



## HAWKESLEY CHURCH PRIMARY ACADEMY

### **Behaviour Policy**

*“Let your light shine” Matthew 5:16*

#### **Policy statement**

At Hawkesley Church Primary Academy, we say to our pupils ‘let your light shine’ (Matthew 5:16). As staff, our role is to create a school, and deliver a curriculum, which equips our children, staff and community to thrive and experience life in all its fullness (John 10:10).

We draw strength and example from God to help us provide an education and quality of care rooted in enabling all to realise and share their God-given talents and skills.

We look to Matthew 5:14a & 5:16 to guide us:

‘You are the light of the world...let your light shine before others, so that they may see your good works and give glory to your Father in heaven’ (Matthew 5:14a & 16).

Our restorative approach to managing behaviour helps pupils to strengthen relationships with others by taking time for open and honest conversations, supporting them to work through conflict, reflect and find resolutions.

This policy was written using guidance from the DFE document Behaviour in Schools: Advice for Headteachers and school staff (September 2022).

#### **Policy Aims**

The purpose of this policy is to give a clear code of conduct for all stakeholders at Hawkesley Church Primary Academy. It has been created after consultation with staff, governors, children, and parents. It reflects the values and principles of our school.

For behaviour to be consistently good, children and their parents/carers must be aware of our expectations. This policy states the school’s standards and expectations and outlines the rewards and sanctions that may be given.

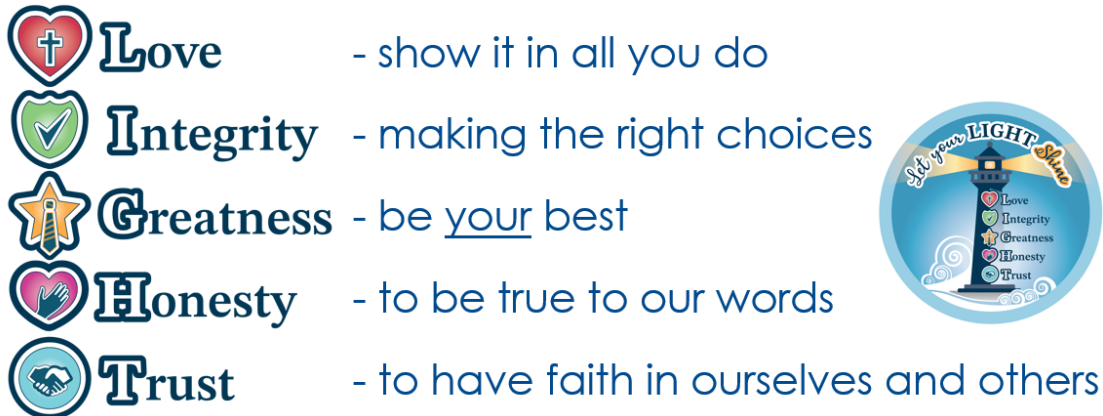
#### **A values-based culture**

We base our school standards on the principle that all children and staff have a right to **be safe at school, be shown respect and to be able to learn and/or teach.**

As a church school, our student culture is shaped around Luke 6:31, ‘Do to others as you would have them do to you.’ We refer to this as the Golden Rule.

The Golden Rule can also be found in all other world faiths and is adopted by many atheists as a moral code. We use this to help all members of our community to see merit and deeper understanding in this rule.

As a Church school, our school values guide us in how to deliver the Golden Rule. Our school values are:



These values permeate through every aspect of school life. Through explicit teaching, modelling and promoting of these values, we believe we can help provide a climate where all children are successful, safe and have positive mental health.

To best enable children to learn and apply their God-given gifts, we have developed a strong understanding around shared cultural norms. These include turning and facing people talking to us, moving around school quietly and showing kindness towards others. Each of these decisions are rooted within the realisation of our school values.

During restorative conversations, adults and pupils are encouraged to refer to the relative value at the centre of the conflict or the resolution – this approach is taught in Collective Worship and regularly reinforced at other points during the school day.

### **Our Restorative Approach**

Restorative Practice is a way to be, not a process to follow or a thing to do at certain times. It is a term used to describe principles, behaviours and approaches which build and maintain healthy relationships and a sense of community. It can resolve difficulties and repair harm where there has been conflict.

A restorative school understands that children, families, and staff give their best when their needs are met, when they feel safe and when they understand their relationships with others.

A restorative approach allows time to listen to the voice of individuals, staff, and families. It empowers them to find their own solutions to what is concerning them.

The five core principles are:

1. Everyone has a unique perspective and a valued contribution to make.

2. Our thoughts influence our feelings, and both influence our actions – we need to unpick what is going on behind behaviour.
3. Our actions impact those around us – we need to consider the consequences of our actions.
4. Our actions are strategies we have chosen to meet our needs at the time – we need to reflect whether these actions are appropriate.
5. We need to be enabled and empowered to make positive and sustainable changes for ourselves through collaborative and restorative conversations.

### **Understanding The Impact of Trauma on Children's Behaviour**

When children have experienced trauma, particularly multiple traumatic events over an extended period, their bodies, brains, and nervous systems adapt to protect them. This might result in behaviours such as increased aggression, distrusting or disobeying adults, or even dissociation (feeling disconnected from reality).

With this in mind, we use Trauma Informed Practice when managing children's behaviour and emotional reactions. Staff have received TIAAS training (Trauma Informed Attachment Aware School) which supports us to meet the needs of our children. Reasonable adjustments are made for children who have experienced trauma.

### **Our School Reward Systems**

Expected behaviour is promoted, acknowledged and rewarded in the following ways:

- ✓ **Frequent praise and celebration:** All staff will look for, acknowledge and reward, good behaviour choices.
- ✓ **Headteacher Sticker/praise pad:** Special achievements will be celebrated by awarding headteacher stickers. Children will visit the headteacher to show their work and receive a special sticker. For extra special achievements, children will also be awarded a headteacher praise pad.
- ✓ **Stars of the week:** A child from each class is chosen by their teacher each week to be celebrated in a special Collective Worship each Friday. Parents are invited and certificates given.
- ✓ **Dojo Points:** These are used to develop a sense of community, teamwork and collective responsibility within the school. Adults can also award individual house points. The maximum number of house points that can be awarded is 5. This should be for exceptional behaviour.
- ✓ **Stickers:** all staff reward children for a range of positive behaviours and achievements with stickers. These may be worn on clothing or displayed in their books.
- ✓ **Praise Pads:** Class teachers will also reward good choices, effort and achievement with Praise Pads. The children can take these home to celebrate their achievements with family.
- ✓ **Post Cards Home:** Teachers regularly post personalised messages of congratulations home to families to help spread the positive celebration of achievements in school.
- ✓ **Roles and responsibilities:** Throughout school, there are important roles and responsibilities that children can apply for or be selected to lead on. These are a

positive reflection of their character and given to pupils who can be celebrated as role models.

- ✓ **Lunchtime Superstars:** Each Friday, during our celebration Collective Worship, we celebrate two children from each class who have been recognised by lunchtime supervisors for their positive lunch time behaviour.
- ✓ **Half-termly Merits:** These special awards are given by class teachers and awarded to pupils for: academic achievement, warm hearts and personal development. Throughout their time at Hawkesley, the children can collect a wide range of colours to reflect their achievements.
- ✓ **Termly Headteacher Medal:** This prestigious award is given to one child per class at the end of every term for those children who consistently embody our school values, letting their light shine for all to see and learn from.
- ✓ **Marble Jars:** as a class, marbles are earned for positive whole-class behaviours and achievements. Once the jar is full, children can vote on a whole-class reward. This encourages everyone to work together to achieve the very best.
- ✓ **Cushions:** in classrooms, groups of children can earn a cushion on their chair for positive learning behaviours in the classroom. This encourages teamwork within table teams and smaller groups.

Celebrating expected behaviour encourages a culture of good behaviour, which in turn promotes positive mental health of pupils and staff. A list of expected behaviours can be found as an appendix to this policy. This is not an exhaustive list but indicates the types of behaviours that we expect to see at Hawkesley.

### **Unacceptable and seriously harmful behaviours**

For all children to feel safe, respected, and able to learn at school, we have high expectations of our behaviour. The following are behaviours have no place within a flourishing Church school:

- Violence (physical or verbal)
- Aggression/ threatening behaviour
- Defiance
- Disrespect to people or property
- Constant low-level disruption
- Violation of the equalities act (prejudice-based or discriminatory behaviour)
- Bullying and cyberbullying

A list of unacceptable and seriously harmful behaviours can be found as an appendix to this policy. This is not an exhaustive list but indicates the types of behaviours that are not welcome at Hawkesley.

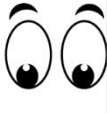






### **Consequences: Unacceptable Behaviours**

Low-level or “one-off” behaviours will be dealt with in class.

These are behaviours that are unacceptable in our school, such as: shouting out, answering back, one-off theft, reactionary behaviours, poor attitude towards staff, name calling, one-off disrespectful behaviours, one-off non-compliance (not following instructions), isolated harmful incidents, damaging property, running inside school, incorrect uniform, poor lunchtime etiquette.

Teachers should use their professional judgement in choosing and using consequences. The prime motivation should be to help a child make good behaviour choices, rather than punish poor ones. Whilst the stages below provide a graduated response to poor behaviour, teachers will respond in the most appropriate way for the context and child involved.

1. **Seen** – a non-verbal cue is given to the child to encourage them to make a quick correction to the behaviour, e.g. a look, using proximity.
2. **Verbal Reminder** – a member of staff speaks to the child about the incident, helps to resolve it and reminds the child of expectations moving forward.
3. **Reflection Time** – Some time is given (in class) to allow for some ‘cool off’ time to encourage reflection.
4. **Pause** – Further reflection time is given at Break time or Lunch time to support understanding of what went wrong and discuss options for ‘putting it right’.
5. **Parents/Carers** – The class teacher will hold a partnership conversation with the pupil and their parents/carers to provide a joint approach to supporting the child.
6. **SLT** – The child and parents/carers will meet with a member of the Senior Leadership Team who will review their provision and consider putting a Behaviour Plan in place.
7. **Head Teacher** – The child and parents/carers will meet with the Head Teacher to reflect upon their journey and decide the next steps.

Non-Verbal Cue	Verbal Reminder	Reflection Time	Pause	Parent Partnership	SLT	Head Teacher
						
The behaviour incident has been seen by a member of staff. The 'look' is given, proximity is used etc... This is the 1 <sup>st</sup> chance to correct behaviour choices.	A verbal reminder is given. In conversation with your class teacher. This is the 2 <sup>nd</sup> chance to correct behaviour choices.	Reflection Time is given to "cool off" and reflect upon mistakes. A resolution is offered and advised. This is the 3 <sup>rd</sup> chance to correct behaviour choices.	You are asked to spend a break or lunch time further reflecting upon actions. In conversation with your teacher, you find a solution. This is the 4 <sup>th</sup> chance to correct behaviour choices.	Your parents/carers and teachers meet in partnership to discuss how to support more positive behaviours. This is the 5 <sup>th</sup> chance to correct behaviour choices.	You will meet with a member of the Senior Leadership Team to review your provision and put a behaviour plan in place. This is the 6 <sup>th</sup> chance to correct behaviour choices.	You will meet with the Head Teacher to reflect upon your journey and to decide the next steps. This is the 7 <sup>th</sup> and final chance to correct behaviour choices.

Staff work hard to “catch the child being good” and to support them to think of resolutions.

Below are examples of consequences that a teacher may use in the event of low-level behaviour issues. Please note this is not an exhaustive list and other consequences may be used in agreement with phase/senior leaders:

- ✓ Missing playtime. Ideally, children to stay with an adult and complete missed work and/or discuss the behaviour and a resolution
- ✓ Loss of football privileges
- ✓ Time-in (spending time with the teacher/learning mentor instead of playing)
- ✓ Moving the child away from friends/ peers when working
- ✓ Sending the child to see the senior leader (either during break time, or to complete work)
- ✓ Reflection Time (sitting away from others, thinking chair, etc...)
- ✓ Not being allowed to do their monitor job for a specified amount of time
- ✓ Missing some or all of marble jar day
- ✓ Being sent to another class/teacher for a period of time.

### **Persistent Unacceptable Behaviour**

If a child is making consistently poor behaviour choices, the teacher will work with the phase leader to write a behaviour plan. This will be written with the child and their parents/carers and is a supportive process to encourage positive change. This plan will be reviewed regularly and in a timely fashion (at least half termly). Together, targets, rewards, sanctions and additional provision will be agreed with the aim to support positive behaviours and engagement in school.

Lunch Club also offers an alternative option for children to spend some (or the entirety) of their lunch indoors. This club is designed to support those children who consistently struggle to make good behaviour choices on the playground. Children eat their lunch around a large table and restorative discussions are led by the Attendance and Learning Mentor. The children then have the option of playing on computers, iPads or supporting younger children on alternative playgrounds. The lunch club provision is reviewed with the child and parents, who will aim to agree how best to support the child in returning to the playground with their peers.

### **Seriously Harmful Behaviours**

These are behaviours which cause serious harm to others, such as: physical violence, aggressive/threatening behaviour, any actions which violate the equalities act, child-on-child abuse, inappropriate sexual or indecent behaviours, bullying, persistent non-compliance, swearing, repeated unacceptable behaviours, vandalism, drugs use (including vaping).

Senior leaders will lead on supporting pupils who demonstrate the behaviours mentioned above. In this instance, a member of SLT will give the child a consequence that is proportionate to the poor behaviour. The following are examples of consequences that may be used by SLT. Please note this is not an exhaustive list and other consequences may be used in agreement with phase/senior leaders:

- ✓ Meeting with parents/guardians.
- ✓ Missing play/lunchtime play.
- ✓ Being sent to another class or phase to complete work.
- ✓ Internal exclusion for a period (the child will take work to their phase leader's classroom for this period; or the child will complete work in a supervised quiet space).
- ✓ Fixed term exclusion for a period of time in line with DFE guidelines.
- ✓ Time in Lunch Club, completing incident reflection sheets.

A member of SLT will speak with parents in the event of this level of poor behaviour. This may be with the class teacher present. The incident will be recorded on CPOMs.

If a child presents as a risk to the safety of themselves, others, property, good-order or law, then a risk assessment will be completed as part of their behaviour plan.

### **Supporting Pupils with SEND and other additional needs**

We recognise that some pupils will require additional support with their emotions and behaviour to succeed in school. We identify those children through teacher referral, parental referral, child self-referral and through weekly reviews of behaviour records.

We support those pupils through assessments, written behaviour plans and specific programmes of support based on their individual needs. These may be contributed to by parents and external professionals who support our school. Where pupils have high levels of sustained need, provision will be regularly reviewed by multiple stakeholders.

To ensure equality of opportunity, reasonable adjustments will be made to reflect the child's needs.

### **Documentation of incidents**

A clear paper-trail is vital in supporting children to improve their behaviour because it communicates their needs to other adults. It enables staff to identify triggers, find patterns of behaviours and identify potential safeguarding needs.

Parents/Carers and all other staff in school need to be informed if a child has a Needs Base Plan or a Behaviour Plan, so that they can support the child in making good behaviour choices.

Parents/Carers will be informed of any incident that has involved their child being sent to a senior leader for unacceptable and serious behaviours listed above. These meetings are proactive and supportive. They are an opportunity to work in partnership with parents/carers to support children in making positive behaviour choices.

Staff will record these incidents on CPOMs, including any communication with parents/carers. This creates a clear, factual record of the incident and the actions that have been taken in response to it.

### **Fixed Term Suspensions & Permanent Exclusion**

Decisions regarding fixed term and permanent exclusions are made using guidance from the DFE Suspension and Permanent Exclusion document (May 2023).

If a child has been sent to a member of SLT for seriously harmful behaviour, then a fixed term suspension may be used. The length of this fixed term suspension will depend upon the severity of the behaviour or the fact that it has happened more than once. These suspensions will be recorded on the school registers and parents/carers will be given an official letter in line with Academy and DFE guidelines.

Permanent exclusion will be used as a last resort if a child is compromising the safety and/or wellbeing of other children or staff in line with Academy and DFE guidelines.

### **Screening and Searching Pupils**

Schools have a legal power to search without consent for the following '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.

### **Reasonable Force**

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. Staff receive Team Teach training to support with this. Reasonable force is a last resort and should only be used to ensure the safety of the pupil, other children and staff.

The Head teacher and authorised school staff may also use reasonable force in certain circumstances, for example when conducting a search without consent for prohibited items (listed above).

### **Pupil Behaviour Outside of the School Gates**

Schools have the following legal power to discipline pupils misbehaving outside of the school gates when the pupil is:

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

Misbehaviour at any time, whether the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.
- In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Pastoral care for school staff**

The Local Academy Board instructs the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive.

### **Staff Induction**

All new members of staff receive a copy of our behaviour policy upon their appointment. We provide regular training to staff at all levels in the implementation of our behaviour policy. We offer coaching, whole-school, phase/team CPD and external training. This training is provided for new and existing members of staff.

### **Appendixes**



1. Behaviour Flow Chart
2. Visual Flow Chart
3. Expected, Unacceptable and Seriously Harmful Behaviours List
4. Hawkesley Student Culture Overview
5. Stage 1 Behaviour Plan
6. Stage 2 Behaviour Plan
7. Stage 3 Behaviour Plan
8. Stage 3 Risk Assessment
9. Behaviour Tracker

**Related policies/documents**

DFE Suspension and Permanent Exclusion document (May 2023)

DFE behaviour in schools document (September 2022)

Hawkesley Church Primary Academy Anti-Bullying Policy

Hawkesley Safeguarding and Child Protection Policy

**Policy Written – June 2023**

**Ratified by Local Academy Board – July 2023**

**Policy Reviewed – December 2024**








**Next Review Date – September 2026**

## Appendix 1 – Behaviour Flow Chart



Unacceptable Behaviours	Seriously Harmful Behaviours
Please see the 'Behaviours List' appendix for examples of Unacceptable Behaviours	Please see the 'Behaviours List' appendix for examples of Seriously Harmful Behaviours
<p><b>Step 1:</b> Managed by the present member of staff. (Supervisor, TA, Teacher etc...)</p> <ul style="list-style-type: none"> <li>- Children are given time to 'cool off'.</li> <li>- Listens to the child, takes time to understand their perspective and emotional responses.</li> <li>- Emotion coaching</li> <li>- Staff member invests time to have restorative conversations.</li> <li>- Guides reflection</li> <li>- Offers solutions to the problem.</li> <li>- Helps to re-built fractured relationships.</li> <li>- Verbal agreement made to help support child to return to task.</li> <li>- Behaviour log recorded on CPOMS.</li> </ul>	<p><b>Step 1:</b> Managed by a member of SLT.</p> <ul style="list-style-type: none"> <li>- Children are given time to 'cool off', staff member invests time to have restorative conversations, guides reflection, offers solutions and helps to re-built fractured relationships. Verbal agreement made to help support child to return to task.</li> <li>- Listens to the child, takes time to understand their perspective and emotional responses.</li> <li>- Emotion coaching</li> <li>- Consider and implement adjustments to support child.</li> <li>- Parents consulted and met with to share concerns, support and establish consistency between home and school.</li> <li>- Consideration of behaviour plans to support and set specific individual targets.</li> <li>- Parent meeting to continue joint approach to supporting the child.</li> <li>- Further professional / agency support for child considered.</li> <li>- Lunch club considered as intervention.</li> <li>- Behaviour log and actions recorded on CPOMS.</li> </ul>
<p><b>Step 2:</b> Managed by the child's Class Teacher</p> <ul style="list-style-type: none"> <li>- All of step one is repeated with their key adult.</li> <li>- Consider and implement adjustments to support child.</li> <li>- Parents consulted and met with to share concerns, support and establish consistency between home and school.</li> <li>- Behaviour log and actions recorded on CPOMS.</li> </ul>	
<p><b>Step 3:</b> Managed by a member of SLT.</p> <ul style="list-style-type: none"> <li>- Reflections upon Step 1 and Step 2's impact.</li> <li>- Consideration of behaviour plans to support and set specific individual targets.</li> <li>- Parent meeting to continue joint approach to supporting the child.</li> <li>- Further professional / agency support for child considered.</li> <li>- Lunch club considered as intervention.</li> <li>- Further behaviour log and actions recorded on CPOMS.</li> </ul>	<p><b>Step 2:</b></p> <ul style="list-style-type: none"> <li>- Managed by the Head Teacher.</li> <li>- All previous incidents and patterns considered.</li> <li>- Pupil history and needs reviewed before taking next steps.</li> <li>- Pupil consultation</li> <li>- Parental conversation</li> <li>- Review of reasonable adjustments</li> <li>- Review of behaviour plans, targets and actions</li> <li>- Consideration of internal or external exclusion or suspension.</li> <li>- Plan to return to school / lesson agreed and put in place.</li> </ul>
<p><b>Step 4:</b> Managed by the Head Teacher.</p> <p>If Unacceptable behaviour incidents are repeated over-time and the 3 previous steps have no helped to support the child, it will now be considered as a 'Seriously Harmful Behaviour'.</p>	

## Appendix 2 – Visual Flowchart

Non-Verbal Cue	Verbal Reminder	Reflection Time	Pause	Parent Partnership	SLT	Head Teacher
						
<p>The behaviour incident has been seen by a member of staff. The 'look' is given, proximity is used etc...</p> <p>This is the 1<sup>st</sup> chance to correct behaviour choices.</p>	<p>A verbal reminder is given, in conversation with your class teacher.</p> <p>This is the 2<sup>nd</sup> chance to correct behaviour choices.</p>	<p>Reflection Time is given to 'cool off' and reflect upon mistakes. A resolution is offered and advised.</p> <p>This is the 3<sup>rd</sup> chance to correct behaviour choices.</p>	<p>You are asked to spend a break or lunch time further reflecting upon actions. In conversation with your teacher, you find a solution.</p> <p>This is the 4<sup>th</sup> chance to correct behaviour choices.</p>	<p>Your parents/carers and teachers meet in partnership to discuss how to support more positive behaviours.</p> <p>This is the 5<sup>th</sup> chance to correct behaviour choices.</p>	<p>You will meet with a member of the Senior Leadership Team to review your provision and put a behaviour plan in place.</p> <p>This is the 6<sup>th</sup> chance to correct behaviour choices.</p>	<p>You will meet with the Head Teacher to reflect upon your journey and to decide the next steps.</p> <p>This is the 7<sup>th</sup> and final chance to correct behaviours.</p>

### Appendix 3 - Expected, Unacceptable and Seriously Harmful Behaviours List

<b>Expected Behaviours</b>	
<ul style="list-style-type: none"> <li>• Following the Golden Rule.</li> <li>• Living out our school values.</li> <li>• Accepting and celebrating others for their differences.</li> <li>• Recognising others' achievements</li> <li>• Supporting all within our learning community.</li> <li>• Being helpful to others.</li> <li>• Showing Greatness in all we do.</li> <li>• Showing warmth towards others.</li> <li>• Treating others with kindness.</li> <li>• Being patient and understanding with others.</li> <li>• Holding open doors for others</li> <li>• Active participation in lessons and worship.</li> <li>• Welcoming visitors with warmth and a smile.</li> <li>• Completing work to the best of your ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Polite and respectful language.</li> <li>• Good manners. ("Please, thank you, excuse me, you're welcome, may I...")</li> <li>• Expected sitting posture.</li> <li>• Active listening in lessons/worship.</li> <li>• Smooth and calm transitions and movement around school.</li> <li>• Remaining safe.</li> <li>• Safe play.</li> <li>• Trying your best.</li> <li>• Showing resilience and perseverance.</li> <li>• Having courage to try difficult things.</li> <li>• Including others.</li> <li>• Following instructions.</li> <li>• Having pride in yourself.</li> <li>• Best presentation in your books.</li> <li>• Help keep school a clean and tidy environment.</li> </ul>
<b>Unacceptable Behaviours</b>	<b>Seriously Harmful Behaviours</b>
<ul style="list-style-type: none"> <li>• shouting out repeatedly</li> <li>• answering back</li> <li>• one-off theft</li> <li>• reactionary behaviours</li> <li>• poor attitude towards staff</li> <li>• name calling</li> <li>• one-off disrespectful behaviours</li> <li>• one-off non-compliance (not following instructions)</li> <li>• isolated harmful incidents</li> <li>• damaging property</li> <li>• running inside school</li> <li>• Poor uniform standards</li> <li>• lunchtime etiquette.</li> <li>• Continuous low-level disruption</li> <li>• Not participating in active learning</li> </ul>	<ul style="list-style-type: none"> <li>• physical violence</li> <li>• aggressive/threatening behaviour</li> <li>• any actions which violate the equalities act</li> <li>• child-on-child abuse</li> <li>• inappropriate sexual or indecent behaviours</li> <li>• bullying</li> <li>• persistent non-compliance</li> <li>• swearing</li> <li>• repeated unacceptable behaviours</li> <li>• vandalism</li> <li>• drugs use (including vaping).</li> </ul>

## Appendix 4 - Hawkesley Student Culture Overview

Strategy	Expectation
Teacher Radar	<ul style="list-style-type: none"> <li>✓ Teach from three 'hotspots'</li> <li>✓ Be seen looking</li> <li>✓ Scan your entire classroom</li> <li>✓ Challenge and 'catch' children doing the right thing.</li> </ul>
Acting upon expectations	<ul style="list-style-type: none"> <li>✓ Use proximity</li> <li>✓ Give non-verbal signals to children doing the right thing and to any that need a quick correction</li> <li>✓ Say the <u>student</u> name and 'what they need to do' to correct</li> <li>✓ Narrate the positive</li> <li>✓ If child is still non-compliant follow behaviour policy using zone board etc</li> </ul>
Classroom entrance	<ul style="list-style-type: none"> <li>✓ Books are out on the tables</li> <li>✓ Positive body posture</li> <li>✓ Organised tables and equipment</li> <li>✓ Clear cues for children to start and stop work</li> <li>✓ Clear time frame given for 'Do Now' and '5 a day'.</li> <li>✓ Make eye contact with the children</li> <li>✓ Greet students as they enter</li> <li>✓ Narrate the positive</li> <li>✓ Step 1,2,3,4 for transition from Do Now to 'I'</li> </ul>
"I" and "we" delivery of lesson	<ul style="list-style-type: none"> <li>✓ All students are facing the board</li> <li>✓ Demonstrate outward excitement and high energy</li> <li>✓ Ask questions 2 times then call on student for answer</li> <li>✓ Nonverbal cues for correct answers and choral response from class for praise</li> <li>✓ If incorrect, repeat the question and ask for another student for response. First student repeats the answer (correctly) followed by whole class</li> </ul>
Interruptions	<ul style="list-style-type: none"> <li>✓ All resources are easily accessible (spare stationery, tissues)</li> <li>✓ Use nonverbal signals for bathroom, tissue, pencil sharpening</li> <li>✓ Acknowledge nonverbal signal and respond within close <u>proximity</u> of the child</li> </ul>
Whole Class to Small Group	<ul style="list-style-type: none"> <li>✓ Facing the front of the classroom</li> <li>✓ Provide cue for attention</li> <li>✓ Give nonverbal <u>cue</u> for all students to stand up who need to move</li> <li>✓ Say 'transition' for children to move to small group</li> <li>✓ Monitor</li> </ul>
End of Lesson	<ul style="list-style-type: none"> <li>✓ Give cue and create a bright line (eg. Today we _____)</li> <li>✓ Narrate expected behaviour</li> <li>✓ Use countdown while circulating</li> <li>✓ Scan for 100%</li> <li>✓ High energy, introduce next activity</li> </ul>
Transition to playground/hall	<ul style="list-style-type: none"> <li>✓ Steps given for children tidying tables. Monitors used effectively</li> <li>✓ Children numbered for lining up</li> <li>✓ Call number 1-5, 6-10</li> <li>✓ Narrate the positive</li> <li>✓ Provide 'stopping points' for students walking to location where the line stops</li> <li>✓ Adult watches the line and meets and 'stopping <u>points</u>'.</li> </ul>
Dealing with Seriously Harmful Behaviour	<ul style="list-style-type: none"> <li>✓ <i>Seriously harmful behaviours include: physical violence, swearing, racism, sexism, homophobia, transphobia, biphobia, bullying, damaging school property</i></li> <li>✓ A senior leader is called for immediately.</li> <li>✓ Log of behaviour is written onto <u>CPOMS</u></li> <li>✓ Actions taken by SLT are added to CPOMS.</li> </ul>

## Appendix 5 - Stage 1 Behaviour Plan

### Stage 1: Behaviour plan

To be written in consultation with parents and the student.

Plan number:		List those who attended below:
Date:		

#### Assess

What are the behaviours that are causing concern? List a maximum of 3. <i>Be specific and indicate how often they occur (eg. once a week, twice a day).</i>	What do you think might be causing those behaviours?

#### Plan

Write up to two targets for the student to work towards. <i>Be as specific as possible.</i>	What whole class strategies will be implemented to support the student? (Maximum of 2) <u>Strategies</u> must be practicably implemented by in the context of a 1:30 <del>adult: student</del> ratio.
I will...	

Review date: <i>No longer than one term from today</i>	
---	--

#### Review

Date:	
-------	--

What impact did the plan have on the behaviours specified above? <i>Think about the frequency and severity of the behaviours.</i>	What should happen next?						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; padding: 5px;">           Plan was effective - student no longer requires support (<i>plan discontinued</i>)         </td> </tr> <tr> <td></td> <td style="padding: 5px;">           Plan was effective - continue support at current level (<i>renew plan or write new plan at this level</i>)         </td> </tr> <tr> <td></td> <td style="padding: 5px;">           Student requires additional support (<i>write plan at Stage 2</i>)         </td> </tr> </table>		Plan was effective - student no longer requires support ( <i>plan discontinued</i> )		Plan was effective - continue support at current level ( <i>renew plan or write new plan at this level</i> )		Student requires additional support ( <i>write plan at Stage 2</i> )
	Plan was effective - student no longer requires support ( <i>plan discontinued</i> )						
	Plan was effective - continue support at current level ( <i>renew plan or write new plan at this level</i> )						
	Student requires additional support ( <i>write plan at Stage 2</i> )						

## Appendix 6 - Stage 2 Behaviour Plan

### Stage 2: Behaviour plan

To be written in consultation with parents and the student.

Plan number:		List those who attended below:
Date:		



#### Assess

<p><b>What are the behaviours that are causing concern?</b> List a maximum of 3. Be specific and indicate how often they occur (e.g. once a week, twice a day).</p>	<p><b>What do you think might be causing those behaviours?</b></p>



#### Plan

##### Whole class support:

<p>Write up to three targets for the student to work towards. Targets should be objective and measurable.</p>	<p>What whole class strategies will be implemented to support the student? (Maximum of 2) Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.</p>
1. I will...	
2. I will...	What strategy will be implemented at home to support the student?
3. I will...	

##### Group work (adult led interventions):

<p>What will be the purpose of the intervention (e.g. improve interpersonal skills, emotional self-regulation)?</p>	
How will the success of the intervention be measured?	
Which adult will run the intervention? Where will it be run? When (day and time)? How long will the intervention run for?	

#### Environmental changes

What environmental changes will be made to support the student?

#### Other support

If necessary, write any further support to be offered below.

Support	Purpose

#### Impact measurement

How will you measure the impact of the intervention? Incorporate an objective, numeric measure.

#### Review date:

No longer than one term from today



#### Review

Date:	
-------	--

Indicate progress towards each target.

	Not achieved	Some progress	Achieved	Parental views
1.				
2.				
3.				

• Attach student views to this plan.

What impact did the plan have on the behaviours specified? Think about the frequency and severity of the behaviours.	What should happen next?
	Plan was effective - student now requires less intensive support (write plan at Stage 1)
	Plan was effective - continue support at current level (renew plan or write new plan at this level)
	Student requires additional support (write plan at Stage 3)

## Appendix 7 - Stage 3 Behaviour Plan

### Stage 3 behaviour management plan

Student name			
Date	Plan number		

Objective of plan:  
Overall objective here.

Topography of behaviour:

Before	Behaviours seen when student is escalating towards an incident.
During	Behaviours seen during an incident.
After	Behaviours seen following an incident.

Triggers:  
Write common triggers for the above behaviours here. Include when you are most likely to see these behaviours.

Management strategies (extrinsic):

☑ Use:	☑ Avoid:

Photograph of student

**Awareness and consistency:**  
Ask the key adults who come into regular contact with the pupil, including PPA teachers / sports coaches etc. to read this section of the plan, and to name, sign and date it.

Name	Signature	Date

**State of change assessment:**  
Underline/box current position.

Precontemplation    Contemplation    Determinism    Change    Maintenance    Relapse

**Plan**

**Whole class support:**

Write up to three targets for the student to work towards. Targets should be objective and measurable.	What whole class strategies will be implemented to support the student? (Maximum of 2 strategies must be practically implemented by the end of a 1:30 adult:student ratio)
1. I will...	
2. I will...	What strategy will be implemented at home to support the student?
3. I will...	

**Adult led intervention programme (intrinsic):**

Target	Write a simple, <del>specific</del> actionable target (preferably related to the student's <del>goals</del> the state of change mode). This should be formulated with the student.
Student	What the student will do to achieve the above target. Explicitly discuss the following: Can I do it? Will it work? How do I benefit (intrinsically)?
School	What the school will do to help the student achieve the target.
Family	What home will do to help the student achieve the target.
Friends	What the student's friends will do to help them achieve the target (where appropriate).
Who	Who is going to deliver this on behalf of the school?
When	When is the programme going to be delivered (and how often).
Where	Where any work to achieve the target will be completed.
Relapse plan	What the student, home and school agree to do following a relapse.

### Other support

If necessary, write any further support to be offered below.

Support	Purpose

### Measurement (Goal Attainment Scaling):

	Review	
+2	Most favourable outcome that is likely.	
+1	Greater than expected outcome.	
0	Expected outcome.	
-1	Less than expected outcome (usually no change / where student is now).	
-2	Most unfavourable outcome (deterioration).	

### Contributors:

List the names of people who contributed to the plan.

### Student agreement:

I agree to follow the actions on this plan: \_\_\_\_\_

### School agreement:

We agree to follow the actions on this plan: \_\_\_\_\_

### Home agreement:

I/we agree to follow the actions on this plan: \_\_\_\_\_

*Preferably, agreements about agreeing to actions should be made as publicly as possible.*

### Review:

This plan will be reviewed on	Insert date and time here.
-------------------------------	----------------------------

### Review

Date: \_\_\_\_\_

Indicate progress towards each target.

	Not achieved	Some progress	Achieved
1.			
2.			
3.			

<b>Parental views</b>
-----------------------

- Attach student views to this plan.
- Reassess change programme using goal attainment scaling (mark on original plan)

<b>What impact did the plan have on the behaviours specified? Think about the frequency and severity of the behaviours.</b>	<b>What should happen next?</b>
	Plan was effective – student now requires less intensive support (write plan at Stage 2)
	Plan was effective – continue support at current level (renew plan or write new plan at this level)
	Student requires additional support

### What elements of the plan were successful?

List here.

### What elements of the plan were not successful / need to change?

List here.

### Contributors:

List contributors to the review here.



## Appendix 8 - Stage 3 Risk Assessment

### Risk assessment

Assessment number:		Completed by
Date:		

Behaviour / risk	Risk <small>(from 0 to 10, where 0 = not applicable and 10 is very high)</small>	When <small>(eg. play time, during PE, in corridors)</small>	How often? <small>(eg. once per day, three times per week)</small>	Who is at risk? <small>(eg. student, peers, adults)</small>	Potential of harm <small>(eg. no harm, harm, serious harm)</small>	Control measure <small>(What will you do to control the risk?)</small>
Physical aggression towards peers						
Physical aggression towards adults						
Verbal aggression towards peers						
Verbal aggression towards adults						
Bullying						
Persistent disruption						
Non-compliance						
Deliberate damage to property						
Leaving class/grounds without permission						
Making unsubstantiated allegations against staff						

Other common behaviours might include: racial abuse; inappropriate sexual behaviour; arson; theft; alcohol misuse; drug misuse; possession of a weapon.

## Appendix 9 – Behaviour Tracker



### Behaviour Plans Tracker

Term/Date:

Year Group	Names	Monitoring	Review
Nursery			
Reception			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			