

USWORTH COLLIERY
PRIMARY SCHOOL

Positive Behaviour Management Policy

Designated members of staff: Gary Wright & Lesley Dickinson

Chair of Governors: Alison Logan

Rationale

UCPS is committed to supporting every child to achieve their full potential. We are a rights respecting school, whose values are built on mutual trust and respect for all and expect this in the behaviours of our students and staff. The school positive behaviour policy is therefore designed to support the way in which all members of the school can work and behave together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Everything we do in school is focused on meeting the social, emotional and developmental needs of every individual child. We believe an emotionally safe environment is an essential prerequisite for successful learning. We understand that feeling emotionally secure is fundamental for effective teaching and learning. In order to achieve this we implement a mindful approach to teaching, learning and pastoral care. Adults within our school play an instrumental part in creating socially and emotionally supportive learning environments for children in their care whilst appreciating their delicate sensibilities. By adopting a mindful approach we aim to create learning environments that are places where children feel safe to express emotions, have the confidence to take risks and feel challenged and excited to try something new. As a school we have invested in the Thrive Approach. The philosophy of this programme encompasses mindful practices looking at ways in which to facilitate the development of happy, confident children who are ready and open to learning.

Aims and expectations

Children are expected to:

1. Follow the Colliery Code
2. Listen carefully
3. Respect other people's property
4. Keep hands feet and objects to yourself
5. Be polite and honest
6. Be responsible for your own behaviour and learning

Staff are expected to:

- To treat all children fairly, honestly and with respect.
- Tailor our expectations of children's abilities and behaviour taking into account their age and stage of development.
- To raise children's self-esteem and develop their full potential.
- To create a safe environment both physically and emotionally.
- To use rules and sanctions clearly, fairly and consistently.
- To be a good role model.
- To help children grow in a safe and secure environment and help them to become positive, responsible and increasingly independent members of the school community.
- To form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim.
- To know their pupils as unique and exceptional individuals.
- To develop children's emotional literacy and improve the emotional health of children staff and parents.
- Offer a developmentally appropriate framework for social education.
- To track pupil progress, set challenging, achievable targets and support children in achieving them, so that they know their efforts are valued and that progress matters.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children and supporting emotional development needs using the Thrive approach.

Our school will encourage outstanding behaviour for learning by:

- Using the Thrive Approach
- making clear our expectations of good behaviour.
- discouraging unsociable behaviour by promoting mutual respect and honesty.
- encouraging children to take responsibility for their own actions and behaviour.
- behaving by example.
- praising and rewarding good behaviour both privately and publicly.

What is the Thrive Approach?

We asked ourselves the following question:

What does it take to develop healthy, happy, confident children who are ready and open to learning? Recent advances in neuroscience, attachment theory and child development have provided some of the answers to this question.

The Thrive Approach draws on insights from these fields to provide a powerful way of working with children that supports optimal social and emotional development. In addition, the Approach can equip staff to work in a targeted way with children who may have struggled with difficult life events which can affect behaviours, to help them re-engage with life and learning.

Purpose

How this will be developed in school?

The Thrive model gives us a lens through which to look at and interpret children's behaviour. We believe all behaviour is communication in one form or another and it is through our knowledge of the children in our care that we are able to identify what their behaviour is signalling and how best to manage and meet their needs. Thrive Practitioners in school will choose appropriate, targeted interventions designed to meet those needs and do this through a mindful, practical approach.

What does this approach look like in school?

In school you will hear mindful comments being used to allow children to notice success in the here and now e.g. "I can see you are trying" "I caught you doing something great" "this is what success feels like." "I'm here for you".

Teachers modelling language giving words for feelings using the Thrive 'catch and match' approach. For example: "I can see you look happy, proud, excited" as well as addressing more difficult emotions "I can see you look sad, agitated, frustrated etc. "If you talk, I will listen" "I'm here for you right now" "it's ok to be sad, angry."

The school environment:

Will feel calm, positive and relaxed with staff using a calm voice, stance and modelling this in a way which makes children feel safe and secure.

You will see a range of visual support materials which will enhance not only the spoken word but also help children see the structure and routines of class in preparation for the day.

You will see children exploring strategies to solve social, emotional and relationship problems.

A busy school where children are actively engaged in their learning through practical activities which enthuse and interest them.

Children taking responsibility for their environment, themselves and each other.

The day will start on a positive note and positivity will be threaded throughout all lessons and across the school day.

You will see an interactive visual timetable in every classroom which is referred to and used regularly.

Clocks and timers used to support children's understanding of now, next and timescales.

Brain breaks used to release excess energy and ease physical tension which will help children re-focus. These short periods of exercise aim to improve the physical health, mental awareness and educational success of children.

Children demonstrating increased understanding of spatial awareness and the ability to move around the school in a safe manner.

Staff embracing the daily practice of being an emotional check in for children who seek emotional support.

You will see the Colliery Code displayed in all classrooms and around the school and regularly referred to throughout.

Staff focusing on positive behaviour and rewarding children using the schools 'Behaviour for learning super hero's'. You will see these icons displayed around the school and children being rewarded for being a 'Behaviour for learning super hero.'

A focused, reward driven approach; children will receive super hero stickers for noticed, positive behaviours throughout the school day.

Physical spaces in the corner of classrooms will be created to provide a safe space for children who are emotionally overwhelmed.

The traffic Light system displayed around school and used by adults and children

A set of four non-negotiable expectations of everyday behaviours displayed in teaching spaces so that all children are clear on basic expectations of a classroom

The Traffic Light System

At Usworth Colliery Primary School we use the traffic light approach. This approach is always used in a calm, non-confrontational way. This sets out clear expectations and gives children positive, visual reminders about their behaviour and what is expected.

The green traffic light

All children start the day on the Green traffic light where they see their name displayed (KS2) or their photograph (KS1). Children who continue to work hard and stay on task will stay on the green traffic light and be rewarded through the behaviour for learning super heroes. These children will be used as role models for children who find it difficult to conform to class rules.

The amber traffic light

If a child's behaviour is seen to be escalating the teacher will use his/ her judgement and their knowledge of the child to decide whether a warning should be given. In the first instance a verbal warning is given to remind the child of the expectations and why it is important to be on the green traffic light. If the unwanted behaviour continues the child will be moved to the amber traffic light. At this point the teacher will give success reminders and talk to the child about what success feels like. Positive behaviours will be encouraged:

'I can see you are trying to listen/focus, I want to help you get back down to green, I'm here for you, I know you can do it'.

If unwanted low level behaviour persists then, at the teacher's discretion, minutes from play can be taken away as a sanction for the unwanted behaviours. Teachers will focus on reminding the child of what positive behaviours look/feel like and work together with the child to get the child back down to green on the traffic light. It is important to promote positive de-escalation strategies when moving a child between the green and amber traffic light. This is key in maintaining good behaviour and thus maintaining positive relationships with children.

In some instances, children who are emotionally dis-regulated will be given an 'I feel I choose' visual. This is at the teacher's discretion and will be determined by his/ her knowledge of the child and their behavioural/emotional presentation. The child is empowered to make an independent choice about how they are feeling and choose a visual to represent this. They then choose an activity from the board which is aimed to self-soothe /self-regulate their emotions and behaviours. The child is encouraged to go to the safe space provided in class with a timer. It is the teacher's responsibility to 'check in' with the child and ensure they are calm enough to return to learning when the timer is finished.

The Red Traffic Light

The child will be moved to the red traffic light when behaviours displayed cannot be ignored. Like the following:

Risk of harm to self and peers

Risk of harm to staff or visitors

Risk of damage to property

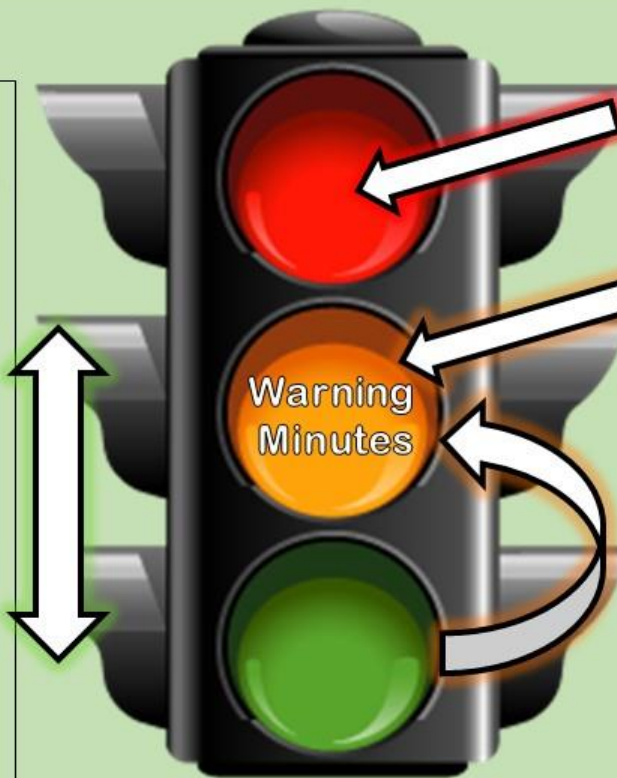
Serious breaches of the behaviour non-negotiable checklist. See Appendix 3

In these instances, staff will ask for help from the Senior Leadership Team or Miss Dickinson, the school's behaviour specialist. Children will be removed from the classroom and taken to a safe space to calm and helped to emotionally and physically self-regulate. Once the SLT are satisfied that the child is calm enough and ready to learn, the child will be taken back to class. At this point it is really important that the child is moved back down to green on the traffic light and given a *fresh start*. The child can expect a mindful approach on re-entry to the classroom. If a sanction is necessary for the behaviour, then the SLT team and/or Miss Dickinson will have informed the child at the point of de-escalation.

Positive Behaviours Everyday

REWARDS

- Dojo Points & Prizes
- Dojo Certificates
- Superhero Stickers
- Head Teacher Visit
- Twitter Stars
- Notes Home
- My Class Rewards



CONSEQUENCE

THIS BEHAVIOUR CANNOT BE IGNORED.

- Movement Break
- Adults help me deescalate
- Timers
- I feel I choose visuals
- Safe Space
- Adult check in
- Am I learning ready?
- Know my feelings and act

THE AIM IS TO KEEP BETWEEN GREEN & YELLOW AT ALL TIMES!

In some cases, where safety of self, peers and staff are breached, it may be necessary to carry out a Team Teach safe hold. All staff that do this are fully trained and certified in order to ensure children are kept safe. See UCPS Positive Handling Policy. Team Teach protocols are strictly adhered to and monitored by the Head teacher and Governors on a regular basis. Any child who is involved in a team teach hold is involved in de-brief where both staff and the child will converse verbally and or with the use of visuals to help the child understand why a safe hold was necessary. Parents are informed, if a team teach hold was necessary either by telephone or in person at the end of the day, if telephone contact cannot be made.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*.

Persistent unwanted, risk taking, behaviours

If a child in school displays persistent unwanted, risk taking behaviours external agencies may need to become involved. An individual risk assessment will be put in place for the child and shared with all staff, Governors and appropriate visitors. During this time children can be withdrawn from privileged activities such as playtimes, visit/visitors or whole class activities where the behaviours are persistent or severe. Persistent disruptive, risk taking behaviour will be closely monitored by Miss Dickinson and the Head Teacher and the appropriate agencies informed where necessary. Parents will be expected to work closely with the school to ensure their child's behaviour improves and where necessary put measures in place at home to ensure consistency with school sanctions/rewards are mirrored where possible.

All racist or homophobic/transphobic name calling/bullying must be reported termly to the full Governing Body.

Internal exclusions and external exclusions

Early discussion of behavioural concerns with parents is considered paramount and encouraged to avoid escalation of poor behaviour.

Serious incidents (fighting, racist/homophobic/transphobic name calling, bullying, etc), or continuous unacceptable behaviour may be dealt with using some of the following sanctions:

- Internal exclusion
- Referral to professional agencies to deal with specific behaviour difficulties (with parental consent)
- Temporary exclusion
- Permanent Exclusion

Exclusions are at the discretion of the Headteacher, following advice from the Local Authority. Exclusions are extremely rare, but members of the Leadership Team reserve the right to use fixed term exclusions following incidents, which include

- Several instances of verbally attacking a member of staff,
- Fighting,
- Physical attack of a child or a member of staff,
- Persistent infringement of the Colliery Code.

All serious and significant incidents are logged on the CPOMS system by the member of staff who dealt with it. An explanation of the incident or behaviour presented is recorded and actions outlined. The Senior Leadership and Safeguarding Team are emailed with an alert each time an incident is logged and use the information to monitor behaviour, make decisions on further action and provide support to ensure issues are resolved.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

A brief summary of all our positive behaviour approaches is provided to all teaching and support staff, as well as visiting new staff, students and supply teachers. Parents also receive a 'Parents Guide to Behaviour at UCPS'.

Celebrating Consistently Good Attitudes

The school acknowledges all the efforts and achievements of children, both in and out of school, and acknowledges the importance of children taking responsibility for their actions. Pupils may be given additional (age-appropriate responsibilities) e.g. library monitor, KS1 yard monitors, etc. We also have House Captain's for each house in Year 6. They are elected at the beginning of the year and are used as role-models for behaviour within the school.

Awarding House Dojo Points

Children are in a House – either Orion, Pegasus, Phoenix & Hercules. Staff give house dojo points to individuals when they follow the 'Code', work hard and meet the criteria for awarding house points. The Headteacher may set a specific challenge throughout the year, based upon school targets, where double house points can be awarded.

The House with the most house points each term is awarded a special treat, which is decided by the children through School Council, e.g. movie afternoon, small gift, etc. Therefore, children from reception to Year 6 receiving the same reward.

There are inter-house competitions throughout the year to gain extra House Points.

House points are collected and counted using the Class Dojo screen which is visible and /accessible at all times on the Smartboard through its own designated window.

All staff can access the whole school group allowing points to be awarded to pupils they do not directly teach. Children are encouraged to add their own points and all pupils will visually witness the reward. Any missing points will then be added on a Friday by a designated Digital Leader from that year group.

On a Friday, house captains collate points from across each year group to create a weekly score for each house. Each total is shared in the Key Stage assembly.

Individual children can accrue house points towards achieving House Dojo Point certificates and prizes. Each time they receive 100 DJHPs they receive a certificate (see appendix 1) to indicate their achievement and can use this certificate as a voucher in the Dojo shop. Once used, the certificate is stamped at the Dojo shop. Teachers award their own classes with the certificates and The ICT Lead monitors and facilitates Dojo points at a whole school level including the production and distribution of certificates to staff.

At the end of each term a Dojo Champion is chosen for each year group and is announced in a special awards assembly during which they will receive a prize in recognition of their achievement.

Dojo points are reset to zero at the end of each term.

Lunchtime supervisors offer stickers at lunchtime for following the Colliery Code and for displaying outstanding manners at lunchtime. These stickers are equivalent to 5 dojo house points, the child shows the class teacher the stickers, making them aware of achievement, and they can then add these points to their Class Dojo group.

Celebrating Achievements

Each week we celebrate achievements through our school assemblies, specifically in our 'Twitter Stars' Assembly', weekly school newsletter, via Twitter and via our school website.

Pupil achievements outside of school are also celebrated in the newsletter and on displays and during assemblies where they are encouraged to bring in awards, trophies and certificates to share with their peers

Class teachers can award pupils with their own class reward system.

Pupils can be awarded 'Headteacher Awards' for a commendable individual act of note or particularly brilliant work. Any child who receives a Headteacher Award is mentioned in the weekly newsletter.

All classes have an opportunity to lead at least one whole school assembly, where they are able to show examples of their work and achievement to parents and relatives, as well as to the rest of the school.

For specific examples of excellent behaviour, pupils may be sent to a senior member of staff, the Deputy Headteacher or Headteacher for praise.

Celebrating Good Attitudes to Learning

Within lessons children are rewarded for demonstrating behaviours that support learning (resilience, independence, teamwork, resourcefulness, reflectiveness and risk taking). We have a series of 'Superhero Characters' who incorporate these behaviours to encourage the children to aim to emulate them, and children receive superhero stickers when they use these learning skills. They also receive house dojo points.

Teachers nominate 1 child per class, on a weekly basis who has demonstrated 'Superhero' behaviours which support learning and celebrate this on their class twitter account. The children's names are also published in the weekly newsletter. During the 'Twitter Stars' assembly, one child per Key Stage is nominated as either the Learning Superhero or the Twitter Superstar and has their name displayed in the hall and on Twitter.

Friday Key Stage assemblies regularly reinforce the 'Superhero behaviour for learning through stories and activities etc

Each week children's attitudes to learning are graded and recorded in their home school diary. (see grading grid Appendix 2) Parents must sign the diary to indicate they have seen the diary and they can comment upon their child's attitude to learning, reading and general progress. This enables regular dialogue between home and school. Any child who achieves two grade 1's for behaviour for learning in a half term is rewarded with a lunch with the Headteacher. Any child who never receives a grade less than 2 across a half term can choose a prize. Children regularly receiving grade 3's are monitored by the 'Behaviour for Learning Lead' and steps taken to support them to improve.

Children whose grades show improvement across a period of time receive a certificate and letter home informing parents of the improvements seen in school

Celebrating Attendance and Punctuality

Attendance and punctuality is rewarded with half-termly non-uniform days for classes in EYFS/KS 1 and KS2 with the highest consistent attendance and individual certificates to pupils with 100% attendance over a term and year. The Parent Liaison Officer monitors punctuality and attendance for all pupils and organises competitions and rewards throughout the year to increase levels of attendance and punctuality across school and for particular groups.

Anti-Bullying Statement

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

For further information, see 'Anti-Bullying Policy- Safe to Learn'

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced throughout school, and that their class behaves in a responsible manner during school time.

It is the responsibility of the class teacher to manage behaviour effectively, to enable all children to access quality teaching and learning in a safe and supportive environment.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the behaviour policy consistently. The teacher treats all children in their class, regardless of race, gender ethnicity and religion, with respect and understanding.

Where behaviour is affecting learning, the class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Inclusion Manager or SENDCO initially, who will refer the child to the educational psychologist, LA behaviour support service or other relevant agency.

The class teacher is encouraged to contact a parent if there are concerns about the behaviour or welfare of a child either in person or by telephone.

All teaching and support staff also have a responsibility to log behaviour incidents on the CPOMS system to add to a chronology for all children in school.

The role of the Headteacher/Deputy/Assistant Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Senior Leadership Team reviews all behaviour incidents logged on CPOMS and regularly discusses and addresses incidents of persistent poor behaviour or deterioration in behaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

The Deputy Headteacher/Assistant Headteachers will support the Headteacher in these roles and will take an active role in monitoring the behaviour of pupils, liaising with parents and professional agencies, and supporting the work of class teachers.

The role of parents

The school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus and home/school agreement, and we expect parents to read these and support them. Each year they send out a 'Parent Guide to Behaviour at UCPS' to remind parents of our strategies.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. All staff are to provide effective links with families.

In the event of a child's behaviour becoming a significant concern in school, both parent/carer and the child themselves are expected to sign a behaviour contract setting out the behaviours that will not be accepted in school and the sanctions that will be enforced if the child acts in a disrespectful and dangerous manner. If the school has to use reasonable sanctions as a consequence for their child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher/Deputy Headteacher/Assistant Headteachers. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the Chair of Governors.

The role of governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring

The Headteacher SLT and the Specialist Behaviour Team monitor the effectiveness of this policy on an annual basis.

The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of all behaviour. Behaviour that has led to a loss of break time or lunch-time privileges is recorded. Serious breaches of the behaviour policy – such as bullying, racism, or other inappropriate behaviour are recorded.

The Senior Management Team (SMT) meet monthly to review children causing concern and to discuss next steps. The Senior Leadership Team and Specialist Behaviour Team also have daily briefings about these children where necessary.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded and reports this to Governors. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body reviews this policy annually. They governors may, request a review if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Other relevant policies: - Child Protection Policy	Inclusion policy - Anti-Bullying Policy	Single Equality and Diversity Policy Positive Handling Policy
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Previously agreed:	September 2016 November 2018 November 2019
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Agreed Date:	March 2021
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Review Date:	March 2022
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Signed.....
Head Teacher

Date.....

Signed.....

Date.....

Appendix 1 The Colliery Code



THE COLLIERY CODE

1.
Listen carefully.



2.
Respect other people's property.




3.
Keep hands, feet and objects to yourself.



4.
Be polite and honest.



5.
Be responsible for your own behaviour & learning.



ATTITUDE TO LEARNING @ UCPS

What does the grade mean?			
1	EXCELLENT	<p>You have an excellent attitude to learning and are a role model for others.</p> <ul style="list-style-type: none"> <i>You are eager to learn and take full responsibility for your own learning.</i> <i>You behave in a way which consistently helps yourself and others to learn.</i> <i>You take exceptional pride in your work consistently.</i> 	<p>If you receive more than one excellent grade in a half-term then you have a special lunch with Mr Wright.</p>
2	GOOD	<p>You have a good attitude to learning because you work hard and are positive about your learning.</p> <ul style="list-style-type: none"> <i>You respond immediately to instructions and do not disrupt lessons.</i> <i>You complete work on time and always to a good standard.</i> <i>You take pride in your work.</i> 	<p>If you receive good grades every week for a half-term, you get a certificate and a dip in the box.</p>
3	INCONSISTENT	<p>You have an inconsistent attitude to learning. You are not always focused or trying your best in all lessons.</p> <ul style="list-style-type: none"> <i>In some lessons, you are being reminded to focus upon learning and you can disrupt learning. In other lessons, you have a good attitude.</i> <i>You do not always take pride in your work.</i> 	<p>Your behaviour will be monitored closely by a senior member of staff.</p>
4	NEED FOR IMPROVEMENT	<p>You need to improve your attitude to learning because you are putting little effort into all of your work and you are capable of more.</p> <ul style="list-style-type: none"> <i>You have frequent reminders to focus upon your learning.</i> <i>You are slow to respond to instructions.</i> <i>You do not always produce your best work.</i> 	<p>More than 2 weeks with this grade, you will be on a behaviour report and see a senior member of staff each day.</p>

5	SERIOUS CONCERNS	<p>Your attitude is causing serious concern because you have a negative attitude to learning which is affecting your school work.</p> <ul style="list-style-type: none"> • <i>You regularly behave in a way which prevents you and others from learning.</i> • <i>You often do not complete work to a good standard and are not bothered about making any improvements.</i> 	<p>We will need to meet with your parents to discuss a plan to support your behaviour.</p>
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Appendix 3 Non Negotiable Posters

Behaviour Non-Negotiables

- **Do not leave the classroom without permission.**
- **Do not answer back when an adult speaks to you or asks you to do something.**
- **Do not talk when the teacher is talking to the whole class.**
- **Do not leave your seat and move around the classroom unless you have been given permission to do so.**

Behaviour Non-Negotiables

Non-Negotiables	Initials	
Do not leave the classroom without permission.		
Do not answer back when an adult speaks to you or asks you to do something.		
Do not talk when the teacher is talking to the whole class.		
Do not leave your seat and move around the classroom unless you		

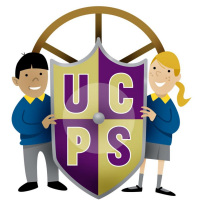
have been given
permission to do so.

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Appendix 4: Dojo Certificate for Accruing 100 House Points



Appendix 5 Behaviour Report Example



Behaviour Report

Name Class Date.....

Staff Comment	Initials
Registration/Challenge work	
Lesson 1	
Lesson 2	
Break	
Lesson 3	
Lunch	
Lesson 4	

Assembly	
Reading time	

Headteacher/Deputy Headteacher comment:
 Parent/carer signature

Appendix 6- Behaviour Support Plan example



Behaviour Support Plan

Child:Year:
Possible Behaviours: <ul style="list-style-type: none"> • Physical Aggression especially during unstructured times • Verbal Aggression • Running • Ignoring adults requests • Defiance towards adults (dinner staff) • Last to complete actions i.e. complete work/task/outdoor activity • Argumentative when an injustice is perceived
Trigger or situations that may provoke difficult behaviour: <ul style="list-style-type: none"> • Transition between lessons • Unstructured times – break/lunch • Perception that other children not being punished fairly. • Perception that other children are out to get him. • Becoming annoyed quickly • Someone saying something to him that he does not like. • Sense of injustice • Not having control of a situation that he wants to be in control of.
Subject area concerns: <ul style="list-style-type: none"> • Red – transitions, breaks and lunchtimes • Amber – Independent work. • Green - Talking about what he is interested in, praise for work/opportunity to show work to another teacher
Strategies <ul style="list-style-type: none"> • Always give him some sort of recognition when he comes into the classroom (even just a smile/

hello) to acknowledge his presence.

- Do not raise your voice with (NAME) when an incident is about to/has occurred.
- Allow him time to calm down before dealing with an incident.
- Hand on shoulder to indicate to him that you are listening to him and to help ground him especially if he is about to lose his temper.
- Consider the seating of (NAME) and the children he has issues with both in classroom settings and in the hall, etc.
- Praise positive behaviour as it is likely to result in further compliance.
- Showing his achievements to other adults. (class teacher if in sets if in class AF GW)
- Keep a calm voice even when he is becoming louder and more frustrated.
- (NAME) to be in a small active-nurture group at lunchtimes and break times with Mr Foster twice a week.
- Staged approach to escalating behaviour (removed from stressful situations)
- Planned ignoring – if he is removed let him calm down without interruption him until he has calmed down.

- **Help Script (calm voice and stance)**

I can see something has happened...

I'm here to help

You talk and I will listen

- (NAME) can find it very hard to maintain eye contact when he is angry or upset. Being at his level side on calm hand on his shoulder. Give (NAME) time to process what has just happened. When he starts to escalate his emotions-slow him down and wait to talk to him until he is calm. If when talking about the incident he becomes agitated again remind him to be calm and wait until he is more settled to continue
- Putting your hand on his chest and telling him you are monitoring how hard his heart is beating works as a deflection and calming technique as does asking (NAME) to monitor his own heart beat and tell you when it is beating normally again

Signed:

Name and Role:

School:

Parent/Carer:

Pupil:

Date:

No of plan: 1 (date updated)