East Bierley CE (VC) Primary School

Behaviour Policy

(Including Anti-Bullying Statement)

THE CHURCH OF ENGLAND
Diocese of Leeds

At East Bierley Primary School,
WE ARE KIND

Our vision:
To be a vibrant and inclusive Christian School where everybody is known, valued and inspired to reach their full potential. We nurture curiosity, creativity and a love of learning, equipping our pupils with knowledge, skills and character to flourish in an ever-changing world.

Friendship, Courage, Kindness, Respect, Forgiveness, Faith

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels safe and secure.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. **We expect every member of the school community to behave in a considerate way towards others.**

We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We expect the whole school community to behave appropriately.
We, as a school, always look for the positive, however, there are occasions where we have to employ strategies to promote and model good behaviour to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation and Key Stage.
We recognise the importance of creating a positive, encouraging, calm, industrious, friendly, courteous and caring learning environment that promotes high standards of behaviour.
All staff take responsibility for ensuring that acceptable behaviour is evident in and around school. Every endeavour should be made to highlight, promote and celebrate polite, caring and non-aggressive attitudes among the children.
Presenting the children with a good role model in these areas is the responsibility of us all.

The role of adults in school.

- It is the responsibility of all adults to ensure that the school rules and Classroom Agreement are upheld in their classes, and that their classes behave in a responsible manner during the school day.
- Adults in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

- Adults give praise to children who are following their class agreement to ensure that there is a positive atmosphere in the classroom and an expectation that the correct behaviours for learning are seen.
- Adults use a restorative approach to investigate any incidents that occur.
- Adults treat each child fairly, and enforce the behaviour policy consistently. Adults treat all children in their classes with respect and understanding. A nurturing approach is used.
- If a child gets to consequence for any reason it is the class teacher's responsibility to contact parents and/or to inform them via e-mail.
- If it is becoming evident that the class behaviour system is not working for a child then a separate tracker or behaviour plan is set up with the child and parents.
- If additional support is required for a child, advice can first be sought from SLT, then advice from external agencies can be sought.

The role of the Senior Leadership Team

- It is the responsibility of the Senior Leadership Team 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 Senior Leadership Team to ensure the health, safety and welfare of all children in the school.
- The Senior Leadership Team supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Senior Leadership Team will monitor the behaviour logs to look for patterns.
- The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious incidents or persistent disruptive behaviour.
- For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents and carers

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We explain the school Behaviour Policy as part of parent information events, and we expect parents and carers to attend and support them.
- We expect parents and carers to support their child's learning, and to cooperate 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 and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable consequences, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher or Deputy.

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 Senior Leadership Team in adhering to these guidelines.

Anti-Bullying Statement

We believe that East Bierley Primary School provides a secure environment in which a child can flourish as a learner, grow in self-confidence and learn tolerance and mutual respect. Through this, children will learn to take responsibility for themselves and others. We aim to ensure that all children feel safe from bullying and are confident to seek support from adults should they feel unsafe. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively - **We are a *TELLING* school**. This means that *anyone* who knows that bullying is happening is expected to tell the staff.
This is considered a serious incident and would follow the consequences identified in Guideline 5 Serious incidents

We aim to:

- To raise awareness among children, parents/carers and whole school staff about bullying behaviour.
- To implement appropriate strategies for preventing and dealing with bullying promptly and consistently.
- To ensure children have knowledge of and access to, a support structure for both victims and those who are perpetrators of bullying to share worries and seek help.
- To support a school culture where differences and diversity are accepted and celebrated.
- To ensure children's behaviour towards children and adults is respectful and free from any bullying and harassment.

What is Bullying?

- Bullying is premeditated and usually forms a pattern of behaviour rather than an isolated incident. It does not just happen once; it goes on over time and happens again and again – it is repeated. Key words – every day, again and again, all the time, etc
- It is deliberate – hurting someone on purpose – it is not accidentally hurting someone. Bullying is the use of aggression with the intention of hurting another person resulting in pain and distress to the victim.
- It is unfair – the person doing the bullying is stronger or more powerful (or there are more of them) and, even if they are enjoying it, the person they are bullying is not. It involves dominance or exclusion of one child by another, or group of others.

Bullying may include:

- Physical (pushing, hitting, kicking, pinching, any form of violence, threats)
- Verbal (name-calling, sarcasm, spreading rumours, persistent teasing)
- Emotional (tormenting, threatening, ridicule, humiliation, exclusion from groups or activities)
- Cyber (via internet chat sites or mobile phones)
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, abusive comments which may have homophobic/sexist messages)
- Unkindness verbal/physical/emotional/cyber due to disability differences or other physical attributes.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.
Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Statement

- All governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school.
- Doesn't want to go on the school/public bus.
- Begs to be driven to school.
- Changes their usual routine

Date reviewed:
Approved by Governors:

- Is unwilling to go to school (school phobic)
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing"
- Asks for money and starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises.
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating
- Is frightened to say what is wrong.
- Gives improbable excuses if any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1. Report bullying incidents to staff.
2. In cases of bullying, the incidents will be reported by staff to the Senior Leadership Team.
3. In cases of bullying, parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour. A nurturing approach will be used to try and help children understand the impact their behaviour is having on others.

If parents raise concerns about bullying, the Head Teacher will be informed by the member of school staff it was reported to. All adults will be informed to be vigilant and a diary will be kept to observe the children involved. Pastoral support will be given to help all involved.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases suspensions will be considered.
3. If possible, the pupils will be reconciled.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention.

We will use KIDSCAPE methods of helping children to prevent bullying. As and when appropriate, these may include:

- Writing a set of school rules
- Signing a behaviour contract.
- Writing stories or poems or drawing pictures about bullying.
- Reading stories about bullying or having them read to a class in worships.

- Making up role-plays (or using KIDSCAPE role-plays)
- Having discussions about bullying and why it matters.
- PSHE lessons that look at bullying and tolerance and respect.

HELP ORGANISATIONS:
Advisory Centre for Education (ACE) https://www.ace-ed.org.uk/
KIDSCAPE website www.kidscape.org.uk

Guidelines attached to the Behaviour Policy

Guidelines 1	Behaviour Policy in Practise
Guideline 2	Tracker
Guidelines 3	Behaviour Support Plan- Children who persistently fail to adhere to school expectations
Guidelines 4	Playtime and lunchtime behaviour
Guidelines 5	Serious incidents
Guidelines 6	Physical Intervention policy
Appendix 1	Behaviour Diary
Appendix 2	Individual Behaviour Plan

Guidelines 1: Behaviour Policy in Practise- Ready, Respectful and Safe

Our behaviour policy works on the positive reinforcement of the expected behaviours. All adults around school have high expectations of children and verbal praise is used to reinforce good behaviours for learning. Children are taught that they need to be 'Ready, Respectful and Safe' and this message is consistently given by all adults in school.

Class Agreement

Each class creates their own class agreement to show how they will be 'ready, respectful and safe' in more detail. Class agreements are established through negotiation with children and adults in each class during transition sessions and again during the first school week in September. Each classroom agreement will be signed by the children and classroom staff. (at the start of the new academic year) this will be then shared with parents and carers.

Rewards

Recognition Boards

To celebrate those children making the right choices. Adults in each class spot children who are showing exemplary behaviours. This aims to positively reinforce the behaviours we expect to see at East Bierley Primary. When a child is spotted being ready, respectful or safe their name is ticked on the recognition board. If the child receives three ticks, they move to star on the class behaviour chart an e-mail is sent to parents/carers at the end of the school day by the class teacher and a positive behaviour point is logged on Arbor. If the child receives six ticks, they move to superstar on the class behaviour chart an e-mail is sent to parents/carers at the end of the school day by the class teacher and two positive behaviour points are logged on Arbor. If the child receives three ticks, they move to Shooting star on the class behaviour chart an e-mail is sent to parents/carers at the end of the school day by the class teacher and three positive behaviour points are logged on Arbor. The recognition board is cleaned at the end of each day, ready to start again on the following day.

Behaviour Certificates

To further reinforce positive behaviour, behaviour certificates are award throughout the yearduring celebration worship.

Bronze Award= 50 positive behaviour points
Silver Award= 100 positive behaviour points
Gold Award= 150 positive behaviour points
Platinum Award= 200 positive behaviour points

Whole Class Gem Jars

To positively reinforce expected behaviours, adults can award children gems to put in a class gem jar. Once the jar is full the class are awarded a whole class treat. This is an agreed treat. An e-mail is sent out to the whole class to inform parents/carers that the class have received a collective reward. It is the class teacher's responsibility to send this e-mail.

Yellow Certificates

Yellow Certificates are given out to children to reward exceptional behaviour, these are linked to our school Values and Responsibilities- 'ready, respectful and safe' and celebrated in whole school Celebration Worship and an e-mail is sent home by the class teacher.

Head Teacher's Award

These are given to children who have gone above and beyond expectations and demonstrated our school motto (KIND). These certificates are awarded in the week celebration worship. At the end of each half term all the children who have been awarded the Head Teacher's Award are invited to an Afternoon Tea Party with the Headteacher.

Visiting the Senior Leadership Team

If a child has shown exemplary behaviour or completed excellent work, they can be sent to SLT to receive a reward and an e-mail from SLT will be sent home.

No additional rewards are to be given unless they are set out in a child's individual behaviour plan. This aims to keep a consistent fair approach across school.

Using the Class Behaviour System

In every classroom there is visible behaviour chart. We expect children to show good behaviours for learning and be kind and respectful to each other. The consistent message from all adults is that children and adults must be 'ready, respectful and safe'.

All children have their name printed in large, black font on white paper so that it is easy to see. Their name is placed on the start point on the class behaviour chart at the start of each day and it is the expectation that this is where a child will stay if they are displaying the expected behaviours. The start point has the words 'ready, respectful and safe' written on, to aid as a reminder.

If a child needs a reminder about their behaviour they are asked to think about their behaviour and this reminder is shown by moving to them to the think section on the class behaviour chart.

As a Church school, forgiveness is key, so if the child thinks about their behaviour and changes it in a positive way, the child's name must be moved quickly back to the start point of the behaviour chart.

If a child's behaviour doesn't improve they then move to the warning section of the behaviour chart. Again they are reminded that they can move back if they show the expected behaviours (child works their way back up the system one step at a time).

If the child's behaviour doesn't improve and there is another instance of poor behaviour, then the child moves to consequence and parents are informed via e-mail. Once the consequence has been given the child moves back to the start of the behaviour chart.

Exceptions- If a child is violent or verbally abusive then they move straight to consequence. Parents are informed via e-mail and telephone; these incidents are logged on Cpoms by the adult reporting the incident. The Senior Leadership Team are also informed immediately.

At the start of each day every child must return to the start point on the behaviour chart.

Consequences

As forgiveness is a school value, each child has the opportunity to move back towards the start by changing their behaviour in a positive way (children usually move no more than one step at a time.) In order to promote good behaviour and provide motivation to change behaviour, every day children will begin on the start point of their class chart. Within each class there will be a visual reminder of where individual children are in relation to receiving a consequence. Children are reminded about making good choices.

Consequences need to be as instant as possible and not rolled over to the next day, unless an incident happens right at the end of the school day.

Consequences can include:

- Missing some or all of the class playtime.
- Thinking/Reflection time within class – child to sit on their own and work independently.
- Thinking/Reflection time out of class-The child is sent with work to another class.
- Sending to SLT with work.

All consequences are reported to parents via e-mail.

Once a child has had their consequence and they show the expected behaviours in the classroom they move back to the start of the behaviour chart.

Guideline 2: Trackers- Children who fail to adhere to school expectations

When class teacher and SLT notice a child has an increased amount of negative behaviour marks a Tracker maybe implemented for a short amount of time. While on a tracker children still follow the normal classroom rules and behaviour session. In addition, children's behaviour is then marked on a session-by-session basis (1= excellent, 2= some reminders needed 3= poor behaviour choices). Children share the tracker with SLT daily and achievements and patterns are discussed. Weekly targets are discussed and set between SLT and children based on the number of 1's they will achieve.

Personal tracker

Name:

W/B:

Targets for playtime/lunchtime and in Class:

1:

2:

3:



The tracker will be filled in after every session by your Teacher.

1- Great – no problems
2- Ok but some issues
3- Need to refocus on targets

This also includes after break and lunchtime. You and your teacher will need to make any comments at the end of the day.

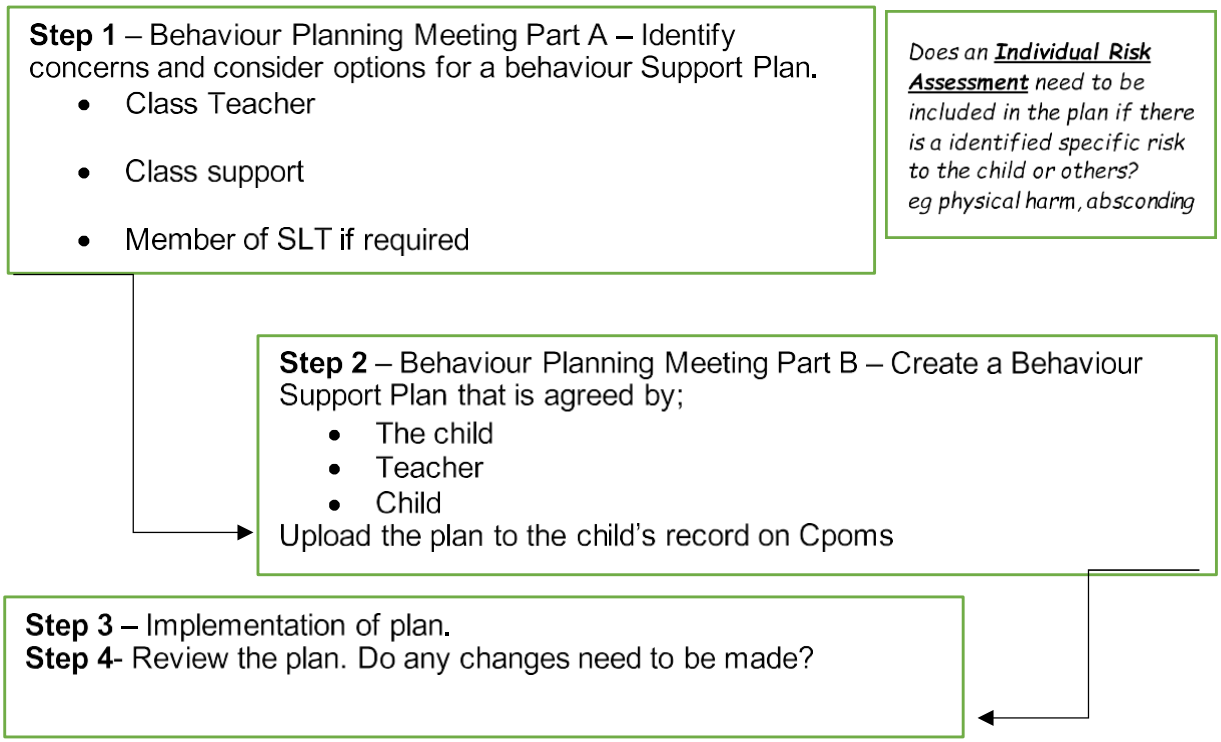
At the end of the day, you must update Mrs Meek with your personal tracker.

Session	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Task					
Daily Calculation					
Maths					
Break					
SPaG					
English					
Lunch					
DEAR					
PM Session 1					
PM Session 2					
	Comments	Comments	Comments	Comments	Comments

Guidelines 3: Behaviour Support Plan- Children who continue to persistently fail to adhere to school expectations

For the small minority of children who persistently make poor choices and need additional support, the class teacher will initiate a behaviour support plan.

An individual behaviour plan aims to change behaviours so must be adhered to consistently. Any changes made to the plan must be recorded and discussed with a member of the SLT. If a child has a behaviour support plan this must be shared with all adults who have contact with the child.



Guidelines 3: Playtime/Lunchtime behavior

Playground Rules

- At playtime and lunchtime children are expected to be 'respectful and safe'.
- Pastoral Leaders model good behaviour.
- Children stop and stand still when they hear the whistle.
- Children are expected to line up in an orderly, quiet manner.

Actions on the playground - Most minor incidents of disruptive behaviour during playtime are to be dealt with by the adults on duty using a **restorative approach** to resolve conflicts. Adults need to intervene early and pre-empt issues where possible.
Any child who makes poor choices during playtime:

- May be given a warning.
- May have thinking time with the teacher on duty. This will have a specific time limit after which the child is able to continue with their playtime.
- The child may be asked to move down their name on the chart in class (this may be in addition to having thinking time with an adult outside).

For more serious incidents a child may be removed from the playground. They will be taken a member of the SLT who will use a restorative approach to deal with the incident. An appropriate consequence will be

given. This will be reported to the class teacher and it is their duty to send an e-mail out to parents at the end of the school day.

Within any system there needs to be flexibility for staff to use their professional judgement. Staff should always aim to work proactively and pre-empt issues based on our knowledge of the children. It is everyone's responsibility to deal with any behaviour issue that arises.

Guidelines 5: Serious incidents

Serious incidents **MUST** be reported to the headteacher / deputy.
These include:

- Fighting/ aggressive behaviour towards children or staff
- vandalism,
- stealing
- instances of suspected bullying,
- racist incidents
- discrimination of any form
- swearing
- leaving the classroom, playground or school without permission.

The adult reporting this must log this on Cpoms and report to SLT.

Consequences for serious incidents

Incidents which are considered more serious may require additional consequences. They are dependent upon the child, the situation and the persistent nature of poor behaviour. The consequences may include (this is not a set list but will be used at the discretion of the teacher to meet the needs of the child and situation):

- Review meeting with Headteacher.
- Meeting between class teacher and parents
- Reflection time in class
- Reflection time to another class or from class (see above)
- Meeting with parents, class teacher and head teacher
- Fixed term suspension
- Permanent exclusion
  The head teacher may suspend a child for one or more fixed periods for up to 45 days in any one school year and may also exclude a child permanently. Exclusions operate on a tiered system depending on the incident and the child. There may be occasions when the head teacher will use their professional judgement to not follow the tiered process where behaviour warrants a higher level of exclusion.

  A decision to exclude a child will be taken:
  - In response to a constant or serious breach of the school Behaviour Policy
  - If allowing the pupil to remain would seriously harm the education or welfare of others.

Incidents of racism, bullying or discrimination will be investigated and dealt with in accordance with this policy and logged on Cpoms.

Guidelines 6: Physical Intervention Policy

Introduction

Positive handling describes the full range of Team Teach strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff and children.

Positive handling is underpinned by documentation which, in addition to allowing access to education for all, supports the child and aims to provide security and safety, allowing for recovery, repair and reflection for all concerned.

All strategies to deal with challenging behaviour are based on providing the maximum amount of care, control and therapeutic support.

"I care enough about you to help you stay in control."

Training

Staff are trained in positive handling by Team-Teach (www.team-teach.co.uk). The purpose of Team-Teach training is to support adults' understanding and management of challenging behaviour teaching physical techniques within a holistic de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned.

It is about how adults show restraint rather than apply it!

Schools can use reasonable force to:

- **Remove disruptive pupils from the classroom** where they have refused to follow an instruction to do so
- **Prevent a pupil leaving the classroom** where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from **assaulting another pupil or a member of staff**, or to stop a fight in the setting
- Prevent a pupil behaving in a way that **disrupts a school event or a school trip or visit**
- Restrain a pupil at risk of **harming themselves or others** through physical outbursts.

(Dfe; Use of Force Guidance)

Additional Support

At this school the following support structures are in place:

- Copies of Individual Behaviour Plans are kept on file on Cpoms and shared with relevant staff.
- Where required briefings are held to update staff on current issues and share information. Behaviour is a standing item on staff meeting agendas.
- Appropriate recording allows us to monitor behaviours and interventions and reflect upon these
- Regular refresher meetings in the Team Teach strategies and techniques for all staff, and continuous review by SLT (Senior Leadership Team) to inform these.

Positive Handling Plans (these may be incorporated in an individual behavior support plan)

All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any

- Behaviour triggers
- Effective strategies
- Preferred physical interventions
- Strategies to avoid

Positive handling plans result from multi-professional collaboration in association with parents and the child if appropriate. They are continually reviewed and altered depending on the child's changing needs.

A review must take place at the child's annual review. The SLT will regularly review the list of children requiring a positive handling plan.

Responding to Unforeseen Emergencies

The school recognises that there are unforeseen or emergency situations which may cause the need for a physical intervention. The key principals are that any physical intervention should follow a **dynamic risk assessment** and be:

- **in the best interest of the child;**
- **reasonable and proportionate;**
- **intended to reduce risk;**
- **the least intrusive and restrictive of those options available which are likely to be effective**.

The Post Incident Support Structure for Children and Staff
People take time to recover from a serious incident. Immediate action should be taken to ensure medical help is sought if necessary. All injuries should be reported and recorded using the school's system (injury in itself is not evidence of malpractice). Time needs to be found for both staff and students for recovery and for the possible depression that will follow a distressing incident as well as the time needed to repair relationships. ***The outcome of a serious incident can be learning, growth and strengthened relationships***.

Complaints
The school has a formal Complaints Procedure, which outlines how the staff, parents and young people can express their concerns appropriately, and includes complaints regarding inappropriate physical interventions. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.

Recording
Whenever a physical intervention is used the incident **must** be recorded within the Serious Incident Book. All staff involved in an incident should contribute to the record which will be completed within 24 hours. Data entered is stored for a minimum of ten years to safeguard all and in case it forms part of an investigation.

Monitoring and Evaluation
The SLT will ensure that each incident is reviewed and instigate further action as required. They will also carry out a half termly analysis of physical intervention incidents and issues which will be reported to governors. School incident data is open to external monitoring and evaluation.

Appendix 1

Diary

Brief record of both positive and negative behaviour observed during the day This may be used to jot down notes during the day when issues are class based. This must be used if an allegation of bullying has occurred. Or if teachers want to monitor patterns of behaviour in more detail. All violent and abusive behaviour must be logged on Cpoms.

Name:	
Date:	Incident

Appendix 2

BEHAVIOUR PLAN PUPIL NAME:	YEAR GROUP:
Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the pupil:
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 this behaviour? Why might this behaviour happen? • To get attention • To avoid something • To get something tangible • To meet a sensory need	**Any special educational needs (SEN) that may affect behaviour** If the child has a My Support Plan or Assess Plan Do Review Plan see that for strategies. If the pupil has SEN that affects behaviour and they are on a My Profile decide if the child needs a more detailed plan. How does the pupil's SEN affect their behaviour? How could the school's behaviour policy be adapted to meet their needs?
Reactive strategies How do we diffuse the situation? • What to do and what not to do • Phrases to use • Calming techniques At what stage should another member of staff be informed? Who should this be?	**Support after an incident** How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Skills and Talents **Likes and Dislikes**	**Achievements**

BEHAVIOUR PLAN PUPIL NAME:	YEAR GROUP:
Agreement: Parent/carer name Date	Staff name Date
Behaviour plan evaluation and next steps: How effective is the plan? Record suggestions to be considered when this plan is reviewed.	

Use a diary sheet if needed to monitor behaviour including triggers.

Attach any copies of reward charts etc...