoring and reviewing the RRAP with the pupil.

Name: _____

Post held: _____

RISK ASSESSMENT

TYPES OF BEHAVIOUR CAUSING CONCERN: LEVEL OF RISK, FREQUENCY, PEOPLE TO WHOM
BEHAVIOUR EXHIBITED

BEHAVIOUR	Very Likely 5	Likely 4	Quite Possible 3	Possible 2	Unlikely 1	Frequency	Risk Factor (L x F)
						Hourly 5 Daily 4 Weekly 3 Monthly 2 Termly 1	
Vandalism							
Bullying							
Fighting							
Violent & Aggressive							
Angry Outbursts							
Impulsive Dangerous Behaviour							
Self-Harms							
Medically Related Behaviour							
Threatening & Abusive							
Other (<i>Please specify</i>)							
Classroom Teacher							
Subject Specific Teacher (<i>Please specific</i>)							
Classroom Assistant							
Ancillary Staff (lunchtime supervisors, caretakers)							
Member of SMT							
Male Staff							
Female Staff							
Other Pupils in Class/School							
Male Pupils							
Female Pupils							
Young/Older pupils							
Ethnic Minority Pupils							

RISK ASSESSMENT

ENVIRONMENTS AND TIMES OF GREATEST RISK-FLASH POINTS/HOT SPOTS

LOCATION AND TIME OF BEHAVIOURS	Vandalism	Bullying	Fighting	Violent & aggressive	Angry outbursts	Impulsive dangerous behaviour	Self-harms	Medically related behaviour	Threatening & abusive	Other <i>(Please specify)</i>
Behaviour During Lessons										
Behaviour in Practical Lessons <i>(please specify)</i>										
Behaviour Going Between Lessons										
Behaviour in Library										
Behaviour in Canteen/Lunch										
Behaviour at Break Times										
Behaviour in Playground/Lunchtime										
Behaviour on Educational Trips										
Behaviour Off-Site Disapplied Programmes										
Behaviour in PE/Games Hall										
Behaviour on School/Public Transport Bus										
Behaviour in Taxi										
Behaviour if Medication Not Taken										
Other Behaviours- <i>(Please specify)</i>										

RISK EVALUATION

Level of likelihood	X	Frequency	= Risk Factor
Very likely 5	X	Hourly (5)	= 25 greatest
Likely 4	X	Daily (4)	= 16
Quite Possible 3	X	Weekly (3)	= 9
Possible 2	X	Monthly (2)	= 4
Unlikely 1	X	Termly (1)	= 1 lowest

This numerical evaluation of risk is not an absolute but simply affords a pupil's predisposition and risk frequency to be compared.

SCORE	RISK	ACTION
1-5	V Low	Keep under review – monitor
6-10	Low	Carry out focused observations. Gather relevant data. Refer to Positive Behaviour Policy, SEN Resource File & Good Practice Guidelines. Complete a Do & Don't form. Track, monitor and review effectiveness of intervention.
8-12	Medium	Draw up an Individual Behaviour Plan. Set targets and agree strategies and supports to be implemented. Involve pupil in plan. Teach appropriate skills necessary for learning. Complete a Do & Don't form. Track, monitor and review effectiveness of intervention.
15-20 25	High Very High	Immediate action must be taken. Draw up a detailed Risk Reduction Action Plan (RRAP) with involvement from pupil, parents, and external agencies as appropriate. Complete a Do & Don't form. Seek support, advice, and training as appropriate. Teach appropriate skills necessary for learning. Track, monitor and review effectiveness of intervention.

A Risk Reduction Action Plan (RRAP) must be drawn up when the Risk Factor is 15 and above.

Caveat

Should there be a significant one-off incident, the school may deem it necessary to progress with a RRAP.

Risk Reduction Action Plan

Targeted Behaviour & Context (RF of 15 & above) (Pupil) and staff will work together to reduce the number of:	Risk Factor L x F = ?/25		Current Strategies	Additional Strategies	Action By Whom	Action When	Success Criteria (Pupil) and staff will together assess the level of success based on observable & measurable outcomes listed below:
	Current RF	Targeted RF	Pupil and staff already use the following strategies:	(Pupil) and staff have agreed to implement the following strategies:			

Sharing Management Strategies

Do (what to say, what to do)	Don't (what not to say, what not to do)
<ul style="list-style-type: none"> - Use a calm voice, consistent, repetitive script. - Use a cheerful, motivating approach. - Have restorative conversations. - Use a clean slate every day -new start. - Assure **** that he is loved and cared about. - Explain instructions properly and in detail. - Working in a small group and a quiet room helps Mason learn. - Fidget items help ****. - Prepare **** in advance of transitions and changes. For example, prior to we are due to line up. I.e. 5-minute warning with timer, Now and next/ first and then language. - Use visual timetable to structure our day. - Ensure **** has 1:1 adult support, where possible, to help with task initiation; completion of desk work and play skills. - If **** is seeking adult attention and you are busy, ensure that **** knows that you will 'keep him in mind' and come back to talk with him. - Use verbal and visual reminders and repetition of class expectations and RESPECT Charter, I.e. 'gentle hands/ kind words'. - Remind **** to visit the quiet space if he says he is feeling 'angry' or when he is 'heightened.' - Use ****'s name or ask for 'eyes on me, 1,2,3' to ensure focus and attention before giving instructions. 	<ul style="list-style-type: none"> - No shouting or raised voices. - No negative language. - No bringing up previous misdemeanours. - Don't expect **** to complete arduous amounts of written work as this can be a trigger. - Don't pressure **** to talk about his emotions if he is unwilling. This can be anxiety=provoking for ****. - Discuss past incidents or events that triggered ****.