



St John's Church of England Primary School

Behaviour Policy

Date Approved:	Spring 2026
Headteacher:	Miss Anna Pyatt
Chair of Governors:	Ms Joanna Conn
Review Date:	Autumn 2026

Love, Respect, Value

St John's Church of England Primary School is committed to high expectations for all and to embracing equality.

A school community has no higher task than to help children and young people develop a deep and proper sense of their worth.

John Cox

Love and forgiveness will be deep-rooted in our approach to behaviour.

Purpose

The purpose of this policy is to ensure a whole school approach to high expectations for a positive, therapeutic, restorative and effective approach to behaviour. This will then enable learning to be at the centre of the school supported by a Christian ethos of love and forgiveness.

Aims

St John's School places great importance on high standards of behaviour and every member of the school community is expected to value the school ethos and therefore enable all to learn successfully.

The monthly values at St John's are based on core Christian values.

These values help to reinforce our Christian vision of:

Loving your neighbour

Respecting each other

Valuing diversity

Our values and our Vision underpin all elements of school life and enable every child to develop as a moral, social and spiritual human being. Every child, whatever their background, is valued as a unique child of God, and is encouraged to grow in confidence and self-belief through their experience at St John's. St John's provides a stimulating, disciplined, enriching learning environment where every child, whatever their needs, their language or their background has the opportunity to reach for the skies.

'... we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned.' John Holt

Objectives

Everyone within the school has a right to:

- Feel safe
- Learn in a positive environment
- Be treated with respect

The school is committed to promoting high expectations for excellence in learning behaviours and respectful general behaviours. There will be an emphasis on consistency throughout the school, and expectations for behaviour will be shared every year with children, parents, staff and governors.

There are three basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child
- We believe it is our duty to promote and encourage positive behaviour, not just react to that which is unacceptable.
- We teach children how to learn from their behaviour

The school will operate a whole school positive behaviour management system based on the Hertfordshire Steps Approach which is a therapeutic, restorative approach. This recognises that part of the role of a school is to 'teach' behaviour and that we are responsible for growing 'internal discipline' in the children whom we teach. Behaviour expectations will be underpinned by Christian

values e.g. showing love and respect to one another. In addition, modelling forgiveness will be key to actions taken.

Implementation

The Behaviour Code will be shared every year with children and parents.

We positively encourage every member of the school community to be responsible for their own actions, their own property and the school and church environment.

To enhance and embed our core values so as to create a positive, purposeful, learning ethos we ask all members of the school community to adhere to our Golden Eagle Standards for Behaviour:

Love, Respect and Value

1. We will show respect to the people and things around us.
2. We will listen and follow instructions.
3. We will be honest.
4. We will work hard and try our hardest in everything we do.
5. We move around school in a respectful way
6. We will be kind and show love.

Promoting Positive Behaviours

Our school vision and ethos of 'Growing Together in Love and Respect' in conjunction with our monthly values is used to guide and teach our children about pro-social behaviours. These encompass all aspects of a child's life in school and serve to guide our children towards being positive, responsible, giving citizens.

Our approach is underpinned by the therapeutic values and principles outlined by Hertfordshire Steps. External discipline may suppress anti-social behaviour but long term behavioural change comes from developing internal discipline. We believe that children 'learn behaviour' and make positive behaviour choices through:

- Positive relationships with adults and peers
 - Positive role models
- Using words and actions that mirror the responses we are trying to encourage in children
- Positive phrasing and repetition of expectations - Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual (Appendix A)
 - Consistency - Working out the best way to support each individual child and ensure that approaches to that child are consistent
 - Praise, positive reinforcement
 - Comfort, calmness and forgiveness - Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

<p>Examples of positive reinforcement used at St John's</p>
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Catch them being good!
Caught You" cards
Values certificates
Class charts for success
Individual success targets
Class marbles (EYFS and KS1)
House points (KS2)
Headteacher certificate
Newsletter celebrations
Dojo celebrations
Verbal celebrations to parents
The 'Eggcellent' book (visit to the Headteacher)
Lunchtime award given by our Eagle Play Mentors in Celebration Collective Worship

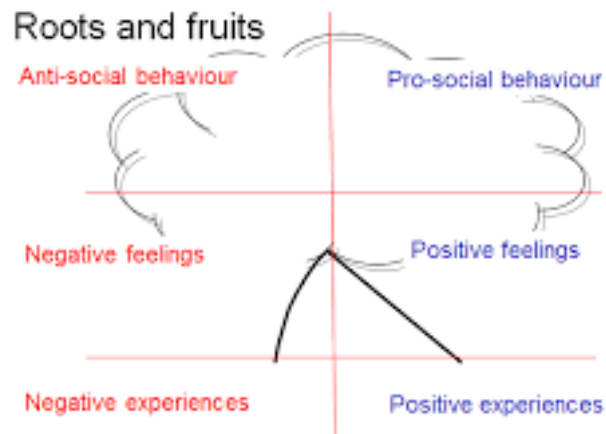
We aim to **Analyse and not Moralise.**

Analyse = Examine (something) methodically and in detail, typically in order to understand, explain and interpret it.

Moralise = To comment on issues of right and wrong, typically with an unfounded air of superiority. The important principle is that we ANALYSE children's behaviour and not MORALISE about it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child.

Staff are encouraged to investigate and acknowledge how behaviour, experiences and feelings are inseparably linked.

Positive experiences create positive feelings. Positive feelings create positive behaviour. Negative experiences create negative feelings. Negative feelings create negative behaviour (Hertfordshire's Behaviour and Attendance Strategy, 2014).



Undesirable behaviours (anti-social behaviours) are limited by disempowering the behaviour that is to be discouraged. Using positive phrasing, limiting choice, disempowering the behaviour and applying educational consequences will help a child to learn the more appropriate pro-social behaviours over time.

Procedures are in place for supporting and debriefing the child after any significant incident, as it is essential to safeguard their emotional well being and help them to reflect and progress.

Zones of Regulation:

Zones of Regulation is a framework that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. Zones of Regulation is used in school to support the children regulate their behaviour. It provides the children with an easy way to think and talk about how they feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once they understand their feelings and zones, we can help them learn to use tools/strategies to manage their different Zones in order to meet goals and achieve tasks, managing big feelings, and healthy relationships with others.

Consequences:

It is essential that there is always an educational consequence. We must be able to show how we have helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

What does the child need to learn?

How are we going to teach it?

Staff are to complete the Restorative sheet alongside the child (Appendix B):

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

We always try to ensure that the child understands the reason/s their behaviour was seen as undesirable and to teach them alternative behaviours. We refer to our Golden Eagle Standards when discussing undesirable behaviour.

We inform and involve parents as necessary and look for the reinforcement of parental support. Parents are always welcome to come and discuss any worries about their child with us. The school will work closely with parents to support children with behaviour difficulties.

Each case is treated individually. Minor breaches of discipline will be dealt with by the class teacher in a supportive and fair manner, with some flexibility regarding the age and stage of the child. If anti-social behaviours are persistent or recurring, a meeting will be arranged with the class teacher and parent to discuss appropriate plans for assisting the child to make appropriate choices. The Middle Leadership Team or Senior Leadership team and Headteacher will be involved if there is a serious breach of behaviour.

Children are made aware that they are responsible for their own behaviour and that if their behaviour prevents someone else enjoying their rights or does not live up to our agreed school values there will be clear consequences that every staff member is expected to follow. This exists for lesson time as well as lunchtimes (Appendix C). These consequences are visible in every classroom and are displayed in an age appropriate way for children to understand.

Being consistent

We believe that it is important for children to know that all members of staff follow the same codes of acceptable and unacceptable behaviour so that children are treated fairly and consistently. This policy is followed throughout the whole of the school day, whether on or off-site.

When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger unwanted or inappropriate behaviour.

Behaviour Steps – to promote independence

The '3 steps' has been adopted as a way for children to help tackle unwanted behaviour from other children including their friends whilst in the playground or around the school.

The 3 steps are:

Step 1: Say to the person doing the unwanted behaviour PLEASE STOP. I DON'T LIKE IT.

Step 2: If the behaviour continues, child says PLEASE STOP OR I WILL TELL THE TEACHER / ADULT.

Step 3: If the behaviour continues then the child TELLS AN ADULT.

Adults will ask if they have followed the 3 steps procedure first and then will deal with incidents and make a decision based on the above guidance.

Children need to learn where the bounds of acceptable behaviour lie, as this is a part of growing up.

Bullying

Bullying is not acceptable in any form. Any Incidents of bullying will be addressed following the school's Anti-bullying Policy.

Recording of incidents

Any serious or more persistent issue is recorded on the CPOMS and the Key Stage Lead/SLT/Headteacher is made aware. If there is a major breach of the behaviour code, the Headteacher or Deputy Head is informed immediately.

Behaviour Modification Strategies Managing Unsocial (Difficult) and Antisocial Behaviour (Dangerous):

This Behaviour Policy is the plan for the majority of children. Despite focusing on rewarding prosocial behaviours, we recognise that at times, children will sometimes make unacceptable choices. Consequences will be used in a balanced way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school expectations and class rules. Some children may require Anxiety Mapping (Appendix D) to ascertain where their anti-social behaviours are triggered and to then plan for reduction of the triggers. Individual Risk Reduction Plans (Appendix F) are available for children who need a further personalised approach. These are to be constructed with the class teacher/Senco/parents/child as deemed appropriate. These risk reduction strategies may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (Education Support Centre, Behavior Support Team, Educational Psychologist etc.)

Parents/Carers will be continually involved in supporting the school in managing their child's behaviour issues. It may also be appropriate to complete an early help assessment if multi-agencies are involved with the child, or a Behaviour Support Plan if the child is at risk of exclusion.

Antisocial Behaviour

This describes not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Examples could be:

- not doing as instructed, but not to the detriment of others
- leaving their desk without permission
- leaving the carpet during input/story without permission
- refusing to complete the work set
- choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
- rocking on their chair
- calling out/talking to a friend
- not listening to instructions
- misusing equipment

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient. No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes antisocial.

Dangerous Antisocial Behaviour

This is behaviour that:

- causes harm to an individual, a group, to the community or to the environment.
- is likely to cause injury, harassment, alarm or distress.
- violates the rights of another person.

See Appendix

Antisocial Behaviours	Dangerous Antisocial Behaviours
<p>Examples include but are not limited to:</p> <p>Aggressive shouting/calling out disruptively</p> <p>Continued interruptions</p> <p>Swearing</p> <p>Answering back</p> <p>Mimicking</p> <p>Name calling</p> <p>Lying</p> <p>Refusal to carry out an adult's request</p> <p>Distracting and/or disrupting others' learning by shouting, banging, making noises</p> <p>Throwing small equipment</p> <p>Leaving the classroom without permission</p> <p>Damage to property/pushing over furniture</p> <p>Stealing Unwanted touch</p> <p>Negative behaviour towards individuals with protected characteristics</p>	<p>Examples include but are not limited to:</p> <p>Leaving the school building</p> <p>Spitting (directly at another)</p> <p>Graffiti</p> <p>Pushing aggressively</p> <p>Scratching</p> <p>Pinching</p> <p>Hair pulling</p> <p>Hitting</p> <p>Kicking</p> <p>Fighting</p> <p>Biting</p> <p>Punching</p> <p>Throwing furniture</p> <p>Physical bullying</p> <p>Verbal bullying</p> <p>Cyber bullying</p> <p>Racism</p> <p>Homophobia</p>

Most **antisocial behaviour** should not need MLT/SLT support unless it is persistent and disruptive. **Dangerous antisocial behaviour** will result in SLT support/intervention.

See Appendix C for Consequence steps.

Procedures for Dealing with Major Breaches of Discipline

Major breaches of discipline (such as discriminatory behaviour, deliberate physical assault or damage to property, bullying, foul or abusive language, stealing, refusal to work) are generally rare and it is the responsibility of the Headteacher to deal with it appropriately. Parents will be involved in all such cases. It may be deemed necessary for an internal exclusion where a child is removed from their classroom and is supervised in their learning by another member of staff. .

If the problem is severe or recurring then exclusion procedures may be implemented following the Herts Exclusion Guidance for schools:

There may be:

A case conference involving parents and support agencies and a behaviour support plan implemented

- Suspension
- Permanent exclusion

Please refer to the Exclusion Policy for more information

Physical Restraint and Positive Handling

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort a student (in a very stressed situation)
- To direct or steer a student
- For activity reasons (for example in drama, physical games)
- To ensure the safety of a student or their peers

Please refer to the Restraint and Restrictive Intervention Policy.

At St John's physical contact with children is limited to a bare minimum and only to be used to meet the needs of the child and/or a specific situation. For example - whole class/group walking outside of school and to keep the pace the school adult holds a hand with the lead child if their permission has been sought verbally and they are comfortable to do so. If a child is in need of comfort the adult should sit to the side of the child or place a hand on their shoulder with the purpose of calming them. However if a child is extremely distressed/hurt, the staff member's duty of care to act in loco parentis may require the child to have an arm around them or for the younger child to sit on an adult's knee. This requires the presence of two adults and is only to be done to meet the child's needs and of their free will.

If a situation arises where for the child's safety or those of their peers a child needs to be moved to a different place then only the handling techniques taught to all staff through the STEPS training are to be applied in line with the Restraint and Restrictive Intervention Policy .

Some children may require additional more specialised intervention from an external agency that can provide advice and guidance to parents and the school. This might include the Behaviour Support Team, an Educational Psychologist or a member of the Child and Adult Mental Health Team. In such cases it is likely that an Individual Plan will already have been developed in order to provide support for the child and a Team Around the Family meeting be initiated. In some cases additional adult support may be required.

Crisis Management

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation.

The school agrees that:

- Members of the Leadership Team are available to help in a crisis.
- If a child leaves the school premises without permission, the Headteacher or Deputy Head teacher is informed. They will confirm that the child is not in the school or the grounds. The parents will be contacted and if appropriate the police will be informed. SLT will monitor the ongoing situation and take appropriate actions.

- In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:
 - Using the 'Help Needed' card sending two children for help from other staff
 - Issuing instructions for the child to stop, clearly using their name
 - Removing the child from the area where they are causing disruption
 - If necessary, removing the class from the room while leaving the child, with an adult if possible

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. The power to use reasonable force will only be used when all other options have failed and the child's actions are preventing other children from learning or there is a high level of concern for the safety of others. Parents/carers will receive an accurate report of any incident including concerns raised.

Keeping records

It is essential that a written record of behaviour is kept in case further action is required. This will be the responsibility of the class teacher and the designated member of the SLT together with contributions from any other staff who are involved. This will be stored on CPOMS for evidence/tracking as required. Any records of restraint or restriction will be recorded in the Restraint book kept in the Headteacher's office.

In summary

By using a positive system, with clear boundaries, and a therapeutic restorative approach we help our children to develop confidence, healthy self-esteem and a set of skills and strategies, which will take them on to the next stage of their schooling and into adult life. This enables every person in the school community to grow and flourish as they live and learn in the family of God.

Monitoring and Evaluation

All members of staff are responsible for the ongoing implementation and evaluation of the Behaviour Policy. All observations (positive and negative) are to be reported to the Middle/Senior Leadership Team and Headteacher verbally and via CPOMS. These observations may include:

- child's attitude to learning
- child's behaviour around school and in lessons
- child's behaviour towards and respect for each other
- How well teachers manage the behaviour and expectations of children to ensure that all children have an equal and fair chance to thrive
- The extent to which the school ensures the systematic and consistent management of behaviour
- Actions taken to address the behaviour
- The extent to which there is a positive ethos in school.
- The engagement of parents in supporting children's behaviour
- Behaviour will be an ongoing item on the SLT agenda alongside Health and Safety
- The Headteacher will report to Governors about behaviour in the half termly Headteacher report

- The Headteacher and SLT will regularly drop into classrooms to monitor and evaluate behaviour and will share their findings with the staff at staff meetings
- Learning walks and MLT/SLT presence at lunchtimes or in class will focus on behaviour and its effect on staff, children and learning
- Staff voice and child voice will be gathered about behaviour and adjustments made as a result
- Eagle Play Mentors will be involved in evaluations and next steps
- New staff will be trained as part of induction

Legislation: Education and inspections Act 2006: Section 5

Education Act 2011

Statutory Guidance: Independent Schools Standards Regulations (Schedule 1 part 3 paragraph 9)

Website: www.legislation.gov.uk/ukxi/2010/1997/schele/1/made

www.education.gov.uk

<http://www.education.gov.uk/schools/childsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012>

Appendix A De-escalation Examples

Positive phrasing:

Come sit next to me for a story.

Limited choice:

Would you like to sit on the chair or bean bag?

Disempowering the behaviour:

You can listen to the story from there.

Consequence:

We will check you understand the story before going out for break time.

Reflect, repair, restore is the restorative justice approach to inappropriate anti-social behaviours that puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Wright 1999

Appendix B

Restorative sheet KS2

1.

What happened? Write or draw what happened



2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.

What have your thoughts been since the incident? Write them in the thinking bubble.

3.



How did it make you feel? Draw your facial expression



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



What do you need to do now to make things right? Write in the speech bubble.

5.

Restorative Practice










KS1 Restorative Sheet:


Name:







Date:

 **Regulate**

 How do I feel?

 worried	 sad	 confused
 angry	 silly	 scared

 How can I feel calm?

 deep breaths	 quiet space	 squeeze ball
 count to 20	 talking about it	 drawing


 **Reflect**







 What happened?

 disrespectful	 broke something	 scribbled on something	
 tore my work	 hurt someone	 unsafe	 unkind
 didn't listen	 threw something	 ran away	
<div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p style="text-align: center;">something else</p>			

 What did I forget?







 respect	 listening	 honesty
 try your best	 walk safely	 be kind and loving

 How did others feel?









 worried	 sad	 confused
 angry	 silly	 scared

Repair










? Who was affected?

 me	 a friend	 a teacher
 a T.A.	 my class	 other children
someone else		









How can I try to fix it?

 talk	 say sorry	 fix something	 make a change
 make a plan	 finish my work	 tidy up	 ask for help
something else			

What can I do differently next time?

 ask for help	 deep breaths	 count to 20
 listen carefully	 be gentle	 follow instructions
 walking feet	 kind words	 wait my turn

How do I feel now?

 calm	 worried	 embarrassed	 sorry
 happy	 sad	 angry	 confused

Adult reflection:

- Restorative conversation completed
- Child regulated and ready to return to class
- Child identified what to do differently next time
- Repair action completed
- Parent informed

Additional information:

Signed: _____

Appendix C:

Golden Eagle Standard for Behaviour at St John's 23/24

	<p style="text-align: center;"><u>Respect, Love, Value:</u></p> <ol style="list-style-type: none">1. We will show respect to the people and things around us.2. We will listen and follow instructions.3. We will be honest.4. We will work hard and try our hardest in everything we do.5. We move around school in a respectful way6. We will be kind and show love.
Behaviour Principles	<p>We follow our Positive Behaviour Policy. We are a STEPs school.</p> <ul style="list-style-type: none">- We use positive language to reinforce positive behaviour- We believe in therapeutic and restorative consequences<ul style="list-style-type: none">- We do not label the child, we label the behaviour- We practise forgiveness and second chances- We model the same standard of behaviour that we expect from our children- We make reasonable adjustments for all children with diagnosed or undiagnosed SEND



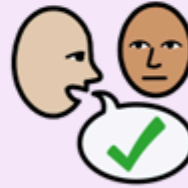
Our Golden Eagle Standards



show respect



listen and follow



be honest














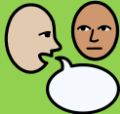



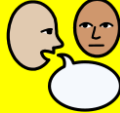






try your best





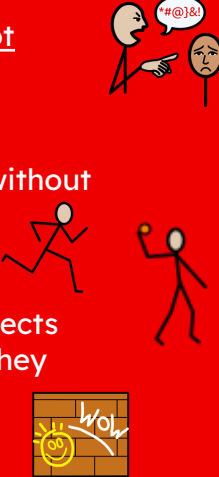
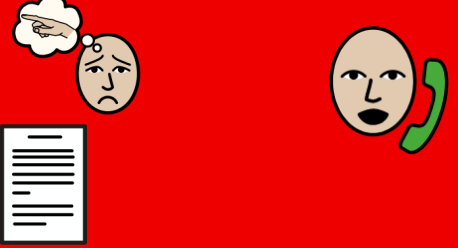

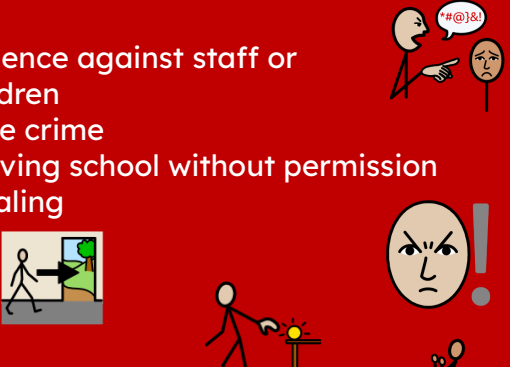



walk safely



be kind and loving

Level	Examples of behaviour	Consequence
	<ul style="list-style-type: none"> Making good choices Trying our best in lessons Having a positive attitude to learning Working hard and not giving up Completing our work carefully and neatly Showing the school values every day Listening well and joining in Being kind and helpful to others Working well as part of a team Feeling proud of our work    	<ul style="list-style-type: none"> Values certificates Class marbles House points Caught you cards Egg-cellent book Headteacher certificate Dojo celebrations 
Step 1	<ul style="list-style-type: none"> Talking during class Rocking on chair Shouting out Walking around the classroom Tapping Off task Not following instruction first time Distracting others Running indoors   	<p>Quiet reminder of our Golden Standards and a clear expectation of behaviour given</p>  
Step 2	<ul style="list-style-type: none"> <u>Persistent behaviour from Step 1</u> 	<ul style="list-style-type: none"> Verbal warning, moving seat or removal of equipment Restorative chat with adult  
C1	<p><u>Persistent behaviours from Step 2</u></p>    <p>AND/OR</p>  <ul style="list-style-type: none"> Answering back aggressively Throwing equipment Refusal to follow instructions Misuse of equipment - breaking and throwing  	<ul style="list-style-type: none"> Move to another class for period of time If at lunchtime, removed to a quiet area of playground to reflect on behaviour Restorative conversation Parents informed 
C2	<p><u>Persistent anti-social behaviours from C1 AND/OR</u></p> 	<ul style="list-style-type: none"> Miss Haylett/Mrs Soul/Ms Deepak (duty SLT if unavailable)

	<p><u>the following dangerous behaviours including:</u></p> <ul style="list-style-type: none"> • Verbal rudeness and unkindness • Fighting (including play fighting) • Intentionally breaking equipment • Lying • Swearing • Mimicking • Spitting at someone • Threatening behaviour 	<ul style="list-style-type: none"> • Lunchtime behaviours can be reported to Mrs Moore for assistance • Parents are informed • Lose playtime if playtime related - removal from playground • Loss of privilege in class proportionate to incident 
<p>C3</p> 	<p><u>Dangerous anti-social behaviours including but not limited to:</u></p> <ul style="list-style-type: none"> • Bullying • Leaving the classroom without permission • Running away from an adult • Throwing dangerous objects • Touching others where they don't want to be touched • Graffiti • Damage to school property • Misuse of technology • Swearing at staff or peers 	<ul style="list-style-type: none"> • See Deputy head and/or Head teacher who will arrange to meet with parents to discuss • Restorative sheet • Lunchtime incidents can be reported to Mrs Moore and passed onto SLT • Loss of privilege proportionate to behaviour  <ul style="list-style-type: none"> • In the case of anti-social behaviours persisting over a period of time, child will speak to Deputy head and/or Head teacher who will arrange to meet with parents- behaviour support plan
<p>C4</p> <p>C5</p> 	<ul style="list-style-type: none"> • Repeated behaviours from C3 • Violence against staff or children • Hate crime • Leaving school without permission • Stealing 	<ul style="list-style-type: none"> • Send to Miss Pyatt • Internal suspension • Arrange to meet with parents- behaviour support plan • External suspension • Permanent exclusion 

● Severe damage to school property



Appendix D

Anxiety Mapping



Appendix E Risk Reduction Plan Individual

St John's Church of England Primary School

Risk Assessment for **

Name of Assessor:

Assessor's Signature

Date:

Activity	What are the Hazards to Health and Safety	What Risks do they pose and to whom?	Risk Level H/M/L	What reasonable adjustments have been made to reduce the risk	Risk level Achieve H/M/L	What further action is needed to reduce the risk

BEHAVIOUR PLAN		
PUPIL NAME:	CLASS:	YEAR GROUP:
What does the pupil like? <ul style="list-style-type: none"> • Phrases to use • Rewards, motivators 		How do we prevent an incident? <ul style="list-style-type: none"> • What to look out for • How to respond (reminders, alternative environment)
Reactive strategies How do we diffuse the situation? <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques At what stage should another member of staff be informed? Who should this be?		Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Skills and Talents		Achievements
Likes		Dislikes
Agreement: Parent/carer name Parent/carer signature Date		Staff name Staff signature Date
Behaviour plan evaluation and next steps: How effective is the plan? Record suggestions to be considered when this plan is reviewed.		

BEHAVIOUR PLAN
PUPIL NAME:

CLASS:

YEAR GROUP:

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