

Northfield Primary & Nursery School
Restorative and Relationship-Based Behaviour Policy



Our School Vision

“Grow, Learn, Achieve”

Our core values are

- Respect
- Honesty
- Trust
- Care

This policy needs to be read in conjunction with the “Conduct Curriculum for Foundation to Year 6”.

Aims and Principles

We endeavour to develop positive relationships between pupils, staff (teaching and non-teaching) and parents/carers based upon respect, honesty and trust which are central in creating a caring environment. We recognise that it is essential to understand each other’s culture and beliefs to develop respect for others. Consistency of approach is important in offering the children much needed stability. To this end we recognise the value of ensuring rewards and sanctions are applied fairly and consistently at an individual, class and school level.

At Northfield Primary School, we recognise that behaviour is communicative and often reflects an emotion or feeling. Through co-regulation of feelings, children learn to become more independent and develop self-regulation. Our approach is grounded in the belief that we can develop our ability to self-regulate our emotions and behaviour.

Good behaviour in school is of paramount importance to successful teaching and learning. The main thrust for managing behaviour within school is praise and reward for desired behaviour.

At Northfield Primary School, we like to work alongside parents/carers to encourage children to develop as fully as possible. We want to help our children to:

- Belong.
- Create the conditions for a caring, orderly community based on mutual respect in which effective learning can take place.
- Take responsibility for their own actions and by so doing develop self-discipline.
- Develop a sense of identity, achievement and self-worth.
- Develop the ability to co-operate with others.
- Develop tolerance and understanding of the needs and opinions of others.

- Develop a greater sense of personal responsibility by giving them responsibilities around school.
- Have a positive, caring attitude towards all people within our school and community.
- Understand the importance of honesty.
- Be aware of the needs and emotions of others.
- Develop self-confidence, self-esteem, perseverance, resilience and independence.
- Understand actions have consequences and they must take responsibility for their actions.
- Respect their own and others' property.
- Develop a love of learning.
- Have a consistent approach to behaviour throughout the school with parental / carer co-operation and involvement.

Children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it.

Policy Links

This Restorative and relationship-based behaviour policy links to the following other policies we hold in school:

- RSHE Policy
- Anti-bullying
- Equality
- Health and Safety
- Safeguarding Policy
- Online Safety Policy
- SEND
- Physical Intervention Policy
- British Values Policy

Promoting the Ethos of Positive Behaviour

The basis of achieving good behaviour at Northfield is through positive, caring and respectful relationships between adults and children. Our expectations are high, and boundaries are clear.

Good behaviour means that everyone in school is:

- Respectful
- Honest
- Trustworthy
- Caring

It is important to consider behaviour as a method of communication and staff will always attempt to identify what a child is trying to tell them. The word 'behaviour' covers a wide range of actions

and staff within our school are given support and training to enable them to identify concerning behaviours and track age-appropriate behaviours. Practitioners receive relevant training in line with the behaviour needs of the school.

How we encourage positive behaviour

Staff acknowledge and reinforce positive behaviour and pupil achievement and will:

PRAISE, PRAISE, PRAISE.

- Notice children and use their name.
- Verbal praise and acknowledgment; tell children as often as possible why you are pleased, encouraging and role modelling positive behaviours.
- Teachers will use Class Dojo points to reward both the individual and the whole class for demonstrating our core vision and values.
- Individual reward plans may be used for children who need extra support.
- School staff welcome families and children each morning and again at home time.
- Key Stage One and Two awards are given from each class in Gold Book Assembly.
- Use positive language.
- Kind and respectful behaviour is taught through the Relationship, Sex and Health and Education curriculum.
- Children are encouraged to talk about their feelings with the staff at school.
- Staff actively promote emotional wellbeing.
- Use a restorative and relationship-based approach to behaviour management.
- Encourage the children to be responsible for their own behaviour.
- Relate assembly themes to RSHE materials, British Values and 'No Outsiders.'
- Promote emotional literacy through Talking Points.

Our Reward Systems:

- Certificates, dojo's home and stickers are given incidentally.
- Postcards home.
- Key stage one weekly Gold Book Assembly.
- Key stage two weekly Gold Book Assembly.
- Dojo Points - these will be displayed on the interactive whiteboard each day. Children will earn dojo points for demonstrating positive behaviours as outlined in the conduct curriculum. Reward certificates will be given once a child receives 50, 100 or 150 dojo points. The child with the most dojo points in each class, each term will be invited to attend a treat.
- Pupil Parliament decided a set of rewards every time a child achieves an increment of 25 Dojo points from 25 to 200.

Implementation of the Restorative Approach

We recognise that all children are unique individuals and therefore we are flexible in the way we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our

method in dealing with challenging behaviour, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs are all used to support the pupils' understanding and development of empathy. This approach is also adapted for other pupils throughout the school.

Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach at their own pace.

Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by school on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

The Restorative Approach and Use of Consequences

When using consequences at Northfield Primary School, the child(ren) should always be involved in a Restorative conversation (see appendix 2) and take an active part in deciding any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment.

We aim to help the children look at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time In' can be offered to children before an incident is dealt with. This is not a punishment but a time to calm emotions before discussing the event. Some pupils may require support or specialised resources to enable this.

Appendix 3 shows an overview of the kinds of behaviour that would require action and examples of actions that could be taken.

Where there is repeated concerning behaviour, the following will apply:

Where there is repeated concerning behaviour or a significant incident, the following will apply:

1. Informal contact with the parents/carer by the class teacher.
2. Individual Behaviour Plan drawn up by the class teacher.

3. Involvement of the SENCO.
4. Involvement of the Deputy Head or Headteacher.
5. Formal contact with parents/carers to discuss the behaviour plan.
6. Involvement of outside agencies/ support may occur at any step.
7. Internal exclusion.
8. Suspension, as set down by Notts County Council guidelines. Reintegration back in to Northfield, following a suspension, is outlined in appendix 5.
9. Exclusion, as set down by Notts County Council guidelines.

Restorative Conversation Steps:



Dinner Times and Playtimes

The same behaviour system will be in place at lunchtimes and playtimes. Identified children who find unstructured times challenging may be offered the opportunity to attend Quiet club (KS2), an alternative area or resources at playtime.

Quiet club is available during each lunchtime (Key Stage 2, when it is not raining) for children that may need to bring themselves inside for a quiet space to calm. This will be supervised by a lunchtime leader.

Transition

Transition from class to class throughout a child's journey at our school is managed by class teachers. Transition meetings occur annually, and the behaviour and needs of individual pupils is discussed.

Where necessary, Individual Behaviour Plans are shared, and these are passed to new class teacher for them to best understand pupils transitioning into their class. All relevant resources are also passed to the next class teacher.

Teachers' Powers to Search

If appropriate, school staff can search a pupil or their belongings for any item that may be a risk to the individual, other pupils or staff's health and safety or if they suspect pupils have stolen property. The Head Teacher and staff authorised by the Head Teacher have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. At Northfield we will also search for mobile phones. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Parents/carers will be informed.

Physical Intervention

Please see Physical Intervention Policy.

Discipline Outside the School Gates

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 head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The Behaviour Policy in relation to the Equality ACT 2010

Northfield acknowledges its legal duties under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Where necessary, support and advice will also be sought from outside agencies to identify or support specific needs.

Allegations of Abuse against Staff

Allegations of abuse are be taken seriously, but we will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Malicious accusations against school staff will be fully investigated and will be dealt with in a fair and consistent manner.

The investigation will be led by the Head Teacher and appropriate action will be taken if the allegations are found to be malicious and unfounded.

Stopping Inappropriate Behaviour

At Northfield Primary, we do everything possible to work with children to promote positive behaviour. Positive reinforcement is more effective than issuing a consequence. At our school we understand that;

- Behaviour is a form of communication of an unmet need. Therefore, to change behaviour, we must respond to the unmet need.
- Children's behaviour cannot be fully understood in isolation, without considering their individual influences.
- Relationship-based, restorative approaches offer an evidence-based alternative to zero-tolerance behaviour management systems. Continued Inappropriate Behaviour (see Appendix 1 and 3)

Children's behaviour is monitored by logging concerns on the server behaviour log.

On occasions, additional or individual measures may need to be implemented to address a range of needs. Members of staff will work with parents/carers and external agencies to develop a plan that is appropriate.

Repeated incidents of inappropriate behaviour or a significant incident will be discussed with parents/carers and either the relevant SENCo, Deputy Headteacher or Headteacher. In these instances, children may be placed on an Individual Behaviour Plan (IBP), and they will be given behaviour targets which will be regularly reviewed and updated with parents. During this period of monitoring, children may have individual interventions, individual reward systems and external agencies may be requested for support.

If the child shows risk of flight or violent outbursts, they will have an Individual Behaviour Plan and Individual Risk Assessment; these will be shared with all staff at the school. Individual Behaviour Plans (appendix 6) for individual pupils, will be written in collaboration with parents/ carers, the child themselves (if appropriate), school practitioners, school SENCo and outside agencies may be sought for advice e.g. School Special Services, Education Safeguarding Health and Wellbeing Hub (ESHAWH) Team.

For school trips, reasonable adjustments may have to be made.

On occasion, pupils may need to be separate from their class.

- a) to maintain the safety of all pupils
- b) to allow the pupil to regain calm in a safe space.

Pupils will be reintegrated at a time when it is deemed appropriate.

Recording and Reporting

The relevant forms required for recording children's behaviour are in the Appendices of this policy and there are also electronic versions on the school network in the Behaviour file. Each class teacher is responsible for keeping the class Behaviour Log up to date and completing, reviewing and updating Individual Behaviour Plans, Graduated Response notes, Reward Systems and Incident Logs/ Forms. Each child with an Individual Behaviour Plan will be designated a file on the SEND network to save electronic copies of paperwork. All paperwork completed on a child is to be kept in their file for purposes of data collection and updated regularly.

Behaviour incidences are recorded electronically in the behaviour file by the person who dealt with them.

Monitoring of Behaviour

Class teachers will monitor the behaviour of their children each week and where they have ongoing concerns and feel it is necessary, they will contact the child's parents/carers to discuss the concerns. At this point, class teachers will begin to complete ABC charts to log concerning behaviours. (Appendix 1).

Should the concerns persist, it may be the case that a meeting is held with the SENCo to discuss the strategies that can be put in place to best support behaviour.

The regular review of behaviour across the school also allows the school to continually review the effectiveness of the system and to make necessary changes.

Monitoring and Review of the Policy

The impact of this policy will be reviewed by the Senior Leadership Team and the governors annually.

**Further guidance and additional information can be found at:
<https://www.gov.uk/government/publications/behaviour-in-schools--2>**

Policy updated by: June 2025

To be reviewed: June 2026

Appendix 1: How to use an ABC chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour.

The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the *antecedent* or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the *behaviour* that occurred e.g. X threw item on the floor. 'C' refers to what occurred after the behaviour or the *consequence* of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

What does the behaviour achieve for the child?

Does the child avoid or escape any activity by engaging in the behaviour?

Is the child rewarded in any way by engaging in the behaviour?

What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?

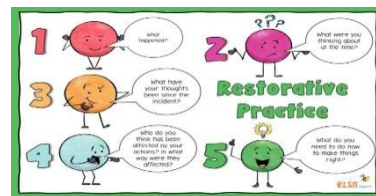
What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?

How have you addressed the need that the child was trying to communicate?

Is there any need for a reward / incentive scheme in the short-term?

Have you communicated your plan to everyone who will be caring for the child?

Name



Date/Time/Where	Activity	Antecedent (Trigger)	Behaviour	Consequence
1: Assault (pupil), 2: Assault (staff), 3: Bullying, 4: Disruptive behaviour, 5: Fighting, 6: Leaving the premises, 7: Non-compliance, 8: Racist, 9: Sexual abuse/harassment, 10: Stealing, 11: Verbal abuse (child), 12: Verbal abuse (staff), 13: Miscellaneous				
When/Where did the behaviour happen?	What activity was the child taking part in when the incident happened?	What happened right before the behaviour, what may have triggered the behaviour?	Behaviour code. What the behaviour looked like.	What happened after the behaviour or because of the behaviour.
Date Time Playground Classroom Corridor Toilets Hall Dining Room				

Appendix 2: The Restorative Conversation

If there has been an incident in school where a child’s behaviour has not been in line with our values or a child has been upset due to the behaviour of others, the individual would be invited to take part in a restorative conversation with an adult from their class.

Welcome and set the rules

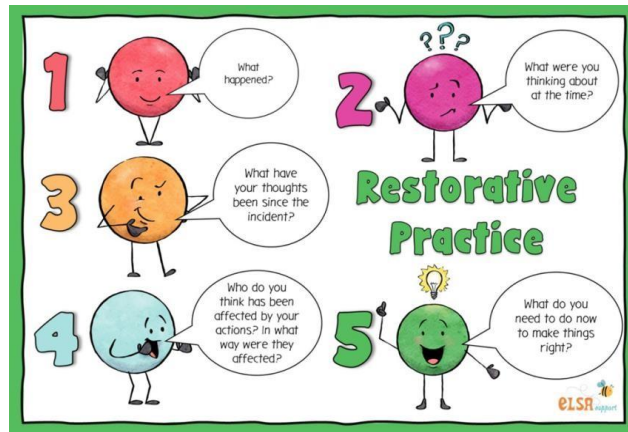
Thank you for agreeing to talk about what happened. I understand it can’t be easy, but we want to work together to find a way of making things better. We need to use good listening skills. Can you do that? Enquiry – locate in the event (The past) Can you tell me what happened? What were you thinking at the time? How were you feeling at the time? Who else do you think has been affected by this? Enquiry – locate in personal context (The present) What have your thoughts been since? How are you thinking/feeling now? Reframe / Summarise. So what I think you’re saying is Identify needs (The future) What do you need to do so that..... Things can be put right? You can move on?

Meeting needs and agreement

So what do you think needs to happen now? / How will we know things are working?

Reframe negatively worded goals e.g. "I won't be punching Mark" by asking "What will you be doing, then?" / How will it look? How will you be feeling?" Closure How are you feeling right now? / How will we know things are getting better? Thank for listening so well /working hard to agree a way forward.

If more than one child is involved in the incident there will be a restorative meeting.



The Restorative Meeting

Welcome and set the rules

I'm glad you've decided to come. Thank you for making that choice. I know it's not easy. Will you try to listen right through to the end when the other person is talking? Please don't interrupt. You don't have to agree with everything you hear, but you need to allow each other to be heard. Can you do that? Listen to the story

Do you mind if I take a few notes? Tell me what happened What were you thinking at the time? How were you feeling? Has anything else happened since then? How did it make you feel? What were you thinking? And what are you thinking now? How are you feeling now? Summarise/reframe I think what you are saying is that You were thinking that feeling that

Listen to the other story (stories) Use the same set of questions as above identify What needs to happen now? Invite participants to respond to what they've heard. Allow each participant in turn to state what they need -What do you need (to do) so that things can be put right? OR What do you need (to do) so that things can move on? Seek clarification if needed So what I think you're saying is...

Appendix 3: School's Logical Consequences

The logical consequences system is a whole school approach, consistently applied by all staff working in the school. All stakeholders should know the rules, rewards and consequences. We will always praise positive behaviours.

Behaviour	Positive action or de-escalation	Logical consequence
1. Low level – dealt with in class with teacher / TA		
Walking about / out of seat Answering back / Talking over others Work refusal Low level disruption. Boisterous behaviour Uncooperative actions. Disrupting others. Isolated swearing.	Brain break Reminders of expectation/ school rules Proximity praise (praising children who are doing the expected behaviour) working with Tactical ignoring (play down by praising expected behaviours with others) Strategies to prevent Offer support – peer or adult Use of timers Praise and recognition of work completed Clear next steps First and then Follow IBP's	If learning time/work is missed due to this, catch up in own time. Discussion with the teacher to identify possible reason. Discussion with teacher regarding emotional impact on other. Opportunity to reflect on reasons why they answered back. Apology. Discussion with teacher.
2. Medium level dealt with by class teacher with SENCO support if necessary *ABCS to be started*		
Ongoing of the above	Distraction or diversion Reminders of expectation Regulation support from the adult Move to another class Follow IBP's	Discussion with teacher regarding emotional impact on other. Opportunity to reflect on reasons why they swore. Apology. Parent informed. Explore external support if appropriate.
Damage to property e.g. drawing on tables	Distraction or diversion Removal of equipment Reminder of use of equipment Regulation support from adult Move to another class Follow IBP's	When regulated, clean / tidy up the mess, mend or replace any damaged equipment with support. Discussion with teacher. Parent informed. Explore external support if appropriate.

Ongoing work refusal	Offer support – peer or adult Use of timers Praise and recognition of work completed Clear next steps First and then Move to another class Follow IBP's	Work missed caught up in own time. Discussion with teacher. Parent informed. Explore external support if appropriate.
Stage 3. Medium level dealt with by class teacher/ TAs/ SLT- Consequences MUST be discussed with SLT.		
Persistent disruption or disturbing the peace	Distraction and diversion Praise and recognition of work completed Follow IBP's	Completion of learning missed in own time or outside of the classroom Parent informed Explore external support
Leaving the classroom without permission	Offer support – peer or adult Use of timers Praise and recognition of work completed Clear next steps First and then Move to another class Follow IBP's	Completion of learning missed in own time or outside of the classroom Parent informed
4 and 5. High level dealt with by SLT – SLT to determine consequence		
Fighting/ Targeted Violence against peers and staff	Dynamic risk assessment Distraction and diversion Remove from area Follow IBP's	Move to a different class Removal from playground Parents invited in Internal exclusion External suspension Reintegration Explore external support
Targeted swearing/ verbal abuse	Distraction and diversion Remove from area Follow IBP's	Move to a different class Removal from playground Parents invited in Internal exclusion Reintegration Explore external support
Absconding	Dynamic risk assessment Distraction and diversion Remove from area Follow IBP's	Police involved Parents invited in Internal exclusion Reintegration Logged on CPOMS Explore external support

Criminal damage to property / equipment	Dynamic risk assessment Distraction and diversion Remove from area Follow IBP's	Parents invited in Replace damaged property / equipment Internal exclusion External suspension Reintegration Logged on CPOMS Explore external support
Racism and bullying	Discussion with child re emotional impact of actions Follow IBP's	Racist/Bullying Incident form completed and uploaded to CPOMS. Follow link below. Prejudice-based bullying incident report Parents invited in Internal exclusion Reintegration Explore external support
Items brought in that are a danger	Dynamic risk assessment Distraction and diversion Remove items Follow IBP's	Parents invited in Internal exclusion Reintegration Logged on CPOMS Explore external support

All logical consequences will need to have a restorative conversation with the member of staff that deals with the incident.

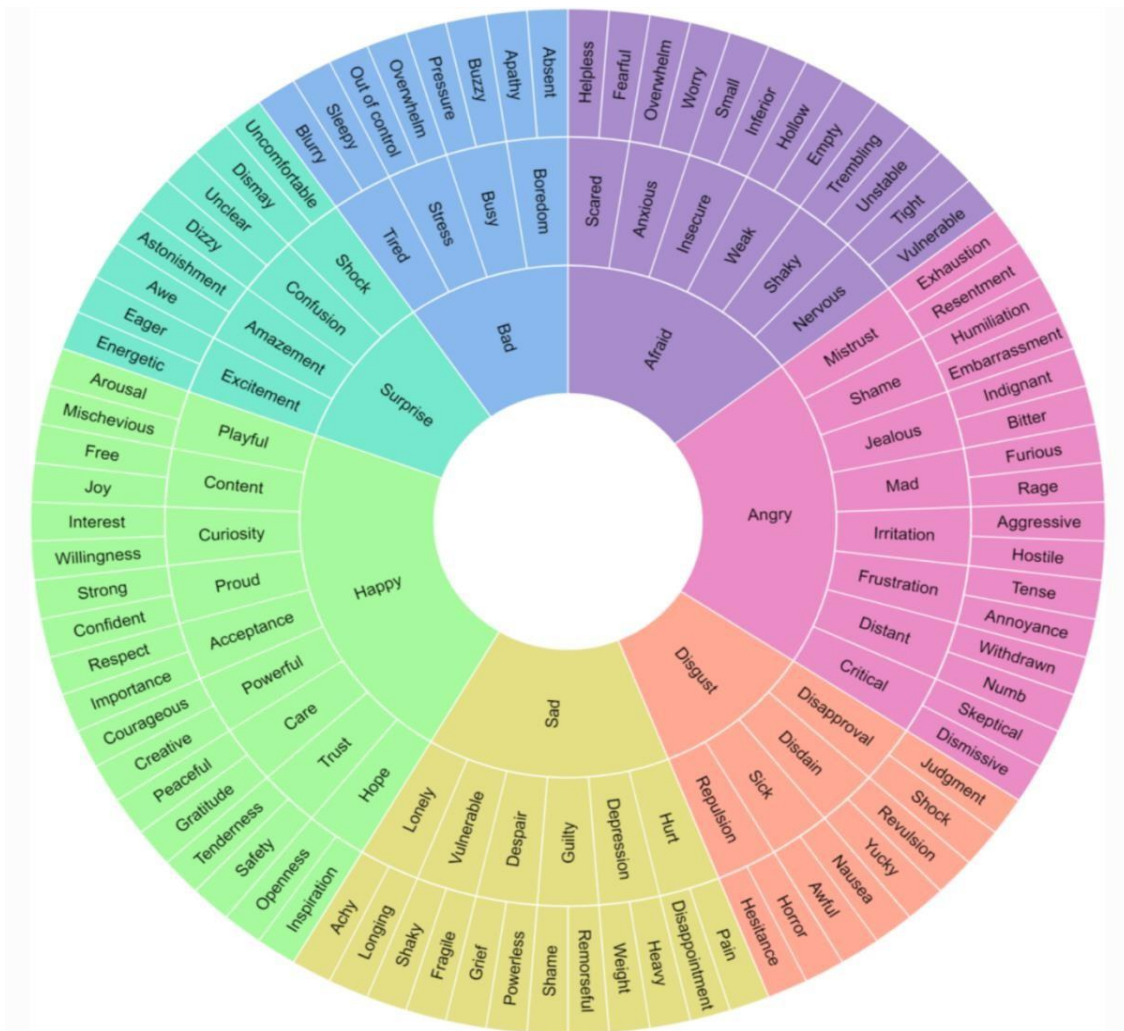
Whole class or group activities based around PSHE should be used regularly to address any issues in class.

Depending on age and particular circumstances, different behaviours may warrant one or a combination of consequences, ALL of which are to be decided within the Restorative Approach. Adults should use their professional judgement when deciding on 'community fix its' with children.

Appendix 4: Language of Emotions to be Used with the Children

Inner wheel – EYFS Middle wheel – KS1 Outer wheel – KS2

Be mindful of the developmental age of the child you are working with and adjust language accordingly.



Appendix 5 Reintegration Steps Following a Suspension

1. Time looking at “ideal self”
2. Time with class TA
3. Lunch with SLT
4. Reintegrate back into the classroom in afternoon
5. SLT to meet with the child to review
6. Speak to the parent at the end of the day

Appendix 6 Reintegration Steps Following a Suspension

NORTHFIELD PRIMARY SCHOOL BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth:	Medical conditions/needs:
Date plan starts:	Staff working with the pupil:
Date of next review:	
Challenging behaviour What does it look like? How often does it happen? How long does it last?	Targets What are we working towards? How do we get there?
Reasons for the behaviour Consult parents/carers and the pupil (where appropriate) when filling out this box. What's going on in the pupil's life that might be causing this behaviour? Why might this behaviour happen? <ul style="list-style-type: none"> • To get attention • To avoid something • To get something tangible • To meet a sensory need 	Any special educational needs (SEN) that may affect behaviour If the pupil has SEN that affects behaviour, the SENCO should detail them here. How does the pupil's SEN affect their behaviour? How could the school's behaviour policy be adapted to meet their needs?
Strategies for maintaining positive behaviour How do we maintain positive behaviour? What does the pupil like? <ul style="list-style-type: none"> • Phrases to use 	Triggers and warning signs What triggers might cause an incident? How do we prevent an incident? <ul style="list-style-type: none"> • What to look out for

NORTHFIELD PRIMARY SCHOOL BEHAVIOUR PLAN

PUPIL NAME:

CLASS:

YEAR GROUP:

- Rewards, motivators

- How to respond (reminders, alternative environment)

Reactive strategies

How do we diffuse the situation?

- What to do and what not to do
- Phrases to use
- Calming techniques

At what stage should another member of staff be informed? Who should this be?

Support after an incident

How do we help the pupil reflect and learn from the incident?

Is there anything that staff can learn about working with this pupil?

Agreement:

Parent/carer name

Parent/carer signature

Date

Staff name

Staff signature

Date

Behaviour plan evaluation and next steps:

How effective is the plan?

Record suggestions to be considered when this plan is reviewed.

Risk Assessment

Reasons for completing risk assessment
<ol style="list-style-type: none"> 1. Pre-placement/ entry to placement concerns 2. Post incident support plan 3. Following reports from other setting/services (NHS, police, Social Care) 4. Post review 5. Other Increasing incidence of verbal abuse, threatening, racist and sexual language.

Presenting behaviours in chronological / escalation order	Possible Triggers	Is this an ACTUAL RISK (A) or POTENTIAL RISK (P)? Who is at risk from the presenting behaviours?	Level of Risk		
			Frequency	Level of risk to self and to others	Risk
			0-5 – several times a day 4 – at least once a day 3 – several times a week 2 – occasionally 1 – rarely but has been present 0-Never	5 - high 4 3 - medium 2 1 - low 0 - N/A	20-25 – extreme 15-19 – high 10-14 – medium 0-9 – low Fill in box colour of RAG rated risk

ASSESSING AND REDUCING RISK

It is becoming increasingly necessary in schools to carry out risk assessments about the behaviour of pupils.

What is a Risk Assessment?

‘A systematic collection of information to determine the degree to which harm (to self or others) is likely at some point in time.’

‘An assessment of the likelihood of an event occurring and the severity of its consequences.’

Steps towards a Risk Assessment:

Identify the hazard/behaviour

Identify who could be affected by the hazard/behaviour

Evaluate the risks:

Worst possible reasonable outcome

Likelihood of outcome occurring

Ways of stopping it occurring – controlling the occurrence

Record the findings

Review and revise as necessary

Remedial Actions:

Remove the hazard (equipment?)

Segregate the hazard (the pupil?)

Guard the hazard (equipment/pupil/use of TA?)

Implement safe systems of work

Provide alternative/suitable equipment

Develop policies and procedures – Behaviour Management Plan, Individual Handling Policy/Plan

Provide training – MAPA 1 and 2

Provide protective equipment (cushions?)

Consider predictable errors:

Lack of information

Assessment by single professional/agency

Lack of empirical analysis

Use of inadequate assessment models or instruments

Inaccurate correlation of information and events

Conclusions:

Risks cannot be completely eliminated and therefore they need to be reduced to their lowest possible level.

Risk is dynamic.

Close working between a pupil and staff reduces risk.

Risk strategies need to be rigorous. They need to be planned and embedded into everyday practice and shared with all the relevant personnel.

Don't rely on common sense (it's less common than we think!)

How do we assess the likelihood of events/behaviour?

LIKELIHOOD RATING	DESCRIPTION
1. RARE	Can't believe this will ever happen
2. UNLIKELY	Do not expect it to happen, but it is possible
3. POSSIBLE	May occur occasionally
4. LIKELY	Will probably occur/reoccur but is not an issue frequently
5. ALMOST CERTAIN	Will undoubtedly occur, possibly frequently

The Decision Matrix

LIKELIHOOD	CONSEQUENCES				
	Insignificant	Minor	Moderate	Major	Catastrophic
1. RARE	Very low risk	Very low risk	Low risk	Moderate	High risk
2. UNLIKELY	Very low risk	Very low risk	Low risk	Moderate	High risk
3. POSSIBLE	Very low risk	Low risk	Moderate	High risk	High risk
4. LIKELY	Low risk	Low risk	Moderate	High risk	High risk
5. ALMOST CERTAIN	Low risk	Low risk	Moderate	High risk	High risk

CONSEQUENCES RATING	DESCRIPTION
1. INSIGNIFICANT	No obvious harm resulting
2. MINOR	Non-permanent harm
3. MODERATE	Semi-permanent harm
4. MAJOR	Serious permanent harm
5. CATASTROPHIC	Death