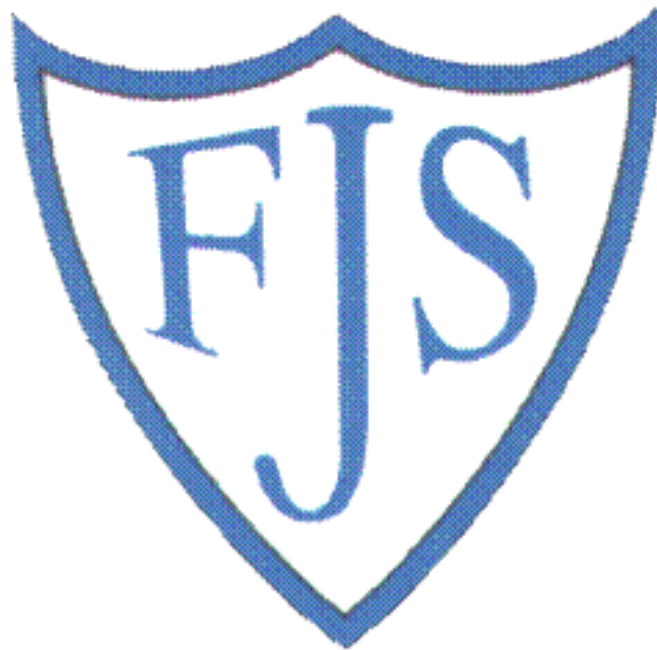


# Forefield Junior School



## Behaviour Policy

Meeting where agreed and ratified: \_\_\_\_\_

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

**March 2022**  
**Review 2025**

*Forefield Junior School is a P.R.O.U.D. school built on Passion and Respect, where Opportunities can be seized by Unique and Determined learners.*

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We are passionate about learning in an environment where everyone is empowered to be themselves and to flourish. We respect and value each and every individual and cherish their unique qualities to create a sense of belonging. We are determined to support personal, social and emotional development by encouraging self-belief and providing opportunities for everyone to express themselves and grow in confidence.

By celebrating their diverse contribution to the life of the school and the wider community, each person will be encouraged to build on their foundations, to instil a belief in everyone that they have limitless potential and are always capable of achieving their best - throughout their lives. As a family we share each other's successes and take pride in them.

We will consistently promote the highest of standards in every aspect of school life, provide a vibrant, stimulating curriculum in a safe and happy learning environment, to foster excellent attitudes and behaviour. The inspirational opportunities we provide will fuel a passion for learning and a sense of pride in all we do.

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***This is what makes us PROUD:***

***Passion, Respect, Opportunity, Unique, Determined.***

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At Forefield Junior School we believe that positive behaviour is the essence of effective teaching and learning. All pupils and staff have the right to learn and teach in an environment that is safe,

nurturing and positive and staff know that pupils learn best when they are happy and feel safe and secure. We believe that all of our pupils are unique individuals who have the right to fulfil their potential during their time at our school and we encourage our pupils to take ownership of their own actions, meaning that teaching appropriate behaviour begins at an early age. Our school has defined a clear set of expectations of personal behaviour, which are based on respect for each member our community and their individual needs. These expectations are shared with the children through PROUD – our shared values. Staff recognize that positive behaviour support promotes good behaviour, develops high self-esteem, effective learning and positive relationships. The best results in terms of promoting positive behaviour arise from giving praise for effort and achievement within a “can do” culture, emphasising potential and rewarding success. We place importance on recognizing and acknowledging positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through positive role-modelling and through learning experiences which enthuse and engage our pupils, we believe that all children can develop self-discipline and, when appropriate, accept consequences as a result of their behaviour. We recognize the importance of working in partnership with parents and carers in helping to foster and reinforce positive attitudes and behaviour.

## **1. Aims:**

- To create and maintain an ethos of good behaviour in school – ensuring that all children are happy, secure and safe.
- To ensure that all are treated fairly, shown respect and guided in the formation of good relationships and friendships.
- To help children lead fulfilled lives and to understand that in being ‘PROUD’ we are creating good citizens of the future.
- To build our vibrant school community based on shared values.
- To use good behaviour as a corner stone of our community; impacting beyond the school walls.

## **2. 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
- Keeping Children Safe in Education
- 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 maintained schools must publish their behaviour policy online

### 3. PROUD to be FOREFIELD:

Being PROUD means showing Passion, Respect, seizing Opportunities, being Unique & Determined therefore all staff promote the following ...

<b>PASSION</b>	<b>RESPECT</b>	<b>OPPORTUNITY</b>	<b>UNIQUE</b>	<b>DETERMINED</b>
I have a thirst for knowledge I approach activities with enthusiasm I love a challenge and enjoy solving problems I know my skills and aim to build on them to be the best I can be I pursue my interests beyond the lesson and beyond the school I share my passions and help to inspire others	I follow the rules and use good manners I treat everyone as I would like to be treated – showing kindness & consideration I listen carefully to others – without interrupting I think carefully about what I say and how I say it I know that hurting someone is never OK I look after my own and other people’s belongings I value and take care of equipment and resources – tidying away when asked	I aim to be in school every day and on time, with all of the equipment I need I welcome new experiences & approach activities with curiosity I always have a go I attend clubs, enter competitions and fully participate in the life of our school I appreciate the opportunities on offer -even if they are not for me! I remember that just because I can doesn’t mean I should!	I have my own opinion and share my views I am my own person and value my skills and talents I recognise that other people have interests and hobbies that I don’t share and that’s OK! I appreciate everyone’s uniqueness – wouldn’t it be boring if everyone was the same? I can be part of a team and still be me – because I know that if I work well with others I can achieve more	I show commitment and keep going If I have a problem I look for a solution When things are hard I try my best and appreciate that to be successful I must practise I know that the more effort I put in, the greater the result will be I know that success takes time – if something goes wrong once that doesn’t mean it always will

These are our shared values, lived out daily at Forefield Junior School where the adults act as role models and encourage everyone to feel PROUD. Upholding our values is the responsibility of every member of staff at FJS and there should be no difference in the way a child responds to any adult that works in the school, or is a visitor to our school.

### 4. Bullying

For something to be bullying it has to have happened Several Times On Purpose. Bullying is intentional (not an accident) and repetitive. A bully hurts someone on purpose over and over again; it isn't an incident that happens only once. Bullying can be by one person or a group of people. Bullying involves an imbalance of power.

<b>TYPE OF BULLYING</b>	<b>DEFINITION</b>
Emotional bullying	Being unfriendly, excluding, tormenting
Physical bullying	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based bullying and discrimination, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic	Disability-based taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual bullying	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Verbal bullying	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our school Friendship and Anti-bullying Policy helps to promote positive behaviour in school and create an environment where everyone behaves well and supports each other. During lessons and assemblies and through visits from agencies such as Bully Busters and the NSPCC, children will learn about the consequences of bullying and what to do if they are experiencing bullying. We take part in the national Anti-Bullying week every year in order to remind pupils that bullying of any form is not acceptable.

Linked policy: Friendship and Anti-bullying Policy

## 5. Roles and responsibilities

**a. The Governing Body is responsible for**

- i. reviewing this behaviour policy in conjunction with the Headteacher
- ii. monitoring the policy's effectiveness,
- iii. holding the Headteacher to account for its implementation.

**b. The Headteacher is responsible for**

- i. reviewing this behaviour policy in conjunction with the Governing Body
- ii. approve this policy in conjunction with the Governing Body
- iii. ensuring that the school environment encourages positive behaviour
- iv. ensuring that staff deal effectively with poor behaviour
- v. monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently

**c. Staff are responsible for:**

- i. implementing the behaviour policy consistently
- ii. modelling positive behaviour
- iii. celebrating positive behaviour with the agreed rewards
- iv. applying sanctions fairly and consistently and in line with this policy
- v. working with children to create and agree class rules
- vi. having high expectations of pupils in terms of behaviour and striving to ensure that all children work to the best of their ability
- vii. providing a personalised approach to the specific behavioural needs of particular pupils
- viii. discussing any behavioural concerns with parents/carers promptly
- ix. recording behaviour incidents on CPOMS

**d. Parents are responsible for:**

- i. fostering good relationships and co-operating with the school.
- ii. supporting their child in following school rules and adhering to the home school agreement
- iii. informing the school of any changes in circumstances that may affect their child's behaviour
- iv. discussing any behavioural concerns with the class teacher promptly

## **6. Home School Agreement**

**As a school we will:**

Be welcoming and listen to any concerns

Care for your child's safety and well-being in a stimulating learning environment

Promote high standards of work and behaviour at all times

Ensure that your child flourishes and achieves their full potential as a valued member of the community

Provide a wealth of experiences through our Pupil Guarantee in addition to a broad and balanced curriculum to meet each child's individual needs

Keep you informed about your child's progress and how you can help them at home

**As a Parent/Guardian I will:**

Ensure that my child attends school regularly, on time and properly equipped

Make the school aware of any concerns or problems that might affect my child's behaviour/emotions

Support my child with their homework and home learning opportunities

Attend parents' events and discussions about my child's progress

Work with the school to resolve any concerns

**As a pupil I will:**

Attend school regularly and in time for registration

Bring all the equipment I need every day

Do all my classwork and homework to the best of my ability

Show that I am PROUD to be a part of Forefield Junior School

**7. Rewards, Sanctions and Support**

## a. Rewards

- i. **SMILES, PRAISE & STICKERS** – are given to provide instant feedback & reinforce good behaviour.
- ii. **DIDDI-DOTS** – where a pupil exhibits one or more of the above examples (PROUD) a Diddi-Dot will be awarded and collected on special reward cards. Upon completion of the card, pupils may visit Mr Swift to choose a prize and receive additional praise/stickers.
- iii. **PROUD POINTS** are given and count towards their house team score. PROUD points are displayed on the wall in each class.
- iv. **PROUD CERTIFICATES** – during Celebration Assemblies, Proud Certificates will be awarded to individual class members who have regularly shown the qualities listed above. They will be recognised for their PROUD qualities and gain points for their House Team – recorded by House Captains in an appropriate way. A teacher may decide to award a PROUD Certificate to the whole class, depending on the circumstances, during the year.
- v. **BRONZE, SILVER, GOLD & PLATINUM AWARDS** – exceptional pupils who demonstrate PROUD qualities throughout the week, including adhering to our uniform policy, completing homework, remembering all equipment and being punctual will receive a 'SMILEY' Sticker in their diary.
  - 9 stickers = Bronze Award
  - 18 stickers = Silver Award
  - 27 stickers = Gold Award
  - 36 stickers = Platinum Award.

Certificates and badges will be awarded in Celebration Assemblies.

- vi. Individuals or groups of pupils may also receive recognition of their success by visiting other class teachers, Mrs Russell or Mr Swift to share exemplary work/achievements. To celebrate achievements outside of school, pupils are invited to share news of medals, certificates and trophies with Mr Swift – he will enter them in the 'PROUD' Book and share with the school community during assembly. Special visitors may also choose to award certificates and prizes during the year in recognition of hard work & commitment.

## b. Sanctions

- i. Lose part or all of a playtime/s
- ii. Apologise verbally or in writing
- iii. Be removed from the classroom
- iv. Sent to another class to complete work
- v. Work not completed sent home in envelope
- vi. Report to the Headteacher or Deputy Headteacher
- vii. Go on a behaviour report card for an appropriate period
- viii. Lose privileges
- ix. Not be chosen to represent the school in a team, special event or competition



- x. Be withdrawn from participation in school visit
- xi. Be withdrawn from an after school club, event or other extra curricular activity
- xii. Fixed term or permanent exclusion

### **c. Support**

- i. A pupil in receipt of several red cards over a short period suggests that there are deeper issues and the DHT/HT will initiate a Behaviour Reward Card and/or a Behaviour Support Plan – which will be individually tailored to the specific needs and behaviours of the pupil. It is vital at this point that parents and school work closely together to address the poor behaviour choices and avoid either a temporary or permanent exclusion.
- ii. As the vast majority of pupils exhibit exemplary behaviour at all times, Forefield Junior School has a reputation for providing a calm, orderly learning environment and is justifiably proud of the impeccable behaviour shown when the school participates in competitions, trips and residential visits and responding to visitors to school during workshops, themed days and special assemblies. Therefore, any child whose behaviour falls short of our high expectations would not be chosen to participate. Alternative provision would be provided in the event of missing a trip, visitor or assembly. Every effort will be made to ensure that poor behaviour choices are a catalyst for reflection, discussion and guidance towards better choices. Restorative Justice sessions may be appropriate at this point – allowing everyone involved to have their views listened to and identifying how to move forward.
- iii. Sometimes it may be appropriate for a child to receive 1:1 support in class and on the playground and sometimes the support may be more effective if it takes place in the CAFÉ, Happy Hub or other quiet area, in order to focus on specific tasks/interventions without being distracted or distracting other pupils. Where several disruptive incidents are likely to detract from the learning of the class, the pupil may be asked to complete their task in another class or under the supervision of the DHT/HT.
- iv. Persistent poor behaviour choices that show no sign of improvement despite the support of home/school may be referred to outside agencies for additional support. In extreme cases, when relationships have broken down and there are no positives to build on OR extreme behaviour poses a serious threat to the safety/well-being of themselves or another pupil/adult and there is no remorse shown: alternative provision, managed transfer, temporary (fixed-term) or permanent exclusion would be discussed – when every other possible solution had been exhausted. Parents would be notified by telephone and then confirmed in writing that a fixed-term exclusion (usually for one day and usually for the next school day) would be put in place. Upon returning to school the pupil and parents would be invited to a review meeting to agree new targets for behaviour and express remorse for the incident(s) that resulted in the exclusion. It would be hoped that this would ‘draw a line’ under the poor behaviour and, with support, we would begin to see improvements.

## **8. Sexual Harassment and Sexual Violence**

- a. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- b. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:
  - i. Proportionate
  - ii. Considered
  - iii. Supportive
  - iv. Decided on a case-by-case basis
- c. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
  - i. Responding to a report
  - ii. Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police
- d. Please refer to our Child Protection and Safeguarding policy for more information

## 9. Off-site Behaviour

In line with government guidance, Forefield Junior School will discipline children for

- a. misbehaviour when the pupil is:
  - i. taking part in any school-organised or school-related activity or
  - ii. travelling to or from school or
  - iii. wearing school uniform or
  - iv. in some other way identifiable as a pupil at the school.
- b. misbehaviour at any time, whether or not the conditions above apply, that:
  - i. could have repercussions for the orderly running of the school or
  - ii. poses a threat to another pupil or member of the public or
  - iii. 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.

## 10. Behaviour Management

- a.** The school rules and protocols will be promoted at all times by staff and children – referencing our Mission Statement Values and Ethos,
- b.** All children will be taught to treat others well and their behaviour will reflect this,
- c.** All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children,
- d.** Children will be taught and reminded to be polite, respectful, well-mannered and well-behaved,
- e.** Rewards & Sanctions will be used sensitively and sensibly by staff to encourage and promote impeccable behaviour – all staff will focus on the positive: diddi-dots and PROUD points will be awarded for all aspects of good behaviour and prizes will be given out upon collection of each reward card. During Celebration Assembly, individual pupils may be highlighted due to their demonstration of one, or more, of our core values: Passion, Respect, Opportunity, Unique, Determined. Those pupils who are always impeccably behaved, week in, week out, will be recognised through Bronze, Silver, Gold & Platinum Certificates.
- f.** We will issue a red card as part of a stepped response as shown in Appendix iii,
- g.** Each member of staff is responsible for ensuring the good behaviour of the children in their care,
- h.** If behaviour issues become persistent, staff will speak to senior leaders to agree an appropriate strategy of help and support,
- i.** Senior leaders and teachers will work closely with parents if a child is experiencing problems with their behaviour. Sometimes, nurture opportunities may need to be provided outside of the classroom,
- j.** Pupils are forbidden to bring any item into school that is potentially harmful to themselves or others; any items that are illegal to possess or carry or are inappropriate to the age of the child or the school environment.



## 10.1 Classroom management

- i. We focus on positive behaviour and place emphasis on rewarding pupils who demonstrate our PROUD values.
- ii. Where poor choices of behaviour are made, this tends to be low level and will be dealt with by staff, following the same consistent process in every class. Throughout this process the staff member will remain calm and ensure that it is clear that it is the behaviour, not the child, that is displeasing and that it is possible to reverse the situation by making the right choice.
  - If a pupil is off-task or disruptive, we will refer to that pupil by name and ask, “What should you be doing?” to re-direct their focus. Highlighting the correct behaviour of other pupils (Praise in Public) or referring to the Class Rules, eg “In our class we work quietly,” may also be used and staff will have a variety of strategies to deal with this – based on their knowledge of the class and the age/stage of development.
  - If poor behaviour persisted beyond this point, the staff member would begin to look for other solutions – eg distraction, change of pace, brain break, mini-plenary or check for environmental factors such as being too hot, cramped, thirsty etc.
  - If the poor behaviour continued, a verbal warning would be issued: “Name, you are disrupting the class. You need to be quiet so that we can all get on with our work. If you choose to continue you will be given a yellow card.” It is likely that this warning would be given to the individual pupil without the need to share this with the whole class (Reprimand in Private). In order to avoid disrupting the class further, it may be necessary for the staff member to speak to the pupil in the corridor or to provide a ‘change of face’ by asking a colleague to speak to the pupil.
  - If the behaviour continued a yellow card would be placed on the table next to the child. At this point, the staff member may ask the pupil for their diary as a warning that further poor choices of behaviour would lead to a red card and this would be recorded in their diary for parents to see.
  - If all other strategies have been exhausted and the pupil is still displaying inappropriate behaviour a Red Card should be issued. A Red Card means that the poor choice of behaviour must STOP. From this point sanctions will be applied. Minutes (up to the whole of a playtime) should be lost from the pupil’s own time, during which they should finish incomplete work or reflect on their poor choice of behaviour.
- iii. Depending on the severity of the behaviour and subsequent behaviour during the rest of the day, the staff member should contact the child’s parents – either by telephone or at the end of the day on the playground.
- iv. One-off red cards should be noted and monitored, but if the issue of a red card is becoming a regular occurrence advice should be sought from the SEN(D)CO or the DHT/HT. We will use CPOMS to record patterns of poor behaviour indicated by several entries in a child’s diary.

- v. A red card may be issued without prior warning where poor behaviour choices include:
- incidents of physical aggression
  - fighting
  - bullying
  - racism
  - swearing
  - damage to property
  - posing a risk to the safety/welfare of other children

## **10.2 Managing Behaviour at Lunchtime**

It is the responsibility of the lunchtime staff to deal with minor incidents and report them to the child's teacher.

For more serious incidents, lunchtime staff must inform a member of the Senior Leadership Team.

All staff should ensure that rules are being followed by the children as they move around school.

Any incidents noted by staff should be dealt with and where appropriate, be reported to the class teacher or the Senior Leadership Team.

## **10.3 Physical restraint**

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

Hurting/injuring themselves or others

Causing damage to property

Committing an offence

Compromising the good order or discipline of the school.

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

Linked policy: Positive Handling Policy

## **10.4 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding policy.

Linked policy: Child Protection and Safeguarding Policy

## **10.5 Behaviour, SEND and Equality**

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 SENDCo 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.

Equal opportunities are central to all aspects of life at our Forefield Junior School. Our school aims to provide equality regardless of age, disability, gender reassignment, pregnancy and maternity, race (this includes ethnic or national origins, colour or nationality), religion or belief (this includes lack of belief), sex and sexual orientation. We recognise all of the above as protected characteristics. Forefield Junior School acknowledges its legal duties under the Equality Act 2010 and in relation to this policy, recognises its duty to make reasonable adjustments for all stakeholders. Our school will always take such steps as it is reasonable to avoid disadvantage. We are fully committed to providing an equal opportunities environment in which everyone is able to fulfil their potential, and to feel pride in their identity. We apply this to the way we manage and reward behaviour. For our pupils we seek to provide the same quality and breadth of opportunity for all, regardless of age, race, religion or belief, colour, gender, sexual orientation, social background, special educational or physical needs. We recognise that many pupils, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. Behaviour information is collated by the Senior Leadership Team and discussed with staff, if a pattern of poor behaviours begins to emerge, staff will begin a Behaviour Support Plan and parents will be contacted to inform them that we have concerns about their child's behaviour and to discuss with parents' strategies to further support and improve their child's behaviour.

These may include: -

- Home school communication books
- Individualised Behaviour Reward Card
- Personalised strategies linked to behaviour, eg SEND Support /Positive Handling/Individual Behaviour Plan

- Support from an external agency
- Pastoral Support Programmes such as ELSA
- Support from school
- Referral to our Learning Mentor
- Guidance and signposts to external support services

### **10.6 Liaison with Parents and Other Agencies**

At Forefield Junior School we actively support any pupil who is experiencing behavioural difficulties. Our Pastoral/Safeguarding Team are here to support pupils and their families by helping them to identify and remove any barriers to learning, whether in a personal or academic role. Our Internal support services and pastoral systems are enhanced by additional assistance from services including: -

Early Help Team

SENIS

Educational Psychologist

Speech and Language Specialist

Independent Behaviour Specialist - Team Teach

School Nurse

Jigsaw Pupil Referral Unit

## **11 Pupil Transition**

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour will be transferred to relevant staff at the start of the term or year. Staff hold transition meetings with new class teachers, including Year 3 teachers meeting with teachers from Forefield Infant School. Pupils have transition sessions with their new teacher(s) in the Summer term. Information relating to Year 6 children will be transferred to their new school.

## **12 Training**

- a. Forefield Junior School is committed to ensuring that all staff have access to ongoing support with behaviour management.
- b. Our staff are provided with training on managing behaviour as part of their induction process.
- c. The SENDCo and DHT will offer advice and guidance and meet, as requested by staff, to discuss strategies of support.
- d. Regular meetings with staff identify the needs of children who need a differentiated approach to behaviour management. These needs will be identified on the Pupil Passport.

- e. Regular professional development opportunities linked to behaviour and behaviour management forms part of continuing professional development targeted to specific roles, responsibilities.
- f. Individual training needs are identified via school self-evaluation and appraisal.
- g. Staff may request to attend additional behaviour management training should they wish to do so.

### **13 Links with other policies**

- a. Safeguarding and Child Protection Policy
- b. Friendship and Anti-bullying Policy
- c. Health and Safety Policy
- d. Absconding Policy

### **Appendix i Behaviour Reward Chart (example)**





# How's it going?

## Monday



<b>Lesson 1</b>	<input type="radio"/>
<b>Playtime</b>	<input type="radio"/>
<b>Lesson 2</b>	<input type="radio"/>
<b>Lunchtime</b>	<input type="radio"/>
<b>Lesson 3</b>	<input type="radio"/>
<b>Lesson 4</b>	<input type="radio"/>
<b>Playtime</b>	<input type="radio"/>
<b>Lesson 5</b>	<input type="radio"/>

Pupil: \_\_\_\_\_

D.O.B. \_\_\_\_\_

Date of Meeting:

Attendees:

Reason for the Behaviour Support Plan:

What do we know about the pupil that gives us confidence that the BSP can succeed?

What needs to happen to remove the risk of permanent exclusion?

**Pupil Commitment**

**School Commitment**

**Parent/Carer Commitment**

**Behaviour Checklist Summary**



Pupil: \_\_\_\_\_ D.O.B. \_\_\_\_\_ Date Completed: \_\_\_\_\_

**Positive Behaviours:**

Behaviours we are concerned about:

Talks out of turn	
Acts like the class clown	
Distracts others from learning	
Fails to comply with class rules	
Interferes with others' learning	
Puts hand up to ask unnecessary questions	
Requests toilet break during lessons	
Pushes and/or touches others while lining up	
Whistles/hums during lessons	

Refuses to complete work	
Refuses to comply with simple requests	
Answers back /tries to have the last word	
Swears at staff in front of a group	
Refuses to speak to adults when reprimanded	
Leaves the class /school without permission	
Climbs a tree/ onto the school roof and refuses to come down	
Refuses to listen to reprimand/ walks away	
Picks on other students	

Hitting / kicking / punching others	
Refuses to make amends or apologise	
Apparently unprovoked verbal attacks on other children	
Tries to "get even" with someone for perceived or real wrong doing	
Holds a grudge	
Appears to lack remorse	
Damages school property	
Reacts extremely to accidents against their person or belongings	

Avoids starting learning tasks	
Appears excessively tired	
Complains about the difficulty of even simple tasks	
Refuses to try new things	
Underachieves in lessons	
Gives up easily	
Is overly self-critical 'I'm no good'	
Requests support when quite capable of completing the task independently	

**Pupil's thoughts about school**



<b>The things I like best at school are</b>	
<b>The things I am good at or interest me are</b>	
<b>The people I like best at school are</b>	
<b>Adults</b>	<b>Children</b>
<b>The things about school I don't like are</b>	<b>The things at school I find difficult are</b>
<b>I think school would be better for me if</b>	
<b>At school I would also like</b>	



## Pupil Targets:

Name: \_\_\_\_\_

Edit the suggestions below:

What are my targets?	How am I doing?
I will allow teachers to teach and other pupils to learn in lessons.	
I will show respect to others.	
I will not disturb lessons.	
I will participate in all lessons.	
I will follow adult instructions.	
I will show respect for property.	
I will respond positively to reminders or warnings about my behaviour.	
I will completing all work set.	
I will speaking politely to staff.	

Who/What/When will help me in school:

How will family help me?

Date & Time of next meeting:

## Appendix iii

