Discovery Federation

Respect and Positive Relationships Policy 2021/22

Originally written by: Mrs L Templeton September 2019 in conjunction with Miss J Smith SENCO and Mr B Greenfield Educational Phycologist

Updated: September 2021

Agreed by Governing Body: Autumn Term 2021

Rationale

Within the last few years staff at Moorside and New Brancepeth Primary Schools have undertaken a significant amount of training in relation to better understanding children's emotional needs e.g. attachment awareness training. Staff have come to recognise that behaviour is driven by many different factors and not always straight forward. Behaviour is often reflective of an underlying need. As a staff we not only want to manage behaviour but understand it and teach children to understand, manage and apply relationships education so that they have positive experiences and role models. Therefore, this policy has been developed in order to replace the previous behaviour policy and better reflect our new understanding and ethos. This is even more pertinent at the current time in relation to the COVID-19 Pandemic and children returning to school.

Aims of the Policy

- Develop understanding of behaviour relevant to individual children and within context of need
- Supporting a flexible approach to behaviour management in the same way that we differentiate for children's learning needs. Management of behaviour in light of this understanding
- Develop consistency of behaviour management amongst staff so all adults are well regulated in their responses and children get consistent messages
- Development of skills in relation to positive and respectful relationships within school
- Fostering positive relationships within the school community (parents, staff, governors etc.)
- Support children with a successful return to school following full and partial school closures across 2020 and 2021.

Scope

This policy should be read in conjunction with the following policies:

- Antibullying Policy
- PHSE/SRE and SMSC
- Equality and Diversity
- Online Safety
- Teaching and Learning
- Exclusions
- Health and Safety
- Special Educational Needs and Disability Policy
- Accessibility Plan
- Keeping Children Safe in Education
- Remote Learning Policy
- Home School Agreement

Developing understanding of behaviour

Staff at Moorside and New Brancepeth Primary Schools recognise that behaviour is a form of communication. Challenging behaviour may for example reflect:-

- Sensory overload
- A sense of feeling unsafe
- Fear and or anxiety
- A need to be noticed
- Tiredness
- And many more

Staff are committed to knowing children within school and recognising them as individuals. Class structures change throughout the day and therefore it is important that they work closely together sharing information to ensure they have a wider understanding of individual circumstances and can apply this when managing behaviour.

Staff draw upon understanding and skills developed through CPD and work with external professionals to support them in recognising and understanding behaviours e.g. attachment awareness and sensory smart classroom. Following training within school we consider ourselves to be an attachment aware school. What this means is we recognise the absolute importance of relationships in a person's life. We seek to develop and encourage positive relationships in all we do e.g. from greeting children on a morning to reintegration meetings through restorative approaches following a major incident. It also means that we recognise some children have particular difficulties relating to attachment that require additional and sensitive support e.g. access to nurture provision

In order to provide the above we are committed to promoting staff wellbeing and ensuring adults in school are well regulated so they can support children effectively.

Following on from CPD as a school we developed nurture provision which is a small group where staff can develop nurturing relationships and provide positive role models for children to observe and copy impacting on social and emotional skills to develop confidence and self-esteem. This runs when appropriate and is tailored around the needs of children within school.

Supporting and Managing Behaviour

At Moorside and New Brancepeth Schools we believe that positive relationships and positive behaviour is underpinned by a set of rights and responsibilities:

I, as a Pupil, will:
Understand that I have rights within the school, some of which are:

- To be treated kindly;
- To be listened to;
- To be helped;
- To have a friend;
- To play and join in games;
- To be happy;
- To feel wanted;
- To be safe;
- To be special.
- Respect other children's culture, race, feelings, beliefs and values.
- Accept responsibility for the things that I do.
- Be responsible for my school and home work.
- Ask for help if I need it and try my best in all that I do.
- Ensure that I take home all school letters.
- Follow the school's Code of Conduct:
- Be kind and speak politely to everyone in school.
- Take good care of the building, equipment and school grounds.
- Behave in a safe way
- Be helpful.

Our schools will:
- Provide your child with a high standard of education, implemented by rigorous national guidelines, within a balanced curriculum.
- Ensure that our learning environment is stimulating and challenging.
- Celebrate your child's academic and personal achievements.
- Provide the support needed to enable your child to achieve their full potential.
- Care for your child's safety and wellbeing by observation and listening to them.
- Provide a happy, healthy community.

- Support your child to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need.
- Encourage your child to become an active member within our community and help them to see that they can have an impact on the world around them.
- Regularly meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support and scaffold them in their areas for development.
- Provide information to you about our school, including relevant policies, meetings, workshops, activities, newsletters and open days.

Homework

The school will:
- Set differentiated and achievable homework to extend the curriculum and provide the opportunity for independent learning. Clear information will be provided so that you will be able to help your child if required.
- Provide information and helpful training sessions for you that will give you confidence to support your child.

The parents/carers will:

I as a Parent/Carer will:
- Make sure that my child will arrive at school by 9:00 am.
- Make sure that my child is wearing named school uniform and that their PE kit is brought into school at the beginning of each week.
- Let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do homework, as this can then be resolved quickly.
- Support the school by encouraging my child to develop a positive attitude towards our diverse, multicultural community.
- Attend meetings with my child's teacher and other staff, aiming to be positive and productive, working towards moving my child on in their learning.
- Support and work with you to ensure that the behaviour management policies of the school are maintained, particularly with my child. Upholding the schools ethos of respect towards everyone at all times.
- Encourage a positive attitude towards my child's education and our school. If I have any concerns, I will come and discuss them with you as it is much healthier to work out solutions and move on.
- Read all information sent home as this gives me important details of relevant policies, meetings, workshops, activities, newsletters and open days. I will ask for support in doing this if I need it.
- Support the school when fundraising and organising activities for the benefit of a variety of causes and also our school.

Homework

You as Parent/Carers will:
- Ensure you child has somewhere quiet and calm to complete their homework.
- Support the school by making sure that homework tasks are completed and returned on time. A child who hasn't completed their homework is often an unhappy, worried one!
- Read with your child five times weekly
- Support your child to learn phonics sounds, spellings and tables
- Tell a member of staff if I am worried or unhappy.

Support to develop positive relationships & emotional skills

At Moorside and New Brancepeth Primary Schools we encourage children to manage and recognise their own feelings and behaviours wherever possible. We have a simple set of rules across school which are:

- Be Kind
- Be Respectful
- Listen Carefully

How we manage behaviour across school

Rather than creating a climate where inappropriate behaviours are recognised and take up a large proportions of teaching time as a school we have chosen to minimise this and focus on positive behaviours for teacher time and recognition.   We use reflection as a safe space where children can work with staff to reflect on their behaviours and discuss what they might change about their behaviour moving forward. Where children choose not to follow our rules teachers will simply acknowledge with them they have broken a school rule not entering into any dialogue other than: *(Child's name) you have broken our school rule please can you go into reflection at breaktime.*

Staff will then move on with teaching. Staff will recognise praise, and reward with thank you notes on our whole school display for children who go above and beyond our behaviour expectations. Good behaviour is not rewarded as it is expected. Praise given will be specific so children know exactly what they are being praised for.

This means that the praise children receive is genuine and links to specific aspects of their behaviour where they have gone above and beyond.

<u>Staff Scripts</u>

	Steps	Actions	Script
1	Reminder	Verbal/ Non-verbal reminder from class teacher linked to 3 main school rules	"Are you showing me that you are (school rule)?" or Non-verbal gesture to the school rules in classroom/yard
2	Caution	Emotion coaching (if escalated to crisis skip number 1)	STEP 1 - Be aware of emotions and recognise them **"I can see you are (emotion) because you are (body language and presentation e.g. clenching your fists/breathing heavily/throwing objects)"** STEP 2 – Connect **"It is okay to feel (emotion) everyone feels (emotion) sometimes. It is about how we deal with it."** STEP 3 – Listen **"Can you explain to me what has happened?"** STEP 4 (when the child is ready) Find good solutions **"How could we get back to be ready to learn?"** At this point staff may need to go to the zones of regulation and use visual strategies linked to specific emotions.
3	Last chance	Time out given	**"(Child's name) you have broken our school rule please can you go into reflection at breaktime."** <u>Class teacher Prior to Reflection Room-</u> *It was the rule about (name rule) that you broke.* *You have chosen to (behaviour)* *Do you remember last week when you (name a previous positive behaviour they showed)?* *That is who I need to see today. Thank you for listening. (Allow the child some 'take up' time)* ***Lunch/break times* children to be sent to reflection room with the TA on duty to discuss reflect on their behaviour using the script above. Do not address behaviour in front of other children as this can be demoralising for the child involved but also serves to heighten their status with other children.**
4	Time out & Repair	Reflection Room	**"Please take a moment to think about which rule you have broken."** **"Think about which behaviour you chose to display at that moment."** **"Can you think of what emotion you were feeling and find a strategy which could have been better suited to this emotion?"** (Use visual aid of zones of regulation & matching strategies to support this) (Children to feed back) **"That is who we need to see today."** **Thank you for listening."**

Reflection room

In our reflection room children will be given a copy of our school rules and asked to reflect on which rule they have broken.

Via circle time children will then discuss which rule they have broken to encourage them to take responsibility for their own behaviours.

Children are then asked to reflect on how they could modify their behaviours.
Please take a moment to think about which rule you have broken.
Think about which behaviour you chose to display at that moment.
Can you think of what emotion you were feeling and find a strategy which could have been better suited to this emotion? (Use visual aid of zones of regulation & matching strategies to support this)
(Children to feed back) That is who we need to see today.
Thank you for listening.

Zones of Regulation

To support children in their emotional wellbeing we use the zones of regulation to develop children's self-regulation and support them in recognising their changing feelings and emotions as perfectly normal. There are a range of strategies linked to the different emotions to support regulation and select strategies to regulate themselves so they feel calm and safe within school. The Zones are:

- Joy
- Sadness
- Disgust
- Anger
- Fear

For some children these may be tailored more specifically to support their individual needs.

Emotion Coaching

In our school we use emotion coaching which supports children to accept that their emotions are normal, recognise their emotions and then problem solve in relation to what they could do differently next time. We have four steps of emotion coaching and use a specific script across school:
STEP 1 - Be aware of emotions and recognise them – I can see you are (emotion) because you are (body language and presentation)
STEP 2 – Connect – It is okay to feel (emotion) everyone feels (emotion) sometimes. It is about how we deal with it.
STEP 3 – Listen – Can you explain to me what has happened?
STEP 4 (when the child is ready) - Find good solutions – How could we get back to be ready to learn? At this point staff may need to go to the zones of regulation and use visual strategies linked to specific emotions.

PSHE

Our PHSE and RHE policy are focused on developing positive relationships. The curriculum promotes good physical and mental health. We aim to teach children the importance of mental health through structured sessions and also our passport system which focuses on the development of specific elements of relationships and resilience within school. Our themes link to:

2 year old   – D to discover
Nursery   - I to be inventive
Reception   - S to be secure
Year 1   - C to be confident
Year 2   - O to be open minded
Year 3   - V to be versatile
Year 4   - E to be empathetic
Year 5   - R to be responsible
Year 6   - Y to be yourself

Playground

Lunchtime supervisors to use the same scripts as staff to ensure consistency across school. Lunch time supervisors are to use the safe spaces for time out where the zones of regulation visual aids and strategies are visible. If a TA is available a member of staff will come inside with the child and discuss their behaviour using the given script. This avoids children feeling demoralised in front of their peers and also ensures that they do not receive heightened status from other children for their actions.

We aim for our playground to be a safe and happy space. We recognise that unstructured times are challenging for some children. We have provided children with access to safe spaces and the zones of regulation outside so they understand it is not just within the classroom. During unstructured times some children require additional support such as visual timetables and social stories so they begin to manage their unstructured times more effectively. As a school we try to use restorative approaches and conversations to avoid children missing playtimes.

Rewards

At Moorside and New Brancepeth Primary Schools we do not believe in rewarding good behaviour as this is the expectation of all children however we reward children who go above and beyond our expectations through:

- Giving pupils roles and responsibilities e.g. Prefects (year 6), Monitors, School Councillors, Team captains and vice captains, Buddies, Young leaders and Librarians
- Recognition on our thank you board – which are then posted home after being recognised in assembly
- Team points
- Stickers
- Certificates
- Top 25 Treat
- All green prize draw
- Positive letters home

Consequences

We believe in a restorative approach to inappropriate behaviour. Where children choose not to follow our school rules the following steps will be taken:

- Reflection space School chart used consistently across school linked to restorative approaches
- In cases of severe disruption, the child will be sent immediately to either the Head teacher or Deputy Head teacher and parents will be asked to come into school to discuss the matter. On very rare occasions it may prove necessary for members of staff to use reasonable force (DfE 2013) to control a pupil who may otherwise be in danger of hurting him or herself or others.
- Our Respect and Positive Relationships policy is also carried over break and lunch times by supervising adults. If children choose not to follow our school rules over lunch time they will be sent in to spend time in reflection and work through restorative approaches with staff.

Support for pupils causing concern

The following structures exist within the school to support pupils whose behaviour is causing concern. In all cases parental involvement is essential.

- Placement on the SEN Register Pupils on the register are monitored by the SENCO and appropriate targets and interventions are put in place.
- Involvement of Behavioural Support Specialist Teacher The school buys in a member of the LA's Behavioural Support Team to work with pupils on an individual basis.

Positive Handling

Risk management is regarded as an integral part of our respect and positive relationships policy. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have found to be effective for that individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named, along with any alerts which have proved to be ineffective or which caused problems in the past.

Positive Handling Plans should be considered along with the child's special educational need and any other planning document relevant to the pupil. They should take into account age, sex, level of physical, emotional and intellectual development, special needs and context. Any medical issues must be written into positive handling plans e.g. heart problems, asthma, as well as any techniques not to use. All teachers/adults in class, parents, head teacher and at least one Team-Teach trained member of staff must be familiar with a child's positive handling plan.

Risk Assessment

Risk assessments are required for children who exhibit extreme behaviour. Planned physical intervention may be a planned response for specific children if staff are aware of emotions being triggered to support the child in de-escalating their behaviour and regulating their emotional state in a safe environment and will be stated in their support plans/other relevant documentation. This differs from emergency use of restrictive physical restraint where a pupil behaves in unforeseen ways. Research evidence clearly shows that injuries to staff and pupils are more likely when the intervention is not planned. An effective risk assessment procedure, along with well-planned preventative strategies (individual positive handling planning), will help to keep emergency use of restrictive physical interventions to an absolute minimum.

 Staff should be aware that in an emergency situation, the use of reasonable and proportional force is permissible if it is the only way to prevent injury or serious damage to property. Whenever practicable, before physically intervening a staff member should attempt to resolve the situation by other means. A calm and measured approach to a situation is needed and staff members should never give the impression that they have lost their temper, or are acting out of anger or frustration. The staff member should continue attempting to communicate with the pupil throughout the incident, and should make it clear that the physical intervention will stop if it ceases to be necessary.

Responsible staff should think ahead to anticipate what might go wrong when creating a risk assessment. When considering a pupil's behaviour, staff will think about the following questions:

- Can we anticipate a Health and Safety risk related to this child's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Reasonable Force

The term 'reasonable force' covers the broad range of actions involving a degree of physical contact with pupils. It is always a last resort and used in very rare occasions. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. All members of staff have a legal power to use reasonable force. This power applies to any member of staff. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In school, force would only be used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and always depends on the individual circumstances. The following list is not exhaustive but provides examples of situations where reasonable force can and cannot be used. We would use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- We will not:
- use force as a punishment – it is always unlawful to use force as a punishment. (See the school's Search and Deletion Policy for more information linked to this.)

Team-Teach Injury Potential and Technique Application

Various staff in school have received Team Teach instruction and are able to carry out the taught techniques if/when necessary. The skills and techniques taught on a Team-Teach course are as a result of an ongoing risk assessment in an effort to safeguard everyone involved in a violent incident where physical interventions are necessary. Team-Teach techniques seek to avoid injury to the service user, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe. It is also recognised that staff may choose to respond with a technique from outside the Team Teach framework. This does not automatically render the use of such skill or technique necessarily improper, unacceptable or unlawful. Its use must be judged on whether or not it was reasonable, proportionate and necessary in those particular contexts and circumstances.

Post Incident Debrief

Following a serious incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective. It is difficult to devise a framework of support that meets the need of all staff. As individuals, we all vary in how much support we need after an unpleasant incident.

Generally, a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the head teacher or deputy will make arrangements for the class group to be supported.

Recording

All incidents of unacceptable behaviour should be recorded and logged on CPOMS (school's safeguarding and child protection software), written by the member(s) of staff observing the incident within 24 hours and alerting all members of SLT when submitting it. Restrictive physical restraints will also be logged on here, selecting the appropriate lozenges and if necessary, attaching photographs of any bruising/scratches etc. which appear following the incident. The record should indicate:

- the names of staff and pupils (and any other parties) involved
- the reason for using the restrictive physical intervention employed
- the type and duration of the restrictive physical intervention
- whether the pupil or anyone else experienced injury or distress and, if they did, the action that was taken.
- Relevant behavioural information e.g. SEN documentation, referrals, reports, positive handling plans, risk assessments etc. will be uploaded here and added to chronologies.

Records of restraint must be retained and kept accessible for 25 years after the D.O.B. of the child. Positive handling plans, risk assessments and the respect and positive relationships policy for the previous academic year must also be kept.

An incident log must be completed on CPOMS to record any injuries that result from the use of restrictive physical intervention. Incidents of restrictive physical intervention will also be recorded in a numbered incident book which is kept in the school office.

Exclusions (Separate Policy)

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school while always bearing in mind our duty of care to pupils and staff.

The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct.

A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

Fostering positive relationships within the school community (parents, staff, governors etc.)

We work hard to foster positive relationships with parents and involve them in all aspects of their child's school life keeping them informed of their child's progress and celebrating successes through:

- Traffic Light Trackers sent home half termly to enable parents to keep up to date and have an open dialogue in relation to their child
- Social media (School Facebook)
- Our Schools App
- Website
- Stay & Play
- Assemblies
- Parents evening at the end of each term

Behaviour beyond the School Gates

The aim of our respect and positive relationships policy is to instil lessons for life and promote the highest expectations of behaviour at all times as such there are times when school will intervene in events that take place beyond the school gates. Disciplining beyond the school gate covers all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The school will respond to these incidents if a child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school
- posing a problem that could have repercussions for the orderly running of the school
- posing a threat to another pupil or member of the public
- causing issues which could adversely affect the reputation of the school.

In all of these circumstances the head teacher will use the school's respect and positive relationships policy and also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

Governors and other stakeholders

The Head Teacher or Deputy Head Teacher will ensure that each incident is reviewed and will instigate further action as required.

The link governor for Behaviour across the Federation is Mr D Grimes.

Parents/Carers

When there is concern about a child, parents/carers will be invited to contribute to a risk assessment and Positive Handling plan. Written parental/carer agreement will form part of this. Parents/Carers will be informed of the school's policies and informed following serious incidents.

Complaints and Allegations

Any complaints will follow the school's complaints procedure.

References

Dix,P. (2017). Universal Microscripts: Flipping The Script. In: Gilbert,I *When The Adults Change Everything Changes*. Wales: Independent Thinking Pres. p89-105.

DFE Published 16 July 2013 Last updated 4 January 2016 *Behaviour and Discipline in Schools*

Appendix 1

Staff trained in the Team-Teach positive handling intervention techniques as of September 2021 are:

Mrs H L Templeton- Executive Head Teacher

Mrs C Robson- Executive Deputy Head Teacher

Moorside	**New Brancepeth**
Justine Smith	Kaye Hodgson
Kathryn Woodhead	Doreen Graham
Debby Howey	Judith Heron
Lisa Fox	Emma Fenwick
Michelle McCabe	Paula Rushforth
Hannah Short	Olivia Jarvis
Jessica Lishman	Mandy Nicholson
	Rianna Horrocks
	Sarah Hodgson
	Louise Palmer
	Amelia Robertson
	Lucy Plummer

Appendix 2

	Steps	Actions	Script
1	Reminder	Verbal/ Non-verbal reminder from class teacher linked to 3 main school rules	"Are you showing me that you are (school rule)?" or Non-verbal gesture to the school rules in classroom/yard
2	Caution	Emotion coaching (if escalated to crisis skip number 1)	STEP 1 - Be aware of emotions and recognise them ***"I can see you are (emotion) because you are (body language and presentation e.g. clenching your fists/breathing heavily/throwing objects)"*** STEP 2 – Connect **"It is okay to feel (emotion) everyone feels (emotion) sometimes. It is about how we deal with it."** STEP 3 – Listen **"Can you explain to me what has happened?"** STEP 4 (when the child is ready) Find good solutions ***"How could we get back to be ready to learn?"*** At this point staff may need to go to the zones of regulation and use visual strategies linked to specific emotions.
3	Last chance	Time out given	***"(Child's name) you have broken our school rule please can you go into reflection at breaktime."*** Class teacher Prior to Reflection Room- *It was the rule about (name rule) that you broke.* *You have chosen to (behaviour)* *Do you remember last week when you (name a previous positive behaviour they showed)?* *That is who I need to see today. Thank you for listening. (Allow the child some 'take up' time)* ****Lunch/break times* children to be sent to reflection room with the TA on duty to discuss reflect on their behaviour using the script above. Do not address behaviour in front of other children as this can be demoralising for the child involved but also serves to heighten their status with other children.***
4	Time out & Repair	Reflection Room	***"Please take a moment to think about which rule you have broken."*** ***"Think about which behaviour you chose to display at that moment."*** ***"Can you think of what emotion you were feeling and find a strategy which could have been better suited to this emotion?"*** (Use visual aid of zones of regulation & matching strategies to support this) (Children to feed back) ***"That is who we need to see today."*** ***Thank you for listening.***

General Risk Assessment Form

Risk assessment carried out by –	Job title –	Date of assessment – 6/2019
Review interval -	Date reviews carried out -	

Staff covered by this assessment –   Activities involved –

RISK RATING

		Likelihood		
		Probable Occurs repeatedly, to be expected or could affect large number of people	**Possible** Could occur sometime or effect a few people	**Remote** Unlikely to occur or not many people to be affected
Impact	**Major** Major injury, permanent disability or ill-health	High	High	Medium
	Severe Injury requiring medical treatment	High	Medium	Low
	Minor First aid treatment	Medium	Low	Low

Reasons for Risk Assessment:

Hazards / issue	Risk rating H/M/L (before)	Controls already in place	Further Action required	Risk Rating H/M/L (after)	By Whom & When
		•	•		
	•	•			
	•	•			

Appendix 4

Positive Handling Plan

Name: D.O.B.   Year group:

Date plan started: Date plan discontinued:

Effective strategies previously used:
Strategies not recommended:
Physical techniques used effectively:
Physical techniques used which proved ineffective or problematic:

Date	Anticipated risk	Strategy to use	Effectiveness