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|  | Positive Behaviour and Anti-bullying Policy 2017 | |
| | Policy Author | Judy Nettleton |
| | Date Written | November 2017 |
| | Evaluated by Governors | November 2017 |
| | Policy Review Date | November 2018 |
| | Review Responsibility | Judy Nettleton |
| | Links to other policies | |
| | Status and Review | Annually |

Policy Objectives:

- To provide guidance for staff, parents, governors and other stakeholders on how we keep children and young people safe
- To provide a framework for our collective beliefs around human behaviour as it relates to children and young people
- To provide an inclusive model for our understanding of behavioural needs
- To underpin our beliefs with evidence based practice and current research

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KEY BELIEFS

At West Hill School we believe that:

- Children and young people want to behave well
- Behaviour is a means of communication and all behaviour has a purpose - we must ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention, children and young people can learn to improve their behaviour and manage well
- Mistakes are part of the learning process and we recognize that all of our children and young people are at different stages of the development process
- All of our children have learning difficulties which impact on how they learn to behave
- All adults can learn strategies to support young people to improve their behaviour

Adults can support the children and young people in our school by:

- The quality of our provision
- A well-informed understanding of their needs
- The scaffolding we put in place
- Observation, evidence gathering and analysis - so that our interventions are well informed and planned
- Working in close partnership with parents and carers
- Investing time to allow children to practice and make mistakes

The scaffolding consists of:

- Accessible modes of communication
- Clear and realistic expectations
- Rules
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

KEY BELIEFS EXPLAINED

We believe that:

- Children and young people want to behave well
- We believe that our children and young people are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers in a personalised and appropriate manner. Children are able to behave well when their needs are well met in school, at home and in the community

Behaviour and Communication

- How children behave gives us important information about how they are feeling
- Supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately
- Children with complex needs will need a personalised approach to behaviour management and consideration must be given to levels of communication, sensory needs, pain thresholds and levels of stimulation and engagement
- Children and young people can learn to improve their behaviour. Children and young people at West Hill School find learning difficult: learning new behaviour is a task, just like learning to read or write.
- As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.
- Most of our children and young people learn in small, incremental steps over a very long period of time.

Mistakes are part of the learning process

- We do not make a judgement about it - instead we support our children and young people to get it right

All adults can learn strategies to support children and young people to improve their behaviour

- Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning
- At West Hill School, we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way
- This can be very difficult especially if a child is aggressive or targeting others in a very focused way. As a school, we will support staff to develop their own emotional resilience through professional support. This may be peer to peer coaching and supervision, group or individual support and can draw on a range of expertise within school and beyond
- All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development - our commitment to coaching and mentoring, reflective practice and peer support improves performance and professional competence.

Adults can support children and young people by:

The quality of our relationship with each other and them

- a) Our relationships with each are supported and developed through our belief in using good models of behaviours at all times for our children and young people
- b) The quality of our relationships with our children and young people. These relationships are crucial. Each adult is a significant adult for our children and young people. To foster successful, enabling relationships, we need to:
 - Actively build trust and rapport - this has to be earned - it is not a given
 - We should have high expectations for all children and young people and when we demonstrate our belief in them, it supports them to succeed
 - We treat children and young people with dignity and respect at all times, for example, by saying 'thank you'. By communicating carefully and clearly in a way that is accessible to them and their current level of need
 - Adults should listen respectfully to the child or young person and make a judgement about how/when to respond
 - Invest in your relationships with the children and have fun together
 - Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify
 - See things through, for example, consequences in place as a response to particular behaviours, both desirable and undesirable
 - Keep our word - and if, for some reasons, we are unable to honour a commitment to a child or a young person, to communicate clearly and honestly about why this has happened
 - Identify the strengths in the child or young person. Identify these with the child and build on it. If a child is not able to do this, advocate for the child within the team or professional group
 - Apologise if you make a mistake. You are modelling this for the child or young person and this will support you in building trust and respect
 - Name and manage your own emotional reactions to children and young people's behaviours, i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person
 - It is important to resolve difficult feelings about children's' behaviour. It is unhelpful history. Focus instead on getting it right in the future
 - Quietly but firmly hold appropriate boundaries for the children and young people
 - Seek support from wider professional networks to problem-solve challenging behaviour
 - We are always respectful to children, we do not talk about them over their heads or in front of other children

- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them
- Ensure that we are using fair and predictable response that allow pupils to recognise the link between their behaviour and consequence
- We ensure the support and feedback we give to pupils is given in a dignified and positive manner

The Quality of our Provision:

If we are able to meet each child at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop. To do this, we need to:-

- Accurately assess the child or young person's needs
- Plan to meet the child or young person's range of needs specific to the plans drawn up by their professional group, for example, equipment, staffing, sensory needs
- Support the child to develop high levels of resilience and have high expectations for every child
- Support children and young people to develop high self-esteem so that they believe that they can succeed
- Recognise and nurture talent in pupils to allow them to feel success throughout their day
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. *Focus on what you want the child to do*
- Know what motivates each child or young person
- Personalised learning to ensure that we meet each child or young person and his/her point of development
- Where appropriate, include the children and young people in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods, (self-assessment)
- Give the child or young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
- Praise the children and young people for their specific achievements, i.e. descriptive praise and do this often
- Actively teach the children and young people behaviour for learning

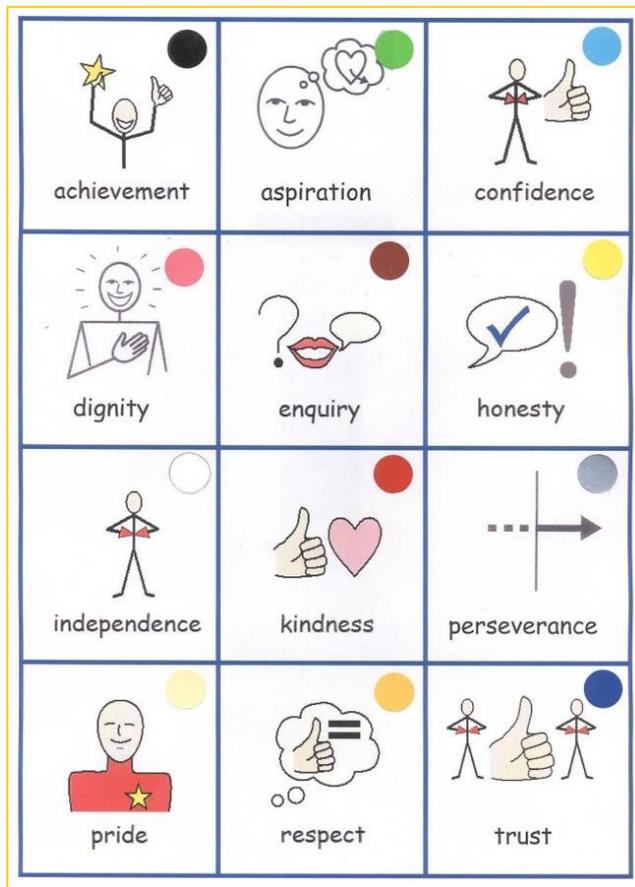
Scaffolding (by this we mean all the things we do to support our children and young people to manage their own behaviour successfully)

The Scaffolding

Rules support positive behaviour. They should be:-

- Few in number
- Where developmentally appropriate, agreed with children and young people
- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories, etc

- Stated in the positive - things we are going to do
- Regularly referred to by all staff with children and young people
- Appropriate to the activity and developmental range
- Underpinned by the school values



Routines

These support our children and young people by fixing desired behaviours in their minds. They must be explicitly taught - do not assume that they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for children and young people. Routines also support behaviour for learning.

The Language of Choice

This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.

We use descriptive praise when we see them making a good choice. We can never do too much of this.

We use positive language to support pupils to make positive choices rather than focus on the negative e.g. 'Remember we walk down the corridor' rather than 'no running'.

We link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases children and young people's sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

Rewards and Consequences

Rewards:

- Descriptive praise
- Symbolic rewards
- Communication with parents and carers to inform them of behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities, (for example, bike, iPad, choosing time)

Rewards are most effective when they are personalised to the pupil rather than a blanket reward for all.

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve

Consequences:

1. We do not believe in sanctions or punishment, rather actions that support learning.
Example:

| Behaviour | Consequence |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Child or young person disrupts activity or behaves in a way that makes other children feel unsafe | Child or young person has a break Child or young person is supported by an adult to consider their behaviour Child or young person apologises to the group, for his/her specific actions and carries on with the activity |

2. It is important for our children and young people to clearly link a specific behaviour with its consequence.
3. The consequence needs to be a natural consequence, which makes sense to the child.

4. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this child or young person to manage?

Reparation means repairing relationships or 'making good' in some way

We believe that children and young people should always be given the opportunity to repair and that they want to do this. We do not believe in the concept of punishment, because this focuses the child or young person's mind on the punishment rather than what he/she did. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect of the behaviour of others.

Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other people involved/affected.

Even children with complex difficulties can be supported to repair: we cannot make assumptions about what children feel. Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual. We therefore use a restorative justice approach to bring closure.

Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, for example:

'I liked the way you came the first time I asked'

'I noticed how kindly you supported xxx. Thank you'

'Thank you for returning to the activity so promptly'

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. Descriptive praise supports behaviour for learning.

Children and Young People with Exceptional Behavioural Needs

The majority of children and young people at the school will respond positively when staff work within these guidelines but some of our children and young people need additional support to learn to manage their behaviour.

We do this by:-

- Working in line with this policy
- Putting in additional scaffolding, tailored to the specific needs of each child or young person
- Multi-agency review
- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more detailed

- Drawing up a Risk Assessment and Positive Handling Plan detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parents and other staff
- Drawing on additional resources from beyond the school, for example, CAMHS, EP support and medical specialists
- Parental and family support to implement changed in strategies

Some children need very specific and detailed planning, which will always be agreed in consultation with parents and relevant professionals, including the Local Authority.

Bullying (including Cyber-bullying)

- We do not tolerate bullying
- Bullying should **never** be ignored
- **ALL** instances of bullying must be recorded
- Parents and carers should be informed by staff via telephone or in face to face contact
- Every instance needs to be addressed, in line with this policy, with each child or young person involved in taking responsibility of his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- Children and young people need to be supported to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying

Further guidance is available in the School's Anti-Bullying Policy which is available on request from the school.

Anti-Bullying

Bullying is unacceptable. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. West Hill has a responsibility to respond promptly and effectively to issues of bullying.

If bullying does occur, all pupils should be able to report incidents and know that they will be dealt with promptly and effectively. Anyone, pupils, teachers, support staff, parents/carers, who is aware that bullying is happening, is expected to report this using the West Hill Anti bullying Flow Chart procedures.

We expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying, and that they feel confident to seek support from school should they feel unsafe.

Aims of the anti-bullying policy

- To respond quickly and effectively to ensure a zero tolerance bullying culture.
- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To safeguard the student/staff member who has experienced bullying and to trigger sources of support for the student/staff member.

- To apply disciplinary sanctions and restorative solution to the pupil(s)/person causing the bullying and ensure that they learn from the experience.

The following areas of bullying are covered by this policy:

- Bullying related to race, religion and culture.
- Bullying related to Special Educational Needs or Disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers, looked after pupils or issues related to home circumstances.
- Sexist or sexual bullying.
- Bullying of school staff by pupils, parents or other staff members.

Definition of bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility will be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Although bullying sometimes occurs between two individuals in isolation, it quite often takes place in the presence of others, within a social context. The emphasis of investigations of incidents should move away from the notion of a 'victim' or a 'bully' but should explore the role of all parties involved in the bullying. The same pupil may adopt different roles at different times. Other roles frequently identified are those of ring-leaders, assistants/associates, reinforcers, bystanders or defenders.

How do we identify bullying?

We know that bullying may take several forms: physical, verbal, non-verbal and indirect including use of mobile phones, the internet and personal computers.

Physical: hitting, kicking, pushing, taking or damaging belongings.

Verbal: name calling, taunting, mocking, making offensive comments, e.g. racist, sexist or homophobic remarks, repeated teasing, threats, sarcasm, gossiping.

Indirect: excluding people from social groups, spreading hurtful and untruthful rumours, leaving notes, failure to speak to acknowledge a person, making someone the subject of malicious rumours, inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, inappropriate use of social media sites.

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Racist bullying refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Cyberbullying is the use of Information and Communications Technology (ICT) particularly mobile phones and the Internet, deliberately to upset someone else. See separate e-safety policy

West Hill School staff will be particularly aware of the vulnerability of particular groups of students with regard to bullying:

- Children in Care - Some pupils may report being treated differently by teachers and other pupils because of their 'care' status. Home placement changes which can mean arrival mid-term, without full uniform, lead to their increased vulnerability. Currently this does not apply at West Hill School.
- Traveller Groups - Travellers may encounter discrimination.
- Pupils with Special Educational Needs - As all pupils at West Hill have SEN, the associated social interaction and learning difficulties mean that they are more at risk of being bullied and also are more at risk of taking part in bullying others.
- Pupils who are perceived to be gay, lesbian, bisexual or transsexual - Bullying may take place because of the pupil themselves or because of perceptions about their family, relatives or associates. National research has found that boys are more than twice as likely to report physical bullying compared to girls.
- Pupils from Ethnic Minorities - Bullying can be carried out by students from a different ethnic group as much as from students from a 'white' background. All racist incidents are recorded and follow the procedure as set out in West Hill's Racial Equality Policy.
- Pupils with Disability - Any incident of bullying linked to the disability of a student will be investigated fully following the procedures as set out in this policy.
- Pupils who may be vulnerable to radicalization (see safeguarding policy)

Indications of bullying

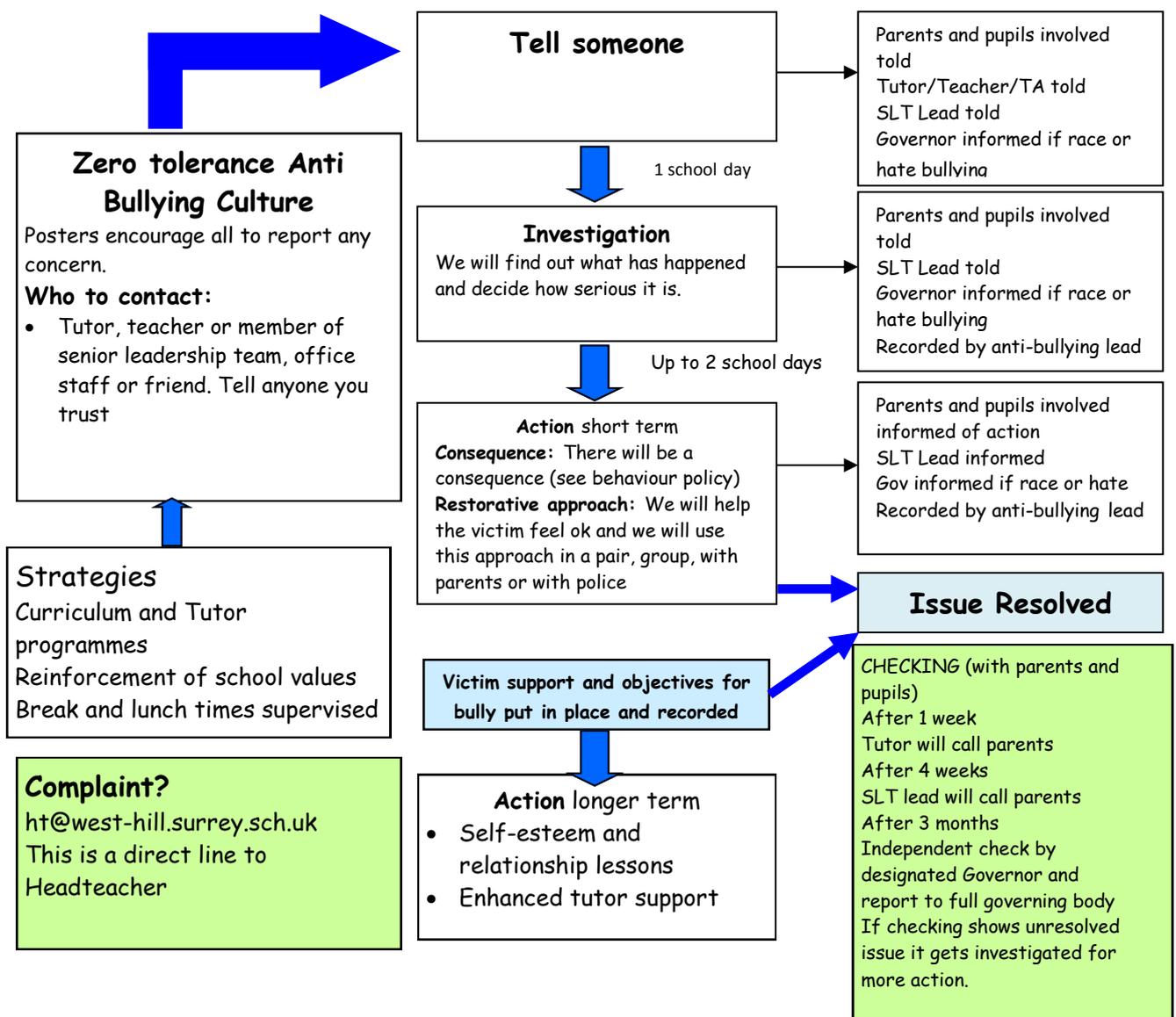
There is a wide range of indicators which may identify that bullying is taking place:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or belongings, loss of appetite, stomach aches, headaches, and bedwetting.

- Emotional: losing interest in school, withdrawn, secretive, unusual displays of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, signs of depression, headaches and stomach aches.
- Behavioural: asking to be accompanied to school, asking for more money, losing more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

If any person suspects bullying through the above indications - they should notify the school using the West Hill Anti-bullying Flow Chart procedures. We promote the ethos of TELLING someone.

What happens if there is bullying at West Hill?



Discriminatory Language/Incidents

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** within our school's community
- They should be dealt with in line with this policy with further advice and a coordinated response from the Senior Leadership Team
- They **MUST** be recorded appropriately, including all follow-up action
- Some children use discriminatory language with understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other

Further guidance is available in the school's **Equalities Policy** which is available on request from the school.

Restraint

Restraint is a positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury either to himself/herself, a member of staff, another child or young person, or property. We have a separate policy which supports the following core values and key principles.

Core values¹:

- A focus on the child or young person's safety and welfare should underpin any use of restraint.
- Children, young people and staff, should be treated fairly and with dignity and respect.
- Minimising the risk of harm to children, young people and staff should be a key priority.
- The needs and circumstances of individual children and young people should be considered and balanced with the needs and circumstances of others because decisions on whether or not to restrain or intervene with an individual affect others, including staff.
- Where possible, a decision to restrain a child or young person should be based on their best interests balanced against respecting the safety and dignity of all concerned, including other children, young people or adults present

Key Principles²

- There will be times when restraint is needed to safeguard the individual or others but, broadly speaking, restraint should be the last response to behaviour that challenges. De-escalation techniques, appropriate to the child or young person, set within a positive and proactive approach to behaviour, should always be used to try and avoid the need to use restraint.
- Use of restraint should be based on assessment of risk.
- There would be a real possibility of injury or harm⁷ to the child or young person, other children or young people, to staff, the public or others⁸ if no intervention or a less restrictive intervention were undertaken.

- An intervention should be in the best interests of the child or young person and balanced against respecting the safety and dignity of all concerned, including other children, young people or adults present.
- Restraint should not be used to punish or with the intention of inflicting pain, suffering or humiliation.
- The techniques used to restrain or restrict liberty of movement must be reasonable and proportionate to the circumstances, risk and seriousness of harm; and be applied with the minimum force necessary, for no longer than necessary, by appropriately trained staff.
- Use of restraint, reasons for it and consequences of its use, must be subject to audit and monitoring and be open and transparent.
- When reviewing plans for restraint with children and young people, those with parental responsibility or, where appropriate, advocates should be involved.

¹ "Reducing the Need for Restraint and Restrictive Intervention" DfE November 2017

² "Reducing the Need for Restraint and Restrictive Intervention" DfE November 2017

Restricting Liberties

At the school, children and young people may **never** be

- Left in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet

In exceptional circumstances, a pupil may be removed from class to a safe space to reduce overall risk to him/her or others. There must always be an adult present and a senior member of staff must be notified immediately.

The incident must be fully recorded in a child's behaviour log and it must be shared with parents/carers.

Corporal punishment is illegal and is never used at the school.

Contingent touch may be used **appropriately**, for example, a pat on the shoulder in a public place, in the appropriate context.

Holding may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature, for example, the child or young person is led away by hand/arm/around shoulder, (using Positive Options practices), or, for very young children, it may mean more physical support, cradling or hugging. Children with complex sensory needs may also request squeezing or deep pressure. This will be documented in their SEN plans.

Monitoring

- We need consistent behaviour management throughout the School, appropriately adapted to the age/ability of the child or young person; this is partly achieved via monitoring and reflection

Fixed-Term Exclusions

We do not believe that exclusions are the most effective way to support pupils with SEND and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances, it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

Permanent Exclusions

It is extremely rare for us to permanently exclude a child at West Hill School.

In the event that West Hill School is unable to meet the needs of an individual pupil, we **always** aim to work with the child and young person's family and the Local Education Authority to identify a suitable placement for a managed move.

All exclusions will be reported always to the Governing Body, Local Authority and, where appropriate, the allocated social workers or Head of the Virtual School for Looked After Pupils.

Appendix 1: Physical Intervention Policy

Staff receive up-to-date behaviour managements training. We believe that physical intervention should be the last resort. In the majority of cases, de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals

On extremely rare occasions, it may be appropriate for Staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and necessary.

All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures himself/herself or another, including staff, this could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but, unless there is a risk of injury, should never block a young person's exit.

Remaining calm - the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (calm) stance, i.e. not toe-to-toe, are recommended.

Awareness of Space - try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing - angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speak calmly, clearly and confidently or even sit down.

Intonation and Use of Voice - when people are anxious or angry, they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.

Help Script

- Connect by using the young person's name
- Recognise and acknowledge child or young person's feelings
- Tell the young person you are there to help. "You talk and I will listen"
- Give direction

Diffusing Body Language Responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices
- Build confidence in children that you are in control. Children need to feel that adults are in control

In the Event of a Serious Incident, for example a fight, staff should:

- Give clear and immediate instructions - 'Stop fighting.'
- Send an on-call for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk. If not, call for assistance