



**Partners in Building
A Future**

Positive Behaviour Policy



Updated September 2022

Introduction

The United Nations Convention on the Rights of a Pupil states that:

Article 3: Everyone who works with children should do what is in the best interest of each child.

Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

Article 31: You have the right to play and rest.

Article 37: No one is allowed to punish you in a cruel or harmful way.

We believe that every pupil and adult in our school has the fundamental right to learn and develop to their maximum potential, to feel physically and emotionally safe and to be treated with respect and dignity.

We believe that a positive approach to the development of good behaviour is crucial to the overall success and effectiveness of our school. We expect all members of the school community to be involved in promoting positive behaviour.

St Saviour's School has 3 Golden Rules (Appendix 1):

1: Be polite and respectful

2: Be safe and caring

3: Be honest

These rules apply to all areas of the school building, the outside environment and when pupils are on an off-site visit. The consistency of language in having 3 Golden Rules, enables all pupils to understand what they mean and they are embedded into the life of our school.

All staff must use calm, consistent language, and reference the applicable rule when talking to pupils about their behaviour – whether it is rewarding behaviour or dealing with negative behaviour.

This policy is in 2 parts:

Part 1: Whole School Behaviour Policy - procedures and systems for dealing with behaviour in school

Part 2: Managing high level behavioural needs – Use of external agency support, Consistent Management Plans (CMP), Behaviour Support Plans (BSP), Safer Handling Plans (SHP), Risk Assessments and use of part-time timetables and exclusions

Part 1 – Whole School Behaviour Policy

Aims

- To consistently apply the behaviour policy supported and followed by the whole school- parents, teachers and pupils based on a sense of community and shared values
- By applying positive policies to create a caring atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills (This will promote responsible behaviour, encourage self- correcting behaviour and encourage pupils to have respect for themselves, for other people and for property)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for pupils of all ages and abilities
- To make clear to pupils the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To understand the Zones of Regulation and be able to identify emotions and energy levels in themselves and others
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour
- To embed and consistently apply the St Saviour School's Learning traits/metacognition

Curriculum

Positive behaviour choices and emotional resilience are explicitly and implicitly taught throughout the curriculum. Exploring and managing feelings is taught through PSHE lessons (including the Zones of Regulation scheme of work) and incidentally in other areas of the curriculum and through problem solving on the playground and in other social situations. We acknowledge that all people will, from time to time, experience feelings of anger and that this is a typical human emotion. Through PSHE and other learning opportunities we aim to help pupils understand the impact of actions taken in anger and ways to manage this strong emotion in everyday life.

We aim for all pupils to demonstrate a range of learner traits including confidence, resilience and communication in order to deal with changes in school and at home, whatever they may be. We expect them to develop: positive relationships, good behaviour and an ability to problem solve both within and outside the classroom – these will be modelled and taught through the school values and metacognition. The school is working towards attaining the RRS Silver Award and all that this entails to support the above.

Parents are asked to talk to their children about behaviour expectations as part of the Home/School Agreement process

Consistent Routines

Across the whole school, there should be some consistent routines that are universal. The way children come into classrooms, move around the school, sit in assembly, behave in the hall at lunchtime and the way their behaviour is recognised and responded to. The whole school, including the children should be responsible for identifying and agreeing the consistent routines.

Within classrooms there will be different routines set down by the class teacher. This is necessary because of the different ages, curriculum and the teacher's personal timetable (PPA etc). These routines should be decided upon, taught and revisited by each class teacher to ensure consistency. Routines may differ depending upon the subject being taught, a PE lesson will necessitate different routines to a maths lesson

Rewards/Incentives

A major aim of the school policy is to encourage pupils to learn and practice good behaviour by operating a system of praise and reward. This is for all pupils. Our Golden Rules are necessary for the smooth running of the school and are displayed around the school building. In addition to the Golden Rules, each class has its class contract which is agreed with the pupils at the beginning of each year and displayed on the wall of each classroom.

We celebrate and encourage positive behaviour throughout the school appropriate to pupil's age and stage which will praise positive actions, efforts, learner traits, behaviours and standard of work. Adult's first attention should be on best conduct and they will explain, to the pupil, what they have recognised/observed as desired behaviours, rather than just saying 'well done'. Staff should routinely advertise the behaviours they do want to see.

The following rewards will be in place across the school:

Instant verbal praise	This is given by all staff and should be explicit in what the good behaviour was, and where possible refer to the Golden Rules. E.g., "James, well done for being so respectful in the way you are walking through school."
Class internal rewards	Classes may have internal reward systems eg dojo points, good news notes, stickers, gems in the jar to celebrate positive behaviour. The class teacher has autonomy over this as different pupils and classes have different needs. The values, rules and consequences must remain consistent across the whole school and the systems in place must not undermine the core values underpinned in this policy
Weekly awards in assembly: Reading superstars Spelling Bee Maths superstar Thinking superstar	For reading at least 4 times per week pupils are entered into a raffle where they can win a book to keep Pupils making excellent progress with their spelling/maths/thinking win the weekly award during the Community assembly
Sharing with other members of staff and the Senior Leadership team	Teachers will ask pupils to go and see a member of the senior leadership team or another teacher to show them excellent learning and receive praise/certificate
Oscar winner	Each week during the Community assembly, one pupil is identified as being the Oscar winner. This pupil must show exemplary behaviour and 'go above and beyond' in all that they do. They win the Oscar and their picture is displayed on our hall of fame display
Recognition Board	Focus on a behaviour that you would like to encourage in your classroom. Write this on the top of the board and then write the pupil's name when you see the behaviour being shown. The recognition board does not seek to shower praise on an individual but drive a collaborative focus, 'we are one team, focused on one learning behaviour and moving in one direction'

Expected behaviours are taught, modelled and encouraged through a variety of methods. Assemblies are used to promote and reinforce positive behaviours. Good behaviour is promoted throughout the whole school.

School staff verbalise and celebrate the positive behaviours which they see so that the pupil understands why what they did was the right choice. In addition, this can help other pupils to see good role models.

Establishing good routines and high expectations within the class is vitally important. Behaviour expectations need to be explicitly taught and modelled. Class assemblies and the PSHE curriculum are important vehicles for promoting the Core Values and St Saviours Golden Rules. We teach the pupils how to develop positive relationships, manage conflict, and treat each other with kindness and respect throughout our curriculum, both in and out of the classroom environment.

The Zones of Regulation (Appendix 6) are used across the school to help teach pupils to regulate their feelings, emotions, and sensory needs. Using a shared language and approach, this systematic approach to teaching pupils about their feelings help to develop independence in regulating their responses to different feelings and emotions. Staff training has been undertaken and the language of the Zones and associated strategies should be displayed in classrooms and language consistently used with all pupils to help to teach pupils how to regulate themselves.

Opportunities to be involved in structured play, lunchtime clubs, and access to resources are designed to recognise emotions and promote positive behaviour on the playground. OPAL will be introduced in September 2022 to support play and lunchtimes. Where pupils struggle with this, further intervention is planned for, implemented in liaison with the SENCO and/or Deputy/Headteacher using small groups, or bespoke plans which are indicated on a Behaviour Support Plan.

The movement of pupils around school must follow the 3 Golden Rules. All staff are responsible for ensuring these are carried out and must be proactive in ensuring compliance to these rules. Part of this is in ensuring good routines are established and regularly rehearsed – for example, walking to assembly in a safe and respectful manner, transition times etc. Consistency in language is incredibly important in helping pupils understand the expectation:

- ‘At St Saviour’s School we.....’
- Use of language of the Core Values and Golden Rules
- Using ‘thank you’ rather than ‘please’ at the end of an instruction
- Offer a choice – e.g. ‘In your drawer, or on my desk. Thank you’

Pupils need to be sure that every member of staff will respond in the same way to their behaviour, good or bad, and our actions should always reflect this high level of consistency.

Praise in public, criticise in private: Shaming pupils does not result in better behaviour, it simply drives resentment and damages self esteem.

If we constantly reward minimum standards, then pupils only strive for minimum standards. If pupils are rewarded for going ‘over and above’ then there is no limit to their excellent behaviour

We acknowledge that at times during a child’s time at school they may find the expectations at school challenging. While positive behaviour strategies are employed there are times when behaviours need to be addressed and supported by an adult. For many pupils the first warning stage will rectify the situation. Adults are to:

- Routinely use and reinforce the school rules and routines
- Notice and pay attention to best conduct first, to encourage others to follow

- Respond to unacceptable behaviour with deliberate calm
- Use the agreed scripts to discuss behaviours with pupils

- Correct most unacceptable behaviour in private, although it is acknowledged that this isn't always possible
- Try to ignore secondary behaviours at the time (although should refer to later, once calm)
- Always follow up with the pupil for a debrief
- Have resolution/restorative meetings when appropriate
- Use natural consequences that are linked directly to the action/behaviour
- Involve and engage parents in the process
- Demonstrate 'deliberate botheredness' show deliberate acts of care, genuine interest in pupils, to build supportive relationships
- Use positive practice to help teach expectations – eg if running in the corridor, repeat behaviour correctly by going back and walking. "At St Saviour School we walk through the corridors to keep everyone safe."

Teachers have scripts to support with addressing unwanted behaviour, these help to reinforce the Golden Rules and provide the pupil with an opportunity to acknowledge that they can change their behaviour. Appendix 2

STRATEGIES

Stage	Action
Blip (reminder)	Reminder of the rules or routine (delivered privately where possible).
First warning	A clear verbal warning (delivered privately where possible). Make student aware of behaviour and clearly outline the consequence if they continue.
Second warning	Speak privately and if needed temporarily move the child to remove from distractions - might be to the front, move to back, on a bench etc... Offer positive choice and remind them of previous examples of good behaviour. Move back after period of calm.
Time out/ Reflection time	Speak privately and ask the child to have a time out from the situation where they can reflect, this might be outside the room, side of field etc... It is a few minutes for child to calm down. Use of purple reflection card. Tell them you will need 2/3 minutes with them at the end of the session to debrief.
Debrief	In that 2/3 minutes – remind them why they went to reflection time (breaking the Golden Rules) and praise if they worked well after. Remind them that this is a blip but that they are able to make positive choices and next lesson is a fresh start. Use solve it together chart if needed.

- Playground clipboard is used to record playtime and lunchtime behaviours – these will be collected every Thursday by SLT and recorded on SIMs (Appendix 7).
- Some behaviours will need to be addressed by going straight to 'Reflection Time' due to the seriousness of the behaviour.
- The age, context and location of the incident will determine how and where the 'Reflection Time' is spent. It may be appropriate for the pupil to spend time sitting out of the activity, going to a different part of the room, stepping outside the class for a little break, going to another class or space, or being sent to another member of staff.
- Behaviours that lead to 'Reflection Time' (either through the warning system or straight to time out) must be recorded on SIMS and parents informed.

- If a situation requires another member of staff to support, this will also be recorded on SIMS and parents

- A school behaviour report is reviewed weekly by the Pastoral team and a summary analysis will be presented each week at the Pastoral Team meeting.
- Pupils are encouraged to reflect after an incident and think about the following questions: What rule do we need to work on? Who did it affect? How can we make it right/better? (Appendix 3/4) If the incident has involved other pupils, a Solve it Together card and Restorative Practice approach may be used (Appendix 5)

Extreme and serious behaviours

These behaviours may include:

- Physical contact with intent (e.g., purposely kicking/hitting)
- Verbal abuse with intent to cause harm
- Dangerous behaviour that puts the safety of others and/or self at risk
- Swearing or inappropriate language (racial/homophobic language)

The seriousness of these behaviours may require additional intervention to that outlined in the 4-step process. The consistency of language and restorative approach after the incident are still vitally important to ensure relationships are repaired and pupils are best supported.

The staff at St Saviour's School have MAYBO training which focuses on de-escalation techniques and this will be used first in any serious/extreme situations.

These extreme behaviours will often require the immediate support of another member of staff, or even the SLT, to either cover the class whilst the teacher/support staff deals with the incident, or for the member of SLT to deal with the incident. It is important that the class-based adult is seen by the pupil to deal with or be involved in the process, 'picking up their tab' and maintaining respect and relationship with the pupil.

The appropriate sanction will be dealt with collaboratively – dependent upon the need of the pupil, the consequences outlined on any Behaviour Plan already in place, the severity of the incident and, if applicable, the tariffs set out in the Positive Behaviour, Exclusions and Part Time Timetables Policy (CYPES).

A serious behaviour incident report form (see Appendix 8) should be completed by the lead member of staff (SLT) involved in the situation. This will then be uploaded to SIMS and sent to the relevant members of staff. A copy of this form should also be given to parents.

Educational visits

Although most trips are part of the Jersey Curriculum and all pupils should therefore take part, occasionally a pupil's behaviour puts themselves or others in danger. Every effort is applied to make reasonable adjustments, which may include requesting that the pupil's parent accompany the trip. If however, an assessment shows that these risks cannot be adequately managed, pupils may be excluded from trips and also from extra-curricular clubs. Parents will be informed if this is the case. Thorough risk assessments are carried out prior to trips taking place.

Part 2: Managing High Level Behavioural Needs

At St Saviour's School, we recognise that universal systems are unlikely to meet the needs of all pupils. Pupils demonstrating high level behaviours may well have experienced trauma and/or adverse childhood experiences and will need support around this. Pupils who need a higher level of support with their behaviour will have a bespoke Behaviour Support Plan. This may include a Consistent Management Plan, risk assessments and procedures for staff in supporting behaviour. The school rules still apply to pupil's requiring this additional support, but the

Pupils who are persistently breaking the school rules will have a BSP and targets agreed using the format found in the appendices of this policy. This will involve input from parents, teachers, support staff and other senior members of staff e.g. SENCo or Deputy Head. The plan will be shared with all members of staff working with the pupil.

There are 2 levels of behaviour plan (examples can be found in Appendix 9/10):

1. Behaviour Support Plan – this is often short term, specific to a certain part of the school day that a pupil is struggling with, or about one or two specific behaviour targets the pupil is working on (see Appendix 10). This is time bonded, with an identified target, and means of recording whether the pupil has been successful in achieving the target at different points of the day/week. This should be regularly reviewed, and it would be expected that progress leads to the removal of this plan over time. This plan should be shared with staff and accessible for supply teachers.

2. Consistent Behaviour Management Plan – Using the template provided by SEMHIT (after a referral), a Consistent Management Plan is designed to help support the needs of the individual through identifying baseline, rumbling, and crisis behaviours. This will be unique to each pupil with strategies that motivate the required learning and consequences that work best and meet the needs of the pupil. The plan outlines what works well for the pupil, known triggers, and effective ways of managing challenging behaviours. The plan is devised in partnership between the adults who work most closely with the pupil, the Deputy or Headteacher, and on occasions an advisor from SEMHIT. Parents should also be included in the formation and review of the plan. The plan should be reviewed after a significant incident, and at a minimum, should be reviewed half termly. A pupil at this level of behavioural support is likely to also require a risk assessment and Safer Handling Plan. Staff who feel a pupil should have a Consistent Management Plan should discuss this in the first instance with the Headteacher.

The process for the writing, review and management of the plan can be found in Appendix 9.

If a member of staff is faced with a potentially aggressive (physical or verbal) situation where they feel their own safety or the safety of others is at risk e.g., being in a room where a pupil is clearly emotionally heightened and aggressive, then a dynamic risk assessment of the situation is required and pupils and adults may need to leave/clear the space. The staff member would inform any member of staff as soon as possible of the situation so that help and support can be sought. This could include a phone call to a senior member of staff, calling for help or asking a pupil to get another member of staff.

At this point a member of SLT would be involved.

Following any extreme incidents, the staff team involved will meet with the SLT member who supported and debrief/review the incident and decision making will be shared - this could be done at lunch or straight after school. It may be at this meeting the Behaviour Plan is amended/adjusted in light of current concerns. At this meeting, it will be agreed who is contacting parents, how this is communicated and how it is followed up.

A Serious Behaviour Incident Form (Appendix 8) must be completed post extreme incident and uploaded to SIMS. A copy of this will be shared with parents and the relevant members of staff.

Consequences of extreme and serious behaviours might include:

- internal suspension from the classroom or playground for a fixed period of time
- external suspension from the school/playground for a fixed period of time
- referral to Education Inclusion Team (for persistent behaviours) at the education department
- parent/carer meetings with Head/Deputy Head over a period of time to agree strategies of support and monitor effectiveness and impact.

Restrictive Physical Intervention will only be used as a last resort and only in a controlled situation where all other strategies to resolve any situation has been unsuccessful. It will only be used in the primary interests of the pupil, their safety or to prevent an accident or injury to themselves or others. This will only be used as stated in the CYPES policy 'Positive Behaviour, Exclusions and the Use of Part Time Timetables'. Where pupils may require

safer handling, a 'Safer Handling Plan' and 'risk assessment' will be completed which will be regularly reviewed and must be signed by the parents.

Suspension is for a specified number of days. The Headteacher may suspend a pupil for up to 5 days at any one time, up to a maximum of 15 days in any one school year. For longer suspensions the Head must obtain the agreement in writing from the Chief Education Officer. Please see the CYPES policy 'Positive Behaviour, Exclusions and the Use of Part Time Timetables' for more details and a breakdown of suspension tariffs for given behaviours.

Where the Headteacher has assessed that there is a Child Protection issue or criminal issue relating to an assault, contact with outside agencies (Social Services, Police, CYPES etc.) will be initiated.

Internal exclusion and external exclusion are seen as the very last resort and we will work tirelessly and proactively with pupils and parents to prevent this from occurring.

Pupils, teachers and parents will also receive support (as required) from other agencies such as Social, Emotion, Mental Health inclusion team, Educational Psychology, Well Being, Autism and Social Communication Inclusion Team. Please refer to the 'Positive Behaviour, Exclusions and the Use of Part Time Timetables' Policy.

Working closely with parents to provide a consistent approach to managing a pupil's behaviour will have the biggest impact, and thus communication and support is vital.

Lunchtime Supervision

Refer to 'Supervision Guidelines for Lunchtimes and Playtimes'

SIMS Record

Incidents of behaviours of concern are recorded on SIMS, unless a pupil has a Consistent Management Plan (in which case it is recorded on here before transferring to SIMs). The SLT regularly monitor this system and feedback to staff. Any behaviour concerns of a bullying or discriminatory nature are dealt with immediately, recorded and monitored. If necessary consistent management plans will be set up for pupils needing further behaviour support

Intervention

Please refer to the school Physical Intervention Policy

Safeguarding of Pupils

Please refer to the school's Safeguarding Pupils and Child Protection Policy

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. Through regular reviews of the implementation of the policy recommendations will be made for the future.

Authors	SLT
Updated	September 2022
Date to be Reviewed	September 2024

APPENDIX 1

ST SAVIOUR'S

SCHOOL GOLDEN

**We are polite and
respectful**

**We are safe &
caring**

We are honest



Not stopping when asked:

I noticed you didn't stop when I asked.

It was the rule about being polite and respectful that you broke.

You have chosen to speak to me at the end of the session instead.

Do you remember yesterday/last week when you ... remind of something 'brilliant' that you spotted previously.

That is who I need to see today.

Thank you for listening.

Not following instructions:

I noticed you didn't follow the instructions.

It was the rule about being polite and respectful that you broke.

You have chosen to speak to me at the end of the session instead.

Do you remember yesterday/last week when you ... remind of something 'brilliant' that you spotted previously.

That is who I need to see today.

Thank you for listening.

Calling Out:

I noticed you called out.

It was the rule about being polite and respectful that you broke.

You have chosen to speak to me at the end of the session instead.

Do you remember yesterday/last week when you ... remind of something 'brilliant' that you spotted previously.

That is who I need to see today.

Thank you for listening.

I noticed you are telling tales on other children.

It was the rules about being safe and caring as well as being honest that you broke.

You have chosen to speak to me at the end of the session instead of doing what you have been asked to do yourself.

Do you remember yesterday/last week when you ... remind of something 'brilliant' that you spotted previously.

That is who I need to see today.

Thank you for listening.

Distracting Others:

I noticed you are distracting others.

It was the rule about being polite and respectful that you broke.

You have chosen to speak to me at the end of the session instead.

Do you remember yesterday/last week when you ... remind of something 'brilliant' that you spotted previously.

That is who I need to see today.

Thank you for listening.

School rules

Be Polite and Respectful, Be Honest, Be Safe and Caring

Remember - Positive praise and reward

Sanctions

Blip (reminder)- reminder of the rules

1st Warning – make pupil aware of behaviour, outline consequences if they continue

I noticed that you chose to ... This is a reminder that you need to be honest/respectful/safe. Remember to make a good choice.

2nd Warning – a reminder of the rules

I noticed that you chose to ... This is the second time I have had to remind you about being honest/respectful/safe. If you do it again, you will have to have a time out. Remember yesterday when you ... This is what I want to see.

Time out/Reflection time

I noticed you chose to

You need time to calm down and use the reflection card ... (stay with me for 2 mins, go to another class, be with another lunchtime teacher, sit on the bench). We will have a discussion at the end of the session.

Restore Praise them if they worked well after, blips happen but remind them they are able to make positive choices.

Reflection Card

What rules do I need to work on?

Be Polite and Respectful

Be Safe and Caring

Be Honest

Who did this affect?

Me

Other children

Teachers

What do I need to do to make this better/ right?

Step 1 - 'Solve it together' code

Each person needs to agree to

- Respect each other
- Take turns to speak
- Be honest
- Involve an adult if it is serious
- Want to solve the problem



Step 2 - Hearing both sides of the problem

Each child has the chance to say what he/she thinks happened.



Step 3 - Sharing feelings

Each child has the chance to say how he/she feels about the situation.

Then each child has a chance to say how he/she thinks the other person might be feeling.



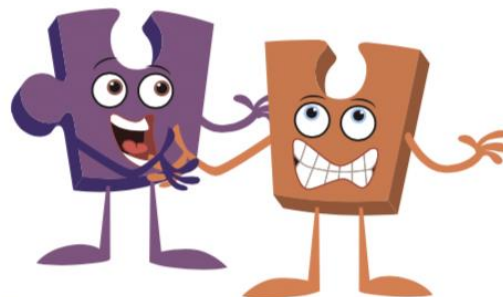
Step 4 - Finding solutions

The children think of what they can do to solve the situation or to make the situation better for them both.



Step 5 - The agreement

The children choose a solution and shake hands.



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wellbeing to our students and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum we aim to teach our pupils to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

The Zones of Regulation is a range of activities to help your child develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when your child plays in a basketball game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.

The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

Supplementary Reproducible E for Elementary Ages



The ZONES of Regulation

<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

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Adapted from *The Zones of Regulation 2-Storybook Set* | Available at www.socialthinking.com

Name and class	Date and time	Staff name	Reflection time completed
Which Golden rule did this behaviour break? Please circle	Be polite and respectful	Be safe and caring	Be honest
Incident			

Incidents where pupils require Reflection Time (RT) must be recorded on this sheet

If a pupil is moved straight to RT and the behaviour is of a serious nature, additional consequence and adult support maybe required.

Where a situation requires additional intervention from a senior member of staff, the duty staff should call for a member of SLT to assist.

Serious behaviour incident report

Date and time	
Name of pupil and class	
Staff name: SLT	
What happened?	
How was the incident resolved?	
Next steps/actions to be taken, including consequence and restorative actions:	

Copy to parents	
Uploaded to Sims	
Consistent management plan updated	
Notifiable incident report required	
Follow up with staff and pupils involved	

Appendix 9: Consistent management plan template and evidence log

Consistent management plan

Pupil name:	Class teacher:	Date of plan and review dates:
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Evidence log to be completed in support of this plan

Strengths:

Concerns/possible functions of behaviour:

Target area/need Date started:	(SEMH Interventions) How will it be met?	Who is responsible?	Review date:	Review of target:

Baseline behaviours:	<u>Positive Reinforcement Strategies (related to Baseline Behaviours)</u>
<u>Triggers</u>	<u>Primary Preventative Strategies (related to Triggers)</u> •
<u>Mild Stress – alert/aroused/agitated</u>	<u>Secondary Preventative Strategies (related to mild stress)</u>
<u>Crisis Stage Behaviours</u>	<u>Tertiary Reactive Strategies (related to Crisis Stage Behaviours)</u>
<u>Recovery Stage Behaviour</u>	<u>Secondary Supportive Strategies (related to Recovery Stage Behaviours)</u>
<u>Post Crisis Depression Stage Behaviours</u>	<u>Support Strategies (related to Post Crisis Depression Stage Behaviours)</u>

Consistent management plan: Evidence log

Pupil name:

Date/time	What happened?	Where did it	Who	Emotional	Impact on
			It?	ZOR colours	1-9
Autumn Term 2022					
Weekly summary and actions:					
Spring term 2023					
Summer 2023					

Behaviour Support Plan: Short term

Pupil Name:

Year Group:

Plan date:

Plan review date:

Parents informed:

Target behaviour	Desired Outcome	Support/interventions/strategies used	Person responsible	Progress

PUPILS

Rights	Pupils will demonstrate this by:
<ul style="list-style-type: none"> To be able to learn most effectively To be treated with consideration and respect To be listened to by the adults in the school To know what is expected To feel safe To be treated fairly To have positive behaviour recognised and rewarded 	<ul style="list-style-type: none"> Treating others with consideration and respect Listening when it is others turn to talk Following instructions from teachers and other staff Attempting to settle any disagreements in a calm manner Asking for help when they need it (Russian Doll strategy) Doing their best and letting others learn Telling an adult in school as soon as possible if they know of a problem (eg someone has been hurt);

STAFF

Rights	Staff will demonstrate this by:
<ul style="list-style-type: none"> To be treated with respect by pupils, parents/carers and colleagues To be able to teach without unnecessary interruption To feel safe To receive necessary support from other adults 	<ul style="list-style-type: none"> Recognise, praise and promote pupil's positive behaviour Refer to Golden Rules Meet and greet at the door Model positive behaviour and build relationships Establish routines in class that actively promote the Golden Rules Plan lessons that engage, challenge and meet the needs of all pupils Be calm and give 'take up time/wait time' when going through the steps Follow up every time, retain ownership and engage in reflective dialogue with learners Never ignore or walk past pupils who are not following our rules Support colleagues that are managing behaviours Communicating regularly with parents/carers; through consultations and school reports or, when appropriate, informing parents/carers of concerns or exceptional performance

PARENTS/CARERS

Rights	Parents will demonstrate this by:
<ul style="list-style-type: none"> To be sure their children are treated fairly and with respect To be sure their pupils are learning well and making good progress To know their children are safe To be able to raise concerns with staff and to be told when there are difficulties 	<ul style="list-style-type: none"> Ensuring that children arrive at school at the appropriate times Work closely with the school to ensure consistency Treating other people's children with respect Sharing concerns with staff at the earliest possible opportunity Supporting the school's systems and policies Treating other parents/carers and staff with respect.