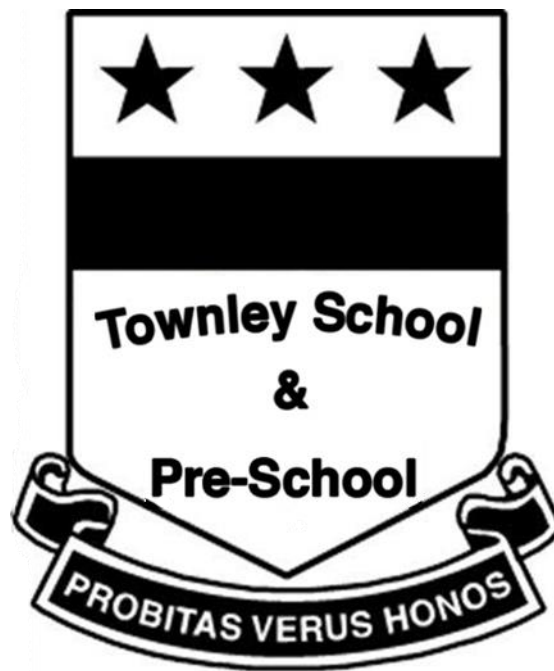


### **Townley School and Pre-School Policy Front Sheet**

<b>POLICY DOCUMENT</b>	Positive Behaviour and Anti Bullying
<b>Policy Number</b>	37
<b>Type of Policy –</b>	Statutory
<b>Governor Committee</b>	Full Governing Body
<b>Approval Date</b>	
<b>Review Frequency</b>	Annual
<b>Date of next review</b>	October 2023
<b>Publication Date</b>	October 2022
<b>Chair of Governing Body signature</b>	
<b>Publish on School Website</b>	Yes
<b>Purpose of Policy</b>	Policy Review
<b>Supporting documents if applicable</b>	



# **Positive Behaviour and Anti Bullying Policy**

## **Our Golden Rules**

*Be kind.*

*Be the best you can be.*

*Remember your manners.*

*Be respectful.*

### **Introduction**

Our therapeutic approach to behaviour management has been inspired by the Step On training we received from Cambridgeshire Steps.

*This policy has been written with regards to the DfE guidance 'Behaviour and Discipline in Schools, January 2016', and established through consultation with staff, governors and children. This policy applies throughout the school, including in the EYFS it outlines the purpose, nature and management of behaviour in our school in line with Cambridgeshire Steps this policy has also been written with due regard, under the Education Regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils.*

Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being. Pro-social behaviour makes effective teaching and learning possible. Anti-social behaviour disrupts this process. Behaviour is linked to social and emotional development and the key is to create a caring and nurturing ethos within which behaviour management takes place.

Our first key value for our children is kindness. The children strive to be kind at all times and each class uses this value to agree on all acceptable behaviours. Most children at Townley epitomise the key value of kindness, able to explain why an act is kind or in rare circumstances, unkind. However, there are children who need help to develop pro-social behaviours. We recognise that there needs to be support for those children who exhibit anti-social behaviours which may be difficult and dangerous and this policy outlines how we strive to support these children. We know that behaviour is essentially a form of communication and we work hard to understand what a child's behaviour is telling us. We endeavour to provide the support and strategies necessary to enable children to learn self-control and develop pro-social responses.

### **The School's Therapeutic Approach**

At Townley we have a therapeutic approach to behaviour management and we have high expectations of everyone. We believe that our school should be a happy and secure place for all. Our children are very young with the vast majority of children exhibiting excellent behaviours. We provide continuous praise

for pro-social behaviours and children strive to replicate those seen in others. Our children love instant rewards and we use stickers, and work sharing, praise, as well as certificates to provide a fair and equitable response to good models of behaviour. In EYFS sand timers are used to encourage turn taking right from the start.

We all work together to promote pro-social behaviour, to respond to individual needs and to encourage a collective sense of responsibility. All staff have day-to-day responsibility for the behaviour of the children both in classes and around school. A happy, caring environment is important to all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Politeness, good manners and care for both people and property are expected.

Children are encouraged to help each other to behave pro-socially and to support those who are experiencing difficulties. Restorative approaches and times of reflection are encouraged through discussion and self-evaluation. Our PHSE programme supports such strategies. Staff are firm, fair and consistent in their actions with children and endeavour to respond therapeutically in line with Step On training. In meeting the needs of all children, we strive to be inclusive.

## **1. Aims and expectations**

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and has a voice.
- The primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community to adopt a restorative approach.
- The school expects pupils, staff, parents and carers of this school community to behave in a considerate way towards each other.
- Townley School and Pre-School does not tolerate bullying and harassment in any form.
- We treat all children fairly according to their needs and apply this behaviour policy in a consistent way.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and beyond.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2. Principles:**

- All children, staff and visitors have the right to feel safe at all times at school.

- Townley School and Pre-School is an inclusive school. All members of the school community should be free from discrimination of any sort.
- Townley School is a restorative school.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors expect pupils and parents to cooperate to maintain an orderly environment for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- Staff are Cambridgeshire Steps trained and believe that all children thrive in a **safe, respectful** environment surrounded by adults that endeavour to understand their needs. As a Church school our approach behaviour is rooted in the key Christian principles of forgiveness and reconciliation; giving each child the opportunity for a fresh start and working with parents to understand the roots and reasons behind difficulties that are displayed. We believe that all behaviour is a form of communication. Therefore, we have a graduated approach to managing behaviour at our school which will usually be managed within class teams and by the adults that know the child best. Senior members of staff will be involved when behaviours become repeatedly difficult or dangerous.

**Cambridgeshire Steps:** is adapted from the original work by Angela Wadham. The term "Steps" is drawn from the Norfolk County Council statement on inclusion:- "The process of taking necessary Steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm.

Our Positive Behaviour Policy acknowledges the school's legal duties in respect of the Equality Act 2010

and the specific Special Educational needs of pupils in our care. In doing so, the following points are fundamental to the implementation and application of this policy;

- Safeguarding of and respect for pupils with Special Educational Needs (SEND)
- Making reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- No sanction will breach any other legislation (e.g. respect of disability. Special educational needs, race, religion and other equalities and human rights) and it must be reasonable in circumstances.

### **3. Pro-social Behaviour**

We praise and reward children for good behaviour in a variety of ways:

- Verbal recognition e.g. 'Wow, thank you for doing ..., that was so respectful' ;
- Sharing directly with parents at the end of the day, through a phone call or via letters home;
- Certificates in assembly

### **4. First Steps**

We recognise that a number of children need further support to enable them to be kind at all times. These are often children who display repetitive, low level behaviours which regularly disrupt the day-to-day learning in class.

Examples of behaviour these behaviours are:

- Failing to start or complete a level of work that the child is capable of;
- Regularly calling out or making a level of noise inappropriate to the situation;
- Running in the corridor;
- Distracting one's own or others' learning.

We have a wide range of strategies to enable these children to make positive changes to their behaviour. In all situations the adults supporting must always:

- Listen
- Use positive phrasing
- Privately and calmly, speak to the child at, or lower than, eye level. Make reference to our core values/ school rules and offer a reminder to the child about applying these values/ rules to make the situation right again
- Enlist the support of colleagues
- Check-in privately, 'Is there a problem that I can help with...?'

- Offer limited choice
- Disempower the behaviour
- Move the child away from the group (in their own classroom)
- Offer sensory breaks
- Use Comic Book Conversations for children with SEND
- Ask the child to work away from their classroom
- Ask a pupil to catch up on missed learning at playtime or lunchtime
- Keep a log of behaviours
- Arrange a meeting to talk to parents about our concerns

Adults will never: speak to a child in a pitch, tone or volume that is unacceptable (one which you would never use with another adult, so we would not use with a child either).

## 5. Restorative Approaches

This school use restorative approaches to educate and encourage everyone to take responsibility for their behaviours. This approach starts with a restorative enquiry. If conflict arrives, over low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests. If incidents are sustained or reoccur the meeting between pupils will be recorded on a pupil meeting log (see Appendix 1).

When an argument happens ask these questions in a calm and caring manner (Ask the child who you think caused the upset first and the child who was upset second.)

- What happened?
- What were you thinking?
- What needs to happen to put things right?
- What are you going to do differently next time?

Check that the victim and the wrong doer are both happy with the outcome. In the majority of these issues the outcome will be an apology and an acceptance of wrong doing.

Restorative Circles are a way of dealing with issues relating to groups of pupils. Restorative Circles work on the same principles of circle time, but as with enquiry, restorative dialogue is crucial. Circles are effective in classroom environments to:

- Tackle classroom disruption where all pupils are expected to take responsibility.
- Educate pupils on restorative principles and practices, and how they fit into the concept.
- Allow each pupil to perform a 'check in' (i.e. how they are, what they are feeling etc.).

Restorative circles can be used effectively at break times to resolve conflict.

Restorative circles allow everyone to:

- Have a voice and feel listened to
- Be an equal member of the group
- Feel safe and in a confidential setting
- Share responsibility for decisions and actions.

If issues are of a more serious nature i.e. physical assault, bullying or where restorative enquiry and circles have not brought about a change in behaviours where children have not learnt from their experiences a restorative conference may be suitable.

Restorative Conferences may be suitable in the following situations

- Pupil at high risk of exclusion
- Pupil being re-integrated after exclusion
- Incident occurs in wider community
- Other restorative practices may have failed

The difference between conferencing and (2) circles is that harm caused is always already acknowledged by the wrong doer and they are willing to find ways to repair that harm done in the presence of family, teachers and most importantly the harmed party.

The script for restorative conference is enclosed as Appendix 2. Parents will be informed of the above restorative approaches through a parent and pupil leaflet issued when children join the school. It is also on the school website. See Appendix 3.

- The class teacher discusses the school rules with each class at the start of each academic year and revisited when necessary. In addition to the school rules, each class also has its own classroom rules, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- The school follows the County PSHE curriculum that promotes positive self esteem, teaches strategies for anger management and helps children to identify their own and others feelings.
- When children join the school parents/carers, children and the school review and sign the home school Agreement.



## **6. Sanctions**

Where the restorative approach is used, the children will be able to set their own sanctions and also in cases where the restorative approach is not appropriate, the punishment used must be reasonable and must not breach any other legislation (disability, SEN, race and other equality acts). A firm reprimand from a member of staff is expected to be sufficient to correct most misbehaviour. However, if this fails, then the following procedures are likely to be adopted:

- Time out
- Completing extra work or repeating work until it meets the expected standard.
- Short term loss of privileges eg withdrawal from a visit or to represent the school
- Loss of free/ play time
- During play time a pupil may be taken indoors for an appropriate cooling off period.
- Removing graffiti or tidying an area disrupted by the child, including picking up litter (age appropriate).

## **7. Next Steps**

A small number of children need bespoke provision (beyond First Steps) and have Risk Management Plans. A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. This distinction will be based on professional knowledge of children. Children who need bespoke provision are likely to have a social story detailing the pro-social behaviour expected, alongside the unacceptable anti-social behaviour. Children needing a risk management plan may display more extreme challenging behaviours which can be difficult and at times dangerous. We may/will...

- Speak respectfully and calmly
- Listen
- Attempt to reduce anxiety
- Do everything we can to avoid escalation
- Use scripts - Allow recovery time
- Act to ensure the safety of all pupils and staff
- Ensure there is a safe place to calm down and/or work
- Allow time to reflect, repair and restore
- Make provision for a pupil to work outside the classroom (internal exclusion)
- Provide supported play activities
- Ensure there are educational consequences

Where appropriate, staff will know how these children are being supported so that there is a whole school team approach. The class teacher supports these children and talks to them about their behaviours and the effect these are having on both their learning and that of others. Where children need a bespoke provision the school may consult with the Link Teacher for SEND at the

LA or other external agencies such as Early Help, the Family Worker, Wellbeing Service to enlist further support for a child as necessary.

The exclusion guidance will be followed where necessary, but our primary aim is to keep children in school if it is safe to do so.

## **8. Definition of ‘consequences’**

A consequence is a conclusion derived through logic; it is something that logically or naturally follows from an action. There are two kinds of consequences –

**Protective consequences** - removal of a freedom to manage harm for example -

A pupil waves scissors around > loses the chance to use scissors

Child plays unsafely on the field/climbing equipment > Must play in a different area of the playground

Child messes about in the line, as a result hurts others > child must walk with an adult until they can be trusted

Unacceptable use of the internet/not looking after IT equipment > lose the privilege to use the internet/equipment for a period of time until they can be trusted

Child fighting/intimidating in the cloakroom or toilets > Has to be accompanied by an adult for a couple of days, until they can be trusted on their own.

A child continues to hurt others in the classroom > Child has to work away from their peers, until they can be trusted to be safe in the classroom

**Educational consequences** - the learning, rehearsing or teaching so the freedom can be returned. It is essential that there is always an educational consequence. We must be able to show how we have helped the child to develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the child with the skills and incentives to behave differently faced with the same set of circumstances. All staff know how children with greater needs are being supported so that there is a whole school team around a child.

**If the above sanctions (5) do not lead to an immediate modification of behaviour, the following actions are likely to be considered.**

- Exclusion from a favoured activity – long term or permanently; not including mandatory curriculum sessions but for non-mandatory curriculum activities eg after-school clubs and may also be used on residential visits.
- Exclusion from the right to represent the school.
- The establishment of a behaviour record/log or home school report book.
- A verbal disciplining from a senior member of staff.

- A requirement for a written apology.
- A regular behaviour report/log to be given to the Headteacher.
- A letter/telephone call to a parent.
- A meeting with parents.
- Other sanctions following discussion between parents, class teacher and headteacher.
- PSP pastoral support programme.
- Exclusion from school [LA guidelines to be followed for either temporary or fixed term, or permanent exclusions]

This school will not use detentions imposed outside the normal school hours as a sanction or punishment.

#### **9. Difficult behaviours:**

- Defiance/ disrespect/ non-compliance e.g. lying, repeated reluctance to engage in learning, non-completion of an acceptable amount or quality of work
- Disruption (talking while teacher is speaking; loud voices or noises indoors)
- Inappropriate/derogatory verbal language e.g. swearing, name calling
- Harassment/ tease/ taunt
- Physical contact – non serious but inappropriate e.g. rough play
- Property misuse/damage

#### **10. Dangerous behaviours:**

- Abusive language that would be considered threatening or discriminatory
- Disruption (sustained loud talk, yelling or screaming); sustained out of seat behaviour (tantrums, throwing things across the classroom)
- Physical aggression
- Forgery/ theft
- Property misuse/damage becomes unsafe
- Absconding (child has not been in the classroom for 15mins)
- Actions considered criminal behaviour

#### **11. Covid-19 pandemic**

Since From March 2020, the global pandemic has led to a change in how we define some of children's behaviours in school and our assessment as to whether these are difficult or dangerous. Our Steps approach to managing behaviour will remain in place following the Trust's Positive Behaviour Policy. If a child's behaviours cause an increased health risk these can be defined as dangerous, examples of this would include: spitting, repeated disregard of social distancing and hygiene rules If these behaviours occur we will discuss this immediately with parents/carers, and question whether their child can manage in the school environment, under current circumstances. If, following a Risk Management Plan being put in place, a child is unable to manage within the safety rules to minimize Covid-19 risk, then the

school may need to excluded the child and phased return implemented to ensures the current guidance can be adhered to.

## **12. Use of Reasonable Force**

We discourage the use of force through our STEPS de-escalation approach and force should only be used as a last resort. Members of staff do have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, or to maintain good order and discipline in the classroom. This also includes instances where a staff member has to conduct a search without consent as referred to above, where those items could be used to commit a serious offence or to cause harm. (A set of appendices to this policy detail how we use a script, risk management plans and provide supported play). Use of Force by staff must be recorded in the Use of Force Blue Book, which is kept in the Headteacher's office.

All members of staff are aware of the regulations regarding the use of force. See policy on Physical Intervention.

## **13. Racist remarks:**

Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark. We have a separate policy for managing prejudice related incidents.

## **7. Anti Bullying**

We believe that all forms of bullying are unacceptable and should not be tolerated. We want children to be and feel safe from bullying and discrimination. We also want everyone who works with children to take bullying seriously and know how to resolve it positively. We seek to empower them to challenge, remedy and prevent bullying, creating a culture where every child is treated with dignity and respect and takes seriously their responsibility to treat other in the same way. With staff, pupils and parents working together we help to create a safe and caring learning environment, which promotes personal growth and self-esteem for all.

### **Definition**

Bullying is an act of aggression, which repeatedly causes embarrassment, pain or discomfort to another.

- It is deliberately intended to hurt
- It can take a number of forms: physical, verbal, emotional, gesture, extortion, exclusion and cyber
- It can be planned or it may be unintentional

- Individuals or groups may be involved.
- Bullying behaviour can take place both inside and outside of school

**Some examples of bullying include:**

Any form of physical violence such as hitting, pushing or spitting on others.

- Interfering with another's property by stealing, hiding, damaging or destroying it.
- Using offensive names, teasing or spreading rumours about others or their families.
- Using put downs
- Writing or texting offensive notes including those on social networking sites about others.
- Making degrading comments about another's culture, religion or social background.
- Hurtfully excluding others from a group.
- Making suggestive comments or other forms of sexual abuse.
- Ridiculing another's appearance.
- Forcing others to act against their will.
- Inducing others to bully.

## **14. Implementation**

To prevent bullying and harassment at Townley School and Pre-School:

Staff will be required to:

- Ensure parent awareness of the school's Positive Behaviour and Anti-Bullying Policy.
- Ensure pupil awareness of the school's Positive Behaviour and Anti-Bullying Policy.
- Implement a classroom program to educate children about bullying that promotes resilience, assertiveness, conflict resolution and problem solving.
- Be observant for signs of distress or suspected incidents of bullying and harassment.
- Watch the children on the playground during supervision duty.
- Investigate and report suspected incidents to the appropriate staff member.
- Encourage children to report bullying incidents.
- Use restorative approaches

Children will be required:

Report incidents or suspected incidents where bullying has occurred to themselves or others to a staff member.

The school recommends that parents/carers:

- Watch for signs of distress in their child such as:

1. anxiety

- 2. insecurity
- 3. loss of appetite
- 4. bed wetting
- 5. low self-esteem
- 6. headaches
- 7. sleeping difficulties
- 8. abdominal pain
- 9. sadness
- 10. depression
- Take an active interest in their child's social life and friends.
- Advise their child to tell a staff member about any incidents involving bullying and harassment.
- Inform the school if bullying or harassment is involved.
- Do not encourage their child to retaliate.
- Be willing to attend interviews at the school if their child is involved in a bullying incident

## **15. Intervention**

Intervention strategies that will support the restorative approaches adapted by this school. The school may use the following intervention strategies to support all pupils and behaviour, this is not an exhaustive list

- Trigger Behaviour Consequences (TBC) records to look for patterns in behaviour
- SEND Team through annual meetings
- The locality for advice and support
- Early Help Assessment to access other professional agency support
- Referral to other support agencies.
- IdentiPlay
- Lego Therapy

## **16. The role of the class teacher**

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- It is the responsibility of class teachers to ensure that school procedures are followed in line with this policy.

## **17. The role of the head teacher**

- It is the responsibility of the head teacher, to implement this consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is

also the responsibility of the head teacher to ensure the health, safety and welfare of all adults and children in the school.

- The Head Teacher facilitates appropriate liaisons with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

The head teacher can at any time exclude a child for inappropriate behaviour.

(Internal exclusion- where a child will be supervised in school by their parent/carer).

## **18. The role of parents**

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We include a copy of the school rules in the school brochure, and we expect parents to read them and support us.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher in the first instance and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **19. The role of governors**

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.
- The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.
- Governors have a legal duty, alongside the headteacher, to ensure the safety of pupils in their care – this includes responsibilities for tackling bullying

- The governors will appoint an appropriate governor when required, to address issues related to bullying. The headteacher will consult with the chair of governors and agree a nominated governor due to small nature of the school.

## **20. Fixed-term and permanent exclusions**

- Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Head teacher excludes a child, they must inform the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.
- The governing body has a discipline committee which is made up of four members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

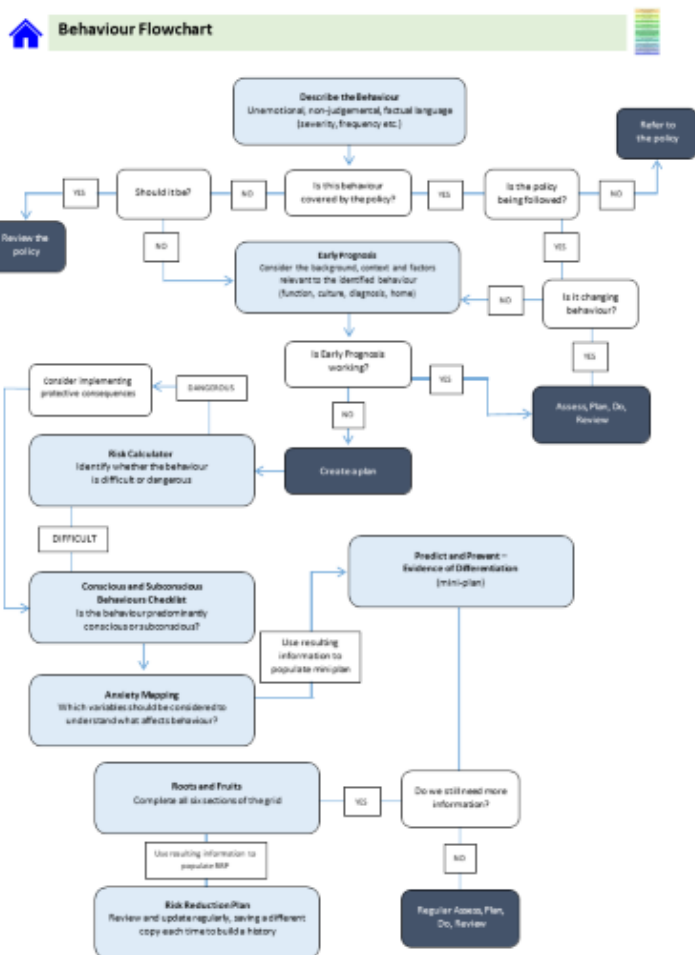
## **21. Special Educational Needs**

Some children have particular behavioural, emotional and social needs that require special assessment and programmes. In these cases sanctions are applied at the discretion of the headteacher in consultation with parents. We will receive support from outside agencies as appropriate to the child's needs.

## **22. Monitoring and review**



- The Head teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The Head teacher keeps a record of any child who is suspended for a fixed term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.
- The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



## Appendix 1

Risk Management Plan (blank)

# Cambridgeshire Steps – Risk Reduction Plan

<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	<b>Review Date:</b>
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Pro-social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

Signature of Plan Co-ordinator..... Date .....

Signature of Parent / Carer..... Date .....

Signature of Young Person.....Date.....