

Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around school.

Version number	2.0
Consultation groups	Pastoral Leads, School staff, Pupils and Parents
Approved by	Education Standards Committee
Approval date	26 September 2022
Adopted by	Advisory Board
Adopted date	26th September 2022
Implementation date	3 rd October 2022
Policy/document owner	Trust Safeguarding and Behaviour Lead School Behaviour Lead (Simone Harrison - DHT)
Status	Statutory
Frequency of review (Trust)	Every two years (Trust)
Next review date	September 2023
Frequency of review (school)	Annually
Next review date	September 2023

Document History

Version	Version Date	Author	Summary of Changes
V0.1	January 2019	Megan Williams	Draft policy created
V0.2	March 2019	Helen Stockill	Policy formatted for Education Standards Committee approval
V1.0	March 2019	Helen Stockill	Policy approved by Trustees
V2.0	August 2021	Megan Williams	Policy Reviewed

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1. Introduction

At Farndon Fields Primary School we aspire to ensure that all pupils feel safe, secure and valued. We want pupils to grow socially, personally and academically and to become responsible, caring and successful members of society. Through restorative approaches and the wider curriculum, pupils are taught about right and wrong, fairness, justice and tolerance.

Nurture, Inspire, Learn and Succeed are the foundation stones at the heart of this policy and reflect the high standards of behaviour we expect from the children in our care. We believe that learning happens best when there are good relationships; between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff should seek to establish a calm and supportive environment where pupils feel safe and are listened to.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibility.

2. Linked policies

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

- Anti-bullying policy
- Online safety policy
- Physical Intervention policy
- Exclusion and Suspension policy
- Safeguarding policy

3. Aims

This policy aims to:

- **Encourage** positive relationships
- Provide a **consistent approach** to behaviour management
- **Promote** and **maintain** clear expectations of behaviour
- **Create a community of self-discipline and acceptance**, where everyone takes responsibility for their actions
- **Celebrate successes** and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language
- Ensure **equality and fairness** of treatment for all
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

4. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a nurturing ethos:** To support children effectively we consider each individual's needs, when supporting positive behaviour changes we focus on the nurturing and repair of relationships.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing restorative approaches:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour choices we endeavour that pupils recognise the impact of actions, any harm caused, and consider steps to make things right.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

6. School rules

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management. Our school rules are:

- Be **Respectful**
- Be **Safe**
- Be **Ready to Learn**

These rules reflect the values and the ethos of our school and should be visible around the school and in all classrooms. See Appendix 5 for rules poster. In addition, there are specific rules for online safety on display with the school rules in the classroom (see the Online Safety Policy).

7. Roles and responsibilities

The Advisory Board

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness. They will also ensure equality of application to individuals and groups through the monitoring of behaviour incidents and suspensions/exclusions.

The Headteacher

The Headteacher is responsible for developing and implementing the behaviour policy. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Respect pupils, listen to their views without discrimination and respond subtly
- Modelling positive behaviour at all times
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Working in partnership with parents to support pupils to develop positive behaviour and celebrate all pupils' efforts and achievements
- Recording behaviour incidents on internal systems

Appendix 1 explains in more detail how staff will promote positive behaviour. The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils are expected to:

- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Ask for help and support when required from a trusted adult
- Take responsibility for their behaviour

8. Behaviour system

At Farndon Fields we use a staged system. Each classroom has a green and gold square displayed on the wall. This system is used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school. In addition, it is used to modify behaviours that disrupt the learning of other pupils. All pupils start each day on green; this is reset at the end of the day.

This diagram explains how the staged behaviour system works:

GOLD - For pupils that display behaviours and attitudes which are above and beyond the expected levels, they will be moved to gold. Pupils on gold will receive a gold star.
GREEN - All pupils start the day with their photographs / names here. If pupils remain on green for the day, they will receive 1 House point.
VERBAL REMINDER OF EXPECTATIONS – if pupils display behaviours and/or attitudes not aligned with the school rules, they will receive a POSITIVELY PHRASED verbal reminder of the school rules and expectations. *If a pupil has an individual behaviour plan this will be followed.
1ST WARNING - If these behaviours and/or attitudes continue, the pupil's name will be taken off green and placed on the teacher's desk. A restorative conversation will be had between the pupil and the member of staff during which pupils are reminded of the school rules and expectations and what they need to do to get their name back to green. At the first opportunity, the teacher will identify and praise appropriate choices and the child's name will be put on green.
2ND WARNING – If a pupil continues to display unacceptable behaviour despite being given opportunities to improve their behaviour, the pupil will spend time in the class of the above year group (Year 6 will go to Year 5) to reflect. For EYFS and Key Stage 1 this is for 5 minutes and for Key Stage 2 this is for 10 minutes. During this time pupils will complete a reflection sheet (Appendix 2) appropriate to their age and stage. This may be adult supported if needed. After their reflection time, the pupil will return to their class, they are reminded of the expectations and their name is put back onto green. If appropriate, the class teacher may ask the pupil to complete the learning task they missed due to reflecting during social time (Maximum 5 minutes for EYFS/Key stage 1 and 10 minutes for Key stage 2). In the instance of a pupil receiving a 2nd Warning the Class Teacher will communicate directly with parents at the end of the day. The incident is then recorded on CPOMs by the member of staff who dealt with the incident.

If a pupil receives two 2nd Warnings in a day or if behaviour is deemed to be of a serious nature, including but not limited to:

- Physically hurting another child or a member of staff
- Causing an incident in the classroom which leads to the rest of the children having to be evacuated
- Throwing furniture
- Malicious or false allegations
- Displaying extreme insubordination which leads to the child's or others safety being at risk
- Racist, homo/bi/transphobic or sexually offensive language
- Child-on child abuse

the Headteacher or Deputy Headteacher will be called immediately to speak with the pupil. The Headteacher or Deputy Headteacher will communicate directly with parents.

The Headteacher and Deputy Headteacher monitor 2nd Warnings on CPOMs - if a pupil receives several 2nd Warnings in a short period of time, parents/carers will be called in for a meeting with the class teacher and the Headteacher or Deputy Headteacher.

9. Rewards

All staff take time to recognise consistency or improvement in effort, progress, achievement, kindness and positive behaviours. Rewards are also given to pupils who demonstrate our key Route to Resilience characteristics: Respect, Empathy, Self-Awareness, Gratitude, Courage, Co-operation, Inquisitiveness, Independence, Zest, Creativity, Engagement, Optimism, Confidence, Resourcefulness, Perseverance and Reflection.

Successes are rewarded through making proactive use of:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Letters, texts or phone calls home to parents
- ✓ Additional House points – these can be given by staff at any time, including breaks, assemblies and when pupils are moving around the school as well as in class, supported by specific praise.
- ✓ Visit to other members of staff for recognition and praise
- ✓ Special responsibilities given
- ✓ Visit to the Headteacher/Deputy Headteacher to share exceptional work and receive a stamp and sticker and a Headteacher Award given in Achievement Assembly.
- ✓ Star Pupil Certificates (2 per week per class given in Achievement Assembly, linked to Route to resilience characteristics)
- ✓ Moving to gold - Gold stars
- ✓ 25 gold stars will lead to the award of a bronze certificate
- ✓ 50 gold stars will lead to the award of a silver certificate
- ✓ 100 gold stars will lead to the award of a gold certificate

Once rewards have been given, they will **NOT** be removed as a consequence for negative behaviours. The consequences section below explains how consequences are used in response to unacceptable behaviour.

10. Consequences

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences are in place when unacceptable behaviour is displayed. The school may use one or more of the following consequences in response to unacceptable behaviour:

- ✗ A verbal reprimand
- ✗ Sending the pupil to another class
- ✗ Completing a reflection sheet
- ✗ Expecting work to be completed at lunchtime (age and stage appropriate)
- ✗ Missing some of their social time or specific social activities (where a child is at risk to themselves or others)
- ✗ Referring the pupil to the pastoral team or a senior member of staff
- ✗ Phone calls home to parents
- ✗ Agreeing a behaviour plan (examples of these can be found in the Appendices)

When a behavioural incident occurs, we support children to take responsibility for their actions in a safe way, therefore, pupils will be given support, time and space to resolve the situation. Staff will take time to repair relationships with the pupils and to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

We may use removal from the classroom in response to serious or persistent breaches of this policy. Pupils may be removed to another classroom or the Headteacher's or Deputy Headteacher's office during lessons if they are persistently disruptive and they will be expected to complete the same work as they would in class. After these incidents, a restorative conversation will take place between the pupil and the teacher. Parents will be contacted on the same day where removal from the classroom of this nature has occurred.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and suspension from the trip is the last resort.

We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred.

11. Lunchtime behaviours

Lunchtimes are a social occasion, however, some pupils find having unstructured periods of time, such as lunchtime, extremely challenging. In consultation with the SENDCo, support structures that meets the needs of these pupils may be identified and implemented, linked to individual behaviour plans or SEN APDaRs.

Children can be given house points at lunchtime for their positive behaviour. If negative behaviours are displayed at lunchtime, lunchtime staff use this system:

Verbal Warning – if pupils display negative behaviours and/or attitudes they will receive a verbal warning and are reminded of the school rules and expectations.
Stop and think – If negative behaviours and/or attitudes continue the pupil will be asked to stand with the lunchtime supervisors for 5 minutes time out.
Referral to Headteacher or Deputy Headteacher* – if a pupil is fighting with others, absconding, bullying or using verbal abuse (including sexist, homo/bi/transphobic and racist language) a member of the senior leadership team will be called.
<i>*This is not a complete list and there may be other incidents that are not covered here. However, we ensure that we are always consistent in our approaches.</i>

12. Online Behaviours

The education of pupils in online safety/digital literacy is an essential part of the school’s online safety provision. Therefore, the school will help and support pupils to recognise and avoid online safety risks and build their resilience.

All pupils are expected to follow the schools acceptable use of the school’s ICT systems and the internet. This acceptable use agreement states how we expect pupils to behave online and can be found in the school’s online safety policy. Online Safety rules (see Online Safety Policy) will be displayed alongside the school rules in each classroom.

The school will deal with online safety incidents within this policy and the associated online safety and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

13. Personalised approach

Some pupils, who have difficulties in managing their behaviours, may need a more personalised approach (such as an agreed Behaviour Plan- see Appendix 3 and 4) to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

14. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

15. Exclusions and Suspensions

On rare occasions there may be a need to directly suspend or exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in a suspension/exclusion.

There are three types of suspension/exclusion:

1. **Lunchtime suspension** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime suspension will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Suspension** – This is a temporary suspension from school which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in suspensions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information is stated in the school's exclusion and suspension policy.

16. Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform or being in some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Causing distress to another child at Farndon Fields Primary School or a child that attends a different setting / school.

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat to a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for suspension.

17. Malicious allegations

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always be informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

18. Physical restraint

School staff can use reasonable force to either control or restrain pupils. A number of staff members have Safety Intervention Training. This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. Safety Intervention also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Our Physical Intervention Policy contains further details.

19. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, vapes, fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#).

20. Pupil transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour will be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

21. Staff development and support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are trained in Safety Intervention. However, behaviour management forms part of whole staff continuing professional development.

22. Review

This behaviour policy will be reviewed by the headteacher and the advisory board annually to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every two years.

Appendix 1: Promoting Positive Behaviour

Putting the following principles into practice encourages improved behaviour.

- Flexibility:** We try to treat each child as an individual and make our approach to problems an individual one. We try not to make generalisations about behaviours or reactions and we avoid the use of jargon when describing behaviour to children.
- Voice level and tone:** We try to keep our voice level and tone low and unhurried. This can take the heat out of angry situations and has a calming effect on those concerned.
- Eye contact:** Whenever we are talking with children, or other adults, we try to maintain appropriate eye contact. The effect of this is to reinforce verbal communication heightening awareness of other people's feelings and points of view. Some children may find this difficult, particularly when they are in trouble or upset or when cultural conventions over eye contact may be different from those of others. Forcing eye contact is therefore not encouraged.
- Privacy:** When children are in trouble or angry, it may be beneficial to withdraw them away from other children and (when practicable) to a quiet place. The behaviour of many children can become even more extreme when they are kept with others.
- Honesty:** We try to be honest about our own feelings and reactions as we expect the children to be. This can be difficult especially if both parties are feeling angry or injured. We try to use skills of 'active listening' and to give 'I' messages, not 'you' messages.
- Listening:** We try to ask open questions which encourage children to communicate effectively. We also try to listen carefully in order to understand any underlying causes to problems.
- Restorative conversation:** We discuss the feeling of all involved. Where appropriate, we give choices to children in setting targets for improved behaviour. We discuss the remedial action which needs to be taken by the child. This dialogue aims to help the child to:
 - feel they have been dealt with justly and fairly,
 - understand other people's feelings,
 - retain a sense of dignity,
 - feel positive about future behaviour.
- Praise:** We always recognise the attainment and achievement of children through the effective use of constructive praise. This is essential if the children are to develop the self-esteem necessary to become effective independent learners. We always try to greet all children with pleasure and interest, taking naturally the position of encouraging the positive instead of focusing on the negative aspects of the child's behaviour and performance.
- Availability:** All children know that when they have not followed rules or met expectations for behaviour, they will get a fair hearing from all adults in school. We expect the children to understand that the adult they wish to speak with may not always be available. However, there will always be someone at school who will help them to devise strategies that will enable them to solve their problems.
- Mutual support:** Good communication and mutual respect between adults in school is essential. Children need to be given consistent responses from all adults. We strive to create a mutually supportive environment where all agreed policies and decisions are adhered to.
- Parents:** We value parental support in solving issues related to their children's behaviour. We recognise that behavioural issues are solved most effectively when a strong partnership between parent, teacher and child is firmly established. Parents will always be kept informed of issues concerning their child and are positively encouraged to participate in the resolution of difficulties. Parents are always welcome to make an appointment to discuss any issues concerning their child.

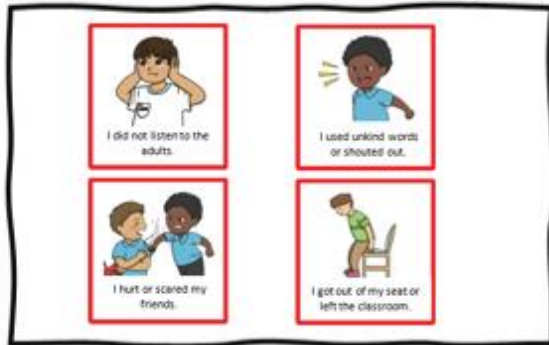
Appendix 2: Reflection Sheet

Pupils will be asked to complete one of the reflection sheets below, appropriate to their age and stage. This may be adult supported if needed.

Name: _____

Date: _____

1. What happened?

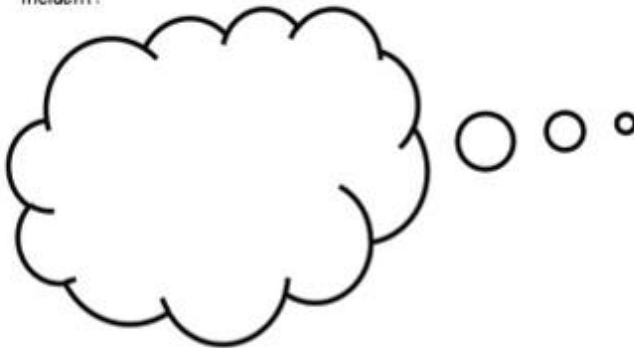


2. What were you thinking about at the time?

How did it make you feel?



3. What have your thoughts been since the incident?



5. What do you need to do to put things right?

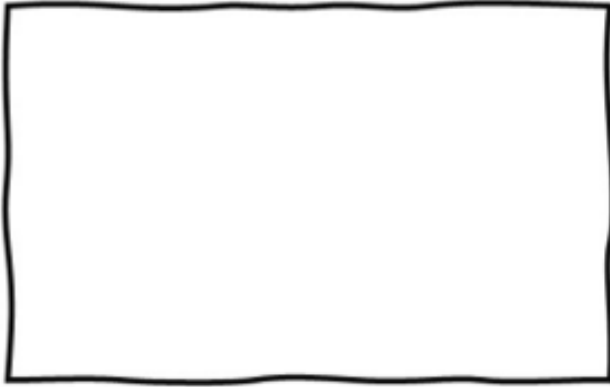
4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



Name: _____

Date: _____

1. What happened?



2. What were you thinking about at the time?
How did it make you feel?



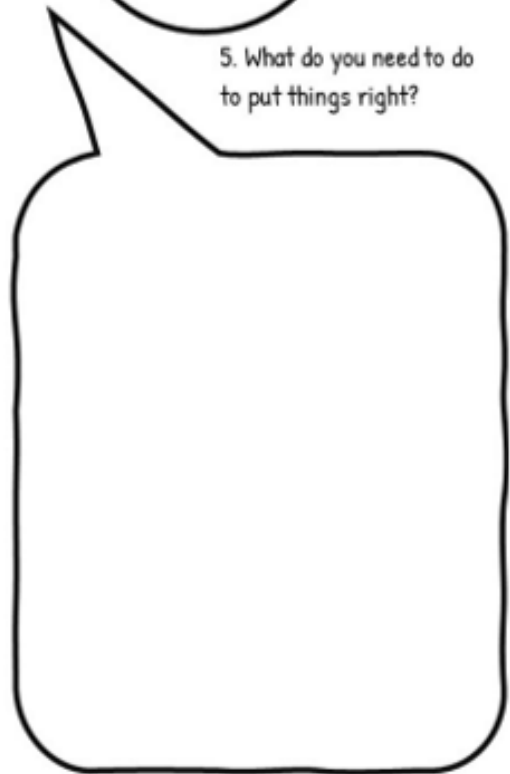
3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?



Name: _____

Date: _____

1.

What happened? Write or draw what happened



2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.

What have your thoughts been since the incident? Write them in the thinking bubble.

3.



How did it make you feel? Draw your facial expression



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



What do you need to do now to make things right? Write in the speech bubble.

5.



Restorative Practice

Appendix 3: Behaviour Plan

Template available in staff SharePoint

<p>Identified motivators/purposeful rewards:</p>	<p>Additional interventions (to support behaviour/wellbeing/SEMH):</p> <p>If xxx is escalating their behaviour, please inform one of their key adults:</p>
<p>De-escalating strategies/approach:</p> <ol style="list-style-type: none"> 1. ??? 2. ??? 3. ??? 4. If the situation continues to escalate then Mrs Harrison (SENDCO)/Ms Harrison (DHT) to be called to identify next steps and/or de-escalate the situation. If they are unavailable, then Mrs Matthew to be second port of call. 5. Physical incidents, risk behaviours and removal from the classroom will be communicated to parents at the end of the day and recorded on CPOMS by the class teacher / adult in charge of the class at the time. SLT will add further information as an action as needed. <p>Restorative debrief: To happen only when xxx is calm and ready to talk about the situation.</p> <ul style="list-style-type: none"> • Can you tell me what happened? • What were you thinking at the time? • How were you feeling at the time? • Who has been affected by what you've done? And in what way? • What do you need to do to put things right and everyone can move on? <p>Planned review date:</p>	
<p>Actual review date:</p>	

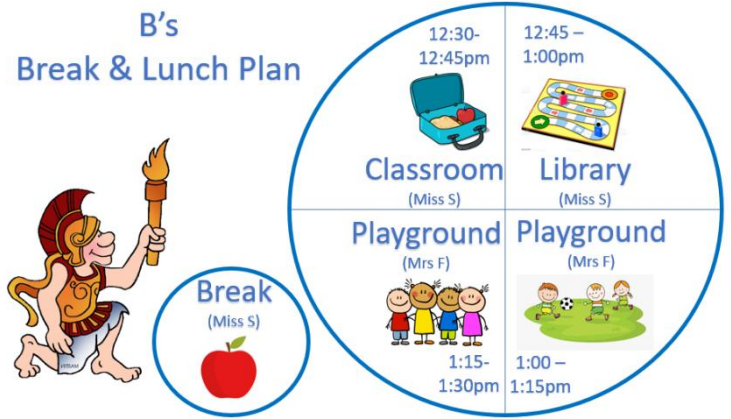
Individual Behaviour Plan	
<p>Name:</p>	<p>Date of Plan:</p>
<p>Class:</p>	<p>Photo:</p>
<p>Background:</p> <p>Diagnosis? Medication? External/Internal involvement? Insight to main personality/behaviour traits? Current support in place? Behaviour strategies in place if different to the whole school approach? Specific provision for break/lunch? How are lessons approached? Brain/body breaks? Known positive or troublesome relationships with peers?</p> <p>Aims: The school's aim: XXX's aim: Parent/Carer's aim: Necessary steps to achieve aims:</p>	
<p>Identified <u>triggers</u> include:</p> <ul style="list-style-type: none"> • 	<p>Anxiety/Defensive behaviours:</p> <ul style="list-style-type: none"> •
<p>Identified <u>triggers</u> include:</p> <ul style="list-style-type: none"> • 	<p>Risk behaviours:</p> <ul style="list-style-type: none"> •
<p>Strategies to use:</p> <ul style="list-style-type: none"> • • <p>e.g. Give clear, direct instructions use of name/eye contact positive reinforcement actively noticing something good and rewarding this firm consequences (I need you to.... if you choose not to then) remain calm and empathetic distract (topics of interest ..., ..., ...) give a job to do/something to deliver negotiation of outcome brain breaks/body (required every 30mins)</p>	<p>Strategies to avoid:</p> <ul style="list-style-type: none"> • • <p>e.g. give two choices 'would you like to or ? planned ignoring time given alone to calm positive reassurance removal of audience use of timers sensory interaction offer of space/time out</p>

Appendix 4: Child Friendly Behaviour Plan Examples

These are adapted to the needs of individual pupils

<Name of child>'s Behaviour Plan

My Difficult Situations	Behaviours I might display
What you can do to help me avoid these difficult situations	What can you do to help if I display these behaviour



A's choices

When I am at school, I will make good choices.
I will make good choices in the classroom and in the playground.

In the classroom

In the playground

My good choices will keep me safe. My good choices will keep everyone safe.

I will follow instructions.

I will stay in my chair at my desk.

I will put my hand up.

I will use kind words.

I will use kind hands.

I will tell the adults if I have a worry.

The adults will remind me to make good choices.
The adults will help me to make good choices.
I can keep Calm Corner resources on my table to help me be calm and make good choices.

I feel happy when I make good choices.

I can do this!

A's choices

These things are not good choices

I do not listen to the teacher.

I use unkind words or shout out.

I hurt or scare my friends.

I get out of my chair or leave the classroom.

If I make the wrong choices, I am not safe. My friends and teachers are not safe.

In the classroom



In the playground

If I am not safe, the school will call home and discuss concerns with Mum and Dad.
I will not be able to be with my class until I am calm.


The school will call Mum or Dad.


If I don't stay safe at school, I will not have my tablet at home


I will not have my tablet.



Our school rules

 **Be Respectful**

 **Be Safe**

 **Be Ready to Learn**

Nurture ~ Inspire ~ Learn ~ Succeed