



# Windlesham Village Infant School

## Behaviour Management Policy September 2023

### *A policy to promote positive relationships and behaviour*

**Last Reviewed:** November 2023 and ratified by the LAB 12/12/2023

#### **Introduction**

The primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn together. It aims to promote relationships which are happy, safe and secure. It aims to help children become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes this will develop an ethos of kindness and co-operation. We consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and sanctions within a positive community atmosphere.

Our behaviour policy is based on the principles of safeguarding and promoting the welfare of children, and our general duty to eliminate discrimination under Section 149 of The Equality Act 2010. We believe that all within the school community have the right to be safe, trusted and respected. By safety, we mean *physical safety* – which includes Health and Safety Practices, and *emotional safety* - which includes E-Safety, Anti-Bullying, Child Protection as well as the identification of more vulnerable groups within the school. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. Observations/ notes will be kept when a child's additional needs affect their behaviour, so that we can track how effective interventions and differentiation are.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health, the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing, mainly through PSHE and Trickbox
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

## Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, disrupts learning and/or damage the reputation of the school within the wider community. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism

- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member
- **SEMH**; Social, Emotional & Mental Health

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils.

### **Roles and responsibilities**

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher/Senior Mental Health Lead is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy’s effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils’ conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management
- Tracking behaviour reported on Scholar Pack (under conduct) and CPOMS (under alleged bullying or bullying)

The SENCO is responsible for:

- Collaborating with the headteacher/mental health lead, colleagues and governing board, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school’s Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil’s strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the SENCO and Headteacher up-to-date with any changes in behaviour.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Recording serious unacceptable behaviour on the child's page in Scholar Pack, under Conduct tab
- Recording incidents of bullying, alleged bullying and peer-on-peer abuse using CPOMS
- Supporting the work of volunteers

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/carers are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

## **Promoting good behaviour**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses on forming these relationships to allow school staff to understand their pupils and create a strong foundation from which behavioural change can take place.

- All members of the school community are to be treated with the utmost respect. The best learning environment is created by cooperation and teamwork.
- Value each and every member of the school community as unique and take every opportunity to recognise their achievements.
- Unacceptable behaviour can be changed if it is challenged in a positive way.
- We have high expectations of good behaviour in school.
- Adults in the school understand the importance of being a good role model to children.
- Good classroom management and engaging teaching contribute to promoting engagement from pupils.
- Adults need to be consistent, persistent and insistent with regards to good behaviour.
- We develop children's self-esteem through praise and encouragement, along with PSHE, Trick Box and Circle Time. This is supported by our values teaching.
- We seek to listen to pupil voice specifically through the School Council

## **Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. This includes the teacher positioning themselves effectively within the classroom and using strategic seating arrangements to prevent poor behaviour and enable it to be noticed early.

The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Use a seating plan for carpet spaces and table spaces
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school rules.

## **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.

- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

### **Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- Supervised by trained members of staff
- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils’ health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil’s class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary. Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Our school rules:

- We always try our best when learning.
- We show good manners.
- We share, and look after our things in school.
- We are kind and caring to everyone, and help them when they are sad or hurt.
- We play nicely with our friends in the playground and allow everyone to join in our games.
- We respect other people's feelings.
- We listen carefully, sit sensibly and don't call out.

**Rewards for good behaviour** may include the following:-

- praise and smiles; defining the behaviour that is being rewarded
- Stickers
- Use of privileges e.g. leader in the line, a special helper
- 'Celebration Assembly' certificates awarded.
- Earning a marble in the jar for a whole-class reward
- Comments in books.
- Displays of work.
- Sharing good behaviour with other members of staff and with parents/carers
- Emails home

**Approaches to prevent poor behaviour;** ensure the children:

- know the school, class rules and playground code of conduct
- understand the reasons for the rules
- know what is expected of them and why
- know the rewards and sanctions
- Incidents of poor behaviour at playtime and lunchtime to be logged on Scholar Pack by the member of staff who dealt with the incidents. Members of the Senior Leadership team monitor this; they talk to pupils and set targets to improve behaviour.
- Ensure staff support each other by discussing specific situations and procedures, so that no member of staff feels inadequate, isolated or uninformed. Coaching and training is available if needed.
- Staff need to foster open, honest and cooperative relationships with families to promote positive behaviour.

**Classroom Sanctions (ranked)**

- Remind pupil of rules and that there will be consequences for poor choices
- Sent to work at a table alone
- Asked to redo unsatisfactory work
- Loss of privileges
- Redirected to work at a different station under closer supervision
- School-based community service-such as tidying the classroom
- Withdrawal of playtime

- Temporary isolation from class; set to work in another classroom as a 'cooling off' period
- Sent to Headteacher (recorded in Conduct section of Scholar Pack; a pattern of poor behaviour from one pupil may prompt the Headteacher to invite the pupil's parents/carers to meet and discuss the issues)
- Inform parents
- In extreme circumstances: suspension or permanent exclusion from school, following exclusion guidance and protocols set up by Local Authority; please refer to Suspension and Exclusion Policy.

### **Behaviour for Learning**

In order to foster a positive learning environment in the classroom, it is important that pupils develop the skills which enable them to learn within a variety of social contexts, including whole-class, small-group and paired situations in the classroom and elsewhere in the school. In this way, we can help pupils to understand how we want them to behave, as opposed to focusing on *unwanted* behaviours.

#### Positive interaction staff / pupil

- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| • Listening to each other         | • Following instructions & requests |
| • Responding to requests          | • Speaking politely                 |
| • Showing concern & understanding | • Asking questions                  |

#### Sensible use of resources

- |  |                                 |
|--|---------------------------------|
| • Sharing equipment                    | • Keeping desk / classroom tidy |
| • Looking after own / other's property |                                 |

#### Appropriate use of language

- |  |  |
|--|--|
| • Speaking politely /Waiting turn to speak           | • Accepting ideas / suggestions of others and acting on them |
| • Listening to others ideas without negative comment |  |

#### Acceptance of new challenges

- |                             |  |
|-----------------------------|--|
| • Setting appropriate goals | • Using peer support                             |
| • Taking risks              | • Making mistakes & moving on                    |
| • Trying new things         | • Self-awareness; knowing how & when to get help |
| • Asking for help           |  |

#### Ability to work independently

- |                               |                           |
|-------------------------------|---------------------------|
| • Correct equipment for tasks | • Ignoring distractions   |
| • Good time keeping           | • Persistence             |
| • Attention focused on task   | • Monitoring own progress |



## **Playtime**

The following incidents should be recorded on Scholar Pack:

- where physical harm has been inflicted
- bullying
- racial or sexual harassment
- physical damage to property / vandalism

## **Playground Sanctions (ranked)**

- Remind pupil of rules and that there will be consequences for poor choices
- Asked to stay with an adult for a cooling off period.
- Administer "Time Out" (2-5minutes) - standing by the "Time Out" wall: 2 minutes initially.
- Removal from friends or group; redirected to a different area/game
- Sent to Headteacher
- Playtime/lunchtime detention: sitting outside Headteacher's office, though time given to eat lunch and use the toilet.
- Inform parents/carers
- In extreme circumstances: temporary suspension or permanent exclusion from school.

## **Partnership with parents/carers**

We give high priority to clear communication within the school and to a positive partnership with parents/carers, since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. Early warning of concerns should be communicated to the Headteacher and SENCo by the class teacher, so that strategies can be discussed and agreed before more formal steps are required. Where behaviour is causing concern, parents/carers will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents/carers.

## **Involvement of outside agencies**

Persistent or extreme misbehaviour may be a sign that the pupil has special needs that need to be met; these can include a Special Educational Need or Disability (SEND) or an emotional need. We would follow our SEND Policy and may offer the pupil Emotional Literacy support. Persistent or extreme misbehaviour could indicate that a child is being bullied; we would need to follow our Anti-bullying Policy. It might indicate abuse at home and we would follow our Child Protection and Safeguarding Policy. We seek the advice from outside agencies when needed and these include the Education Psychologist and Specialist Teacher-Behaviour Management Support.

## **Volunteer Helpers**

Voluntary helpers are made aware of the procedures to follow if they have any concerns relating to behaviour during our parent helper training in the Autumn Term. Volunteer helpers should know that the Headteacher is the Designated Safeguarding Lead; Miss Leggett is Deputy Designated Safeguarding Lead.

## **Attendance**

Good attendance is an indicator of a child feeling secure within the school. The school tracks attendance and has a first day response system for those who are absent. If a situation should arise where difficulties cannot be resolved by the school and the parents, outside agencies are involved such as the Inclusion Manager.

## **Bullying**

The school takes a serious view of any instances of bullying in its different forms, including cyber bullying. Children are told that bullying (cyber, verbal or physical) is *not* tolerated in the school. Children are educated through Anti Bullying activities as part of the PSHE programme. Everyone is expected to ensure that it does not happen and has the responsibility to tell - this is not telling tales. (See Anti- Bullying Policy)

## **Reasonable force/Positive Touch; physical intervention/ restraint**

In line with TAMAT's Positive Touch Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for a suspension or exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

## **Powers of search**

Again, on extremely rare occasions it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. These will be retained and returned to parents or pupils as appropriate. This is related to the principle of the safety of all members of the school community and follows County and government guidance.

**Pupils' conduct outside the school gates** includes misbehaviour when the child is

- taking part in any school-organised or school-related activity, or
- travelling to or from School, or
- wearing School Uniform, or
- in some other way identifiable as a pupil at the school

For misbehaviour during a school-organised or school-related activity, sanctions for the classroom or playground would be used, as appropriate. Given the age of our pupils, it is assumed that the children would be supervised outside of school by a responsible adult and it is not anticipated that staff would feel the need to intervene.

## **Children with additional/complex behavioural, social and emotional needs.**

- Children with additional needs will benefit from the clear expectations, structures and systems within this policy. However, at certain times, certain children may well need additional support to manage their behaviour, and robust arrangements to support their personal and social development.
- We are an inclusive school and for pupils with behavioural, social or emotional difficulties, or identified disabilities such as autistic spectrum disorders (ASD), we make 'reasonable adjustments' to help them to be included in school. This approach is in keeping with the requirements of the Disability Discrimination Act.
- Reasonable adjustments would include modifications to the curriculum and its delivery, varied patterns of attendance/time in class, additional levels of adult support, specific interventions to address the challenges that the child is facing. Such variations and adjustments will be supported by the use of an Individual Learning Plan and in most cases a multi-agency approach will be required. Depending on the nature and origins of the difficulties that any given child faces, adjustments and additional support may well be required for an "intense" period then gradually reduced over time or it may be necessary for the adjustments/support to be ongoing. A Risk Assessment may be needed.
- The Special Needs Coordinator is responsible for ensuring that all staff understand the individual approaches that are in place at any given time for supporting children with additional or complex behavioural needs.

## **Re-integration**

- Secretary of State expects re-integration of Primary School pupils within one term.
- Schools are not expected to refuse admission of a pupil because of past disciplinary record, except if the pupil has been permanently excluded from 2 or more schools.
- Once a pupil is permanently excluded the Local Authority should support the new school in making re-integration successful.

## **Sexual abuse and discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

### **Monitoring and review**

This policy will be reviewed by the headteacher/mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2024.

### **Monitoring and Evaluation**

The School will review the policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. The Senior Leadership Team and Governors will monitor behaviour management.

### **See also our policies on:**

- |                                     |              |
|-------------------------------------|--------------|
| • SEND                              | • Attendance |
| • Anti-bullying                     | • Equality   |
| • Teaching and Learning             | • E-safety   |
| • Child Protection and Safeguarding | • PSHE       |
| • Positive Touch                    |              |

### **Appendices**

- A. School Council rules and Class rules
- B. Behaviour Contract
- C. Behaviour Incident Form
- D. Behaviour Management Observations Review Form

The School Council have written a set of rules that children should follow to help them solve any playground problems.

Tell the child who has hurt or upset you not to do what they have done



*Please don't do that  
because I don't like it*

Tell the child how it makes you feel



*It makes me feel sad  
and lonely*

Think of a way to solve the problem



*I am sorry, can we still be  
friends?*

If you can't resolve the problem then ask a playground pal to help

If you still can't resolve the problem then go and tell a teacher



Windlesham Village Infant School

# School Rules

😊 We always try our best when learning

Thank you

😊 We show good manners

Please

😊 We share and look after our things in school

😊 We are kind and caring to everyone and help them when they are sad or hurt



😊 We play nicely with our friends in the playground and allow everyone to join in our games



😊 We respect other people's feelings

😊 We listen carefully, sit sensibly and don't call out



Written by the children September 2013

Reviewed with the children each September

## Appendix B - Behaviour Contract

### Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: \_\_\_\_\_ Date: \_\_\_\_\_

#### My goals



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

#### To prevent my challenging behaviour, I can:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



#### When I demonstrate challenging behaviour, you can help me by:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



#### These are the consequences if I don't meet my goals:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**These are the rewards if I meet my goals:**



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My contract will be reviewed on: **date**

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



## Appendix C - Behaviour Incident Form

<b>Name of pupil:</b>		<b>Year group:</b>	
<b>Date:</b>		<b>Time:</b>	
<b>Location of observation:</b>		<b>Name of staff member:</b>	

**Before the incident: what led to the behaviour?**

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**During the incident: what did the pupil do?**

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**After the incident: what were the consequences of this behaviour?**

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**Additional comments**

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**Appendix D**

**Behaviour Management Observations Review Form**

<b>Name of pupil:</b>		<b>Year group:</b>	
<b>Name of key worker:</b>		<b>Date:</b>	

**Do there appear to be any patterns triggering the pupil's behaviour?**

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**Are our existing management systems effective?**

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**What achievable targets could we implement for the pupil to work towards?**

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**What are the pupil's strengths?**

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**What strategies could we implement to help the pupil achieve their targets?**

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**Additional comments**

--