

# **St. John Chrysostom Federation**



## **Behaviour Policy**

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## 1. Introduction

**"Let all that you do be done in love"**

Corinthians 16:12

**Nurturing hearts, inspiring minds:**

**Building a compassionate community of lifelong learners.**

**Our Vision:**

We aim to serve our community by providing an education of the highest quality that nurtures and inspires children to become lifelong learners as well as compassionate individuals.

We strive to create an inclusive and stimulating environment where love, community, hope, wisdom and dignity are the guiding Christian values embedded in everything we do.

With these values, we will equip our pupils with the knowledge, skills and character needed to thrive and make a positive impact in their community and the wider world.

All staff hold high expectations that all children have potential talents that require a safe learning environment where learners boldly attempt new challenges and take risks with confidence.

Our cornerstones of city living; diversity; aspirations; and communication, language and literacy, underpin our rich and creative curriculum and place reading at the heart of children's learning.

Through our vision, we want all our children to feel safe, supported and encouraged to grow together academically, socially, emotionally and spiritually.

Together, with parents as partners, we are committed to nurturing well-rounded individuals who lead with love, strengthen their communities, foster hope, pursue wisdom and treat others with dignity.

**Our Values:**

**Love**

**Leading with love** - Love is at the heart of our school community. We foster an environment where love is expressed through kindness, compassion, and respect for one another. We believe that love enables us to build strong relationships, deepen our understanding of diversity, and create a sense of belonging for everyone.

**Community**

**Strengthening our community** - We recognise the importance of community and the strength that can be found in unity. Our school community reflects the diversity of 'cityliving' and we value each individual's own unique background and talent. We encourage collaboration and teamwork, as-well as involving parents and families, as we celebrate the richness of our diversity united by our common values.

**Hope**

**Fostering hope** - We in still hope in our children, inspiring them to believe in their potential

and encouraging resilience in the face of challenges. We provide opportunities for our pupils to dream big, to set goals, and to pursue their ambitions. Through nurturing hope, we empower our students to become agents of positive change in the world, noticing with awe and wonder, the delights of the world around them.

### **Wisdom**

**Pursuing wisdom** - We value wisdom as the foundation of lifelong learning. We cultivate a culture of curiosity and spirituality where we encourage our pupils to question, to explore, and to discover knowledge and understanding. We strive to develop wisdom within our children to enable them to make wise choices both now, and in the future.

### **Dignity**

**Treating others with dignity** - We uphold the inherent worth and dignity of every individual within our school community. We foster an atmosphere of mutual respect and create an environment where everyone feels valued, listened to, and empowered. Through our Christian faith, we teach our children to embrace empathy and compassion, acknowledging the dignity of all.

At St. John Chrysostom Federation, we aim for our pupils to become independent learners, motivated by their natural curiosity about the world in which they live in. All of our pupils have the right to learn in a positive and nurturing environment; and they should feel and be safe at all times. To enable this to happen we ask that all children, staff, parents/carers, governors and wider-community are mindful of the Christian sentiment:

***‘Treat others as you would like them to treat you.’***

## **2. Our Vision**

The Governing Body and entire staff team believe that it is a privilege to educate and nurture the children in our schools. Through the establishment of high expectations of behaviour and academic excellence the school aims to prepare children for their future at high school and for life.

Our vision starts with the high expectation that all children have potential talents that require a safe learning environment where learners boldly attempt new challenges and take risks with confidence. Our educational teams across the schools and age ranges are passionate about children’s literature and engendering a love of reading and learning. The importance of the Arts within the curriculum is part of our vision to provide a rich, creative and experiential sequence of learning for all children in a school environment that promotes respect and tolerance.

We are proud to be two closely aligned Church of England primary schools who serve the local community where we value all children and the role of the parents to support a love of lifelong learning.

## **3. Our Three School Rules**

Our three school rules are based on the aforementioned Christian Sentiment. Our staff talk to children about these rules on a regular basis and refer back to them when managing behaviour. The three rules are:

- Respect yourself
- Respect others
- Respect property

## 4. Expectations

We understand that our pupils' happiness requires the presence of positive relationships. Teacher-pupil relationships must be built on mutual respect and trust. In the same way, we expect pupils' relationships with other children to be built upon these values.

At St. John Chrysostom Federation, we are conscious of the impact that meaningful positive feedback can have for all individuals involved within our school communities. We understand that positive behaviour management strategies - not persistent criticism – are effective in improving standards and relationships between individuals. Adults within the school environment have a duty to act as positive role models (this duty is inclusive of non-teaching staff and visitors to the school).

Older pupils are encouraged to care for and support younger ones, just as they would in the family home. At St. John Chrysostom Federation, we aim to promote a positive caring ethos and provide a challenging and well-planned programme of education. We aspire to help pupils develop high levels of self-regard and self-esteem, as well as an awareness of appropriate behaviour in a variety of contexts.

At St. John Chrysostom Federation, we acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to Social, Emotional or Mental Health (SEMH), we aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

**We aim to promote resilience as part of a whole-school approach using the following methods:**

**Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.

**Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.

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

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## 5. Our Practice

At the St. John Chrysostom Federation, we aim to:

- Deal with situations in a calm, but certain manner, whilst avoiding the potential to escalate situations.

- Give purposeful praise for good levels of effort and behaviour.
- Use positive language to manage behaviour.
- Emphasise that all members of our school community bear a collective responsibility for ensuring good behaviour.
- Take time to consider our response to challenging behaviour when necessary.
- Be consistent, whilst taking into account each child's individual needs.
- Ensure that the consequences of inappropriate behaviour are realistic, appropriate and fair.

## 6. Children's Responsibilities

- To always try our best.
- To co-operate and work well with each other.
- To take responsibility for our own actions.
- To be honest, polite and well-mannered.
- To respect the feelings of others, and learn to resolve difficulties in a calm and understanding manner.
- To respect other children's and the school's property.
- To listen when adults are speaking.

## 7. Behaviour Management System - 'It's Good To Be Green'

Our behaviour management focuses on the positive. We are always on the look out to catch our children doing the right thing! Staff are encouraged to praise and reward children for choosing the right option. We teach children that they should be noticed for the right reasons.

Every classroom has a 'Good To Be Green' (traffic light inspired) behaviour management chart. Children start every day on green and the aim is that they will stay green all day.

'Good to be green' is a four stage behaviour management system.

**Stage 1: Green** – you are trying your best and are behaving in a manner that encourages good work.

**Stage 2: Verbal Warning** – A child may get a verbal warning for:

- Disrupting the lesson.

- Not following instructions.
- Being disrespectful... .. *\*this is not an exhaustive list.*

**Stage 3: Amber** - Children's names are moved to amber when they continue to disrupt learning in the same lesson, following a verbal warning. The teacher may feel that the child needs to miss some of their break to reflect upon their behaviour.

**Stage 4: Red** - Children's names are moved to red when they continue to disrupt learning despite an amber warning. The child will complete 'Reflection Time' with a member of staff dealing with the behaviour incident. As part of the reflection process, the child will be given the opportunity to reflect on their behaviour and an opportunity to put things right.

## 8. Reflection Time

### Key Stage One and Key Stage Two

On the rare occasion a child's name is changed to red, they will complete 'Reflection Time' with a member of staff dealing with the behaviour incident.

The member of staff will work with the child to complete a 'Reflection Activity', which adopts a 'Restorative Approach'. This approach encourages children to think about how their behaviour affects others, both children and staff. It helps children to develop the values of respect, responsibility, thoughtfulness, friendship, empathy, hope and fairness, and it allows all parties to have their right to be heard and respected.

**The child will be supported to share the following information:**

- 'What happened?'
- 'How did you feel?'
- 'Who has been affected?'
- 'What should you have done?'
- 'How will you make things better?'
- 'What could you do if you felt like this again?'

This approach empowers children and staff to handle conflict positively, while enhancing self-esteem and well-being. We believe that by using a Restorative Approach we are giving children the skills to independently take responsibility for their behaviour and to make more informed choices in the future and to rebuild and restore relationships.

### Early Years

The child will be asked to complete 'Reflection Time' in the classroom, by sitting at the reflection table with a sand timer to think about what they have done and how they can make it better.

When the sand timer has finished, the child should bring it to a member of staff. The member of staff will check that the child has understood why they had to sit out, using the 'Reflection visual prompts' (**See Appendix 1c**) to guide the conversation and to support the child's understanding.

### Recording

It is the class teacher's responsibility to record the red card incident on CPOMS (using the 'red card' tab) and upload the child's completed reflection sheet. This allows accurate behaviour monitoring and ensures the correct support is in place. **(See Appendix 1-3).**

## **Parental Contact**

At St. John Chrysostom Federation, we seek to develop effective partnerships with parents/carers. If a child has received a red card and completed reflection time, the class teacher will speak to the parent/ carer at the end of the day. If the class teacher is unable to speak to the parent on a face-to-face basis, the class teacher will phone the parent.

## **9. Exclusions**

Exclusions, both fixed-term and permanent, are seen as a last resort. When deliberating an exclusion, the school will consider a number of factors including: the impact an exclusion will have on the pupil, other children, parents/carers and the wider circumstances surrounding both the child and the incident in question. The school will follow Department for Education guidelines at all stages of the process and will inform the governing body and local authority.

## **10. Promoting Positive Behaviour: Praise and Rewards**

At St. John Chrysostom Federation, we recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated.

**We praise and reward children for positive behaviour in a variety of ways:**

- **Non-Verbal Gestures** – Smiling, nodding, and generally encouraging gestures are the first and most frequently used form of feedback staff will give to children. It should not be underestimated how valuable this is to engendering a positive and nurturing environment in school.
- **Verbal Praise** – We value directly praising good examples of behaviour or learning. This instant form of feedback is one of the most effective ways to reinforce positive behaviour choices and to improve self-confidence and self-esteem. All members of staff regularly praise positive behaviours they see. Staff make explicit exactly what specific behaviour, attitude or achievement is being praised e.g. 'Well done, you are sitting properly!'
- **Rewards** – We use a number of rewards to promote positive behaviour across the Federation. These include:

### **Individual Strategies**

- Weekly Praise Postcard Assembly
- Sharing achievements with parents
- Special responsibility in class or around school, e.g. 'Book Monitor'
- Certificates
- Stickers
- Showing of good work to other adults
- Activity-based rewards

## Whole Class Strategies

- In Key Stage One and Key Stage Two, each class use the '**Class Dojo**' **Reward System** to encourage positive behaviour in school. Each child has an avatar character, and can earn Dojo points by demonstrating positive behaviour, e.g. helping others, working hard, being a good friend, supporting other children, acting as a good role model. Dojo points are also given to the whole class to promote positive behaviour and learning.
- Staff members only award children 1 Dojo point a time, to ensure a fair and consistent approach.
- Children can receive a special Dojo reward for earning a certain amount of points. When a child earns 100 Dojo points they will receive an individual reward. When the whole class earn 1000 Dojo points, they will receive a class reward. Rewards are to be decided by the teacher in each class. A Dojo reward may be: additional playtime, the opportunity to eat their lunch with a member of staff and friend, show and tell.

## 11. Early Years

Staff in the Early Years settings will apply our Behaviour Policy and practices in an age appropriate manner and will adapt the strategies detailed in the Policy.

## 12. Supporting Children with Specific Needs

There may be some instances where children require more individualised support. In these cases, assessments are completed to identify the specific needs (e.g. using a Boxall Profile) and a Behaviour Support Plan (BSP) will be written in collaboration with the child, class teacher, class teaching assistant, Federation SENDCO, or a member of the SEND Team, Head of School, and the parents/ carers of the child. Other external agencies may also be involved to provide additional support and guidance; for example, the Educational Psychologist or Specialist Outreach Support.

The plan will outline personalised goals, support, rewards, and sanctions. The plan takes account of the child's likes and dislikes and is a supportive tool. It is reviewed regularly (**See Appendix 4**).

In some cases, children (who may not have a BSP) may require additional support to meet any Social, Emotional, Mental Health (SEMH) needs; identified children may work with the class teacher/TA or external agency, and access a number of supportive strategies and interventions.

We are committed to anti-discriminatory practice and recognise children's diverse circumstances. Staff are aware that behavioural problems may be the result of abuse, and maintain flexibility when dealing with children who are known to have suffered abuse. All staff ensure that any concerns regarding a child's welfare are reported immediately to the Designated Safeguarding Lead (DSL) (as outlined in the Safeguarding Policy).

## 13. Equal Opportunities

St. John Chrysostom Federation celebrates the diversity within our community and ensures that we all have the opportunity to respond to the expectations and challenges of the curriculum. We endeavour to:

- Offer equal opportunities to all. Such as (but not restricted to) culture, religion, gender orientation, ethnicity, ability, socio-economic or sexuality.
- Provide an environment free from prejudice for all members of our school community.
- Foster an atmosphere in which all members of the school community can be respected as individuals and in which the varied experiences of the community can enrich the life of the school.

## 14. Anti Bullying

Bullying is deliberately hurtful behaviour repeated over a period of time. Various national and international definitions of bullying exist, and most of these definitions have three things in common which reflect children's experiences of bullying gained from extensive research in this area. The three common aspects in most definitions of bullying are:

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is usually an imbalance of power which makes it difficult for the person being bullied to defend themselves

### Bullying can include:

| TYPE OF BULLYING                                                                                                                                                                                                                                | DEFINITION                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional                                                                                                                                                                                                                                       | Being unfriendly, excluding, tormenting                                                                                                                                       |
| Physical                                                                                                                                                                                                                                        | Hitting, kicking, pushing, taking another's belongings, any use of violence                                                                                                   |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)                                                            |
| Sexual                                                                                                                                                                                                                                          | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |

| TYPE OF BULLYING | DEFINITION                                                                                                                                                  |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Direct           | Pushed, punched, deliberately hurt<br>Having property damaged<br>Made to give up money or belongings<br>Being forced to do something they do not want to do |
| Cyber-bullying   | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites                                                   |
| Verbal           | Name-calling, sarcasm, spreading rumours, teasing                                                                                                           |
| Indirect         | Having nasty stories told about them (malicious gossip)<br>Being left out, ignored or excluded from groups                                                  |

At St. John Chrysostom Federation, we take all reports and incidents of bullying seriously. Details of our approach to preventing and addressing bullying are set out in our 'Anti Bullying Policy'.

### **15. Sexual Harassment and Discrimination**

St. John Chrysostom Federation prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer abuse and discrimination are detailed in the 'Peer on Peer Abuse Policy'.

We will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

### **16. Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2023'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

**This policy should be read in conjunction with the following school policies:**

- Special Educational Needs and Disability Policy
- Positive Handling Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
- Peer on Peer Abuse Policy
- Anti-Bullying Policy
- E Safety policy

|                          |            |
|--------------------------|------------|
| Date Approved:           | 09/09/2025 |
| Date of review:          | 09/09/2026 |
| Approved: Governing Body |            |

## Appendix 1: KS1 Reflection Sheet



### KS1 Reflection Sheet (Adult to record)



|               |                |
|---------------|----------------|
| Child's Name: | Date:          |
| Class:        | Adult present: |

What happened?



How did you feel? (circle the correct feelings)



|             |                |            |             |            |                         |
|-------------|----------------|------------|-------------|------------|-------------------------|
| <br>worried | <br>confused   | <br>angry  | <br>sad     | <br>scared | <br>silly               |
| <br>fidgety | <br>distracted | <br>giggly | <br>excited | <br>fuzzy  | <br>something different |

Who has been affected?



How will you make things better?



## Appendix 2: KS2 Reflection Sheet

|                                                                                   |                                               |                |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------|----------------|-------------------------------------------------------------------------------------|
|  | <b>KS2 Reflection Sheet (Child to record)</b> |                |  |
| Child's Name:                                                                     |                                               | Date:          |                                                                                     |
| Class:                                                                            |                                               | Adult present: |                                                                                     |
| <b>What happened?</b>                                                             |                                               |                |                                                                                     |
| <div></div>                                                                       |                                               |                |                                                                                     |
| <b>How did you feel?</b>                                                          |                                               |                |                                                                                     |
| <div></div>                                                                       |                                               |                |                                                                                     |
| <b>What should you have done?</b>                                                 |                                               |                |                                                                                     |
| <div></div>                                                                       |                                               |                |                                                                                     |
| <b>How will you make things better?</b>                                           |                                               |                |                                                                                     |
| <div></div>                                                                       |                                               |                |                                                                                     |
| <b>What could you do in the future?</b>                                           |                                               |                |                                                                                     |
| <div></div>                                                                       |                                               |                |                                                                                     |

## Appendix 3: EYFS Visual Reflection Sheets



### Visual Reflection Sheet (Adult to support child to give their responses)



|               |                |
|---------------|----------------|
| Child's Name: | Date:          |
| Class:        | Adult present: |

|                                                                                                                    |                                                                                                             |                                                                                                    |                                                                                                    |                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <br>broke something               | <br>scribbled on something | <br>hurt an adult | <br>hurt a child | <br>was unsafe          |
| <br>took my clothes off           | <br>What happened?         |                                                                                                    |                                                                                                    | <br>wasn't respectful   |
| <br>swore at someone              |                                                                                                             |                                                                                                    |                                                                                                    | <br>wasn't ready        |
| <br>didn't listen to instructions | <br>threw something        | <br>ran off       | <br>tore my work | <br>something different |

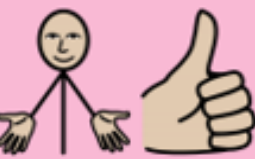
1 | Page

|                                                                                                |                                                                                                                           |                                                                                                 |                                                                                                |                                                                                                              |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <br>worried | <br>fidgety                            | <br>confused | <br>angry  | <br>sad                 |
| <br>anxious | <br>What were you thinking or feeling? |                                                                                                 |                                                                                                | <br>excited             |
| <br>giggly  |                                                                                                                           |                                                                                                 |                                                                                                | <br>distracted          |
| <br>silly   | <br>fizzy                              | <br>anxious  | <br>scared | <br>something different |

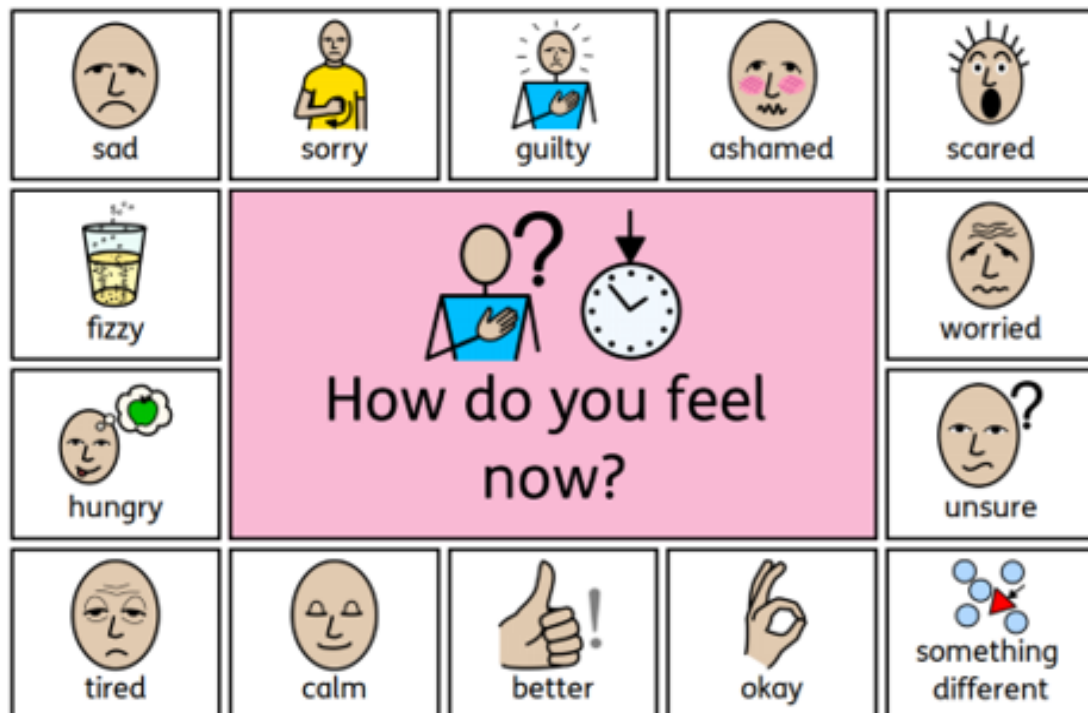
### Appendix 3: EYFS Visual Reflection Sheets

|                                                                                                |                                                                                                                    |                                                                                                |                                                                                                |                                                                                                       |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <br>me        | <br>a friend                      | <br>a teacher | <br>an MDS   | <br>my class       |
| <br>my mum    | <br><b>Who has been affected?</b> |                                                                                                |                                                                                                | <br>other children |
| <br>my dad    |                                                                                                                    |                                                                                                |                                                                                                | <br>group          |
| <br>my family | <br>people in the community       | <br>animals   | <br>my carer | <br>someone else   |

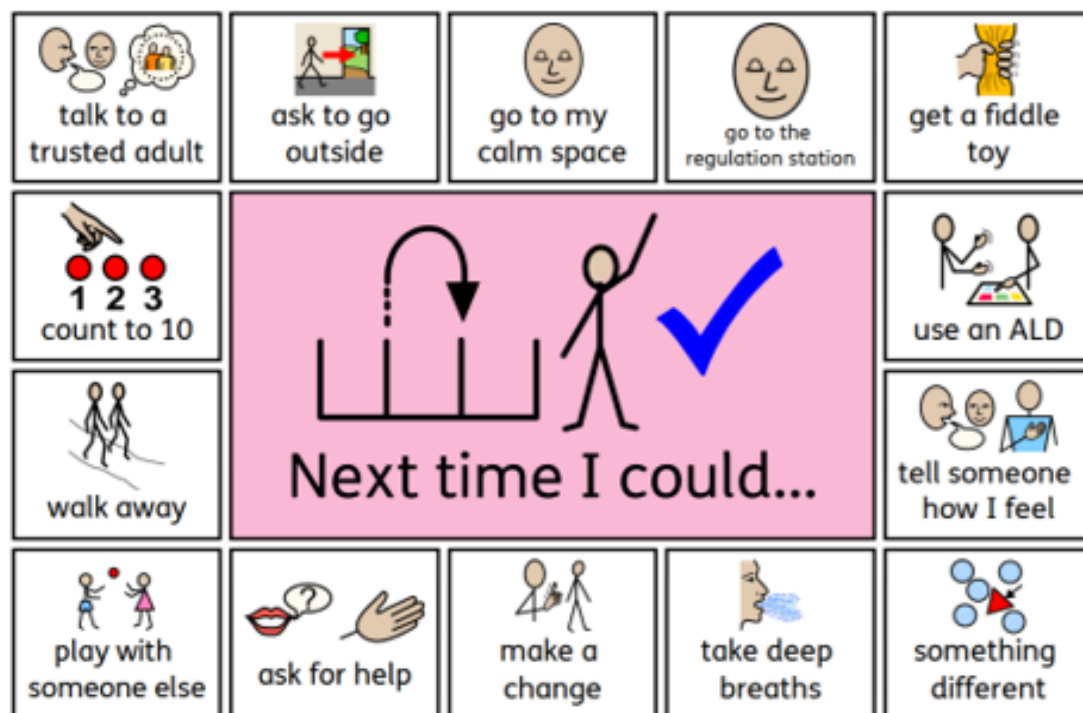
3 | Page

|                                                                                                           |                                                                                                                                     |                                                                                                          |                                                                                                              |                                                                                                              |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <br>write it down      | <br>write a letter                               | <br>talk with someone | <br>say sorry to someone | <br>fix something       |
| <br>have thinking time | <br><b>What needs to happen to put it right?</b> |                                                                                                          |                                                                                                              | <br>tidy up             |
| <br>make a change      |                                                                                                                                     |                                                                                                          |                                                                                                              | <br>clean something     |
| <br>make a plan        | <br>practice                                     | <br>finish my work    | <br>get dressed          | <br>something different |

### Appendix 3: EYFS Visual Reflection Sheets



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## Appendix 4: Individual Positive Behaviour Support Plan



### Individual Behaviour Support Plan

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                 |                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------|
| Child's Name:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Class:                                                          | Date:                             |
| <div style="border: 1px solid black; padding: 5px; width: fit-content;">             Insert Photo of child           </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Teacher:                                                        |                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | DOB:                                                            | Review Date:                      |
| <b>Strengths &amp; Preferred Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                 |                                   |
| Strengths:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 | Preferred Activities/ Interests:  |
| <b>Identified Functions of Behaviour</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                 |                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                 |                                   |
| <b>Individual Targets/ Goals</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                 |                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                 |                                   |
| <b>Common Triggers</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                 |                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                 |                                   |
| <b>Target Behaviours: Behaviours Causing Concern</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                 |                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                 |                                   |
| <u>Approaches that work</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                 | <u>Approaches that don't work</u> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                 |                                   |
| <b>Behaviour Support Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                 |                                   |
| Behaviours causing concern                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Positive Behaviour Strategies to use to deal with the behaviour |                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                 |                                   |
| General Support Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                                   |
| Written by: _____ Agreed with: _____, _____, _____<br><div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">             (Teacher)<br/>             _____           </div> <div style="text-align: center;">             (Teaching Assistant(s))<br/>             _____           </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">             (Parent/Caret)<br/>             _____           </div> <div style="text-align: center;">             (SENDCO/AHT)<br/>             _____           </div> </div> |                                                                 |                                   |