



# Lawn Primary and Nursery School

## **Relationships and Positive Behaviour Policy**

*Our Vision – ‘Children to be Proud of’*

*Our values – Excellence, Confidence, Resilience, Respect*

### **Policy Owner**

Head teacher

### **Policy History**

November 2022	First created and approved
July 2024	Reviewed and revised
September 2025	Reviewed, no changes made

### **Related Policies**

Positive Handling Policy  
Safeguarding Policy  
Anti-Bullying Policy  
PSHE Curriculum Policy

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## **1. Introduction and Policy aims**

At Lawn Primary and Nursery School (LPNS) we believe that secure, warm and respectful relationships underpin successful learning and the wellbeing of all members of our community.

Central to the school's approach are three principles:

### **PRINCIPLES**

- 1. The quality of relationships** – We invest in relationships with all members of our school community to secure trust, respect, communication and empathy. Within a culture of good relationships, children and adults can work together with the common purpose of helping everyone to learn in an effective and considerate way. We recognise that it is not our role to make sure that everyone agrees at all times but to help them learn that we can disagree well. We actively work to repair relationships using **restorative practice** after any incident.
- 2. Always learning** – we believe that our policy on relationships and behaviour should be focused on allowing our children to learn about these areas, rather than focused only upon how adults manage behaviour in school
- 3. Supporting mental health and mental fitness** - We support healthy expression of emotion, self-awareness, and co and self-regulation. We use the Emotional Literacy Strategies and Interventions to support children to recognise emotions and responses, and we actively teach strategies for children to use to support their regulation.

These principles underpin the core **AIMS** of our Relationships and Positive Behaviour Policy, namely;  
**AIMS**

- We aim for everyone in our school to feel valued and respected, and confident that they will be treated fairly.
- We aim to help all members of the school to thrive and work together in an environment where everyone feels happy, safe and secure.
- We aim to give staff, children and families the language and tools to communicate their feelings and to understand what others may be feeling and communicating.
- We aim to offer children strategies to regulate their emotions and behaviours with support as needed.
- We aim to involve and include all staff, parents and governors in implementation and commitment to this approach.

Our **Relationships and Positive Behaviour Commitment** outlines our approach, procedures and expectations and provides clear guidance for our learning community. We are committed to;

## **2. Relationships and Positive Behaviour Commitment**

**1. Adult Behaviour** - Encouraging good relationships and behaviour is considered to be the responsibility of all adults in our school. All adults should intervene promptly, appropriately and consistently with children who need support to maintain their relationships and positive behaviours. This policy is designed to promote good relationships and behaviour, through direct teaching, strong guidance and examples, and recognition, rather than merely as a deterrent of poor behaviour by punishment.

### **2. Golden Rules:**

- **Be Respectful** - showing respect to each other, to adults, to our equipment and environment, and to ourselves.
- **Be Safe** - safe in our learning environment, safe with the people around us and safe in the activities in which we take part
- **Be Kind** – treating others and ourselves with kindness, always supports the most successful relationships
- **Do your Best** – taking responsibility for our own behaviour, emotions and learning to be the best we can be

Our four rules encourage and support behaviours and values that allow everyone to develop positive relationships and be successful learners.

We recognise that different cohorts and classes need the flexibility to find **routines** which suit them but we expect everyone in school to uphold and promote the same four **rules** consistently.

**3. First Attention to Best Conduct** - Children are expected to behave in a considerate way towards others and to care for buildings and equipment. We aim for children to maintain these behaviours and relationships because of the intrinsic reward and sense of pride which comes from doing so, rather than because of material incentives. **This means that consistent, positive and meaningful recognition for their positive relationships and behaviours is crucial.**

### **3. The Role of School Staff**

#### **All Staff**

The adults in our school have high expectations of themselves and the children in terms of relationships and behaviour, and they strive to ensure that all children work to the best of their ability.

All adults commit to be consistent in intervening to offer support, example and guidance when relationships are strained or go wrong. They consistently

- discuss any concerns in relation to our school rules; **Respectful, Safe, Kind, Do your best**, e.g., 'It's the rule about being safe that I am worried about here'.
- make use of Emotional Literacy strategies and interventions to support children to recognise their own emotions and to self or co-regulate e.g emotional ratings scale; thumbs up/down; cards.
- allow time for take up and for regulation before discussing an incident in greater detail.
- use restorative questions and practice to support children to reflect on the emotions involved, what has happened, who has been affected and what might be done differently in future
- consider adjustments to the behaviour curriculum for children with additional needs and respond with appropriate expectation and proportion

Our rules are displayed on the walls of the classrooms and hall and are referenced often. In this way, every child in the school knows the expectations in school.

#### **Behaviour Curriculum**

Children are inducted each year, and throughout as needed, in relation to the school rules, classroom routines and expectations. Throughout the school, staff actively teach children about positive, healthy and respectful relationships as part of our curriculum, in particular through our PSHE and RHE scheme of work, Jigsaw, via assemblies and embedded through the broad curriculum (e.g. drawing out appropriate themes in stories and foundation subjects).

If a child misbehaves significantly or repeatedly in class, the teacher and teaching assistant will keep a record of incident/s, using CPOMS (an online recording tool). In the first instance, the teacher deals with incidents themselves, and keeps parents informed.

### **Positive Handling and Physical Intervention**

As part of the duty of care of our school, all school staff have the right to use 'reasonable force' as defined by the Department for Education. This means that some degree of physical contact (REASONABLE, PROPORTIONATE AND NECESSARY) is used to maintain safety; for example, to prevent a pupil from hurting themselves, hurting another pupil or staff member, from damaging property or causing significant disorder.

Any physical intervention takes into account the best interest of the child, the training and experience of the staff member and the intervention is fully recorded and evaluated.

Any instances of physical intervention are reported to the Headteacher, and a record is kept, both in CPOMS and in a bound book. The Headteacher includes anonymised information on instances of physical intervention in reports to the Governing Body. Our policy on Positive Handling details our approach to the use of positive handling and physical intervention.

### **Senior Leaders Designated Safeguarding Leads and SENDCo**

If concerns continue or escalate, help and advice from the Senior Leadership Team or Nurture Team is sought. The teacher, senior leader or headteacher will also contact a parent/carer if there are concerns about the relationships, behaviour or welfare of a child, so that we can work collaboratively to support.

If concerns persist, the member of staff may liaise further with the SENDCO (Special Educational Needs and Disability Coordinator), Designated Safeguarding Lead and Nurture Team. Interventions to support children's understanding of appropriate relationships and behaviour are then planned. These may be consolidated in a Positive Behaviour Plan, Relational Support Plan and Co-regulation plan, or Risk Assessment.

### **External agencies and professionals**

If appropriate, external agencies are contacted (for example, Educational Psychologist, TAMHs, Social Services, SEMH team) and a Relational Support and Co-regulation Plan is set up and agreed with parents/carers. In the event that the behaviours are creating a safety risk, a multi-agency assessment and approach will be taken, and a Behaviour Risk Assessment will be drawn up to identify risks, triggers and actions to mitigate risk and support safe behaviours.

### **Headteacher and Senior Leadership Team**

The Headteacher and SLT support the staff to implement the policy and by setting the standards of behaviour. They may impose additional sanctions, if not already carried out, or take further action. These will be flexible according to the situation. The Headteacher oversees the implementation and impact of the policy and ensures that training, coaching and updates are available to staff.

The Head teacher reports to the Governing Body on relationships, behaviour, and incidents, including any incidents requiring positive handling and any suspensions or exclusions.

## **4. Recognition and Effective Strategies**

Our emphasis is always on positive forms of encouragement, recognition and praise. All adults expect good relationships and behaviour, strive to be consistently fair, and make instructions simple, specific and clear. We recognise children who demonstrate positive behaviours in a variety of ways and with regard for their own needs and preferences.

- All staff follow the premise first attention to positive conduct
- a quiet word or encouraging smile
- parents or carers informed
- feedback on pupils' work, e.g., written symbols, dojos/stamps/stickers or comments and verbal responses
- applause or acknowledgement from peers
- using a child who behaves well as a role model
- giving children additional responsibility – e.g., taking the register, being helpers for the day
- Adults using signs and symbols, e.g., 'thumbs up'
- Visit to another member of staff/ Senior Leaders for recognition
- Visit to the Headteacher to enter the Golden Book, with a certificate awarded at the end of the week

- Privilege time – where a child/ren can undertake an activity of their choosing/ preference
- public recognition in front of class/group/ school (for those children for whom this is comfortable)
- use of school report to comment not only on good work and academic achievement but also on relationships
- and positive behaviour
- certificates to recognise good behaviour/values/Learning behaviours
- recognition in celebration assembly
- the use of dojos to recognise positive relationships on the interactive whiteboard and behaviour feeding into house points and competition

## **5. Unacceptable Behaviours**

We find the following behaviours unacceptable, and we commit to address them consistently.

- bullying in any form, including cyberbullying
- physical abuse to peers or aggressive play, including hitting, biting, kicking, spitting
- aggressive retaliation
- racist or sexist behaviour
- cheating, stealing and being deliberately deceitful or dishonest
- Physical assault or verbal assault to staff
- Persistent disruption to the learning of others
- Persistent defiance, not following instructions
- unsafe choices such as climbing, running around the site and throwing objects with intent
- swearing or derogatory language
- being cruel or unkind to other people or living things
- showing lack of respect for other people, property or equipment
- deliberately destroying property
- any form of discrimination e.g., race, disability, sexual orientation, gender re-assignment and faith or religion
- Child on child abuse - including some of the above, sexual harassment, upskirting, sexual abuse or violence, sharing of nude or semi-nude images

The staff have agreed that in all of these situations, our commitment would be maintained, making clear why the behaviour is unacceptable. Any further incidents would be dealt with appropriately with the knowledge that the children are aware of the consequences of such behaviours and the safety of all pupils and staff is maintained.

### **Banned Items**

The following items are considered banned from our school

*Knives, weapons, illegal drugs, stolen items, tobacco, fireworks, alcohol, pornographic images or articles*

*This is not an exhaustive list. The school reserves the right to carry out an appropriate search of bags and clothing if these items are reported to be in school. Parents will always be informed, should this be the case.*

### **Relationships and Behaviours beyond the school gates**

School staff may intervene in pupil's relationships and behaviours outside of school under the following circumstances:

- When a pupil/ pupils are taking part in any school-organised or school-related activity
- When a child is travelling to or from school
- When a child is wearing Lawn Primary and Nursery School Uniform or is otherwise identifiable as a pupil of our
- School, and the behaviour could adversely affect the reputation of the school.
- When the behaviour could have repercussions for the orderly running of the school
- When the behaviour poses a threat to another pupil or member of the public

The circumstances of behaviours outside of school will be taken into account as fully as possible and criminal behaviours will always be reported to the police.

## 6. Consequences

**Before any consequence is applied, consideration must be given to the following:**

- any SEN, disability or underlying medical reasons for incidents or concerns (e.g., being unwell, hearing impairment, sight problems) and that protected characteristics are considered in evaluating responses
- any personal/social reasons for incidents or concerns (e.g., difficult situations at home)
- that expectations (e.g., the teaching method and academic level) are matched to the child (i.e., that the tasks they are asked to complete, do not over stretch or under challenge them, and that they are able to understand what is expected of them).

Low level behaviours in class will always be addressed first with a reminder of the school rules and opportunity for take up. In the event that further intervention or outcome is required, consequences should be proportionate to the situation and age/ developmental stage of the child. Consequences for behaviour are a private matter for discussion between the adult and child and should not be public. They may include the following:

- engagement with restorative conversation (**always**)
- removal of privileges
- the child/ren to write a letter of apology (appropriate to age/ developmental stage)
- removal from class for a short period of time to reflect (for example to a neighbouring class)
- removal of class for a longer period of time (internal suspension – approved by Head, Deputy)
- involvement of parents or carers
- removal from lunch time or break time activities

In more extreme or persistent circumstances;

- fixed term suspension
- permanent exclusion

(See the appendix D for the Behaviour Ladder that is followed in the event of an incident)

(see appendix A re. suspension and exclusion)

## 7. The Role of Parents and Carers

The school aims to work collaboratively with parents/carers, so that children receive consistent messages about healthy relationships and positive behaviours at home and at school. The school aims, ethos and expectations of relationships and behaviour are communicated as part of the implementation of this policy, and parents/carers are asked to read and support them.

Supportive dialogues between home and school are developed, and parents and carers are informed immediately if there are concerns about their child's welfare, relationships or behaviour. It is expected that, when serious incidents or persistent concerns have resulted in consequences for a child or children, parents/carers will support the actions of the school.

If parents/carers have any concern about their child's relationships or behaviour, they should initially contact the class teacher.



If the concern remains, they should contact the relevant Phase Lead.



Should there be a need to escalate further, they should contact the, Deputy Head or Headteacher.



If concerns are not resolved at this stage, Parents and Carers may contact the Governing Body, using the procedure for raising a concern or complaint. (See Complaints Policy)

## **8. The Role of Governors**

The Governing Body lays out a set of Behaviour Principles for our school. They must ensure that policies designed to promote good relationships and behaviour for pupils are pursued at our school. The Governing Body has responsibility for ensuring that our policy has clear guidelines on standards and expectations, and for reviewing its effectiveness alongside the Senior Leadership Team. Governors are responsible for ensuring that the policy is written with due regard to the Public Sector Equality Duty. The Headteacher has the day-to-day responsibility for implementation of the school relationships and positive behaviour policy, but Governors may give advice to the Headteacher about particular issues. Governors are responsible for reading and understanding their duties in relation to DfE Behaviour Guidance and Safeguarding.

Governors also ensure that school leaders do not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

## **9. Monitoring**

The Headteacher and Senior Leadership Team monitor the effectiveness of this policy on a regular basis. The school keeps records of incidents of concern in CPOMS. The class teacher may record minor classroom incidents to support with identifying where and how best to intervene and support. Lunch Time Supervisors are required to inform class teachers of any incidents that occur at lunchtimes.

As well as ongoing monitoring, the Headteacher undertakes periodic review and analysis of incidents to ensure that the school identifies any patterns and acts upon these promptly. We believe in ongoing reflective practice, adapting approaches for individuals, groups, or the whole school.

A Bound Book is kept, documenting any incident in which Team Teach positive Handling strategies have been used to maintain safety for children and adults. This allows ongoing monitoring of such incidents to ensure that they are safely and appropriately managed.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded, in CPOMS and keeps documentary paperwork, including a record of re-integration meetings, following fixed-term suspension.

### **How will we know that the policy is effective?**

- It is consistently applied by all throughout the school with all adults and children taking responsibility
- The climate in school feels respectful and secure
- Children are making use of strategies and interventions provided to support emotional regulation, and appropriate choices
- Children remind each-other of good conduct and positive relationships
- There are few incidents of things going significantly wrong and where they do there is clear, calm response to restore relationships and plan future support
- Children with additional needs which affect their relationships and behaviour, have bespoke support in place
- Learning is highly effective and the school culture highly positive
- Children are confident, respectful, resilient and happy

## **10. Review**

The Governing Body reviews this policy every two years. The Governing Body may however, review the policy sooner in the event that the Government introduces new regulatory guidance, or if the Governing Body receives recommendations on how the policy may be improved.

This policy has been written taking account of Department for Education Behaviour Guidance (2022) and should be read in line with the Positive Handling and Anti Bullying policies of the school. Lawn Primary and Nursery School is committed to safeguarding and promoting the welfare of all children and expects all staff to share this commitment.

All governors, staff, students and volunteers must read this policy as part of their induction to the setting.

## **APPENDIX A – FIXED TERM SUSPENSION AND PERMANENT EXCLUSION**

Suspension and exclusion are extreme sanctions and are only administered by the Headteacher (or, in the absence of the Headteacher, the Deputy). Suspension or Exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct, and are significant infringements of the school's relationships and positive behaviour policy.

- Verbal abuse to staff or adults in school
- Verbal abuse to peers
- Physical abuse to/ attack on staff
- Physical abuse to/attack on students
- Persistent disruption to learning of others
- Threatening behaviour to staff or pupils
- Indecent behaviour
- Intentional damage to property
- Misuse of illegal drugs/ substances
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse, assault or misconduct
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Persistent defiance
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

### **Suspension procedure**

Suspension procedure at Lawn Primary and Nursery School is in line with Local Authority and statutory guidance. Most suspensions are of a fixed term nature and are of short duration (usually between one and five days). DfE regulations allow the Headteacher to exclude a student for one or more fixed periods, not exceeding 45 school days in any one school year.

Following suspension, parents/carers are contacted immediately where possible. A letter will be sent giving details of the suspension and the date the suspension ends. Parents/carers have a right to make representations to the Governing Body as directed in the letter. During the course of a fixed term suspension where the student is to be at home, parents/carers are advised that the student is not allowed on the school premises, and that supervision of the child is their responsibility. School will provide work for a pupil to complete during the period of suspension.

A re-integration meeting will be held following the expiry of the fixed term suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate.

### **Permanent Exclusion**

The decision to exclude a student permanently is an extremely serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with serious disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant behaviour including bullying.

2. The second is where there are exceptional circumstances, and it is not appropriate to implement other strategies and where it could therefore be appropriate to permanently exclude a student for a first or 'one off' offence. These might include: serious actual or threatened violence against another student or a member of staff, sexual abuse, supplying an illegal drug, carrying and using an offensive weapon, or arson.

The school may consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school. Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. The Headteacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

Before deciding whether to exclude a student either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations
- Allow the pupil to give their version of events
- Check whether the incident may have been provoked (for example by bullying or by racial or sexual harassment)
- Consider the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's behaviour policy
- Consider the effect that the student remaining in the School would have on the education and welfare of other students and staff

In line with its statutory duty, these same tests of appropriateness will form the basis of the deliberations of any Governing Body's Pupil Discipline Committee, should it meet to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's school record, witness statements and the strategies used by the school to support the student prior to exclusion. In the light of its consideration, the governing board can either:

- decline to reinstate the pupil
- direct reinstatement of the pupil immediately, or on a particular date

**APPENDIX B**  
**Lawn Primary and Nursery School – Behaviour Blueprint**

**Adult commitment**

- Invest in relationships
- Visibly consistent, calm adult behaviour
- First attention to best conduct

**Golden Rules**

- Be respectful
- Be safe
- Be Kind
- Do your best

Children to be proud of

**Recognition over reward**

- Children learning to feel pride, and experiencing intrinsic positivity from their choices is always best

**Consequences**

- Proportionate
- Appropriate
- Private
- Restoration and repair

**APPENDIX C**  
**Restorative and Reflective Practice**

Reflective and restorative conversations are best supported by questions rather than direction. Depending upon the age, developmental stage and context for each child, the following questions are our suggested starting point.

**Restorative Practice in School**

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

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**APPENDIX D**  
Behaviour Ladder

Level	Pupil Behaviour	Sanction	Teacher Action
<b>Baseline</b>	Pupil recognises his/her responsibilities towards behaviour, respects the rights of others and is following the Golden Rules.		Positively reinforce expected standard of behaviour and administer positive praise. First attention to positive conduct
<b>1</b>	Minor disruptions and occasionally breaks the Golden Rules e.g. being off task, making inappropriate noises, minor peer disputes...	An initial verbal warning—the pupil is asked to think about making the right choices and changing their behaviour.	Use Preventative and Supportive classroom strategies (found in ‘Behaviour policy guidance pack’ in Behaviour folder in Staff Data.
<b>2</b>		Pupil’s will be asked to stop and make the right choices, changing their behaviour, making clear they are in yellow level behaviour.	
<b>3</b>		If a pupil continues to behave inappropriately, they will have time out – to be taken within the classroom (for e.g. move their seat; sit on their own...)	
<b>4</b>	Persistently infringes on the rights of others and repeats yellow level behaviour. Disruptive to the learning of others.	Depending on the age of the pupil, child will lose part of their break time (to be supervised by the class teacher or TA)	Involve colleagues, Phase Leader and, if necessary, SENCO and Nurture Team.
<b>5</b>		If behaviour is not corrected at this point, the child will miss part of their lunchtime (to be supervised by the class teacher).	Record as a behaviour incident on CPOMs.
<b>6</b>	Continually exhibiting orange level behaviour.  Persistent defiant behaviour. Verbal or physical assault of another pupil.	Spend lunchtime either with the nurture team, the member of SLT on duty or as a helper in the hall. If a pupil receives 2 of these in a week, move them to step 7.	Keep a behaviour log.  Involve Nurture Team.  Record as a behaviour incident on CPOMs.
<b>7</b>		Sent to another class to work for half a day with set work. If this happens on 2 or more occasions in a week, then they will go to see the Head/Deputy Head, parents will be informed, and a support plan considered.	
<b>8</b>		Spend the next day working separately from their class with set work, potentially with break time and dinner to be taken separately to their peers.	
<b>9</b>	Intentional and significant physical assault of another pupil or member of staff.	Spend the remainder or next day working separately from their class in a supportive environment with set work, with break time and dinner to be taken separately to their peers.	Refer the incident to SLT who will consider action in accordance with appropriate policies.

<b>10</b>	Despite interventions continues with red behaviours as outlined in step 9.	Fixed Term Suspension and risk of a potential Permanent Exclusion	Refer the incident to SLT who will consider action in accordance with appropriate policies.
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**APPENDIX E**  
**Co-regulation Plan**

## Responsive Co-regulation Plan

Name of Pupil:	
School:	Date:

State of Regulation	Potential Displayed Behaviour (What does this look like?)	Agreed Response to Help Regulation (How can we help?)
Calm  Safe/ Socially Engaged/ Focused on Task		
Mild Stress  Alert / Aroused/ Agitated		
Dysregulated  Mobilised (moving around) or immobilised (frozen and uncommunicative)		

Crisis  Unsafe		
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**APPENDIX F**  
**Behaviour Risk Assessment**

**Behaviour and Emotional Regulation Risk Assessment**

This risk assessment should be read in conjunction with SEN Support plan

Name of Child:	Class/Teacher	Date of Plan	Date of Next Review		
<b>Safeguarding:</b> <b>Medical:</b> <b>SEN:</b>					
Identification of Risk			Who is at risk (actual or potential)		
Triggers/Causes if known	Behaviour (what it looks/sounds like)	Risk level (likelihood/severity)	Strategies to reduce risk	Risk level now (likelihood/severity)	
		H/M/L	<b>Preventative</b>  <b>Early Escalation</b>  <b>Intervention</b>  <b>Restoration and follow up</b>		
<b>Likelihood:</b> The chance of the hazard or event actually occurring.	<b>Severity:</b> The extent of the harm (injury or ill health) should the hazard occur:	<b>Risk rating:</b> Once the likelihood & severity have been determined, the risk is calculated as follows:			
High (H): Could happen frequently Medium (M): Could happen occasionally Low (L): Could happen but only rarely	High (H): Irreversible injury Medium (M): Reversible injury requiring a week to recover Low (L): Negligible injury requiring First Aid	<b>Likelihood</b>			
		<b>Severity</b>	<b>H</b>	<b>M</b>	<b>L</b>
		<b>H</b>	High	High	Medium
		<b>M</b>	High	High	Medium
		<b>L</b>	Medium	Medium	Low
Teacher Signature			Date completed:		
Assessor Signature			Date:		
Parent/ Carer Signature			Date		

