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

Greenfield

Behaviour Policy

This policy will stand until the next review

'We enjoy learning and achieving in a Christian environment'

Reviewed September 2024

Current Behaviour Policy

Let your light shine before others, so that they may see your good works and give glory to your Father in heaven

Matthew 5:16

Mission Statement
'We enjoy learning and achieving in a Christian environment'

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.

KCSIE
This policy and procedure is subject to the statutory safeguarding and child protection guidance for schools in England, Keeping Children Safe in Education (KCSIE, DFE 2024) which outlines a child-centered and coordinated approach to safeguarding. Safeguarding and promoting the welfare of children is everyone's responsibility and every person who comes into contact with children in whatever capacity has a role to play. They should therefore consider, at all times, what is in the best interests of the child and take prompt action where necessary.

Policy Statement

At Greenfield St. Mary's C.E. (A) Primary School, we are committed to creating a safe, secure and respectful environment where exemplary behaviour is at the heart of productive learning.

Everyone within our school community is expected to follow our SCARF Values (Safe, Caring, Achieving, Respectful, Friendly). These values are consistently modelled and explicitly taught to encourage others to do the same. We believe in instilling these values so that members of our community are self-disciplined and aware of how their behaviour impacts upon others. We always challenge inappropriate behaviour, using a positive, pro-active and restorative approach to behaviour management.

Policy Aims

- To encourage everyone in our school community to follow our SCARF Values
- To create a safe and happy environment where individuals are supported and guided
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To help learners take control over their behaviour and be responsible for the consequences
- To appropriately, consistently and fairly implement reward and sanction systems
- To encourage school/parental partnership, to promote education and ensure that excellent behaviour is a minimum expectation
- To define what we consider to be unacceptable behaviour, including bullying and discrimination

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Provide a fair and consistent approach
- Reward and praise good behaviour
- Respond appropriately to unacceptable behaviour
- Prepare learners for citizenship in wider society
- Promote a positive, restorative approach

Greenfield St. Mary's Vision

At Greenfield St. Mary's, we have high expectations for all learners, and we expect them to demonstrate our SCARF Values in everything they do:



Learners are rewarded for following our values, and we give extra recognition for those who go 'Over and Above' our expectations.

Expectations of Adults

We believe that consistency in behaviour lies in the behaviour of adults, and not simply in the application of procedure. Adults should model our SCARF Values at all times, and consistency should ripple through every interaction with both adults and learners alike.

All Staff

1. Share a collective responsibility for all learners in school
2. Model, refer to, and explicitly teach, our SCARF Values
3. Reward learners for following our SCARF Values and for going 'Over and Above'
4. Never ignore or walk past learners who are behaving inappropriately
5. Speak calmly in all situations
6. Listen to all points of view without prior judgment
7. Apply procedures and policies consistently and without deviation
8. Give 'take up time' when going through stepped consequences
9. Publicly praise, but sanction as privately as possible

Teaching Staff

1. Meet and greet learners to begin their day
2. Plan lessons and tasks that engage, challenge and meet the needs of learners
3. Use the Recognition Board throughout every day to highlight positive behaviour
4. Follow up every time, retain ownership and engage in reflective dialogue with learners

Senior Leaders

1. Support, guide, model and show consistency to colleagues and learners
2. Meet and greet learners at the beginning of the day
3. Be a visible presence around the school
4. Celebrate colleagues' effort and successes
5. Share good practice
6. Use behaviour data to target and assess school-wide behaviour policy and practice
7. Engage with colleagues, learners and learners in the creation of Positive Relationship Plans where learners fall beyond the range of written policies
8. Regularly review provision for learners who have a Positive Relationship Plan

Recognition and Rewards

At Greenfield St. Mary's, our first attention goes to good conduct. We understand that praise for good behaviour is far more effective than sanctions for negative behaviour when building a positive culture of behaviour, and we always look to praise those who are doing the right thing. This can be through every-day interactions such as thanking learners for their effort and attention, and personal or public praise, as appropriate.

Systems of Reward:

Recognition Board

Learners who are seen setting a fantastic example by following our SCARF Values are written on their classroom Recognition Board.

- Any adult in school can place a child on the Recognition Board
- Other learners can nominate those who they see following the SCARF Values

Team Points

Any learner placed on their class's Recognition Board will be awarded one Team Point for their Team (Alphin Pike, Dovestones, Indian's Head, Pots and Pans). Adults can give out between 1 and 3 team points for any behaviour or work which exemplify the SCARF Values.

Over and Above

Any learner spotted going 'Over and Above' our expectations will receive an 'Over and Above' card to take home, and will receive five Team Points for their Team.

Celebration Assembly

Every week, three different certificates will be awarded during Friday Celebration Assembly:

- Teacher's Learning Award
  - Awarded by class teachers to a learner from each class who has produced a particularly outstanding piece of work, or has shown outstanding effort and/or progress in their learning throughout the previous week.

- SCARF Award
  - Awarded by class teachers to a learner from each class who has shown an outstanding ability to follow one or more of our SCARF Values during the previous week.

- Headteacher's Special Award

- Awarded by the Headteacher (or other appropriate member of the Senior Leadership Team, in their absence) to one child in school who is an outstanding ambassador for Greenfield St. Mary's and follows our SCARF Values
- Each half-term, previous half-term's Headteacher's Special Award winners will be invited to a hot chocolate and biscuits party with the Headteacher to celebrate their success

Managing Behaviour

Behaviour Routines and Procedures

1. Meet and greet
    - All learners are met by their teacher each morning where they will be greeted and given all appropriate instructions to start their morning
2. Countdown from 5
    - To get attention of the class/large groups, staff will ask for attention, raise their hand and count down clearly from 5. Countdown should be slow, and should stop to praise those doing the right thing. This gives learners time to finish the sentence they are writing, write in their answer to a problem, or complete the last sentence of a conversation before they are silent
3. Smart Lining Up
    - Learners line up silently, facing the correct way, keeping their hands to themselves
4. Sensible Walking
    - We walk quietly in a line through school to show respect for other learners
5. Plan lessons that engage, challenge and meet the needs of learners
6. Refer to our SCARF Values in all conversations about behaviour
7. Be calm and give 'take up time' when going through steps. Prevent before sanctions.
8. Follow up every time, retain ownership and engage in reflective dialogue with learners

Stepped Consequences

Engagement with learning is always our aim at Greenfield St. Mary's C.E. (A) Primary School. For the vast majority of our learners, a gentle reminder is all that is needed; however, there will inevitably be times when consequences for unacceptable behaviour must be used.

Unacceptable behaviour is defined as disruption in lessons, at break and at lunchtimes, non-completion of classwork or poor attitude, and any serious incident.

All adults in school have the ability to deal with behaviour incidents, and will follow the same stepped consequences to manage behaviour.

It is the aim that learners should be kept at Steps 1 and 2 for as long as possible using positive strategies and reminders. We aim to de-escalate behaviour before additional sanctions are required.

Pre-step interventions:

- General positive reminder and instructions to the class
- The "Teacher look"
- Teacher presence near required learner/s
- Gentle physical reminder, such as a hand on shoulder, where appropriate

	Steps	Actions
1	**Reminder**	A gentle reminder of our SCARF Values, related to the behaviour, delivered as privately as possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to de-escalate and decelerate, and to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2	**Caution**	A clear verbal caution delivered privately, wherever possible, giving positive instruction, and making the learner aware of their behaviour and the consequences if they continue. Offer a positive choice and use the phrase, 'Think carefully about your next step and make the right choice.'
3	**Second Caution**	Speak to the learner as privately as possible, and give them a final opportunity to engage. Remind them of their positive choices and refer to previous examples of good behaviour. • I notice that you are… (having trouble getting started, distracting others, wandering around, etc.) right now. • At St. Mary's we… (refer to relevant SCARF Values) • Because of that you need to… (Refer to positive action to support behaviour) • I know you can do this because… (Refer to previous positive behaviour) • Please stay back with me for 2 minutes after the lesson Child to stay behind for at least two minutes after learning for a talk with the class teacher (break time, lunch time, Collective Worship time). This will never be removed or reduced. It may be longer than two minutes (up to five), if required. **Recorded on CPOMS and reported to parents via a message.**
4	**Time Out**	A short time out at the Time Out Table in the classroom, or on a bench, if outside. Time Out for repeat behaviours, or for more serious behaviours, will be taken in another classroom, away from peers. This will be a few minutes for the learner to calm down, breathe, look at the situation from a different perspective, compose themselves and re-engage. Serious incidents: all serious incidents will be result in immediate Time Out away from class of at least 15 minutes, and will be followed up by a Repair session. Where incidents are outside, the learner will be removed away from the playing area/game, either outside or inside, depending on the situation. If a serious incident occurs outside, the learner/s will not be allowed to re-join in until after a repair session has taken place to ensure all children are safe.

		Recorded on CPOMS and parents will be informed in a telephone call by class teacher.
5	**Reflect and Repair**	Restorative conversation following set format. This could be a quick chat or a more formal meeting, depending on situation. Reflect and Repair will normally be conducted by the class teacher, or other adult who dealt with the incident/s, but there may be some incidents where it is appropriate for the conversation to take place with the Key Stage Leader and/or Headteacher. 3 – 5 questions (based on age) is usually enough from the following: • What happened? • Which of our SCARF Values were not followed? • What were you thinking about at the time? • What have you thought since? • How did this make other people feel? • Who has been affected? • How have they been affected? • What should we do to put this right? • How can we do things differently in the future? **This will be recorded on CPOMS and parents will be informed by class teacher or member of SLT, depending on situation.**

Additional Consequences

In addition to the Stepped Consequences, there may be occasions where additional consequences are required to help put a situation right and to learn from the situation.

- Violent behaviour at break or lunch times will result in a one-day removal from the playground
  - This may be extended at the discretion of the Senior Leadership Team, depending on the nature of the incident

- Violent behaviour in the classroom may result in an extended period of time out, or, in some cases, an internal exclusion

- Pay-it-back
  - Learners may be asked to complete jobs to make up for their behaviour where this is appropriate. For example, if school resources have been mistreated, learner/s may be asked to help tidy the classroom resources

- Unfinished work due to behaviour will be completed in a learner's own time: either at break, lunch or at home, to be returned the following day

If a learner requires Time Out and/or Reflect and Repair three times within a half-term, a member of the Senior Leadership Team will contact parents to discuss next steps, which may include the implementation of a Positive Relationship Plan to help support the learner to comply with behavioural expectations.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force to prevent a pupil:

- Causing dangerous disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used to 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, Screening, and Confiscation

Any prohibited items found in a pupil's possession, (knives; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury, or damage to property) will be confiscated. These items will not be returned to 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.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing school. This means misbehaviour when the pupils is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing a school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case by case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Serious Incidents

All serious behaviour matters must be referred to the Headteacher, or another member of the Senior Leadership Team, as soon as possible. Depending on the age of the children, and the nature of the incident, these incidents will be dealt with at the discretion of the Senior Leadership Team in collaboration with relevant staff. Such incidents could include, but are not limited to:

- Repeated breaches of the school rules
- Fighting and physical aggression
- All forms of bullying
- Racist, sexist or homophobic comments
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages, sharing of nude or semi-nude images and/or violence, or sharing of unwanted explicit content
- Inappropriate name-calling
- Using abusive/offensive language
- Spitting

Restorative Practice

Greenfield St. Mary's uses Restorative Practice to promote good behaviour and to resolve unacceptable behaviour in a fair and consistent way. We believe in proactively working with learners to develop their self-discipline and self-esteem, so that they develop into thoughtful and caring members of our wider community.

Reflect and Repair sessions could be a quick, informal chat, or a formal meeting depending on the situation. However, they follow a set format which is designed to engage with the learner, to reintegrate them into their class positively and to find ways to repair the situation. Reflect and Repair sessions will usually take place as soon as possible after an incident or period of Time Out; however, we recognise that some situations may require a period of "cooling down" in order to speak openly and truthfully about the situation and what should be done to repair damage and move forward.

Positive Relationship Plans

If a learner requires Time Out and Reflect and Repair three times within a half-term, a member of the Senior Leadership Team will contact parents to discuss next steps, which may include the implementation of a Positive Relationship Plan to help support the learner to comply with behavioural expectations.

Positive Relationship plans include:

- Agreed SMART Targets for the learner to achieve to improve their behaviour and relationships
- Any necessary support/strategies required to help the learner achieve their targets
- Targeted pastoral support for the learner to help them overcome any barriers they may face

Positive Relationship Plans will be reviewed fortnightly by the Head Teacher to monitor progress.

*See appendices for Positive Relationship Plan format

Exclusions

At Greenfield St. Mary's, we believe in inclusive education, and we do not believe exclusions can be used as an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in school, they must feel safe from physical and verbal aggression and disruption. If a child seriously, or repeatedly breaches the school's Behaviour Policy, and if remaining in the classroom would seriously harm the education or welfare of the learner, or other learners in school, the Headteacher may make the decision to apply an exclusion.

Internal Suspension (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 potential for external exclusion

At the end of inclusion, return to class on a Positive Relationship Plan – consider external exclusion as next step where behaviour does not improve.

Fixed Short Term Suspension (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 a Positive Relationship Plan for a minimum of 2 weeks

If behaviour improves, remove from Positive Relationship Plan – considered further exclusions as next step where behaviour does not improve.

Fixed Long Term Suspension (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 a Positive Relationship Plan for a minimum of 10 weeks

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 a Positive Relationship Plan for the maximum of 20 weeks
- If appeal successful, remove child from school roll

Specific Interventions for Individual Children

The school acknowledges that a small minority of learners may 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 SEND needs, especially where they have, or being assessed for, Education Health Care Plans. 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 circumstances, school will make every effort to remain inclusive and to avoid exclusion, tailoring Personal Relationship Plans, and other necessary support, to the needs of the learner/s.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Such an approach may be taken to anticipating and removing triggers of misbehaviour below:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCo) may 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC Plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, a Reflect and Repair will take place, as well as a consideration of further strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with pastoral support assistant
- A report card with personalised behaviour goals
- A Positive Relationship Plan

Monitoring Arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by a member of the SLT and will be analysed from a variety of perspectives.

This behaviour policy will be reviewed by the Headteacher and RE and Worship Governors Committee at least annually, or more frequently if needed, to address findings from the regular monitoring of the behaviour data.

Links with other policies

This behaviour policy is linked to the following policies:

- **Exclusions policy**
- **Safeguarding Policy**
- **Anti-Bullying Policy**
- **Lunchtimes Policy**

Next review: September 2025, or as appropriate in relation to any changes in legislation or policy. This policy will stand until the next review.

Appendices

1. **Classroom behaviour display**



Our SCARF Values



Our Routines

Countdown from 5

- We show we are respectful and ready to learn by being silent and listening by the end of the countdown

Smart Lining Up

- We line up silently
- We face the correct way
- We keep our hands, feet and bodies to ourselves

Sensible Walking

- We walk through school at all times
- We stay in a line
- We walk quietly so we do not disturb other classes

Behaviour Steps

1	**Reminder**	You will be reminded of our SCARF Values and expectations.
2	**Caution**	You will be reminded of the consequences of your actions and asked to make the right choice.
3	**Second Caution**	You will have to speak to your teacher about our expectations for at least 2 minutes of your own time.
4	**Time Out**	You will be asked to cool down and reflect on your behaviour in your own, or another, classroom.
5	**Reflect and Repair**	You must talk about your behavior and its consequences with an adult, and decide how to put things right.

Violent/aggressive behaviour and inappropriate language are not accepted in our school and will result in instant Time Out and further consequences.

2. Behaviour recording sheet

Behaviour Recording Sheet

Class: _____ Date: _____

Child:	Step:	Time:
Incident details Staff member: _____		
Child:	Step:	Time:
Incident details Staff member: _____		
Child:	Step:	Time:
Incident details Staff member: _____		
Child:	Step:	Time:
Incident details Staff member: _____		
Child:	Step:	Time:
Incident details Staff member: _____		

3. **Behaviour Reflection Sheet**

Behaviour Reflection Sheet

What happened?

Which of our **SCARF** values were not followed?



How did you feel at the time, and how to you feel now?

Then	Now

Who else has been affected, and how?

Who?

How?

What should we do to put things right?

How can we do things differently in the future?

Date:

Child's Signature: **Adult's Signature:**

4. Positive Relationship Plan

Positive Relationship Plan

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**	**0**						
Shows respect for peers *e.g. interacts politely, listens, takes turns, shares, does not dominate, provoke, push in, take equipment from others etc.*	**2**	**4**						
Seeks attention appropriately *e.g. does not distract or interfere with others, talk over someone else, call out, deliberately disrupt etc.*	**3**	**2**						
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**							
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**							
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**							
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

Pupil name:	**Year:**
Date of birth: Medical conditions/needs: Date plan starts: Staff working with the pupil: Date of next review:	
Skills and Talents: •	**Achievements:** •
Likes: •	**Dislikes:** •
Challenging Behaviour ***What does it look like?*** ***What triggers it?***	**Targets** ***What are we working towards?*** ***How do we get there?***
Strategies for positive behaviour *How do we maintain positive behavior?* • ***Phrases to use*** • ***Rewards, motivators***	**Early warning signs** ***How do we prevent an incident?*** ***How to respond (reminders, alternative environment)***
Reactive strategies ***How do we diffuse the situation?*** • ***What to do and what not to do*** • ***Phrases to use*** • ***Calming techniques*** ***At what stage should another member of staff be informed? Who should this be?***	**Support after an incident** ***How do we help the pupil reflect and learn from the incident?*** ***Is there anything that staff can learn about working with this pupil?***
Agreement: Parent name: Staff name: Parent signature: Staff signature: Date: Date:	

Log of Incidents			
Date	**Description of behaviour**	**Trigger for incident**	**Action taken**

PRP evaluation and next steps:

How effective is the plan?

Record suggestions to be considered when this plan is reviewed.

5. Incomplete work letter home

Incomplete Work Dear parents/carers, After several requests, your child has, unfortunately, chosen not to complete their work during lesson time today. Please can you speak to them about the need to complete work with their teacher in school. Your child will need to complete this work tonight and return it to their teacher on the next school morning to ensure that they do not fall behind. Thank you for your support.	**Incomplete Work** Dear parents/carers, After several requests, your child has, unfortunately, chosen not to complete their work during lesson time today. Please can you speak to them about the need to complete work with their teacher in school. Your child will need to complete this work tonight and return it to their teacher on the next school morning to ensure that they do not fall behind. Thank you for your support.
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