Respectful Relationships and Behaviour Policy

March 2025

For reference, this policy should be read in conjunction with the following documents: -

MAT Child Protection Policy
Staff Code of Conduct
Anti-Bullying Policy
Trust, Equality and Inclusion Policy
Exclusion Policy
Reasonable Force Policy

Approved 25th May 2025

Due for review   25th May 2028

1. Respectful Relationships and Behaviour Policy: Introduction

Parkfield Community School is a Rights Respecting, 'No Outsiders' school. As such, we endeavour to create a happy, safe and inclusive environment to enable children to reach their full potential. All those who work with the school, including staff, pupils, parents and the wider community, have a vital role to play in the support that our pupils require to thrive. We recognise the integral role that the development of positive relationships plays in this process.

All children have rights as detailed by the UNCRC (United Nations Convention on the Rights of the Child). Everyone in our school has the right:

✓   to feel safe, healthy and happy

✓   to be treated with respect, dignity and equality.

✓   to learn or to teach, or to do their job.

Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

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Article 29 of the UNCRC

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A Rights Respecting school not only teaches about children's rights, but also models rights and respect in all its relationships: between teachers/adults and pupils, between adults and between pupils. All staff are encouraged to use praise and reinforcement of our school values to help pupils achieve their best work and respect the rights of everyone. Our Respectful Relationships and Behaviour Policy is designed to acknowledge and reward pupils' good work and behaviour that respects the rights of everyone. Praise and rewards are both important influences in motivating pupils and building self-esteem.

Positive relationships in schools are central to the wellbeing of both pupils and teachers and underpin an effective learning environment. Schools play a significant part not only in the formal education of young people but also in their wellbeing. We believe in developing children holistically which means developing pupils socially and emotionally as well as academically. The purpose of this policy is to provide guidance and support to all individuals with establishing and maintaining such relationships.

2. Respectful Relationships and Behaviour Policy: Aims

The school has identified the following aims to support the development of relationships and high-quality behaviour characteristics:

- ❖ to model how pupils can demonstrate high quality behaviour,
- ❖ to provide guidance on how pupils can demonstrate high quality behaviour,
- ❖ to build pupils' capacity to develop relationships,
- ❖ to develop pupils' understanding of what makes a relationship effective,
- ❖ to provide a safe, secure and happy environment for pupils to learn
- ❖ to develop pupils' emotional intelligence,
- ❖ to provide systems which promote positive behaviour to support all members of the   school community,
- ❖ to provide all stakeholders with the opportunity for their voice to be heard.

The school has identified three key behaviour expectations which sit at the heart of all learning and personal development at Parkfield Community School. The 3 key behavioural expectations can be applied to every situation to ensure high standards of social behaviour at all times. They are purposely simple to ensure all stakeholders (pupils, parents/carers and staff) can remember our three clear expectations and apply them consistently and routinely. Our school expectations are that everyone should be:

Ready   Respectful   Safe

Our staff team   supports all children in developing their awareness of these values and strive to empower children to take ownership of the development of these values in themselves. Through shared expectations and a consistent approach, the school aims to promote a harmonious working environment where all can build the skills of working both independently and co-operatively. By creating a sensitive and supportive atmosphere, all children are encouraged to be Ready, Respectful and Safe.

3. The Roles of All Stakeholders in Developing Relationships

Behaviour is 'everyone's business' and at Parkfield Community School we believe that all pupils must feel safe and valued to thrive. The role of every member of our school community is to fully support this through developing and strengthening trusting, respectful relationships.

3.1 The Role of Governors

The Governing Body has the responsibility of setting down general guidelines on standards of behaviour management, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school's policy, but governors may give advice to the headteacher about behavioural concerns. The headteacher must take this into account when making decisions about matters of behaviour.

3.2 The role of the Headteacher

To ensure that all members of the school community fulfil their role, the Headteacher will act as a link between all stakeholders to promote the development of relationships and the positive, consistent management of behaviour.

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school's Relationship and Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. (Taken from Behaviour in Schools, DFE, 2022)

3.3 The role of the Senior Leadership Team (SLT)

The SLT will provide training and support to all staff to ensure this policy is implemented consistently. SLT will always promote good behaviour and model effective use of this policy. SLT will also oversee Individual Behaviour Plans (Appendix 4) to provide additional support to staff and pupils.

Staff are encouraged to seek the support of SLT and the Pastoral Team to improve their practice. All stakeholders (staff, parents, and pupils) are involved in devising Pastoral Support Plans. Pupils are actively involved in the process and place a crucial role, to ensure they are visible, valued and their voice is heard. Pastoral Support Plans are formally reviewed on a half-termly basis and informally reviewed with stakeholders regularly to ensure emerging needs are identified and the level of support remains appropriate.

Special Education Needs and Disability (SEND)

At Parkfield Community School, all staff adhere to an approach where SEND needs are identified and responded to accordingly to make effective provision to improve long-term outcomes for the Child Young Person (CYP). Therefore, staff will offer provision that *is 'different from or additional to'* normally that available for pupils of the same age (Code of Practice 2015). Staff understand that pupils can be identified as having SEND if they are making less than expected progress given their age and individuals characteristics with their wider development and social needs.

If a child is identified as having a Special Educational Need or Disability (SEND) the SENDCO will play a crucial role in devising the PSP, working closely with specialist agencies to implement and monitor its effectiveness. This may be in conjunction with other plans such as Education, Health and Care Plan (EHCP), SEND Support Provision Plan (SSPP) and Reintegration Plan.

PCS manages pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided. (Taken from Behaviour in Schools, DFE, 2022)

The Equality Act 2010

The Equality Act 2010: Part 6, defines a disabled person as 'someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities'. Students to whom this definition applies will receive support and intervention as outlined below but will also benefit from the two key duties summarised as:

• A less favourable treatment duty

• A reasonable adjustment duty

To prevent discrimination the school will not treat students less favourably for a reason related to their disability than to someone to whom that reason does not apply, without justification. To prevent

discrimination, the school will not fail to take reasonable steps to ensure that disabled students are not placed at substantial disadvantage, in comparison with pupils who are not disabled, without justification.

The school will make 'reasonable adjustments' to the application of the behaviour policy. Reasonable adjustments are aimed at preventing discrimination and reducing the risk of exclusion. Reasonable adjustment can be taken in the form of:

• Use of individual behaviour plans (IBPs)

• Friendship circles, buddy, mentor

 • Reflection time

• Inclusion in intervention programme

• Support from Educational Behavioural Psychology Support Team (EBPST), SENAR, CAT

3.4 The role of the Inclusion Team

The school recognises that individual pupils will require varying degrees of support in developing their understanding of effective behaviour strategies. A combination of any number of factors (such as a special educational need, early trauma or home circumstances) may determine a child's capacity to comprehend their actions and the actions of others. As such, staff take an adaptive approach to supporting individuals, whilst remaining consistent to the key principles outlined in the policy. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

The subsequent sections are examples of the wider provision and targeted support available at PCS to support pupils' personal development:

Pastoral support

 Members of our Pastoral Team provide support and guidance to children who are experiencing difficulties in learning due to social and emotional needs as well as other pastoral concerns. Through group session or 1 to 1, children learn to understand their emotions and respect the feelings of those around them. They provide the time and a safe space for pupils to think about their personal circumstances and how they manage them. Pastoral support provisions are shared with staff informing them about the type of intervention, intended outcomes, frequency, and level of commitment required. Parents will be informed if their child is involved in a pastoral provision using their preferred method of communication as well as being updated about its success upon review.

Pastoral Interventions will commonly take place in the 'Lighthouse' room which pupils identify as a safe space. The room is designed for multi-purpose use allowing pupils time to reflect, regulate and seek the support of a safe adult who will listen to the concerns shared and respond accordingly. Some pupils may access the Lighthouse room at a particular time during the day to participate in structured interventions whereas other pupils may seek refuge at different points throughout the school day for emotional regulation. The Lighthouse room has been designed as a calm and reflective with clearly identified zones to fulfil its multi-purpose.

TARGETED SUPPORT
• Seek advice and support from specialist external agencies i.e. COBS, SEND referrals & Early Help • Co-produce a Pastoral Support Plan (formally reviewed half-termly) with parents and key adults • Consider a personalised curriculum • Inclusion Leader will work closely with the class teacher to ensure adaptations are made to the school day
FOCUSED SUPPORT
• Planned, structured opportunities to access a safe space 'Lighthouse', especially during recreational times • Curriculum is tailored to support the emerging pastoral needs • Daily check-ins by a member of the Inclusion Team • Weekly reviews with parents • Planned opportunities to build positive relationships with staff and peers
UNIVERSAL SUPPORT
• Early identification and early intervention - weekly monitoring of behaviour incidents on CPOMS by the Pastoral Team to identify patterns/changes • Informal check-ins with the class teacher to ensure effective communication • Informal check-ins with parents to ensure effective parental partnership • Class teacher will offer emotional well-being check-ins throughout the school day • Access to a safe space 'Lighthouse' to complete learning in a less stimulating environment • Pupil-initiated HIPPO TIME (time out) when/if needed • Opportunities to engage in discussions about the school's behaviour expectations READY, RESTPECTFUL & SAFE • Praises and rewards to be offered i.e. Hot Chocolate Friday, House Points and individualised reward systems

Early Help Support

When families are experiencing difficulties, it may be appropriate to open an Early Help assessment.

This is a way of gathering information about children with their family and using it to help decide what type of support is needed to help. People from different organisations will talk to one another, share information with parental consent and work together with families to help to support children.

Once an Early Help Plan is created, regular Family Support Meetings are held to review agreed actions and plan the next steps. Parents and children contribute to the action plan. The lead professional will be point of contact for the family and monitor the action plan. This might be the person who wrote the plan, or another professional at the meeting. All our DSLs and Learning Mentors are qualified to lead Early Help Plans. Pastoral staff can support families living in temporary accommodation, health and disability, education and living environment. We understand that these external factors can negatively influence a pupil's educational achievement, therefore we provide early intervention to prevent problems from escalating.

3.5 The role of staff

Developing a positive relationship between staff and pupils is a fundamental aspect of high-quality teaching and learning; it promotes a sense of school belonging and encourages pupils to actively participate in their own development. We support pupils to develop their confidence to experiment and succeed in an environment where they are not restricted by the fear of failure. Where staff can assist and develop pupils' resilience and ambition, and help them become reflective learners, as well as being there for support and guidance. By being aware of every child's individual needs, whether academic or social/emotional, we provide the necessary support to ensure that children are supported in overcoming their barriers to success. This support is delivered in several different ways dependent on the situation and the needs of the child:

- ✓ listening to a child when they wish to share concerns,

- ✓ offering advice and guidance in relation to concerns,

- ✓ adapting practice to support children with additional needs, communicating with parents about their child's/children's concerns and seeking advice from the Pastoral Team to support universal provision

- ✓ liaising with and welcoming the support of specialist agencies to further enhance practice.

- ✓ plan appropriate additional support (1:1 sessions & interventions) and creation of Individual Behaviour Plans when appropriate

- ✓ support transition within school and phrase transitions, with special considerations for pupils that struggle with change where an Early Transition Package will be constructed with all stakeholders

We operate within a school culture where children and young people feel included, listened to, respected, safe and secure. Furthermore, pupils' achievements and contributions are valued and celebrated which is essential to the development of good relationships. To create this environment for effective learning and teaching, there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.

Rewards

We persistently recognise the importance of noticing best conduct first and we encourage positive language to be always used by the whole school community. We celebrate successes in a variety of ways:

- ✓ Pupils going 'above and beyond' are recognised by being nominated for 'Hot Chocolate Friday'. Their names will be called out in the weekly celebration assembly as well as a written nomination to be sent home stating the reasons for the reward.
- ✓ Stickers, stamps and certificates are also given out by class teachers to celebrate immediate successes in the classroom.
- ✓ Awarding house points via coins or Class Dojo

We believe that by building strong, mutually respectful relationships with children, staff can identify success for individuals and celebrate in ways that are appropriate for them.

The role of Midday Supervisors

At Parkfield we share the understanding that behaviour is 'everyone's business'. Midday Supervisors are involved in whole-school behaviour training as well as additional training by specialist support services such as COBS to develop their practice. First and foremost, the lunchtime supervisors focus primarily on building positive relationships with pupils. This involves engaging and participating in play activities, having nurturing conversations with pupils, modelling respectful and positive interactions and restorative practice.

In situations of crisis, Midday Supervisors may refer to the 'Positive Behaviour Management De-escalation Flowchart' to maintain a consistent approach (Appendix 2). Effective communication is encouraged between staff and midday supervisors during key transition points to ensure strong partnership working.

3.6 The role of pupils

All pupils are encouraged to take responsibility for their own actions and develop an awareness of how such actions might impact on other individuals, as well as themselves. Pupils are regularly reminded of the school's ethos, rules and values and take ownership of this throughout their time at Parkfield Community School.

What pupils can do to develop relationships:

- ✓ be open and honest about concerns that they may have both within and outside the school,

- ✓ be aware of their role in supporting their peers in and around the school and ensure that everyone feels safe and listened to

- ✓ adhere to routines and expectations of the school day

- ✓ endeavour to make positive behaviour choices,

- ✓ be reflective on their choices and the consequences of their actions

- ✓ accept the offer of support from an adult to improve their social and emotional development

- ✓ use scripted conversations modelled by adults to communicate effectively with peers

3.7 The role of parents/carers

The partnership between home and school is a vital tool in supporting children to develop healthy relationships and helping them to develop positive behaviours.

Whilst the school is aware that families support their children in a variety of different ways, there is an expectation that parents support the school in the approach that is set out in this policy and be consistent when discussing behaviours with their children.

What parents/carers can do to develop relationships:

- ✓ Use their child's school planner as an initial form of communication to the teacher to explain any concerns they may have about their child.

- ✓ participate in the wider life of the school by attending meetings, activities and events where possible,

- ✓ engage positively in informal discussion with school safe about their child's academic, social and emotional progress

- ✓ discuss the school's key values with their children and share their importance,

- ✓ provide support to the school, where required, when resolving concerns around behaviour and actions of individuals.

4.   Managing Persistent Challenging Behaviour

The promotion of a safe, positive learning environment should pre-empt the vast majority of unacceptable behaviour. However, consistently applied intervention is required when children demonstrate unacceptable behaviour.

At Parkfield Community School, we monitor and record persistent challenging behaviour. This is done in a variety of ways through observations, feedback from staff, concerns raised by parents and pupils. There is a formal process to monitor behaviour on a weekly basis with the involvement of key staff from the Inclusion Team. Immediate actions are agreed for the following week as well as considerations for long term actions. The process keeps the pupils at the heart of all discussions and is supportive as opposed to disciplinary.

Should an individual child display persistent challenging behaviour they will be referred to the Pastoral Team. Their parents will be invited to school to discuss the situation, and an Individual Behaviour Plan will be written. Further sanctions may then be taken and will depend on the circumstances of each individual case but may include:

- o repeating poor work, or work missed through poor behaviour choices, at home that evening,
- o removal from class for reflection time,
- o reduction of unstructured time (e.g., breaks and lunchtimes),
- o restitution of some kind e.g., removal of graffiti, repair of damage.

The following behaviours will automatically result in a sanction:

- o physical/verbal abuse,
- o refusing to follow instructions,
- o spitting,
- o deliberate destruction of property,
- o theft,
- o intimidation.

The creation of the school Behaviour Ladder (Appendix 2) allows pupils and staff to engage in productive discussion around behavioural actions and the impact they have on individuals. A 'child-friendly version' is displayed in each class, so it is visible, accessible for staff and pupils to engage with throughout the school day. It gives pupils an understanding of consequence and the importance of reflection and should be utilised by all school staff when supporting children after incidents have occurred.

Where there are concerns, that incidents may relate to bullying of any form, staff will follow the guidance set out in the school's Anti-Bullying Policy.

On rare occasions, incidents occur that are deemed to be of such a serious nature that they go beyond those detailed in the behaviour ladder (e.g., severe act of violence causing significant injury or where the safety of others has been compromised). Such instances will be escalated to the Phase AHT and/or the Deputy/Headteacher to ensure that the appropriate processes are followed.

Searching, Screening and Confiscation

Teaching staff are permitted to confiscate, retain or dispose of a pupils' property as a consequence as long as it is reasonable in the circumstances. Pupils should not be bringing into school items that can be a distraction to learning.

Senior Leaders in the school are permitted to search without consent if staff believe a child is in possession of a prohibited item and the child is refusing to comply.

Examples of prohibited items are:

• knives and weapons

• stolen items

• alcohol, tobacco, illegal drugs

• fireworks

• any article that has been or is likely to commit an offence, cause personal injury or damage to property

• pornographic images

• any item banned by the school's rules.

Where a person is searching without consent, two adults will be present. Parents will be informed. Police will be informed where the item confiscated causes an offence.

Child-on-Child Abuse

All staff are aware that children can abuse other children (often referred to as child on-child abuse), and that it happens both inside and outside of school and online. It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" leads to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

When a child reports an incident of child-on-child abuse they, as the victim, should be made to feel believed and their voice heard.

Child-on-child abuse includes, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying).

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

• sexual violence and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse. (Taken from KCSIE, 2022)

Offsite behaviour

The school takes its responsibility to set high expectations for pupil behaviour, including outside of school, very seriously. If unacceptable behaviour outside school, including online behaviour, is reported to a member of staff, they should inform a member of SLT and record their concerns on CPOMS. If a child's behaviour outside school is causing harm to themselves or others, or is bringing the school into disrepute, sanctions will be applied as necessary, and parents will be contacted to create a support plan. If appropriate, outside agencies will be involved.

Severe behaviour incidents – suspensions / permanent exclusions

Exclusions are a last resort after we have tried all avenues to improve a child's behaviour, or if there is a one-off serious incident inside or outside school. Only the Headteacher can decide whether to exclude a pupil, for a fixed period or permanently, considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community. The school follows the Department for Education Statutory Guidance for Exclusions which can be located on their website:

[Suspension and permanent exclusion guidance](#)

Parents are expected to attend a Reintegration Meeting following any suspension from primary school. The meeting is supportive, focusing on ways to enhance the current level of support being received by the pupils and reviewing what's working well and what needs to be changed.

5. Physical Intervention and the Use of reasonable Force

On rare occasions, there may be times where pupils' actions compromise the safety of themselves/others. In these instances, school staff will seek to de-escalate the situation through discussing the actions with the child. If, after initial discussion, staff assess that the child's actions are still unsafe and that the pupil is not following instructions, they will use their professional judgement and training to decide whether appropriate physical intervention is necessary to ensure the safety of all pupils and staff.

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention will only ever happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted.

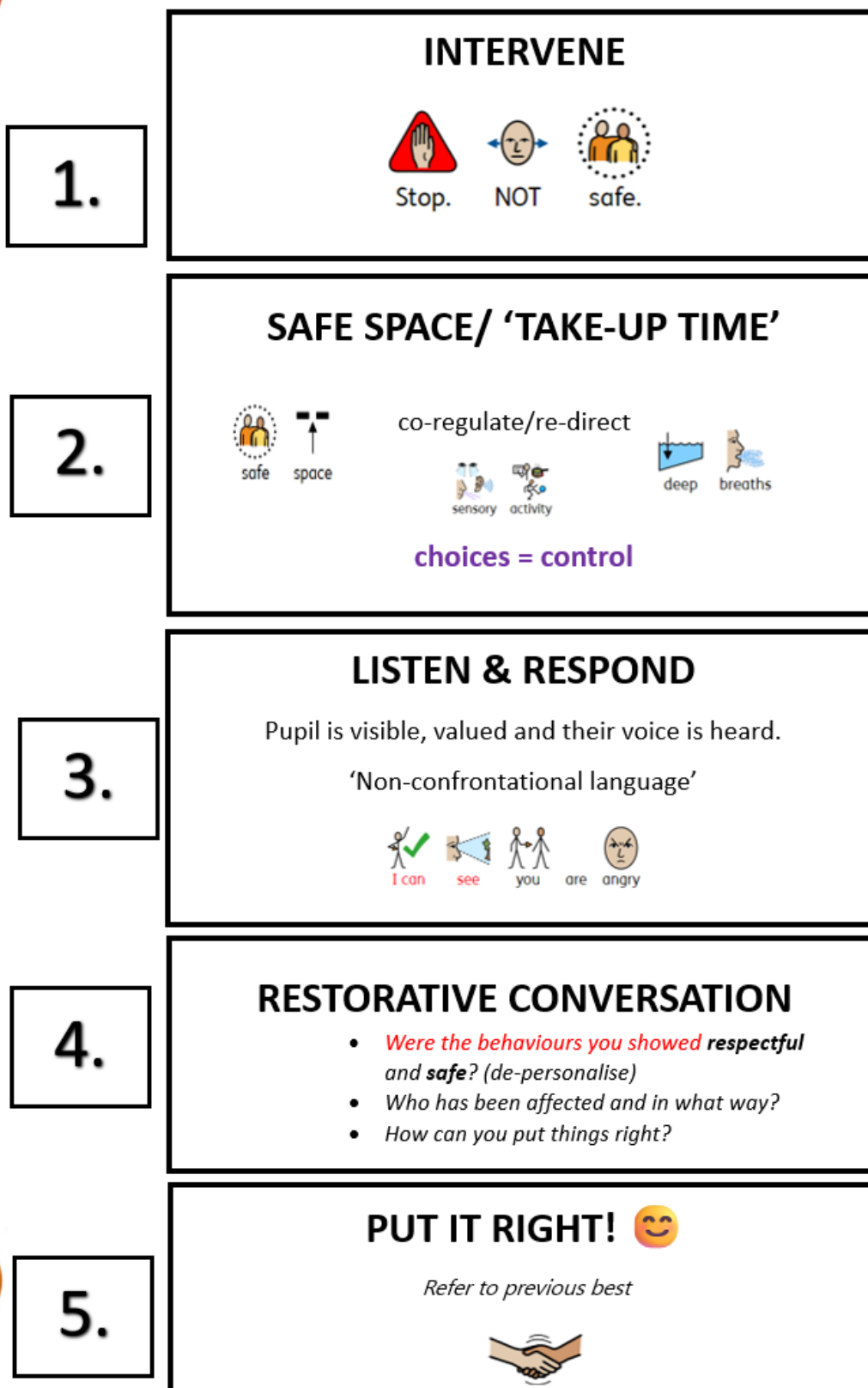To prevent a pupil from doing, or continuing to:

a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil).

b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves) or

c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The school's approach to the use of reasonable force is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time.' Any action will always be carried out with the child's safety and dignity in mind. Key staff in each team are TEAM TEACH trained and can use positive handling techniques in accordance with the training and guidelines.

If reasonable force has been applied to ensure a pupil's safety, the incident will be logged by the member of staff and reviewed by the headteacher and Behaviour Lead. Parents will be informed and provided with information about the incident.

Positive Behaviour Management

De-escalation Flowchart (LUNCHTIME)

1.

INTERVENE

Stop. NOT safe.

2.

SAFE SPACE/ 'TAKE-UP TIME'

safe space

co-regulate/re-direct

sensory activity

deep breaths

choices = control

3.

LISTEN & RESPOND

Pupil is visible, valued and their voice is heard.

'Non-confrontational language'

I can see you are angry

4.

RESTORATIVE CONVERSATION

- *Were the behaviours you showed respectful and safe? (de-personalise)*
- *Who has been affected and in what way?*
- *How can you put things right?*

5.

PUT IT RIGHT! 😊

Refer to previous best

Appendix 2: Behaviour Ladder

Behaviour ladder	
Examples of behaviour	Consequence
Talking at the wrong time Shouting out Distracting others or stopping others from learning Not following instructions Not getting on with your work Leaving the classroom without permission	Private reminder of expectations PIP & RIP
Level 1 behaviours Continuing the above after a reminder. Or: Inappropriate language used without meaning to upset or offend Unkind name calling	Your teacher will privately explain how you are not meeting expectations regarding your behaviour for learning. You may be asked to move seats in your classroom.
Continuing any of the above. Or: **Level 2 behaviours** Dis-respect to an adult Moderate vandalism (equipment, resources, graffiti)	You will be asked to go to another classroom for an opportunity to reflect on your actions. You will miss 10 mins of either the next break time or lunch time.
Continuing any of the above. Or: **Level 3 behaviours** Deliberate physical contact (e.g. push, trip, shove, poke etc)	You will go to your Year Group Lead or a member of SLT to complete your work in their classroom or office. Any missed work will be sent home, with an imposition letter, to be completed for the next morning.
Lunch time pastoral support	
If you are struggling to make good choices during play or lunchtimes, you will be given lunchtime support. This will take place in the lighthouse. You may also need to have your lunchtime play in the Harbour rather than the main playground.	
Level 4 behaviours	
Bullying or cyberbullying Serious physical contact (e.g. hitting, kicking, punching, biting) Severe use of inappropriate language (e.g. swearing, sexualised, racial or homophobic language) Spitting deliberately at somebody Severe vandalism (equipment, resources, graffiti) Serious disruption of a class which results in the lesson being stopped for the safety of others (e.g. throwing furniture) Threatening behaviour towards another pupil or member of staff. Sexual harassment	Your parents will be notified immediately by the Pastoral Team, and they will be called into school for an immediate meeting with either an Assistant Headteacher, the Deputy Headteacher or Headteacher. The incident will be logged on our records and an appropriate consequence will be given. You will spend the next break and lunch reflecting on your actions.

Body language and personal space are important – get down to their level first!

1. "I've noticed…" (describe the behaviour) *

2. "You know we expect you to be…" (name the specific behaviour expectation –

Ready/Respectful/Safe to remind them and explain how their actions have not met this

expectation)

3. "That means that you have chosen …" (drop the potential consequence / consequence

gently)

4. "Do you remember yesterday when you…" (refer to the 'previous best') … "That's what I want to see from you now."

5. "Thank you for listening."

*If this is not the first reminder or the incident

"This is the third time I've spoken to you about this, I'm going to need to see you for 2 minutes

at the end of the lesson" or

"This is the third time I've spoken to you about this, I'm going to need you to discuss this with

Head of Year"

Attempts to 'de-rail' the conversation

If a pupil attempts to 'de-rail' the conversation by asking random personal questions, making

personal comments or trying to be argumentative, always respond calmly and refocus the

discussion:

"Be that as it may…"

"I hear what you are saying…"

Simply nodding whilst the pupil talks is proven to reduce the pupil arguing back!

BEHAVIOUR PLAN
PUPIL NAME: CLASS: YEAR GROUP:

Log of incidents:

Date	Description of behaviour	Trigger for incident	Action taken

IBP 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:

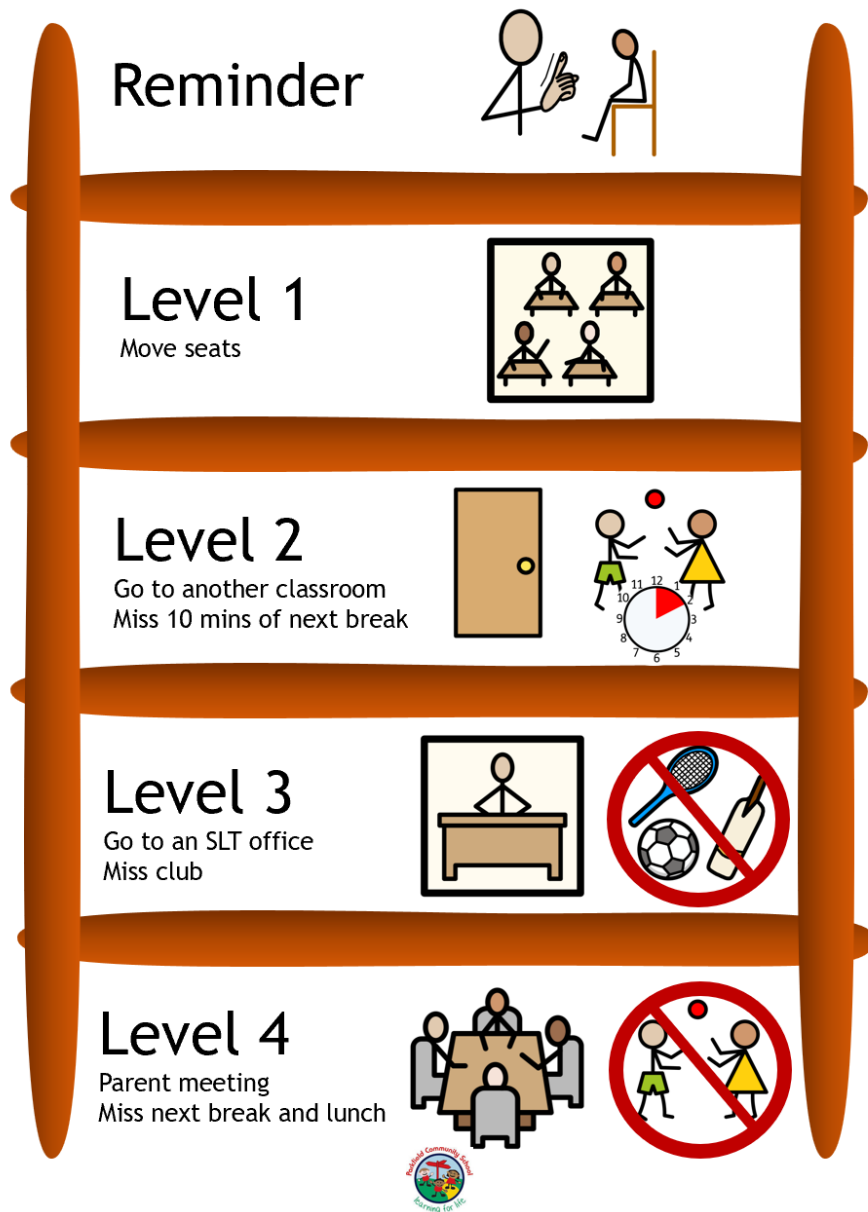| Date of birth:	Medical conditions/needs:
Date plan starts:	
Date of next review:	
Challenging behaviour	Targets
Strategies for positive behaviour	Early warning signs
Reactive strategies	Support after an incident
Agreement: Parent name	Staff name
Parent signature	Staff signature
Date	Date

BEHAVIOUR PLAN
PUPIL NAME: CLASS: YEAR GROUP:

Skills and Talents	Achievements
Likes	Dislikes

Reminder

Level 1
Move seats

Level 2
Go to another classroom
Miss 10 mins of next break

Level 3
Go to an SLT office
Miss club

Level 4
Parent meeting
Miss next break and lunch

Reminders

Level 1
Move carpet space

Level 2
Timeout chair

Level 3
Go to another classroom
For timeout

Level 4
Parent meeting
Report to SLT