RELATIONSHIPS AND BEHAVIOUR MANAGEMENT POLICY 2024/2026

Hartlebury Church of England (Voluntary Controlled) Primary School

SEVERN ACADEMIES
Educational Trust

Through love, we recognise everyone

as a **unique** child known to God.

We will walk with you on

your **journey** to reach your

full **potential**.

SB 2024/2026 - VERSION 3 – 14.05.2024

Next review date: January 2026

Hartlebury Church of England (Voluntary Controlled) Primary School

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Hartlebury Church of England (Voluntary Controlled) Primary School

BEHAVIOUR MANAGEMENT POLICY

Introduction

This policy has been formulated in consultation with the staff, children, parents and governors. We believe that every member of our community should feel valued, respected and treated as individuals. As a Church of England school our attitudes and responses to behaviour are based on our core Christian values of compassion, respect and forgiveness. We believe that our community should be a place where everyone feels happy, safe and secure. Central to this aim is the expectation that everyone will display high standards of behaviour and treat others as they would wish to be treated themselves.

Our Core Christian Values

● **Compassion**- We care for everyone and everything in our community.

● **Respect** - We value and accept everyone in our community; listening to their opinions and points of view.

● **Forgiveness**- There is nothing that cannot be put right.

Code of Conduct

● We are safe

● We are kind

● We are ready to learn

This Code of Conduct is clearly displayed around our school with an explanation to our children of what this means on a day to day basis. This is continually revisited throughout the school day, in curriculum, worship and break times.

Our Code of Conduct (Further Explored)
Our three simple school rules are further explored and explicitly taught in class, worship and other school experiences. For example, they might be expanded as follows:

- We are Safe - I will look after myself and others, following appropriate instructions from adults.

- We are Kind - I will care for adults and other pupils; and look after equipment and other people's possessions.

- We are Ready to Learn - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.

Aims
- Ensure a consistent and calm approach and use of language for managing behaviour.

- Promote high standards of behaviour through explicit and implicit teaching.

- Encourage self-esteem, self-respect, self-discipline and personal responsibility through the Zones of Regulation and Scarf curriculums.

- Build a sense of belonging and pride in our school community; a sense of feeling valued and respected.

- Provide a safe, happy learning and working environment.

- Encourage all children to seek adult help to resolve any anxieties and difficulties, both in and out of school.

- Promote the use of restorative approaches in place of sanctions.

- Deal with behaviours fairly and consistently, as far as possible, whilst accepting that in some instances adaptations may need to be made depending on the individual and the circumstances.

- Focus on the disappointing behaviours, not the child, referring to the action, not the individual.

- Establish shared responsibility between school and home in promoting positive behaviours.

- Ensuring equality and fair treatment for all.

- Praising, rewarding and celebrating good behaviour.

- Challenging and disciplining misbehaviour.

- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.

- Encouraging positive relationships with parents.

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.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim 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 will aim 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, including leadership practice, policies, values and attitudes, alongside the social and physical environment.

● **Teaching** – the Zones of Regulation and SCARF curriculums are used to develop pupils' knowledge about health and wellbeing.

● **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

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. The school's Wellbeing Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour. Miss Salter leads on our Trauma Informed and Attachment Aware approach.

'Children are praised publicly and reminded in private.' (Dix 2017)

Adult Strategies to Develop Excellent Behaviour
At Hartlebury Primary School, adults apply the following principles in all interactions with pupils:

✓ IDENTIFY the behaviour we expect

✓ Explicitly TEACH behaviour

✓ MODEL the behaviour we are expecting

✓ PRACTISE behaviour

✓ NOTICE excellent behaviour

✓ CREATE conditions for excellent behaviour

Language Around Behaviour
We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. However, we strongly encourage all adults to 'pick up their own tab' and apply our 6 steps 'in the moment' rather than waiting to refer children on to their teacher. Incidents are then logged on CPOMS (our school's internal logging system), at the staff member's discretion.

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

✓ **Children are greeted at the classroom door** and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.

✓ **Staff will be calm, consistent and fair** in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

✓ **Staff will 'pay first attention to the best conduct'** and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

✓ **Staff lead** children to and from the playground at playtimes and the end of the day. At playtimes, there must be an adult on duty before children are left.

✓ **Children will use walking feet** in school and adults will refer to this as 'walking feet'.

✓ **Staff intervene whenever incidents occur**, following Restorative Approaches where possible.

✓ **All staff challenge** children who are not keeping school rules in a non-confrontational way.

Positive Affirmation – Rewards

Acknowledging and praising good behaviour is far more effective than focusing on inappropriate behaviour. We recognise that people, generally as they grow older, should require less reinforcement for doing the right thing as their motivation should not be for rewards. However, we all need some affirmation that we are on the right track! Rewards can be:
- verbal praise
- non-verbal praise
- Celebration Worship, certificates, house points, 'Code of Conduct' and 'Ambassador' rewards
- a visit to another teacher for praise or rewards
- a visit to the Head of School and/or Executive Headteacher with work or a written message
- encourage peers to praise and encourage each other
- class reward with agreed treats
- individual teacher rewards (stickers, stampers etc)
- Positive notes, verbal messages to parents
- Gold and Kindness awards for special recognition

Recognition Boards

Within each class achievements and good behaviour will be recognised and publicly displayed. This might be in the form of a display board or a morning / afternoon slide.

'Using positive recognition, or being bothered, means that you know how to make each child feel appreciated.' Paul Dix (2017)

Stepped Sanctions

The steps an adult should take to deal with poor behaviour in the classroom. This includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly.

Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.'

Adults should not be drawn into and/or respond to any secondary behaviour; which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Stepped Sanctions

Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!

1. REMINDER (reinforce 3 rules, privately if possible):

- I noticed you chose to … (state the noticed behaviour).
- This is a REMINDER that we need to Be … (state relevant rule: Ready, Respectful, Safe).
- You now have the chance to make a better choice.
- Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

Example - *'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'*

2. FINAL WARNING:

- I noticed you chose to … (state the noticed behaviour).
- This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (Insert child's name) … if you choose to break our school rules again, you leave me no choice but to ask you to move to … / go to the quiet area / thinking mat, etc.
- Do you remember when … (model of previous good behaviour)? That is the behaviour I expect from you.
- Think carefully. I know that you can make good choices.
- Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

Example - *'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today.Thank you for listening.'*

SPACE TO COOL OFF:

3. IN CLASSROOM > 4. IN ANOTHER CLASS > 5. SOMEWHERE ELSE

● I noticed you chose to...(state noticed behaviour).
● You need to...(describe appropriate place in classroom e.g. reading corner, quiet desk etc)
● I will come back to speak to you in ... minutes.
● Child sent to designated area of classroom
● 5-10 minutes sitting alone in order to reflect, calm down etc without causing further disturbance. Child to complete an appropriate task e.g. continue with work, watching the sand timer. If behaviour improves, return to class. If not or child refuses, move to step 4

Example - *'I noticed you choosing to use rude words. You are breaking the school rule of showing respect. You have chosen to go and sit in the quiet area. I will come back and speak to you in 2 minutes. Thank you for listening.'*

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4. TIME OUT IN ANOTHER CLASS

1. I noticed you chose to ... (state the noticed behaviour).
2. You need to go to ... (state the classroom or other space you need them to go to).
3. I will come and speak to you at the end of timer.

DO NOT describe the child's behaviour to other adults in front of the child

Example - *'I have noticed you chose to continue to use rude words. You are breaking the school rule of showing respect. You have now chosen to go and sit in Ms Hampton's classroom. I will come and speak to you at the end of the timer. Thank you for listening.'*

- Child escorted to designated colleague / follow up to check child has arrived.

- Remainder of lesson working alone without causing further disturbance.

- Possible removal of privilege / playtime.

- Teacher must provide work / activity for the child to complete and communicate this to the colleague.

- If behaviour improves, return to class. If not or if the child refuses, move to Step 5.

- Record on CPOMS

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5. TIME OUT SOMEWHERE ELSE

1. I noticed you chose to ... (state the noticed behaviour).
2. I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged).
3. I will come and speak to you at the end of the timer.

DO NOT describe the child's behaviour to other adults in front of the child

Example - *'I have noticed you have chosen to continue to use rude words. I will now contact Mrs Bartlett and you will need to complete your learning outside her office. I will come and speak to you at the end of the timer. Thank you.'*

- Child escorted to / collected by appropriate adult.

- From the remainder of the lesson through to a half day working alone without causing further disturbance.

- Possible removal of a privilege / playtime.

- Teacher must provide work / activity for the child to complete as soon as possible after removal.

- Record on CPOMS.

FOLLOW UP, REPAIR AND RESTORE

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. What happened? (Neutral, dispassionate language.)

2. What were you feeling at the time?

3. What have you felt since?

4. How did this make people feel?

5. Who has been affected? (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)

6. How have they been affected?

6. What should we do to put things right?

7. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child.

*Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.

1. Can you tell me what happened?

2. What were you thinking/feeling at the time?

3. How have you been thinking/feeling since it happened?

4. Who do you think has been affected by your actions? How were they affected?

5. What could you do now to help make things right?

6. How can we prevent this from happening again in the future?

7. What can I do to help you?

twinkl.com

Punishment doesn't teach better behaviour, restorative conversations do (Dix, 2017).

Regular Occurrences:

- Discussion with Executive Head/Head of School (SENDCo) or Assistant Head (Senior Leadership Team): consider Behaviour Intervention and/or additional support e.g. Hartlebury Behaviour Tracker or Individual Positive Behaviour Plan.

- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.

- Parents contacted by teachers to inform them that behaviour is a cause for concern.

For regular occurrences of removal from class to Senior Leadership Team (SLT):
- Discussion with SLT as soon as appropriate.
- Parents informed of withdrawal by teacher or SLT depending on the nature of the incident.
- Meeting with parents to investigate possible causes / alternative strategies.
- Referral to multi agencies i.e. Behaviour Support / Mental Health Practitioner, etc.

Extreme Behaviours
If necessary children may bypass the Stepped Sanctions and be referred directly to the Senior Leadership Team (SLT), e.g. physical aggression, inappropriate or offensive language, severely dysregulated behaviour.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

● The pupil is sent to the Executive Headteacher or Head of School immediately or, in their absence, the Assistant Head.

● The SLT investigates the incident and decides whether it constitutes unacceptable behaviour.

● If the SLT deems the incident to be unacceptable behaviour, they will record the incident on CPOMS, and record it on the pupil's Behaviour Management Contract (Annex A) if they have one. The behaviour will also be recorded on CPOMS.

● Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – SLT will determine the period the pupil will be removed from the classroom, as well as any breaktime detention time.

● The SLT will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

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:
● In an appropriate area of the school

● Stocked with appropriate resources

● Suitable to learn and refocus

● Supervised by trained members of staff

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 for the school to decide. The school will ensure that the pupil is not removed from the classroom any longer than necessary. The staff member in charge for supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The SLT will request that the pupil's class teachers set them appropriate work to complete. Consideration and a clear reintegration process will be given to what support is needed to help the pupil return to class safely and meet the expected standards of behaviour.

Breaktimes and Lunchtimes

Playtimes and lunchtimes are an important part of the school day. They provide an opportunity for pupils to develop their social, physical and emotional health and well-being. All staff take part in playground supervision and our expectations of good behaviour remain the same as during more structured times within the school day. Staff continue to use our Zone Board and behaviour procedures during this time to praise and reward consistent good behaviour and to address incidents of misbehaviour.

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, during school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the Executive Headteacher or Head of School decides to withdraw this power from any teacher.

Parental consent will not be required for detentions and therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet.

Serious Incidents

In instances of verbal or physical aggression or intimidation towards children or adults or continual refusal to follow adult instructions, despite the use of the above consequences, children may be suspended from school on a fixed term basis. If the behaviours continue and are not modified by school support a Pastoral Support Plan may be recommended to avoid further exclusions.

A permanent exclusion will always be a last resort but will be considered if behaviours do not significantly improve. This will be discussed with parents and appropriate bodies wherever possible. Individual assaults on staff or children may result in immediate permanent exclusion.

Where a child's behaviour and failure to follow instructions is giving us safeguarding concerns this will be considered to be a serious incident and will lead to appropriate bodies being informed and further action being taken. In these circumstances a child may not be safe to attend educational visits off site.

Teachers do not admonish a child using physical violence. As staff have a duty of care, we will intervene physically if a child is in danger of hurting themselves or others. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. 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.

Departmental advice for schools is available 'Use of reasonable force in school's guidance' https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Parents will always be informed if their child has received physical intervention in any way. All incidences of physical intervention will be recorded.

Bullying (see separate Anti-Harassment and Bullying policy)

Section 89 of the Education and Inspections act 2016 dictates that all schools must have measures in place to encourage good behaviour and prevent all forms of bullying.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically, emotionally or virtually. Bullying can take many forms i.e. cyber bullying via text messages or gaming and is often motivated by prejudices against particular groups. A record of bullying behaviour will be recorded on our CPOMS system.

Racism and Discrimination

Derogatory racist and discriminatory comments and actions, about colour, culture, sexuality and gender identity are totally unacceptable. They are dealt with in school by education, but if they continue parents will be informed and the incidents will be recorded in the peer-on-peer abuse log and reported to the local authority. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Safeguarding Policy. Appropriate steps will be taken to stop the harassment and prevent any recurrence. 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. A record of racist or discriminatory behaviour will be recorded on our CPOMS system.

Behaviour management outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing the school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

● Could negatively affect the reputation of the school.

● Could pose a threat to another pupil, a member of staff at the school, or a member of the public.

● Could have repercussions for the orderly running of the school.

● Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-Harassment and Bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Prohibited items, searching pupils and confiscation
The Executive Headteacher, Head of School and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The Executive Headteacher or Head of School should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping Children Safe in Education). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

The prohibited items are:

• Knives and weapons

• Dangerous toys or items

• Alcohol

• Illegal drugs

• Stolen items

• Tobacco and cigarette papers

• Fireworks

• Pornographic images

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

- To commit an offence; or

- To cause personal injury to any person, including the pupil themselves; or

- To damage the property of any person, including the pupil themselves.

The school also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

• E-cigarettes and vapes

• Lighters

• Aerosols

• Legal highs/psychoactive substances

• Energy drinks

• Dangerous or inappropriate toys or items

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the DFE's Searching, Screening and Confiscation guidance when conducting searches and confiscating items. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.

https://www.gov.uk/government/publications/searching-screening-and-confiscation

Data collection and behaviour evaluation

The school will collect data from the following sources:

● Behaviour incident data on CPOMS, including on removal from the classroom.

● Attendance, permanent exclusion and suspension data.

● Use of pupil support units and managed moves.

● Incidents of searching, screening and confiscation.

● 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 SLT.

Attempts will be made to identify possible factors contributing to the behaviour and 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.

The Role of the Parents and Carers

● To work collaboratively with the school to support the Relationship and Behaviour Management Policy.

● To share any concerns that they may have about behavioural issues with school.

● To allow school to investigate and address any behavioural issues.

● To support the school with its reasonable use of consequences.

● To discuss any further concerns with the Executive Head Teacher or in her absence, the Head of School.

● To treat all staff, parents and children with respect in person and in all forms of communication.

● To resolve disagreements in a respectful manner.

Incidents of verbal and/or physical abuse or threats against staff, children or other parents will not be tolerated and may lead to sanctions from the Governing Body and/or the Severn Academies Education Trust. In extreme cases parents may be excluded from school premises for a fixed term. Whilst it is accepted that different parents view language differently, cases of language that are unacceptable in front of young children will be dealt with by the SLT; the adults spoken to and in extreme cases the matter referred to the governing body or SAET for sanctions.

Our aim is for all parents, children and staff to feel safe and free from anxiety when visiting our school. This can only be achieved through a common understanding of what is acceptable and with respect for the feelings and values of others. Parents will have the right of appeal to the Governing Body or SAET if they feel unfairly treated.

Monitoring and Evaluation
● The SLT, governors and staff will evaluate the appropriateness of this policy on a constant basis and amend if necessary.

● The views of the parents and pupils about behaviour will be sought annually in questionnaires and pupil voice activities.

● Behaviour is evaluated regularly in the Self Evaluation Form according to Ofsted criteria and judgments by staff and governors.

Name: **Year Group:**   **Date:**

Present:

Positive Behaviour Support Plan

Assessing the situation:

Who is this child/young person? What are their interests, positive qualities, strengths? How do they best communicate?
What are the behaviours causing concern that we want to reduce? Be specific - when, how often, what data do you have?
Why? What do we think the C/YP is trying to communicate with these behaviours? What would they say if they were able to communicate this verbally? What might be the function of this behaviour, is it about things or activities, attention, sensory needs, needing to escape something?
What is working well?
What should we avoid doing?

Plan - how we are going to help further:

To ensure that overall, despite these difficulties, the child/young person finds school a rewarding experience, we will:
To help the child/young person get their needs met in a constructive way, we will teach replacement behaviours – what and how?
To make the replacement behaviour more likely and to reduce the problem behaviour, we will make the following environmental changes: Consider wider factors such as - times of the day, predictability, choice/control, peers, adults, rules and rewards, class layout and resources, noise/crowding/light.
Other considerations (e.g. medical needs)?

Do – Action Points:

Interventions/strategies to be put into place:
We will know we are being successful if:

Review date:

Incident Support Plan

*This can be added to the plan for managing specifically challenging situations if needed.

What are the situations/behaviours that require an active containing response?	
What are the signs that indicate the C/YP is becoming anxious/challenging?	
What are the best things to do to try to avoid escalation and what should we avoid doing?	
If a situation escalates, we will try to contain and stabilise by:	
After an incident we will:	

Completed by: **Date:**

Review:

Progress seen:

What has worked/not worked?

What have we learnt?

What will we do differently or additionally?

Implement and/or re-plan

Appendix 2 – Behaviour Tracker
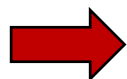
Hartlebury Church of England (VC) Primary School

Behaviour Tracker

6-8 Week Tracker

Name:	
Year Group:	
Class Teacher:	
Start Date:	
End Date:	

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BRIEF INSTRUCTIONS 1
Towards Better Behaviour: Primary Behaviour Tracker
Please refer to the Primary Behaviour Tracker manual for detailed instructions

Get the pupil to put their name on the Tracker Booklet or make your own TBB Tracker book and ask the pupil to decorate it. Glue six tracker sheets into the book.

The Specialist Behaviour Support Teacher or Educational Psychologist and class teacher should identify 2/3 targets, ideally with the pupil.

Use one TBB Tracker sheet each week.

Each day is broken down into five sessions, for example:

A   Assembly / start of the school day
B   Lesson   1
C   Lesson   2
D   Lesson   3
E   Lesson   4

Playground targets can be addressed separately as needed. Record scores for morning break and afternoon break (if the school day only includes one break time cross out the relevant pay time).

The teacher puts a score into the box at the end of each session (time taken = 36 seconds):

5   =   Target achieved all of the time   (relative to the behaviour of other pupils)
4   =   Target achieved most of the time   (relative to the behaviour of other pupils)
3   =   Target achieved some of the time   (relative to the behaviour of other pupils)
2   =   Target achieved occasionally   (relative to the behaviour of other pupils)
1   =   Target not achieved   (relative to the behaviour of other pupils)

Context: all behaviour should be judged relative to the behaviour of others in the class.

The pupil then colours the box supported by a learning conversation with the class teacher that accentuates the positive aspects of progress and the required improvements for the following week.

5 / 4 = Green   **3 / 2 = Amber**   **1 = Red**

The TBB Tracker should be shared with parents at the end of the day or week. It is suggested that a formal appointment is agreed once per week to discuss progress. Copies of the TBB Tracker can be sent home (according to the agreement within the Behaviour Intervention Plan).

Complete the TBB Tracker for six to eight weeks and hand it back to the specialist Behaviour SupportTeacher or Educational Psychologist.

Review meeting: ensure that the parent and pupil are properly prepared to attend the review meeting. The review meeting should include the specialist Behaviour Support Teacher or Educational Psychologist.

Calculate the % for each target at the end of the week by adding all the scores for that target and dividing the score by the highest possible score (and multiplying by 100). For example, if a pupil is absent for a day, the highest possible score will be reduced at the end of the week to take the day's absence into account.

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BRIEF INSTRUCTIONS 2
Towards Better Behaviour: Primary Behaviour Tracker
Please refer to the Primary Behaviour Tracker manual for detailed instructions

At the end of each week calculate the percentage score for each target.

Target	Monday					Tuesday					Wednesday					Thursday					Friday					
	5	5	5	4	5	5	5	5	4	5	5	5	5	4	5	5	4	5	5	5	5	5	4	5	5	96%

Score = 120   120/125 x 100 = **96%**

Target	Monday					Tuesday					Wednesday					Thursday					Friday					
	5	5	3	5	5	5	3	3	3	5	5	3	5	3	5	5	3	3	3	5	5	3	3	5	5	82%

Score = 103   103/125 x 100 = **82%**

Once you have calculated the scores for each target (classroom and playground) you can plot them with the pupil, by hand, on the back cover. This will allow you to engage the pupil in a learning conversation that aims to increase levels of motivation by:

❖ accentuating the positives

❖ emphasising progress

❖ focusing on achievement and success

Figure 1. Example of completing the chart for two targets.
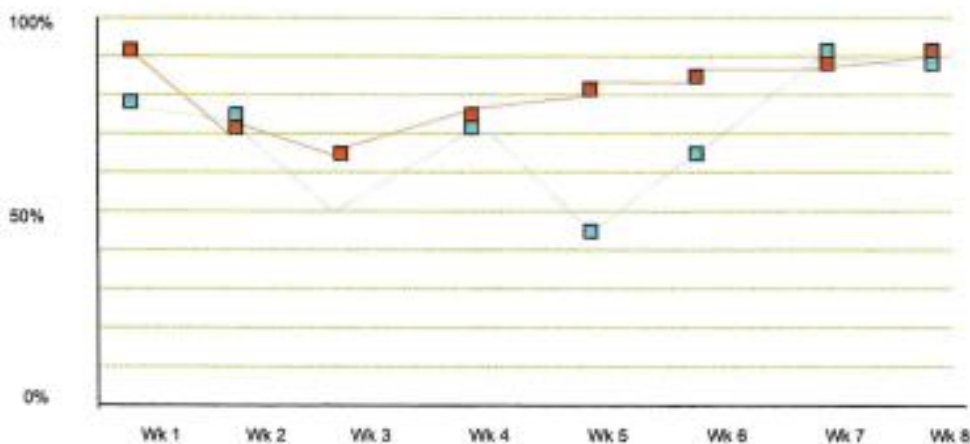
The percentage scores should be added to the electronic chart.

TBB Primary Behaviour Tracker   Week 1   Date:

Behaviour in class Target/s	MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1)																									
2)																									
3)																									
4)																									

Behaviour in playground Target/s	BREAKS MONDAY			BREAKS TUESDAY			BREAKS WEDNESDAY			BREAKS THURSDAY			BREAKS FRIDAY		
	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM
1)															
2)															
3)															

TBB Primary Behaviour Tracker   Week 2   Date:

Behaviour in class Target/s	MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1)																									
2)																									
3)																									
4)																									

Behaviour in playground Target/s	BREAKS MONDAY			BREAKS TUESDAY			BREAKS WEDNESDAY			BREAKS THURSDAY			BREAKS FRIDAY		
	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM
1)															
2)															
3)															

TBB Primary Behaviour Tracker Week 3 Date:

Behaviour in class Target/s	MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1)																									
2)																									
3)																									
4)																									

Behaviour in playground Target/s	BREAKS MONDAY			BREAKS TUESDAY			BREAKS WEDNESDAY			BREAKS THURSDAY			BREAKS FRIDAY		
	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM
1)															
2)															
3)															

TBB Primary Behaviour Tracker Week 4 Date:

Behaviour in class Target/s	MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1)																									
2)																									
3)																									
4)																									

Behaviour in playground Target/s	BREAKS MONDAY			BREAKS TUESDAY			BREAKS WEDNESDAY			BREAKS THURSDAY			BREAKS FRIDAY		
	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM
1)															
2)															
3)															

TBB Primary Behaviour Tracker   Week 5   Date:

Behaviour in class Target/s	MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1)																									
2)																									
3)																									
4)																									

Behaviour in playground Target/s	BREAKS MONDAY			BREAKS TUESDAY			BREAKS WEDNESDAY			BREAKS THURSDAY			BREAKS FRIDAY		
	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM
1)															
2)															
3)															

TBB Primary Behaviour Tracker   Week 6   Date:

Behaviour in class Target/s	MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1)																									
2)																									
3)																									
4)																									

Behaviour in playground Target/s	BREAKS MONDAY			BREAKS TUESDAY			BREAKS WEDNESDAY			BREAKS THURSDAY			BREAKS FRIDAY		
	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM
1)															
2)															
3)															

TBB Primary Behaviour Tracker   Week 7   Date:

Behaviour in class Target/s	MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1)																									
2)																									
3)																									
4)																									

Behaviour in playground Target/s	BREAKS MONDAY			BREAKS TUESDAY			BREAKS WEDNESDAY			BREAKS THURSDAY			BREAKS FRIDAY		
	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM
1)															
2)															
3)															

TBB Primary Behaviour Tracker   Week 8   Date:

| Behaviour in class Target/s	MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1)																									
2)																									
3)																									
4)																									

Behaviour in playground Target/s	BREAKS MONDAY			BREAKS TUESDAY			BREAKS WEDNESDAY			BREAKS THURSDAY			BREAKS FRIDAY		
	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM
1)															
2)															
3)															

CHARTING PROGRESS
Towards Better Behaviour: Primary Behaviour Tracker
Please refer to the Primary Behaviour Tracker manual for detailed instructions

Please enter the weekly percentages by hand as part of a learning conversation with the pupil. Enter the percentage scores for each target in a different colour. Accentuate the positive outcomes, emphasise progress and focus on achieving success.
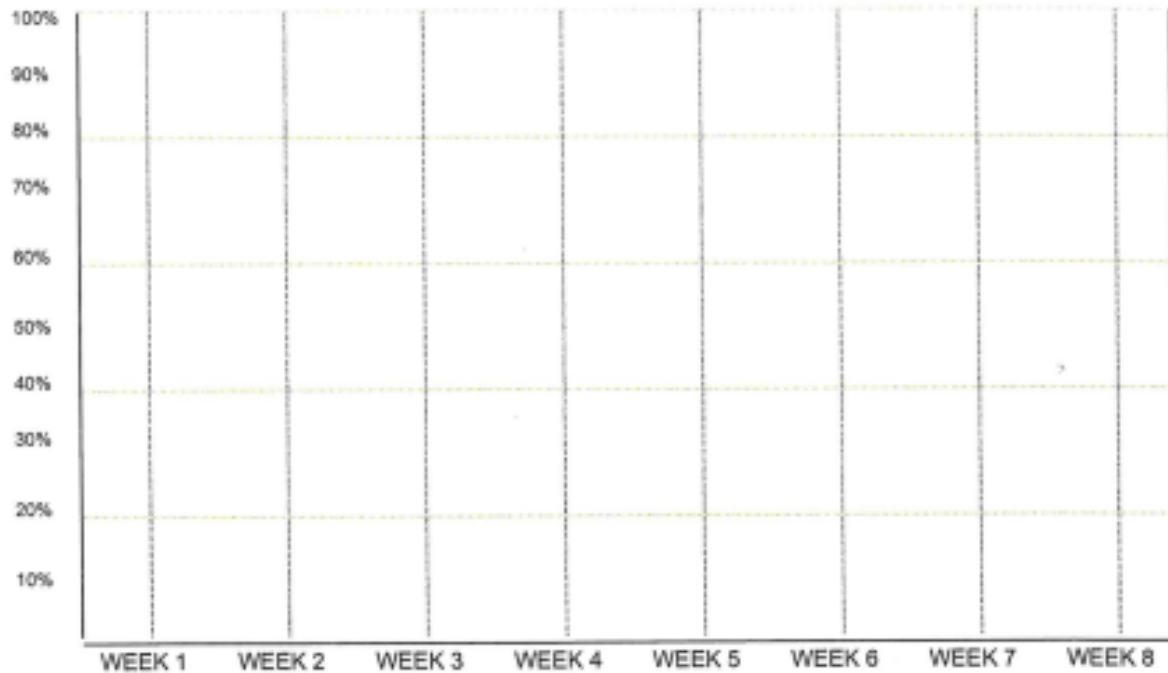
Please make any appropriate notes re. positives, progress, achievement and success

Week	Comments
1	
2	
3	
4	
5	
6	
7	
8	