



Approved by Personnel Committee: 27 September 2019

Next Review: Spring 2021

## **St Andrew's CE Primary School Much Hadham**

### **Pupil Behaviour, Anti-bullying and Discipline Policy**

*In the New Testament of The Bible, St Paul writes:*

*'Never have any grudges against others, or lose your temper, or raise your voice to anybody, or call each other names, or allow any sort of spitefulness. Be friends with one another, and be kind, forgiving each other as readily as God forgave you in Christ.'* (Ephesians 4: 31-32)

St Andrew's School has an open culture which actively promotes all aspects of our pupils' welfare. The leadership take rapid and appropriate action whenever concerns are expressed. Our thoughtful and wide ranging promotion of our pupils' spiritual, moral, social and cultural development and their physical well-being enables our pupils to thrive.

We expect parents and carers to respect our decisions and support us in achieving this.

#### **Aims and expectations**

The following measures set out in this behaviour policy aim to:

- Promote the Golden Rules and self-discipline – i.e. for the children to become positive, responsible and increasingly independent members of the school community and in the wider community.
- Help the children to take charge and ownership of their own behaviour.
- Prevent bullying and to promote an environment where everyone feels happy, safe and secure and confident about who to talk to if they are worried.
- Ensure that pupils learn and complete assigned work.
- Ensure that every member of the school community feels valued and respected.
- Ensure that each person is treated fairly and well.

Our Golden rules reflect these aims and all children are expected to follow them:

- ✚ Show respect and care for everyone and everything around me.
- ✚ Remember that bullying is unacceptable and teasing hurts.
- ✚ Try to get on with everyone and enjoy making new friends.
- ✚ Treat others as I would like to be treated.
- ✚ Help and encourage others.
- ✚ Think of my own and other people's safety.
- ✚ Be honest and thoughtful to everyone in School.
- ✚ Always try to do my best and work hard.
- ✚ Be happy and enjoy School.

We expect the following of these rules at all times of the school day and aim that this self-discipline will transfer when the children are in the wider community.

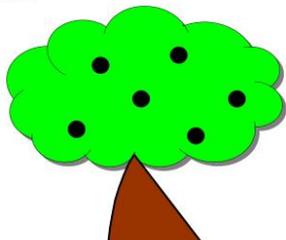
The School follows the Hertfordshire STEPS approach which promotes a therapeutic view of behaviour management. Every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. This links closely with the advice in the DfE “Mental

Roots and fruits

\*

Health and behaviour in schools” policy March 2016-17  
We understand that:

Behaviours



Negative experiences create negative feelings.  
Negative feelings create negative behaviour.

Feelings

Positive experiences create positive feelings.  
Positive feelings create positive behaviour.

Experiences



Consistency is key. The School works closely with children and parents to create shared values and beliefs, shared principles of communication and de-escalation, shared risk management and shared opportunities for reparation, reflection and restoration.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE guidance “Use of Reasonable Force: Advice for head teachers, staff and governing bodies”, April 2013 - Please refer to our Restrictive Physical Intervention Policy.

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

### **Children with Special Educational Needs (SEN):**

We understand that there may be underlying SEN which may affect a child’s behaviour. Our Special Educational Needs and/or Disability (SEND) Policy outlines the steps we take as a school to support individual needs, including social/emotional needs of the child and whether a multi-agency assessment is necessary.

### **Safeguarding Children:**

We are also aware that children who suffer abuse may also exhibit behavioural issues. All adults know that it is everyone’s responsibility to protect and promote the welfare of the children in the school (see “Keeping Children Safe in Education”).

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Staff are therefore vigilant for signs of abuse and know the appropriate procedures if they suspect a child’s behaviour is being affected.

We will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school’s Child Protection Policy.

### **Transition:**

We are aware that times of transition (e.g moving from one class to another, from one key stage to another or changing schools) can be unsettling for some children which, in turn, may lead to social/emotional issues. We therefore employ a number of measures (such as cross year group buddies, visiting their new classrooms, meeting new teachers) to help the process be a smooth and as positive as possible. For more details please refer to our Transition Policy.

## Pro-social behaviour

This will be developed through:

### Rewards:

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We praise and reward children for good behaviour in a variety of ways: e.g.

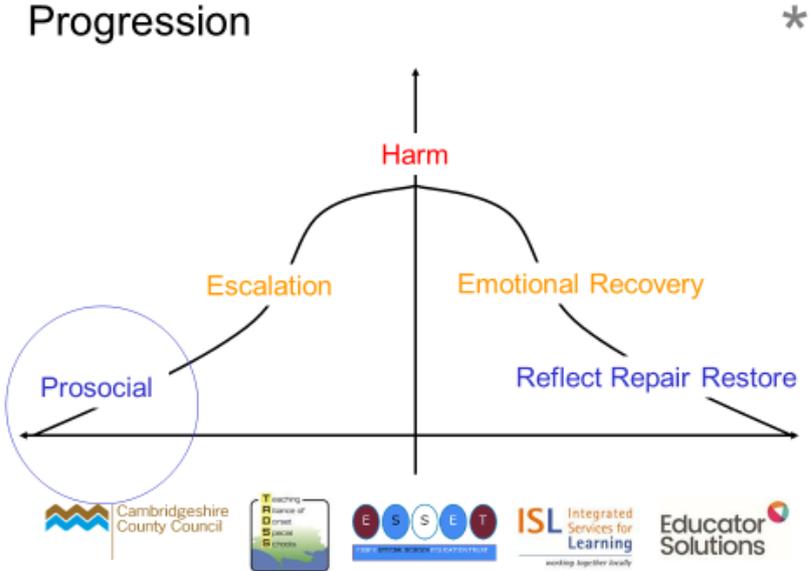
- Congratulate and praise children with frequent use of encouraging language and gestures, both in lessons and around the school, so that pro-social behaviour is modelled and acknowledged.
- Formative assessment opportunities (e.g. tickled pink remarks).
- Teachers give children house points, sticker charts, stickers, stamps and other rewards.
- The Headteacher and Deputy Headteacher award Headteacher stickers for good work.
- Class responsibilities.
- The school acknowledges, in assemblies, all the efforts and achievements of children, both in and out of school, for example, music or swimming certificates.
- We have play leaders and Sports Crew in Year 5 who teach games to the younger children and support and praise them.
- Y6 wider responsibilities.
- Provide opportunities for reparation and forgiveness.

We teach pupils to take responsibility for their own actions and to accept the consequences of wrong choices. We do this in a variety of ways e.g.

- Discussions in class, especially at the beginning of terms will help the children consider their rights to work in a positive environment, their right to be treated fairly and kindly by others. Alongside this will be discussions about their responsibilities to make this happen – i.e following the school Golden Rules.
- In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom (this may be known as “The Class Contract”). In this way, every child in the school knows the standard of behaviour that we expect in our school and in the classroom.
- If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class.
- Whole school talk circles also provide a venue for discussing positive behaviour.
- PSHE lessons, based on JIGSAW provide regular opportunities to help develop individual and collective responsibility.
- Provide opportunities for reparation and forgiveness.

**De-escalation:**

At all times we aim to de-escalate situations and use preventative strategies to avoid harm to both pupils and staff. This includes positive language, limited choices and de-escalating body language.



## Consequences

The school employs a number of consequences to promote the school rules and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation and child. The school may not necessarily follow these steps in a sequential manner depending upon the nature of the incident(s). We may also seek outside specialist support to help deal with behavioural issues at any point if the school feels it is appropriate to do so (e.g HFL, St Albans Diocese Education Department, Primary Behaviour Support Team)

These consequences are for the majority of our pupils. In addition some children, who exhibit on going anti-social behaviour, may require an Individual Management Plan (IMP) to formalise strategies that differentiate from policy. (See Appendix 3)

<u>Type of Incident</u>	<u>Consequences</u>
<p><b>Low level disruptions e.g.</b></p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Making noises</li> <li>• Not listening to instructions</li> <li>• Distracting others</li> <li>• Poor attention to detail in work</li> <li>• Name calling</li> <li>• Disrupting others work/play</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning and reference to rules/expected behaviour.</li> <li>• The child may be moved to a new place to work/play.</li> <li>• “Time out” within the classroom/on the playground – the pupil will be told to leave the current activity and spend a few minutes away from the others until the member of staff is able to address the behaviour.</li> <li>• After “time out” the member of staff will discuss the pupil’s behaviour with them, as well as strategies to help the pupil to manage their behaviour, make reparation and receive forgiveness. They may also be required to repeat work or catch up at playtimes.</li> </ul>
<p><b>Medium level disruptions e.g.</b></p> <ul style="list-style-type: none"> <li>• Disrespect to adult</li> <li>• Answering back</li> <li>• Deliberately damaging someone’s property</li> <li>• Hurting others</li> <li>• Other distractive behaviour that stops other pupils’ learning/playing safely</li> </ul>	<ul style="list-style-type: none"> <li>• “Time out” in another classroom/area of the playground – the pupil will be sent into another teacher’s classroom if behaviour is particularly disruptive, or the pupil hasn’t responded to earlier warning or “time-out” within their own classroom.</li> <li>• The pupil may be given a 5W’s prompt questions to reflect on (see Appendix 1).</li> <li>• After “time out” in another class/area of the playground the member of staff will discuss the pupil’s behaviour with them giving the pupil an opportunity to share their responses to the prompt questions, as well as strategies to help the pupil to manage their behaviour, make reparation and receive forgiveness.</li> <li>• The pupil may miss some playtime (depending on the severity of the incident).</li> <li>• The class teacher will share this with the parent/carers, discussing the incident(s)</li> </ul>
<p><b>Continued Medium level disruptions:</b></p>	<ul style="list-style-type: none"> <li>• Pupil sent to a member of the Senior Leadership Team. The member of the Senior Leadership Team will contact the child’s parents/carers to make an appointment in order to discuss the situation, with a view to improving the behaviour of the child.</li> <li>• In such a situation the child may be put onto a Behaviour Log (Appendix 2). This log will make explicit</li> </ul>

	<p>the behaviour which needs to change. During each part of the day the child will earn points when s/he behaves in a positive way. There will be an expectation that they will achieve a certain number of points during each day. If not enough points are achieved, then clear consequences will follow. The parents/carers will be informed about the progress of the child's behaviour.</p> <ul style="list-style-type: none"> <li>• The SENDCo will be informed and if necessary, documents such as Roots and Fruits (Appendix 4) or Anxiety Mapping (Appendix 5) may be used to trace the source or reason for the anti-social behaviour. Steps will be put in place to address any issues that arise.</li> </ul>
<p><b>High level anti-social behaviour e.g.</b></p> <ul style="list-style-type: none"> <li>• Not improving behaviour after being on a behaviour log for four weeks</li> <li>• Extreme aggression</li> <li>• Behaving in a way which endangers others</li> <li>• Swearing at an adult</li> <li>• Racist or homophobic name calling</li> <li>• Bullying (see Anti-bullying Policy at the end of this document)</li> </ul>	<ul style="list-style-type: none"> <li>• A meeting will be arranged between parents and the Headteacher. The child will be expected to report to the Headteacher after each day with their Behaviour Log. Parents will be expected to meet with the Headteacher at the end of each week.</li> <li>• Internal exclusion – the child may be kept in at lunchtimes for a fixed period to allow for time to reflect and make reparations, appropriate to their levels of understanding.</li> <li>• Further behaviour support, from the SENDCo / outside agency may be provided at this stage to help the child improve.</li> <li>• An IMP would be considered at this point (see appendix 3)</li> </ul>
<p><b>Malicious accusations against school staff</b></p>	<ul style="list-style-type: none"> <li>• The Governing Body will instruct the Head teacher to follow the advice from “Dealing with Allegations of Abuse against teachers and other staff.”</li> <li>• <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/289327/Dealing_with_allegations_of_abuse_against_teachers_and_other_staff.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/289327/Dealing_with_allegations_of_abuse_against_teachers_and_other_staff.pdf</a></li> <li>• If an allegation is shown to be deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible.</li> <li>• If an allegation is determined to be unfounded or malicious, the CPSLO (Child Protection School Liaison officer) should refer the matter to the Children's Social Care Services to determine whether the child concerned is in need of services, or may have been abused by someone else.</li> </ul>
<p><b>Exclusions (See Section 9 below)</b> The decision to exclude a pupil must</p>	<ul style="list-style-type: none"> <li>• In such circumstances the school and Headteacher will follow the guidance as set out in: <a href="https://www.gov.uk/government/publications/school-exclusion">https://www.gov.uk/government/publications/school-exclusion</a></li> </ul>

be lawful, reasonable and fair and will only be followed in extreme circumstances.

*If you have any queries with regard to exclusion matters please refer to your local Integration Officer. (Telephone numbers in section 10)*

## The role of School Staff

- We believe that high-quality teaching promotes effective learning and pro-social behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued.
- Staff will follow the steps of the policy as outlined above.

## The role of the Headteacher

- It is the responsibility of the Headteacher to implement this policy throughout the school.
- The Headteacher reports regularly to governors on the effectiveness of the policy, and about major behaviour/bullying incidents.
- The Headteacher keeps records of all reported serious incidents of misbehaviour. A log is kept on CPOMs.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.
- The Headteacher will ensure that all staff are clear about the expectations in the behaviour policy and procedures which they should use. Where specific training-needs have been identified for particular members of staff, through school self-evaluation and individual-performance management reviews, the Headteacher will ensure that those members of staff have access to the advice, training and development-opportunities appropriate to their needs.

## The role of parents

- The school works collaboratively with parents/carers, in the hope that children receive consistent messages about how to behave at home and at school.
- We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement and the Golden Rules. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable consequences to discipline a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, then parent's/carers may follow the complaints procedures as set out in the complaint's policy.

## The role of Governors

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but may consult with the governors about particular disciplinary issues.
- It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## The role of children

- To be responsible for and govern their own behaviour.
- To follow the whole school golden rules and their class contract.
- To use the opportunities provided to be a role model and an ambassador for good behaviour. (e.g buddies, sports crew, peer to peer support )

## Fixed-term and permanent exclusions

In cases of severe and persistent misbehaviour, the Headteacher may exclude a child from school for either a fixed period of time or permanently. In his or her absence, the designated senior teacher has the right to exclude a pupil from school. If such action is taken, the Headteacher will inform the Chair of Governors and seek advice from the Local Authority. A committee of unnamed governors for exclusion will be put together if and when the need arises in line with statutory requirements.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In such circumstances we will follow the guidance as outlined below:

- <https://www.gov.uk/government/publications/school-exclusion>
- [http://www.thegrid.org.uk/info/welfare/documents/exclusion\\_guidance\\_hcc\\_dec16.pdf](http://www.thegrid.org.uk/info/welfare/documents/exclusion_guidance_hcc_dec16.pdf)

Children's Services (CS) maintains an Integration Team, which should be the first point of contact for any queries head teachers, governors, parents, pupils or others may have regarding exclusions. The contact details of the Integration Team Officers for the five double district areas of Hertfordshire are as follows:

- Broxbourne & East Herts 01442 – 453084

## Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour:

- The class teacher records repeated or significant classroom incidents – on CPOMs
- Behaviour logs/ 5W sheets are kept in the first place by the class teacher but then by the Headteacher when the incident has been resolved in order to build up a picture of reoccurring poor behaviour.
- The Headteacher records those incidents where a child is sent to her on account of bad behaviour (CPOMs)
- We also keep a record of any significant incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident which are then placed on CPOMS.

- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

The Governing Body will evaluate the impact of this policy by receiving data and developing trends from the Headteacher on:

- fixed-term and permanent exclusions
- number of and analysis of behaviour instances of bullying and racial incidents, as reported on returns to the LA, and action taken support provided for the victims.

## **Anti-Bullying Policy**

**(To be read in conjunction with School Behaviour Policy above)**

At St Andrew's Primary School we adopt a zero tolerance approach to bullying by adults or pupils, and any such incidents will be dealt with promptly and firmly.

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils with bullying behaviour need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying behaviour.

### **Promoting pro- social behaviour and an understanding of friendship and kindness:**

We use a variety of methods to help children understand friendship and kindness as well as the hurtful nature of bullying behaviour. These may include:

- Small group and one to one interventions to promote social skills
- Promotion of School values and ethos
- Protective Behaviour strategies – e.g the helping hand.
- Use of PSHE JIGSAW materials, writing stories or poems or drawing pictures about bullying
- Anti-bullying week
- Collective Worship – examining good and poor behaviours
- Reading stories about bullying behaviour in small or large groups making up role-plays
- Having discussions about bullying behaviour, its effect on others, and why this matters
- Buddies who make the children feel safe
- Whole school talk circles
- The “family feel” in our School - children are encouraged to look after each other across the year groups
- Excellent lunchtime supervision – MSAs allocated to individual classes
- Children act as Play leaders at lunchtimes
- Empowerment training as and when needed
- NSPCC assemblies and work shops

## What Is Bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over time, where it is difficult for those who are being bullied to defend themselves.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening actions or gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Cyber All areas of internet, such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology , i.e. camera & video facilities
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing

We are aware of the links between bullying and safeguarding as outlined in the Government's "Keeping Children Safe in Education" document.

It may manifest as:

- Adult on child
- Adult on adult: This may include parents/carers against staff, staff against staff or staff against parent/carers. Please refer to our Home School Agreement and Staff Code of Conduct for our school's expectations of behaviour.
- Older child bullying younger or younger to older child
- Peer on peer: Staff recognise that children are capable of abusing their peers and this should not be tolerated or passed off as 'banter' or 'part of growing up. In order to minimise the risk of peer on peer abuse the school:
  - Provides a developmentally appropriate PSHE curriculum/ protective behaviours which develops students understanding of acceptable behaviour and keeping themselves safe;
  - Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued; (worry boxes, protective behaviours, e-safety lessons, talk circles, reinforced in CW that we are a telling school etc)
  - Develops robust risk assessments where appropriate (e.g IMP put in place)

Parents, children and adults also need to understand what is **not** bullying. Friendship fall-outs and arguments do **not** constitute bullying on their own. The definition above stresses the **repeated nature of bullying over a period of time**. Sometimes pupils will use the term "bullying" inappropriately because they have had an argument, friendship fall-out or simply not got their own way. We recognise, however, that this child still needs support even though the situation itself is not one of bullying and the school will act accordingly to support the child.

### SEN Children:

We recognise that children with SEN may become a particular focus for bullying and so monitor this closely. Our Special Educational Needs and/or Disability (SEND) Policy – outlines the steps we take as a school to support the individual needs, including social –emotional needs of the child and whether a multiagency assessment is necessary.

**E-Safety:** For procedures for protecting children from online bullying please refer to our E-Safety Policy.

## Possible effects on a child of bullying behaviour

A child may indicate by signs or behaviour that s/he is being bullied. Adults should be aware of these possible signs:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering blinking
- cries themselves to sleep at night or has nightmares/bed wetting
- clinging to adults
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- changes in behaviour
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, however bullying behaviour should be considered a possibility.

## Objectives for dealing with bullying behaviour:

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of bullying behaviour.
- All governors, teaching and non-teaching staff should have knowledge of the School's policy towards bullying behaviour, and to follow it when bullying behaviour is reported.
- All pupils and parents should know what the School's policy is on dealing with bullying behaviour, and what they should do if bullying behaviour arises.
- As a school we take any incidents of bullying behaviour seriously. Pupils and parents should be assured that they will be supported when bullying behaviour is reported.

## Procedures

1. All incidents of alleged bullying behaviour should be reported to any member of staff. (We cannot deal with it if we don't know about it.)
2. The incident will be recorded by staff (on CPOMS) and the Headteacher will be informed.
3. All incidents are unique and are treated as such.
4. The alleged incident of bullying behaviour must be investigated and, procedures will be put in place to immediately stop the behaviour.
5. Parents/carers of all the children involved will be informed and be invited to come into a meeting to discuss the behaviour. Collaboration with parents to resolve and stop any negative behaviour (bullying or otherwise) is vital.
6. We consider bullying to be **high level anti-social behaviour** – see Consequences outlined in the Pupil Behaviour, Anti-bullying and Discipline Policy.

7. Every effort will be made to help the child with bullying behaviour change their behaviour. Staff should remember that a pupil carrying out bullying behaviour is often unhappy and has underlying difficulties or problems. Part of a correct response will involve attempting to unearth the problems and help the pupil overcome them.
8. Support will be provided to any child affected by bullying. (eg social skills group, one to one protective behaviours, reinforcement of a safe person in school.)
9. The child with bullying behaviour may be asked to genuinely apologise as part of reparation. If possible, the children will be reconciled.
10. After the incident has been investigated and dealt with, continued monitoring will ensure repeated bullying behaviour does not take place.
11. In serious cases, suspension or even exclusion will be considered.

## Monitoring

Bullying incidents will be monitored as part of the termly safeguarding audit.

The headteacher will report to the Governing Body (in the headteacher report) incidents of behaviour where the child has been placed on a behaviour log and bullying investigations to help the governors monitor the effectiveness of this policy and to inform them about any fluctuations of behaviour in the school.

# Time to consider the 5 W’s :

<b>1. What I did.</b>	
<b>2. Why I did it.</b>	
<b>3. Which rule did I break?</b>	
<b>4. Who was affected?</b>	
<b>5. What can I do to make it right?</b>	

**Appendix 2 - Behaviour Log:** (This may be amended as necessary) Week beginning \_\_\_\_\_ Name: \_\_\_\_\_

Behaviour to improve: \_\_\_\_\_ Needs to achieve at least \_\_\_\_\_ per day.

**Behaviour points:**

0 – poor      1 – Requires improvement      2 – Good

	Session1	Session 2	Break	Session 3	Lunch	Session 5	Totals
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

**Appendix 3 – Individual Management Plan (IMP)**

**Individual Management Plan - CONFIDENTIAL**

<b><u>Name</u></b>	<b><u>DOB</u></b>	<b><u>Date</u></b>	<b><u>Review Date</u></b>
--------------------	-------------------	--------------------	---------------------------

	<p><b><u>Risk reduction measures and differentiated measures (to respond to triggers)</u></b></p>
--	---

<b><u>Pro social / positive behaviour</u></b>	<b><u>Strategies to respond</u></b>
<b><u>Anxiety / DIFFICULT behaviours</u></b>	<b><u>Strategies to respond</u></b>
<b><u>Crisis / DANGEROUS behaviours</u></b>	<b><u>Strategies to respond</u></b>
<b><u>Post incident recovery and debrief measures</u></b>	

**Signature of Plan Co-ordinator** ..... **Date** .....

**Signature of Parent / Carer** ..... **Date** .....

**Signature of Young Person** ..... **Date**.....