



Behaviour Policy

Status:	Statutory
Version:	1 (Therapeutic Approach)
Approval & Committee:	LGB
Date Introduced:	Autumn 2024
Review Cycle	Annually
Next review due by:	Autumn 2025
Review managed by: (drafting/checking)	Assistant Headteacher (responsibility for behaviour)
Master stored	SharePoint/Policies
Published: (where/by)	School website Assistant Headteacher
Distributed to:	All staff & available to parents
Distributed by:	Assistant Headteacher (responsibility for behaviour)
School Monitoring of effectiveness of the policy	<p>Head- reports to governors, reports to CEO</p> <p>AHT - Weekly Analysis of MyConcern Logs; oversight and review of Therapeutic Plans and Risk Management Plans; supporting lunch duties; half-termly staff training, ECT induction on behaviour expectations</p> <p>SLT – Daily behaviour walks, observations around school</p> <p>Phase Leaders- response to MyConcern logs; writing Therapeutic Plans and Risk Management Plans</p>
Inform on completion:	Chair of Governors
Policy Informed by	<p>Improving Behaviour in Schools EEF Guidance report</p> <p>Dfe Behaviour in Schools: Advice for Headteachers & School Staff Feb 2024</p> <p>Therapeutic Thinking Training 2024</p>
Linked Policies	<ul style="list-style-type: none"> • Anti-Bullying Policy • SEND Policy • PSHE Policy • Safeguarding <p>Additional OWN Trust policies which also link can be found here: <u>Trust Policies and Guidance - Woodston Primary School</u></p> <ul style="list-style-type: none"> • Complaints Policy and Procedure • Suspensions and Exclusions Policy

REVISIONS

Version	Page/ Item No.	Description of Change	Approved On
1.0		First approval	

Intent

Rationale

We believe it is essential to create a calm and supportive learning environment where every child feels secure and can access an excellent education. We recognise behaviour needs to be taught and modelled so our children become increasingly more responsible and respectful and make positive contributions to society and the wider world. We believe in supporting children to learn and grow from their mistakes, encouraging them to reflect on their behaviour and consider their impact on others.

"Mistakes are drivers for new learning. The world does not end when we make a mistake."

(Mary Myatt, 2016)

Our approach to behaviour management has been influenced and inspired by Therapeutic Thinking. This policy outlines the purpose, nature and management of behaviour in our school using Therapeutic Thinking Graduated Response (Appendix A).

Whole School Values

Our values underpin all that we do.

At Woodston, we care!

C	Compassion	We care about the feelings of others. We understand the impact of our actions and strive to create helpful feelings in everyone, including ourselves.
A	Ambition	We care about aiming high and challenging ourselves. We understand that being adventurous and curious creates new opportunities and raises aspirations.
R	Respect	We care about ourselves, each other and our environment. We understand the importance of taking responsibility for the communities we belong to.
E	Equity	We care about making sure that everyone has what they need to be happy, safe and successful. We understand that everyone is unique and may need different things.

We show CARE in our thoughts, words and actions.

Aims

Through this policy we aim to:

- Develop positive, caring attitudes towards ourselves and others;
- Teach children the vocabulary and skills needed to develop emotional agency;
- Teach children to take responsibility for their behaviour;
- Promote zero-tolerance of bullying, discrimination and harassment;
- Ensure consistency in language and approach across the school community including staff, children, parents, governors and trustees.

Implementation

Valued Behaviours

Valued behaviours are those which are positive, helpful and strengthen the school community.

They are our priority, and we model them and promote them at every opportunity in all areas of the school and beyond (examples in the table below)

Compassion	Ambition	Respect	Equity
<ul style="list-style-type: none"> • Kind words • Supporting others • Offering help or to help • Asking someone how they are • Noticing someone 	<ul style="list-style-type: none"> • Completing work set to the best of our ability • Using or asking to use resources independently • Asking questions to extend our understanding • Challenging ourselves to think hard • Taking pride in our work 	<ul style="list-style-type: none"> • Following instructions • Listening to others • Good manners • Giving personal space • Opening doors for others • Appropriate Tone/volume of voice 	<ul style="list-style-type: none"> • Helping and supporting others • Understanding and appreciating difference • Recognising the uniqueness of others

NB: Further training and examples are available from the Assistant Headteacher should they be required.

Recognition of Valued Behaviours

The whole school community shares responsibility for noticing, encouraging and promoting the above valued behaviours. Staff will use a range of strategies to recognise and celebrate these valued behaviours.

- Stickers
- Verbal Praise
- Weekly Values Award
- House Points
- Termly House Point Treat

- Afternoon Tea with HT and/or AHT
- SLT Praise Conversation

These are detailed in Appendix B.

Supporting All Learners

Our Behaviour Curriculum relates directly to our valued behaviours. We use direct teaching; PSHE lessons and assemblies to ensure key messages are clearly and regularly reinforced. Learning Mentors are directed to provide additional support for children as needed.

All adults are expected to model our valued behaviours through:

- Meet and greet in the mornings: Saying hello and enquiring how children are. Getting to know them as individuals.
- Noticing and praising valued behaviours in all areas of school: Being precise and specific in what is being observed. "It's great how you helped your friend carry all of their bags."
- Setting and reinforcing the high standards and expectations for behaviour: Being the role model for pupils to look up to.
- Being clear in our communication: Keeping instructions concise, emphasising the positive.
- Modelling making mistakes: Saying sorry and asking for help when needed
- Using whole school consistent approaches, e.g. Walkthrus (Signal, pause, insist, cold calling,)

Some children will require additional support to meet expectations. These are arranged by the class teacher and may include:

- Interventions in the classroom
- Planned, structured sessions with learning mentors
- Nurture programmes with TAs
- Regular communication with parents/carers

The Phase Leader should be informed if any of these strategies are being used.

For a small minority of children, more targeted support may be necessary and could include:

- 1:1 Teaching Assistant support
- ELSA programmes
- Bespoke curriculum provision
- Adapted timetables
- Reduced timetables
- Sensory circuits
- Support from outside agencies
- Out of school alternative provisions

This level of support will be the responsibility of the class teacher and phase leader, overseen by the Assistant Headteacher and/or SENDCo. At this level, a child will have an individual fixed-term plan (6 weeks) based on their specific needs.

More information about how we support all learners can be found in our SEND Policy which provides details of our ordinarily available provision.

Unsocial Behaviours

Unsocial behaviours are not anti-social as they are not to the detriment of others. Generally, unsocial behaviour is quiet non-compliance that does not negatively impact on other pupils' learning but may be an indicator that a child needs support. All staff are accountable for responding to unsocial behaviours.

The table below may be used as a guide to responding to unsocial behaviours.

<u>Unsocial Behaviour</u>	<u>Possible Responses</u>
Refusing to take part in a curriculum activity i.e. not joining in with PE	<ul style="list-style-type: none"> ● positive phrasing ● de-escalation scripts to encourage children to re-engage with activities and/or identify any unmet needs. ● Giving space/time to adjust behaviour
Not joining in with collaborative work	
Not following instructions in class	
Putting their head on the desk	
Not eating lunch	
*Please note this is not an exhaustive list.	

Detrimental Behaviours

We define detrimental behaviour as that which:

- Creates unhelpful feelings in self and others.
- Causes harm to an individual, the community or to the environment
- Is likely to cause injury, harassment, alarm or distress.
- Violates the rights of others.

Detrimental behaviour can be further categorised as difficult or dangerous.

- **Difficult** behaviour is behaviour which has a detrimental impact on self or others, creating unhelpful feelings and/or negative experiences. It may infringe the rights of others to learn.
- **Dangerous** behaviour is behaviour which will imminently result in injury to self or others, significant damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility, such as racist abuse.

Detrimental behaviour is responded to consistently and consequences are logical. This can be tested by using the word 'obviously'. For example:

- A. A child has refused to complete their work in class so obviously they will miss football at lunchtime.
- B. A child has refused to complete their work in class so obviously they will complete it in their own time at break.

Consequence A is not logical- work completion and football are not related.

Consequence B is logical as the child is using break to do the work they have missed.

There are numerous types of detrimental behaviours which we choose to grade from Level 1-3. We accept that there are always blurred lines when responding to behaviour. Phase leaders will actively support class teachers at Level 1. The Assistant Headteacher will support at Level 2 and lead at Level 3. At level 3 The Head and Assistant Head will collaborate and inform the Trust of their decisions.

Below are just a few examples; professional judgement will always be used and regular training given.

Detrimental Behaviour- Level 1 (Phase Leader Support)	Detrimental Behaviour- Level 2 (Phase Leader Support with use of Therapeutic Planning materials; AHT to support as needed)	Detrimental Behaviour- Level 3 (Assistant Headteacher & HT and Trust Informed)
<ul style="list-style-type: none"> •Calling out in class on a regular basis •Leaving classroom without permission •Not following staff instructions •Chatting/making noises at inappropriate times •One-off swearing •One-off harmful words or actions 	<ul style="list-style-type: none"> •Consistently disrupting the learning of others •Swearing •Threatening behaviour with intent •Not following adult instructions on a regular basis •Deliberate physical behaviour towards other children •Sexualised behaviour/language: one-off 	<ul style="list-style-type: none"> •Absconding from school during the school day •Bringing weapons into school •Violence towards others •Prejudice-related incidents- frequent •Sexualised behaviour/language: frequent •Serious bullying incidents

NB: Further examples and guidance are available from the Assistant Headteacher should they be required.

Appendix C is a guide to de-escalation, positive phrasing and restorative conversations, all of which should be used in response to detrimental behaviour as appropriate.

All behaviour should be considered on a case-by-case basis, taking into account individual circumstances, knowledge of the child, SEND needs and any other relevant information. Responses and consequences will be underpinned by the guidance in this policy but may vary from child to child.

Unforeseeable Behaviour

Unforeseeable behaviours are those not covered directly by this policy; they may never have previously happened or be so historic we believed they would not reoccur.

Should unforeseeable behaviour occur, in the first instance staff should use de-escalation scripts and positive phrasing to defuse the situation. Staff should call for assistance if needed. An appropriate response may be to call emergency services if there appears to be a risk to life.

Based on the specific circumstances, the appropriate response and consequence will be decided using the therapeutic approach. Staff should record these behaviours on MyConcern. If necessary, a risk assessment will be completed, and a safety plan written. This will be shared with staff as appropriate.

When the next behaviour training is delivered, the unforeseeable behaviour will be incorporated

Communication and Recording in School

When a behaviour incident occurs which is defined as unsocial or detrimental by this policy, incidents are recorded by staff on My Concern. Staff will ensure that class teachers are informed of any incidents as soon as possible to enable them to effectively support the child in the classroom, as part of the de-escalation process.

When recording on My Concern, staff will select the notification group for the correct phase and record all incidents using full names. MyConcern is a secure system which ensures confidentiality. Records on MyConcern will be completed as soon after the incident as possible to ensure accuracy and appropriate response.

When a therapeutic tree and plan have been created, these should be shared, via email, with the relevant staff. These will be saved in a secure area of SharePoint which is accessed by senior leaders. When risk assessments are put into place, these should be shared more widely to ensure their effectiveness. Appendix E shows examples of the documents used for Targeted, Targeted Plus and Specialist and Specialist Plus support. These documents will be uploaded to My Concern as necessary.

Communication with Parents or Carers

We endeavour to communicate effectively with parents and carers regarding all behaviour. This will strengthen the partnership between home and school, ensuring children receive consistent messages; the support they need and recognition they deserve.

When staff are giving recognition for valued behaviours, this is likely to be done at the end of the day through a face-to-face conversation. If teachers consider it necessary to discuss unsocial or detrimental behaviours, they will use their discretion to avoid embarrassing or upsetting pupils/parents/carers. Confidentiality and sensitivity will be a key priority. Therefore, teachers may make a telephone call to discuss their concerns or they may invite parents/carers into school for a private conversation.

Should a parent/carer enquire about their child's behaviour, staff will use their discretion to decide whether an alternative time and/or place should be agreed for the conversation to take place. It is recommended good practice to let a member of the Senior Leadership Team know that a meeting is taking place.

When communication with parents or carers has been completed, this will be recorded as an update on MyConcern.

Suspensions and Permanent Exclusion

The Government supports head teachers in using fixed-term suspension or permanent exclusion as a consequence where it is warranted. However, permanent exclusion should only be used as a last resort 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. (DFE Sept 2017).

Fixed-Term Suspension

A fixed-term suspension may happen when a child has demonstrated detrimental behaviour that sits within level 2 or 3 as defined in this Policy. A fixed-term suspension may also occur in response to unforeseeable behaviour. In extreme cases, a child may experience a fixed-term suspension with no prior history. Fixed-term suspensions should not be used as a punitive measure but may be used where safeguarding is compromised.

Fixed-term suspensions are communicated to parents/carers as soon as possible after the decision is made. Initially, a phone call is made to parents/carers to inform them of the reason for the suspension and the duration. When the child is collected, they are given a letter which details the reason and duration of the fixed-term suspension. This also includes the date for a re-integration meeting with the head teacher or assistant head teacher. Expectations are shared that the child is not seen in the public area during school hours throughout the fixed-term suspension. Work is supplied by the school for the period of the suspension.

A reintegration meeting will be held to set clear expectations and a plan of support to ensure a successful return to school and prevent further suspensions. This will be recorded and placed in the child's records on SharePoint.

Permanent Exclusion

Only the head teacher (in consultation with the OWN Trust CEO) can make the decision to permanently exclude a child from school.

A permanent exclusion may happen when a child has repeatedly demonstrated detrimental behaviour in the 'Level 3' category and support (possibly including Risk Reduction Plan, Reduced Timetable, Bespoke Curriculum, Appropriate Provision) has been provided, yet there has not been significant improvement in behaviour, or there is serious continued risk.

In extreme cases, a child may experience a permanent exclusion with no prior history. This could be in response to a single serious incident.

The headteacher will inform parents/carers of permanent exclusion as soon as possible after the decision is made. For further information, please refer to the OWN Trust Suspensions and Exclusion Policy, which can be accessed [OWN Trust - Trust Policies and Guidance \(own-trust.education\)](https://own-trust.education)

Behaviour Outside of School

The DfE publishes guidance on this area in the publication 'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff (February 2014). It states clearly:

"Teachers and other paid members of staff have the power to enforce consequences when misbehaviour occurs outside school premises."

"Staff may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity;
 - travelling to or from school;
 - wearing school uniform;
 - 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;
 - poses a threat to another pupil or member of the public;
 - could adversely affect the reputation of the school."

For more information, please see the DfE guidance which can be found here: [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Use of Reasonable Force

In all situations, staff are expected to make every effort to de-escalate using the techniques noted above that are relevant to the child and appropriate for the situation.

In exceptional circumstances and where de-escalation strategies have been unsuccessful, reasonable force may be required. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed, or when pupils, staff or property are at immediate risk. When reasonable force has been used, this will be recorded on MyConcern and parents/carers will be notified via a conversation which is followed up with a written 'Physical Intervention Record'.
(Appendix D)

If an incident involving reasonable force results in an injury that may require medical attention or hospital treatment, this will be recorded as a Health and Safety incident and reported to the Local Authority.

We adhere to the DfE guidance [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/use-of-reasonable-force-in-schools). Staff receive regular training on the use of reasonable force.

Training and Development

All staff receive training on the Therapeutic Thinking approach on induction. Half-termly, CPD takes place and is in response to the needs of the school. The Assistant Headteacher offers bespoke guidance and support to members of staff as needed.

Complaints

Complaints regarding behaviour should be made in line with the OWN Trust policy, which can be found here: [Trust Policies and Guidance - Woodston Primary School](#)

Appendix A- Therapeutic Thinking Graduated Approach



Therapeutic Thinking Graduated Response

<p>Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Establish routines and identify valued behaviours. <input type="checkbox"/> Include the above within pupil induction. <input type="checkbox"/> Create and monitor staff code of conduct. <input type="checkbox"/> Identify content of behaviour curriculum. <input type="checkbox"/> Identify opportunities for learning and create supporting plans. <input type="checkbox"/> Identify children not making expected progress and refer to Behaviour Policy.
<p>Targeted Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Policy reflects DfE guidance. <input type="checkbox"/> Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Where policy is not progressing the behaviour of most children, review the policy. <input type="checkbox"/> Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.
<p>Targeted Plus Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from all relevant parties, including multi-agency colleagues. <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Where further intervention is needed, move to the analysis and planning within Predict, Prevent & Progress.
<p>Specialist Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review all information within Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify protective and educational consequences. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis for relevant variables. <input type="checkbox"/> Use all analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Where further intervention is needed move to the analysis and planning within Therapeutic Plan.
<p>Specialist Plus Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are reviewed. <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis. <input type="checkbox"/> Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours. <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Consider group dynamic options. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Appendix B- Recognition of Valued Behaviours

<u>Reward</u>	<u>Purpose</u>	<u>Person Responsible</u>	<u>How to Implement</u>
Weekly Values Award	Celebrate children who have demonstrated a particular value.	<ul style="list-style-type: none"> • Class Teachers • TAs • Headteacher • Senior leaders 	<ul style="list-style-type: none"> • Complete a certificate with child's name and date; sign the certificate. • Present in assembly • Explain reason verbally in celebration assembly • Class teachers may keep their own records. • No expectation that all children will receive during the year
House Points	Celebrate small daily successes for both behaviour and learning	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Identify the valued behaviour and award up to 3 house points. • Children record on chart in classroom • House captains collect and total weekly scores. • Assistant Headteacher publish updated scores weekly on website • <i>*Begin in Summer 1 for EYFS*</i>
Termly House Point Treat	Celebrate the team who has worked collaboratively to gain the most house points	<ul style="list-style-type: none"> • SLT 	<ul style="list-style-type: none"> • SLT to organise a special treat eg inflatables
Afternoon Tea for Care Champions	Recognise the children who have demonstrated all values consistently.	<ul style="list-style-type: none"> • All staff in consultations with phase leaders 	<ul style="list-style-type: none"> • Nominate one child per year group. • Kitchen staff to provide an afternoon tea for headteacher, assistant head teacher and 7 children.

<u>Reward</u>	<u>Purpose</u>	<u>Person Responsible</u>	<u>How to Implement</u>
Stickers	Celebrate small daily successes for both behaviour and learning	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Identify the valued behaviour and award a sticker
SLT Praise	Celebrate daily successes for both behaviour and learning	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Identify the valued behaviour to be celebrated. Take the child to the available member of SLT for a praise conversation.
Verbal Praise	Quickly recognise successes for both behaviour and learning in the moment	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Direct the praise to the child using their name. Be specific- identify the value and the related behaviour Make it non-attributive- eg "It was really kind when you helped Hannah" rather than "You are kind,"

Appendix C- De-escalation, Positive Phrasing and Restorative Conversations

De-escalation Scripts

De-escalation scripts are designed to bring the intensity of a situation down and help a child get to a place where they are able to regulate and are ready to discuss what has happened. Some example phrases are:

- Walk with me
- Let's go to the..... (specify location)
- I can see you are upset/something has happened
- I'll be over here when you are ready to talk.
- I am here to help
- Talk and I will listen

Positive Phrasing

Positive phrasing is a way of delivering behavioural feedback positively to inspire and motivate children. It emphasises valued behaviour rather than focussing on detrimental behaviours. Some examples include:

- You can listen from there.
- Thank you for putting the (item) down.
- Four chair legs on the floor please. Thank you.

Restorative Conversations

Restorative conversations are a necessary part of a behaviour response; it is essential for behaviour change. The conversation should establish what happened, how it happened, and how we use teaching and learning to develop the skills and motivation to enable behaviour change.

The Process

- Establish an authentic connection. Ensure the child feels comfortable and supported.
- Explore what happened. Allow them to tell their story. What situations, relationships and dynamics led to a reaction?
- Support their story with non-judgmental accurate descriptions
- Explore what people were thinking and feeling before, during and after the incident.
- Identify who has been affected and how.
- Consider how we can repair relationships.
- Plan for a different response to the same experiences or feelings re-occurring.
- Pose some or all of these questions:
 - What would you like to happen next?
 - How can we make things better for you?
 - How can you help to put this right?
 - How can we make it ok for you to go back to class?
 - What do you think others might need?

Appendix D- Physical Intervention Record



PHYSICAL INTERVENTION RECORD

Child's Name		Date	
Date of incident		Time of incident	

Details of incident – including any injuries			
Incident managed by			
Witness/other staff involved			
Reasonable Force/method of physical intervention used			
Debrief/evaluation			
Parent/Carer informed/response			
Signed (Parent)		Date	
Signed (Staff)		Date	
Signed (Headteacher)		Date	

Appendix E- Example documents

Therapeutic Tree

Name	
Supporting Staff	
Date	
Review Date	

Detrimental / difficult / dangerous Behaviours

Valued behaviours

Unhelpful feelings

DEFAULT

Helpful feelings

Negative experiences

Positive experiences

Therapeutic Plan

Name:	DOB:	Date:	Review Date:
-------	------	-------	--------------

Photo	Risk reduction measures and differentiated measures (to respond to triggers)
--------------	---

Valued behaviours	Strategies to respond
Detrimental / DIFFICULT behaviours	Strategies to respond
Detrimental / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

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

Signature of Parent / Carer: **Date:**

Signature of Young Person: **Date:**

Risk Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	1/2/3/4	1/2/3/4	A x B
Harm to self				
Harm to peers				
Harm to staff				
Damage to property				
Harm from disruption				
Criminal offence				
Harm from absconding				

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Incidents were more than a year ago with no identified triggers remaining. There is evidence of historical risk and no evidence of current risk.
2	Incidents occur approximately on a monthly basis. The risk remains relevant.
3	Incidents occur approximately on a weekly basis. The risk is likely to occur again
4	Incidents are daily or constant. The risk is persistent

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan