



UNITE – INSPIRE- EXCEL

Behaviour Policy

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**Member of staff responsible
for this policy in consultation
with staff and governors:**

Jo Redman

**Governing Body Committee
responsible for review:**

Children & Learning

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1. Introduction

This policy was drawn up to support the emotional and learning needs of the children in our school, with our specific context in mind. It is cohesive and impacts upon all other policies. We believe that all children and adults have the right to: learn without disruption; feel safe (physically and emotionally); respect and dignity and to learn and grow as an individual. This policy uses a framework of: code, consistency, choice and consequence.

2. Aims

The aim of this policy is to ensure that all staff at Westfields Junior School are consistent in their setting of high expectations for all members of the school community by promoting a positive, purposeful learning climate. We actively encourage good behaviour where respect is paramount (including through the rights and responsibilities of our Respect Charter).

We aim to:

- Promote a mutually respectful and caring attitude between every member of the school community.
- Ensure that each child is cared for, listened to and respected.
- Provide a stimulating environment where the children and staff share in the pride, maintenance and responsibility of their school.
- Make every day an enjoyable, memorable and worthwhile experience for all.
- Provide a calm, inclusive and safe atmosphere where parents and members of the community are involved and feel of value and importance.
- Encourage and support every child to always give their best and develop resilience and perseverance in the face of every challenge.
- Value and share success on an individual, group and whole school basis.

This policy supports:

- The development and safeguarding of children -The Children Act 1989 (2004) and The Education Act 2002 with reference specifically to the safeguarding and promotion of the welfare of children
- The United Nations Convention on the Rights of the Child, UNICEF underpins the promotion of the rights, respect and responsibility of all members of the school community

This policy takes account of the 'Behaviour and Discipline in Schools advice for headteachers and school staff' document (DfE January 2016)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf).

3. Core Principles

In order to achieve these aims our behaviour policy is centred on a set of key principles:

- Good behaviour is the expected 'norm' (both in terms of face to face and online conduct).
- We notice, praise and reward when children are behaving well (e.g. engaging in learning; showing good manners; helping one another), while promoting the intrinsic value of education.
- Separate the unwanted behaviour from the child and acknowledge some behaviour in the form of communication which needs to be addressed.
- Use the language of choice, action and responsibility (linked to WJS's Respect Charter).
- Keep the focus on primary behaviours, even though secondary behaviours can be challenging (e.g. smirking, questioning, negative body language).
- Actively build trust and model exemplary behaviour, being consistent and fair.
- Always follow up on issues raised.
- Repair and restore relationships through mutual understanding and respect.
- Understand their responsibilities and rights as an individual member of our school, and the wider community.
- Parents' positive involvement in supporting all aspects of this policy is essential to promote the ethos and values of our school (Unite, Inspire and Excel).
- Being sensitive to individual circumstances and needs (including unprecedented situations).

4. Role of School Staff

All staff are expected to:

- Model and encourage exemplary behaviour at all times, making reference to our Respect Charter, aims, ethos and behaviour display (eg. traffic lights).

- Be consistent in dealing with all aspects of behaviour and recognition.
- Plan lessons effectively to ensure that the child's ability is matched to the content.
- Provide appropriate resources to support individual needs.
- Involve pupils in the setting of the 'Class Contract' and the reward/sanctions.
- Provide calm, purposeful and stimulating classrooms where priority is given to learning.
- Talk to and not at the children using an appropriate volume.
- Deal with all incidents and listen to all points of view (see Appendix 2 Pupil Incident Record) whatever their perceived importance before deciding on the sanction.
- Seek support from Senior Staff when required (See Appendix 3).
- Keep appropriate records of serious incidents and keep parents informed (Appendix 4).
- Be clear about the definition of bullying and deal with any incidents effectively in accordance with the Anti-Bullying Policy because our school does not tolerate bullying of any kind.
- Be aware of government guides of the restraint of children following the school's Restrictive Physical Intervention Policy.
- Confiscate, retain, dispose or return to a parent a pupil's property as a sanction, as long as this is in reasonable circumstances (see Behaviour and Discipline in Schools Guidance, DfE).
- May, under the guidance of the Headteacher, or Deputy Headteacher, search without consent for prohibited items such as illegal items, weapons, tobacco products, fireworks, pornographic images, any article not allowed in school under general rules and guidelines, and those likely to cause injury or be used to commit an offence (see Behaviour and Discipline in Schools Guidance, DfE).
- It is the all the staff's responsibility to report incidents that warrant a record on the behaviour incident logs in school. It is the role of our Lead ELSA to collect and report all incidents to the Headteacher on a monthly basis. This data is included in the headteacher's report to governors.

The Headteacher is expected to:

- It is the responsibility of the Headteacher, under the school Standards and Framework Act to implement the schools' policy consistently throughout the school, and to report through the 'Headteacher's Report to Governors', on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher and SENCO will ensure that appropriate school staff engage with outside agencies (eg. Primary Behaviour Support) as necessary to support the behaviour and positive engagement of children who appear to need additional support with educational or other needs
- The Headteacher (or Deputy Headteacher) has responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child in accordance with prevailing guidance from the DfE (Exclusions from maintained schools, academies and pupil referral units in England, Sept 2017) and LA.
- In cases of poor behaviour and bullying which happens off the school site and which is witnessed by a staff member or reported to the school, the Headteacher will inform parents of the concern raised. This may include situations when:
 - a. The pupil is taking part in any school-organised activity
 - b. Travelling to and from school
 - c. The pupil is wearing school uniform or is identifiable as being associated with the school
- Pupils may be disciplined for misbehaviour at any time that:
 - d. Could have repercussions for the orderly running of the school
 - e. Poses a threat to another pupil or staff member or member of the public
 - f. Could adversely affect the reputation of the school

5. Role of Parents

We highly value the relationship between school and home and believe this essential partnership helps to support the emotional and learning needs of every child. We expect parents to support this policy and co-operate with the school as set out in the 'Home School Partnership Agreement'. Parents are expected to support any sanctions taken by the school as a result of misbehaviour. Parents who have concerns about sanctions should initially contact the class teacher. If the concern remains, they should contact the year group team leader, Assistant Headteacher, Deputy Headteacher or ultimately Headteacher. If these discussions (arranged at a mutually convenient time) cannot resolve the problem, a formal grievance or appeal process can be implemented, and the Governing Body may become involved.

6. Positive Reinforcement and Rewards

Our principles for behaviour management are based on positive relationships. We recognise the connection between behaviour and self-esteem, subsequently we endeavour to enhance a child's self-esteem by:

- a) providing many opportunities for the child to succeed;
- b) helping the children to identify and recognise their strengths;
- c) setting good examples to the children and highlighting good examples set by others;
- d) teaching the children positive strategies for dealing with confrontational situations;
- e) showing the child that we care.

Beyond these, we value the importance of recognising and rewarding effort and achievement. We aim to identify opportunities throughout the day to congratulate individuals, groups and the whole school for their behaviour and achievements both in and out of the classroom.

We recognise good behaviour in relation to conduct and learning in the following ways:

- commenting upon good behaviour (verbal, physical and learning in front of children and adults);
- team points
- text home
- ClassDojo message home
- class reward (25 tokens) and incentives e.g. golden time each term;
- Star of the Week/Secret Student
- children being sent to the Headteacher for good work or behaviour (Headteacher's Award);
- Ambassador Awards to recognise when an individual has demonstrated a WJS quality – e.g. Thinking of others, selflessness, kindness or demonstrating a sense of pride about our school
- recognising success (behaviour, effort and achievement) through weekly Celebration Assemblies with certificates for best behaviour/work (x1 from each class; could be individual, pair or small group x5 chn max);
- termly Gold Book Assemblies – termly award for exceptional behaviour/learning
- informing parents and inviting them to Celebration Afternoons, Parents' Evenings and other events

Not all of these rewards are used at the same time and in some classes unique strategies that work for a particular cohort are effectively used.

7. Addressing Unwanted Behaviour

Whatever strategies we use to encourage positive behaviour, success and high self-esteem there may be incidents of behaviour which are unacceptable and that need to be appropriately and consistently dealt with. We make it clear to children who misbehave that it is their behaviour which is in question and not them as individuals.

In some situations poor behaviour could and should be avoided and we endeavour to minimise potential 'hot spots' in and around the school. These times/areas need to be supervised and managed as set out below:

- i. cloakrooms-small numbers only at the beginning and end of day and in particular when children are going to break, collecting belongings or to get changed for P.E;
- ii. returning to the classroom immediately after a break - ensure doors are accessible and children supervised when entering the class;
- iii. walking to or leaving an assembly – supervised by a member of staff;
- iv. moving around school-walking;
- v. entering the lunch hall-small numbers (5 max);

We all endeavour to get to know every one of our children and the possible areas of conflict to which they are prone, e.g. football, absence of regular class teacher, problems at home etc. These areas have to be taken into consideration but the behaviour is never condoned and we expect a good level of behaviour at all times.

Even under the most trying of circumstances when dealing with a disruptive child, we should endeavour to:

- i. avoid humiliation e.g. sarcasm or belittling a child;
- ii. avoid confrontation e.g. raised voices;
- iii. remain sensitive to the child and permit him or her to give his or her side of the story;
- iv. discuss the consequences of the behaviour, strategies to aid improvement and outline the rationale for the sanctions;
- v. avoid physical contact (see Restrictive Physical Intervention Policy).

Within the classroom, each and every child deserves the opportunity to be taught and ultimately to learn. We must not tolerate the behaviour of a child who is distracting other members of a group or the whole class. The disruptive child needs to be reminded of the classroom or playground expectations and their choices.

Children need to be aware of 'assertive' discipline. Should their name be written on the board/name moved on behaviour display, even without verbal comment, the child should be clear in the knowledge, that this is a warning that their behaviour is unacceptable; they have the opportunity to rectify their behaviour and make a better choice. Following this a child will be given an additional warning prior bringing into effect the sanctions agreed by the class teacher and the children. In specific circumstances, poor behaviour may result in the child being immediately removed from the classroom without prior warning.

Children who are being disruptive may need to sit alone for a period of time or be removed to another space. We avoid giving them worthless activities but instead encourage them to reflect on their behaviour (see Appendix2) and consider ways in which to avoid reoccurrence.

Within classrooms, teachers implement a 3 step approach. In addition to this teachers may use non-verbal gestures 'the look', to correct behaviour choices and avoid unnecessary disruption to the flow of teaching. All staff follow a three step approach:

- Step 1: warning 1; *What you are doing... is unacceptable, you need to make the right choice and do... What choice do you need to make to put it right?*
- Step 2: warning 2; *We have already spoken about... unless you make the right choice... (warning of consequence).*
- Step 3: consequence; *You have already been reminded about... I am sorry that you have not been able to make the right choice, because of this... (consequence).*

8. Consequences

It is vital that the consequence matches the unacceptable behaviour in terms of appropriateness.

We use this agreed list of sanctions in response to unwanted behaviour:

- Removal to a quiet space (eg. Different table or shared learning space)
- Removal of part or all of break time/lunchtime
- Removal to another class (eg. team leader) for an agreed period of time
- Time to calm down, sitting outside/inside a senior member of staff's office
- Parents contacted and possibly requested to come into school (CT, then TL, then AHT/SENCO/DHT, then HT – this will depend upon the behaviour)
- Rectify/Fix damage caused with supervision by an adult
- Behaviour Chart
- Daily report book (Home-School Book)
- Internal exclusion from usual learning environment (a ladder back into class may be required)
- Detention after school
- Individual Behaviour Management Plan
- Primary Behaviour Support service referral
- Fixed term exclusion
- Attendance at The Hive or removal from the school as agreed with parents (Managed move)
- Permanent exclusion

If a member of staff requires support in managing a situation involving unwanted behaviour, they should use their yellow card which is sent to the TL, or SENCO or AHT, DHT, HT). Red cards should be used if a pupil(s) is/are in danger from physical harm and 2 adults are required to provide physical support where physical restraint may be required (see Physical Restraint Intervention Policy).

Westfields Junior School Behaviour Record



Date:	Time:	Staff Member:
Child:	Class:	

Reason	
Details	
Actions	

INCIDENT REPORT



Name :

Class :

Date:

What happened?

What were you thinking?

Who has been affected by this?

How were / are you feeling?

What do you need to do now to move on?

What needs to happen now to repair the situation?

..... continue overleaf

Supporting thoughts and explanation: Building a Positive Behaviour Climate

Separate the inappropriate behaviour from the child

- Make the behaviour unacceptable, not the child
- Make the behaviour wrong allows for changing to better behaviour
- Linking poor behaviour to a child's identity or personality inhibits positive change
- Linking good behaviour to a child's identity builds self esteem
- Ensure as the adult, you maintain control (consider your tone of voice key to this)

Keep the focus on primary behaviours

- Primary behaviours occur first and are generally what trigger a response from the adult
- Secondary behaviours (verbal and non-verbal) are used to make the child feel better or a nervous response
- Reacting to secondary behaviours makes things worse and escalate more quickly
- Keeping the focus on primary behaviours emphasises choice and responsibility

Actively build trust and rapport

- Some children have a deficit of trust when it comes to adults
- Positive relationships are at the heart of everything you do
- Rapport involves entering the children's world and understanding their specific context
- Establishing rapport supports the notion of professional nurture
- Celebrate positive behaviour wherever and whenever you can
- People achieve far more when they are confident and trusting
- Having trust and confidence encourages you to take considered risks

Model the behaviour that you want to see

- To a child you are the model of legitimate behaviour within the school gates
- Resolving conflict calmly is one of the most important behaviours to model
- Calmness, predictability and certainty are key skills to model
- Tone of voice is key to staying in control
- Being a good listener and giving a right of reply is a powerful skill

Always follow up on issues that count

- Always follow up on children's choice with the consequences
- Following up shows that you care and that what you say is important
- Be positive about the future behaviour when following up
- Keep the focus on the behaviour not the personality
- Give the child ownership by asking if a consequence is fair when rectifying a problem

Work to repair and restore relationships

- Catching them being good afterwards allows them a way back
- Remember that children may still be stressed or resentful
- Be prepared to allow time and repeat the attempts to be positive
- If there is no hope of a way back, relationships and achievement will suffer.

Creating the learning climate by building positive relationships

Actively Build Rapport

The process of getting to know people involves social interaction that may not directly pertain to the taught curriculum. Sharing of and showing an interest and an understanding of the child's world is essential. It happens in simple ways through learning names, greeting children in the corridor for example.

Catch them being good

Build upon assets and strengths; recognise effort and improvement; focus on assets, contributions and appreciations; acknowledge the deed rather than the doer, one of the keys to teaching and learning, giving feedback and encouragement for doing things well is crucial. Thanking children after following instructions after an activity is a powerful way of helping them make better choices about their behaviour. Always let them know what your comment is for "well done that group I see everyone sitting up, arms folded and looking at me." Because it tells them specifically what behaviours they can repeat to gain further appreciation. We will encourage the children step by step for their efforts and for little improvements, the effort, the contributions and acknowledge the effect and the difficulty in what a child does by making personal statements: 'I like..... I appreciate...' Showing confidence in the child's ability focusing on the difficulties of the task the child has done. Noticing improvement and effort. Keeping a lookout for contributions. Emphasising the good effects of what the child did.

Use the language of choice

As it gives feedback to children about the choices they are making, letting them know whether they are good or bad choices. 'Susie the instruction is two at a table. I'd like you to choose to do that now- thanks' 'Sian, if you choose not to finish your work now, you'll be choosing to finish it at playtime. Make a good choice and get back to work now – thanks.' 'I like the colours you've used, Lee. Great choice!'

Encouragements and Incentives

Social encouragement: giving your attention to the child, making eye contact, a smile, a thumbs up, a pat on the back, celebration of achievement and success.

Whole school strategies to creating a positive learning and thinking climate

As part of their PSHE, RE, collective worship and through the opportunities of the curriculum children will be encouraged to take responsibility for their own behaviour and to gain an understanding and tolerance of the needs of others. The Respect Charter captures this and should be used as a reference tool.

Useful Words and Phrases

Remember that early, non-intrusive intervention is often the best way of stopping something from starting. Physical presence and taking an interest in what is going on is a useful early step. Each one of these is a separate situation, but many of the words and phrases can be applied to lots of other situations. It is important that children understand that this is about their rights, responsibilities and relationships so that everyone can feel safe and happy and get on with learning/playing.

Being noisy in a quiet place

You have a right to use { } to help you learn, but you also have a responsibility to allow others to get on and use it too.

Are you sure that you want to be in the library/on the adventure playground etc?

Are you OK? Do you need some help with that/with something?

Remember that the library is a quiet place so that everyone can learn. Please show respect for that.

You have not shown that you can be trusted today, so you need to return to your classroom (usually after a first warning)

Children rushing/knocking into you or someone else

Are you alright? Why are you in such a rush?

I can see you're excited, but.....

Why is it important to walk around the school?

We all need to be safe. How could you make sure that happens?

Spoiling games

Why do you think { } is getting upset?

What could/should you have done differently?

Are you showing respect for { }? How could you show better respect for { }?

How would you feel if it was you?

Do you think that you are helping them to have their right to feel happy and safe?

What do you need to do now to show that you are taking responsibility?

How can you put this right?

Argument beginning

Do you need some help with that/something? How can I help you with that?

What could we all do so that we can all have our right to playing together?

How can we show respect to each other?

What could we do to help us all enjoy the rest of our breaktime?

We have a right to express what we feel, but a responsibility to do it in a calm, polite way.

If I've made a mistake or realise I've got something wrong, I think a good idea is for me to apologise.

Maybe we haven't understood what someone has said, so we need to ask them to repeat it or explain it again.

Let's show respect by listening to each other.

Equipment

Everyone has the right to use nice equipment. Your responsibility at the moment is to return it properly so it is there for next time.

You haven't shown respect for the equipment by doing that and that isn't fair on everyone else who may want to use it. How can you put that right? (For repeats – You will now have to earn back the right to play with that by showing that you are responsible)

Who can be the quickest/best at showing they are responsible by returning their equipment really well?

Accepting an apology

The important thing is always to accept the apology sincerely. It is very hard for a child to apologise to an adult, especially if they have been angry about something.

Allow the child space and time that is uninterrupted by others.

A child should never feel intimidated by anyone whilst giving an apology.

Thank you for apologising. I appreciate it. That has made me feel better.

We all get things a bit wrong sometimes. Thank you for saying sorry.

What you said/did upset me/disappointed me etc, but thank you for apologising. I accept your apology.

If this is a child that says sorry a lot:

Do you understand why you are apologising? We all have a right to and your responsibility is Thank you for your apology.

Let's try to make sure it doesn't happen again so that we can all enjoy

Next time, what could you do differently?

How would you have felt if

I accept your apology. Thank you.

A child grabs another child

Let go now.

Thank you for letting go. Why did you do that? It didn't look very caring or safe and we all have a right to those things.

I understand that you were annoyed, but we all have a right to protection and to feel safe. You have broken { } right to that. What else could/should you have done?

I will speak to { } separately so that it is fair.

What is your responsibility towards ...?

What could you have done differently ...?

As a consequence of what you have done

What do you think you need to do now to show that you are taking responsibility and showing care to others?

Behaviour Choices and Sanctions Examples

Level of Behaviour		Example	Consequence	Involvement PL, LSA, HLTA, CT, TL, SMT, SLT, DHT, HT, Ext Sup
1	<ul style="list-style-type: none"> ➤ low level/minor disruption to the classroom or ➤ inappropriate playground behaviour 	<ul style="list-style-type: none"> ➤ Disrupting learning ➤ Not completing work ➤ Boisterous play ➤ Bottle flipping ➤ Running on pathways ➤ Tapping 	<ul style="list-style-type: none"> ➤ Praise those making right choices ➤ Tactical ignoring ➤ Quietly speak with child, say what you see or expect to see (1:1) ➤ Verbal warning ➤ Confiscation of property to be returned to parent ➤ Lose break to complete work ➤ Child to remain with staff on duty – varying 	<ul style="list-style-type: none"> ➤ CT ➤ PL
2	<ul style="list-style-type: none"> ➤ continued low level/minor disruption to the classroom or ➤ continued inappropriate playground behaviour 	<ul style="list-style-type: none"> ➤ Continued disruption ➤ Poor language ➤ Pushing in line ➤ Excessive reaction ➤ Arguing over a game ➤ Not completing work ➤ Damage to school property 	<ul style="list-style-type: none"> ➤ Formal warning ➤ Statement of choice ➤ Consequences for poor choice ➤ Child to sit apart from the class (seated alone) ➤ 'Time out' to other class ➤ Sent out of class to senior team ➤ Significant loss of free time to complete work ➤ Loss of game privilege 	<ul style="list-style-type: none"> ➤ CT ➤ LSA ➤ TL ➤ PL ➤ Lunch Supervisor
3	<ul style="list-style-type: none"> ➤ verbal abuse ➤ physical contact or ➤ non-compliance 	<ul style="list-style-type: none"> ➤ Verbal abuse (inc. racist/homo & name calling) ➤ Fighting ➤ Storming out of class without permission ➤ Walking away when asked to speak to an adult ➤ Answering back 	<ul style="list-style-type: none"> ➤ Loss of break & lunch time ➤ Sent out of class to senior team 	<ul style="list-style-type: none"> ➤ CT ➤ TL ➤ SMT aware ➤ Consider nurture/play therapy/counselling/sensory
4	<ul style="list-style-type: none"> ➤ repeated verbal abuse ➤ repeated physical contact or ➤ repeated non-compliance 	<ul style="list-style-type: none"> ➤ Repeated verbal abuse (inc. racist/homo & name calling) ➤ Repeated fighting ➤ Repeated walking away from and adult, leaving the classroom & answering back ➤ Damage to school property 	<ul style="list-style-type: none"> ➤ Sent out of class to AH/DHT ➤ If in class time, internal exclusion (length dependant on disruption) ➤ Fixing damaged property/Cost of damage recovered 	<ul style="list-style-type: none"> ➤ CT ➤ Parents called in ➤ SMT ➤ AHT/DHT
5	<ul style="list-style-type: none"> ➤ risk to self and/or others or ➤ significant disruption to the good order of the class/school 	<ul style="list-style-type: none"> ➤ Leaving the school site ➤ Serious physical assault on child or adult ➤ Serious damage to school property (e.g. window) ➤ Sustained disruption to the smooth running of the school 	<ul style="list-style-type: none"> ➤ Sent to HT ➤ Internal exclusion (length dependant on disruption) ➤ Fixed-term external exclusion ➤ Return to class via 'ladder' ➤ May need to be physically restrained ➤ Fixing damaged property/Cost of damage recovered 	<ul style="list-style-type: none"> ➤ CT ➤ HT ➤ DHT/AHT ➤ External Support

The 'Ladder Approach' to Behaviour Management (An IBMP Strategy)

	8.45-9.00	9.00-10.00	10.00-10.20	BREAK	10.35-11.35	11.35-12.15	LUNCH	1.15-2.15	2.15-3.15
Day 1	Registration	Lesson 1 – In class	REST OF DAY IN AN OFFICE	IN	REST OF DAY IN AN OFFICE	REST OF DAY IN AN OFFICE	IN	REST OF DAY IN AN OFFICE	REST OF DAY IN AN OFFICE
Day 2		Lesson 1 – In class		OUT	Lesson 2 – In class	REST OF DAY IN AN OFFICE	IN	REST OF DAY IN AN OFFICE	REST OF DAY IN AN OFFICE
Day 3		Lesson 1 – In class		OUT	Lesson 2 – In class	Lesson 3 – In class	IN	REST OF DAY IN AN OFFICE	REST OF DAY IN AN OFFICE
Day 4		Lesson 1 – In class		OUT	Lesson 2 – In class	Lesson 3 – In class	OUT	Lesson 4 – In class	IN AN OFFICE
Day 5		ALL DAY BACK IN CLASS							

N.B A successful week would mean the timetable looks as above Mon-Fri. However, if the child has not had a successful day, the same day is repeated.



INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN/PASTORAL SUPPORT PROGRAMME

Name	d.o.b.	Plan No.	Date
Nominated staff member to oversee plan			
Key behaviour difficulty			
Our understanding of the behaviour			
What we want to see instead			
Ecological changes which may help			Key staff:
Teaching plan			Key staff:
Provision needed			Key staff
How the pupil can be involved			
How parents/carers can be involved			
Rewarding progress			Key staff:
Responding to difficulties			Key staff:

Monitoring arrangements

This plan was developed by:
Name

Position (e.g. parent, class teacher, EP etc)

Review outcomes

Date

Present at