
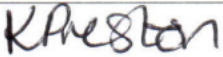




Policy/Procedure Name:	PROMOTING GOOD BEHAVIOUR & DISCIPLINE POLICY		
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1. Aims

This policy aims to:

- Demonstrate that, at Willow Park, we understand the individual needs of our pupils and the challenges they have around self-regulation and their autism diagnoses.
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Define our commitment to the management of challenging behaviour, proactive and reactive strategies for supporting students and how the school aims to reduce the use of restrictive interventions.

The policy also contains procedures for staff regarding the reporting and recording of incidents and use of restrictive interventions.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

The policy also covers Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#), in which

- paragraph 7 outlines a school's duty to safeguard and promote the welfare of children
- paragraph 9 requires the school to have a written behaviour policy
- paragraph 10 requires the school to have an anti-bullying strategy

3. Positive Approach to Challenging Behaviour

At Willow Park School we aim to promote **positive behaviour** and support children to improve/modify negative or challenging behaviour. We fundamentally believe that behaviour is a form of communication. As such, we endeavour to find alternative ways for the children to make the right choices to communicate in a positive and appropriate manner.

Willow Park School offers education to children and young people with autism and associated difficulties between the ages of 5 year and 11 years of age. Due to the nature of these difficulties, the children can exhibit a heightened level of anxiety, often associated with their social communication and social interaction difficulties. Challenging behaviours can arise from:



- anxiety,
- frustration,
- breakdown in communication (including difficulties arising from social communication, social interaction either in person or, as the children move through KS1 and KS2, via online and social networks),
- increasing uncertainty or change,
- physical over-stimulation,
- inability, at times, to emotionally self-regulate.

Pupils at Willow Park School have various sensory requirements and this can result in behaviours that challenge, should their sensory requirements not be met. Pupils have difficult processing social interactions, often resulting in misunderstanding of other peer's/staff intentions. Most pupils find empathy and attempting to understand other people's views extremely challenging. Repairing relationships can prove particularly challenging as well as taking accountability and responsibility for their own actions.

Behaviours that challenge can include:

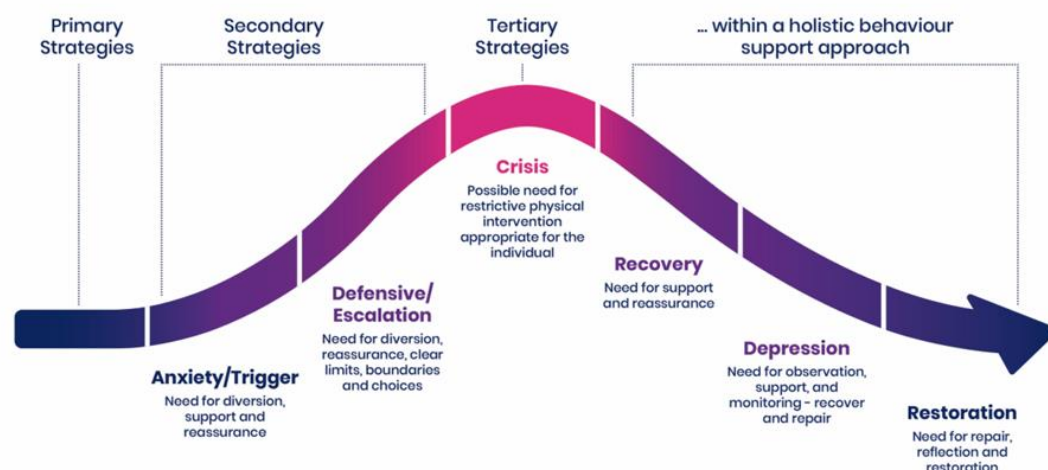
- self-harm
- physical aggression
- deliberately targeting others
- exiting and absconding
- uncooperative behaviour
- verbal aggression
- destruction to the environment.

Willow Park School offers children placements who have the potential to exhibit, at times, extreme behaviours that challenge staff. Our aim is to provide the children with the 'tools' to manage their own behaviour in order that they can lead as independent and dignified lives as possible moving into the transition to secondary education.

We recognise the stages of distress and support as detailed by Team Teach.



Stages of Distress & Support





4. Anti-Bullying Strategy

The Anti-Bullying Alliance define bullying as:

- Bullying is the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can happen face to face or online. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Potential Examples of bullying in our context at Willow Park could include:

- Physical altercation – (hitting, kicking, punching, slapping)
- Destruction to someone else's belongings
- Calling names
- Excluding or deliberately isolating a pupil
- Making racist, homophobic or sexist remarks
- Making inappropriate comments regarding others appearance or about another pupil's family
- Picking on a perceived weakness
- Preventing someone from joining an activity
- Not talking to someone or getting other people not to talk to another pupil



- Putting pressure on another pupil - for example, to run errands and do jobs, to give up possessions, to bring things from home
- Forcing a pupil to engage in sexualized activity or behaviour

Staff at Willow Park are expected to be vigilant to incidents and not just wait for a pupil to disclose that incidents have been happening. Willow Park School has a zero tolerance on bullying and incidents will be recognised and dealt with using a restorative justice approach.

For details of the following, please refer to **the school's Anti-Bullying Policy**:

- How the school will prevent bullying
- How pupils, parents/carers and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school will react to bullying that occurs off school premises or online
- How the school records, analyses and monitors incidents of bullying
- Sanction procedures, making reference to sections 7 and 8 of this policy, where applicable
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

5. Roles and responsibilities

5.1 The Directors

The Directors are responsible for monitoring this behaviour policy's effectiveness and holding the Head teacher and Principal to account for its implementation.

5.2 The Head teacher and Principal

The Head teacher and Principal are responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to all staff, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy



5.3 Staff

Staff are responsible for:

- Understanding the needs and challenges experienced by each of our children
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of each pupil
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Horizons (and on the ABC Forms – see appendix 5)

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour and self-regulation
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during the initial months of their induction into the school:

- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support (e.g. key worker) that is available to them to help them meet the behaviour standards

6. School behaviour curriculum

Learning at Willow Park School takes place within a safe, secure and caring environment. By offering a broad and balanced curriculum which helps children learn about self-regulation and their place in the world around them, pupils are appropriately challenged to meet high but realistic expectations so each pupil can realise their **limitless** potential, whilst we, as staff:

- Recognise each individual's limitless academic potential,

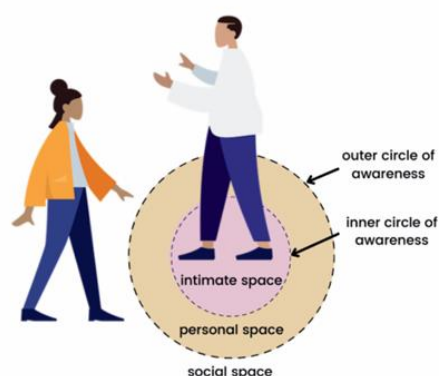


- Recognise each individual's physical growth and maturity,
- Develop each individual's emotional resilience,
- Develop each individual's spiritual and personal growth,
- Develop each individual moralistically,
- Increase each pupil's social understanding.

At Willow Park School pupils experience clear and consistent education and care with the school providing structure, repetition and routine to help pupils best manage their anxieties whilst providing a predictable, safe learning environment.

We also help pupils to understand the importance of personal space and we model this as adults

Personal Space



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Through our curriculum we are able to promote politeness, courtesy and mutual respect between all members of the Willow Park community. The school focuses on a warm and caring environment where pupils can develop trust in the adults they work with. These positive relationships encourage and provide security to pupils that will, in time promote personal development and allow pupils to develop an appreciation of what positive behaviour and attitude means both inside Willow Park School and in the wider community.

One of the school's challenges is designing a Behaviour and Good Discipline Policy that is fair, yet suitable for all pupils at Willow Park School. Whilst the principles and procedures contained within this document will be applied equally to all pupils, Willow Park School understands that within the spectrum of Autism there are different levels of intellect and pupils physical, social, emotional and moral development are very much unique to each individual pupil. We will therefore use rewards, logical and natural consequences and behaviour strategies which are appropriate to the individual needs of each pupil. This directly reflects the school's vision of treating all pupils individually and differentiating our work to meet individual needs through termly Individual Education Plans which are the vehicle the school uses to meet each pupils EHCP outcomes.

Whilst educating pupils on the need to follow rules and understand the consequences of not following rules, Willow Park School's main emphasis is not the enforcement of rules. Instead, our focus is upon creating respect through our positive relationships and a mutual respect of the learning environment. Where rules are in place, they are designed to promote positive teaching opportunities to ensure pupils are kept safe and understand how their actions can affect others. Willow Park School uses a positive approach to behaviour management. This is vital in supporting our pupils social understanding, social thinking and showing empathy towards others.

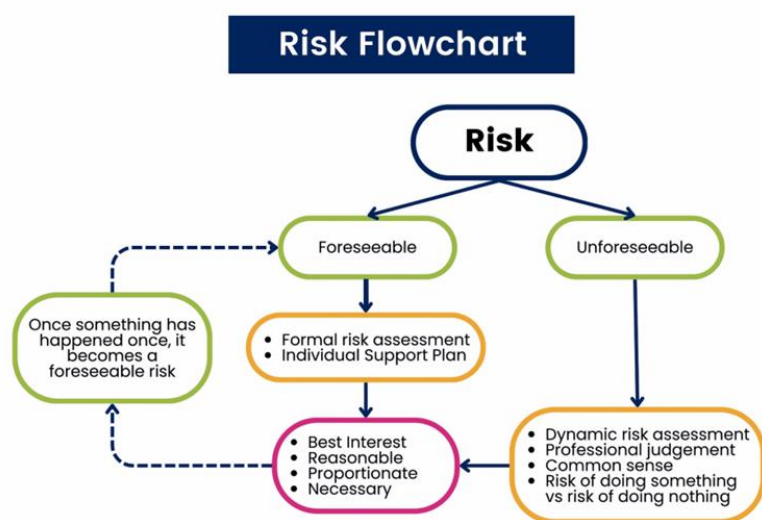
Willow Park School believes that **behaviour is communication** and that there is not one single approach to behaviour management which will benefit all pupils. Our team-based approach to behaviours that challenge allows pupils the opportunity to understand the implications of breaching school rules.



Pupils with ASD and associated difficulties are statistically more likely to exhibit behaviours that challenge. One of the main reasons for this is that pupils experience greater difficulty in expressing their feelings, their emotions and communicating their needs. Pupils at Willow Park School from experience can find 'empathy' a very difficult concept to understand. Our pupils find seeing things from different view-points particularly challenging. Our pupils traditionally have specific difficulties with 'adaptive thinking', they find interpreting others' motivations, others' intentions and others' hidden agendas particularly difficult and this is often best described as 'theory of mind.' Pupils starting points at Willow Park School tend to be 'very low' with many of them being out of education for a considerable period of time or having experienced negative experiences in previous settings.

The 'A' in autism is 'anxiety' and our pupils have very 'spikey' profiles. Willow Park School often have to respond to pupils' varying levels of anxiety. Willow Park School staff are therefore confronted with various behaviours that challenge on a daily basis. Very few of these could be defined as 'poor behaviour'.

Each pupil at Willow Park School is an individual and therefore the school are passionate about supporting each pupil's behaviour through an individualised, person-centred approach as defined in their **Individual Personal Handling and Behaviour Plans**. When pupils first start at Willow Park, and throughout their time with us, we use **risk assessment** (see Appendix 6) to dynamically manage outcomes and to ensure that we take **reasonable, proportionate and necessary** action.



Rules at Willow Park:

Staff will:

- show what being '**kind and safe**' looks like
- be good role models
- offer pupils a stimulating learning environment
- encourage pupils to learn how to take responsibility for their success
- provide opportunities for pupils to take initiatives
- make bullying an explicit theme in circle time and through the curriculum
- listen to pupils
- encourage pupils to develop pride in themselves, their class, their school and their local community
- recognise and reward good work and behaviour
- manage the classroom environment to support the safety of all pupils
- use reasonable defensible practice including organising seating arrangements in classrooms based upon their professional judgement and in the interests of all pupils' safety



Pupils will:

- be **kind** to all members of our school community
- work and play in a **safe** way and show an adult if they don't feel safe
- avoid saying or doing anything which is likely to upset, hurt or embarrass others
- look after themselves, their property and that of others
- tell an adult if they are being bullied

Parents will:

- encourage children to be '**kind and safe**'
- inform the school of any home circumstances which may affect their child's performance and behaviour at school
- support the work of the school, including any consequences which it may impose
- encourage their children to seek ways of resolving disputes which do not involve 'hitting back'
- talk to the school about issues of concern

6.1 Mobile phones

Pupils should not have mobile phones at Willow Park School.

- Exceptions to the rule may be permitted in exceptional circumstances, e.g. for medical or personal reasons on an individual basis through consultation between parents and the Head teacher.
- In the above case, the mobile phone will be held securely in the school office and returned to the pupil at the end of the school day.

7. Responding to behaviour; Being Proactive

Above all, staff at Willow Park understand that pupils' behaviour is a form of communication and that we will respond in a CALM manner as described below:

CALM Communication

Communication

C

- How am I standing and holding my body?
- What gestures am I using?
- What facial expressions am I showing?
- How am I giving verbal space?

Assessment & Awareness

A

- What do I know about this person?
- What strategies have worked well in the past?
- What are their known triggers?
- What do I know from their individual plans?

Listening & Learning

L

- What could their body language be communicating?
- How is this behaviour different from their baseline?
- What might happen next?
- How can I show that I'm emotionally available?

Making Safe

M

- What are the risks to the individual and others?
- How can I make the environment safe?
- What can I do to reduce any risks?
- Do I need support with this?



From a legal standpoint, when considering how to manage challenging behaviour for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. Therefore, as the majority of incidents will satisfy at least one of the above criteria, sanctions at Willow Park will be extremely rare.

Using the above list as a starting point, the school will assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- The provisions set out in EHCPs must be secured and the school must co-operate with other agencies.
- If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Where necessary staff will positively intervene using a range of planned proactive strategies, following each pupil's Individual Personal Handling and Behaviour Plans. The use of sanctions and logical / natural consequences will be used in circumstances where a pupil's behaviour is likely to impact negatively upon the teaching and the learning environment; or the health and safety of others, or where pupils show a lack of consideration for others that subsequently has a detrimental effect on other pupils learning environment.

The language and communication that staff use at this stage is crucial

SUPPORTING AN INDIVIDUAL

- 1 START WITH THEIR NAME**
This helps to get their attention
- 2 STATE WHAT YOU HAVE NOTICED**
"I can see something has happened."
- 3 SHOW YOU ARE LISTENING**
"Talk and I'll listen."
- 4 GIVE A CLEAR DIRECTION**
"Let's go and..."



Responses to inappropriate verbal aggression or abuse

At times, pupils at Willow Park School can become verbally aggressive or abusive to both staff and peers. It is important that the young person is reminded that this behaviour is unexpected. This 'correction and redirection' should take place immediately (unless there is a substantial risk that it will inflame the situation further). Where appropriate, pupils should be reminded of expected social behaviour and given appropriate solutions to their initial negative / unexpected response(s). Careful consideration of the school rules should be reinforced frequently for all pupils.

Restorative approaches (chat) to reconciliation may also be required.

7.1 Classroom management and environment

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Be fully aware of the contents of each child's Individual Personal Handling and Behaviour Plan.
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Follow pupils' Individual Personal Handling and Behaviour Plans.
 - Using positive reinforcement

Furthermore, as a way of maintaining consistency and clarity for our pupils; Willow Park School adopts the following approaches to reduce the likelihood of 'behaviours that challenge' surfacing;

- Teaching and learning that at least is consistently good striving for outstanding/exceptional
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the pupils
- Communication targets and communication strategies linked with SALT input
- Increased emotional resilience and the focus upon promoting self-regulation through occupational therapy and zones of regulation
- The opportunity to make meaningful and powerful choices
- Careful consideration to social and emotional needs
- Experiences and activities which are appropriately stimulating
- Careful management of the environment – promoting an 'autism friendly environment'
- The building of trusted and caring relationships with adults
- Structure, repetition, predictability and consistency in establishing positive daily routines
- Clear and explicit boundaries and rules within the learning environment
- Regular review and explanation of the rules and expectations
- Clear warnings to pupils that their behaviour is a cause of concern and support in how to improve their behaviour with clear feedback and de-briefs



- Rewards and sanctions consistently and fairly applied in line with the policy, and where relevant to the SEN of pupils

Proactive Environment

The school is committed to using the environment effectively in the management of behaviour. The classroom is spacious, light and ‘autism friendly’ from a sensory perspective. There is a withdrawal room adjacent to the classroom and there are further outdoor spaces that can be used for ‘time out’ or ‘pupil redirection’. For those pupils who like to be outdoors during times of crisis there are seating areas within the outdoor spaces. Pupils may be asked to leave one environment for another, for example, if a pupil is jeopardising the learning of others, that pupil may need to leave and use a separate area to regain self-control and to self-regulate. The Principal and Business Manager are also readily available to support if and when required. Each pupil has an assigned key worker and consistent classroom staff. This allows pupils to talk to familiar staff who know them well when they feel anxious. The class is small in number and this helps promote positive working relationships and positive pupil social interactions. Most pupils enjoy a regular movement breaks. Pupils are encouraged to use individual safe spaces to help self-regulate.

Staff Managing their Own Emotions

The environment includes the adults present and, at Willow Park, we understand that our staff and volunteers will have normal human emotions and responses to challenging situations. As such, **we commit to support one another at all times.**

SUPPORTING EACH OTHER

- 1 OBSERVE THE SITUATION**
Do they need assistance?
- 2 OFFER HELP**
"Help is available."
- 3 RESPONSE TO HELP**
"You can help by..."
- 4 GIVE A CLEAR DIRECTION**
Tell them exactly what to do.

HANDOVERS

- 1 OBSERVE THE SITUATION**
Do you need to take over?
- 2 OFFER A CHANGE OF FACE**
"More help is available."
- 3 RESPONSE TO THE OFFER**
"What do you suggest?"
- 4 EXPLAIN WHAT WILL HAPPEN**
Create a planned and safe exit.

© Team Teach

Members of staff who witness a member of staff supporting a child in escalation or crisis will follow the steps above, being prepared to provide support if required. On occasions, staff will handover to another member of staff in order to help the de-escalation process.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's poor self-regulation and resulting behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information



7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal Praise
- Communication praise with parents/carers via a phone call, tapestry or written correspondence
- Certificates or other prizes (e.g. weekly 'Wow' certificates)
- Positions of responsibility such as being entrusted with a particular task, decision or activity

7.4 Responding to Challenging Behaviour

There are times at Willow Park School when things do not go as well as we would like, and pupils make poor decisions either as a one-off or in a consistent fashion. We maintain a clear sanctions system for the all such incidents which is designed to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Sanctions are always carefully monitored to determine their effectiveness.

The age, needs, capacity and abilities of the pupil should be considered when applying sanctions. Staff must act reasonably, fairly, consistently and proportionately when administering a sanction. Staff should also evaluate the risks or special circumstances when administering a sanction. The following sanctions can be applied by all teaching staff within the school;

De-escalation techniques, including the use of pre-arranged **scripts** and **phrases**, will be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Verbal correction
- Apologies/ restorative chat
- Loss of privileges
- Logical Consequences
- Working away from the class group
- Guiding the pupil to a different area of the school learning environment
- Removing the other pupils from the learning area
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract (for pupils in KS2)
- Suspension (in only the most exceptional circumstances)
- Permanent exclusion, in the most serious of circumstances



Sexualised Behaviours

Some young children present sexualised behaviours. It is important to determine whether such behaviours are part of normal childhood development or whether they raise concerns. To help staff to make decisions about the appropriate responses to sexualized behaviours, we use the 'Stop it Now' Traffic Light Tool (see Appendix 1)

Sexual Violence and Sexual Harassment (SVSH)

Whilst taking into account the Traffic Light Tool, we have a culture where any sexual misconduct is seen as unacceptable and not "banter" or just "part of growing up". We recognise that certain groups of children may be more vulnerable including girls, pupils who may be, or perceived to be, LGBT+ and, of course, pupils with SEND.

The school records any incidents of SVSH alongside any racist, derogatory or abusive behaviour, which is reported to Directors on a regular basis.

Physical Aggression, with intent to hurt, harm, injure or intimidate (**peer on peer abuse**)

Child-on-child physical aggression is actively discouraged and not tolerated at Willow Park School. We will always analyse incidents (including all aspects of the context) of child-on-child physical aggression on an individual basis.

Given the nature of our pupils' SEND, our policy allows the senior staff the flexibility to deviate from the outcome listed below should they believe that the act of child-on-child abuse was a genuine 'crisis' behaviour that was prompted by heightened anxiety due to their autism diagnosis. This would mean that the pupil's intention was not to target a particular peer with intent to hurt, harm, injure or intimidate.

This may then require a consequence or a restorative approach that is less than a suspension (fixed term exclusion). Should the Head teacher and/or Principal determine that the child-on-child physical aggression was intentional and not linked to the above description of a 'crisis', then the following outcome listed below will be followed..

- Suspension (fixed term exclusion)
- Meeting with parents and Head teacher principal – reintegration meeting
- Followed by a restorative meeting held with both peers upon returning to the school

See the school's **Exclusions Policy** and the **Child on Child Abuse Policy** for further information.

7.5 Restrictive Interventions

Avoiding Restrictive Intervention

We recognise that, due to the difficulties pupils at Willow Park School face, crisis behaviour for one student may manifest differently to another. Therefore, we commit to the provision of an individualised Positive Handling Plan (PHP) for each student at Willow Park School. These plans will detail known behaviours and effective responses for staff to support a student through the 6 stages of conflict:

1. Anxiety
2. Defensive
3. Crisis
4. Recovery
5. Depression
6. Follow Up.



These plans staff enable staff to be better equipped to recognise triggers and low-level behaviour and support a pupil, without using physical intervention, to avoid crisis-level behaviour.

Using Reasonable Force or Restrictive Intervention

'Reasonable force' covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Methods of restraint

There is no universal judgement regarding what is appropriate, safe or legally justifiable in every case. Staff must be guided by their own professional judgement. The school commits to have at least three members of staff trained in the use of physical restraint. At the time of writing, 6 members of staff completed 'Team Teach' training in July 2024. Whenever possible these staff will advise others on appropriate use. However, in the interests of safety, all members of staff are authorised to use physical restraint, *if absolutely necessary*.

The restraint applied should be non-aggressive, as limited as possible and sufficient only to maintain the pupil in a safe state. In exceptional circumstances, it may not be possible (or in the pupil's best interests) to exercise physical restraint.

Follow-up & Records

- If a pupil is restrained, it MUST be recorded on the school's restraint incident form (Appendix 2) to ensure that all relevant staff know about the event and that it comes clearly within the school's Behaviour Policy. Parents MUST also be informed. It is essential that staff inform the Head teacher verbally after a restraint incident, complete the restraint incident form and then record the details on Horizons
- All of our pupils will have an 'Individual Personal Handling and Behaviour Plan' (Appendices 3 and 4) and this must be regularly monitored for its effectiveness.

Parental Contact

Ideally, when Physical Restraint has been used, parental contact should be made verbally and face-to-face, so we would expect that a member of staff speaks to the parent after school. Where parents do not come to school, telephone contact should be made. In all cases, the parent should be invited to come to school to discuss the incident. If it is impossible to contact the parent on the same day as the incident, they should be contacted as soon as possible afterwards, verbally (preferably face-to-face; otherwise, by phone) or at least by letter (records/copies should be kept).

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.



Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. This may include:

- Knives
- Tools
- Other weapons

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out, **in exceptional circumstances** (in which the member of staff feels that the health and/or safety of pupils or adults is at risk) by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

If the school becomes aware or obtains data, files or images that are believed to be illegal, this will be passed to the police as soon as is practicable, including pornographic images of children, without deleting them.

Under the Education Act 2011, and in line with the Department for Education's [guidance on searching, screening and confiscation](#), the school has the right to search pupils' phones, computers or other devices for pornographic images or any other data or items banned under school rules or legislation.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Strip searches

Staff at Willow Park will not conduct strip searches

Screening

Staff at Willow Park will occasionally screen pupils' bags to ensure that items required for the school day are present.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school



Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour (and at or above the age of criminal responsibility), the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head teacher or Principal will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Suspension and permanent exclusion

In response to serious or persistent breaches of this policy, the school can use suspension (fixed term exclusion) and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head teacher, in consultation with the Principal, and only as a last resort.

Please refer to our exclusions policy for more information.



9. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to feel comfortable and settled at Willow Park by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

At present, the school has only one class, so pupils transition to the same room, with the same staff from year to year. Should the school grow rapidly, and to ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s). In addition, staff members will hold transition meetings with one another.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues would be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (Team Teach)
- The needs of the pupils at the school
- How SEND (especially ASD and Social communication difficulties and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The school Principal will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, directors and other stakeholders (via anonymous surveys)

The data will be analysed every 6 months, from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic



The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Principal at least bi-annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

13. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti-Bullying Policy
- Positive Touch Policy

14. Equality Statement

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.

15. Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children.



Appendix 1 – Traffic Light Tool



<https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/how-to-tell-if-a-childs-sexual-behaviour-is-age-appropriate/>
Using the traffic light tool to understand a child's sexual behaviour

This framework helps us to work out if a child's sexual behaviour is green, amber or red.



Green	Amber	Red
These are natural and expected behaviours. This doesn't mean that you would want these behaviours to continue, but they do provide an opportunity to talk, teach, and explain what's appropriate.	These can be of concern and have the potential to be outside safe and healthy behaviours if they persist. They require a response from a protective adult, extra support and close monitoring.	These are outside healthy and safe behaviours. These behaviours can signal a need for immediate protection and support from a childcare professional, e.g. health visitor, GP or social worker.

Sexual behaviour in children aged 5-11

Children in this age group continue to seek information and understanding about themselves and the world around them through play. They are often interested in pregnancy, birth, gender and differences between gender, which can form part of healthy and developmentally expected sexual exploration.

As children grow through their early years and develop into later childhood, they continue to pass through different stages of development. We know that children remain individual and unique throughout their whole childhood and there is a wide range of generally accepted and expected behaviours within this age group.

	Green	Amber	Red
Behaviours	<ul style="list-style-type: none"> Increased sense of privacy about their body Body touching and holding own genitals Masturbation, usually with awareness of privacy Curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children Curiosity about sexuality e.g. questions about babies, gender, relationships, sexual activity Telling stories or asking questions using swear words, 'toilet' words or names for private parts Use of mobile phones and Internet in relationships with known peers 	<ul style="list-style-type: none"> Self masturbation in preference to other activities, whether in private or in public or with peers, and/or causing self injury Explicit talk, art or play of sexual nature Persistent questions about sexuality despite being answered Persistent nudity and/or exposing private parts in presence of others Persistently watching or following others to look at or touch them Pulling other children's pants down or skirts up against their will Persistently mimicking sexual flirting behaviour too advanced for age, with other children or adults Touching genitals/private parts of animals Covert/secret use of mobile phone and Internet with known and unknown people which may include giving out identifying details Attempts to do any of the above in secret 	<ul style="list-style-type: none"> Compulsive masturbation to the point of self-harm or seeking an audience Disclosure of sexual abuse Persistent bullying involving sexual aggression Simulation of, or participation in, sexual activities, including sexual behaviour with younger or less able children, e.g. oral sex, sexual intercourse Accessing the rooms of sleeping children to touch or engage in sexual activity Presence of a sexually transmitted infection Any sexual activity with animals Use of mobile phones and Internet for sending or receiving sexual images
Response	<p>A 9 year old boy who, whilst reading, puts his hand in and out of his underpants when there are other people present in the room.</p> <p>Responding to this scenario</p> <p>Describe the unwanted behaviour clearly. Explain that there is a time and a place for touching private parts of the body. Distract him by removing him from the situation.</p>	<p>During outside playtime, a 9 year old boy asks two girls aged 5 and 6 years old if they would 'sex' with him and show their 'boobs' to him.</p> <p>Responding to this scenario</p> <p>Describe their behaviour clearly. Remind the children what is appropriate behaviour and that some parts of the body are to remain private. Explain to the children that the boy's behaviour is not OK and discuss how the girls could respond. Distract by removing them from the situation.</p>	<p>An 8 year old girl prevents a 5 year girl from leaving her bedroom, pulls down her knickers and also shows her private parts to her. The younger girl is frightened. The 8 year old has been heard using sexual language.</p> <p>Responding to this scenario</p> <p>Describe her behaviour clearly. Point out that her behaviour is not acceptable and is impacting on others. Prohibit the behaviour. Consider seeking advice and support from a childcare professional, e.g. GP, health visitor or social worker. Call the Stop It Now! helpline on 0808 1000 900 for advice and guidance.</p> <p>Remember that each child develops at their own pace and not every child will show the behaviours described above. If you have any worries or questions about a child you know, talk to someone about it.</p> <p>For parents; your health visitor, GP or child's teacher may be able to help, or you can call the anonymous and confidential Stop It Now! helpline on 0808 1000 900, use our live chat service, or send us an anonymous message.</p>



Restraint Incident Form

Date, time and location of incident;	
name of pupil or pupils involved;	
name of member(s) of staff involved;	
names of any other witnesses;	
details of incident, reason for use of force, location;	
pupil response and outcome;	
details of any injuries sustained by pupil or member of staff;	
The record must be signed.	

Parental Contact - Ideally, parental contact should be made verbally and face-to-face, so we would expect that a member of staff speaks to the parent after school. Where parents do not come to school, telephone contact should be made. In all cases, the parent should be invited to come to school to discuss the incident. If it is impossible to contact the parent on the same day as the incident, they should be contacted as soon as possible afterwards, verbally (preferably face-to-face, if not then by phone) or at least by letter (records/copies should be kept).



Appendix 3 – Example IPHBP



WILLOW PARK SCHOOL

Individual Personal Handling and Behaviour Plan

Pupil's Details

Name: **XXX**

Date of Birth: **03.07.2019**

EHCP Targets

1	By the end of Year 2, XXX autonomously communicates his wants, needs, likes and dislikes using his preferred communication methods.
2	By the end of Year 2, XXX engages in positive social interaction with adults and peers.
3	By the end of Year 2, XXX begins to self regulate his emotions and manage situations that overwhelm him with increasing independence.
4	By the end of Year 2, XXX independently attends to a task for a minimum of 10 minutes.
5	By the end of Year 2, XXX manages his selfcare and independence needs with increasing independence.

Agencies Involved

•	Educational Psychologist
•	YYY Early Care and Education centre
•	SEND Support Service Practitioner
•	Speech and Language Therapist
•	
•	
•	

What I enjoy...

Being Outside	Cars

I may become anxious when...

I'm asked to do something that I don't want to do	I'm with unfamiliar adults
I'm asked to use the toilet	I'm not with adults I feel comfortable and safe with
	I have to share my toys

When I am anxious I will...

Head butt things (softly)	Bite
Say No	Hit out/Slapping
Push things away	Pinch
Run Away	Kick

To support me you can...

Regularly read school rules and talk about my behaviour-3 times a day.	One voice 1-2 words 'no biting' 'no hitting'
Show me symbols	Use simple language
Give me a clear simple warning - for example if I bite tell me 'stop' and provide a change of face, if necessary	If I bite or hit I will be told to 'stop' firmly and then be given space so that you are physically away from me.
Give me clear boundaries and routines	If I am not listening, you should use sensory trays to engage my learning. I will still need to follow my routine.
Give me instruction once on what to do.	

These things will make it worse...

Noise-lots of voices	Too many options
Not enough time	An audience

Once I am in recovery, I need...

Reinforcement of expectations, back to his routine.	Time alone supervised with an adult 1-1. Time in tent.
Time outside or sensory room.	

PTO



Preferred De-escalation Strategies: *(Describe strategies that, where and when possible, should be attempted before positive handling techniques are used)*

Tick box and add details if required.

Verbal advice/support	<input type="checkbox"/>	Distraction	<input type="checkbox"/>	Reassurance	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Contingent Touch	<input type="checkbox"/>	Transfer to another adult	<input type="checkbox"/>
Time out offer	<input type="checkbox"/>	Time out directed	<input type="checkbox"/>	Success reminder	<input type="checkbox"/>
Reminder of choices/limits /consequences	<input type="checkbox"/>	Humour	<input type="checkbox"/>	Other _____	<input type="checkbox"/>

Others/Details for above:

Preferred handling strategies:

(Describe the preferred staff responses/holds) Tick or cross as appropriate

Help Hug	<input type="checkbox"/>	Standing Wrap	<input type="checkbox"/>
Sitting Wrap	<input type="checkbox"/>	Caring Cs single elbow escort	<input type="checkbox"/>
Sitting double elbow (single person)	<input type="checkbox"/>	Caring Cs double elbow escort	<input type="checkbox"/>
Sitting single elbow (two person)	<input type="checkbox"/>	Double elbow (single person) standing	<input type="checkbox"/>

Other physical intervention strategies

(please suggest other strategies that have been successful)

Reviewed By (name)

K Preston

Reviewed (date)

11/03/2024



Appendix 4 – Blank IPHBP



WILLOW PARK SCHOOL

Individual Personal Handling and Behaviour Plan

Pupil's Details

Name: Type pupil's name here Date of Birth: Type pupil's DOB here

EHCP Targets

1	
2	
3	
4	
5	

Agencies Involved

-
-
-
-
-
-
-
-

What I enjoy...

I may become anxious when...

When I am anxious I will...

To support me you can...

These things will make it worse...

Once I am in recovery, I need...

PTO



Preferred De-escalation Strategies: *(Describe strategies that, where and when possible, should be attempted before positive handling techniques are used)*

Tick box and add details if required.

Verbal advice/support	<input type="checkbox"/>	Distraction	<input type="checkbox"/>	Reassurance	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Contingent Touch	<input type="checkbox"/>	Transfer to another adult	<input type="checkbox"/>
Time out offer	<input type="checkbox"/>	Time out directed	<input type="checkbox"/>	Success reminder	<input type="checkbox"/>
Reminder of choices/limits /consequences	<input type="checkbox"/>	Humour	<input type="checkbox"/>	Other _____	<input type="checkbox"/>

Others/Details for above:

Preferred handling strategies:

(Describe the preferred staff responses/holds) Tick or cross as appropriate

Help Hug	<input type="checkbox"/>	Standing Wrap	<input type="checkbox"/>
Sitting Wrap	<input type="checkbox"/>	Caring Cs single elbow escort	<input type="checkbox"/>
Sitting double elbow (single person)	<input type="checkbox"/>	Caring Cs double elbow escort	<input type="checkbox"/>
Sitting single elbow (two person)	<input type="checkbox"/>	Double elbow (single person) standing	<input type="checkbox"/>

Other physical intervention strategies

(please suggest other strategies that have been successful)

Reviewed By (name)

K Preston

Reviewed (date)

11/03/2024



ABC Behaviour Chart – running record

The **ABC behaviour chart, running record**, helps build up a picture of all of the circumstances around pupils' behaviours over a period of time:

'A' stands for antecedents, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.

'B' refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.

'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the person. It can also be a good idea to keep track of where and when the behaviour occurred to help in identifying any patterns.

Name of child				Year Group		Other details		
Day of the week	Date	Time	Location	Antecedent	Behaviour	Consequence	Other Notes (including staff initials)	



Day of the week	Date	Time	Location	Antecedent	Behaviour	Consequence	Other Notes (including staff initials)



Appendix 6

Willow Park School – Dynamic Behaviour Risk Assessment Template

Activities covered by this assessment (e.g. event /Behaviour Management):	Behaviour Management	Pupil's Name (If Applicable)	
Location (i.e. school / venue)	Willow Park School	Other Contextual Information	

Note: This is a person specific assessment which must be completed and monitored for all pupils at the school

Hazard (Specific activities, situations, triggers...consider all possibilities)	Who Might be Harmed & How? (likely to be child, adult and/or other children)	Existing Methods of Control (what do we already do to help reduce the risk)	Initial Risk Rating <small>Before putting further controls in place</small>			Further Controls Possible To mitigate the risks (What reasonably practicable control measures could be considered to further reduce the risk rating?)	Residual Risk Rating <small>After mitigating controls are in place</small>			Action Required		
			Severity <small>Negligible, Mild, Moderate, Significant, Extreme</small>	Probability <small>Very Unlikely, Unlikely, Possible, Likely, Highly Likely</small>	Risk rating <small>Use the RISK MATRIX on the next page</small>		Severity <small>Negligible, Mild, Moderate, Significant, Extreme</small>	Probability <small>Very Unlikely, Unlikely, Possible, Likely, Highly Likely</small>	Risk rating <small>High, Medium Low, Use the RISK MATRIX on the next page</small>	Who: (Initial)	Date By: (--/--/--)	Done? ✓/✗

To add more rows to the risk assessment, tap the → button until the cursor sits at the end of the row, then press return key.

During this activity, what could go wrong resulting in an emergency situation?	
--	--



How could this emergency situation be prevented / controlled?				
Who should respond to a potential emergency situation and how? Have staff been trained to respond to this emergency situation?				
How have parents been involved in writing this risk assessment?				
Risk Assessor(s) Name(s):		Risk Assessor(s) Signature(s):		
Authorised By:		Authoriser Signature:		
Date Conducted:		Date Review Required:		Date of Last Review:

CALM Communication

- C** Communication
- How am I standing and holding my body?
 - What gestures am I using?
 - What facial expressions am I showing?
 - How am I giving verbal space?
- A** Assessment & Awareness
- What do I know about this person?
 - What strategies have worked well in the past?
 - What are their known triggers?
 - What do I know from their individual plans?
- L** Listening & Learning
- What could their body language be communicating?
 - How is this behaviour different from their baseline?
 - What might happen next?
 - How can I show that I'm emotionally available?
- M** Making Safe
- What are the risks to the individual and others?
 - How can I make the environment safe?
 - What can I do to reduce any risks?
 - Do I need support with this?

Risk Matrix

		Severity of Impact				
		negligible	mild	moderate	significant	extreme
Probability of Frequency & Occurrence of Behaviour	very likely	LOW RISK	MEDIUM RISK	MEDIUM/HIGH RISK	HIGH RISK	HIGH RISK
	likely	LOW RISK	LOW/MEDIUM RISK	MEDIUM RISK	MEDIUM/HIGH RISK	HIGH RISK
	possible	LOW RISK	LOW/MEDIUM RISK	MEDIUM RISK	MEDIUM/HIGH RISK	MEDIUM/HIGH RISK
	unlikely	LOW RISK	LOW/MEDIUM RISK	LOW/MEDIUM RISK	MEDIUM RISK	MEDIUM/HIGH RISK
	very unlikely	LOW RISK	LOW RISK	LOW/MEDIUM RISK	MEDIUM RISK	MEDIUM RISK

Overall Risk Rating Definitions	
Low	This is an acceptable level of risk. No further controls are required as the risk rating cannot be reduced any further. However, it is advised that continual monitoring occurs in order to ensure that no changes / deviation of control measures occur.
Medium	It is advised that further controls are implemented to reduce the risk rating to as low a level as possible. If the risk cannot be reduced to lower than a medium, then on-site monitoring should occur to ensure that all stipulated controls are being adhered to.
High	This is an unacceptable risk rating. Urgent interim controls should be implemented to reduce the risk so far as is reasonably practicable. If the risk rating cannot be reduced to lower than a High, then a documented safe system of work should be implemented to control the risks. It may be necessary to seek further professional advice. If based on an activity, serious consideration should be given to the validity of carrying out the activity at all. Close monitoring of the activity MUST occur.