



BC Behavior and Learning Policy

Bright Centres

Policy Date: January 2020

Review Date of Policy: December 2020

Contents

PURPOSE	2
SCOPE	2
Equality of treatment.....	3
Core Values.....	3
Core Principles.....	3
Core Outcomes	3
IMPLEMENTATION AND REVIEW	4
1. Key Strategies	4
1.1 Working with parents:	4
1.2 Encouraging high expectations and establishing an ethos of achievement:	4
1.3 Identifying underlying causes:.....	4
1.4 Rewarding achievement:.....	4
2. Proactive Approach.....	4
3. Support and intervention.....	5
4. Rewards and Sanctions	5
4.1 Rewards	5
4.2 Sanctions	5
5. Exclusions.....	5
6. Monitoring and Recording Behaviour.....	5
7. Anti-Bullying.....	5
8. Behaviour beyond the centre	6
9. Screening and searching students	6
9.1 Extent of Search:.....	6
10. The use of reasonable force	7
11. Malicious accusations against school staff	7
12. Police Contact	7
APPENDIX.....	8
(Sample) Bright Education Safeguarding Risk Management Form	10
CONFIDENTIAL – Risk School/Education Management Child Protection/Safeguarding Form	11
Types of Behaviour Causing Concern	13
TRIGGER POINTS	14
LOCATIONS OF VULNERABILITY.....	14
ADDITIONAL CONTROL MEASURES REQUIRED TO REDUCE RISK.....	16
APPENDIX GUIDANCE NOTES ON SOME CHARACTERISTICS ASSOCIATED WITH CATEGORIES	17

PURPOSE

The aim of the Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour to fulfil the duty of care placed on us. The Policy will also outline the hierarchy of rewards and sanctions.

Tutors have a responsibility to deal with behaviour in their own group and can seek advice from their Director/Deputy Director, those with management responsibilities and other teachers as and when appropriate. Staff are advised to follow the Centre Behaviour Strategy and to work with others as part of a team.

SCOPE

The ethos of the Bright Centres is one of anticipating and diffusing potentially challenging behaviour. Bright Centres makes a commitment to:

- Set clear expectations and firm boundaries agreed by pupils, parents/carers and staff. These are set out in the Home/School Agreement and Code of Conduct displayed in the centre. We firmly believe that the most effective policy is one where all concerned with the pupil's welfare work together.
- Support the provision of an effective learning environment in which everyone feels safe, valued and able to learn.
- Encourage good behaviour and respect for others and prevent all forms of bullying.
- Provide and maintain adequate staffing levels that do not leave individuals in a vulnerable position.
- Ensure staff model the behaviour we are expecting of our pupils
- Develop and maintain staff competence and expertise which corresponds to the needs of the pupils.
- Avoid situations which are known to trigger aggressive episodes and create opportunities to engage in meaningful activities which include opportunity for choice and a sense of achievement.
- Establish positive handling plans including current information on risk assessment.
- Reflect British values of BEC by promoting a culture based on achievement, care and support,
- Ensure students understand what is expected of them, are accountable for their behaviour and accept responsibility for their own conduct and to encourage students to respect one another,
- Reward good behaviour and address unacceptable behaviour with consistency and fairness
- Involve families, advocates and pupils to produce an individual , comprehensive plan of action and support when they pose a significant risk to themselves or others
- Recognise early stages of behavioural episodes and the deployment of diffusion techniques to avoid escalation.
- Endorse the principles of effective risk assessment.

The aim of our centre is to enable individual pupils to develop their academic and social skills, in order for them to reintegrate successfully into appropriate full time educational provision or employment.

Equality of treatment

The Centre will ensure that there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. This will be regularly monitored. Please refer to centre Equality Policy for further details.

Core Values

BC students have the welfare of others at heart and the chance to serve others is a valued strength of the Centre.

Core Principles

We aim to encourage a belief in the power of learning and the value of education for all members of our centre community. We have a passion for excellence and aim to instill a love of learning for all of our students. All students are expected to display behaviours which show respect for their own learning and the learning of others. Our students are regularly reminded that poor behaviour impacts on others around them. Every member of staff is expected to manage those students whose behaviour disrupts learning. We expect the highest standards of work and behaviour that will be recognised and rewarded; unacceptable behaviour will result in appropriate sanctions and intervention.

Core Outcomes

All students must:

- Respect themselves and others, speaking courteously to all members of the centre community and beyond,
- Respect BAP environment,
- Take responsibility for their actions;
- Demonstrate high standards of behaviour at all times,
- Arrive at Centre on time,
- Wear the correct dress code,
- Promptly arrive at lessons on time, be ready to learn and display positive learning behaviours,
- Move around centre in an orderly manner, walking quietly on the left-hand side of corridors and holding the doors open for others.,
- Respect our neighbours and the wider British community.

IMPLEMENTATION AND REVIEW

Bright Centres will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

1. Key Strategies

1.1 Working with parents:

Parents are encouraged to support good attendance and behaviour through the Home/School Agreement and regular progress review meetings.

1.2 Encouraging high expectations and establishing an ethos of achievement:

Work requires just the right level of challenge and should generate a feeling of success and increased self-esteem. It requires sensitivity and flexibility to avoid presenting work that is both too easy and demeaning or too difficult thereby inducing failure.

1.3 Identifying underlying causes:

Poor behaviour may be linked to a pupil's problems in understanding lessons, and therefore may require work on expressive and receptive language skills or additional literacy or numeracy support to address them effectively. Social and emotional issues and circumstances also affect behaviour.

1.4 Rewarding achievement:

Positive recognition of individual pupils or groups is a valuable and effective strategy in ensuring that pupils are rewarded for doing the right thing.

2. Proactive Approach

In many instances behaviour problems can be avoided or prevented by using appropriate behaviour strategies.

- Listen: listening is important. Being listened to can have a positive effect on behaviour and motivation.
- Stay calm: calming strategies often work. The teacher remaining seated and talking softly may avoid the escalation of confrontation.
- Give clear directions: check for understanding and pay attention to signals and body language.
- Positive reinforcement: focus on those who are carrying out instructions.
- Keep pupil on task: give consistent praise, which is specific and genuine. Use positive repetition.
- Manage anger: keep it brief. Blame the behaviour not the pupil. Use 'I' statements. Re-establish the relationship as soon as possible.
- Avert confrontation: ignore behaviour. Do not create an audience. Use a hierarchy of sanctions.

Positive behaviour needs acknowledgement. Reinforcement for good behaviour could be given in comments to parent/carers by telephone call or letter or by using the reward system in operation.

3. Support and intervention

Through the form tutors at BC they support student well-being and monitor behaviours that are a cause for concern. Those students who need help to ensure their behaviour is to our high standards, will be supported by members of the Senior Management Team and may be placed on a Behaviour report to provide positive targets for them to meet.

4. Rewards and Sanctions

4.1 Rewards

A variety of social rewards can be given. These include praise for good work or behaviour. Another teacher or Director can be asked to supply positive recognition of effort and behaviour and most pupils celebrating their achievements. Parents or carers may be contacted by telephone or letter. Written comments can be put on a piece of work. Token rewards vary from Centre to Centre and include stickers, leisure activities and vouchers for local shops.

4.2 Sanctions

A hierarchy of sanctions is in operation at Centres. They are detailed in the Centre Behaviour Strategy. They include withdrawing attention, discussion with pupil, warnings, resetting of targets to address behavioural issues where appropriate, changing tuition arrangements or venue, contacting parent/carer and fixed period exclusion. Please see appendix 1 (Behaviour Management Guidance)

5. Exclusions

It is the policy of the Centre to make appropriate alternative provision for those pupils whose behaviour would have warranted permanent exclusion should they have been in mainstream school. This will be subject to a satisfactory risk assessment having been carried out.

6. Monitoring and Recording Behaviour

Pupil behaviour is discussed and scored for each teaching session. These scores are recorded on the Weekly Record Sheet, these sheets provide the basis for future target setting.

7. Anti-Bullying

For our students to feel and be safe, they need to be supported and protected from the impact of bullying. BC also acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, The Equality Act 2010 and the Children Act 1989. These place a duty on all Education centre /schools to have measures to encourage good behaviour and prevent all forms of bullying amongst students.

Please refer to the Centre Anti-Bullying Policy.

8. Behaviour beyond the centre

Students who breach Bright Centres Behaviour for Learning Policy whilst on BC business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the Centre.

For incidents that take place outside the centre and not on BC business, this policy will still take effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.

This includes behaviour in the immediate vicinity of the Centre or on a journey to and from the BC.

For acts of aggression or which threaten the health and safety of others, BC reserves the right to involve the police. Equally, if the Centre considers that the behaviour might be linked to a young person suffering, or being likely to suffer significant harm safeguarding procedures may be applied as required.

9. Screening and searching students

The Centre acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work 1974 in respect of screening and searching students.

BC staff have the authority to search students' clothing, bags or lockers without consent for any banned item where they reasonably believe that they are in possession of any of the items listed below:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen or missing items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence or cause personal injury or damage to another person or property
- Any item that could disrupt the classroom e.g mobile phone, iPods etc

This process will be governed by internal procedures and will only be undertaken by designated staff. As above, the Centre may give due regard to police involvement or initiating safeguarding processes.

Any of the above-named items can be confiscated. Further items which are also banned may be confiscated and returned at the end of the academic year, including jewelry.

9.1 Extent of Search:

When a search is required, there must be two members of staff present. The first member of staff conducting the search **must be the same sex** as the student being searched and must be a member of the Senior Leadership Team or Tutor (if the search takes place off site, the Trip Leader is authorised to search students).

The second member of staff acts as a witness. The member of staff leading the search must provide a statement of the search and the reasons for it for future reference.

Staff are not authorized to conduct an intimate search which requires the removal of non-outdoor clothing. The Police must be contacted if an intimate search is required.

10. The use of reasonable force

BC acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all Education staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate.

11. Malicious accusations against school staff

BC recognises that there may be occasions when a student justifiably needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication,

Bright Centres will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed. The centre will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

12. Police Contact

If police arrive at a centre to formally interview and possibly arrest a pupil the following procedure should be followed

- Police have a right to interview a pupil and centre staff cannot refuse to allow the interview to take place.
- A member of staff must be present at the interview.
- Notes of the interview should be made by the member of staff and kept in the pupil file.
- Parents/carers should be contacted after the interview and informed that it has taken place unless there are Child Protection issues in which case the police will advise regarding parental contact.

Staff should not accompany pupils to the police station if they are asked to do so. The police will contact Social Care who will provide a responsible adult to be present at interviews off site.

In the event that Actual Bodily Harm occurs as the result of a deliberate act towards a member of staff or pupil, the Director must be informed, and a decision will be made as to who the incident should be referred to.

Please refer to the related BAP Policies and Schemes

Drugs Education
Anti-Bullying
Equal Opportunities
Attendance Race
Equality Physical
Contact Physical
Intervention.

APPENDIX

This document is for guidance to gain consistency of response; however adults must make a professional judgement in each situation, and the suggested responses are not exhaustive, it is essential for adults to know which strategies suit each child

Unacceptable behaviours	Suggested responses
Level 1 <ul style="list-style-type: none"> • Not on task • Disrupting other children, chatting in class • Not listening • Interrupting • Swinging on chairs • Ignoring instructions • Unnecessary movement around the classroom • Running in centre • Playtime incident (1st incident) such as name calling, snatching, pushing, excluding others from a game, 	<p>Non - verbal For all suggested strategies it is important to know what works for the child, some strategies may lead to further escalation for some children May Include: 'The look'/shake head/shake head to signal 'No' or 'Stop' – nonverbal forms of communicating Use your good role models who are demonstrating the behaviour you wish to see - stating clearly what they have done that pleases you eg 'Abdi and Jack, for sitting quietly and showing that you are ready to listen to my instructions.' Use proximity control for some behaviours such as restlessness and chattering. These behaviours may be calmed by the physical proximity of an adult, . Moving towards a child, seemingly for another purpose can help to refocus the child on their work. Tactically ignoring – notice but appear to ignore low level disruptions while reinforcing on task behaviour. While appearing to ignore, decide: Which behaviours you can appropriately ignore; how long you are prepared to ignore for.</p> <p>Verbal Distract and divert stage 1 – eg 'Mark, can I see your work please?' or 'Mark, I can see you are finding this difficult. Can I give you a hand now?' – this is an attempt to break the cycle of low level behaviour and gives the child a chance to start again Use 'When ... then ...' requests – 'When you are in your seat, then I will come and help you', 'When you are calm, then I will listen to your side of the story.'</p> <p>Redirect the child by emphasising the behaviour you want to see rather than reinforcing the negatives by saying 'Don't swing on your chair.', 'Stop calling out.' Instead you could say eg 'I need you to place all 4 legs on the floor.', 'I expect to see you put your hand up if you need to speak', - be assertive and sound like you expect compliance. For some children avoid using "Can you....please", rather give the instruction and say "Thank You" again this shows you expect compliance</p>

<p>Level 2</p> <p>Persistence of Level 1 behaviours and</p> <ul style="list-style-type: none"> ■ Intentionally damaging own or another pupil's work ■ Minor vandalism – scribbling on tables, ■ Misuse of centre property or resources ■ Mild inappropriate language ■ Threatening behaviour ■ Answering back ■ Telling lies/getting others into trouble ■ Leaving the classroom without permission or being in an unsupervised area without permission 	<p>May Include:</p> <p>Loss of break</p> <p>Reposition within the class – Go to a designated 'work station'/area that is in the class as an <u>informal</u> form of <u>time out</u> to take a break/break the cycle of spiraling negative behaviour.</p> <p>Discussion with child - STOP, THINK, GO, SO formula Point out choices and linked positive/negative consequences eg 'If you choose to continue with... then ... will happen (loss of privilege). If you choose to stop ... and make the right choice, then ... will happen. I'm going to give you 1 minute to make your choice, but I know you will do the right thing/make the right choice.' (Giving a child time to make the right choice is called 'Take Up Time').</p> <p>Distract and divert stage 2 – child's behaviour is escalating so divert by giving legitimate responsibility e.g. a job (for 5/10 minutes) –This should help the child to break the spiraling negative behaviour so that when they return to class they can start again.</p> <p>Time out of class.</p>
<p>Level 3</p> <p>Persistence of Level 2 behaviours and</p> <ul style="list-style-type: none"> ■ Defiance ■ Dangerous refusal to obey instructions ■ Major disruption to class activity ■ Direct verbal/racial abuse abuse/intentional swearing, gestures, bad language (aggressive with intent) ■ Bullying ■ Violence (hit, kick, punch, bite) ■ Throwing objects ■ Stealing ■ Damaging property, vandalism, graffiti ■ Leaving school premises without consent 	<p>Will include:</p> <ul style="list-style-type: none"> ■ Time out with CLT member. ■ Member of CLT will contact parents to notify them of incident/s ■ Written record on incident report will be sent to parents and a copy put in child's personal file ■ If trend in L3 continues the child's parents will be asked to meet with a member of CLT <p>During meeting the next steps will agreed:</p> <ul style="list-style-type: none"> ■ Set up a behaviour contract that has SMART behaviour targets – include the child in discussion of strategies – set a date to review ■ Child may be placed on part time timetable ■ Child may be removed from group and have to work in isolation for a period of time ■ Child's risk assessment will be updated <p>For some Level 3 behaviours fixed-term exclusion will be considered, in this event there must be a re-admission meeting. This meeting will:</p> <ul style="list-style-type: none"> ■ Focus on why the exclusion occurred ■ Look at appropriate measures to prevent further incidents

In any situation that a member of the Centre Leadership Team is called to assist a member of staff during an incident, it is the responsibility of the member of staff to complete an incident form.

(Sample) Bright Safeguarding Risk Management Form

Introduction:

Risk assessment and management is a vital component of Safeguarding as well as Health and Safety at Work requirements for all staff, employees and pupils in an educational setting. In the event of a serious incident arising from pupil behaviour, any reviewing body will pay close regard to the foreseeable risks and the approach taken to risk management in drawing its conclusions about whether reasonable action was taken by a school or individual staff member. This form is designed to be used in consultation with all agencies involved with young person, particularly social care, youth offending services and any specialist services involved. It can be used within a meeting involving parent/carer and young person whenever possible in addition to the relevant agencies.

When should this risk assessment be used?

This risk assessment should be used when:

An identified student has presented with challenging or dangerous behaviour of a child protection or safeguarding nature and may pose a risk to themselves or others by being

1. Subject of a Police Criminal Investigation or Child Protection investigation and/or
2. Subject of a risk assessment e.g. Youth Offending Service, specialist service (re e.g. violence) and an education safeguarding risk assessment and management plan will afford them and others protection.

This risk assessment can also be used when a student or students:

3. Has been subjecting others to bullying and/or
4. Has been victim of an incident of Child Protection/Safeguarding concern including bullying and this process will afford them protection and/or
5. Has made repeated, apparently unfounded allegations against staff and/or other students and/or
6. Is focusing sexually provocative behaviour towards other students and/or members of staff.
7. Has made threats of self-harm.

The identification of students may come from a variety of sources:

- As a result of behaviours exhibited in your educational setting
- Another LA from which the child has come
- A previous school or Early Years provider
- A Local Authority Children's Services department
- Youth Service
- Health Authority
- Police or Youth Offending Service
- A parent / carers of the student concerned
- A specialist services

What should you do with this risk assessment?

- Remember that this is a confidential document. It should be distributed on a 'Need to know' basis agreed at the meeting which will ensure staff and student safety is not compromised. Please seek further advice if you are in doubt about individual cases.
- Ensure that staff identified as needing to know the risks and management plan have a copy. (This may include a variety of non-teaching staff, such as office and site management staff).
- Ensure that the Parent/Carer of the student is involved, wherever appropriate, in its completion and has a copy.
- Ensure that there is a clear line of management associated with this document. By paying due regard to the details of risk presented by the student, additional strategies and staff should be deployed through an Individual Education Plan.
- The aim of assessment is to allow as full participation as possible by the student in school life, without prejudice to other members of the community.

CONFIDENTIAL – Risk School/Education Management Child Protection/Safeguarding Form

Name of School/Educational Establishment :

Name of Student:

DoB: Age: Year:

Completing or assisting with the assessment:

Name(s) of persons: Designation:

.....
.....
.....

Specify any SEN or issues of race, culture or diversity:

Date Completed:

Point of Assessment:	Prior to admission	<input type="checkbox"/> (Please tick)
	On admission	<input type="checkbox"/>
	At annual review/planning meeting	<input type="checkbox"/>
	Following one/series of critical incidents	<input type="checkbox"/>
	Details of any other agencies involved	<input type="checkbox"/>

Incident:

Brief summary of concerns - if relating to other young people care must be taken re confidentiality:

--

Case co-ordinator within education setting (if appropriate)

Name and designation:

..... Date:

Lead professional or allocated social worker: Date:

Decision re. Parent/Students Involvement - if not involved please specify why:

Parent/Carer's Name:

Signature: Date:

Pupil's Name:

Signature: Date:

Social Care/Education Representative Signature:

Date:

(To complete this sheet please refer to the Guidance notes in the appendix)

Types of Behaviour Causing Concern (Please select those applicable and known to have occurred and give examples - you may wish to change the types of behaviour to more accurately reflect the behaviour of the student)	✓	Frequency H = hourly D = daily W = weekly O = occasionally M = monthly	Intentionality D = deliberate A = accidental Or I = incidental I = involuntary	Risk		
				Hazard (H) 1-4	Probability (P) 1-4	LEVEL OF RISK (H×P) 1-16 (add level descriptor)
Self-Harm						
Bullying - Doing it						
Bullying - subject of it						
Swearing/ Abusive						
Sexually inappropriate behaviour						
Grooming behaviours e.g. befriending vulnerable pupils, being overly complaint to 'put staff on guard'						
Sexually provocative behaviour						
Inappropriate behaviour						
Violent/aggressive behaviour						
Substance/alcohol misuse						
Racial/Gender/Religious/Learning Disability discrimination						
Absconding/absenting						
Damage to property						
Offending behaviour (e.g. stealing)						
Carrying/using weaponry						
Reckless disregard for personal safety (e.g. running across busy roads)						
Other (<i>Please specify</i>)						

TRIGGER POINTS

Educational difficulties	<input type="checkbox"/>	Details:
Issues with certain staff	<input type="checkbox"/>	Details:
Issues with certain peers/groups	<input type="checkbox"/>	Details:
Control/authority issues	<input type="checkbox"/>	Details:
Gender/racial issues	<input type="checkbox"/>	Details:
Frustration with self	<input type="checkbox"/>	Details:

Additional Details: The accompanying Behaviour Management Plan should explain the circumstances where adult intervention will be used (because the risks associated with it are judged to be less than if no intervention was used). If it does not, please indicate here:

LOCATIONS OF VULNERABILITY

Tick all that apply:

Classroom/teaching areas	<input type="checkbox"/>
In corridors/between lessons	<input type="checkbox"/>
In school toilets	<input type="checkbox"/>
Practical lessons	<input type="checkbox"/>
P.E.	<input type="checkbox"/>
Unstructured times (Playtimes)	<input type="checkbox"/>
At mealtimes/dinner hall	<input type="checkbox"/>
Social time before/after school	<input type="checkbox"/>
School transport (taxi)	<input type="checkbox"/>
Minibus/School trips	<input type="checkbox"/>
Behaviour when medication not taken	<input type="checkbox"/>
At home	<input type="checkbox"/>
In community	<input type="checkbox"/>
List any Orders	<input type="checkbox"/>

Additional details: (include any environmental conditions such as large groups and noise levels)

ADDITIONAL CONTROL MEASURES REQUIRED TO REDUCE RISK

<input type="checkbox"/>	Additional staff experienced in issues of Emotional Behaviour and Social difficulties. (*)
<input type="checkbox"/>	Specific timetable modification or curriculum disapplication. (*)
<input type="checkbox"/>	Specific/named senior staff as persons called for/student sent to in emerging crisis. (*)
<input type="checkbox"/>	Behaviour Management Plan (BMP) or existing Individual Education Plan/Pastoral Support Plan. (*)
<input type="checkbox"/>	BMP with Positive Handling Strategies (Restrictive Physical Intervention) (*)
<input type="checkbox"/>	Specific equipment/resources made available to student or staff.
<input type="checkbox"/>	Identified location(s) for calming down or 'Timeout'.
<input type="checkbox"/>	Additional staff to support specific curriculum issues.
<input type="checkbox"/>	Staff not to be alone with student.
<input type="checkbox"/>	Supervised during unstructured times/playtimes/school arrival & departure specify level e.g. 1:1 at all times.
<input type="checkbox"/>	Parental support on hand/attendance in school.
<input type="checkbox"/>	Local Authority Social Care Dept. providing support.
<input type="checkbox"/>	Local Police informed.
<input type="checkbox"/>	Modification or restriction of school visits or work placements
<input type="checkbox"/>	Increase of personal tutorials.
<input type="checkbox"/>	Change of tutor group/subject set groups.
<input type="checkbox"/>	Escorts in school transport/taxis
<input type="checkbox"/>	Additional training required for staff

(*) Please ensure that all necessary information is kept with this document, and available to relevant staff and parent/carer.

APPENDIX GUIDANCE NOTES ON SOME CHARACTERISTICS ASSOCIATED WITH CATEGORIES

Matrix: Hazard × Probability = n Level of Risk

Seek views of e.g. Headteacher, Service manager, Designated Child Protection Officer

HAZARD Level of Harm Presented	PROBABILITY	LEVEL OF RISK (Hazard × Probability)
<p><u>LOW = 1</u></p> <ul style="list-style-type: none"> • Causes occasional and minor disruption • Little or no additional staff deployed. • Causes some offence with some staff, e.g. swears as walking away/mutters under breath • No harm to others. 	<p><u>LOW = 1</u></p> <ul style="list-style-type: none"> • Could happen in occasional circumstances e.g. when confronted insensitively or by adults not known to the pupil. Taking part in a highly structures activity • Triggered by specific well-known factors that can be planned for. 	<p><u>LOW: 1 - 4</u></p> <ul style="list-style-type: none"> • Acceptable range of behaviour <u>given</u> age, maturity, emotional difficulty and personal circumstances. • Occasional incidents of non-compliance/challenge associated with mood swings. • Potential health and safety risk to other staff and pupils.
<p><u>MODERATE = 2</u></p> <ul style="list-style-type: none"> • Occasional harm to others/ self or damage to property. • Distress caused is more widespread. Offends with language, makes sexualised comments or actions, use of subtle coercion or lower level grooming behaviours, but still biddable. • Extra resources/staff can often stabilise situation 	<p><u>MODERATE = 2</u></p> <ul style="list-style-type: none"> • May happen with some regularity with known triggers. • Documented patterns of antecedent and behaviours emerging. • Will respond to staff at higher levels of authority or key worker and is able to discuss issues. 	<p><u>MODERATE: 5 - 8</u></p> <ul style="list-style-type: none"> • Commonplace incidents of non-compliance/challenge including dangerous behaviour associated with impulsiveness, a lack of anticipation and acceptance of consequentiality. • Absenting or absconding. • Ignoring adult advice and guidance. • Student will usually respond to Positive Handling Strategies. Behaviour goes into remission quickly. • Regular incidents of non-compliance/challenge including aggressive confrontations with others. • Will avoid adult supervision if possible. Reduce hazards where possible. • Pupil considered for appropriateness of certain lessons/locations.

<p><u>SUBSTANTIAL = 3</u></p> <ul style="list-style-type: none"> • Frequent damage with necessary costs of replacement. • Personal safety of student/others is compromised. • Needing supervision and special arrangements. • Implications for people/property beyond school grounds. • Offensive and disruptive to a wide section of the community. • Use of coercion or threat • More obvious pattern of grooming behaviours • An allegation by other young person or staff member. 	<p><u>SUBSTANTIAL = 3 Very likely to happen)</u></p> <ul style="list-style-type: none"> • Child does not show acceptance of authority hierarchy. • Does not acknowledge that their behaviour is unacceptable • Pupil may have become disaffected and disenfranchised. • Most adults are unable to affect a positive intervention. • Ongoing self-harm 	<p><u>SUBSTANTIAL: 9 - 12</u></p> <ul style="list-style-type: none"> • Numerous incidents of non-compliance and severe challenge including violence and aggression associated with a loss of emotional control. • Regular absenting from class necessitating monitoring. NIB absence may enable the young person to plan or pursue unacceptable abusive behaviour away from adult supervision. • Undermining of adult authority to present challenge to the security of the structured environment, sustained over time. • Will react negatively to Positive Handling Strategies, but remission is forthcoming. • Careful staff allocation needed to reduce likelihood and effects of behaviour. • Work routines of student and peers needs careful planning. • Any allegation must be reported to Social Care.
<p><u>HIGH = 4</u></p> <ul style="list-style-type: none"> • Significant injury to others/self. • Traumatic effect on peers/adults. • Damage levels and replacement costs in excess of £250.00 • Abuse of others • Targeting young people for exploitation • Abuse by self or others • Evidence that the young person successfully is, or has, groomed the adults and young person. (NIB can be by use of text or internet. 	<p><u>HIGH = 4 (Established Pattern of previous or ongoing occurrence</u></p> <ul style="list-style-type: none"> • Expert management by groups of staff usually fail to remediate the situation. • Pupil self-control is virtually non-existent. • Volatile and over-sensitized to school environment such that triggers are frequent and globally located around the establishment. • Threats of suicide 	<p><u>HIGH: 16</u></p> <ul style="list-style-type: none"> • Numerous incidents of non-compliance and severe challenge including dangerous, violent and aggressive behaviour. • Characterised by bullying and/or assault with premeditation. • Undermining adult authority to the detriment of the security of the structures environment and the safety and welfare of other students/adults. • Reacts badly to RPI strategies. • Police need to be notified frequently or parental attendance as soon as possible. • Immediate continuing action needed. Specialist plans being carried out by designated staff on a daily basis. Further advice needed. Outside support agencies available at short notice. Referrals to the GP and social care must be made for any threat of suicide. The Maple Service can be contacted for urgent assessment. • Referrals to social care must be made for any allegation of abuse. The discussion with Social Care will agree action including when and whether the parent/carer can be told