

Behaviour policy and statement of behaviour principles



Approved by: Full Governing Body

Date: 11.12.17

Last reviewed on: 25/9/17

Next review due by: 25/9/18

Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions.....	3
4. Bullying.....	4
5. Roles and responsibilities.....	4
6. Pupil code of conduct.....	5
7. Rewards and sanctions.....	6
8. Behaviour management.....	8
9. Pupil transition.....	11
10. Training.....	11
11. Monitoring arrangements.....	11
12. Links with other policies.....	11
Appendix 1: written statement of behaviour principles.....	12
Appendix 2: behaviour incident log.....	13
Appendix 3: behaviour support card 1.....	14
Appendix 4: behaviour support card 2.....	15
Appendix 5: letters to parents about pupil behaviour - template.....	16
Appendix 6: staff training log.....	18
Appendix 7: behaviour risk assessment.....	19
Appendix 8: Preventative measures.....	20

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Direct or indirect rudeness or insolence

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft

- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The Governing Body

The Full Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Raising Achievement Committee (RAC) will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Head Teacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with Full Governing Body, giving due consideration to the school's statement of behaviour principles (Appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (See appendix 2 for a behaviour log re: Serious Incidents)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

We are proud to belong to Thorntree Primary School. We work together to make our school a special place by following our school rules. As there are only a few they should be remembered easily. They are displayed in every classroom for everyone to see and comply with.

Our School Rules are:

We respect our school and each other. (Rights Respecting Article 14)

We keep our hands and feet to ourselves. (Rights Respecting Article 31)

We move around school safely and sensibly. (Rights Respecting Article 31)

We always try to improve. (Rights Respecting Article 28)

We work as a team. (Rights Respecting Article 15)

We always tell the truth. (Rights Respecting Article 13)

We are polite and well mannered. (Rights Respecting Article 12)

We help each other to keep the school rules. (Rights Respecting Article 1&2)

At Thorntree Primary School we have very high expectations for all our pupils, so we expect that children:

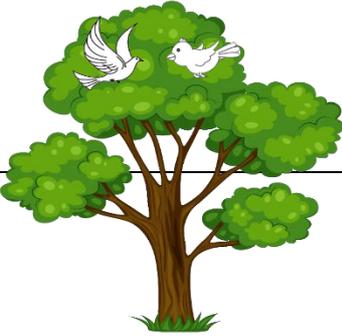
- Are a good friend and don't leave people out in games or call them a name that will upset them or make them feel bad about themselves.
- Never fight or hurt anyone. Talk about problems with an adult in school.
- Do not call anyone racist, sexist or homophobic names or make anyone feel left out.
- Give everyone a chance to speak by taking turns and not interrupting.
- Listen to what school staff have to say and ask for help if they don't understand.
- Always use good manners.
- Do as they are asked the first time.

- Try hard with every piece of work –concentrate on it without distracting others, work neatly.
- Never damage anything that does not belong to them.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

Managing Behaviour in School

All staff throughout school should follow the stages set out in the 'A good Learner will be at the top of the tree' plan. A display should be in every classroom. This will ensure continuity for all staff and children, particularly during PPA cover. The stages are as follows:

A good learner will be at the top of the tree!		
	In the class room	Lunchtime
Step 1 Verbal Warning	If a child is causing disruption in the classroom and affecting learning, the child should be reminded about our school rules and a need to work quietly and sensibly. They will also be told about the consequences if they choose to disregard the advice.	If this happen during lunchtime, Lunchtime Supervisors will remind the child about the need for good behaviour and to play sensibly with others.
Step 2: (First Branch)	If a child continues to disrupt learning, they will be asked to work by themselves in the classroom on a table away from other children. They should be reminded if they choose to continue disrupting learning; they will be taken to another classroom to complete their work.	If the child continues to misbehave, They will be asked to walk around with a Lunchtime Supervisor to explain their actions. Staff will use this opportunity to remind the child about consequences. If the child continues again, use the Face Approach' (Seeing a different adult) this gives the child another opportunity to hear the same message that their behaviour is unacceptable. They will be told if they choose to continue with this unacceptable behaviour, they will be taken to a member of the Senior Leadership Team who is covering lunchtime.
Step 3: (Second Branch)	If the child continues to disrupt learning, they will be taken to a previously agreed teacher's classroom by a member of staff. They will need to take work which can be completed independently so there are no disruptions to the other class. The child will be told when to return to their own classroom.	If the child continues to disregard advice from a Lunchtime Supervisor, they will be taken to a member of the Senior Leadership Team who is covering lunch duty. The member of staff will decide what happens next. These are the steps they should take: 1. Give the child some time out in an area where they are clearly supervised. 2. Record the incident in the class, lunchtime behaviour monitoring book. 3. If it is a serious matter, they may need to inform parents about what has happened. 4. Inform Class Teacher/s of the children involved. 5. Decide on a suitable punishment i.e. split lunchtimes or missing break time etc. If this is a continuous problem, they may want to consider providing the child with a support card.
		LUNCHTIME RED CARD If during lunchtime a child's behaviour is offensive or a danger to others, they will be immediately issued with a red card. The child will be immediately taken to the member of the Senior Leadership Team, covering lunchtime duty.
Step 4:	When the child returns to their own classroom, they will be reminded about the need to	

(Third Branch)	improve their behaviour. If they choose to continue disrupting learning, they will be taken by a member of staff to the Phase Leader. Foundation Stage: Mrs Marshall Keys Stage One: Mrs McDonagh Lower Key Stage Two: Mrs Marshall Upper Key Stage Two: Mrs Everett
Step 5 (Out of the tree)	If a child continues to disrupt learning in the classroom, and they have already been taken to the Phase Leader for a second time in the same week, they should be taken to see the Assistant Head Teacher who will explain about the support card and discuss what will happen if there is a repetition of their behaviour. At this point, parents will be contacted and they will be given an opportunity to come into school for a brief discussion if requested. If the child continues to disrupt learning and needs to visit the Assistant Head Teacher again, they will be provided with a behaviour monitoring card. At this point, Support Card 1 will be issued. The child's class teacher will complete it every day. At the end of each day they will go to the Phase Leader, who will discuss the card with the child. Midweek contact will be made with a phone call or Marvellous Me and copy of the card will be sent home at the end of the week. Support Card 1 is for 5 days only.
Step 6 See Appendices 3 & 4 SC1/SC2	If after Support Card 1 has been issued, there is no improvement in the child's behaviour, they will see the Head or Deputy Head Teacher. Parents will be invited into school to discuss their child's unacceptable behaviour. The child will be provided with Support Card 2. They will be asked to collect their child at the end of each school day so they can sign to say they have seen the report card and are able to talk to him/her about their progress. Parents will be asked to remove their child from any school clubs (Including breakfast club) and their child will be unable to attend school events / outings until their behaviour shows significant improvement allowing staff to ensure the safety of all. The decision to come off Support card two will be made by the Head Teacher, Deputy Head Teacher or Assistant Head Teacher. If a child has required support card two for more than two weeks this will be replaced with an individual support plan and behaviour risk assessment. This will be shared with the SLT team, SENCO, Class teacher and other staff working with the child, parent/carer and child.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

At Thorntree we believe it is important to catch children being good, raise self- esteem and praise positive behaviour. This is carried out in a number of ways.

- Verbal praise
- A smile
- Reward stickers
- Classroom responsibilities given
- House points are awarded for good work and good behaviour.
- Post cards home
- Marvellous Me alerts.
- House treats are awarded termly.
- Top of the Tree Prize draw (Half termly)
- Children are able to attend free lunchtime and after school clubs
- A certificate and an extra playtime is awarded when children have stayed at the top of their tree every week during each term.
- Annual House treats awarded
- End of year awards include-
 - Consistently Good work
 - Most improved Work
 - Consistently Good behaviour
 - Most improved behaviour

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil with work to an agreed class
- Expecting work to be completed at home, home time or at break or lunchtime
- Referring the pupil to a senior member of staff

- Letters or phone calls home to parents
- Monitoring children's behaviour with Support Cards
- Agreeing a behaviour contract
- Exclusion (See section 8.6)

7.2 Behaviour Monitoring/Support cards

School uses CPOMS (safeguarding and child protection software) to record incidents of behaviour concern.

When an issue regarding a child's behaviour has been reported, the information is dated and recorded. This is regularly monitored by the Head Teacher, Deputy Head Teacher and PSA. When patterns of incidents or a significant incident is reported, parents will be contacted and the child will be monitored through the support card system.

For KS2 children whose behaviour at lunchtime is persistently problematic, it may be decided to place these children on a 'split lunchtime'. This means that they will spend half of their lunchtime inside for a set period of time. This will be discussed with parents. If the misbehaviour at lunchtime continues children will be sent home for lunch with their parents for a set period 5 days. (A packed lunch will be provided)

For children in KS1 or EYFS whose behaviour is providing cause for concern or who have difficulty socialising during lunchtime, a nurture group place will be provided. This is led by our teaching assistants and allows children to socially interact with others through structured play.

See appendix 5 for sample letters to parents about their child's behaviour.

7.3 Off-site behaviour

We usually find that children behave exceptionally well on day visits and residential visits, however, there are times when it may be necessary to stop children going on visits and trips if good behaviour cannot be guaranteed.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our

Safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Rights Respecting School

At Thorntree Primary School we ensure that we respect the rights of others. All of our classrooms have a class charter which is signed by every child and adult. This helps us to remember that everyone in the school has rights and that our behaviour should respect them and should never take them away.

8.3 Emotion Coaching

When helping children to manage their own behaviour staff will use the emotion coaching technique. This is a three step approach to dealing with behaviour in the moment.

Step 1 -Recognising, empathising, validating the feelings and labelling them.

Step 2-Setting limits on behaviour

Step 3-Problem-solving with the child.

8.4 Physical restraint

All members of school staff have a legal power to use reasonable force.

Schools do not require parental consent to use force on a student.

(DFE Use of reasonable force Advice for head teachers, staff and governing bodies July 2013)

The term 'reasonable force' covers the broad range of actions used that involve a degree of physical contact with pupils.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. (Section 93, Education and Inspections Act 2006)

Staff will make reasonable adjustments for disabled children and children with special educational needs (SEN).

- School staff will physically separate pupils found fighting.
- Reasonable force will be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- To prevent a pupil hurting themselves or others reasonable force will be used if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Reasonable force will be used to restrain a pupil at risk of harming themselves through physical outbursts.

8.5 Confiscation

School has the legal power to search pupils and can use force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.6 Exclusion

Exclusions will only be used as a last resort and agreed only by the Head Teacher.

In all cases the headteacher will inform the parents in writing without delay of the reason(s) why the pupil has been excluded and the date when the exclusion will end. The parent will also be informed of their right to make representation to either or both the school Governors and the LEA.

There are two types of exclusion; 1. A fixed period (to a maximum of 15 days in total in any one term) 2. Permanent – which will be considered by a full Governing Body within 15 days from the commencement of the exclusion.

All details relating to any exclusion will be accurately recorded by the school and the headteacher will be responsible for doing this. Permanent exclusions will only arise in the most exceptional circumstances and parents and/or their representative must be invited to make representations on the pupil's behalf at the meeting of the Governors. If the pupil's exclusion follows what is apparently a criminal offense committed in school, the police will always be informed. The school/Governors role and the police enquiry will be regarded as separate issues and Governors will need to be satisfied that on the available evidence, the "balance of probability" is that the pupil concerned committed the offence and whether exclusion is a reasonable response to that behaviour.

Class teachers will set and monitor work for excluded pupils to do at home. Exclusions relate to the school concerned and parents have the right to request transfer to another school and, if a place was available, the LEA would comply with the request.

On return to school following a fixed term exclusion, parents will be invited to accompany their child so that discussions can take place about ways in which the pupil can be helped and encouraged to modify his/her behaviour

8.7 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Behaviour management forms part of continuing professional development.

A staff training log can be found in Appendix 6

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and Full Governing Body annually. At each review, the policy will be approved by the Head Teacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Raising Achievement Committee annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding & Child Protection policy
- Anti-bullying Strategy
- E safety Policy
- Peer on Peer Abuse Policy

Appendix 1: written statement of behaviour principles

The aim of Thorntree Primary School is to encourage all our children to give their best, respect each other and value and enjoy their learning so that they can succeed both in school and in their future lives.

Thorntree Primary commits to providing a secure and happy learning environment and community for its pupils in which children are encouraged to strive to improve and to achieve their potential.

Thorntree Primary aims:

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

At Thorntree Primary school we believe that everyone has a responsibility to ensure that learning is a positive experience for all. Children cannot learn if they or others misbehave.

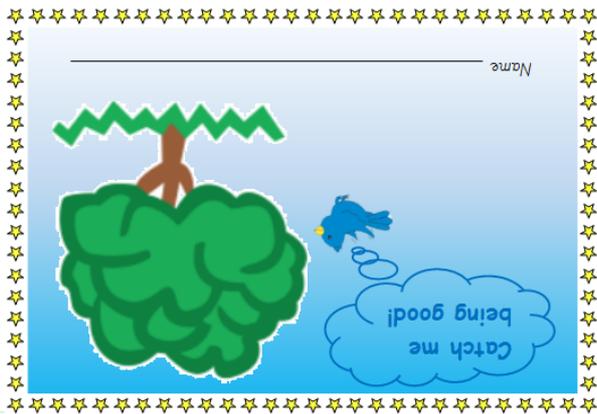
The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body, annually.

Appendix 2: Behaviour Incident Log

Behaviour Incident Log							
Name of Child				Date		Staff Involved	
Behaviour Support Plan	Yes / No	EHC P	Yes / No	Sen Support Plan	Yes/ No	Other Agency Involvement	Yes / No
Give a brief description of the child's behaviour / emotional state on arrival to school.							
When/Why did the child's behaviour begin to escalate? Please give information on location, subject environment etc.							
What behaviours did the child display? (please comment on time scale involved)							
What de-escalation techniques/ strategies were used to prevent further escalation?							
Further Actions							
Next steps							

Appendix 4: Behaviour Support Card 2



Code of Conduct

We respect our school and each other. (Rights Respecting Article 14)

We keep our hands and feet to ourselves. (Rights Respecting Article 31)

We move around school safely and sensibly. (Rights Respecting Article 31)

We always try to improve. (Rights Respecting Article 28)

We work as a team. (Rights Respecting Article 15)

We always tell the truth. (Rights Respecting Article 13)

We are polite and well mannered. (Rights Respecting Article 12)

We help each other to keep the school rules. (Rights Respecting Article 182)

Name _____	Class _____	Date _____
When someone sees me being good they can see / can _____		
How am I doing? Here are some things I can do to help improve.		

Achieved. I am back at the top of my tree. 😊		

Day	Session 1	Playtime	Session 2	Session 3	Lunchtime	Session 4	Session 5	Senior Leader Comments
Monday	😊	😊	😊	😊	😊	😊	😊	
Tuesday	😊	😊	😊	😊	😊	😊	😊	
Wednesday	😊	😊	😊	😊	😊	😊	😊	Parent comments/signature
Thursday	😊	😊	😊	😊	😊	😊	😊	
Friday	😊	😊	😊	😊	😊	😊	😊	

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child’s behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Head Teacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 7: Behaviour Risk Assessment

Thorntree Primary School - Behaviour Risk Assessment						
Child:		Year <u>gp</u> :	Completed by:		Date	Review Date:
The following codes are used to complete the risk assessment	Target T=Themselves S= Staff V= Visitors to school or members of the public in the community. C= Children, in or out of school, vulnerable or otherwise. P= Property	Probability HL = Highly likely. More likely than not to occur. L= Likely, Probable that the behaviour will occur again. U = Unlikely Strategies / Changes means that the behaviour is unlikely to occur again soon.		Seriousness A= medical attention beyond first aid. Extensive damage to property. Significant stress to self and/or others or lengthy disruption to school routines. B = Requiring first aid on site. Minor damage to property. Some distress to self and/or others. Brief disruption to school routines. C = No physical injury or damage to property. Minor distress.		
Behaviour Risk	Target	Probability		Seriousness	Influencing Factors	
Verbal abuse						
Kicking						
Punching						
Biting/scratching/spitting						
Hair pulling						
Physical intimidation						
Other (Please specify)						
Property destruction						
Running away from situation						
Running of site						
Refusal to move						
Using equipment as a weapon						
Use of a weapon						
Other (Please specify)						
<u>Self harm</u> – (Please specify)						
Possible influencing factors						
1 Periods of unstructured activity	2 Transition times	3 Availability of dangerous equipment	4 Changes to routine; home, school, other	5 Environment; noise, crowds, distraction etc	6 Particular pupils or adults (Specify)	7 other (specify)
What needs to be in place when working with this pupil? E.g. number of staff, training, clothing, etc.						

Appendix 8 Preventative Measures Log

Thorntree Primary School - Preventative Measures				
Child:	Year gp:	Completed by:	Date	Review Date:
P= Currently in place		C= Currently being Actioned		I= Inappropriate to particular risks presented.
Proactive Measures				
Eliciting child view in planning and review			P	C
Establishing and individual plan				
Staff have seen Support plan and Risk Assessment				
Providing regular feedback and pastoral support too pupil				
Involving parent / carers in decision making and planning				
Involving outside agencies (E.G. EP, EWO, Social care...)				
Providing regular supervision to staff working with the pupil				
Adapting curriculum arrangements to reflect challenge, choice and structure levels which are appropriate to the pupil's assessed needs				
Adapting group arrangements to promote positive peer models and to minimise movement and frustration				
Providing frequent rest or change of activity opportunities				
Establishing a positive teaching programme to increase the pupils range of appropriate skills				
Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme and through other appropriate behaviour				
Identifying the message communicated by the pupil's behaviour				
Agreeing key reactive strategies (On behaviour support plan) for handling incidents of challenging behaviour with all staff likely to be in contact with the child, and ensuring that these plans are shared with parents/ carers				
Providing staff support at difficult times, such as start of day, change over between lessons, break times, specific lessons				
Systematically reviewing difficult incidents in order to improve upon practice and learn from experience				
other				

