

# **BEHAVIOUR AND EMOTIONAL SUPPORT POLICY**



## **Northgate Primary School**

## **Policy Statement**

Northgate Primary School is committed to providing an education of the highest quality for all pupils. We aim to create a happy, caring and stimulating learning environment in which children can enjoy, achieve and thrive. We seek to create an environment which encourages and reinforces the highest levels of behaviour. We hope to develop self-discipline and mutual respect for all members of the school and the wider community and encourage a caring, thoughtful attitude towards others.

We believe:

- Everyone in school has the right to feel safe both physically and emotionally
- Everyone in school has the right to be treated with respect
- Everyone in school has the right to learn without distraction
- Positive experiences create positive feelings. Positive feelings create positive behaviour.

Everyone who comes into the school has responsibility for promoting good behaviour by example, showing courtesy, politeness and respect for others.

Consistency of behaviour systems is seen as crucial in maintaining positive behaviour throughout the school.

Children need to be taught the difference between right and wrong which involves making values explicit and highlighting good behaviour. It should not be assumed that children will just pick these up. Children also need to have an awareness of cause and effect, and realise that they are responsible for their own actions.

Children all follow the School Code and this is applied for both inside and outside learning. The School Code is displayed throughout the school and in each class to ensure that all children understand what is expected of them and acknowledge the responsibility that they have for their own behaviour.

### **OUR SCHOOL CODE**

***If we remember the Northgate Code it will make our school a happy place for everyone.***

**R**espect each other  
**L**isten  
**S**hare  
**B**e **p**olite  
**L**et people learn  
**T**ake **c**are of our school  
**T**ell the truth

## **Curriculum and Learning behaviours**

To promote good learning behaviour in the classroom, teachers need to plan work carefully to ensure that it is appropriately differentiated, well matched to the needs of the individual and well-paced. Work that is too difficult or, conversely, is insufficiently demanding, can lead to disruptive behaviour. Effective classroom management and organisation can also help to minimise the likelihood of inappropriate behaviour. Teachers strive to create an encouraging atmosphere, ensuring that all children can succeed.

We have in place interventions to support our children in areas of their learning. Interventions enable children to feel they have more attention than usual and can build children's self-esteem as they become more able to tackle areas of the curriculum that they have previously found challenging. Motivation levels can be raised and engagement with learning can be more enjoyable, resulting in better behaviour.

## **A positive approach to encourage good behaviour**

Children work best when they are encouraged and praised and positive reinforcement is a more effective means of influencing a child's behaviour than negative reinforcement. Self-discipline and mutual respect are fostered through the example set by all those who are in the school. Teachers must praise and encourage children frequently.

Teachers and pupils set their own class rules at the beginning of each school year. They may develop their own class methods to reinforce positive behaviour eg; raffle tickets, marbles in jar, dojos etc., as well as using whole school systems.

## **Teaching about acceptable behaviour**

The PSHE curriculum encourages positive, acceptable behaviour and helps to promote children's self-esteem. Circle times are used to discuss behaviour issues and to invite the children to help resolve any incidents. Positive, acceptable behaviour is further reinforced through circle time. Children are taught strategies to help them avoid conflict.

## **Rewarding good behaviour and learning**

Our reward system acts as a positive reinforcement of good behaviour.

## **In Foundation Stage**

We reward good behaviour by:

- Celebrating their achievements at every opportunity.
- Continuously praising children when they behave well and are polite.
- Being given stickers as rewards.
- Having 'Wow moment' stickers that are displayed in the classroom.
- Sharing their learning with their friends, teachers, parents and the Head teacher.
- Having their work displayed in and around the classroom.
- Giving verbal praise.
- Giving written praise in the child's individual Learning Journey (this may include things such as positive comments, stickers, stamps and photos).

Every week a child is awarded 'Star of the week' of the week'. They get to take a certificate home, stand up in Friday assembly and are mentioned in the newsletter.

## **In KS1 and KS2**

<b>Reward</b>	<b>Given to children who;</b>	<b>Acknowledged when</b>	<b>Rewarded by</b>
<b>House Points KS2</b>  There are four Houses: Normans, Romans, Saxons and Vikings.	Produce good work or display good behaviour	In classroom  Total house points are shared in Friday assembly	House Captains collect the information during Thursday playtime.  A house reward is given at the end of each term. Eg non-uniform day or extra playtime for the winning house, decided by the school council
<b>Staying in the green on the class traffic light system</b>	Show consistent good behaviour and work well in class	In Friday assembly	KS1 Golden time  A house point for KS2
<b>Achieving gold on the class traffic light system</b>	Excellent behaviour or performance	In Friday assembly	A house point
<b>Learning power</b>	Display aspects of the current learning power	Class by a sticker In Friday assembly	Sticker
<b>Learner of the week certificate</b>	Display exceptional achievement in the weekly focus area	In Friday assembly	Certificate A photo on display. The children's names are put in the weekly newsletter.
<b>KS1 Table of the week</b>	Awarded weekly to each KS1 class.	In Friday assembly	Sticker
<b>Cloakroom award</b>	One class per key stage. It is awarded for the tidiest cloakroom that week.	In Friday assembly	The winning classes will leave the assembly hall first the following week. KS1 winner can go on the Pirate Ship on Friday break time. KS2 winner across the term will have an extra afternoon play.
<b>Head Teacher's award</b>	Children who show exceptional work	In Friday assembly	A gold sticker
<b>Excellence Award</b>	1 child who shows a consistently excellent attitude to learning.	At the end of each term.	Tea and Cake with the SLT.

## **Promoting positive behaviour beyond the classroom**

### **Promotion of self-esteem and social skills**

The Pastoral Support Worker will support children with behaviour needs and work with them, their teacher, and their families to develop positive behaviour. She supports targeted children, chosen by the Senco with self-esteem and social skills programmes.

Giving children responsibility helps to build up their self-esteem. Older children are given the responsibility of looking after younger ones as reading buddies and play leaders at lunchtimes. Year 4 and 5 children receive training to become play leaders. This enables them to take an active role in supporting children with activities at lunch times, which helps to promote positive lunchtime behaviour. The play leaders act as role models for the younger children.

### **Moving around the school**

Children should walk sensibly in single file around the building and keep to the left of corridors. When children enter and leave the assembly hall, corridors are patrolled and good behaviour is rewarded. The children should use quiet voices when moving around inside the school. The children should be encouraged to value and care for displays around the building.

### **Chill Club**

Northgate recognise that some children with challenging behaviour may need additional support to cope with the lunch times, which are unstructured. If a child presents with persistent disruptive behaviour at these times, the school may consider implementing a 20/20/20 system to enable these times to be positive and successful. The child would spend 20 minutes eating lunch, 20 minutes supervised in the library suite and then 20 minutes outside in the playground. This will be reviewed as positive progress is made.

### **Expected Lunchtime Behaviour**

MSAs may give out stickers and house points for good behaviour and the class teacher will be informed to add praise. If a child exhibits poor behaviour during lunch time they follow the given school lunchtime procedures. (See in appendix 2)

## **Dealing with Unacceptable Behaviour across the school**

All children need to understand that everyone has a right to learn and to be safe and secure in school, and no one has the right to deny this to others. Therefore, unacceptable behaviour will be dealt with quickly and calmly. However, it must be understood that it is the behaviour that is the issue, not the child, and the child should be given every opportunity to improve and to make amends for the unacceptable behaviour.

Consequences need to be clear, effective and consistent. Make it clear to the child that they have chosen to break a rule.

### **Sanctions in EYFS**

In nursery, children reflect on their behaviour with an adult as a learning opportunity. At times, children have reflection time away from others.

### **Sun, Rainbow and Cloud behaviour system used in Reception:**

- All the children start the day in the sun. If a child breaks a rule from the school code they are given a warning and an adult will speak to them about their behaviour.
- If they break a rule again, then their name is moved to the white cloud. They then miss a proportion of their 'Sparkle Time'. The length of time of this depends on the severity of their behaviour. The parents/carers will be informed at the end of the day/pick up that day if they have been in the cloud.
- If they break another rule and they are already in the cloud, their name is then moved to the rain cloud. This may mean they miss some more sparkle time or have to see SLT depending on the severity of the action.
- Conversely, if a child does something really well (a good piece of work, good listening etc.) then they go into the rainbow and they receive a rainbow sticker. The parents/carers will be informed at the end of the day/pick up that day if they have been in the cloud.

### **The Traffic Lights System for KS1 and KS2 (see appendix 1)**

The "Traffic Light" system is used in KS1 and KS2 to promote, support and recognise good behaviour. The traffic light system acknowledges and rewards the good behaviour of most children and establishes a set of consequences for children who choose to break a rule.

<p><b>Gold Star</b> In KS1 &amp; 2 each class has a gold star.</p>	<p>In KS1 and KS2 children are placed in the Gold Star for exceptional work. Children who are in the Gold Star stand up in Friday assembly.</p>
<p><b>Green</b></p>	<p><b>All names are in this circle each morning</b></p>
<p><b>Yellow</b> This is for low level disruptive behaviour. If a child misbehaves, before they go into yellow, he/she will be given a verbal warning</p> <p><b>KS1</b> If a child persists with low level disruption they will miss 5 minutes/10 minutes of their Golden time. However, children can win back time for sustained good behaviour across the week</p> <p><b>KS2</b> If a child persists with low level disruption they will miss: 5 minutes/10 minutes of their next playtime. This can be won back by good behaviour in the day.</p>	<p><b>Examples.</b></p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Disturbing other children's learning</li> <li>• Talking whilst others are talking</li> <li>• Playing with equipment</li> <li>• Making noises eg humming, tapping pencils</li> <li>• Running in the corridor</li> <li>• Swinging on chairs</li> <li>• Minor playtime squabbles</li> <li>• Wandering around the classroom</li> </ul>
<p><b>Amber</b> If a child persists with disruptive behaviour they will be placed in amber.(ie already been in yellow 3 times in a day)</p> <p>On some occasions, for more serious behaviour without malicious intent that the class teacher has dealt with, a child may go straight to the amber</p> <p><b>KS1</b> The child will miss their next morning or afternoon playtime and golden time for that week.</p> <p><b>KS2</b> The child will miss their playtimes for the whole day (morning and lunch) and complete the 5 Ws (See appendix 4) and letters of apology as appropriate in KS2. They also lose their house point. KS2 children will complete the 5Ws during the playtime they are missing.</p> <p>All children will carry out a restorative justice session.</p>	<p><b>Examples of behaviours that would mean a child goes straight to amber</b></p> <ul style="list-style-type: none"> <li>• Name-calling</li> <li>• Deliberately spitting at someone</li> <li>• Throwing something small in anger eg rubber</li> <li>• answering back</li> <li>• Playtime 'fight' where no one was hurt.</li> <li>• Spoiling someone's work</li> <li>• Refusing to follow instructions</li> <li>• Breaking property on purpose eg ruler</li> </ul> <p>No discussion needs to take place. Names are returned to green at the start of the next day. If a child goes into amber twice in a week, the parent is contacted by the class teacher. A Home/School link book could at this stage be introduced in order for parents to support sanctions and to work together with the school to help the pupil improve their behaviour</p>
<p><b>Red</b> If a child's behaviour is serious enough to be seen by a member of the SLT they will go immediately into the red. These will be actions with malicious intent.</p> <p><b>KS1 &amp; KS2</b> The child will miss their playtime and lunchtime to 3 consecutive days. They will also eat separate from their year group. Children will complete the 5ws on the first day. All children will carry out a restorative justice session following the event.</p>	<p><b>Examples of when a child may go into Red:</b></p> <ul style="list-style-type: none"> <li>• Deliberate aggressive behaviour - punching, kicking, biting, swearing either to adults or children.</li> <li>• Bullying</li> <li>• Threats to harm themselves or others</li> <li>• Wilful vandalism of property</li> <li>• Abusive language</li> <li>• Use of profanity or pejorative language</li> <li>• Throwing furniture/objects to hurt others</li> <li>• Harming themselves or others</li> <li>• Stealing</li> <li>• Racism</li> <li>• Homophobia/transphobia</li> </ul>

## Procedures & sanctions for red

1. In the event of a child physically hurting or using aggressive/inappropriate behaviour towards their peers or a member of staff, the child will be removed from the classroom/playground and sent to a member of the SLT, MLT or the pastoral support worker.
2. A member of the SLT will meet with the child/children and record the incident in the serious incident file. To clarify what has happened the child will fill out the 5ws form and the person dealing with the incident will record the relevant information on the reverse of this. Where appropriate, extra information is recorded such as triggers. This will be filed under the child's name in the incident file kept in the deputy's office.
3. Appropriate sanctions will be implemented.
4. Parents will be informed by the SLT, MLT or if not available pastoral support worker.
5. The class teacher or appropriate adults will record all red and amber incidents.

Number of red in a half term	Playtime/ lunchtime sanction	Classroom sanction
1	Individual outdoor playtime and appropriate indoor activities for 3 days	
2	Individual outdoor playtime and appropriate indoor activities for 3 days	CT to meet with parents to discuss strategies to prevent more incidents
3	Individual outdoor playtime and appropriate indoor activities for 3 days	1 day internal exclusion A behaviour support plan is put in place.
4	Individual outdoor playtime and appropriate indoor activities for 3 days	3 day internal exclusion
5	Individual outdoor playtime and appropriate indoor activities for 3 days	5 day internal exclusion
6	External exclusion	

This procedure will be followed only if reliable evidence is available to support the decisions and all external exclusions are at the discretion of the head teacher.

All serious incidents will be logged by the adult concerned on a serious incident form. These will be kept in a file in the Head teacher's office.

## Pupils with Special Education Needs and Disabilities

Where appropriate, the fact that pupils have Special Educational Needs (SEN) or with additional behaviour challenges, will be taken into consideration when administering rewards and sanctions. Northgate acknowledges that learners with more challenging behaviour may need more specific support and an individualised approach. The particular needs of these children will be discussed with the teacher and Senco and an individual behaviour plan will be drawn up. The Senco may seek advice from other professionals, eg. An Educational Psychologist, in finding effective strategies. **See Separate Behaviour Plan (Appendix 6)**

Children who have difficulty in controlling their anger need to be given clear channels for their aggression. It is unrealistic to expect these children never to get angry, but it is unacceptable justification for hitting someone. The children need to know that if they are beginning to lose

control, then they should seek help immediately. Talking things through with a sympathetic adult or just having some time alone can often diffuse the situation. Any child that does manage to seek help before taking out their anger on another child should be given a lot of praise and encouragement in order to reinforce the positive action taken.

### **Restraining disruptive pupils**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The school adheres to the Hertfordshire Model Policy for Restrictive Physical Intervention In Schools (May 2017)

“Physical intervention” is a last resort and used only when one of three specific conditions exist:

- the young person is causing harm to themselves;
- other people are being endangered by the child’s behaviour;
- There is likely to be serious damage to property.

### **Confiscation of inappropriate items.**

The law enables school staff to confiscate, retain or dispose of a pupil’s property as a punishment so long as it is reasonable in the circumstances. Weapons including knives and pornography will be handed to the police.

### **Pupils conduct outside the school gates.**

On rare occasions, teachers may need to discipline pupils for misbehaving outside of the school premises ‘to such an extent as is reasonable.’

Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from school

Or when the behaviour:

- Could have repercussions for the orderly running of the school
- Pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under lawful control of the staff member. If incidents of concern happen outside the school premises, the parents will be contacted.

### **Exclusions**

In the event of serious and/or sustained incidents of poor behaviour a child may be given a fixed term exclusion. The school follows the DfE guidance ‘Exclusion from maintained schools, academies and pupil referral units in England’ and Hertfordshire’s County Council document ‘Exclusion Guidance Supplement’ which sets out clear procedures in the event of an exclusion.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Where a child is considered to be at risk of permanent exclusion, the school will seek support from the Hertfordshire Behaviour Support Team.



## Parental Concerns

If a parent requests a formal meeting to discuss another child's behaviour with a teacher/member of SLT, their concerns will be recorded and monitored.

## Monitoring

Behaviour is monitored on a termly basis by the SLT & Governors.

All bullying/racist and homophobic incidents are logged and reported to governors on a termly basis.

<b>Relationship with other relevant policies:</b> <ul style="list-style-type: none"><li>• SEND Policy</li><li>• Teaching &amp; Learning</li><li>• Anti-Bullying</li><li>• Child Protection</li><li>• Attendance</li><li>• PSHE</li><li>• Exclusion Policy/Guidelines.</li><li>• Restrictive Physical Intervention In Schools</li></ul>	<b>Legislative links</b> <ul style="list-style-type: none"><li>Education Act 1996</li><li>School Standards and Framework Act 1998</li><li>Education Act 2002</li><li>Education &amp; Inspections Act 2006</li><li>School Information (England) Regulations 2008</li><li>Equality Act 2010</li><li>The Education Regulations 2014</li><li>Education Act 2011</li><li>Schools regulations 2012</li><li>The school behaviour (determination and publicising of measures in Academies) regulations 2012</li></ul>
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## Appendix 1

Traffic light	Examples of behaviour	Actions	Sanction	Information for parents/carers
<b>Gold star</b>	Exceptional work/behaviour	Name moved up on classroom circle Stand up in Friday assembly 5 house points.		.
<b>Green</b>	Following the school code	Hands up in Friday assembly 1 house point		
<b>Yellow</b>	Low level disruptive behaviour eg calling out/disturbing others etc.	Verbal warning given Name moved down. Can be earned back before sanction for good behaviour	KS1 Miss Golden time for 5/10 mins  KS2 miss playtimes for 5/10 mins	Informal discussion between class teacher and parents if on-going
<b>Amber</b>	<b>Persistent disruption/talking/calling out etc.</b>  <b>Or 1 off more serious offences/inappropriate reaction without malicious intent</b> Eg name-calling, Answering back, deliberate spitting, throwing rubber etc in anger. Playtime 'fight' where no one is hurt. Swearing (not directed towards someone)	Discussion with pupils/ circle time  2x in wk contact parents/carers  Restorative Justice  Name / incident logged in on Sims (plus individual behaviour book if applicable)	KS1: Miss golden time and next morning or afternoon playtime.  KS2: Miss playtimes for one whole day Complete 5 Ws sheet	Parents informed by class teacher where necessary
<b>Red</b>	<b>Actions with malicious intent eg</b> Deliberate aggressive behaviour eg punching, kicking, biting, swearing. Bullying Threatening behaviour/ language Wilful vandalism of property Abusive language Throwing furniture/objects to hurt others Stealing Racism Homophobia/transphobia	Seen by SLT.  Name / incident logged in on Sims (plus individual behaviour book if applicable)  Behaviour plan after 2 <sup>nd</sup> red in a half term  Restorative Justice	Sanction vary depending on number of times in red in a half term Eg Miss playtime and lunchtime for 3 days and eating with different year group  See procedures for red (pg 7)  Complete 5 Ws sheet Name / incident logged in on Sims	Parents informed  Governors informed in termly report by Head teacher

## Appendix 2 Lunchtime Behaviour

Traffic light	Examples of behaviour	Actions	Information for teachers
<b>Green</b>	Good behaviour Following the school code	Praise Stickers given	
<b>Yellow</b>	Talking whilst others are talking Playing inappropriately with equipment Running in the corridor Minor playtime squabbles Pushing /shoving Making faces Going where not meant to outside Tripping someone up	1.Verbal warning given  2. 5/10 /15 minutes time out against the wall	Inform class teacher if miss golden time/playtime
<b>Amber</b>	Persistent low level disruption at lunchtime etc.so child already missed 15 mins playtime Or 1 off more serious offences/inappropriate reaction without malicious intent eg Name-calling, Answering back, Deliberate spitting, throwing food at others Throwing equipment etc in anger. Playtime 'fight' where no one is hurt.	Inform the child this behaviour will mean they go into amber  Child has time out for 20 minutes  Restorative Justice	Teacher is informed of the behaviour and puts the child into amber
<b>Red</b>	<b>Actions with malicious intent</b> Punching/kicking/biting etc. Throwing furniture/objects to hurt others Vandalism Swearing (towards somebody maliciously) Stealing Racism Bullying Homophobia	Send child to SLT.  Restorative Justice	Inform class teacher and/or pastoral worker

## **Appendix 3**

### **HOME/SCHOOL LIAISON AND HOME/SCHOOL AGREEMENT**



#### **Home/School Agreement**

##### **Introduction**

Northgate welcomes and encourages parental involvement in the school to achieve its educational aims, providing an ordered, stimulating and challenging learning environment so that the children are able to develop their full potential within a safe, supportive and caring community.

##### **1. The Family**

I/we will:

- a. ensure my/our child arrives at school on time and properly equipped and does not miss lessons through unnecessary absence;
- b. let the school know about any concerns or problems that might affect my/our child's work or behaviour;
- c. support the school's policies and guidelines for behaviour;
- d. support my/our child in homework and other opportunities for home learning;
- e. attend parents' consultations and discussions about my/our child's progress;
- f. get to know about my/our child's life at the school.

##### **2. The School is committed to:**

- a. contact parents/carers if there is an ongoing problem with attendance, punctuality or equipment;
- b. let parents know about any concerns or problems that affect the child's work or behaviour;
- c. send home annual written report;
- d. provide and monitor homework appropriate to the age group and needs of the child;
- e. arrange parent consultations during which progress will be discussed and, where appropriate, give guidance on how parents can help their child at home;
- f. keep parents informed about school activities through regular newsletters home and other appropriate media;
- g. provide opportunities which enable parents to become involved in school life.

##### **3. Together we will try to:**

- a. support the child's learning to help them achieve their best;
- b. encourage the children to follow the School Code;
- c. work towards creating an environment, which is safe for the children to travel to and from school.

Signed ..... (Parent/guardian)

Signed ..... (school)

## **Appendix 4**

**Name**

**Class**

**Date**

### **Time to consider the 5 Ws :**

**What** I did

**Why** I did it

**Which** rule I broke

**Who** was affected by my actions  
and how

**What** I can do to make it right

## Appendix 5

<p><b>The staff's responsibilities are to:</b></p> <ul style="list-style-type: none"> <li>• treat all children fairly and with respect;</li> <li>• raise children's self esteem and develop their full potential;</li> <li>• provide a differentiated, interesting and relevant curriculum;</li> <li>• create a safe and pleasant environment;</li> <li>• use praise and consequences consistently;</li> <li>• be a good role model (see guidelines for good relationships.) Appendix 3</li> <li>• build relationships with parents/carers and show children that the key adults in their lives share a common aim;</li> <li>• inform and collaborate with parents with regard to matters of good behaviour and discipline within the school;</li> <li>• recognise that all children are individuals and be aware of their needs.</li> <li>• Give children responsibility to help to build up their self-esteem eg class monitor</li> </ul>	<p><b>Parents'/carers' responsibilities are to:</b></p> <ul style="list-style-type: none"> <li>• make children aware of appropriate behaviour in all situations;</li> <li>• encourage independence and self-discipline;</li> <li>• show interest in all that their child does in school;</li> <li>• be aware of and support the school rules and expectations;</li> <li>• complete, sign and support the Home/School agreement – (Appendix 3)</li> <li>• ensure children attend school regularly.</li> <li>• adhere and support the school code and treat all members of staff and children with respect.</li> </ul>	<p><b>Children should develop:</b></p> <ul style="list-style-type: none"> <li>• an understanding of what is appropriate behaviour in school;</li> <li>• responsibility for their learning and their environment;</li> <li>• an independence of mind;</li> <li>• a sense of fairness;</li> <li>• an understanding of the need for rules;</li> <li>• a respect and tolerance for others' ways of life and different opinions;</li> <li>• celebrate differences</li> <li>• a persistent approach to tasks;</li> <li>• an acceptable reaction to bullying and abuse;</li> <li>• a sense of community.</li> </ul>
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## **Appendix 6**

### **Behaviour Support Plan**

**Saved in SEND-Send and learning support – Behaviour support**

**Form to be filled in for pupils who have significant behavioural needs**

**Class teacher, SENDCO or Pastoral Support Worker, member of SLT/MLT. Contributions needed from Parents and Child.**

Approved: **Summer 2019**  
Review Due: **Summer 2020**

Behaviour Plan		
Number :		
Pupil name:	Class:	Year Group:
Date of birth:	Medical conditions/needs:	Staff working with the pupil:
Date plan starts:	Date of next review:	
<u>Challenging behavior (including triggers)</u>	<u>Strategies for positive behaviour</u>	
<u>Early warning signs</u>	<u>Reactive strategies</u>	<u>Support after an incident</u>
<u>Targets</u> Targets are to be worked on inside the classroom in the first instance. Further targets and support will be discussed at the first review.		
<b>Targets</b> <i>What are we working towards?</i>	<b>Strategies/schemes</b> <i>How are we going to get there?</i>	<b><u>When?Who?</u></b> <b>How long?</b>
<b>Agreement:</b> Parent name: _____ Staff name: _____ Parent signature: _____ Staff signature: _____ Date: _____		



Pupil Page	
Pupil name:	Class:
Year Group:	
Skills and talents	Achievements
Likes	Dislikes
Other information the child wants us to know 	





Behaviour Plan Review	
Date of review: Present:	
Strategies/targets to be reviewed	Review
<u>Strategies for positive behaviour</u>	
<u>Support after an incident</u>	
<u>Reactive strategies</u>	
<u>Targets</u>	
<u>Next Steps</u>	

Agreement:  
Parent name  
Parent signature

Staff name  
Staff signature