

MENGHAM JUNIOR SCHOOL



Behaviour For Learning Policy

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Mengham Junior School
Behaviour for Learning Policy



At Mengham Junior School, we strive to be:

- **Successful learners**
- **Healthy and confident individuals**
- **Responsible members of our community**

We aim to make the link between teaching, learning and behaviour as clear as possible. In our school, we believe that teachers have the right to teach and learners have the right to learn. This policy has been put together with input from the pupils, staff and parents and governors therefore, every member of the school community has a responsibility to apply the strategies outlined in the policy in order that behaviour is managed consistently. This will help us to create a positive climate for learning in which everyone can feel happy, safe and be successful in their learning.

Our aims are to:

- create a safe, caring school where respect is demonstrated for all people and property.
- promote self-discipline by supporting children to make positive choices about their behaviour
- ensure children understand that their actions have consequences
- encourage an open partnership between parents and school in order to support their children's behaviour

It is recognised there will be times when children express their feelings and emotions through inappropriate behaviour. Children learn to discover where the boundaries of acceptable behaviour lie as part of growing up. We actively seek to understand the reasons behind unwanted and challenging behaviour in order to address any issues and support a child in making good decisions with regard to their behaviour.

Our vision and values are displayed around the school. Rewards and sanctions are also displayed around the school on our "Behaviour for Learning Pyramid". This also forms part of the Home School Agreement. Expected behaviours will be taught through good role modelling and will be reinforced through PDL and assemblies. Each class also creates a class charter linked to expected behaviours.

Expectations of Children's Behaviour

Children are supported to be able to be responsible members of the school community. Children are expected to:

- demonstrate exemplary behaviour at all times.
- maintain noise levels that are conducive to learning in the classroom
- ensure when moving around the school, they do so in a calm, quiet manner to ensure that other's learning is not disrupted.
- not leave the classroom unless they have been given permission.
- be respectful to their peers and adults.
- be respectful of their own and others' property.
- be truthful and honest.
- follow instructions.
- not hurt others with unkind words or actions.

In addition, the following is expected:

Assemblies:

- Children will enter and leave assemblies quietly with their shirts and blouses tucked in.

Lunch:

- In the lunch hall, children may talk quietly to those on their table. Children will be encouraged to use polite table manners and lunch staff will support children who may find this difficult.

Rewards

We endeavour to reward children for making good choices with regard to their behaviour and learning.

We employ a range of strategies to support and promote good behaviour.

House points are given as 'tokens' to children around the school by adults who see children making good choices with regard to behaviour. These can then be added to the house point boxes in the each of the house team boards.

These are some of the rewards that may be received.

- Learning Stars are given for exceptional effort in presentation, in learning or for thinking carefully about answers that are given
- Certificates are presented for completing Bronze, Silver, Gold and Platinum Learning Star charts; homework; spelling success; handwriting; times table achievements, and attendance.
- House Points are given for conduct in class and around the school.
- Work can be shared with Mrs Davies or another member of staff.
- If the school's reading challenge (8 books being read over the term) is completed a book of the child's choice is presented to them each term.
- There are end of term rewards which link to our aims to be **successful learners, healthy and confident individuals and responsible members of our community.**

The school has developed a system that ensures behaviour expectations are clear and easily understood. All behaviour expectations are based upon inclusion, common sense, mutual respect, and a desire to work hard and learn effectively in a safe and happy environment.

At Mengham Junior School, children are taught that everyone has choices. If someone chooses to misbehave then they will do so in the clear understanding that their action will bring about a consequence. The consequences in our school are simple, easily understood and calmly and consistently applied, and are used in line with school policy.

Behaviour management is an equal and joint responsibility of all adults who work in the school. The key to improving behaviour is to recognise and reward good behaviour when it happens.

Any response to unwanted behaviour needs to be realistic, proportionate to the action and, most importantly, at the **minimum level** required to effect the changes we want. At all times, staff are empowered to act in accordance with their professional judgement.

Staff Induction, Development and Support

All staff are issued with a copy of the school's behaviour policy, together with the school's child protection and safeguarding policies and staff code of conduct before commencing their employment and thereafter, as each policy is reviewed (annually).

During the course of the year, it may be identified that more training may be required in certain areas. This may be provided internally or externally and all staff will be required to attend. This is to ensure that messages received are clear and consistent.

Informal Behaviour Management Strategies

We will avoid, where possible, 'advertising' the unwanted behaviour (such as putting names on the board) and instead focus on displaying the behaviour we wish to see instead. This may take many forms and depend upon the relationships that have been developed with pupils. Examples of this include:

Tactical ignoring of unwanted behaviour

The 'look'

Non-verbal gestures

Distraction

Shift the focus of the pupil back on to the work in progress

Use positive choices, either...or...

Give time to respond which allows the child not to lose face

Partial agreement can deflect confrontation-when you have...then you can...

Proximity praise

Language of choice and consequences

Casual statement or question

Reminders

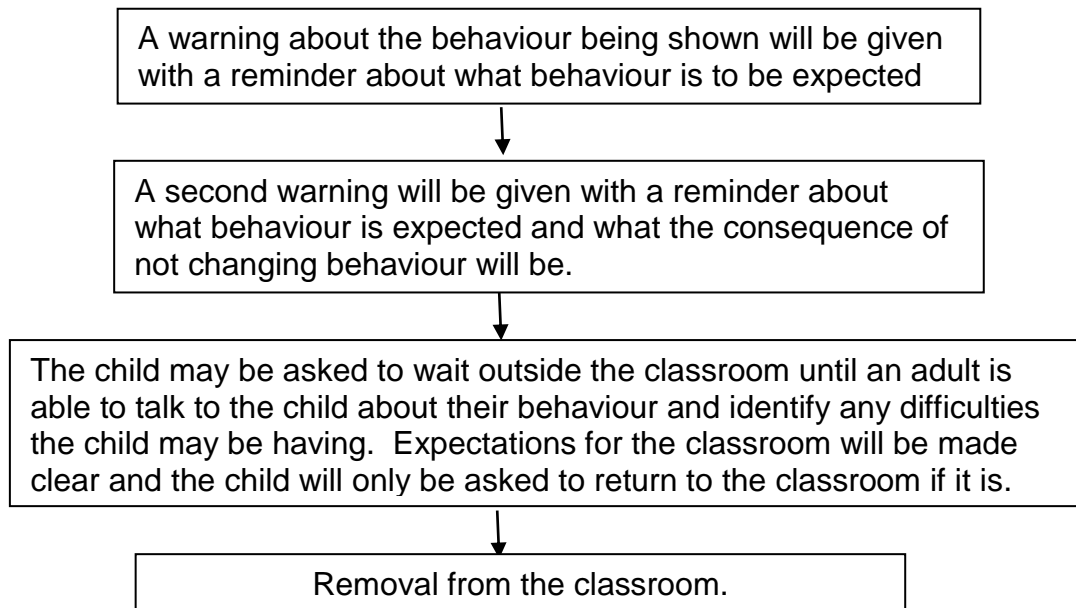
Individual 'safe spaces' for children with IBPs

This list is not exhaustive.

There may be time when these strategies are not effective in addressing the behaviour and more formal methods may be required. In these instances, any of the following may be applied:

Behaviour Management Consequences

In the classroom*:



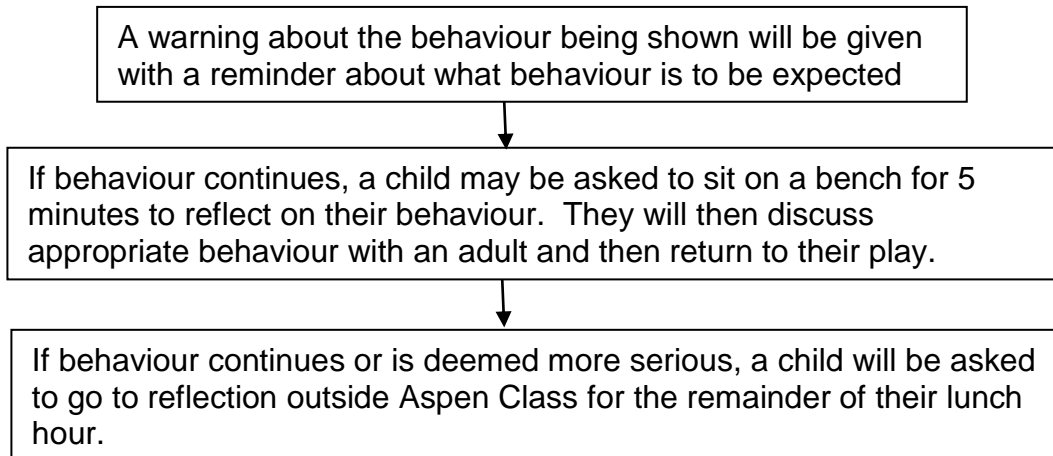
*Children with personal response plans will be responded to in accordance to their plan.

Removal from the classroom

Should unwanted behaviour remain persistent, the class teacher may take the decision to ask the child to work in another space in the school under the supervision of a teaching assistant in order to minimise disruption to other children's learning and/or for their safety. If a child refuses to leave the classroom, then support from a member of SLT may be requested. The period of time that a child will be removed from the class will be dependent on the child being able to calm (through self or co-regulation), attend to their learning, and be able to reflect on their behaviour in order to return to class and not disrupt the learning of others. This should ideally be reviewed by the end of the lesson they have been removed from. If agreed the child is ready, the supporting adult should make clear the behaviour expected on their return. Parents/carers will be informed by the class teacher if a child has been removed from the classroom. Persistent challenging behaviour must be logged on CPOMS.

Lunch time and play time behaviour:

All children are expected to be caring towards others, be respectful of property and be respectful towards adults. We encourage children to play and provide a range of activities for children to access in order to promote positive play and interactions. Children are not allowed in school during lunch periods unless given permission for a specific purpose. If children are not following the expectations then the following actions will be implemented:



Reflection

A lunch time supervisor or teaching assistant may require a child be sent to reflection for persistent challenging or unkind behaviour at lunchtime when the above strategies have not supported the child in behaving appropriately or following an incident at playtime.

If a child is to be sent to reflection, this should be communicated via the walkie talkies so the member of staff leading reflection is aware they should be attending and the reason why.

On arrival, the child should communicate with the leading adult, why they are in reflection. They should then be asked to sit at a table and complete a reflection sheet (Appendix A).

Names of children attending reflection should be recorded on CPOMS by the leading adult and shared with their class teacher at the end of the lunch period.

This will take place in the middle wing and led by a teaching assistant from 12:00pm until 1:00pm.

Report Card System

In the result of persistent inappropriate behaviour at lunch times and play times, a teacher or member of SLT may decide to employ the report card system (Appendix B) to support a child with managing their behaviour at play and lunch.

Green card

There are no restrictions to play at this time but this is a reminder about expectations and the child knows that their behaviour is being monitored.

Amber card

A child will carry their report card at play and lunch as a reminder of the behaviours expected of them. Restrictions will be made as to where the child can play (one playground or area of the grounds). This must be signed by at the class teacher or a member of SLT at the end of the session. The parent/carer should be made aware that the child has been placed on an amber report card and the reasons why provided. At the end of an agreed period, the teacher will decide whether to issue a green card if there has been an improvement in behaviour or whether to issue a red card. If a red card is required, then the class teacher should invite the parent/carer in to discuss their child's behaviour.

Red card

This may be issued if either a child has previously received an amber card and there has been no improvement, or there has been a more serious incident that requires an immediate red card. Further restrictions will be made to the child's lunch and play. This will mean alternative lunch arrangements are made such as staying inside.

If a child is in receipt of a report card, this will be communicated to the lunch time supervisors by the class teacher so that their behaviour can be monitored and positive play encouraged. Names and period of card usage will be added to the school notice board for reference. Lunch staff will be asked to report back any concerns regarding play to the class teacher at the end of lunch so this can be addressed and recorded appropriately. Issues of cards should be recorded by the class teacher on CPOMS.

Out-Of-Bounds Areas

Children must not be allowed in the staffroom or school office at any time. They must also not enter either the kitchen or pond area without supervision.

Positive Response Plans

It is recognised that some children may find meeting the high expectations of behaviour challenging. This may be because it has been identified that they have SEND, social, emotional or mental health needs, that they are experiencing a period of unsettlement, upset or change in their lives, that they are experiencing bereavement, or they are subject to safeguarding and/or child protection concerns.

Teachers will work with leaders in the school, the home school link worker, ELSA and parents to identify the root of persistently disruptive or challenging behaviour. It may be decided that a child may require more intensive support with their behaviour and a Positive Response Plan will be written by the class teacher with the support of the SENCo where necessary (Appendix C). All Positive Response Plans will identify

the child's needs, how they can best be supported and clear strategies to be used when responding to unwanted behaviour. These plans will be shared with the child and parents/carers and reviewed at least termly. All staff working with a child on a personal response plan will be made aware of the strategies being used to support behaviour in order that strategies are employed consistently.

Major Incidents

Major incidents will be addressed immediately by the Headteacher or Assistant Headteacher. Major incidents may include verbal or physical assault, stealing, bullying, deliberate damage to property, or leaving the school premises without permission.

All major incidents will be thoroughly investigated by the class teacher or, if more appropriate the Headteacher or Assistant Headteacher, will be discussed with child's parents and an appropriate course of action employed. Major incidents must be recorded on CPOMS.

Restrictive Intervention

We all have a duty of care towards the children in our setting. This duty of care applies as much to what we *don't* do as what we *do*. When children are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene. Our priority at times such as these is to diffuse the situation as quickly as possible and to ensure the safety of the child, their peers and the staff. A range of strategies may be employed in these situations and these will be based on what we know and understand of the individual child and in consideration of the situation and the environment. In most cases, this will involve a simple instruction to "Stop!" along with a warning of what might happen next and/or an attempt to divert the child to another activity.

However, if we judge that it is proportionate and reasonable, we may use restrictive physical intervention. Please refer to the Restrictive Physical Intervention policy guidance.

If a violent incident has occurred, then a risk assessment (Appendix D) will be created for that child in order to reduce the likelihood of a similar incident in the future. This will be discussed with the child's parents and reviewed in the event of any further incidents or at least yearly. Staff will record violent incidents on CPOMS.

Bullying

Bullying will not be tolerated at Mengham Junior School and will be dealt with on a case-by-case basis. Please see our anti-bullying policy <https://www.menghamjunior.co.uk/about-us/school-policies/> for further guidance on how bullying will be managed.

Child-on-child abuse

This will be dealt with in accordance with our child protection and safeguarding policies <https://www.menghamjunior.co.uk/about-us/school-policies/>

After School Learning Catch-up

A child is expected to complete the learning provided by their class teacher in order that gaps are not created in knowledge or skills and to prevent further difficulties in learning in the future. If, due to unwanted behaviour, this learning has not been completed then the child will be expected to make this up in their own time (play or lunch) under the supervision of the class teacher.

It may be that by the end of lunch this learning has not been completed. This will be discussed with the child's parent/carers and a period of time to make up for this lost learning may be needed after school. It may be an internal suspension is used the following day in order that missed learning is addressed.

Suspensions

A suspension is not viewed as a form of punishment. Suspensions will only be exercised when all other behaviour management strategies have failed or when a child poses a risk to their own or others' safety. A period of suspension enables a period of time for the child to calm if heightened, a chance to reflect on the behaviour, any reparative work to be completed and a reminder of expectations given before they return to class.

They also allow staff time to meet with the Headteacher to create a risk assessment (if appropriate) and to review any existing Personal Response Plans.

The type and length of a suspension will be employed in proportion to the behaviour displayed. Suspensions may only be issued by the Headteacher or Assistant Headteacher.

Suspensions may be issued as an immediate response to a major incident or the day/s following an incident as determined by a member of SLT.

Internal suspensions

These will take place in the school building under the supervision of a Headteacher or Assistant Headteacher. There may be occasions when this may be delegated to another member of staff.

An internal suspension may be required if a child has been asked to work in an alternative area of the school under the supervision of an adult, yet they continue to display unwanted or challenging behaviour or as a result of a major incident. Work will be provided by the class teacher to be completed in either the headteacher's office, the SLT room or another room as identified by a member of SLT. This will be in line with the work being completed by children in the classroom.

The length of time a child will remain in an internal suspension will be determined on the nature of the behaviour displayed. It may be, that after a period of time to calm and a chance to discuss their behaviour, then the child may be returned to their classroom. This will only be the case if it is felt that the child's behaviour is no longer a risk to others' safety or learning.

External suspensions

A period of external suspension is likely to be issued in the event that a child is unable to remain safely in the school building following a major incident.

In the event of an external suspension being deemed necessary by a headteacher or assistant headteacher, parents/carers will be required to collect their child from school as quickly as possible. This is in order to reduce the risks to the child, the school property and/or others. A letter will be provided explaining the reason for the suspension and the suspension period. Pupils will be provided with work to do at home and upon the child's return to school, parents/carers and the child themselves will be expected to meet with the Headteachers, or in their absence the Assistant Headteacher, for a re-integration meeting. During this meeting, any modified behaviour plans will be discussed and the risk assessment, if completed, shared. The work completed at home during the suspension will also be collected.

Read here for further information on suspensions and permanent exclusion see <https://www.gov.uk/government/publications/school-exclusion>

Banned Items

Children are not permitted to bring to school chewing gum, sweets, knives, smoking paraphernalia (including vapes), drugs or any other items deemed as weapons. If it is reported that a child may be carrying any of these items, then this should be reported to a member of SLT immediately so this can be investigated. A bag search may be performed if deemed necessary. A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. This will be performed with the child present unless felt that this may cause a risk to the child or the member of staff carrying out the search.

Children should not bring into school mobile phones or any smart devices with access to the internet or cameras. Mobile phones must be handed in to the school office in the mornings and collected at the end of the day.

In the event of such an item being in a child's possession at school, the child's parent/carer will be asked to come into school so this can be discussed further and appropriate action taken.

Please read in accordance with:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Liaising with External Agencies

In order to support a child's behaviour, we may seek support from a range of external agencies such a Primary Behaviour Service, The Educational Psychology Service, the Virtual School, the Mental Health Support Team, CAMHS (Child and Adolescent Mental Health Support) and other local mainstream and specialist Schools. This is will be completed in partnership with the child's parents/carers. There may also be times where we are concerned that a child's behaviour may be a result of a child protection or safeguarding concern and it may be necessary to share these concerns with children's services or the police in line with our safeguarding and child protection policies. This may be without the consent or knowledge of a parent/carer if we believe that sharing this concern my put the child at risk.

If a child has an allocated social worker or family support worker, then staff will liaise with this worker to share updates and concerns regarding the child's behaviour in school. The nominated worker will be informed of any incidents resulting in the removal from class or internal and external suspensions on the day of the incident taking place.

Behaviour Out of School

There may be occasions when the behaviour of a child/children outside of school causes concern. School may be alerted to this by the child's own parents, other children, other parents or members of the public. In these cases, a discussion with the child to identify what may have happened will take place, followed by a conversation with the child's parents by either a headteacher or the home school link worker. It may be agreed that the parents/carers manage the behaviour themselves or with support from school. A follow-up call or meeting may be arranged to review any agreed strategies put in place.

Preventing Reoccurrence

We will always seek ways to reduce the likelihood of unwanted behaviour reoccurring. This may be through a discussion with the pupil themselves about what they believe to be the difficulty and could result in a range of strategies being implemented such as, and not limited to, moving to an alternative seating area in the class, moving away from another child who they may be distracted by or adapting learning provision.

In the event of persistently challenging behaviour or major incidents then we may also provide internal interventions such as ELSA (Emotional Literacy Support Assistance), or targeted work with a TA to help a child identify their own behaviour and find ways of managing this.

Recording and Monitoring

Teachers are encouraged to identify out of character patterns of behaviour and consider whether adjustments to provision may need to be made or whether there are any other underlying concerns which require further investigation or support. The DSL and DDSL will review CPOMS weekly to ensure all safeguarding concerns are actioned. It may be that a need for Early Help is identified in which case this will be discussed with the parents and support sought. Internal and external suspensions will also be monitored for any patterns relating to pupil's with shared characteristics.

Major incidents should be reported in person to a member of SLT immediately.

This policy will be reviewed annually by the school council, parents, staff and governors.

This policy should be read alongside the following policies:

- Anti-bullying Policy
- Child Protection Policy and Safeguarding Policy
- Health and Safety Policy
- Restrictive Intervention Policy

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**Green
Break Time and Lunch Time Report
Card**



Pupil Name	
Reporting to	Class Teacher
Location	(Not limited on green report)

Target ✓ or X
General ✓ or X	Behaving appropriately and being kind and respectful to children and adults.

**Green
Break Time and Lunch Time Report
Card**



Pupil Name	
Reporting to	Class Teacher
Location	(Not limited on green report)

Target ✓ or X
General ✓ or X	Behaving appropriately and being kind and respectful to children and adults.

	Break				Lunch		
	T	G	Comment (if needed)		T	G	Comment (if needed)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

	Break				Lunch		
	T	G	Comment (if needed)		T	G	Comment (if needed)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Amber
Break Time and Lunch Time Report
Card



Pupil Name	
Reporting to	Class Teacher
Location	

Target ✓ or X
General ✓ or X	Behaving appropriately and being kind and respectful to children and adults.

Amber
Break Time and Lunch Time Report
Card



Pupil Name	
Reporting to	Class Teacher
Location	

Target ✓ or X
General ✓ or X	Behaving appropriately and being kind and respectful to children and adults.

	Break				Lunch		
	T	G	Comment (if needed)		T	G	Comment (if needed)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

	Break				Lunch		
	T	G	Comment (if needed)		T	G	Comment (if needed)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

**Red
Break Time and Lunch Time Report
Card**



Pupil Name	
Reporting to	Mr Harrison, Mrs Davies or Miss Rowsell
Location	

Target ✓ or X
General ✓ or X	Behaving appropriately and being kind and respectful to children and adults.

**Red
Break Time and Lunch Time Report
Card**



Pupil Name	
Reporting to	Mr Harrison, Mrs Davies or Miss Rowsell
Location	

Target ✓ or X
General ✓ or X	Behaving appropriately and being kind and respectful to children and adults.

	Break				Lunch		
	T	G	Comment (if needed)		T	G	Comment (if needed)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

	Break				Lunch		
	T	G	Comment (if needed)		T	G	Comment (if needed)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							



Interests	Teaching and Learning needs		Self-regulation needs
	<u>Barriers</u>		
	Key information		Behaviours we could see
Triggers	<i>All about me</i>		<u>Adult 'proactive' responses to behaviours</u>
			<u>Adult 'reactive' responses to behaviours</u>
	Transitional needs		
	<u>Morning</u>	<u>Break / Lunch</u>	<u>Afternoon</u>
6 Strand Targets			

<h1>Positive Response Plan</h1>	Issue Date: Next Review: Current Issue No:
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Appendix D – risk assessment

EIS edition January 2017

Challenging Behaviour in School Risk Assessment

(replace with more accurate title of risk assessment if required)

To be completed by those requiring to assess risks from children whose behaviour is, or is considered to be challenging or of a difficult nature to assist you in determining appropriate measures and strategies.

This assessment is in four parts:

- Part 1 – General assessment information & summary comments**
- Part 2 – Evaluation of risk**
- Part 3 – Preventative measures**
- Part 4 – Assessment summary**

PART 1

GENERAL ASSESSMENT INFORMATION & SUMMARY COMMENTS

School / Site	Insert school/site where assessment is being carried out		
Name of child	Insert name of child who's behaviour is being assessed		
Age & year group	Insert the age and year group of child under assessment		
Assessment date	Insert date when risk assessment is being carried out		
Assessment serial number	Insert local serial/identification number for future reference		

Assessor's comments	Insert comments relevant to findings as appropriate		
Name of assessor	Signature of assessor	Date	

Assessment reviews	Set future review dates & sign/comment upon completion		
Review date	Reviewed by	Reviewer signature	Remarks

PART 2	Evaluation of Risk
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BEHAVIOURS CAUSING CONCERN – ASSESSING THE LEVEL OF RISK

Use **Table One** to record your locally considered target(s) and levels of risk as determined below:

Target

The Target column in **Table One** should be used to indicate the type of person(s) to whom the challenging behaviour is or has been previously directed. Considerations should be based on known history, current knowledge and perception based upon local understanding. The appropriate Target codes (below) are to be entered in **Table One** against each related behaviour.

CODE	TYPE OF TARGET
A	Members of staff
B	Headteacher (specifically)
C	One other specific member of staff
D	Other pupils
E	The pupil himself
F	Visitors
G	The physical environment

Probability

Record your considered view of the likelihood that the behaviour will occur again using the following guide to identify your considered level of probability. The appropriate Probability codes (below) are to be entered in **Table One** against each related behaviour.

CODE	LEVEL	GENERAL DESCRIPTION
HL	HIGHLY LIKELY	Existing evidence leads staff to conclude that there is a high and concerning probability that the behaviour is likely to occur again.
L	LIKELY	There is a possibility that the behaviour is more likely than not to occur again.
U	UNLIKELY	Although the behaviour has happened before, the context has changed or can be changed to make it unlikely to happen again

Seriousness

Make a considered and balanced judgement about the seriousness of the challenging behaviour as below. The appropriate Seriousness codes (below) are to be entered into **Table One** against each related challenging behaviour.

CODE	LEVEL	GENERAL DESCRIPTION
VS	VERY SERIOUS	This includes physical injury requiring medical attention beyond basic first aid; extensive damage to property; significant distress caused to self or others; or lengthy disruption to school routines
S	SERIOUS	This includes physical injury requiring basic first aid within the school; minor damage to property; some distress caused to self or others; or brief disruption to school routines
LS	LESS SERIOUS	This does not include physical injury or damage to property but would include some level of minor distress to self or others; or some minor disruption to school routines

Influencing factors

When considering risk, the individual's character, and local on-site and off-site factors may have a significant impact in influencing the probability of the challenging behaviour taking place. Consider the factors below and/or add other factors to assist in determining where and when such challenging behaviour may be triggered or influenced.

Some influencing factors may be particularly closely related to particular challenging behaviours. You may choose to show this by recording the Influencing Factor codes (below) relating to each influencing factor in the final column of **Table One**. This may enable you to plan your preventive measures more specifically.

CODE	POSSIBLE INFLUENCING FACTORS
1	Periods of unstructured activity
2	Particular environments or lessons or transition times
3	Spaces which involve close physical proximity
4	Home pressures/factors including changes in, or unsettled home environment
5	School pressures/factors including assessment periods or routine changes
6	Particular adults or children in school
7	Availability of dangerous equipment
8	Other (please specify)

Table One – Behaviours Causing Concern

The challenging behaviours listed in Table One (below) represent a typical range of potential behaviours which may not necessarily represent those challenging behaviours that are being addressed on your particular site.

Where these listed behaviours (below) differ from those being experienced on your site, you are encouraged to adapt and /or insert the challenging behaviours that are specific to the problems being encountered at your site and which are pertinent to the behavioural actions of the child.

Table One		BEHAVIOURS CAUSING CONCERN			
CHALLENGING BEHAVIOUR (RISK AREA)	TARGET CODES	PROBABILITY CODES	SERIOUSNESS CODES	INFLUENCING FACTOR CODES	
Verbal aggression (swearing, threats)					
Kicking					
Punching					
Biting					
Scratching					
Spitting					
Hair pulling					
Intimidation through physical actions					
Other physical aggression (specify)					
Property destruction or damage					
Running from immediate location					
Running off site					
Refusal to move or obey instruction					
Use of equipment as weapon (throw)					
Use of a specific weapon					
Other (please specify)					
PART 3	Preventative Measures				

A range of common and site specific preventive measures can be implemented to reduce the risks associated with challenging behaviour so as to protect those potential targets from unnecessary harm and distress. Use **Table Two** and **Table Three** to show whether these are:

- Currently in **place (P)**
- Currently being **actioned (A)**
- Considered to be **inappropriate** to the particular risks presented (**I**)
- Previously actioned but proven to be **unmanageable and ineffective (U)**

Table Two – Proactive measures

These measures are intended to prevent challenging behaviour and prevent or reduce the probability of the onset of conditions that would potentially facilitate the challenging behaviour.

Table Two	PROACTIVE MEASURES	P	A	I	U
	Eliciting pupil view in planning and review				
	Providing regular feedback and pastoral support to pupil				
	Involving parent/carer in decision-making and planning				
	Involving outside agencies (e.g. EP, BSU, Social Services)				
	Establishing an individual plan				
	Providing regular supervision to staff working with the pupil				
	Adapting curriculum arrangements to reflect challenge, choice & structure levels appropriate to the pupil's assessed needs				
	Adapting group arrangements to promote positive peer models and minimise inappropriate contact				
	Arranging furniture and other equipment to minimise movement and frustration				
	Providing frequent rest or change of activity opportunities				
	Establishing a positive teaching programme to increase the pupil's range of appropriate skills				
	Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme, and through other appropriate behaviour				
	Identifying the message communicated by the pupil's behaviour				
	Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents				
	Providing staff support at difficult times, such as start of day, changeover between lessons, break times, specific lessons				
	Systematically reviewing difficult incidents in order to improve upon practice and learn from experience				
	Other proactive measures (Please specify)				

Table Three – Reactive measures

These measures and strategies are intended to enable an effective response to early warning signs or an escalating situation where challenging behaviour may take place or may already have taken place, or where conditions have facilitated an opportunity for challenging behaviour to take place.

Table Three	REACTIVE MEASURES	P	A	I	U
Active listening					
Environmental adaptation (e.g. removing triggers, changing peer and/or staffing arrangements) (Please specify)					
Diversion or distraction to a preferred activity (Please specify)					
Assistance in the use of an agreed strategy such as a particular communication symbol or an exit card (Please specify)					
Physical intervention (See Note 1 below) (Please specify the planned technique)					
Other (Please specify)					
Other (Please specify)					
Other (Please specify)					
Other (Please specify)					

Note 1:

All physical intervention must take place within the context of the Hampshire County Council guidance ‘*Guidelines for the use of physical restraint in schools maintained by Hampshire County Council*’. Specific training in physical intervention is available through Hampshire Educational Psychology Service where the level of risk justifies such training.
Key actions

PART 4	Assessment Summary
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Some schools and other sites may choose to complete the Assessment Summary shown below in **Table Five** so that the key points arising can be shared easily with all staff. A number of separate challenging behaviours can be recorded with recommended actions and agreed set procedures, each listed against each challenging behaviour that may take place or that may be of concern.

Table Five		ASSESSMENT SUMMARY		
Challenging behaviour risk assessment summary for:				Completed on:
Behaviour(s) causing Concern	Environment(s) where it is likely to be shown	Seriousness (VS, S or LS)	Key proactive strategies	Key reactive strategies

END OF RISK ASSESSMENT