



Belle Vue Primary School Behaviour Policy	
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1. Purpose

The purpose of this Behaviour Policy is to ensure that our school is a safe, calm and supportive environment where all pupils can learn and thrive. We aim to promote positive behaviour, emotional wellbeing and strong relationships, enabling every child to achieve their best academically, socially and emotionally.

This policy reflects our school values and our commitment to inclusion, equality and respect for all members of the school community.

2. Our Overall Approach

Our behaviour approach is rooted in the belief that **all behaviour is communication**. We recognise that children's behaviour often reflects unmet needs, emotions or experiences. Therefore, our aim is to understand the reasons behind behaviour and respond in a **restorative, supportive and educational way**.

We focus on:

- Building positive relationships
- Teaching and modelling expected behaviours
- Using praise and recognition to reinforce positive choices
- Supporting pupils to develop self-regulation and accountability

Our three clear school rules underpin all expectations: - **Be Safe - Be Ready - Be Respectful** and our Belle Vue Way helps us make sure pupils behave and move around classrooms and the whole of school in the safest way possible and in a way that allows us to optimise learning. (See Appendix 1)

We use **Class Dojo** as a consistent tool to celebrate positive behaviour and communicate with families.

Excellent behavior is necessary so that everyone is able to feel safe and calm in school. It is also the key for effective learning. When pupils behave well, it provides the greatest opportunity for everyone to do their best.

As a school, we are committed to working with the Local Authority and local agencies to support pupils' behavior. We use suspensions, internal exclusions and permanent exclusions as a very last resort.

When we make changes to any practice or policy around behavior, we work together as a staff and make sure any changes considered are going to have an overall positive implication for all.

3. Supporting Pupils to Behave Well

We proactively support positive behaviour by: -

- Establishing clear routines and expectations
- Explicitly teaching behaviour expectations
- Providing emotionally available and consistent adults
- Using visual supports, modelling and reminders
- Adapting provision to meet individual needs
- Providing additional support such as pastoral interventions where required

We reiterate our expectations on an ongoing basis (for example in school assemblies) and there is always a specific focus on them after pupils return to school following a school holiday period.

When behaviour is not as expected

We recognise that sometimes things can go wrong and pupils do not behave in the way we expect them to. There can never be a 'one-size fits all' approach to behaviour in these circumstances but where behaviour becomes challenging, staff will:

- Remain calm and respectful
- Seek to understand the underlying cause
- Use de-escalation strategies
- Apply restorative conversations to repair relationships

4. Bullying and Prejudice

Bullying, including prejudice-based bullying, is not tolerated. At Belle Vue, bullying is defined as **repeated behaviour intended to hurt someone physically or emotionally**, often involving an imbalance of power.

Bullying can take many forms can include:

- Teasing
- Name calling
- Physical assault
- Cyberbullying- bullying online or via mobile phone (for example WhatsApp messaging; social media networks, email, gaming platforms)

Prejudice-based bullying may relate to someone saying or doing something to someone else on the basis of that person's or group's characteristics, such as:

- Race or ethnicity
- Religion or belief
- Disability or special educational needs
- Gender or sexual orientation
- Family background or appearance

All incidents are taken seriously, investigated promptly and addressed using a restorative approach alongside appropriate sanctions where necessary. Parents will be informed, and support provided to all pupils involved.

We have anti-bullying policy. This outlines further our approach and strategies for dealing with bullying and prejudicial behaviour.

5. Rewards and Recognition

We believe positive behaviour should be noticed and celebrated and place a great deal of importance on the positive effect praise, recognition and rewards can have on pupils. Pupils at Belle Vue are encouraged to earn rewards and be proud of the positive things that they do.

Rewards include: - Verbal praise and encouragement - Class Dojo points - certificates or awards - Celebration assemblies - Messages home to parents/carers

Rewards are given for demonstrating our school rules and values consistently. You can find more information about our rewards and recognition approaches in section 11.

6. Expectations and Responsibilities of Staff

All staff are responsible for promoting positive behaviour and acting as role models. Our staff work hard to make sure our classrooms and school are safe, calm and positive environments so that all pupils have the opportunity to reach their academic potential. We have high expectations of our staff just like we have high expectations of our pupils. We insist that all staff:

- Treat all pupils with respect and fairness
- Consistently apply the behaviour policy
- Build positive relationships with pupils
- Use praise and recognition effectively
- Respond to behaviour calmly and proportionately
- Use restorative conversations following incidents
- Record and communicate behaviour concerns appropriately
- Work in partnership with parents and external professionals where needed

7. Expectations and Responsibilities of Pupils

Pupils are expected to follow the school rules. We expect pupils to show respect to others and their environment; try their best in their learning; always take responsibility for their actions and engage in restorative conversations when things go wrong. We support pupils to understand that mistakes are part of learning and that repairing harm is an important skill. We expect pupils to:

- Try their best and follow the rules
- In class, make it possible for all pupils to learn
- Wear the correct uniform
- Understand the consequences of not following school rules and accept the sanctions when given
- Treat the school buildings and school property with respect
- Move quietly around school following our Belle Vue Way

If pupils do not meet these expectations, then we will act in accordance with section 9 and 12 of this policy. We cannot allow pupils to disrupt the learning of others' and any behaviour that does so will be dealt with swiftly and appropriately.

8. Expectations and Responsibilities of Parents/Carers

Parents and carers play a vital role in supporting positive behaviour and making sure our school is a calm and happy environment for all our pupils. We need parents/carers to work with us to make sure that all pupils are able to learn in an orderly environment. To help us to do this, parents need to:

- Support the school's behaviour policy
- Encourage positive attitudes towards learning and behaviour
- Communicate openly and respectfully with staff
- Work in partnership with the school to address behaviour concerns – for example coming into a reintegration meeting, engaging with a behaviour support plan
- Reinforce school expectations at home
- Let class teacher or another member of school staff know of anything that might affect a pupil's ability to behave in school
- Inform us if there are any difficulties in getting hold of the correct uniform or other equipment
- Celebrate when your child has a success or behaves well
- Model the expected behaviour when on school site

9. Sanctions

Making sure everyone knows what/why a sanction has been given, helps us to use them effectively.

Sanctions are used for the following reasons:

- To make our high expectations of behaviour clear to the whole school community
- To enable us to provide a safe, calm and efficient learning environment
- To provide pupils with the opportunity to reflect on their behaviour choices and consider how to behave differently next time

The use of any sanctions we always be fair, reasonable and proportionate. Staff will only use a sanction when a pupil has not followed our school rules and/or not met our behaviour expectations.

Some sanctions are more serious than others because some behaviour is more unacceptable than others. Therefore, some sanctions can only be given to a child by a member of SLT and some only by the Headteacher. Please see section 12 for our school-based sanctions.

Incidents outside of school

We have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable. Sanctions might be given by school for:

- Misbehaviour on school organised or school related activity
- When travelling to or from school
- When wearing school uniform
- Is identifiable as a pupil at the school
- Has repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

The school's response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in school.

10. Reasonable Force, Screening and Searching

Ensuring staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. The school follows statutory guidance regarding the use of reasonable force, screening and searching.

- Reasonable force may be used only to prevent injury, damage to property or serious disruption, and only as a last resort.
- Any use of force will be proportionate, recorded and reported to senior leaders and parents.
- Screening and searching will be carried out in line with legal guidance, respecting pupils' dignity and rights.

If staff or pupils have any concerns that prohibited items are in school, the Head Teacher must be informed immediately. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search and the school will follow the guidance set out in [Searching__Screening_and_Confiscation_guidance_July_2022.pdf](#) Searching, Screening and Confiscation Any prohibited items will be confiscated, according to the guidance, and stored in a safe place. Parents of pupils with prohibited items will be informed.

At Belle Vue, screening equipment is not used at all. The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen item

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

An article specified in regulations

- tobacco and cigarette papers
- fireworks
- pornographic images.

If a child takes an inappropriate item out at lunchtime (e.g. toy, game, scissors, etc.), a lunchtime supervisor may confiscate the item and return it to the class teacher.

11. Rewards and Recognition (Whole-School Systems)

It is important that all pupils follow our school rules of Be Safe, Be Ready, Be Respectful all of the time and follow our Belle Vue Way in and around school.

In addition to classroom-based rewards, such as teacher recognition and praise, the school uses whole-school recognition systems and rewards.

These systems promote consistency and reinforce positive behaviour across the school.

- **Class Dojo-** Pupils in Year 1-6 are awarded Dojo points when they demonstrate expected behaviour throughout the school day or exhibit certain skills such as kindness, teamwork, working hard. The pupil from each class with the most Dojo points in a week will receive a Class Dojo certificate in Celebration assembly on a Friday
- **Team Points-** Each child is allocated to one of our four school houses. Team points are awarded to pupils in Year 1-6 for academic achievements e.g. quality of work, displaying a strong work ethic, their contribution during the lesson. Team points are displayed in class; they are counted each week by House Captains and the winning house team for that week is announced in celebration assembly. At the end of a half term the winning house team for the half term is announced and all members of that house team get a “top team treat’. Children receive House team badge award once they have reached a set number of team points (25, 50, 75 and 100).

- **Celebration assembly**

This is held on a Friday morning to celebrate achievements. In these assemblies, teachers will give out certificates for the following things:

- **A Well-Done certificate.** This certificate will be given to a pupil who has done something that week that the teacher is proud of them for.
- **Class Dojo certificate.** The pupil with the most Dojo points from each class will be awarded a Class Dojo certificate.
- **Handwriting certificate.** This certificate is given to a pupil who has impressed their teacher with the presentation of their work that week or who has perhaps been working really hard on improving their handwriting and presentation.
-

During Celebration assemblies, we will also celebrate the class with the highest attendance for the week, announce any pupils with birthdays for that week and announce the House team points for the week. A special Celebration Assembly will take place on the last Friday of each term. During this, we will celebrate the children who have achieved 100% for the term; the class who have achieved the most Dojo points for the term and announce the winning House Team of the term. For the winning class of Dojo points and for the pupils in the winning House Team, a special reward/treat will be given.

- **Praise Assembly**

Praise Assembly will take place on the last but one Friday of each term. Teachers will have chosen a pupil from their class that they feel as been a 'Belle Vue Ambassador' that half term. This means that the pupil will have consistently followed our school rules and the Belle Vue way through the half term. Parents of these pupils will be invited to attend this assembly. It will take place at 9:10am in the Key Stage 1 Hall. Invitations will be sent out via email, so please make sure you check these and that school has your up to date information.

As a school, we acknowledge that some pupils struggle to cope for extended periods of unstructured time. To address this, we have a **Lunchtime Club**. This happens on a Monday, Tuesday, Wednesday and Friday and is run by a member of SLT. The club provides children with the opportunity to spend time indoors to engage in supervised activities or games so they can build or restore relationships. SLT and/or class teachers will select the children who will be invited to this, but pupils can speak to their class teacher if it is something that they think they would benefit from or alternatively, parents can contact our school SENCo to request their child attends. These requests will then be discussed at SLT meetings.

EYFS Classes (Nursery 2s, Nursery 3s and Reception)

Reception classes follow our school rules and Belle Vue way. Our Nursery classes are expected to follow our school rules and the Belle Vue way has been adapted so it is presented in a way for younger children to be able to understand it (See Appendix 2). In all of our EYFS classes, inappropriate behaviour is dealt with through clear explanations, positive behaviour reminders and restorative conversations with an adult. If a child displays unacceptable behaviour, they may have some time away from their peers (usually 5 - 10 minutes) where they can have time to reflect with the class teacher or teaching assistant about their actions. They are then allowed back into provision and parents will be spoken to about the incident.

12. Rules and Sanctions

Our rules apply at all times, including during lessons, playtimes, lunchtimes, trips/residentials and online learning. If pupils are regularly not following our school rules, then school will have the right to consider whether pupils should be allowed to attend school events/trips/residentials.

School Rules:

- **Be Safe:** Keep yourself and others safe.
- **Be Ready:** Be prepared to learn and follow instructions.
- **Be Respectful:** Show kindness and respect to everyone and everything.

Our **Belle Vue Way** applies at all times, including during lessons, playtimes, lunchtimes and trips/residentials.

- Legendary Lines
- Tremendous transitions
- Wonderful walking

Sanctions Linked to Rules:

Sanctions are linked to which rule has been broken and are explained clearly to pupils.

Staff will always aim to:

- Address behaviour promptly
- Use restorative approaches
- Support pupils to make better choices next time

Sanctions are used when behaviour does not meet expectations and are applied fairly and proportionately.

The aim of any sanction is to:

- Help pupils understand the impact of their behaviour
- Support learning from mistakes
- Restore relationships

Sanctions may include:

- Reminder of expectations
- Time to calm and reflect
- Restorative conversation
- Communication with parents/carers
- Time in Reset

Resets

A Reset provides pupils with the opportunity to spend time to reflect on their behaviour choices. It is a calm and structured environment, supervised by a teacher and takes place during breaktime or lunchtime. During any Reset time, pupils are supported to:

- Recognise the behaviour choices that led to the reset
- Reflect on and understand how their behaviour/actions have affected others
- Think about and learn how to make better behaviour choices

The Reset process includes a reflection sheet that pupils complete during the reset time (Appendix 3), which then forms the basis of a short restorative conversation with their class teacher or the member of staff who issued the reset. During the conversation, staff will reinforce school expectations and help pupils understand ways in which they can improve their behaviour.

The time a child spends in Reset will be dependent upon the action/behaviour, but it will always be fair, reasonable and proportionate. Lunchtime resets are the most common and staff will log these on Arbor (our school MIS) to ensure consistency and accountability. For more severe or persistent incidents, extended resets may be implemented, with the duration agreed upon by a member of SLT.

If a pupil has been given 3 or more resets, within a half term, for the same negative behaviour choices or actions, then they will meet with a member of SLT. Parents/Carers will be invited into school for a meeting with their child's class teacher to discuss their child's behaviour and the school behaviour policy and expectations. The pupil will be placed on a positive behaviour 'Success Chart' (Appendix 4) for a short period of time (3 weeks to a half term).

Behaviour Support Plans

If behaviour continues to be an issue for the pupil and school continue to have concerns, then the child's parents/carers will be invited into school for a formal meeting with the Head Teacher and/or Deputy Head Teacher to discuss their child's continued unacceptable behaviour; discuss the support available to improve this e.g. within school, LA support, external agencies and to agree a common, shared plan in order to reduce the likelihood of fixed term exclusions. There may also be a need, where appropriate, for a Behaviour Support Plan (Appendix 5).

A Behaviour Support Plan:

- Describes the behaviours
- Identify situations that a pupil finds difficult (triggers)
- Identify proactive behaviour strategies to help a child cope before their behaviour escalates
- Identify positive behaviour strategies to support a child if their behaviour has escalated
- Should be easy to understand
- Should consider the need for a Risk Assessment

All plans are formally reviewed and updated every 4-6 weeks with the class teacher, SLT and SENDCO. The purpose of a behaviour support plan is to ensure that:

- The frequency and severity of challenging behaviour reduces
- Everyone working with a child on a BSP consistently uses the same, agreed, approaches
- Parents are made aware of the strategies that are being used at school
- Provides clear documentation

Following any incidents of extreme behaviour, there will always be a review to discuss what happened, what support is needed and completing of all records. The review will also discuss what were the triggers, and what might help in the future. Behaviour support plans and risk assessments are amended accordingly. It is important to note that the success of strategies should be continuously monitored.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was given opportunities to regulate
- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND

Sanctions can be adjusted to suit the needs of pupils with SEND or additional needs. These decisions will be made with the support of the SENDCo and SLT.

Exclusions/Suspensions

On the rare occasions that a child displays completely unacceptable behaviour or is involved in a serious incident, these will be reported immediately to a member of SLT. It is important that each incident is treated individually and so SLT will investigate and examine the circumstances surrounding the incident before acting.

Fixed period suspensions and permanent exclusions are in line with DfE and Local Authority policy and guidance. They will be used in cases of high frequency disruptive behaviour, or incidents of a serious nature or if the incident in the opinion of the Head Teacher is deemed serious enough for the pupil to be excluded immediately without prior strategies having been put into place.

This will be for serious breaches of the school behaviour policy and school rules. Only after careful consideration by the Head Teacher (or designated member of staff in charge) and appropriate applications of the appropriate regulations, will the following sanctions be imposed:

- Internal suspension
- Fixed period of suspension
- Permanent exclusion

The Head Teacher will inform parents and the Governing Board of any incidents and the action taken leading to exclusion. On a pupil's return to school following a fixed term suspension, a meeting between the Head Teacher or member of SLT, parent and pupil is arranged. The aim of this meeting is to work together to prevent any further exclusions.

Where necessary, to support a pupil in difficulty that may have had several fixed term exclusions, a part time provision may be put into place for a short period of time. This will be agreed with the parents and any outside agencies involved and reported to the Education Legal Intervention Team.

On occasions it may be appropriate to draw up a parenting contract. This is voluntary. It is a formal written agreement between the parent and the governing body of the school. It contains a statement by the parent that they agree to comply, and a statement by the governing body agreeing to provide support to the parent to help them comply with the contract. Parenting contracts are supportive interventions and are not intended to replace existing practice but to provide additional options for working with the parent to bring about an improvement in their child's behaviour.

If after all school support and support from appropriate agencies, the pupil is still not able to work with school, school may pursue a managed move with the support of Behaviour Support Services and the LA to another school.

Review

This policy will be reviewed regularly to ensure it remains effective, inclusive and aligned with statutory guidance.

Core components of our behaviour policy and behaviour curriculum

The core components of our behaviour curriculum are: our three school rules and our Belle Vue way.

1. Our three school rules

Children will know that our 3 school rules underpin everything that we do at Belle Vue. These are to:

- **Be safe**
- **Be ready**
- **Be respectful**

Children will know what our school rules look like in action:

Children will know that if you respect someone, you have a good opinion of their character or ideas.

Children will know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.

Children will know that pupils who do not follow the 3 school rules will face consequences and be able to say what they will be.



- Come to school on time
- Listening to learn
- Follow instructions the first time of asking
- Start work straight away
- Wear the correct uniform
- Lining up promptly
- Come to school with the correct equipment



- Greet each other politely when we arrive each morning
- Pick up after ourselves and others
- Do things for others because it feels good
- Work hard in lessons
- Notice when others have done something for me.
- Hold doors open
- Treat resources as if they are your own
- Win and lose gracefully



- Move calmly around the school and outside using – tremendous transitions – legendary lines – wonderful walking
- Use play equipment properly
- Kind words, hands and feet
- Tell an adult if something is wrong
- Play only in the places allowed
- Use technology responsibly
- Wash hands regularly
- Catch and bin coughs and sneezes.

Our Belle Vue Way

Children will know that we use *wonderful walking* to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around the school.

- Children will know that we move calmly around the school and outside using – *legendary lines* - *tremendous transitions* - *wonderful walking*.

- **Legendary lines**

Children will know that to form a legendary line they need to:

- Face the front
- In the order that they are meant to be in
- Keep a space between people
- No talking
- Arms and feet to themselves

- **Tremendous transitions**

Children will know that a transition is moving from one thing to another and that it is a skill that needs a clear routine

Children will know that to make a tremendous transition they need to:

- Listen and follow the instruction that have been given
- Keep noise level to a minimum
- Follow the routine carefully for what the transition is

- **Wonderful walking**

Children will know that they walk wonderfully around the school

Children will know that wonderful walking is considerate of others learning and the safety of the school community

Children will that wonderful walking consists of them:

- Facing forwards
- Walking at a steady pace
- Hands by their sides
- Walking on the left
- Noise level is very low, if at all

Following the *Belle Vue Way* means...

...Wonderful Walking!



We will know that wonderful walking consists of walking:

- Facing forward
- At a steady pace
- With hands by sides
- Walking on the left
- Noise level is very low, or silent



Following the *Belle Vue Way* means having...

...Legendary Lines!



We will know that to form a **Leg- endary Line** we need to:

- Face the front
- In the order that we are meant to be in
- Keep a space between people
- No talking
- Arms and feet to ourselves



Following the *Belle Vue Way* means...

...Wonderful Walking!



We will know that wonderful walking consists of walking:

- Facing forward
- At a steady pace
- With hands by sides
- Walking on the left
- Noise level is very low, or silent



• **Listening to Learn**

Children will know that they use our listening to learn routines to make sure they understand

Children will know and follow this routine in all aspects of their school life, whether it be the classroom, the hall or at lunch time.

<p>Staying quiet</p>	<p>Sitting still</p>	<p>Looking at the person who is talking</p>	<p>Listening to ALL of the words</p>
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Children will use listening to learn to demonstrate good listening to ensure everybody is able to learn without distractions.

Nursery 2's Expectations



 Be Ready

 Be Safe

 Be Respectful

Wash your hands

Sitting for snack

Put things where they belong

Wellies on for outside

Apron on for messy play

Walking inside

Take turns

Coats on for outside

Nursery 3's

Expectations and Rules



-  Be Ready
-  Be Safe
-  Be Respectful

 Use kind hands and feet

Use kind words 

 Remember to wash your hands

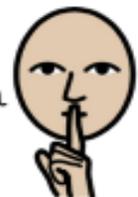
Walking inside 

 Tidy up

 Sitting still

 Listening to all the words

 Look at the person who is talking

 Staying quiet

Thinking About My Behaviour

Name: _____ Date: _____

Use this sheet to reflect upon your recent behaviour. You will be asked to identify why your behaviour was inappropriate, who was affected and how you could change your behaviour in the future.

What happened?

Describe the inappropriate behaviour: _____

What rule did you break? _____

Why did it happen?

Briefly describe the events that led to your poor behaviour choice(s): _____

How you were feeling at the time? _____

What are the consequences of your behaviour?

Describe how your behaviour affected others, include names:

How do *you* feel now? _____

How has your behaviour affected *you*? _____

How will you change your behaviour in the future?

How could you behave in a more respectful way? What could you do to make things better?

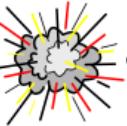
Thinking About My Behaviour

Name: _____ Date: _____

What I did...

 <p>Hurt someone</p>	 <p>Broke something</p>	 <p>Didn't do my work</p>	 <p>Being rude/disrespectful</p>
 <p>Used unkind words</p>	<p>I did something else...</p> <hr/> <hr/>		

I was feeling...

 <p>Explosive</p>	 <p>Silly</p>
 <p>Angry</p>	 <p>Bored</p>
 <p>Frustrated</p>	 <p>Scared</p>
 <p>Annoyed</p>	 <p>Embarrassed</p>
 <p>Tired</p>	 <p>Sad</p>

A different emotion...

I did this because I wanted...

- to get my own way
- attention
- to have fun
- to be left alone
- someone to listen to me
- I was already mad
- another reason

What could you do to make things better?

Next time I will make better choices by...

CAN SUCCEED!

0	Completely unacceptable.
1	Very limited cooperation
2	Some cooperation
3	Satisfactory – achieved targets
4	Better than targets
5	Perfect behaviour all session!!

Personalised Targets:

- I will...
- I will...
- I will...
- I will...

Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Break	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Morning (2)	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Lunch	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Afternoon	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Afternoon (2)	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Comment	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Personalised rewards for scoring 3, 4 or 5 for each session on one day

1 day and 2 days = sticker + Dojo point from class teacher	3 days = sticker + 2 Dojo points from AHT/DHT
4 days = sticker, 4 Dojo points and 10 minutes on iPad/Lego/Reading	5 days = See HT + 20-minute reward of your choice

Success Chart This Success Chart will monitor your behaviour over the next 3 weeks.

Your class teacher and AHT/DHT will choose four targets to focus on. These targets are what you need to work on in the classroom or on the playground.

At the end of the morning and afternoon, your teacher will give you a score for your behaviour. Aim to score a 4 or 5, as this shows you are trying your best and succeeding. Your teacher will also write a comment at the end of each day about your behaviour.

If you have a good day, you may be rewarded with Dojo points and stickers, and the more good days you have, the more rewards you receive.

At the end of lunch time, a supervisor will let your teacher know your score.

At the end of each week, the class teacher will discuss your Success Chart with your parent/carer. If your teacher has any concerns, they may speak to your parent/carer before the end of the week.

At the end of the 3-week period, your class teacher and AHT/DHT will meet to look at your Success Charts to see what the next steps are.

BEHAVIOUR SUPPORT PLAN

PUPIL NAME:

CLASS:

YEAR GROUP:

Date of birth:

Medical conditions/needs:

Date plan starts:

Staff working with the pupil:

Date of next review:

Challenging behaviour

What does it look like?
How often does it happen?
How long does it last?

Targets

What are we working towards?
How do we get there?

Reasons for the behaviour

Consult parents/carers and the pupil (where appropriate) when filling out this box.

What's going on in the pupil's life that might be causing the behaviour?

Why might this behaviour happen?

- To get attention
- To avoid something
- To get something tangible
- To meet a sensory need

Any SEND that may affect behaviour?

If the pupil has SEN that affects behaviour, the SENCO should detail them here.

How does the pupil's SEN affect their behaviour?

How could the school's behaviour policy be adapted to meet their needs?

Strategies for maintaining positive behaviour

How do we maintain positive behaviour?

What does the pupil like?

- Phrases to use
- Rewards, motivators

Triggers and warning signs

What triggers might cause an incident?

How do we prevent an incident?

- What to look for
- How to respond (reminders, alternative environment)

<p>Reactive strategies</p> <p>How do we diffuse the situation?</p> <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques <p>At what stage should another member of staff be informed? Who should this be?</p>	<p>Support after an incident</p> <p>How do we help the pupil reflect and learn from the incident?</p> <p>Is there anything that staff can learn about working with this pupil?</p>
<p>Skills and Talents</p>	<p>Achievements</p>
<p>Likes</p>	<p>Dislikes</p>
<p>Agreement:</p> <p>Parent/carer name:</p> <p>Parent/carer signature:</p> <p>Date:</p>	<p>Staff name:</p> <p>Staff signature</p> <p>Date:</p>

Behaviour plan evaluation and next steps:

How effective is the plan?

Record suggestions to be considered when this plan is reviewed