

St. Mary's C.E. (A) Primary School



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Greenfield

Behaviour and Discipline Policy

2019-20

**'We enjoy learning and achieving
in a Christian environment'**



BEHAVIOUR AND DISCIPLINE POLICY
2019-20

'But like the Holy One who called you, be holy yourselves also in all your behaviour'
1 Peter 1:15

Mission Statement

'We enjoy learning and achieving in a Christian environment'

Every Child Matters at St. Mary's

St. Mary's wants every child to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. This policy has been written with careful consideration of the Every Child Matters Agenda.

Healthy School

St. Mary's is a Healthy School, with healthy attitudes embedded in the curriculum and in extra-curricular activities. Children are encouraged to be active and maintain healthy relationships with their peers and with adults, as well as making healthy choices about their lifestyle.

Building Learning Power Statement

At St. Mary's, we encourage all pupils to build their own learning power. Building Learning Power emphasises the development of lifelong learning, values and skills. We aim to ensure that all children develop persistence and curiosity for learning and become adventurous risk takers who are not afraid of the 'don't know' state of mind. At St. Mary's, children develop the ability to take responsibility for their own learning, self-assess and articulate their identity as a learner. They develop the ability to know what is worth learning, face confusion and select the best learning tool for the job.

Equality Statement

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil Names Behaviour incidents	Name Incidents involving children's behaviour. Meeting minutes and actions Behaviour plans	Well-Being of Your Child Communication	All Staff (Where Necessary)	Initially Completed On Paper Then Entered Onto School's Behaviour monitoring system Paper Version is Shredded at the end of the year	Held On File Throughout Child's Time At School Anything significant is passed onto new school when moving Computer Retains Copy of Records in 'Archive'

As such, our assessment is that this policy:

Has Few / No Data Compliance	Has A Moderate Level of Data	Has a High Level Of Data
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Requirements	Compliance Requirements	Compliance Requirements
	✓	

Introduction

- This document is a statement of the aims, principles and strategies for ensuring outstanding behaviour and discipline at St Mary's
- It was reviewed during the Autumn of 2019 through consultation with teaching and support staff and parents
- It was approved by the Governing Body on
- This policy will be reviewed in accordance with the schedule in the School Improvement Plan 2017-2020

Our policy is based on the belief that:

- Greenfield St Mary's Church of England Aided Primary School expects the very best standards of behaviour, but recognises that the best way to ensure these standards are maintained are through a belief in 'reflection, forgiveness and reconciliation'.
- Good behaviour is not automatically learned but needs to be taught and supported by staff and parents.
- Classroom behaviour is changeable and we acknowledge that we as members of the school staff can assist children to manage their behaviour more effectively, when necessary.
- Challenging and inappropriate behaviour is the shared responsibility of the staff and parents.
- By getting our pupils to think about the choices they make we hope to give them the strategies to make caring ones.

Aims

- To encourage children to be safe, caring, achieving, respectful and friendly in line with the SCARF principles and our Christian values.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Our purpose is:

- to maintain levels of good behaviour.
- to provide a consistent approach in rewarding good behaviour.
- to provide a consistent approach in responding to unacceptable behaviour.
- to ensure that inappropriate behaviour does not inhibit learning or impede potential.
- to prepare all pupils for citizenship in wider society and become ambassadors for St Mary's.
- to promote a restorative approach.

The Role of All School Staff

All school staff need to establish consistent levels of acceptable behaviour with the support of parents, governors and the senior leadership team. Positive expectations, praise and reward are the key to successful classroom management and whole school behaviour. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as a means of motivation. They need to be taught to manage their own behaviour.

All staff need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom and whole school behaviour.

Positive Behaviour Management and tracking of behaviour

Behaviour is monitored daily by a member of the SLT. Each class completes a Behaviour Monitoring report that outlines which children have reached each Step throughout the day. (See Appendix) This report is collected by a monitor at the end of each day. The Head Teacher or Deputy in the absence of the Head Teacher monitors these on a daily basis to determine any actions to be taken and patterns occurring. A consistent approach is expected to be followed by all school staff during class teaching time, playtimes or lunchtimes. A text is sent to parents to alert them if their child has been placed on the behaviour chart for inappropriate behaviour.

Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour will not be tolerated. It is essential that parents and teachers work together through discussion and action on any problems which develop. When choices lead to incidents we do not want to see, the pupil will be asked to reflect on what has happened and when appropriate, forgiveness offered to them through reconciliation with the person or persons affected by the pupil's choice.

If damage or loss is caused to school property through repeated actions or vandalism, parents will be asked to ensure that they repay a reasonable proportion of the cost and support the school in disciplining their child.

Restorative justice gives pupils a chance to reflect together on what has happened and then decide together what should happen next. In many cases we hope that forgiveness and time to reflect will lead to a realisation that a different 'caring choice' will be made in the future. Sometimes we understand that a longer period of reflection may be needed, at break or lunchtimes, occasionally with senior leaders and a meeting with parents.

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalised at FS, KS1 and KS2.

1. Our Golden Ways are:

Take Care of Yourself

Take Care of Others

Take Care of Your School

2. Our Listening Code

When I am asked for my attention I:

- Stop what I am doing
- Empty hands/show me five
- Look at the teacher
- Keep quiet and still
- Listen to instructions

3. Our Line up Code

When I am asked to line up I:

- Walk to the end of the line
- Leave a person space
- Keep my hands and my feet to myself
- Keep quiet and still
- Listen to instructions

Behaviour Guidelines - Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

If a child should run out of school for whatever reason, staff must inform the most senior member of staff on site as soon as possible.

Movement Around School - Suggested Procedures for Large Groups

- Call the group together using the familiar phrase: 'Can you give 5 please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.

- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement Around School - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- All children knock before entering classrooms.
- All children knock and wait before entering all offices and the staffroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Assembly Routine

Procedures for entering and exiting the hall for collective worship

- Enter the hall in the following order to all assemblies
 - Class 5
 - Class 4
 - Class 3
 - Class 2
 - Class 1
 - Class R
- Each class to send a runner at the end of the line to let the next class know they are heading into the hall
- Hymn to be used at the end – all classes to stay in for the hymn, sit down afterwards and say the Lord's Prayer and then 'Be Still' to be used for the children to exit the hall in silence

Stand each class up in turn. As they stand they turn towards their left (your right if you are looking at them). The front row goes first and then the back row. As the front row have left, stand the next class up.

<h3>Behaviour Guidelines - Rewards</h3>
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It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure. As a school we are actively promoting the SCARF principles that complement our Christian values (safe, caring, achieving, respectful and friendly). All children are expected to be wearing their SCARF at all times and are encouraged to do so consistently by all staff members.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

General

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life,
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and whole school areas.
- A visit to the Head Teacher and other staff for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.). This is up to the discretion of other staff and must be supervised.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, School Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.
- All classrooms follow our agreed St. Mary's Golden Ways.
- In the event of children needing time out they go to the following classes.
 - Reception to Year 2
 - Year 1 to Year 3
 - Year 2 to Year 4

- Year 3 to Year 5
- Year 4 to Year 2
- Year 5 to Year 6
- Year 6 to Year 3
- In the event of children missing a playtime as a consequence of their actions, they go to the following classes, where the class teacher will be on duty.
 - Monday – Class 6
 - Tuesday – Class 5
 - Wednesday – Class 4
 - Thursday – Class 3
 - Friday – Class 2
- Each day a child will be chosen to receive the 'Daily SCARF award' and will be presented with a certificate on that day. They will also wear a 'SCARF' badge on the following day so that the children's achievements can be praised and recognized in and around school by all members of staff. Please ensure you comment if you see a child wearing such a badge.
- Each child will also be part of a house team. Each week the winning house team will be announced in the Monday assembly along with the Care of the Classroom Award.
- Each week a child will be picked from each class to receive a
 - Learning Award – for a child that has shown to be particularly creative, made extra effort in their learning or achieved something they have been working at for a while etc.
 - Behaviour Award – who is consistently following the Golden Ways, shown great kindness, shown a great improvement etc.
 - Please ensure these certificates reflect the SCARF principles when keeping children in mind for these awards
- This award will be given out on Friday Celebration Assembly and parents will be informed on the day before that their child is receiving an award.
- At the end of the year any child that has consistently followed our Golden Ways and SCARF principles will receive a golden star badge to recognise their good behaviour and attitude throughout the year. (This is qualified by not being on the behaviour chart more than once and is an achievement to aspire to)

Behaviour Guidelines - Sanctions

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note

- If behaviour results in physical or verbal abuse towards a teacher/adult a 'Violence and Aggression' form should be completed and a copy forwarded to the LA.
- If physical intervention of any kind is required then a 'Record of Incident Requiring Physical Intervention' record should be completed as soon as possible. Please speak to the Head Teacher or Deputy about the location of these forms.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour as outlined below and found in the appendix.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e. 'That was a silly thing to do because...' and not 'You are a silly boy/girl'.

SANCTIONS CHART

It is the responsibility of all staff members to ensure that children are familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.**

Consistency of practice is the key and this process should be followed at all times to manage unacceptable behaviour.

Half termly behaviour monitoring will determine if conversations with parents need to be arranged or behaviour plans implemented.

If unacceptable behaviour occurs:

Step	Behaviours	Consequences	Sanction
1	<ul style="list-style-type: none"> Shouting out Disruptive behaviour Distracting the learning of others Not following instructions 	<ol style="list-style-type: none"> Verbal warning to child Class Teacher record at Step 1 	<ul style="list-style-type: none"> If continues move to step 2
2	<ul style="list-style-type: none"> Continuing to do the above – move to step 2 Not respecting environment and equipment Use of words with the intention to hurt others Not keeping themselves or others safe Threats or threatening behaviour 	<ol style="list-style-type: none"> Verbal warning to child Class Teacher record at Step 2 	<ul style="list-style-type: none"> If continues move to step 3
3	<ul style="list-style-type: none"> Swearing or use of unsavoury language (protected characteristics) Physical aggression towards others Repetition or no improvement of behaviours in Step 1-2 	<ol style="list-style-type: none"> Remove from situation – time out in other classes or calm down corner if at lunchtime Conversation with Key Stage Leader Class Teacher record at Step 3 Key Stage Leader makes the decision if parents are contacted and or reported to Head Teacher 	<ul style="list-style-type: none"> 1 playtime missed
4	<ul style="list-style-type: none"> Repetition or no improvement of behaviours in Step 1-3 	<ol style="list-style-type: none"> Remove from situation Conversation with Head Teacher Class Teacher record at Step 4 Parents contacted by Head Teacher 	<ul style="list-style-type: none"> 2 playtimes missed
5	<ul style="list-style-type: none"> Escalation of such behaviours shown in Step 1-4 	<ol style="list-style-type: none"> Remove from situation Conversation with Head Teacher Class Teacher record at Step 5 Parents invited to meeting with Head Teacher, Class teacher and Key Stage Leader to discuss behaviour plan 	<ul style="list-style-type: none"> Child put on report and reviewed in 2 weeks Behaviour contract in place – see behaviour plan record in appendix

Behaviour Guidelines - Further Information on Sanctions from Step 5

Step 5 – Head Teacher in consultation with Key Stage Leaders, Class Teacher, Inclusion Manager

Process completed when a Behaviour Contract is required as outlined in Step 5

- Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern
- Pastoral support programme meeting is arranged by the Head Teacher with parents and child to agree the way forward and complete a Behaviour Plan – see appendix for copy of Behaviour Assessment Profile and Behaviour Plan Record
- Agree daily feedback by the Head Teacher or SLT to the child
- Agree weekly feedback by the Head Teacher or SLT to the parent/carer
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Pastoral Support Programme to last a minimum of 2 weeks/ a maximum of 20 weeks and reviewed fortnightly with all staff, parent/carers and child
- If targets are removed, remove from Pastoral Support Programme

Step 6 – Head Teacher in consultation with Key Stage Leaders, Class Teacher, Inclusion Manager, Parents/Carers, Child.

Process completed when a Behaviour Contract fails.

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions with an immediate consequence of breaking the contract.
- Reviewed weekly by Head Teacher, Key Stage Leader, Class Teacher, Inclusion Manager, Parent/Carer and child.
- If behaviour improves, return to Pastoral Support Programme
- Governors RE, Worship and Pastoral Committee Chair informed

Process completed when 2nd Behaviour Contract fails.

Internal Exclusion (up to 5 days)

- Child has no contact with own class or classmates
- No access to playground, extra-curricular or enrichment activities
- Parents/Carers, Governors RE, Worship and Pastoral Committee Chair informed by letter by the Head Teacher or member of SLT
- LA informed of likelihood of external exclusion

If behaviour improves return to class on a Behaviour Contract – consider external exclusion

Fixed Short Term Exclusion (up to 5 days per term)

- Parents/Carers, Governors RE, Worship and Pastoral Committee, LA informed by letter
- Parents may make representations to RE, Worship and Pastoral Committee who meet to discuss all actions but cannot reinstate
- Upon Return to school, child stays on contract for a minimum of 2 weeks

If behaviour improves remove from contract

Fixed Long Term Exclusion (up to 45 days per year)

- Parents/Carers, Governors RE, Worship and Pastoral Committee, LA informed by letter
- RE, Worship and Pastoral Committee meet to discuss further actions
- Parents/Carers or representative may attend to make representations
- RE, Worship and Pastoral Committee either reinstate or uphold exclusion
- Upon Return to school, or if reinstated, child stays on contract for a minimum of 10 weeks

If behaviour improves remove from pastoral support programme

Permanent Exclusion

- Parents, Governors RE, Worship and Pastoral Committee Chair and Clerk , LA informed
- RE, Worship and Pastoral Committee meet and consider all representations and reports (parents/child may attend)
- RE, Worship and Pastoral Committee either reinstate or uphold exclusion
- Parents/Carers notified of right of appeal
- If appeal successful, or reinstated child stays on contract for the maximum of 20 weeks
- If appeal successful, remove child from school roll

Specific Intervention for Individual Children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for Education Health Care Plans and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 children).
- Behaviour Reports (for KS2).

Behaviour Targets

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.
"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
- If clear targets cannot be identified - monitor (see appendix)
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a member of the SLT.

Daily feedback on progress should be given and targets reviewed fortnightly either:

- to make targets more challenging as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

Signed:

Date:

Chair of RE, Worship and Pastoral Committee

Policy to be reviewed in Autumn 2020

Appendix

Behaviour Sanctions Visual Display Chart

Step	Behaviours	Consequences	Sanction
1	<ul style="list-style-type: none"> • Shouting out • Disruptive behaviour • Distracting the learning of others • Not following instructions 	<ol style="list-style-type: none"> 1. Verbal warning to child 2. Class Teacher record at Step 1 	<ul style="list-style-type: none"> • If continues move to step 2
2	<ul style="list-style-type: none"> • Continuing to do the above – move to step 2 • Not respecting environment and equipment • Use of words with the intention to hurt others • Not keeping themselves or others safe • Threats or threatening behaviour 	<ol style="list-style-type: none"> 1. Verbal warning to child 2. Class Teacher record at Step 2 	<ul style="list-style-type: none"> • If continues move to step 3
3	<ul style="list-style-type: none"> • Swearing or use of unsavoury language (protected characteristics) • Physical aggression towards others • Repetition or no improvement of behaviours in Step 1-2 	<ol style="list-style-type: none"> 1. Remove from situation – time out in other classes or calm down corner if at lunchtime 2. Conversation with Key Stage Leader 3. Class Teacher record at Step 3 4. Key Stage Leader makes the decision if parents are contacted and or reported to Head Teacher 	<ul style="list-style-type: none"> • 1 playtime missed
4	<ul style="list-style-type: none"> • Repetition or no improvement of behaviours in Step 1-3 	<ol style="list-style-type: none"> 5. Remove from situation 6. Conversation with Head Teacher 7. Class Teacher record at Step 4 8. Parents contacted by Head Teacher 	<ul style="list-style-type: none"> • 2 playtimes missed
5	<ul style="list-style-type: none"> • Escalation of such behaviours shown in Step 1-4 	<ol style="list-style-type: none"> 5. Remove from situation 6. Conversation with Head Teacher 7. Class Teacher record at Step 5 8. Parents invited to meeting with Head Teacher, Class teacher and Key Stage Leader to discuss behaviour plan 	<ul style="list-style-type: none"> • Child put on report and reviewed in 2 weeks • Behaviour contract in place

Missed playtimes – children go to the following classes on these days.

Monday – Class 6 Tuesday – Class 5 Wednesday – Class 4 Thursday – Class 3 Friday – Class 2

Class Behaviour Chart

Class:

Date:

	Step 1 Shouting out, disruptive behaviour, distracting others, not following instructions.	Step 2 Continuing to do the behaviour outlined in Step 1, not respecting environment or equipment, not keeping themselves safe.	Step 3 Swearing or use of unsavoury language, physical aggression towards others. Repetition or no improvement of behaviours in Step 1 - 2
Name of pupil and details of incident where appropriate			
Sanction	Verbal warning and record at step 1	Verbal warning and record at step 2	Conversation with KS Leader, record at step 3, contact parents and Head Teacher if necessary Missed playtime

	Step 4 Repetition or no improvement of behaviours in Step 1-3	Step 5 Escalation of such behaviours shown in Step 1-4	Step 6 See Exclusion Policy
Name of pupil and details of incident where appropriate			
Sanction	Remove from situation, conversation with Head Teacher, record at Step 4, parents contacted by Head Teacher, 2 missed playtimes	Remove from situation, conversation with Head Teacher, record at Step 5, parents invited to meeting with Head Teacher, Class Teacher and Key Stage Leader to discuss Behaviour Support Programme	Refer to Internal and External exclusion in Behaviour Policy

NAME:	CLASS:		YEAR:	
TEACHER:	SEN STAGE:		DATE:	

Code	Never	Rarely	Sometimes	Often	Mostly	Always
Score	0	1	2	3	4	5

DESIRABLE BEHAVIOURS						
Conduct Behaviour						
Shows respect for staff e.g. listens, follows instructions, answers politely, does not interrupt, call out, provoke, refuse, tell lies, argue or answer back	1					
Shows respect for peers e.g. interacts politely, listens, takes turns, shares, does not dominate, provoke, push in, take equipment from others etc	2					
Seeks attention appropriately e.g. does not distract or interfere with others, talk over someone else, call out, deliberately disrupt etc.	3					
Is verbally peaceable e.g. is not verbally aggressive, rarely retaliates, does not bully, tease, call names, racially abuse, swear, intimidate etc	4					
Is physically peaceable e.g. is not physically aggressive, avoids fights, rarely retaliates, does not bully, punch, kick, slap, nip, scratch, spit etc	5					
Shows respect for property e.g. cares for books and equipment, does not steal, damage, destroy, vandalise etc	6					
Emotional Behaviour						
Has empathy e.g. is tolerant of others, shows understanding and sympathy, shares with others, is considerate and caring	7					
Is socially aware e.g. interacts appropriately with others, has a circle of friends, does not appear isolated, a loner, is well liked, popular	8					
Is happy e.g. has fun at appropriate times, joins in, smiles, laughs, is cheerful, does not appear unhappy, tearful, depressed, detached etc	9					
Is confident e.g. has self-esteem, positive self image, relaxed, has a go, outward going, robust, does not fear failure, new things or risk taking	10					
Is emotionally stable e.g. has self control, patience, is not easily annoyed by others, does not suffer mood swings, over react, lose control, runaway etc	11					
Accepts responsibility e.g. will own up when things go wrong, accepts mediation, does not blame others, lie, bear grudges etc	12					
Learning Behaviour/Effort						
Is attentive e.g. shows interest, pays attention, concentrates, stays on task, completes work, is not easily distracted and does not try to distract others	13					
Is organised e.g. works systematically and at a reasonable pace, has necessary equipment, does not avoid or delay, forget or lose equipment etc.	14					
Effective communicator e.g. clear, coherent, audible speech, good eye contact, takes part in class discussion, will read aloud, offer answers and ideas	15					
Effective group worker e.g. takes part in discussion, contributes ideas, listens well, works collaboratively, takes responsibility within a group context	16					
Independent learner e.g. requires minimal support, adult intervention and guidance, remembers targets and works towards achieving them	17					
Level of Risk						
Does not appear to be at risk e.g. appears clean, well groomed, well presented, well fed, alert, no disclosures, appointments kept	18					
Presents no risk to themselves e.g. adheres to rules; does not lose control, self harm, engage in substance abuse, runaway behaviour, truancy etc	19					
Presents no risk to others e.g. does not assault staff or peers, or require on-going supervision, limit setting or physical intervention.	20					
Total:						

Impaired	Unacceptable	Borderline	Acceptable	Good	Excellent
0 - 19	20 - 39	40 - 54	55 - 74	75 - 89	90 - 100

Behaviour Plan Pupil name:		Class:	Year Group:
Date of birth:		Medical conditions/needs:	
Date plan starts:		Staff working with the pupil:	
Date of next review:			
Challenging behaviour <i>What does it look like?</i> <i>What triggers it?</i>		Targets <i>What are we working towards?</i> <i>How do we get there?</i>	
Strategies for positive behaviour <i>How do we maintain positive behavior?</i> <ul style="list-style-type: none"> • Phrases to use • Rewards, motivators 		Early warning signs <i>How do we prevent an incident?</i> <ul style="list-style-type: none"> • What to look out for • How to respond (reminders, alternative environment) 	
Reactive strategies <i>How do we diffuse the situation?</i> <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques <i>At what stage should another member of staff be informed? Who should this be?</i>		Support after an incident <i>How do we help the pupil reflect and learn from the incident?</i> <i>Is there anything that staff can learn about working with this pupil?</i>	
Agreement:			
Parent name		Staff name	
Parent signature		Staff signature	
Date		Date	

Behaviour Plan Pupil name: _____ Class: _____ Year Group: _____

Skills and talents	Achievements
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Likes	Dislikes
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Log of incidents:

Date	Description of behaviour	Trigger for incident	Action taken

IBP evaluation and next steps:
How effective is the plan?
Record suggestions to be considered when this plan is reviewed.