



BENTLEY HIGH STREET

Promoting Good Behaviour

Implemented- September 21
To be reviewed- September 22

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Behaviour Policy

Vision

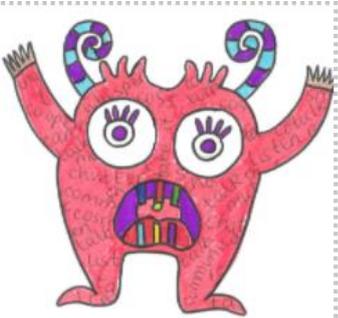
Bentley High Street values every individual and supports the right of everyone to learn, work and live in a just community and to be treated with respect.

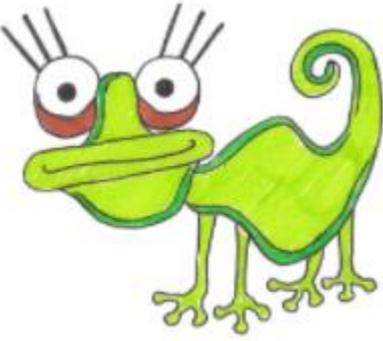
Our vision is that every child will be developed to support and enact our core values:

In and out of school you should always act with kindness and try to uphold our school values:

- We focus on **learning**
- We **care** for others
- We always show **respect**
- We enjoy **teamwork**
- We are **inclusive**
- We **enjoy** school life
- We **trust** all members of our school community
- We show **bravery** in everything we do

They will also be supported to develop characteristics of learning that we believe are integral to attainment and progress and to develop cultural capital:

<p>Motivated Monty</p>  <p>(motivation, resilience and commitment)</p>	<p>Being able to bounce back quickly without causing stress. Never getting distracted and persevering with their learning, showing good 'stickability'. Engage actively with issues that affect them and those around them. Play a full part in the life of the school Never giving up and striving to achieve Respond positively to change</p>
<p>Communicating Cosmo</p>  <p>(oracy, teamwork and showing empathy)</p>	<p>Being able to work confidently with others Being able to effectively communicate their ideas and understanding Discuss issues of concern, seeking resolution Present a persuasive case for action Propose practical ways forward Try to influence others, negotiating and balancing diverse views Work confidently with others, adapting to different contexts and taking responsibility for their own role Listen and take account of others' views Form collaborative relationships, resolving issues and reaching agreed outcomes Adapt behaviours to suit different roles and situations Show fairness and consideration towards others</p>
<p>Independent Iris</p>	<p>Self awareness having a clear perception of your personality. Children understand their own strengths and weaknesses Children take responsibility for their own learning Plan what to do and how to go about it Evaluate their strengths and limitations as learners</p>

 <p>(self awareness)</p>	<p>Review their work and act on outcomes Set themselves realistic goals and criteria for success Monitor their own performance and progress Invite feedback and deal positively with praise, setbacks & criticism. Make changes to improve their learning</p>
<p>Questioning Queenie</p>  <p>(problem solving and analytical)</p>	<p>The ability to make decisions and solve problems. Willing and able to learn from their experiences and understand where they have gone right and wrong and what to do next. Gather, process and evaluate information in their investigations Draw conclusions and evaluate outcomes Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes Use range of techniques to collect and organise information</p>

Aim

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying.
- Define adult’s role in supporting pupils with their behaviour so that positive relationships are maintained showing mutual respect
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

Academies, including free schools, if applicable, add/amend: This policy complies with our funding agreement and articles of association.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or home learning
- Poor attitude which does not display the school learning characteristics

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Peer on Peer Abuse:

The school recognises their responsibility to minimise the risk of peer and peer abuse. Children are supported and educated to report abuse confidently. However, the school acknowledges that some children may not report such abuse. There is a zero-tolerance to any abuse so that acceptable behaviours are known and understood.

The school understands that it is more likely for girls to be victims than boys. There are many different forms of peer on peer abuse:

- Bullying including cyberbullying
- Abuse in intimate relationships
- Physical abuse
- Sexual abuse and sexual harassment
- Upskirting
- Unwanted sexual comments and messages, including on social media;

The school follows the KCSIE 2021 Part 5 and the separate guidance 'sexual violence and sexual harassment between children in schools and colleges' to respond to reports of such abuse:

Staff are trained to reassure children that it will be taken seriously. The anti-bullying policy outlines how children can confidently report abuse. If there is a report of abuse, the school will make an immediate risk and needs assessment.

This considers:

- The victim, protection and support
- If there have been other victims
- The alleged perpetrator
- The other children at the school

The school uses the sexual behaviour traffic light tool to support their response to reported allegations.

The school's curriculum ensures that children are educated in developing healthy and respectful relationships including understanding terms such as consent.

Roles and responsibilities

The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The head teacher will also ensure all staff and pupils treat each other with respect so that positive relationships are developed and maintained

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Cpoms and liaising with senior leaders and the pastoral team where appropriate.

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

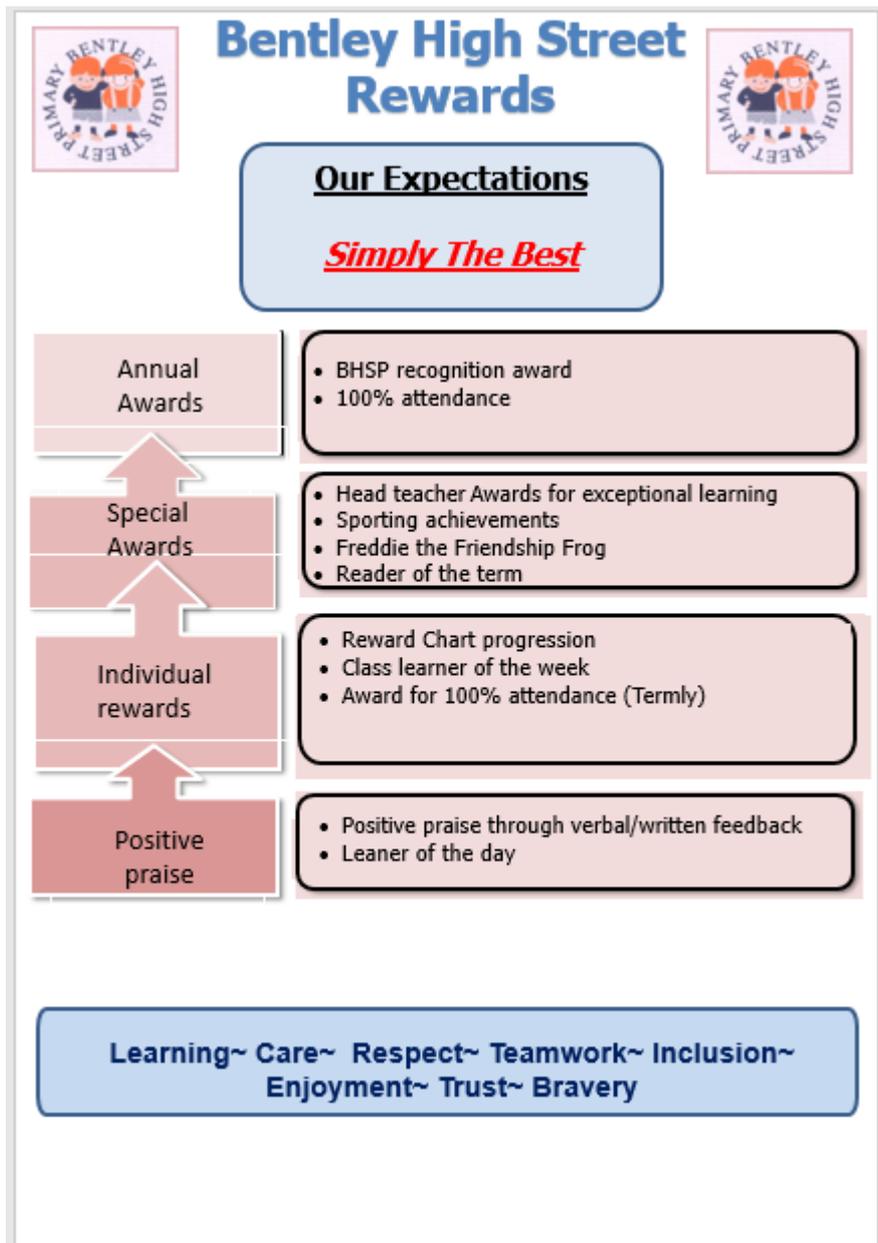
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The Behaviour system

The behaviour system at Bentley High Street Primary School is based on praising positive behaviour and setting clear expectations, for learning and behaviour, that are rewarded.

PIP = Praise in public

RIP = Reprimand in private



Reward Chart

A mark on the reward chart is represented by a sticker or stamp. It is earned by going above and beyond the school expectations. They can be linked to the school values and or learning Characteristics and are collected on pupil cards. As pupils achieve a chart they will receive a range of awards.

This is an Individual Reward

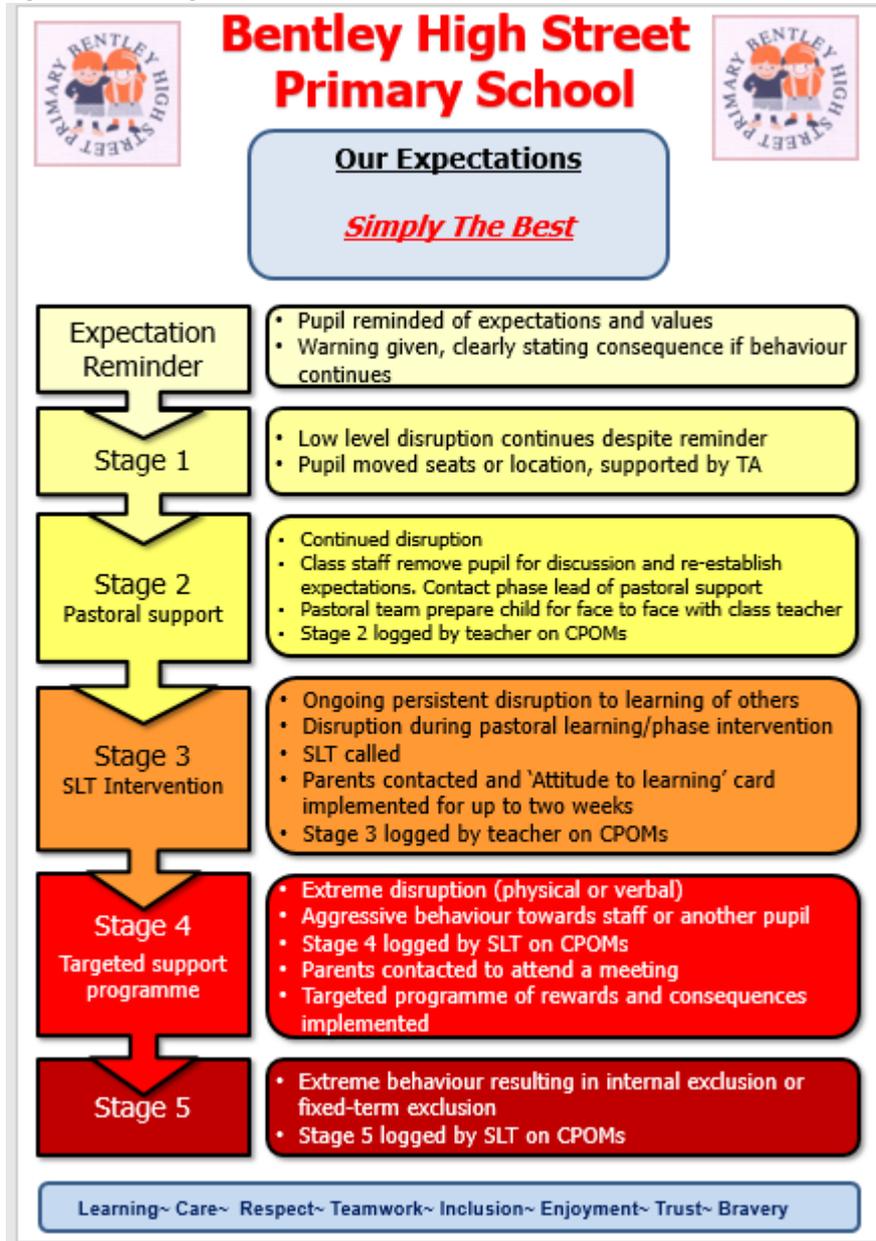
Paul Carlile - Enable

Relationships - The heart of ALL our learning and development

Establishing and maintaining a predictably safe, caring and valuing relational climate, where social expectations are defined with clarity and modelled repetitively, creates a context where children can develop responsibility. i.e. The ability to respond appropriately to social expectations (norms).

Where adults react to behaviour with methods rooted overwhelmingly in social control they have, at best, limited impact on the brain's habitual response patterns – particularly where a child has limited experience of meaningful social connection with adults.

Either we spend time helping children experience co-regulation, or we spend time dealing with the behaviours resulting from dis-regulated states

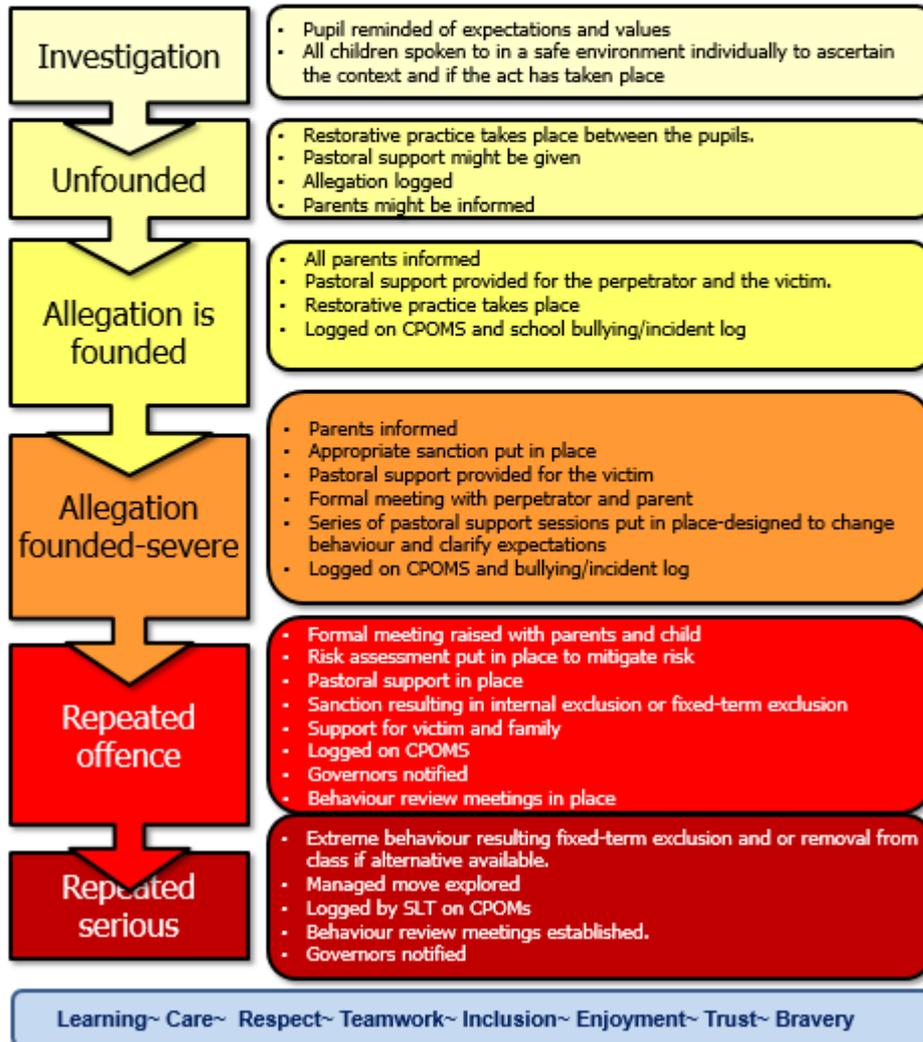




Bentley High Street Primary School

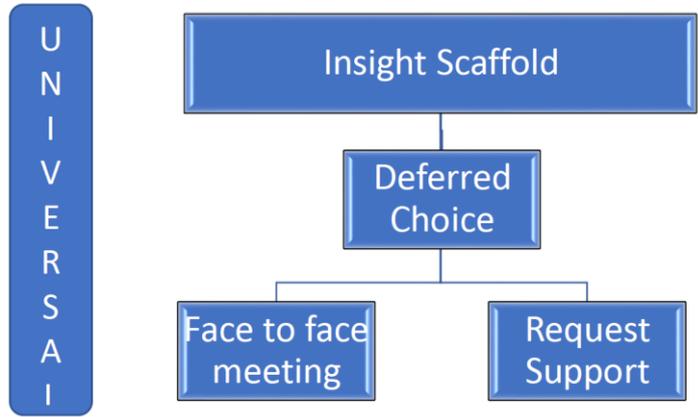


Strategies to deal with issues of bullying or acts against protected characteristics



Responsibility – The ability to respond appropriately

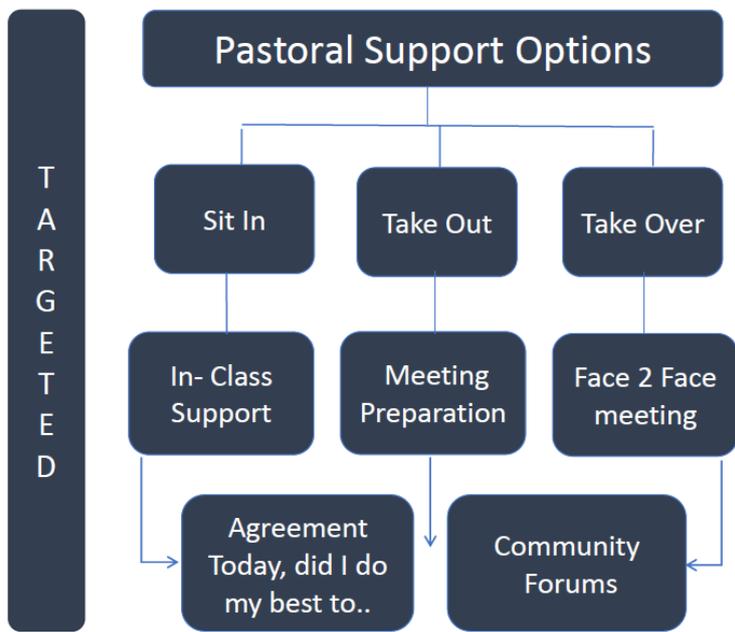
‘Insight’ focuses on setting clear expectations linked to ‘choices’. The Insight Scaffolds are used to connect to the pupil, give clear and direct instruction, explain expectation and ‘thank’ the pupil (see below). If a deferred choice (pupil chooses not to follow expectation) happens, then a face to face meeting alongside pastoral support will follow.



Insight: Consequences for OTHERS and ME (WITH)

1	Connect/Greet	Paul / How you doing with this ...etc etc
		Say what you see/ Feel I notice ... When I saw I'm worried /concerned
2	Direct Say exactly what you need to...	I need to see ... I'd like to see...
3	Explain and Expect Link to expectation	Because that's how we show we are...
		Thank you (walk away)
3+	Deferred choice	I'm concerned and need to see because...Or we can talk at break
		Thank you

There will then be an informal face to face meeting at end of lesson

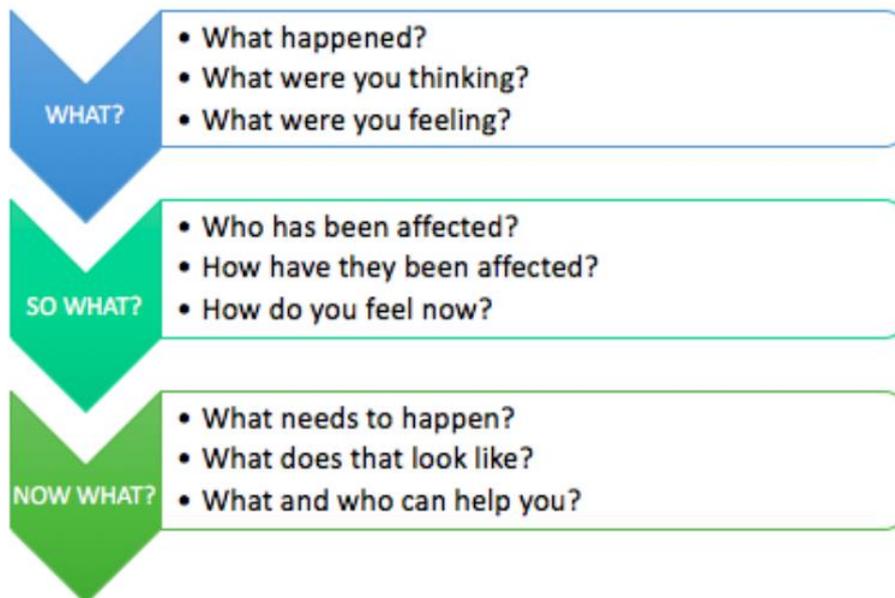


Insight: Face to Face (Informal) Meeting (break/after lesson)

- 1 Connect/Greet** Ok Paul I'd like us to chat about the lesson ... is that ok
- 2 Engage: Hear the Story** So... What happened? And before? Tell me more about ..etc
- 3 Consequence for Others** I'm wondering how are you feeling now/ about what happened?
How do you think I might be feeling about what happened?
What makes you think that?
- 4 Consequence for pupil** What do you think you can you do to fix this with me? What else?
What do you think I might need you?
- 5 Deferred Consequence** Ok.. Right now you can't think of what to do - I'd like it if you did –or I can come up with what I need, and I'll expect it to happen because thats... .

It's the Certainty of a Consequence NOT Severity

Restorative Questions



Positive Relationships and Responsibility

All staff at Bentley High Street Primary:

- Praise pupils in public following the rewards flowchart (PIP)
- Reprimand pupils in private following the consequences flowchart (RIP)
- Use common positive language with pupils, reminding them of the expectation, why it is important and thanking them for complying
- Build relationships with pupils by remaining calm, keeping language simple and not giving opinions, promises or threats
- Support all pupils by seeing each day as a fresh start
- Teach pupils the behaviours that they want to see
- Focus conversations on learning not behaviour
- Treat pupils with respect even when they are exhibiting behaviours that challenge
- Focus on those who are behaving and working well and praise and encourage them
- Ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach, however this is always followed up at a more appropriate time
- Send for pastoral/ leadership help in good time, before behaviours have escalated to a crisis point
- Give opportunities for reparation through 'face to face' meetings when all those involved are ready and without increasing delays
- Speak to other adults about pupils in private
- Relentlessly work to build trust even when trust is broken, time is wasted and promises are not kept - Refuse to give up on any pupil

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Adapt this section to include information about how staff can access support to improve their practice.

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti bullying policy

Evaluation of Policy and Practice

In order to identify its strengths and highlight any weaknesses school operates a policy of continuous review and self-evaluation.

An annual programme of monitoring and ongoing analysis provides a reliable basis on which to form judgements and plans for developments.

Our Expectations *Simply The Best*

In and out of school you should always act with kindness and try to uphold our school values:

Learning~ Care~ Respect~ Teamwork~ Inclusion~ Enjoyment~ Trust~ Bravery

You will also be supported to develop characteristics of learning that we believe are integral to attainment and progress and to develop cultural capital:

<p>Motivated Monty</p>  <p>(motivation, resilience and commitment)</p>	<p>Independent Iris</p>  <p>(self-awareness)</p>
<p>Communicating Cosmo</p>  <p>(oracy, teamwork and showing empathy)</p>	<p>Questioning Queenie</p>  <p>(problem solving and analytical)</p>

Pupil code of conduct

Pupils are expected to:

- ✓ Behave in an orderly and self-controlled way
- ✓ Show respect to members of staff and each other
- ✓ In class, make it possible for all pupils to learn
- ✓ Move quietly around the school
- ✓ Treat the school buildings and school property with respect
- ✓ Wear the correct uniform at all times
- ✓ Accept sanctions when given

- ✓ Refrain from behaving in a way that brings the school into disrepute, including when outside school

Our Expectations **Simply The Best**

Appendix 2

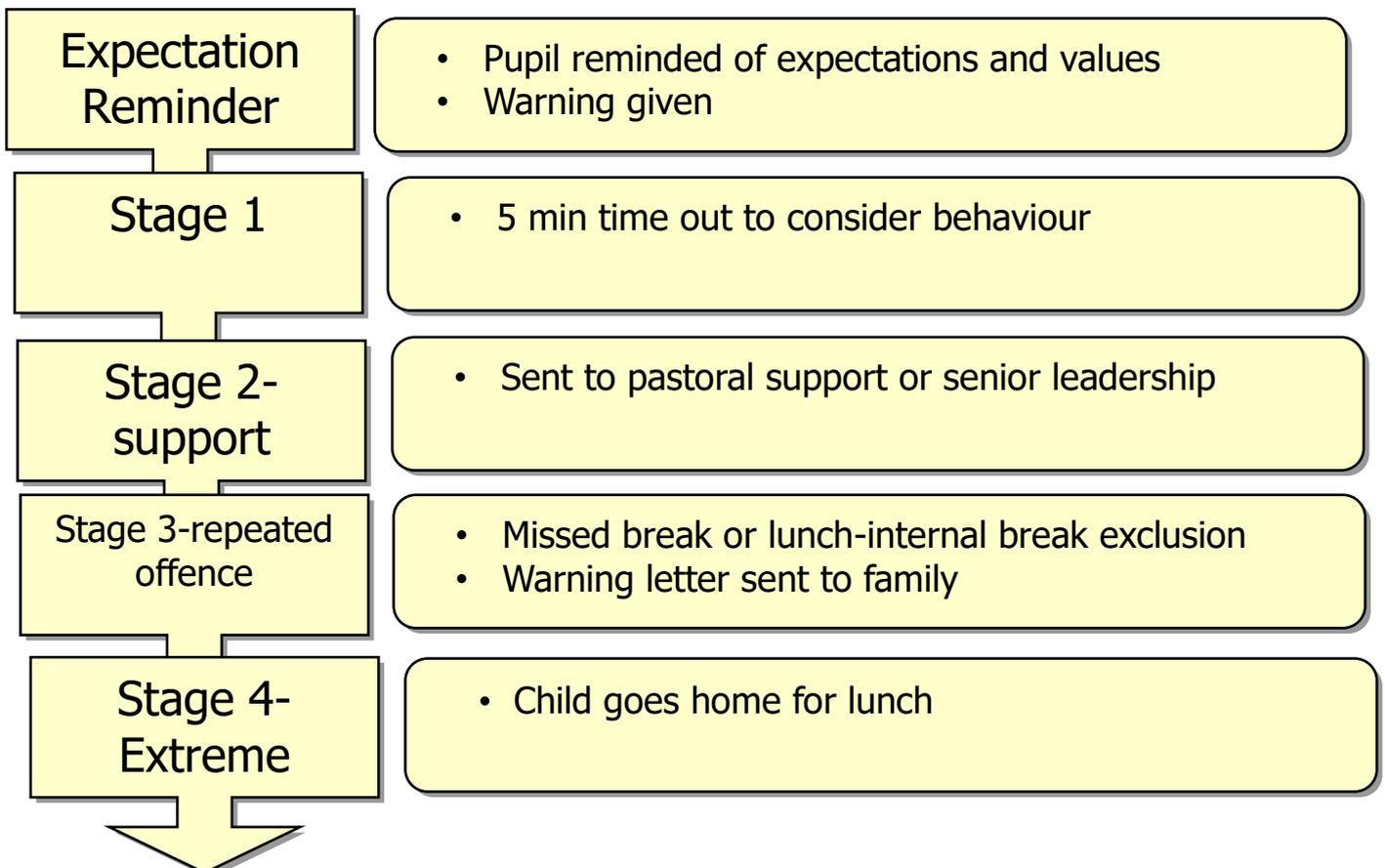
RULES FOR PLAYTIME

Learning~ Care~ Respect~ Teamwork~ Inclusion~ Enjoyment~ Trust~ Bravery

1. Every child goes out at playtimes.... (Unless you have permission from an adult to stay in)
2. Listen carefully and follow instructions from any adult first time.
3. Always be respectful to others both adults and other children.
4. Toilets: children can go to the toilet on the way out and during the break.
5. Stay safe around school:
 - Handrail are for holding when walking.
 - Benches are for sitting on.
 - Staying off grass when it is wet.
 - Staying where you can be seen by an adult.

When the bell rings, line up and wait for your teacher to take you back to your classroom.

What will happen if you break a rule?



Positive Handling Policy

We aim to;

- create a calm, purposeful environment where staff and pupils feel secure
- encourage positive behaviour
- have consistent strategies to manage unacceptable behaviour
- set in the context of the ages and abilities of the children in school

This policy is a statement of the arrangements for Control and Restraints at Bentley High Street Primary School.

Rationale

- This policy is based on the idea that physically restraining pupils will be as a last resort and occur rarely and only when there is no alternative in their and other's interests and safety. Physical restraint should only be used where behaviours are such that they will have a direct impact on the safety of the pupil, of others, where there is a risk of damage to property or where there is serious disruption.
- Bentley High Street Primary School recognises the importance of placing its policy on physical restraint within the context of its whole-school approach to behaviour and discipline. This school's behaviour policy sets out the steps taken within school to positively promote and encourage good behaviour amongst pupils; is specific about what behaviour is expected of pupils and what is unacceptable and sets out the range of progressive sanctions and steps which staff might feel it becomes necessary to apply.
- The school also recognises the very real difficulties which staff can sometimes be faced with in their day to day dealings with pupils on matters involving behaviour and discipline. The school's approach to the issue of physical restraint is that:

Aims & Objectives

- Pupils are entitled to a safe and secure environment in which the highest value is placed on learning how to behave appropriately towards others.
- Staff are also entitled to a safe and secure environment and have a right to personal support and guidance about what is expected of them in a difficult situation.

Training

All staff may physically restrain pupils to protect the pupils or themselves without having received formal training according to LA documentation. However, the school will undertake to train all staff and to update that training formally. As a staff team we will work according to the training we receive from the LA representatives and Team Teach.

Implementation

The school has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property. In exceptional circumstances the carrying out of this responsibility may conceivably involve the use of reasonable force in accordance with the school's policy to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self-control.

Physical restraint should at no time be used as a threat, a punishment to the pupil, or to force compliance with staff instructions when there is no risk of injury or serious harm to property.

Physical restraint will only be used in the following circumstances:

- The child is attempting to harm himself/herself or his/her actions may result in harm.
- There is a risk of physical injury to a member of staff or a member of the public.
- Damage to property is being caused.
- It is the judgement of the member of staff that there is a serious risk of any of the above happening unless immediate action is taken.
- The child is engaging in any behaviour prejudicial to the maintenance of good order and discipline in the school.

Wherever possible, staff should exhaust a range of appropriate behaviour management strategies aimed at preventing the situation from reaching the point at which physical intervention becomes considered, for example, discussion, persuasion, a brief period of withdrawal from the main group. Restraint will therefore only be used as a last resort after all other agreed avenues to defuse and de-escalate the situation have been pursued or where staff feel that immediate action is required.

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or serious damage to property, then he/she should:

- Give clear instruction warning the pupil that unless he/she conforms then physical restraint will be applied.
- Calmly explain to the pupil that staff are unable to allow him/her to damage or hurt others, once they have calmed down and no longer posing a threat then the restraint will cease.
- Summon help from another member of staff, to assist and, where possible, one other to act as a witness.
- Other staff may need to swap in as needed.
- Use only the minimum force necessary to prevent injury or damage, and apply for the minimum amount of time.
- Gradually relax the restraint as soon as it is judged safe to do so, to allow the child to regain self-control.
- Reassure the pupil that no harm will follow.

Both pupil and the adult should be given time to recover, acknowledging that emotional distress takes longer to subside than physical symptoms. Immediately following an incident, with due consideration given to the safety of other staff and pupils and the good order and discipline in school, staff involved will be given the opportunity to take time out.

Roles and Responsibilities

The role of the class teacher is to:

- Act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property

- Work according to the training received from the LA representatives

The role of the Headteacher is to:

- Ensure that reports of incidents are correctly filed with copies sent to parents and social services as appropriate.
- Ensure training for all staff is kept up to date.
- The appropriateness of physical intervention
- Ensure that in the case of a looked after child, a copy should be forwarded to the key social worker in order to be placed on a child's case file.
- Arrange for reports monitoring and evaluating the use of restraint to be prepared on a regular basis for the Governors.
- Monitor the use of restraint, including consideration of:
 1. The attempts at defusing situations
 2. Correct post-restraint procedures have been carried out
 3. The need for individual behaviour management plans
 4. The need for INSET/training for staff

The role of the Governing Body is to:

- Ensure that the policy is administered fairly and consistently
- Review this policy every two years

Monitoring and Review

The Headteacher will:

- Monitor the effectiveness of this policy on a regular basis
- Report to the Governing Body on the effectiveness of the policy
- If necessary, make recommendations for further improvements

Recording incidents

All serious incidents, which result in a physical intervention taking place, will be recorded in the bound and numbered positive handling book. It is also recorded on CPOMS.

Reporting incidents

Following a physical intervention taking place, the parents/carers of the pupil involved will be informed by either telephone or by letter.

Post-Incident support

It is essential that following a physical intervention that both the pupil and member[s] of staff involved are provided with support. Immediately after the incident, both parties will be given time to calm down, as it is not possible to debrief effectively until adrenalin levels subside.

The incident will be discussed and the opportunity to review how this could [if possible] have been handled differently will be considered. This will enable staff to develop their skills and knowledge and enable work to be carried out with the pupil about developing strategies that will support them in finding more appropriate ways of managing their behaviour.

A further meeting will be facilitated if necessary between the member[s] of staff and the pupil to enable them to rebuild relationships.

Complaints

Bentley High Street School has a complaints procedure in place. Should a complaint arise following an intervention this will be activated and the procedures followed.

However, if concerns arise when the investigation of the incident is taking place regarding misconduct by a member of staff, then the child protection policy and procedures may require to be followed. The Head Teacher, in consultation with the Deputy, will make this decision. If the complaint is regarding the Head or Deputy then the chair of Governors will make this decision.

Alternatively, depending on the nature of the alleged misconduct, the decision may be to follow the disciplinary policy and procedures.

This policy follows the non-statutory guidance published by the DCSF entitled 'The use of force to control or restrain pupils' [Circular 11/07].

Appendix 4

SMILERS@HIGHSTREET AND BREAKFAST BUDDIES

Statement of intent

Our setting believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

All children attending the setting are given a 'fresh start' every day.

Smilers fully endorses the school's Behaviour and Anti- Bullying Policies. However, due to the nature of the setting, i.e. Parents paying for a quality, safe environment for their children, the following procedures are followed if a child displays unwanted behaviour. Unlike school we do not have to accept children in the setting who constantly display challenging/unwanted behaviour.

Procedures

Stage one

We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distraction, discussion and by withdrawing the child from the situation.

Stage Two

If the child continues with unwanted behaviour, parents are informed on the day - either on collection with the child present or by telephone call. All parties are made aware at this point that if behaviour persists the child will face a temporary exclusion period.

Stage Three

If after the temporary exclusion period the child's behaviour has not improved regrettably the child will be excluded from the setting permanently. Every effort is made to avoid this happening.

All children attending the setting are given a 'fresh start' every day.

If you wish to view our full policy it is available on request in Smilers, please speak to a member of staff

Appendix 5



Restorative Enquiry.

If time allows speak to each child/person involved individually using the questioning techniques before bringing parties together. Use your discretion to decide if there needs to be a time interval before the meeting.

- ✚ **What happened?** – Use minimal encouragers (mmm!, and, so . . ., and then, ok, without showing approval or disapproval.) Track back (and before this? What happened yesterday? etc.) Repeat phrases to clarify (So you said he hit you . . .? You argued? You don't like X?) Bring events up to present (What has happened since? How were things this morning?)
- ✚ **Thoughts and feelings** – Explore the thoughts then the feelings at each point (Always thoughts before feelings as thoughts inform feelings). What were you thinking at that point? So what were your feelings?
- ✚ **Who has been harmed/affected? And how?-** Encourage participants to consider who has been harmed by their behaviour/the incident. Ensure they look at the wider picture.
- ✚ **What do you need so that we can move on from this?** – Remember all parties may have similar needs as everyone involved will have been harmed in some way.

- ✚ What could you do/needs to happen to repair the harm/put things right? (Pass on responsibility of problem solving) – Affected parties can work together on this. If necessary, a formal agreement can be drawn up.



Appendix 6
Behaviour Strategy Plan- Home and School

	Name of child:	Class:	Date of meeting:	People present:
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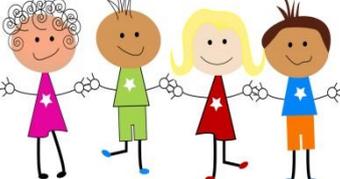
<p>I need to have a behaviour strategy meeting because...</p> <p>(Reason)</p>	
<p>In order to improve my behaviour, I need to...</p> <p>(Targets)</p>	
<p>In school I will get help...</p> <p>(School/class provision)</p>	
<p>I will also be helped at home by....</p> <p>(Home provision)</p>	

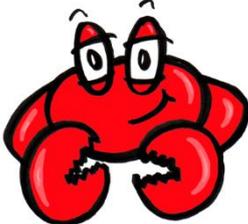
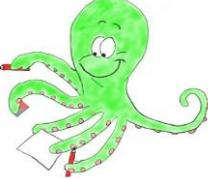
Date set for review meeting: _____

School signature (Title): _____

Parents/guardian signature: _____

Review Meeting

	Date of meeting:	People present:
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<p>My thoughts on my progress against my targets...</p> 	
<p>Schools thoughts on my progress...</p> 	
<p>Summary...</p> 	
<p>Further Actions...</p> 	

School signature (Title): _____

Parents/guardian signature: _____

Attitudes to Learning

Daily target score:

W/C:							
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Pupils will be awarded 'Attitude to Learning' grades, from 1-4.
 Pupils will also work on their personalised targets and can get extra points for doing this in lessons.
 Children who achieve their daily target score each day are rewarded

Personalised Targets

Learning Behaviour– Linked to school values

4– On Task	3– Mostly on task	2 – Sometimes off task	1– Off Task
<ul style="list-style-type: none"> • Positive contribution to learning. • Regularly demonstrates school values and learning characteristics • Has positive behaviour • Follows school expectations 	<ul style="list-style-type: none"> • Often contributes positively in lesson. • Sometimes shows characteristics of the school values • Rarely reminded about school expectations 	<ul style="list-style-type: none"> • Very rarely contributes to learning • A passive learner • Sometimes needing reminding of school expectations 	<ul style="list-style-type: none"> • No positive contributions to learning. • Often a negative influence on the learning of others • Often fails to meet school expectations

Notes from face to face meeting:

Staff: _____ Pupil: _____ Parent: _____



This card is put in place in order to develop a more positive approach to learning

'Simply The Best'

We focus on *learning*
 We *care* for others
 We always show *respect*
 We *enjoy* teamwork
 We are *inclusive*
 We *enjoy* school life
 We *trust* all members of our school community
 We show *bravery* in everything we do

Motivated Monty



(motivation, resilience and commitment)

Communicating Cosmo



(oracy, teamwork and showing empathy)

Independent Iris



(self awareness)

Questioning Queenie



(problem solving and analytical)



Name of child:		Class Group : 5	Morning group : Mrs S. Ample	Date for completion: Review Meeting:
Date & Time	Setting	Trigger	Action	Result
7/9/2014 9.20am	Hot day, hot in classroom. Class of 8 children. Maths Carpet time then move to group tables. Question and answer session. Equipment in centre of table.	Another child picked up the pencil Joe wanted	Verbal abuse aimed at TA and other children. Throwing offered pencil across table.	Removed to quiet area to work I to I. Calmed down after 2 minutes.

STAR chart – Behaviour Analysis

Name of child:	Class Group :	Morning group :	Date for completion:	Sheet Number
			Review Meeting:	<input type="checkbox"/> of <input type="checkbox"/>

Date & Time	Setting	Trigger	Action	Result