

‘Aim High, Let Your Light Shine.’ Matthew 5:16

Holy Trinity CE Primary School

Behaviour Policy

A therapeutic approach to behaviour.

Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body in September 2023

It is due for review – *September 2024*

Signature Date Head Teacher

Signature Date Chair of Governors

Vision and Values

At Holy Trinity Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. We provide all pupils with equal opportunities regardless of their age, gender, educational needs, disability, race, social or cultural backgrounds. We see each child as an individual and strongly believe in being an inclusive school that provides the best possible learning opportunities and experience for all.

Our school vision ‘‘Aim High, Let Your Light Shine.’ Matthew 5:16’ embodies this ethos enabling all our pupils to experience success in learning and to achieve as high a standard as possible. Our children are encouraged to be the very best they can be. We understand that, where people are negatively affected by poor behaviour choices, appropriate behaviour needs to be taught and modelled to the children. Working with the children’s feelings and experiences develops their internal discipline which leads to long-lasting change. Christian values underpin our peaceful school, and we utilise these alongside a culture of mutual respect, to ensure the happiness and personal growth of each individual. By working in partnership with families we nurture the whole child and provide a basis for a hopeful future for our pupils to develop into responsible and fulfilled members of society.

Our therapeutic approach to behaviour management has been inspired by the Step On training we received from Hertfordshire Steps in the academic year 2021-2023. This policy outlines the purpose, nature and management of behaviour in our school in line with Hertfordshire Steps. Every school relies on its members behaving in certain ways to achieve its purpose our school’s central purpose is concerned with children’s learning and their overall well-being and readiness to access the school community.

This policy highlights classroom practices and procedures that promote prosocial behaviour and the consequences which result when children do not follow the behaviour expectations within our school community. It gives staff, pupils, parents and governors a clear guide to principles and practices relating to the promotion of positive behaviour. It aims to create and sustain a positive, supportive and secure environment for all who work in the school underpinned by our school values

Therapeutic Approach

All teaching staff are trained in a therapeutic approach to behaviour intervention. We recognise that negative experiences can create negative behaviour, whilst positive experiences create positive feelings and positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting with anti-social behaviour.

As a school we recognise that behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstance that affect the child. To enable change we need to understand the child's behaviour not just suppress the behaviour using a therapeutic approach growing our children independence.

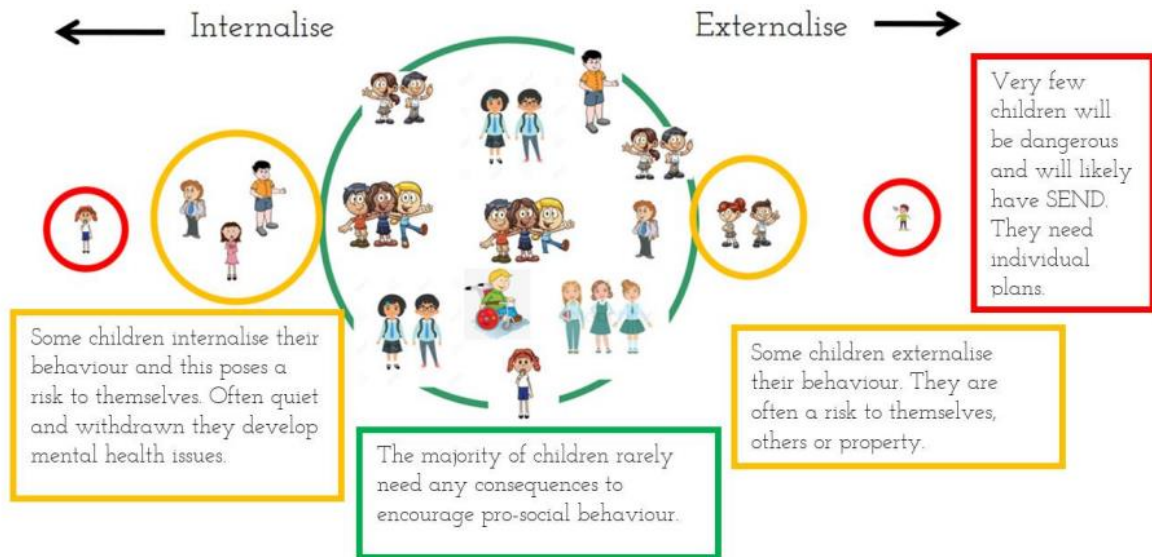


Curriculum and learning.

At Holy Trinity we recognise the need to teach pro social behaviour as we teach other areas of the curriculum through modelling and praise for good practice. Clear routines need to be in place in the classroom and around the school. These routines are regularly referred to so that all children understand the part they play as a member of the school community. Children are taught about their feelings and emotions during everyday teaching opportunities, through Zones of Regulation and PSHE lessons that includes participation in Anti- Bullying week and Children Mental Health and Wellbeing Week. A calm, engaging well ordered learning environment is established with opportunity to grow within a positive structure.

Inclusion

At Holy Trinity we are an inclusive school that supports every child's individual needs. Where children have a significant difference to their peers, we support them through adaptations.

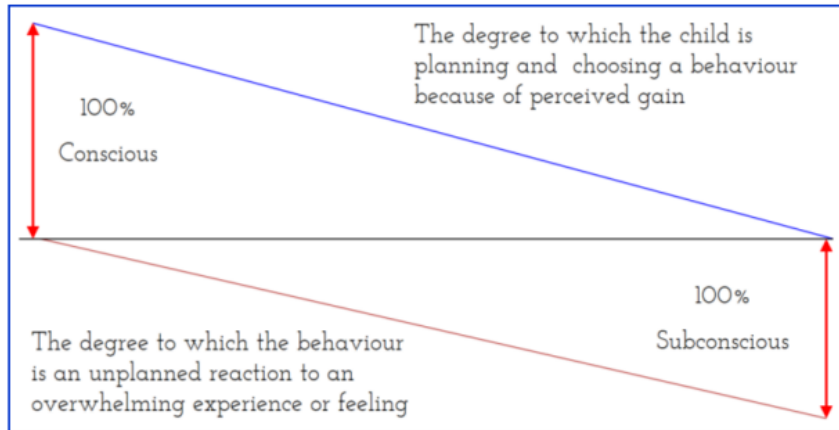


This policy is the plan for the majority of children (green & orange). In addition, some children may require an Individual Risk Reduction Plan (Appendix ...) to formalise strategies that differentiate from the policy. When adapting provision, teaching staff need to refer to the model above considering the following:

- Consider the feelings of all children when trying to teach pro-social behaviour. Approaches that create fear turn green children orange. Give the children what they need to feel the same.
- Orange children usually benefit from a nurturing approach however they need to be in separate groups. Those that act-out are likely to heighten the anxieties of those who internalise behaviours.
- Look carefully at the green group for potential internalisers. They often seem to be okay and have strategies to avoid being noticed.
- Very few children would be considered dangerous or highly difficult (red). These children will need external professional support and careful plans.

Mental health and well-being

One in ten children have a clinically diagnosed mental health disorder and about one in seven has a less severe problem. This policy recognises that some children are more vulnerable to developing mental health issues because of exposure to certain risk factors and a lack of protective factors. We aim to promote positive mental health by identifying and addressing potential problems at an early stage and build the children's resilience. Behaviour can be a mixture of both conscious and subconscious choices. Sometimes the behaviour chooses the child such as children with conduct disorders or mental health issues.



Largely sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. All staff consider the mental health and well-being of the children they are working with.

SEND

At Holy Trinity we have a number of pupils who need further consideration with regards to behaviour. A distinction has to be made between developmental behaviour and persistently difficult and dangerous behaviour. These are often pupils identified on the SEND register. These pupils have general and specific behaviour strategies and interventions as part of their individual programs in school. We observe and record pupil's behaviour so we can gather an accurate representation of their behaviour within school. Using these observations, staff look at patterns of behaviour and adapt interventions and approaches if necessary, or seek advice from external agencies if challenging behaviour continues to present itself. Staff will be aware of triggers for inappropriate behaviour and will implement techniques appropriate to the individual to prevent these behaviours.

We always aim to use proactive strategies with children with SEN to promote a high level of positive behaviour. Visual and auditory reminders of school rules and expectations are referred to whenever appropriate. Key workers and staff continually provide positive models for children, based on friendliness, mutual respect and care. Strategies are used consistently with each child and it is important that we share behaviour management

strategies between home and school. Staff work closely with parents/carers to continually develop their practice and understand the reasons for and prevention of challenging behaviours. They adopt a reassuring approach to children in regards to reminders of appropriate behaviour and will explain why changes to behaviour may be necessary in an appropriate level to each individual child's developmental stage. Pupils are encouraged to gain independence, as often as possible, through staff support and life skills

Pro Social behaviour

Pro social behaviour can be defined as relating to behaviour which is positive, helpful, and values social acceptance We aim to prevent or minimise anti-social behaviour by providing the children with a positive, memorable learning experience. We understand that all behaviour is a form of communication and is about making choices. To help the children develop successfully we create a school environment that encourages responsibility and promotes pro-social behaviour choices. This can be done by:

- Develop positive and trusting relationships built on mutual respect
- Always greet the children
- Build positive relationships with parents
- Take a genuine interest in the children and get to know them and their families
- Model respectful behaviour
- Listen carefully to the children & encourage them to share their thoughts, feeling & opinions
- Provide a safe and enjoyable physical environment
- Provide quality learning opportunities through an engaging curriculum,
- Always use positive body language, no member of staff will use escalating body language such as eye to eye contact,
- Communications with parents, verbally, schoolcomms, Marvellous Me, google classroom.
- Show achievement, special mentions, work of the week, Hot Chocolate Friday
- Develop children's understanding of Christian values and through collective & class worship

At Holy | Trinity we have adopted the following preferred practices, which all staff within our community follow to ensure consistency. These are designed to increase the sense of shared professional consistency across the school. They are thought of as a set of behaviour principles to refer to when considering specific strategies for managing children's behaviour;

1. Consistency: have a clear and united approach to behaviour intervention
2. Praise and reward: promote pro-social behaviour
3. Good role models: invite, model and expect respect
4. Guide the children: use positive correction
5. Avoid arguments: focus on primary behaviour
6. Time to think/ movement break: applying a school-wide agreement for calming down and reflection
7. Apply consequences: use related and reasonable consequences
8. Clarity: establish and revisit common rights, responsibilities and routines
9. Assertiveness: minimise unnecessary confrontation whilst building positive relationships:

- use a tone, pitch, cadence and volume that would be appropriate to be used with all adults and children
- listening
- mutual respect being consistent
- developing scripts and routines
- using positive phrasing
- planning
- praise and positive reinforcement
- comfort and forgiveness
- putting ourselves in the shoes of a pupil and considering how each action could make a pupil feel
- giving pupils time to reflect, repair and restore

Unsocial or Antisocial behaviour

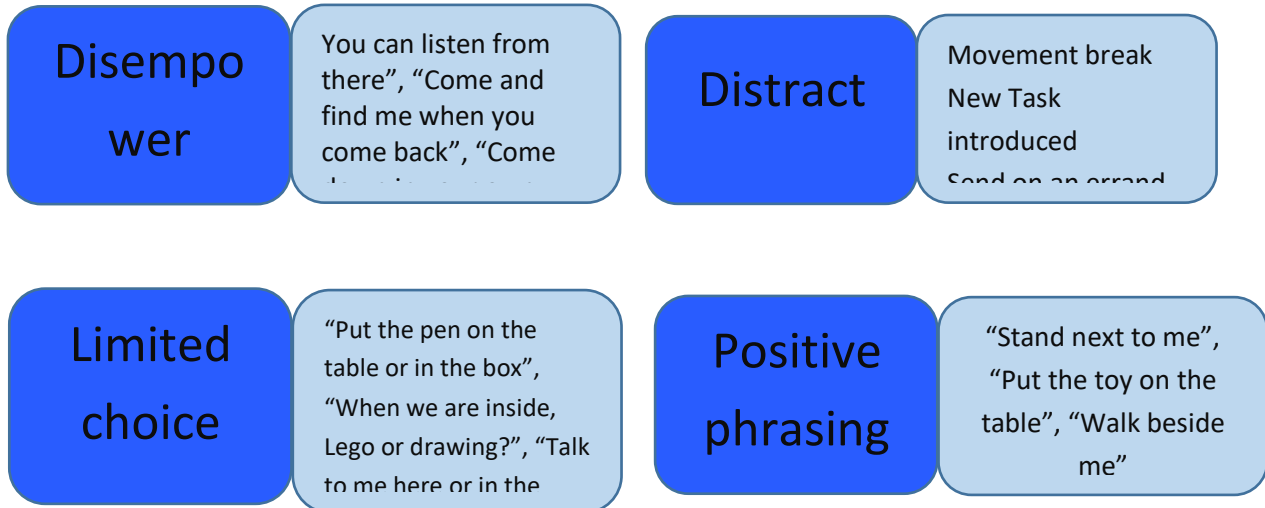
As a school we acknowledge that despite preferred practices with promoting prosocial behaviour there will be times when children display antisocial or unsocial behaviour. This will at times manifest as difficult behaviour, when it is disruptive but does not cause harm to others as well as on rare occasions dangerous behaviour, when people or property may be caused significant harm or damage. When managing antisocial or unsocial behaviour staff must consider whether the behaviour is conscious or subconscious. There are a number of further actions that we consider in order to predict and plan for these behaviours in so that they can be prevented in the future. Typical features of this sort of behaviour could include;

- Talking unnecessarily or chatting
- Calling out without permission
- Being slow to start work or follow instructions
- Showing a lack of respect for each other and staff
- Rough play where someone gets hurt: Slapping, pinching, tripping, shoving in the back or pulling someone to the floor
- Continual undirected inappropriate language
- Refusal to work
- Refusal to follow instruction/cooperate
- Persistent invading of another person's personal space
- Persistent lack of effort
- Deliberately provoking others
- Deliberate unkindness to others
- Violent physical aggression causing personal injury: intentional punching, kicking, headbutting, biting or slapping
- Directed verbal abuse towards an adult or pupil including swearing, racist language, sexist language, homophobic language
- Use of objects/weapons to intentionally hurt others Bullying/persistent intimidation

All responses by staff seek to de-escalate behaviour and encourage positive behaviour including the use of positive phrasing e.g. limiting choice, disempowering the behaviour, as well restorative/educational consequences e.g. time with an adult, intervention. All school staff make explicit their high expectations of behaviour and disruptions will be dealt with

fairly and consistently. Children are made aware of what good behaviour for learning looks like.

For those children with limited pro-social behaviours, a Roots and Fruits tool, Anxiety Mapping tool and a behaviour plan such as a Risk Management Plan may be used. The Risk Assessment calculator will be used to guide the creation of the Risk Management Plan. (See Appendix...) This can be achieved through one of or a combination of the following approaches as appropriate:



De-escalation script.

- Use the person's name – "David"
- Acknowledge their right to their feelings – "I can see something is wrong"
- Tell them you are there – "I can see something is wrong"
- Offer help – "Talk to me and I will listen"
- Offer a "get-out" (positive phrasing) – "Come with me and..."

Restorative Approaches

At Holy Trinity we believe responses to challenging behaviour should involve building relationships and repairing harm. As a result of difficult or dangerous behaviour a protective consequence may be put into place followed by an educational consequence, giving an opportunity to repair or restore. Where appropriate we ask each of the children involved to reflect and give their view of the incident.

When establishing behaviour consequences we try to relate the behaviour and the consequential outcome. Some behaviours require a protective consequence but it is essential that there is always an educational consequence. Educational consequences provide the student with the skills and incentives to behave differently faced with the same

set of circumstances reoccurring. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences.

Educational consequence	Protective consequence
1:1 or group conference (Class Teacher) Small restorative project Cartoon conversations Completing a good deed for a friend Completing tasks Rehearsing situations Assisting with repairs Restorative meetings	Move learning space Time out Miss break time Contact parents Increased supervision Limited access to outside space Escorted in social situations Differentiated teaching space Fixed-term exclusion Permanent exclusion

Individual Plans

Pupils identified as having antisocial or unsocial behaviour will receive the support and provision that is required to help them achieve the best possible educational, social and emotional outcomes. Teachers should make the SENCO, Headteacher or Deputy Headteacher aware of any children who need additional and specific support

A small number of our children have significant needs, which result in high levels of anxiety leading to difficult or dangerous behaviour. Consistent, specific planned responses and strategies carefully chosen for each child need to be implemented to provide effective support. The procedure for behaviours that are becoming difficult or dangerous uses proformas (available in school) as follows:

1. **Roots and Fruits** analysis to understand how feelings are affecting behaviours.
2. **Anxiety Mapping** to predict and prevent escalation.
3. **De-escalation script** used by all staff (on back of staff lanyards as a prompt).
4. **Individualised scripts** to be used by all staff in specified situations to ensure a consistent approach as specified in the Risk Reduction Plan.
5. **Educational consequence** must be appropriate to the incident and individual -this must be logical, purposeful and meaningful.
6. **Protective consequence** may be necessary i.e. the removal of a freedom to manage harm. This could include an increased staff ratio, limited access to outdoor space, escorted in social situations, differentiated teaching space or exclusion from an area of the school.
7. **Predict and prevent mini plan** (Appendix ...)

8. Individual risk reduction plan (Appendix ...) based and must be formulated on the information above.

All plans must be shared with all staff who work with the child as well as discussed with parents at each stage. Furthermore reflect, repair and restore is a key element of the Steps approach and must be included within all aspects of school life and used in the planning procedure above. This involves;

- Discussion with pupil/pupils involved
- Consider teaching of how to deal with behaviour.
- Non repetitive/repetitive
- If intervention required, speak with SLT
- Complete behaviour log- CPOM's
- Monitor impact of teaching/intervention
- Roots and Fruits/anxiety mapping 5
- RMP when needed
- Contact parents at decision of SLT

Risk Reduction Plans

Children whose behaviour may place themselves and others at a risk of harm must have individual Risk Reduction Plans. These are overseen by the Headteacher, and SENCo who will ensure that they are reviewed and updated in order to reflect changes and progress. Children who may need a Risk Reduction Plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include children who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. Plans will be developed by all adults who work with the child and, as plans are working documents, they will be updated as the need arrives and at least once each half term. A plan will:

- Take into consideration the times/ places/ lessons that give the child greater anxiety and triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the child's anxiety and enable them to show positive behaviours at school.
- Give clear de-escalation strategies and scripts that all adults can follow when speaking to the child to lessen difficult and dangerous behaviours.

Reflect, Repair and Restore (after a crisis)

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?

- Summarise what we have learnt so they are able to respond differently next time?

Physical Intervention

Our commitment to positive behaviour management means that physical intervention is used very rarely, and only as a last resort when all other preventative methods detailed above have proved ineffective. There are situations when physical intervention may be necessary. Staff are trained by Hertfordshire Steps tutors in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include;

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

Communication and Recording with school

All incidents of behaviour are logged using our recording system, CPOM's in which all members of staff have access to. This includes lunchtime staff, caretakers and office staff as well as Teachers and Teaching Assistants. All incident must be logged as soon as possible within 24 hours and actions are tracked via the DSP's and/or class teachers. Parents are kept in regular contact via the school, depending on the nature of the behaviour either via the class teacher, SENCO, Deputy Headteacher or the Headteacher. Any adaptations, support or management plans are designed in conjunction with parents and the pupil.

Exclusions

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not taken lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school. The Headteacher/Deputy Headteacher are responsible for ensuring that this policy is implemented and for reporting to governors on its impact. In extreme circumstances a fixed term exclusion may be given in these circumstances, he or she will:

- inform the pupil's parent(s) or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary,
- carry out an investigation to identify the reasons for an exclusion,
- advise the parent/carers that they may make representations about the exclusion to the governing body's discipline committee,
- advise the parent/carers how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided,
- notify both the local authority and the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of;

- (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one;
- (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five;
- (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

The governing body has an Exclusions Committee. They will ensure they receive training to fulfil their role. The Headteacher is not a member of this committee. The committee will have regard to any guidance given by the Secretary of State. If the Exclusions Committee decide that a pupil should be reinstated they will give the appropriate direction to the Headteacher (who is under a duty to comply with it) and inform the parent and LA of their decision. If they decide that a pupil should not be reinstated, they will inform the parent, the Headteacher and the LA of their decision. In the case of a permanent exclusion they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Appendix 1- Definitions

Anti-social Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme prosocial to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being Therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

Bribery: The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Pro-social Behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

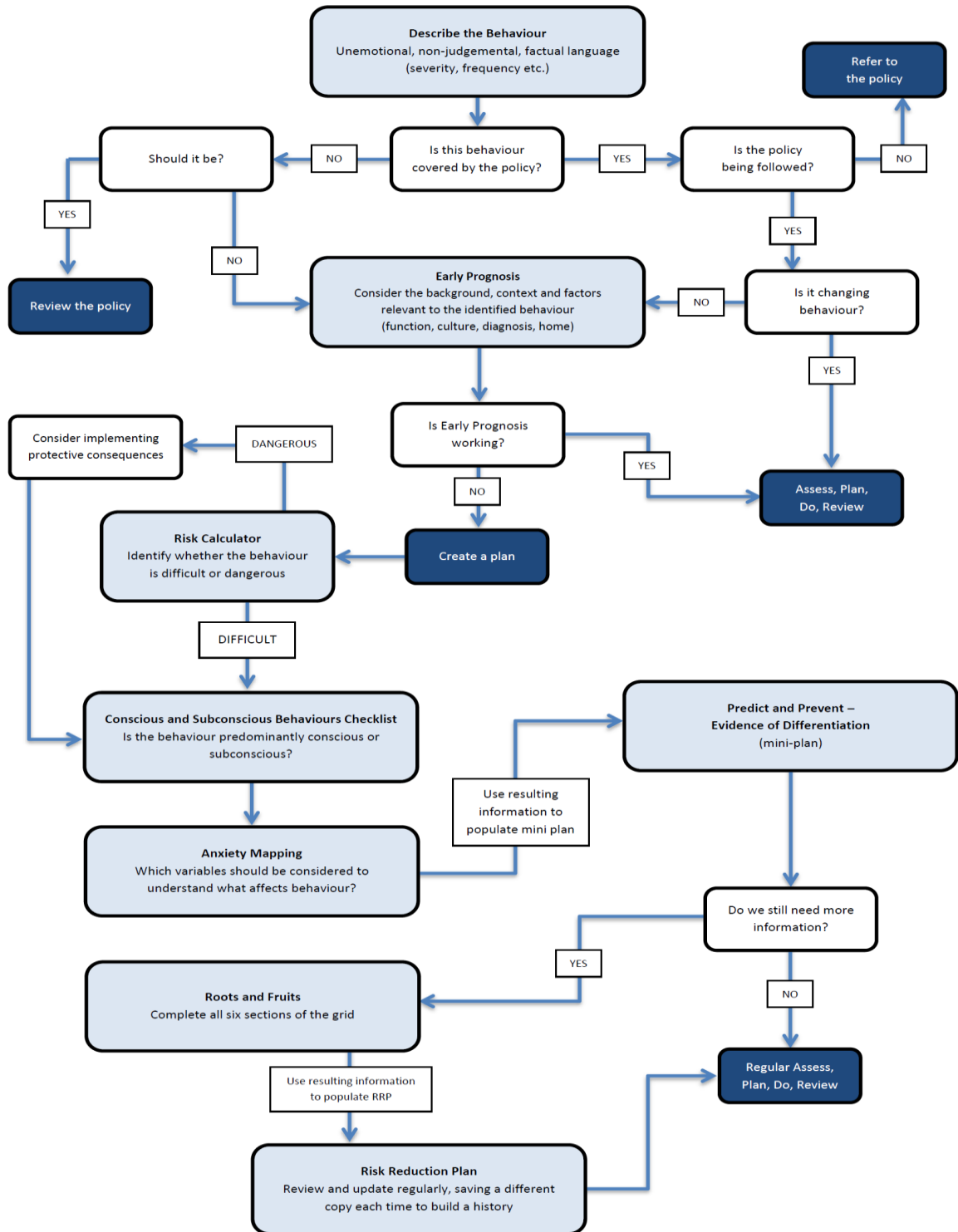
Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsocial Behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

Appendix 2 – behaviour flow chart steps



Appendix 3 – Phrasing

<p>We will use Positive Phrasing.. –</p> <p>“Stand next to me” “Put the toy on the table” “Walk beside me” “Switch off the computer” “Walk beside me to the library” “Stay seated in your chair”</p>	<p>...rather than Negative Phrasing</p> <p>“Stop being silly” “Be good” “Don’t throw the pen!” “Stop running!” “Don’t talk to me like that!” “Calm down!”</p>
<p>We will provide children with a limited choice...</p> <p>“Put the pen on the table or in the box” “Where should we talk – here or in the library? “I’m making a drink? Lemon or Orange” “Are you going to sit on your own or with the group?” “When we are inside, Lego or drawing” “Are you starting with the picture or the writing?”</p>	<p>...rather than demanding language and providing the children with no choice...</p> <p>“Get in here now!” “Get out!” “Do as you’re told!” “Give it to me now!”</p> <p>Open choice – “What do you want to do? Would you like to go inside?”</p>
<p>We will disempower the behaviour</p> <p>“You can listen from there” “Come and find me when you come back” “Come down in your own time” “Come out from under the table in your own time”</p>	<p>...rather than empowering the behaviour</p> <p>“Come back here now!” “You are not allowed in there” “Get down from there!” “Don’t you dare swear at me!” “i will let you use the computer if...”</p>
<p>We will use positive scripts...</p> <p>“Take Turns” “Walking feet” “Listening Ears” “Kind Words” “Kind hands and feet”</p>	<p>...rather than negative scripts</p> <p>“Do you think you’re clever?” “Do I look stupid?” “What did you say?” “Here we go again!” “How many times...”</p>
<p>Example of use in class.</p> <p>Positive Phrasing “Come and sit next to me for the story” – (Repeat, Remind, Take-up Time)</p>	
<p>Limited Choice “Would you like to sit on the chair or the beanbag?”</p> <p>Disempowering the behaviour “You can listen to the story from there.”</p> <p>Consequence “We will check you understand the story before you go out to playtime.”</p>	

De-Escalation Script

Use the person's name – "David"

Acknowledge their right to their feelings – "I can see something is wrong"

Tell them why you are there – "I am here to help"

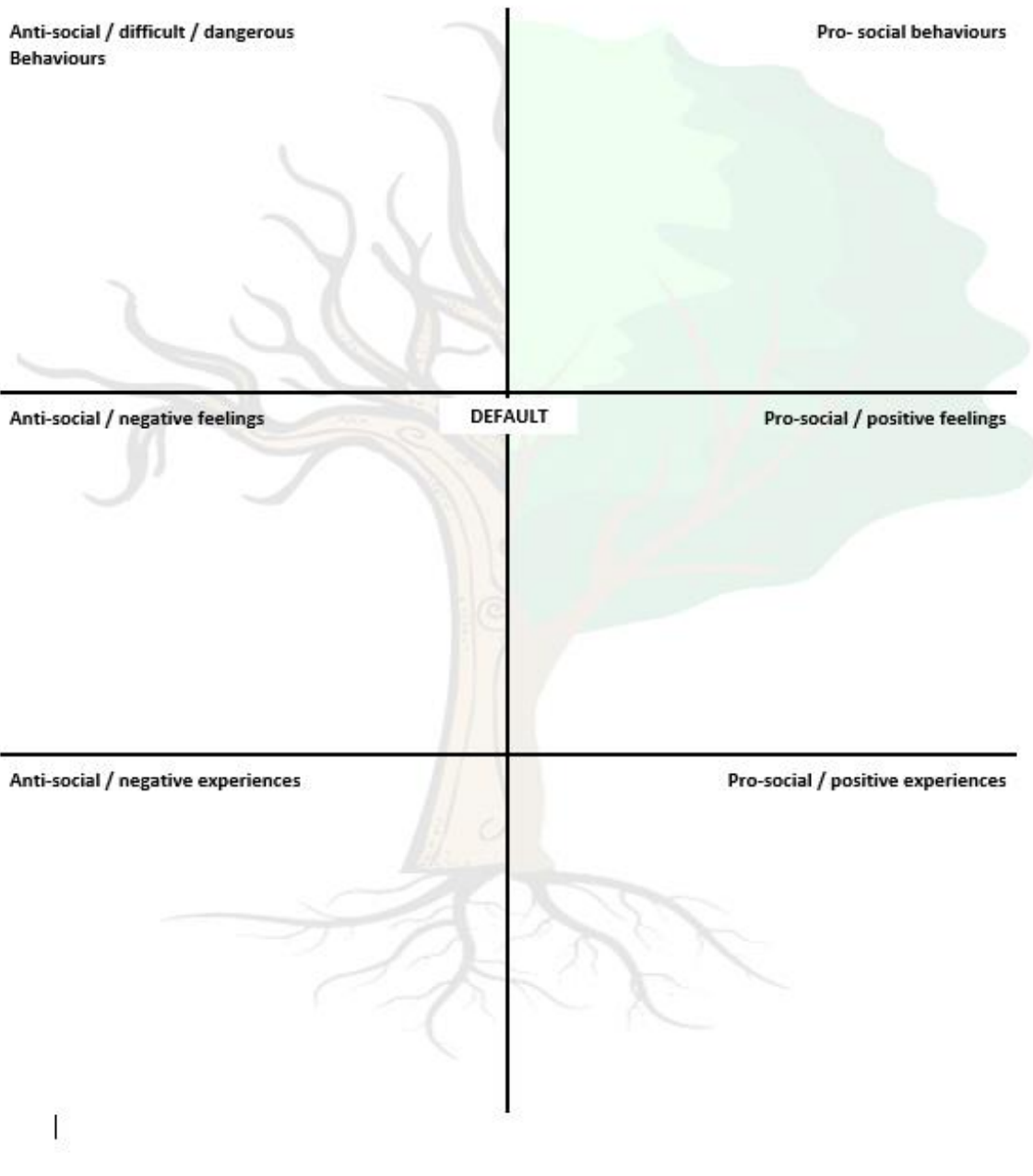
Offer help – "Talk to me and I will listen"

Offer a "get-out" (positive phrasing) – "Come with me and..."

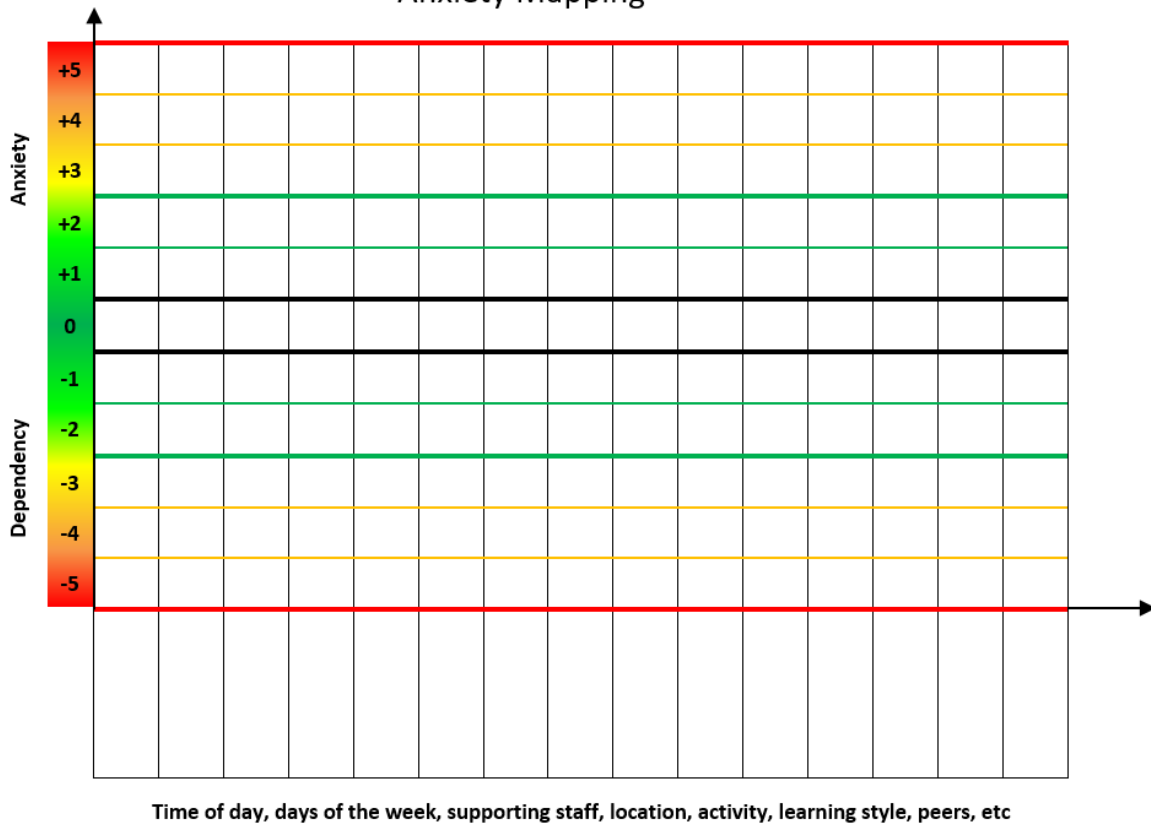
Appendix 4 – Roots and Fruits

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Anxiety Mapping



Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 - +5	These items overwhelm the pupil 1. 2. 3. 4. 5.	Planned Differentiation required to reduce anxiety 1. 2. 3. 4. 5.
	+2	These items run the risk of overwhelming the pupil 6. 7. 8.	Monitoring needed 6. 7. 8.
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant 9. 10. 11.	Monitoring needed 9. 10. 11.
	-2 - -5	These areas have developed an over reliance 12. 13. 14.	Differentiation needed to reduce this over reliance 12. 13. 14.

Anxiety Mapping Guidance

By tracking staff, location, activity, peers, days etc. against the student's anxiety we can manage the anxiety based feelings that creates difficult and dangerous behaviours. By completing a variety of anxiety maps we can then cross reference these to identify multiple high anxieties such as a certain adult, who is leading an activity at a certain time meaning it is likely that these 3 rises will result in the pupil being unable to cope. Anxiety mapping is a tool used over time to collect information to be analysed to understand the feelings and experiences affecting the child or young person. The aim is to predict escalation and prevent it through differentiation or support. They are best completed over at least a week of observation and discussion to ensure the grid is an accurate reflection of the stimulus

	Score	<u>Description</u>
Raised Anxiety	+2 to +5	Reflects raised anxiety where the individual would need support, differentiation and help to change or manage the experience or feelings. If there was no support offered the individual would begin to display behaviour that may be linked with feeling overwhelmed or being unable to process without assistance
	0 to +2	Would reflect a raise in anxiety that the individual could cope with without needing assistance or differentiation.
	0	Would reflect that the time, location, staff or activity has no impact on the individual
Increased dependency	0 to -2	Would reflect lower anxiety where the individual feels calm, reflective and motivated linked to time, location, adult or activity
	-2 to -5	Reflects an overwhelming reliance on an object, person or place and without this the child would be unable to manage their feelings or behaviours until this was returned

Each child or young person's -5 to +5 would be specific and observable to them and their behaviour

Appendix 6 - Early Prognosis Plan

Steps – Early Prognosis (Blank)

Date:
Staff member:

Context (home and school)

- Complete if required

Diagnosis

- Complete if required

The behaviour

Function

Sensory		Action:
Escape or avoidance		Action:
Attention		Action:
Tangible gain		Action:

Cultural expectations

- Complete if required

Hypothesis:

Action:

Appendix 7 – Risk Reduction Plan

Risk Reduction Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / 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.....