

# Behaviour Policy

Version: 7



St. Catherine's  
RC Primary School

<b>Name and Designation of Policy Author(s)</b>	Ellie Glennon, Deputy Headteacher		<b>Is this a Statutory Document</b>
			Yes
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<b>Target Audience</b>	Pupils, Staff, Parents, Carers and Governors		
<b>Links to Other Strategies, Policies, Procedures, etc.</b>	Mission Statement and Core Values, Home School Agreement, Safeguarding Policy, SEND Policy, Anti-Bullying Policy, Staff Handbook, Positive Handling and Physical Intervention Policy		

## Version History

Date	Ver	Author Name and Designation	Summary of Main Changes
Autumn 2011	1	Staff and Leadership Team	Behaviour and Discipline Policy
Nov 2014	2	Janet Hickman, Behaviour Lead	In line with the DfE Guidelines for Behaviour February 2014
January 2017	3	Nina Chwastek, Headteacher	New behaviour system implemented linked to the Core Values. Clarity given to use of reasonable force in line with DfE document 2015, leading to the development of a Positive Handling and Physical Intervention Policy
Feb 2020	4	Jess Quiligotti, Deputy Headteacher	Include reference to United Nations Rights of the Child through the Rights Respecting Programme
SEPT 2021	5	Jess Quiligotti, Deputy Headteacher	Annual update to include sanctions in place for behavior concerns at breaktimes and lunch times.
July 2022	6	Jess Quiligotti, Headteacher	Annual update: <ul style="list-style-type: none"> <li>- Recording of red card negative behaviour incidents on CPoms too</li> <li>- Removal of 'Think Tank' in UKS2</li> <li>- Removal of specific school names for preventative placement strategies and changed to 'local schools'</li> </ul>
July 2024	7	Ellie Glennon, Deputy Headteacher	<ul style="list-style-type: none"> <li>- Addition of key legislation that the policy is in line with addressed in the aims</li> <li>- Overarching aim of the policy defined within aims</li> <li>- Within 'what does the policy look like in the classroom' more explicit headings for each step to align language with what the children</li> </ul>

			<p>experience. More explicit mention of class charts</p> <ul style="list-style-type: none"> <li>- Within 'what does the policy look like in the classroom' section added for red cards</li> <li>- Within 'Support for children who find it difficult to meet expectations' table included to show varying offers of support for different children</li> <li>-</li> </ul>
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## Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us *'To be who God wants us to be and so set the world on fire.'*

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

## Aims of the Behaviour Policy

We strive to provide a caring, structured learning environment in which all students can develop academically, socially and emotionally to their full potential and in which pupils and staff feel safe, secure and valued.

In line with legal DfE guidance (Behaviour and discipline in schools 2016) we aim to:

- To support a whole school approach to behaviour and discipline which fulfils legal requirements.
- To promote good behaviour and respect by establishing a clear framework for managing behaviour and discipline across the school
- To promote behaviour which has a positive impact on learning
- To encourage self-discipline in all pupils, helping them make positive choices, to accept responsibility for, and understand the consequences of their actions.
- To promote an orderly, fair and safe environment for all through consistent and positive behaviour management.
- To promote children's rights in the United Nations Convention of the Rights of the Child and the understanding that children have an impact on how other children access their rights.

## Rationale

This policy sets out the expectations of behaviour for children and adults working together at St. Catherine's. It is important that the relationships between everyone in St. Catherine's School community are happy, caring and purposeful and should reflect the School Mission, Vision and Core Values.

It is important that there is a consistent approach to managing behaviour throughout the school, both in terms of encouraging good behaviour and the actions taken when behaviour falls below what is acceptable. Our Behaviour Policy, when consistently and fairly applied, underpins effective learning and encourages good behaviour through a

mixture of high expectations and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

It is the responsibility of all staff within school (not just class teachers) to reinforce good behaviour and challenge unacceptable behaviour wherever it is seen, in class, at lunchtimes and playtimes, and in transition around the school.

Our School Mission challenges all members of our community to 'Be who God wants you to be and so set the world on fire.' These words of St. Catherine of Siena underpin the work, life and ethos of our school. Behaviour is about relationships but it is also about learning. Behaviour for learning concerns developing the skills and attitudes to enable our children to become better learners. As a Roman Catholic school, children are helped to live their lives as ambassadors of Christ. Childhood is a learning journey and the skills and values children gather on their journey through school help them to become happy and successful adults.

Part of this is helping children understand that, whilst there may sometimes be a need to challenge behaviour, they, as individuals, are still valued and loved. It is important to label the action, not the child, in all instances. Any sanctions imposed will therefore be in this context.

The emphasis is on rewarding those children who consistently meet our expectations of behaviour whilst supporting those who find it a challenge to do so. There are plentiful opportunities to reward, celebrate and reinforce desired behaviours for learning and play.

Alongside the academic learning that children receive, we teach our children to:

- Live by our mission statement to 'Be who God wants you to be and so set the world on fire.'
- Value each other, their friends, family and the school and parish community
- Understand the world beyond their own experience
- Respect one others' rights and know that children's rights are universal, inalienable and indivisible.
- Get on with each other and with the adults who work with them in school
- Communicate appropriately in a range of situations in the classroom, playground and with staff and visitors
- Think about the consequences of their actions, positive or negative, and reflect on the impact of them on others
- Be positive and resilient when they are challenged to improve their learning and behaviour
- Show our Core Values in their learning and the way in which they interact with others.

A great deal of this teaching is incidental or by example, however, a focus on the Social and Emotional Aspects of learning is part of the Personal, Social and Health Education curriculum.

Included within this policy are our expectations for adults in school and this includes all staff as well as parents and carers. St. Catherine's has the significant benefit of having

supportive and friendly parents and carers. Parents recognise that educating children is a process that involves partnership between home and school and understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons, parents and carers are welcomed and encouraged to participate fully in the life of the school.

This guidance supports implementation of the Home School Agreement that all parents agree to when their children start school at St. Catherine's.

All stages outlined in this policy are to be built upon systematically, unless there is a serious incident. If this occurs, it may be necessary to omit one or several stages in the process in order to deal with the situation as quickly and effectively as possible.

### **Expectations of Children**

At St. Catherine's, we have high expectations of all pupils. It is expected that all pupils live out our Mission and strive to meet the expectations within the following Core Values.



- **Love** – we love each other, including those we find it hard to love.
- **Compassion** – we give forgiveness, think about everyone and treat them in the way we would wish to be treated, particularly those who aren't as fortunate as we are.
- **Respect** – we value the views and ideas of others and appreciate that there are different ways of looking at things.
- **Faith** – we believe in God, have belief in ourselves and others.
- **Inspire** – we are motivated by the achievements and talents of others and want to set the right example in our lives.
- **Perseverance** – we won't give up when things get tough and help everyone else to persevere too.

All children are members of a Core Value Family and this family system is an important aspect of the reward approach throughout St. Catherine's R.C. Primary School.

#### We reward their efforts with:

- Praise and encouragement.
- The awarding of core value points by all school staff
- Stickers
- 'Special Mention Awards' and Golden Jumpers in Friday Worship
- Public acknowledgement in the classroom and in worship
- The showing of work or praise to other staff and to the Headteacher
- Rewards, not only to individuals, but to groups of individuals and to whole classes as appropriate.
- Communication with parents through stickers, certificates and awards

### **What does this policy look like in the classroom?**

- Each classroom clearly displays the core values linked to pupils' behaviour
- Each classroom clearly displays the core value candle
- All children start each session on the flame as the expectation is that all children are 'on fire' with their attitude, learning and behaviour
- Class teachers and teaching assistants may give out rewards in the form of core value points which are recorded using Class Charts
- Children are on task and able to follow instructions calmly and sensibly
- Children are encouraged at all times to make the right choices and meet our expectations. Children who move down the candle and are unable to meet those expectations will be given a consequence for their actions.
- Classrooms display Class Charters to focus on children's rights and how to ensure we all access them and respect them.



Step 1 – warning : If a child exhibits unacceptable behaviour, they are given a warning with a reminder of what they should have been doing. Restorative intervention is utilised to discuss choices with the pupil to encourage responsible decision making.

Step 2 – one move down the candle: If this behaviour continues, they move their name off the flame and on to the candle and they themselves will be moved to a different part of the room if it continues. Again, restorative intervention is utilised to discuss choices with the pupil to encourage responsible decision making.

Step 3 – two moves down the candle: If there is no change in the behaviour, the child will move their name to the lowest section of the candle and be escorted to the parallel class to work. If this happens, parents will be informed.

Both steps two and three are recorded on Class Charts.

Children can be moved back up the candle if they turn their behaviour around. Each session of the day gives the opportunity for a fresh start, back on the flame.

#### Red Cards:

If a child demonstrates the following behaviours: racism / discriminatory language; swearing; violence; harassment; bullying or deliberately damaging property this will result in an instant red card. A red card incident will be logged on Class Charts and Phase Leaders and Senior Leaders will be made aware. Phase leaders will put a sanction in place relative to the behaviour shown. Parents will be informed of any red card incidents and the sanction that has been given as soon as possible. Sanctions could include but are not limited to: missing break or lunch time; working in another classroom; removal of privileges e.g playing football.

#### Shining Light:

When a child exhibits the core values exceptionally well, they can then be moved from the flame to the area radiating from the flame to show that they are a 'shining light' and as a

result they will then receive fifteen core value points for their core values family. They will remain a 'shining light' for the rest of the day, unless a particular behaviour warrants a return to the flame or moving down the candle. Parents will be informed equally when there is good news to share as well as concerns. Shining light core value points are recorded on Class Charts.

Records of all positive and negative behaviour are recorded on Class Charts and this information is available for all middle and senior leaders to view and monitor. The details of 'Red card' negative behaviour incidents are recorded on CPoms as well.

**For children who are struggling to meet our expectations of behaviour:**

- If a child is sent out of the classroom more than twice in one week (two moves down the candle), a meeting would then be held between child, class teacher and parent or carer to agree a way forward to support the child with meeting expectations.
- If this behaviour remains persistent following the meeting, a Behaviour Support Plan [example: Appendix 1] will be implemented, drawn up by the teacher, Phase leader and parent or carer (and where necessary this would include a Positive Handling Plan [example: Appendix 2]).
- The plan would include up to three targets in partnership with the parent or carer and the child
- The plan will be monitored each day by the teacher and fed back weekly to the parent or carer and the Phase Leader.
- This plan will be in place for two weeks and will then be reviewed to decide if further support is necessary.

**Support for children who find it difficult to meet expectations:**

Just as support is provided for a child's learning, support is provided for all children who struggle to meet the high standards of behaviour expected. Some children may need a different approach for a period of time according to their own individual needs or disabilities. In these cases, an Individual Behaviour Plan [example: Appendix 3] will be developed for the child between school and the parent or carer. The support of external agencies will be sought as necessary. Targets agreed will be signed by the parent or carer and reviewed half termly.

If a child has been supported via an Individual Behaviour Plan, this will be recorded on their school file and may be transferred to any new provision they attend.

<p>Children who can behave but make choices to demonstrate poor behaviour.</p> <p>Children who do generally have good social and emotional skills.</p> <p><b>The behaviour policy will be followed.</b></p>	<p>Children who can behave and mostly do have good social and emotional skills but may be experiencing stresses and triggers in their lives, e.g loss of a grandparent, that result in poor behaviour</p> <p><b>The behaviour policy will be followed and additional support from the class teacher</b></p>
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	<p>and or Pastoral Lead will be given.</p> <p>An individual Behaviour plan will be developed to support these children in being successful, where deemed appropriate. In these circumstances, an individual Behaviour Plan is likely to be temporary whilst the pupil accesses support but may be utilised at any time when necessary.</p>
<p>Children who demonstrate challenging behaviours as they struggle with knowing how to manage their behaviour and how to regulate their emotions e.g managing anger when they become upset.</p> <p>These children may be experiencing difficulty with their social and emotional skills.</p> <p>The behaviour policy will be followed and additional support from the class teacher and or Pastoral Lead will be given to develop social and emotional skills.</p> <p>An individual Behaviour plan will be developed to support these children in being successful. This may be temporary or permanent depending upon the child's needs.</p>	<p>Children who cannot behave because they have experienced major trauma in their lives.</p> <p>Specialised social and emotional input is required. These children will access support from the class teacher and specialist support from the Pastoral Leader and external agencies.</p> <p>An individual Behaviour plan will be developed in conjunction with all agencies to support these children in being successful.</p>

### **What will this policy look like at Playtimes or Lunchtime?**

Where behaviour falls short of expectations, staff on the playground will inform the class teacher and class teachers will apply the behaviour policy as necessary.

There is also a green, yellow and red card system for sports which the sports coach and other staff apply.

### **Expectations of Adults including Parents and Carers**

The purpose of this section is to provide a reminder to all parents, carers and visitors to our school about expected conduct so that we can work together to ensure a safe and positive school environment for our children.

We expect all adults to show respect and concern for others by:

- Supporting the Catholic ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community at all

times.

- Working together for the benefit of children. This includes listening to and resolving any issues of concern through calmly discussing and clarifying specific events in order to bring about a positive solution for the child.
- Respecting the school environment, including keeping the school tidy by not littering.
- Parking safely, considerately and doing the right thing when delivering and collecting children from school.

For staff:

- Following the procedures outlined in the behaviour policy and remaining calm at all times.

For parents and carers:

- Addressing your own child's behaviour, especially in public where it could otherwise lead to conflict, aggressive or unsafe behaviour.
- When discussing issues relating to your child with their teacher, the child should not initially be present without the teacher's agreement.
- Not approaching other parents about an issue between children.
- Following the school uniform.

In order to support a peaceful and safe school environment we cannot allow:

- disruptive behaviour which interferes with the operation of a classroom, an office area or any other part of the school grounds
- use of loud and/or offensive language or displaying temper
- threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss or chastise them and physical punishment against your own child on school premises (some actions may constitute an assault with legal consequences).
- damaging or destroying school property
- abusive or threatening emails, phone or social network messages aimed at pupils or school staff
- smoking and consumption of alcohol or other drugs or accessing the school site whilst intoxicated
- entrance to the school building without signing in at the front office

The above behaviours on school premises will be reported to the appropriate authorities and Governors will, where necessary, prevent adults who behave in this unacceptable way from entering the school grounds to safeguard our school community.

### **Creating the right climate within the school**

All the children who attend this school must feel wanted and that they, as individuals, have a part to play at St. Catherine's R.C. Primary School.

This can be realised in many ways, not least by encouraging each child to feel that they have a role to play within the school family and that other people depend on them to behave in a mature, well-mannered and respectful way. Of course, this is not a one way process and children need to see adults in school as models of outstanding behaviour.



Creating the right atmosphere in school arises from good inter-personal relationships. All members of the school community must treat each other with a level of mutual respect.

Good manners cost nothing and children, and grown-ups alike, should use them within the contexts of the school at all times.

### **Creating the right climate – practical strategies:**

- Children should be greeted each morning by their class teacher. This process should be carried out at all playtimes and lunchtimes.
- Movement from the playground to the school should be done in an orderly manner and at all times should be done quietly. Walking should be encouraged to avoid accidents and to bring a sense of calm to the start of the day. Lessons should begin promptly.
- As children leave the classroom to enter Worship, to change rooms, to go out to play, etc., they should line up quietly and leave the classroom with a sense of respect for others around them. Teachers and teaching assistants should position themselves at the most suitable vantage point.
- The norm around school is that quiet voices are used.
- Shouting can be counter-productive and should not be used.
- Playtimes and lunchtimes should be calm.
- At the end of the school day all children should be escorted safely and in a calm manner off the premises, ending the day with the right tone. Teachers and Senior Leaders ensure all the pupils leave school safely.
- The headteacher and leadership team at all times should be highly visible around the building to ensure that all these procedures are in operation.

### **Practical strategies to support and reinforce positive behaviour:**

- Look for things to praise. Often a child with behavioural difficulties only gains attention by being disruptive. There is a tendency to feel relief when the child is behaving appropriately and to leave well alone. By making a positive effort to find something to reinforce, we can develop the child's repertoire of acceptable behaviour.
- Relate positive behaviour to children's ability to access their rights, particularly their right to education and goals of education (Article 28 and 29 of the United Nations Convention of the Rights of the Child).
- It is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the child can feel better about themselves and so too can the adult. Time previously used for managing disruptive behaviour can then be redistributed amongst all the children.
- Using regular short periods of time before the child misbehaves gives opportunity for the adult to listen to the child. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the child is always right but that increased opportunities for understanding each other are valuable.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours.

- Exchange an unacceptable behaviour for a more acceptable activity, e.g. by turning out of seat behaviour into the child purposefully going to get something for someone else.
- Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being shown up; there is then no need for the child to confront the adult to save face with friends.
- Establish a number of favourite activities that can be used as reinforcers when work is finished as well as to calm someone down after an outburst. These could be books, an activity or the security of tightly structured work, and should always be particular to the child.
- It is sometimes better - both for the child and for other children - if the child struggling to meet expectations is given permission to get on quietly with something else and then brought back into the group rather than being confronted when they are not ready.

### **Serious Incidents**

At St. Catherine's, serious incidents of behaviour are dealt with by removing a child from the situation to a calm area so behaviour can change. Parents will be informed of the incident and the consequences. This may include a decision to remove the child from the playground or class situation for a period of time. The time will be linked to the severity of the incident.

Additionally, St. Catherine's also utilise a preventative placement as a support mechanism or as a consequence, local primary schools for up to three days. Where this is off site at another school, a member of staff will accompany the child.

These measures are used to ensure the child is aware of the serious nature of the behaviour displayed and also to support their reintegration back into class.

For serious incidents, a fixed term or permanent exclusion may be utilised at the discretion of the headteacher.

### **Positive Handling and Physical Intervention**

Although schools have the power to use physical intervention, it is only used when absolutely necessary. The Department for Education provides guidance on the Use of Reasonable Force (2013) as detailed below:

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between

pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

At St. Catherine's:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming him/herself, others or property
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Please refer to the Positive Handling and Physical Intervention Policy for further information.

### **Staff Training**

Guidance on managing behaviour is outlined on induction and updated as necessary. Specific training is also available for all staff at St. Catherine's. This is enhanced by Team Teach training in the use of positive handling and it is the responsibility of the Headteacher, in liaison with the Special Educational Needs and Disabilities Co-ordinator, to ensure this training is kept up to date.

### **Managing Behaviour Outside the School Gates**

School staff may also discipline children if they misbehave outside of the school premises where they are:

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

### **Dealing with Malicious Abuse Allegations Against Staff**

All allegations of abuse will be taken seriously, and St Catherine's will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Further information is provided in our Safeguarding Policy.

Where a child has made an allegation against a member of staff which is proven to be false, the Headteacher and chair of governors may refer to social services to determine whether the child is in need of special care or support.

If an allegation is found to be intentionally factitious and malicious, the Headteacher will decide what the proper sanction will be for the pupil who made the false allegation and may wish to include the school governors when considering what action to take. The

Headteacher has the power to exclude pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

### **Searching Pupils and Confiscating Inappropriate Items**

Members of school staff have the power to search children without consent for 'prohibited items', which include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item which is not allowed in school e.g. mobile phones.

School staff will confiscate, retain or dispose of a pupil's property as a punishment, ensuring that it is reasonable in the circumstances. If found, weapons, knives, illegal drugs and extreme or child pornography must always be handed over to the police, otherwise the Headteacher can decide if and when to return a confiscated item.

### **Recording Incidents**

Serious incidents are recorded on CPOMS.

This would include:

- Any incidents involving a child or anyone employed in school which results in personal injury or damage to property
- Loss, theft or damage to property
- Any other incidents or matters of a serious nature
- Recurring behaviour that gives cause for concern

Parents are able to request to see information relating to their own child at any time.

This Behaviour Policy acknowledges its legal duties under the Equality Act 2010 in respect of Safeguarding and in respect of pupils with Special Educational Needs or Disability (SEND).

Appendix 1a:

Sample Behaviour Support Plan: Key Stage 1

Name:

We want to help you to be the best person that you can be in school and be as successful as you can be in your work and play.

My Targets:

I will

- 
- 

My Reward:

Who will help me:

Signed: Child

Signed: Parent

Signed: Teacher

Appendix 1b:

Sample Behaviour Support Plan: Key Stage 2

Name:
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We want to help you to be the best person that you can be in school and be as successful as you can be in your work and play.

**In the classroom**

Target	Morning 1	Morning 2	Afternoon

Who will help me and how:

**On the playground**

Target	Breaktime	Lunchtime

Who will help me and how:

Signed:	Child
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Signed:	Parent
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Signed:	Teacher
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Appendix 2:

**Positive Handling Plan**



St. Catherine's  
RC Primary School

Insert picture here	<b>Name of child:</b>	<b>Date of Birth:</b>
	<b>Triggers</b>	<b>Medical Information:</b> (that need taking into account before physically intervening)

<b>Stage of Crisis:</b>	<b>Topography of Behaviour</b> Describe common behaviours/situations which are known to have led to positive handling being required. Describe what the behaviour looks/sounds like.	<b>Preferred Supportive/intervention</b> (Describe strategies that should be attempted at each stage, including critical friends)
<b>Anxiety</b>		
<b>Defensive/Escalation</b>		
<b>Crisis</b>		
<b>Recovery</b>		
<b>Depression</b>		
<b>Follow Up</b>		

**Additional information/Preferred handling:**

(Describe preferred holds, standing, sitting stating numbers and names of preferred staff and useful 'get outs' that can be used when holding)

**Plan Agreed by:**

Child's Name: \_\_\_\_\_

Signed: \_\_\_\_\_


Parent/Carer's Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Signed: \_\_\_\_\_

### Appendix 3: Individual Behaviour Plan

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





Pupil name:

Class:

Year Group:

**Skills and talents**

**Achievements**

**Likes**

**Dislikes**

**Log of incidents:**

**Date**

**Description of behaviour**

**Trigger for incident**

**Action taken**

**Individual Behaviour Plan evaluation and next steps:**

*How effective is the plan?*

*Record suggestions to be considered when this plan is reviewed.*