

Behaviour Policy



Growing Together as a Family of God

Date: autumn 2020

This policy was agreed by the Community Committee and will be reviewed in autumn 2021

Father Gordon Vicar of St. Anne's Church/Chair of Governors of St Anne's School

Behaviour Policy

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1. AIMS, VALUES AND ETHOS

At St Anne's we aim to foster a positive approach to the management of behaviour. Children learn most effectively when they are well motivated and praised for their achievements, and when parents are fully involved in, and supportive of, the strategies employed.

As a Church school all relationships are underpinned by the Christian values we hold. Therefore mutual concern, care, respect and forgiveness are at the heart of our dealings with behavioural matters.

We aim to:

- create a harmonious and effective working environment for staff and pupils at the school
- set the boundaries of acceptable behaviour and begin to prepare children for life beyond school
- provide orderly conditions in which the pupils at St Anne's will learn to give their best
- ensure collective responsibility of pupils, teaching and non-teaching staff, and enable consistent practice at St Anne's
- ensure the safety of pupils and staff
- promote the development of behaviours which reflect our Christian Values (Appendix 1), our St Anne's Learning Behaviours (Appendix 2) and reflect our whole school rules (Appendix 3)

2. THE ROLE OF THE HEADTEACHER

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

St Anne's has a clear Behaviour Charter which outlines unwanted behaviours and the level they are judged at, in order to impose the appropriate sanction (Appendix 4). The Headteacher has access to records of all reported Level 1 and 2 incidents of unwanted behaviours in the Classroom Behaviour Files and Level 3 incidents in the HT's Behaviour file.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. Please refer to our Exclusions Policy.

3. THE ROLE OF STAFF

In order to achieve our aims for behaviour and discipline at St Anne's the teaching staff shall:

- ensure that the Christian ethos of the school and its rules are apparent in the management of the school
- ensure that positive behaviour strategies (outlined below) are employed before any sanctions or consequences

- keep rules to a minimum, ensure they are relevant, and make apparent the reasons for individual school rules and discipline strategies
- recognise that effective teaching and classroom management are an invaluable influence on the climate of behaviour within the school
- **recognise that wanted behaviours sometimes have to be taught, not assumed, and teach and model wanted behaviours to pupils and classes and give opportunities for pupils to practise**
- ensure that the pupils are not simply passive receivers of this policy but are actively involved in monitoring incidents and reviewing procedures
- be alert to bullying, sexist behaviour and racial harassment (refer to relevant policies)
- ensure that good behaviour/work is celebrated
- ensure positive behaviour is modelled at all times
- make explicit to parents the partnership that we expect with them in delivering our targets for behaviour and keep parents fully informed of their child's attitude and behaviour
- high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability
- treats each child with fairness, respect and understanding
- to record significant incidents of inappropriate behaviour using the school's behavior logs
- report to parents about the progress of each child in their class, in line with the whole-school policy
- ***ENSURE THAT THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON***

4. THE ROLE OF PUPILS

We expect our pupils to: (Refer to St Anne's Learning Behaviours Appendix 2)

- accept responsibility for their actions and behaviour
- have care, consideration and respect for other children, adults and property
- be co-operative, collaborative and sharing
- be independent
- behave appropriately in different social contexts
- value their own achievements and take pride in the school

5. THE ROLE OF PARENTS

We value our partnership with parents/carers.

We aim to:

- welcome parents into school and make them feel valued
- develop excellent communication between parents and school

We recognise that, generally, children who have supportive parents, and parents who are outwardly supportive of school, are successful and well behaved in school.

We therefore expect parents to:

- ensure that pupils arrive punctually for the start of the school day – this helps pupils to settle better
- ensure that pupils have the correct school and PE uniform
- support and cooperate with the school rules and expectations
- ensure that pupils show a proper regard for other people's property, buildings and the environment
- ensure regular attendance at school and avoiding unnecessary pupil absence
- tell the school immediately if there are any circumstances which may affect a child's achievement or behaviour in school

Children who sense animosity between home and school have problems adapting to school life and often display inappropriate behaviour.

6. COMMUNICATION

Teachers are available, either informally at the end of the day if they have no prior commitments, or by appointment, to discuss ways of managing behaviour. Teachers are not available after 8.45am in the morning as they are settling children into the class from 8.45am. Where there is an ongoing problem with a child there will be an ongoing dialogue between school and home.

Parents will be informed as soon as possible if an incident has occurred in school that has significantly broken the code of conduct implied by the school rules. At Level 2, staff are required to inform parents verbally or in writing regarding incidents which have been reported. From Stage 3, the Headteacher or Deputy Headteacher will liaise with parents. Parents are requested to contact the school to acknowledge receipt of the letter either in writing or by telephone.

7. INCLUSION, SPECIAL EDUCATIONAL NEEDS AND SELF ESTEEM

(Refer to SEND Policy for further information).

At St Anne's, pupils with Behavioural, Emotional and Social Difficulties (BESD) are recognised as having special educational needs. These pupils may display low self-esteem (see below for further details), disruptive behaviour, poor emotional regulation, poor motivation, poor organisational skills and/or poor concentration. Because of this, they may need additional support with their behaviour. We identify these children as early as possible and provide support through IEPs (Individual Education Plans) and/or PSPs (Pastoral Support Plans) which identify specific targets. We work closely with parents/carers, the Inclusion Manager and outside agencies.

Whilst we cannot be seen to condone children breaking the rules we recognise that it is necessary to modify our behaviour management strategies according to effectiveness and need. Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Low Self-Esteem

It is widely recognized that the most important cause of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break. Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour. Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

Pupils with low self-esteem may display their insecurities by:

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experiencing difficulties in making friends

Staff aim to promote positive self esteem by:

- providing opportunities for children to work at their own level in order to achieve success through differentiation
- helping children gain confidence in their own ability
- motivating children to improve their performance
- encouraging children to take pride in their achievements, sharing their ideas and skills with others

8. CLASSROOM MANAGEMENT

To promote good discipline within the classroom staff should aim to:

- establish, model and teach the classroom/school rules
- establish model and teach overtime the St Anne's Learning Behaviours
- establish defined classroom areas
- label resources clearly and make them easily accessible

- design classroom layout to facilitate ease of movement
- organise and adhere to consistent classroom routines e.g. lining up, sitting correctly
- place emphasis on independent learning and a 'have a go' attitude
- avoid queues
- be well prepared and organised
- allow adequate time for tidying up
- make expectations clear to children and parents, when applicable
- share responsibilities between all children
- avoid shouting, use eye contact, gesture, etc
- maintain a quiet, calm atmosphere
- encourage children to share ideas at the right time instead of interrupting
- send children to collect resources in pairs or small groups
- be ready in the classroom to greet children before the start of each session
- involve children in the organisation of systems wherever possible
- be positive e.g. use of 'please walk', rather than 'don't run'
- remind children, as they leave classes, of expected behaviour when moving around school i.e. walking, - no running
- encourage toilet visits at breaks and lunchtimes
- encourage group/ring games in the playground, placing emphasis on taking turns
- give reasoned explanations for the rules and resulting sanctions

Class Rules

Each class teacher puts together their own classroom rules collaboratively with their children at the beginning of the school year and displays them. The rules are discussed with the children so that they understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone. This set of rules should be referred back to regularly and play an important part in reflection on behaviour.

9. PLAYGROUND MANAGEMENT

In addition to the above, we have strategies to promote good behaviour on the playground. These include:

- Playground equipment so that children have something to play with.
- Organised games
- Team Captains (see below) and playground buddies who help with playground management.
- A behaviour slip system whereby meals supervisors can inform teachers of bad behaviour at lunchtime.
- Key members of staff on duty for each class to manage needs of individuals.

10. POSITIVE BEHAVIOUR STRATEGIES

In order to assist with the implementation of our discipline policy, **staff** should follow the ten simple guidelines for positive behaviour management.

Ten simple guidelines for positive behaviour management:

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. **'Catch them being good'**.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Avoid telling a pupil off in public.
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

Rewards

Staff realise the importance of the positive reinforcement of good behaviour and reward children in a variety of ways. We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

Team Points

These are an integral part of our reward system. Each child is a member of one of our four teams: St Elizabeth, St Francis, St George or St Nicholas. The children accrue points throughout the week which are recorded on their team chart displayed in the classroom. Team points may be awarded for; good behaviour, team work, good manners and consideration for others, hard work and academic achievement. At the end of each week, team points are collated and the team with the most points is awarded the team cup in merit assembly. A chart showing the number of times each team has been awarded the cup is displayed in the hall. At the end of each term, the team with the most weekly team cups is rewarded by going on a trip e.g. to the Natural History Museum.

Any member of staff can give a team point to any child. Team points should not be awarded in bulk quantities. **A child cannot lose team points.** Team points enhance team spirit and encourage children to work together for a common cause. Teams meet each term to take part in team days where children from different year groups develop their sense of school community spirit. All staff members (excluding the Head and Deputy) are members of a team. To encourage team cohesion, 'Team Hour' is carried out every half term where teams get together to complete an activity linked to raising money for charities or school fairs.

In the Foundation Stage the children all begin the day with their names on a 'ladder' (which may take different forms such as a sun and rainbow for example), and if they show any behaviour over and beyond the norm of good behaviour their names are moved up the ladder.

Other rewards:

Merits: Each week two members of each class are awarded a merit certificate (at the discretion of the class teacher) to those children who display:

- good effort
- good manners/behaviour
- excellent standards
- marked academic improvement
- marked effort to improve behaviour/academic standards.

One of the merits will be linked to performance in lessons and one for children displaying positive behaviour.

These St Anne's merit certificates are presented to the children in Friday morning 'Merit Assembly' where their achievements are celebrated in front of the rest of the school.

A special reward certificate (star merit) is awarded at the end of each half term to the child from each class who has consistently achieved high standards or who has made remarkable improvement. Parents of all children who have received a merit during the half term are invited to attend this assembly and celebrate their child's achievement.

Good news certificates: In addition to team points and merits good news certificates are sent home to parents whenever children excel in tasks or with their behaviour and teachers record and keep track of which children have received these certificates through the year.

Additional class reward systems:

Within each class additional reward systems such as straws or marbles in a jar and golden tickets are utilised at the discretion of the class teacher to further reward and encourage positive behaviour.

Through displaying and celebrating good work around the classroom and school, and helping children to collect their work for their individual portfolio, teachers aim to encourage children to develop a good work ethic.

Verbal recognition of success is given in class and assembly time and positive comments written in children's books where appropriate.

Teachers also have a variety of stickers, stamps etc. with which they reward children for good work and behaviour.

Children may be sent to the Head or Deputy when they have worked particularly well.

11. ST ANNES VALUES

As a whole school community we believe that the ethos of the school should be built on a foundation of Christian Values. The Christian Values we focus on (in no particular order) are:

Generosity	Thankfulness
Friendship	Trust
Service/ Thankfulness	Friendship
Trust	Compassion
Courage	Perseverance/ Courage
Respect	Service
Justice	Forgiveness
Forgiveness	Justice
Compassion	Truthfulness
Truthfulness	Respect
Perseverance	Generosity

Our aim is for these Values to drive positive behaviour, influencing our actions and attitudes, and become our framework for living. They should also influence our relationship with ourselves and others.

These are addressed directly through whole school collective worship, at times through lessons, but also permeate the whole curriculum.

We also expect our staff, governors and parents to support, adopt and live by the values to the best of their ability.

12. STRATEGIES FOR DEALING WITH UNWANTED BEHAVIOURS

Throughout the school the teachers use a non-confrontational form of discipline to manage the behaviour in the classroom, which involves:

- positive reinforcement of good behaviour
- agreeing the classroom rules with the children on a regular basis, making sure that the responsibilities tell the children what to do rather than what not to do

- discussing behavioural issues through regular circle times to ensure that children have strategies for dealing with different situations - 'I don't like it when...', etc..
- putting worries in a 'worries box' in the classroom
- **recognising any unwanted behaviours as a lack of skills in that area and modelling and teaching the wanted behaviours, and giving the pupils a chance to practise the correct behaviours**
- in some cases, having an IEP (Individual Education Plan) which outlines clear behavioural skills the pupil needs to practise
- **Ignoring** i.e. where practical, tactically ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** eg what are you doing?, what should you be doing?, Good you know what to do so can you do it,
- **Positive Choices** If you do this, then this will happen (positive outcome) if you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- **Incident Log** The head holds this book in which individual problems are recorded.
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** .i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.
- **Skill behaviour** –discuss behaviour as a skill that can be improved like any other skill
- ensuring the children are aware of the consequences of their actions; agreeing consequences and rewards, making sure they are applied consistently
- using the rules to reinforce what is expected of the children in the class
- giving a calm warning if one rule is broken
- giving a consequence
- **starting each session** as a fresh start so that consequences are not carried over and therefore avoiding pupils becoming labelled
encouraging children to take on responsibility e.g. monitors

13. CONSEQUENCES AND SANCTIONS

At St Anne's we use consequences as a means to supporting the pupil who has broken a school rule to reflect on their behaviours, a chance to show remorse and think of ways to prevent it from reoccurring.

ST Anne's Behaviour Charter outlines in detail unwanted behaviours and at what level they are seen as, with the following sanction to be implemented. There are three levels of sanctions at St Anne's. (Appendix 4 Behaviour Charter and Levels 1, 2 and 3).

In classrooms, teachers operate a traffic light system to manage unwanted behaviour in the classrooms. Pupils' names are all on green at the start of each day. If a child is involved in an incident of poor behaviour in the classroom they are given a calm, quiet warning. If their behaviour does not improve then their names are moved to amber and then to red on the class traffic light. (This is Level 1 on the St Anne's Behaviour Charter). (EYFS runs a similar system).

The only exception to this is where there has been an incidence of behaviour that is judged to be at level 2 or 3 on the Behaviour Charter, and the warning system above may not be applied and an instant more serious consequence is imposed.

A CHILD SHOULD BE GIVEN A FRESH START AS SOON AS POSSIBLE AFTER A CONSEQUENCE HAS BEEN GIVEN.

A CHILD SHOULD BE GIVEN TIME TO REFLECT AND THEN DISCUSS WAYS OF PREVENTING THE UNWANTED BEHAVIOURS FROM REOCCURRING.

14. MONITORING UNWANTED BEHAVIOURS

- Class teachers keep a record in the classroom where any incidences of unwanted behaviour during lesson time or break time are recorded and stored.
- All levels must be recorded on CPOMs the online platform. All members of staff have access to this platform. New staff will receive training during their induction on how to use the platform.
- If paper copies are required, or TA's find this easier to record incidents, St Anne's uses 'Reflection Sheets', a colour coding system, linked to the three levels of sanctions as described above. (Appendix 4 St Anne's Behaviour Chart)
Level 1 incidents will be completed on white reflection sheets.
Level 2 incidents will be recorded on blue reflection sheets.
Level 3 will be recorded on green reflection sheets.
- Behaviour incidents will be monitored regularly by the SLT through the CPOMS platform
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- In extreme cases where behaviour is not improving in response to the above strategies, the Head, Deputy and SENCo may be set up a Pastoral Support Plan with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers and TAs and any external professionals involved with the child. At this point a risk assessment and behaviour support plan will be completed (Appendix 5).

15. PUPILS CONDUCT 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 pupils' behaviour in these circumstances 'to such extent as is reasonable'.

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

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

16. DETENTION

St Anne's Primary School uses detention (within school hours) as a consequence.

Matters schools should consider when imposing detentions:

- Parental consent is not required for detentions.
- The school will act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing. With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

17. CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Confiscated items will be kept in a secure place by the teacher or the office.

18. EXCLUSIONS

A child who is persistently a danger to themselves, other children or staff, or who persistently stops other children from learning will be dealt with more seriously. This may take the form of in-house class exclusion or a formal exclusion.

The school follows the guidelines set by the DCSF for exclusions.

While a child is excluded they should not come into the vicinity of the school or be in a public place during school hours. Their class teacher should set the child work. The school must provide full time, off-site provision from the sixth day of a fixed term exclusion.

When the child returns to school an effort should be made to help the child catch up with any work missed (where possible). The child should be given a fresh start so that they have a chance to redeem themselves and this should be communicated to the child.

Parents will be informed in writing of the reason for the exclusion and a meeting arranged for re-entry to the school where a behaviour management strategy will be discussed.

Appendix 1 – Christian Values

St Anne's Christian Values



We use these values to guide us in our everyday life.
We focus on one value every month and aim to practise all the values in all that we do.

Generosity	Thankfulness
Friendship	Trust
Service/ Thankfulness	Friendship
Trust	Compassion
Courage	Perseverance/ Courage
Respect	Service
Justice	Forgiveness
Forgiveness	Justice
Compassion	Truthfulness
Truthfulness	Respect
Perseverance	Generosity

'Growing Together as a Family of God'

Appendix 2 – St Anne’s Learning Behaviours



St Anne's School Rules

1. We follow our Christian values
2. We respect ourselves and each other
3. We aim high and try our best at all times
4. We are role models and lead by example
5. We are kind and caring to everybody in our school community
6. We move around the school calmly
7. We look after our school environment
8. We are proud of our school and wear our uniform with pride
9. We are confident young leaders in our school

Appendix 4 – St Anne’s Behaviour Charter

St Anne’s Behaviour Charter

LEVEL 1

- Calling out in classroom or lunch hall
- Running in the building
- Eating sweets in school – dropping rubbish
- Pushing in line
- Not coming into class as soon as they arrive at school
- Disrupting or excluding others during play
- Not telling the complete truth
- Disrupting others during lessons
- Talking on the carpet
- Not moving around the school calmly
- Not sharing school equipment
- Not sitting correctly on the carpet or in class
- Moving around the classroom during lessons without adult permission
- Insufficient work completed during lessons (including homework)
- Disruptive behaviour in lunch hall

SANCTIONS

EYFS format

1. verbal warning given
2. name moved to cloud
3. name moved to sad cloud
4. thinking time in class

Reception and Key Stage 1/ 2 format traffic light system:

1. warning look
 2. verbal warning and name moved to amber
 3. name moved to red and time out in class. Children to be reintegrated into the class after this step and moved back to amber
 4. Time out in buddy class for 10 minutes
- Missing break or play to finish homework or unfinished work (with adult supervision)
 - When pupils miss play they must stand by an adult for the duration of the fixed time.
 - Lunch hall – warning, second time name written down. If name is written 3 times during a week, pupil sent to phase leader.

LEVEL 2

- Putdowns - verbal and non-verbal
- Not listening to or following instructions promptly
- Name calling / teasing
- Have been excluded from class twice in one day
- Dishonesty
- 3 level 1s in a week

SANCTIONS

- Sent to Mrs Eyre, Mrs Levy or Miss Thorn
- Withdrawal of whole break privileges
- Parents contacted through phone call or face to face meeting

LEVEL 3

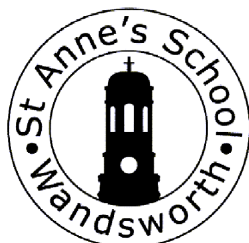
- Inappropriate behaviour on school trip
- Ignoring or disobeying: not following instructions or directions of a person in authority - walking away, answering back, back chatting, kissing teeth, arguing
- Leaving the classroom, playground or school grounds without permission
- Taking property that belongs to other people or the school
- Deliberate and malicious lashing out
- 3 level 2's from class in one week
- Vandalism: inappropriate use of or damaging school or other peoples property
- Physical violence: punching, kicking, spitting, biting, and throwing objects or equipment.
- Verbal and emotional violence: swearing, bullying including online bullying, threatening, intimidation, defiance
- Racism and sexist language
- Using inappropriate and offensive language
- Unsafe behaviour that causes risk to themselves, other pupils and staff

SANCTIONS

- Sent to Ms Steward or Mrs Andrews
- Parents will be called in for a meeting to discuss behaviour
- With-holding participation in non-essential parts of the curriculum, e.g. a school trip or sports event
- Withdrawal of whole break or lunchtime privileges
- Internal exclusion
- External exclusion
- Permanent exclusion

Appendix 5 – Risk Assessment and Behaviour Support Plan

Risk Assessment and Behaviour Support Plan



Name;		Class;
Identification of risk		
Describe the foreseeable risk		
Is the risk potential or actual?		
Who is affected by the risk?		
Assessment of Risk		
In which situations does the risk usually occur?		
How likely is it that it will occur?		
If the risk arises, who is likely to be injured or hurt?		
What kind of injuries or harm are likely to occur?		