



BARTON PARK  
PRIMARY SCHOOL

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*Together, we grow*

# Barton Park Primary School

## Behaviour Policy

Written by:	Bryony McCraw: Head of School
Approved by Full Governing Board:	Due: 17 Nov 2020
Review Date:	November 2021

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## **1. Aims**

We believe in creating an ethos in which children can learn and develop as individuals whilst all members of the Barton Park community feel valued and respected. Each person is to be treated fairly and our values are built on unconditional positive regard, mutual trust and respect. The Barton Park behaviour policy is designed to support the way in which all members of the community can work in a collaborative, consistent and supportive way. It aims to create a nurturing and positive environment where everyone feels safe, secure and happy.

### **Promoting positive behaviour**

Barton Park has a number of 'Golden Rules' however the primary aim of the behaviour policy is to promote positive relationships so that everyone can work with a common purpose: to help everyone learn.

This behaviour policy aims to help children grow in a safe space and secure environment to become positive, responsible, resilient and increasingly independent members of the Barton Park community. We will reward good behaviour as this will develop an ethos of kindness and cooperation whilst increasing self-esteem and confidence. This behaviour policy is designed to promote good behaviour rather than deter anti-social behaviour.

### **Equality and Fairness**

This behaviour policy expects every member of the community to behave considerately and consistently towards others. Everyone should be treated fairly regardless of age, gender, race, socio-economic background or disability. We are keen for pupils, staff and parents to be aware of the charter which has been written for them.

The policy will outline:

1. Aims
2. Expectations
3. The Curriculum and Learning
4. Rewards and Consequences
5. Lunchtimes and Playtimes
6. Children with Specific Behavioural Difficulties
7. Positive Handling and The Use of Restraint
8. Exclusions
9. Roles and Responsibilities
10. Monitoring

### 3. Expectations

#### ... of the children:

The 'Golden Rules' are displayed in each classroom from Nursery up to Year 6. They are regularly referred to and visited for explanation and discussion in assemblies. In addition to this, each classroom has their own shared set of classroom expectations.

At Barton Park the golden rules are:

<b>Golden Rules for all pupils</b>
We will use kind hands and feet
We will listen when someone is talking
We respect all things in school.
We will try our best.
We will ask an adult if we need help.
We will use indoor voices in all areas of the school building.

#### ...of our community:

All families who join Barton Park Primary School are asked to sign the home school agreement. This outlines how the pupil, parent and staff will work together to ensure a safe and positive learning environment. This can be found in the appendix. (NUMBER)

#### ... of staff

At Barton Park we promote the development of not only a pupil's behavioural skills but also their social and emotional skills. This is underpinned by the following beliefs and assurances:

- Behaviour is regarded as a communication and is a product of the context and situation. This context and situation will include home, school, community and all human interactions
- Barton Park staff recognise and consciously model desirable behaviour and skills around school.
- Our PSHE (Personal Social and Health & Emotional Education) programme - Jigsaw PSHE - offers regular teaching opportunities to reflect on our behaviour choices as well as promoting mindfulness and management of our behaviour.
- Pupils, teachers and support staff all need to learn new skills and need to have the opportunity to develop these skills. All staff will receive CPD opportunities to deepen their knowledge and understanding of working with children who have Social, Emotional and Mental Health Difficulties (SEMH)
- Building positive relationships with children who find appropriate behaviour challenging is a keystone in the support of these children. All staff will receive training/support to develop these relationships as appropriate.

- Key staff have been trained in using Zones of Regulation to support children in understanding their emotions and subsequent behaviour. This method is used in addition to the 'Calm Me' and 'Paws' methods taught in Jigsaw to promote better understanding of emotions and therefore management of behaviour. Training will be kept up to date and rolled out to more staff, as becomes appropriate.

#### **4. The Curriculum and Learning**

Skills learnt in our Jigsaw PSHE programme underpin behaviour in all classes. This mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. The weekly PSHE lesson helps teachers build a relationship with their class, getting to know each child better as unique human beings. We use Jigsaw as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. Each term starts with an introductory assembly, generating a whole school focus for adults and children alike. Positive behaviours are discussed and modelled each week in an assembly, through a story and song, and examples of that positive behaviour are celebrated at the end of each week in Friday assembly. Parents will be invited to this assembly, as our school grows. The skills learnt in PSHE can be utilised in all lessons - as well as the lunch hall and playground - and all staff are encouraged to use the language and images of Jigsaw when dealing with behaviour..

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed- back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and are differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. Classroom management and teaching methods have an important influence on children's behaviour.

The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment. The school will establish clear routines for behaviour within the school day, lunchtimes and in the extended school day. These routines will be consistent and everybody will be expected to follow them.

The whole school and class expectation for behaviour will be shared and discussed with the children regularly. The staffing of activities will be consistent and their approach will be consistent towards all children. Children will be taught the skills they need to manage their own behaviour, time and resources enabling them to become effective self-managers. Children's well-being will be monitored for early identification of possible problems. Any issues will be quickly identified and responded to.

Staff and children will recognise that there are different learning styles and that routines for nurturing these could include 1 to 1 learning space and time, group learning and the use of outdoor learning whenever appropriate. By ensuring clear routines and an understanding of the differences we all bring in to a school community we hope that everyone, regardless of race, religion, gender, social background or ability, will be able to enjoy their time in school, to develop the lifelong skills they need and to flourish in our care.

## 5. Rewards and Consequences

It is important that all members of the Barton Park community understand what acceptable behaviour is. Equally, unacceptable behaviour and the consequences must be clearly stated.

We understand that there is a distinction between emotionally disturbed behaviour (SEN, SEMH) and poor behaviour. Pupils with SEN and SEMH needs will be supported on an individual needs basis (see section 4, 'Children with specific behavioural difficulties').

Pupils at Barton Park should be consistently treated with unconditional positive regard however they should learn that fair and consistently applied sanctions will be put in place for any inappropriate behaviour that is displayed.

The system at Barton Park is designed to allow for consideration of individual needs and the extent of rewards and consequences will depend on individual circumstances.<sup>4</sup>

The emphasis of the school's behaviour policy is on recognition, reward and praise. We expect all staff to give these whenever possible.

All staff should operate a stepped approach to consequences, which ensure all children are aware of the next consequence. Children for whom this is not appropriate will have an Individual Behaviour Plan detailing alternative rewards and consequences.

Please refer to the school's 'Anti-Bullying Policy' where the behaviours displayed may require the use of this policy.

### Rewards

At Barton Park we believe in developing children for the wider world and helping them to become good citizens. All praise will be constructive, specific and earned. All members of staff at Barton Park recognise and celebrate appropriate behaviour at all times around the school through informal praise; rewards from staff, visual praise, verbal praise, stickers and stamps and 'Dojo' points, that add to the class total and result in rewards earned as a team.

Wherever appropriate, any child who has displayed behaviours above our expectations may be rewarded through the following; work is put on display, success is shared with other staff, 'ask me what I did' stickers

are given, postcards or Jigsaw praise pad notes sent home and certificates given out in assembly. In addition to this, parents may receive communication from their child's class teacher informing them of when their child has performed above the school's expectation.

<p><b>Expected level of behaviour.</b> <b>Following the 'Golden Rules'.</b> Rewards from staff:</p> <p>'Dojo' points that lead to whole class reward</p> <p>Visual praise</p> <p>Verbal praise</p> <p>Stickers / Stamps</p>
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<p><b>Above expectation.</b> <b>Regularly showing the expected level of behaviour</b></p> <p>Certificate – Star of the week</p> <p>Praise postcard home</p> <p>Sharing success with others</p> <p>Display to showcase achievement</p>
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## Consequences

Positive discipline and positive reinforcement is the primary means to encourage good behaviour at Barton Park. Having said this, it may be necessary to employ a number of consequences to ensure a safe and positive learning environment for all. Boundaries are essential in order to promote a child's sense of justice and the use of personal power will enable a child to influence the conditions in their own life.

We believe that when children clearly understand the system of consequences of their behaviour, and the choices they have to influence the outcome, they are more in control of making positive choices. Ensuring there is a clear system for inappropriate behaviour is essential.

Consistency is vital and should be appropriate to each individual situation. The policy empowers staff to create a fair, safe, secure and happy learning environment.

When dealing with inappropriate behaviours teachers should always:

### **BE CALM**

Children are to be dealt with calmly and firmly ensuring they understand what the action is and why the action is being taken.

### **LOGICAL CONSEQUENCES**

The consequence should 'fit' the action and has two steps. Step 1; Stop the inappropriate behaviour. Step

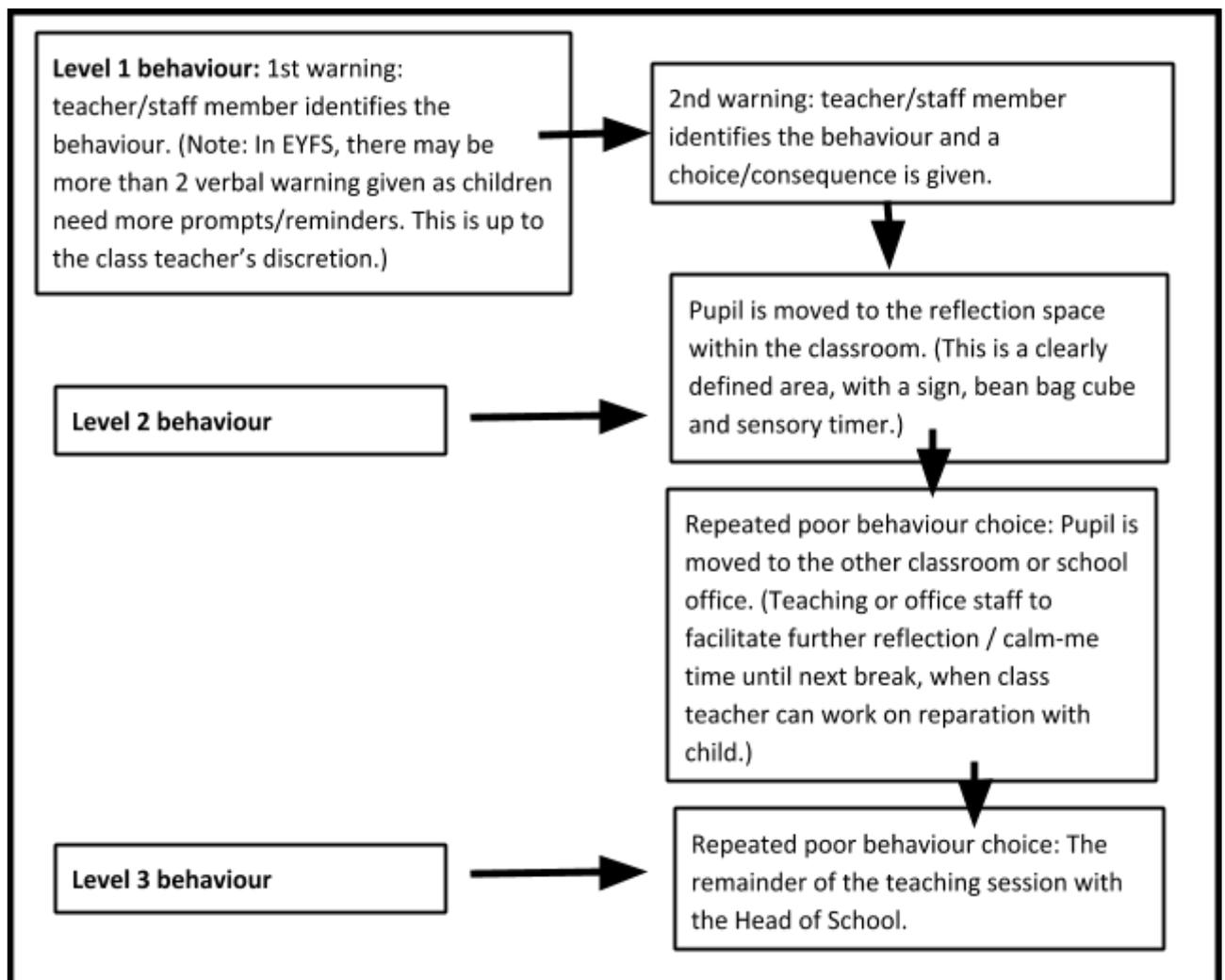
2; Provide an action that points children to the rules, resonates limits and provides an opportunity to teach alternative behaviour.

**FRESH START**

Persistent and serious behaviour needs recording; however every child must feel as though every day is a fresh start when they return to the classroom.

The majority of inappropriate behaviour will be dealt with on the spot, with the child being reminded of the expectations and the agreed code of conduct. Staff will always explain why the behaviour is inappropriate and unacceptable and give the child an opportunity to respond and be listened to.

It is important that any sanction is applied fairly and the consequence fully explained. All behaviour requiring a sanction should be recorded on CPOMS/Arbor to enable staff to carefully monitor individuals. In the event of inappropriate behaviour the following steps are taken:



Parents will be informed of behaviour that has consequented in reflection space being required, or time out with another class/member of staff. In most cases, this will involve the teacher asking to speak to the parent privately at the end of the day, and explaining the incident and actions taken. When a parent does

not pick up, they will be telephoned by the class teacher. If the behaviour has warranted time with the Head of School, the communication will come from her. If a parent wishes to discuss the behaviour in more detail, an opportunity to do this will be offered, either with the class teacher or Head of School.

See also 'Levels of Behaviour' (Appendix)

## 6. Lunch and Playtimes

## 7. Children with Specific Behavioural Needs

Barton Park understands that some children may experience specific challenges with behaviour and we understand that this can be for a number of different reasons. Staff at Barton Park work specifically with these children, their families and any external agencies to support the child to make the right choices when at school and also help promote positive citizenship outside of the school, in the local community.

These children may have individual behaviour reward charts, report cards and charts. Specific targets and support is identified on SEN provision maps and any child that might find it challenging to meet the expected level of behaviour within school has an 'Individual Behaviour Plan' written for them (Appendix 9). This support plan is a collaborative approach written by staff, parents and any external agencies and also captures the child's voice. The plan outlines the appearance of likely behaviour, the rate of occurrences, the severity, duration and outlines any reasons as to why we may see this behaviour. The Individual Support Plan identifies proactive strategies to help the child in the classroom and around school and also highlights the 'Early Warning Signs', this helps all staff understand when to intervene and what to do to prevent escalation.

We understand that behaviours from time to time escalate and the Individual Support Plans outline what to do with each specific child at this time. It also highlights reflective practices to be completed with the child to help them learn from their behaviour and move forwards positively. These Behaviour Support Plans are regularly reviewed as we understand circumstances change and behaviour is tangible.

Barton Park has a SENCO, who works alongside teaching staff to support children that have specific behavioural needs and in cases of significant social, emotional and mental health need, which go beyond mainstream expertise, we will seek support from outside agencies. Barton Park works with external agencies to support the child with making progress. This might include working with the Pupil Referral Unit, Project 180, Educational Psychologists, Behavioural Specialists, the Communication and Interaction Service, CAMHS (Child and Adolescent Mental Health Services), the local Police Community Support Officer or School Nurse.

## 8. Positive Handling and The Use of Restraint

Barton Park is a NON-RESTRAINT school, however by law we are allowed to use reasonable force if a child is putting themselves or others directly at risk. We make reasonable adjustments for disabled pupils and pupils with SEN needs. Please note that we do not require parental consent to use reasonable force on a pupil. Positive handling and the use of restraint is used as a very last resort. The schools policy on positive handling and the use of restraint complies with the Department of Education guidance. Please refer to the school's Positive Handling Policy.

Where a child's behaviour puts them or other children/adult at risk of injury, a Risk Assessment (Appendix 10) is completed to clarify and show agreed structures and support systems in place which are most likely to minimise risk to any individual. These forms are shared with parents and signed by teachers, support staff and parents. They are photocopied and filed within the appropriate files and updated as often as required.

After any physical intervention has taken place with a pupil, the member of staff involved is requested to fill out a record of the incident in the school's 'Bound Book' which is kept in the Head of School's office. For some individual pupils, through agreement with parents and appropriate Team Teach training for staff, it may be necessary to use positive handling/restraint as identified in their Individual Behaviour Plan.

## **Department for Education 'Use of Reasonable Force' 2013**

### **What is Reasonable Force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

**Schools can use reasonable force to:**

Remove disruptive children from the classroom where they have refused to follow an instruction to do so.

Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground

Restrain a pupil at risk of harming themselves through physical outbursts.

## 9. Exclusions

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction 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 2017, Section 2, Key Points)

It may be necessary to issue a child with a Fixed Term Exclusion or Permanent Exclusion. Our ethos at Barton Park is to promote positive behaviour and we strive to be an inclusive school so this is not a decision that will be taken lightly and careful consideration is given before deciding to exclude any pupil. Only the Head of School, Executive Head and CEO of the Academy have the power to exclude a pupil from Barton Park and the Department for Education is clear that exclusion is for actions that seriously or persistently breach the school's behaviour policy. Please refer to the Community School's Alliance Trust Exclusions Policy.

As laid out in Appendix 6, Level 4 behaviours (see below) are all reasons as to why we may decide to exclude a pupil. If a pupil is excluded from school the Headteacher or a member of the Senior Leadership Team will inform the parent immediately, giving reasons behind the exclusion. This will then be followed up with a letter informing parents of the reasons for the exclusion, their rights to appeal and sources of support and advice.

The schools Governing Body will be informed of any permanent exclusion and of any fixed term exclusion beyond five days in one term. The Local Authority will also be informed. In line with Oxfordshire's Exclusion and Reintegration Team guidance, on the first day that the pupil returns to school, a reintegration meeting will be held and a support plan will be put in place for the pupil. This meeting will involve the pupil, parents and key members of school staff. In some cases, the school may invite members of external agencies involved in supporting the pupil. This meeting will focus on how the pupil can succeed within school and what the pupil and school can do to ensure success.

Behaviours displayed in school where we may consider either a Fixed Term Exclusion or Permanent Exclusion for any pupil:

Persistent disruptive behaviour	Racist / derogatory harassment	Wounding a peer / adult	Premeditated violent behaviour	Vandalism / Arson	Drugs / Alcohol
Theft	Bullying	Violent behaviour	Carrying / using a weapon	Sexual misconduct	Other

## 10.Roles and Responsibilities

The senior leadership team, the behaviour team, phase leaders, classroom teachers, support staff, parents and pupils all have a responsibility with regards to raising standards of behaviour at Barton Park.

### The role of governors

Draw up a statement of general principles on behaviour and discipline

Be honest and courteous

Treat everyone fairly

Show appreciation of the efforts and contributions of all

### The role of the Senior Leadership Team

Determine the school rules, routines and disciplinary elements

Establish rewards and consequences

Create a positive climate with realistic expectations

Provide a caring and effective learning environment

Regulate the behaviour of pupils. Make time to listen and talk to pupils and parents/carers

Promote good behaviour and respect

Prevent bullying

Be honest and courteous

Treat everyone fairly

Value all pupils and treat them with unconditional positive regard

Show appreciation of the efforts and contributions of all

Consult with parents, pupils and staff for an agreed policy

Remind the school community of the policy annually

### The role of the middle leaders

Determine the school rules, routines and disciplinary elements

Establish rewards and consequences

Create a positive climate with realistic expectations

Provide a caring and effective learning environment

Regulate the behaviour of pupils. Make time to listen and talk to pupils and parents/carers

Promote good behaviour and respect

Prevent bullying

Be honest and courteous

Treat everyone fairly  
Show appreciation of the efforts and contributions of all  
Value all pupils and treat them with unconditional positive regard  
Consult with parents, pupils and staff for an agreed policy  
Communicate with parents via email when a pupil shows sustained and consistent good levels of behaviour

### **The role of teachers and support staff**

Model high standards of behaviour  
Uphold professionalism at all times  
Maintain and promote good behaviour in the classroom and around school  
Share a pupil's success with others  
Display showcase achievements of pupil's in their class  
Send praise pad notes home  
Award a Jigsaw 'star of the week' every week  
Give verbal and visual praise on a daily basis  
Give stickers and stamps for children reaching classroom expectations  
Create a positive climate with realistic expectations  
Provide a caring, safe and effective learning environment  
Make time to listen to and talk to pupils and parents  
Create real and reciprocal relationships based on kindness, respect and understanding  
Value all pupils and treat them with unconditional positive regard  
Report all behaviour incidents and report any form of harassment and bullying  
Treat everyone fairly, every day is a fresh start  
Show appreciation of the efforts and contributions of all  
Liaise with parents regarding all pupil's behaviour  
Contribute to writing any Individual Behaviour Plans of pupil's in your class  
Communicate with parents via email when a pupil shows sustained and consistent good levels of behaviour

### **The role of parents**

Model high standards of behaviour  
Bring concerns, queries and questions to the school's attention  
Ask questions to support your child's learning and development  
Create real and reciprocal relationships based on kindness, respect and understanding  
Set a good example  
Report all behaviour incidents and report any form of harassment and bullying  
Treat everyone fairly  
Show appreciation of the efforts and contributions of all  
Liaise with staff regarding their child's behaviour  
Contribute to writing your child's Individual Behaviour Plan should they need one  
\* Please refer to Home School Agreement

### **The role of pupils**

Talk to adults in and out of school to share problems and concerns so that they can be dealt with  
Be open and honest about your behaviour and that of others  
Ask for help if you are struggling  
Create real and reciprocal relationships based on kindness, respect and understanding  
Treat others and you would wish to be treated yourself  
Report and harassment or bullying to an adult

Be honest and courteous and treat everyone fairly  
Show appreciation of the efforts and contributions of all  
Discuss your behaviour with your teachers and parents  
Contribute to writing your Individual Behaviour Plan should you need one

## **11. Monitoring**

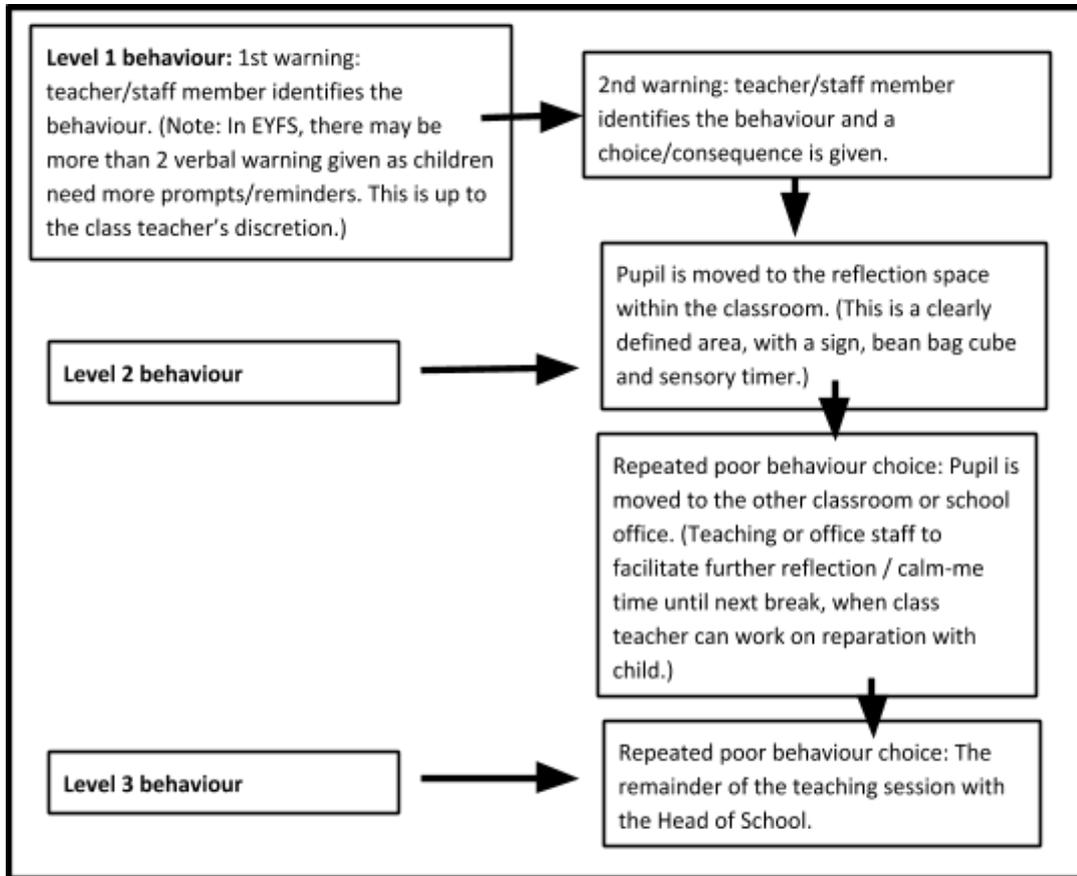
The effectiveness of this policy will be monitored by the Head of School on a regular basis. If necessary, any recommendations for adaptations will be put forward to the governing body. All reports of level 1, level 2, level 3 and level 4 behaviour will be recorded using the school's behaviour management system and any fixed term exclusions will be recorded. It is the governing body's responsibility to monitor the rate of fixed term exclusions and analyse any trends; they will ensure that the policy is administered fairly and consistently. Behaviour incident reports will be run by a member of the behaviour team on a half termly basis and it will be given to the Headteacher.

## **12. Review**

The governing body will review this policy annually however there may be a review more frequently if any adaptations need to be made or if the government introduces any new regulations surrounding behaviour management in schools. The governing body may review the policy if they receive any recommendations on how the policy might be improved.

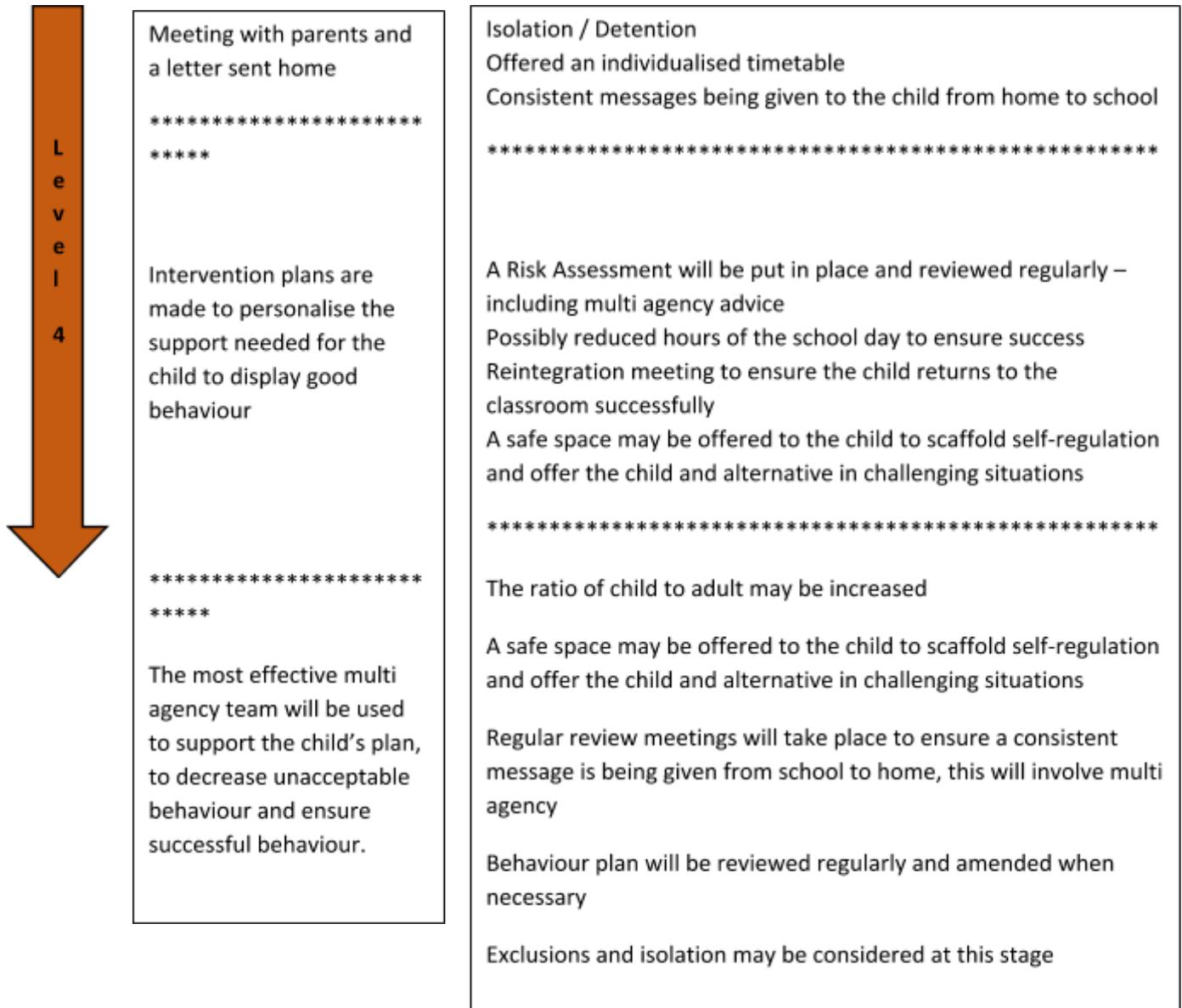
Written October 2020

**Appendix 1**  
**Behaviour Warnings Flow Chart**



## Appendix 2

### Behaviour Warnings Flow Chart: Level 4



### Appendix 3

#### Levels of Behaviour

Level One	Level Two	Level Three	Level Four
Not listening	Refusing to attempt work or work with others		
Not following instructions	Refusing to carry out an adult's instructions	Verbal threats to pupils and staff	Persistent disruptive behaviour
Answering back/calling out	Rudeness/mimicking of an adult	Personal insults (racist/homophobic/derogatory)	Racist/Derogatory harassment
Distracting others from learning	Leaving the classroom or playground without permission		
Swinging on chair	Climbing on furniture Sitting under furniture/ hiding in toilets	Intentional damage to property	Vandalism/Arson
Showing disrespect to people's property (no damage)	Graffiti	Taking things that belong to others	Theft
Spitting (not at a person)		Non age appropriate biting Spitting at someone	Wounding peer/adult Violent behaviour

Pushing/kicking whilst lining up	Pushing/kicking aggressively	Confrontational Behaviour Fighting	Premeditated violent behaviour
	Throwing objects	Throwing objects at peers/adults	Carrying/using a weapon
	Use of swearing/offensive language	Swearing/offensive language/hand gestures towards others	Sexual Misconduct
	Personal insults (not racism or homophobic)	Harassment (not bullying)	Bullying
			Drugs or alcohol on school site Other



## Appendix 4: Individual Behaviour Support Plan

Name:		SEN <input type="checkbox"/>	TAF <input type="checkbox"/>	CP <input type="checkbox"/>	Adults involved in writing the plan:
Class:		EAL <input type="checkbox"/>	CIN <input type="checkbox"/>	LAC <input type="checkbox"/>	
Background Information:					
<b>Presenting Behaviour</b>					
Appearance (what does the behaviour look like)			Social Attention <input type="checkbox"/>		
Rate (how often is the behaviour displayed)			Escape / Avoidance <input type="checkbox"/>		
Severity (the level of risk of harm to self and others)			Tangible <input type="checkbox"/>		
Duration (how long do the episodes of behaviour last)			Sensory <input type="checkbox"/>		
<b>Green Strategies (Proactive)</b>		<b>Amber Strategies (Early Warning Signs)</b>		<b>Red Strategies (Reactive)</b>	
<b>Blue Strategies (Post Incident / Support)</b>					

<b>Child's View</b>			
<b>What I find difficult</b>	<b>How might I behave</b>	<b>What you can do to help</b>	<b>What you should do if I show challenging behaviour</b>
<b>Parental View</b>			
<b>Behaviour at home</b>	<b>Strategies that help</b>	<b>Approaches to avoid</b>	<b>Interests</b>
<b>External Agencies</b>			
<b>Involvement, comments &amp; advice</b>			
<b>Signed (Parent/Carer)</b>		<b>Signed (School)</b>	
<b>Signed (Student)</b>		<b>Signed (External Agency)</b>	

Appendix 5: Risk Ass



**OXFORDSHIRE  
COUNTY COUNCIL**  
**LEARNING & CULTURE**  
www.oxfordshire.gov.uk

**Risk Assessment Record –  
Pupil / Student Behaviour**  
Management of Health & Safety at Work Regulations

(Form PSB)

School or Service	Name of Pupil / Student	School Year	D.O.E <sup>(1)</sup>	D.O.B <sup>(1)</sup>

<b>B</b>	What are the behavioural patterns that present health and safety hazards?

<b>C</b>	What risks do they pose and to whom? <sup>(2)</sup>	Estimate Risk Level H / M / L <sup>(3)</sup>

	What measures have been taken to reduce the risks? <sup>(4 - 10)</sup>	Risk Level Achieved H / M / L <sup>(11)</sup>

	What further action is needed to reduce the risk? (State action/Specify dates)	Remaining Risk Level H / M / L <sup>(12)</sup>

	What activities cannot be reasonably safely managed without disproportionate costs? <sup>(13)</sup>
	Off-site activities

Name of Assessor:

Signed by:

Job Title:

Date:

Review Date:

## **Appendix 6: Home School Agreement**