



Relationships and Behaviour Policy

Hyde Park Schools

Approved by: Executive Head Teacher

Date: March 2024

Last reviewed on: March 2026

Next review due by: March 2027

[Rationale](#)

At our school, we recognise behaviour as a form of communication and respond to all pupils through a relational approach. We recognise that children's behaviour often reflects their emotions, experiences, and unmet needs. By prioritising strong, trusting relationships, we aim to understand what a child is communicating and provide appropriate support. Our approach focuses on helping pupils feel safe, understood, and supported to develop self-regulation, positive relationships, and respectful behaviour over time.

This policy provides clear guidelines for staff to:

- Help children develop confidence and collaboration skills.
- Encourage a positive self-image and self-esteem.
- Foster an environment of praise and encouragement.
- Implement structured support systems when needed.

Aims

Our school values of Inclusivity, Confidence, Enterprise, Bravery, Curiosity, Kindness, and Optimism underpin this policy. We aim to:

- Encourage positive choices through praise and reinforcement.
- Support children in self-regulating their behaviour.
- Build strong relationships between staff, pupils, and parents.

The policy should be regarded as a live document; it should be readily available and referred to as needed. Please note that parents, guardians and carers are referred to as 'parents' throughout this policy.

Objectives

This policy ensures that:

- Expectations of behaviour are clear to all.
- A safe and positive learning environment is maintained.
- Pupils are motivated through structured rewards.
- The consequences of poor behaviour are clearly understood.
- Pupils develop socially, emotionally, and academically.

Scope

This policy applies to:

- Pupils in school and when representing the school externally, including on trips and journeys to and from school.
- Behaviour incidents that impact school life.
- Staff, who must model positive behaviour.

- Children, who are expected to follow the school rules so that every individual can learn.
- Parents, who should support school expectations. They will also endeavour to ensure that their children arrive to school ready to learn.

Mental Health

Hyde Park Schools recognise that mental health plays a crucial role in learning and behaviour. It is important not to label as 'mental health' problems which are in reality normal emotional reactions to new experiences. To promote mental well-being, we provide:

- Pastoral support and interventions for pupils in need.
- Professional referrals where necessary.
- A nurturing environment to support emotional well-being.

Supporting Children with Behavioural, Emotional and Social Difficulties (BESD)

Behavioural difficulties can stem from various factors such as adverse childhood experiences, bereavement, or bullying or inconsistent parenting. Support includes:

- Early identification through staff observations and SENCO referrals.
- Individual Behaviour Plans (IBPs) tailored to pupil needs.
- External specialist involvement when appropriate.
- Adjustments in classroom management to remove potential triggers.

Additional specialist help and advice from the SENCO or Educational Psychologist may be necessary. These actions would be coordinated with the Head of School and the Executive Head.

The role of the adult in promoting good behaviour

All staff that work in the school are expected to follow the School Code of Conduct and school rules, model positive learning behaviours and make daily reference to positive learning behaviours so that every child can learn with minimal disruption.

We believe that positive reinforcement is the most effective way to encourage good behaviour. Adults should be proactive in facilitating good behaviour. They should use their knowledge of individual pupils to identify triggers in their day and seek to manage the situation in advance. Adults working with pupils are expected to develop a knowledge of them to support the deep relationship that underpins good behaviour.

Good routines should be in place for:

- Start of the day (emotional register) – a warm welcome from staff at the classroom door every day which also provides an opportunity for each child to feel valued, safe and secure in the sense of connection with the member of staff. For most children, this can be achieved by the simple acknowledgement

of the child and the child having the knowledge that they are in mind. It will also allow staff to notice any potential difficulties a child any have in settling to learn that day.

- Transition times – calm and ordered routines for coming in and out of the classroom, school, assemblies, change of lessons and so on.
- Lining up – clear guidance given for lining up and moving around the school.
- Moving around the school – calmly walking to the left around corridors, opening doors for adults, using good manners, waiting for people in front of you and so on.
- Break and lunchtimes – clear guidance on expectation of not coming back into class unsupervised, how to move around/on/off the playground, how to enter/leave the dining hall and expectations of dining hall conduct.

Rules and Expectations

Hyde Park Schools follow three key rules:

1. **Ready**
2. **Respectful**
3. **Safe**

Our rules...	Learners will...	Which enables...	Which prevents...
Ready	<ul style="list-style-type: none"> • have equipment. • listen and focus. • be active learners. • be alert. • take responsibility. • Be physically and mentally ready. • 	<ul style="list-style-type: none"> • children to maximise all learning opportunities and make the most of the learning environment, school community and everything it has to offer. 	<ul style="list-style-type: none"> • wasted learning time, distracting others and being distracted. • poor progress and low attainment. • negative attitudes to learning and poor behaviour choices.
Respectful	<ul style="list-style-type: none"> • listen to each other. • be considerate of others' thoughts, feelings and opinions. respect the school's environment. • show kindness to everybody. • give each child a voice and value 	<ul style="list-style-type: none"> • children to be polite; contribute to a safe and positive environment; and be good citizens of the future. 	<ul style="list-style-type: none"> • upsetting others' feelings. • the diminishing of self-worth. • the disruption of the positive culture of the school, and community.

	the ideas of others.		
Safe	<ul style="list-style-type: none"> • take responsibility for their own actions. move around the school environment with care and consideration. be kind to themselves and others. • think before acting. • share their worries and concerns with someone they trust. 	<ul style="list-style-type: none"> • everyone to learn. • a positive and welcoming environment. everyone to stay happy and healthy. a positive and welcoming environment, where everyone is happy, healthy and able to learn. 	<ul style="list-style-type: none"> • accidents from occurring. a dangerous environment. mental stress. unhappiness. an unhappy or dangerous environment.

These rules are reinforced through positive framing and co-constructed classroom charters each year, alongside weekly assemblies.

Responsibilities for Behavioural Support

Reasonable Adjustments for Negative Behaviours at Different Levels

Class Level (Teacher/TA-Led Adjustments)

- Emotional Check-Ins – Use visual charts or direct conversation to assess pupils’ emotional state.
- Calm Corners – A designated area for pupils to self-regulate and de-escalate emotions before rejoining class.
- Flexible Seating Arrangements – Adjust the pupil’s seating position for reduced distractions or support needs.
- Short Movement Breaks – Allow pupils to take brief movement breaks to release energy and refocus.
- Restorative Conversations – Address behaviour privately, calmly, and with empathy before considering sanctions.

Escalation to Year Lead if: Behaviour persists despite classroom interventions.

Year Lead Level (Middle Leadership Intervention)

- Mentoring and Check-Ins – Assign a trusted adult for daily or weekly check-ins to support behaviour regulation.

- Restorative Conversations & Mediation – Encourage pupil-to-pupil conflict resolution through guided discussions.
- Alternative Timetables or Adjustments – Temporary modifications to schedules or structured interventions.
- Pastoral Support Referral – Involve pastoral care for emotional and behavioural support.

Escalation to Head of School if: The behaviour remains persistent or significantly disrupts learning.

Head of School Level (Senior Leadership Intervention)

- Individual Behaviour Plans (IBPs) – Develop personalised strategies for managing and improving behaviour.
- Risk Assessments – Evaluate if the behaviour poses a risk to self, others, or learning.
- Multi-Agency Referrals – Engage external professionals such as educational psychologists or safeguarding teams.
- Pastoral Support Plan (PSP) – Implement a structured plan involving teachers, parents, and external agencies.
- Internal Isolation (Reflection Room) – Provide a supervised, structured environment for reflection and learning.

Escalation to Executive Headteacher if: Behaviour significantly breaches school policy or involves serious misconduct.

Executive Headteacher Level (Formal Disciplinary Actions)

- Managed Move Consideration – If behaviour is unmanageable, explore a transfer to another setting with parental involvement.
- Suspension Consideration – If interventions fail, the Headteacher may issue a fixed-term suspension (1-5 days).
Longer Suspensions (6-15 days) – For repeated or severe misconduct, longer suspensions may be applied.
- Alternative Provision Referral – If the pupil struggles in a mainstream setting, explore alternative provision options.
- Parental & Governor Review – Ensure transparent documentation of all steps before applying sanctions.
- Permanent Exclusion Consideration – If all interventions fail and the behaviour remains severely disruptive or dangerous, PEx is formally considered.

[How we talk to children – ‘The Script’](#)

The Script is used to support staff across the school to address children’s primary and secondary behaviours through a consistent approach and use of language:

- Primary Behaviours: what makes you angry
- Secondary Behaviours: what you do when you are angry

Again, the use of The Script is focussed on repair, with the primary intention of re-establishing positive learning behaviour as quickly as possible:

Addressing Primary Behaviours:	The behaviour that I am noticing is....	...you are wandering the classroom. ...you are off task with your learning. ...you are struggling to maintain focus. ...you are becoming frustrated with...
	Our rule that this behaviour isn't following is...	...always being ready. ...always being respectful. ...always being safe.
	Given the choice that you have made...	...I can see that you are ready to... ...you need to have some time out now/at break/at lunch to reflect on your behaviour...
For supporting children's dysregulated behaviour	PACE Approach: Playful Acceptance Curiosity Empathy	It's absolutely fine for you to feel like this... No wonder you are feeling like... I can understand why you are feeling so _____... I wonder if... I imagine... I notice...
Addressing Secondary Behaviours:	<p>If the child demonstrates secondary behaviours, do not hand them control.</p> <p>Remain calm, monitor, ignore and watch the behaviour, but do not address it. Addressing the behaviour directly might potentially lead to further escalation.</p> <p>Only intervene at this stage if the secondary behaviour poses a risk of harm to self or others (i.e. CPI final stages), or is causing significant disruption.</p>	

Positive Praise System

We develop childrens' social and emotional skills by focusing on the school's values of being kind, curious, optimistic, brave, inclusive, enterprising and confident. These values are highlighted and celebrated in assemblies and in the school newsletter.

Our emphasis is on rewards to reinforce good behaviour. Rewards have a motivational role, helping children to see that good behaviour is valued through:

- **A structured system of praise** using both verbal and non-verbal reinforcement. Adults are expected to 'Praise in Public and Reprimand in Private. Praise should be as specific as possible, e.g. Well done for holding the door open for other people.'
- Non-verbal praise strategies such as **smiling, nodding, hand gestures** to encourage positive behaviour.
- tangible rewards such as treats.
- **Home Recognition** via certificates, conversations with parents and Dojo messages.
- **Weekly Awards** including "**Star of the Week**" and "**Values Champion**" for reinforcing core values.
- **Head of School and Executive Headteacher (EHT) Recognition** for pupils who consistently demonstrate exemplary behaviour over a term or academic year.
- Pupils are awarded Dojo points. Dojo certificates are used to celebrate personal achievements as children earn, 50, 100, 200, 500 Dojo Points.

There are many ways in which pupils can be awarded points. Below is a table of what pupils could be awarded points for; some have a higher weighting than others and are therefore more valuable and harder to be awarded:

Points Awards

How to Earn Dojo Points	Dojo Points Awarded
Behaviour that exemplifies the School Values (Kind, Curious, Brave, Optimistic, Enterprising, Inclusive, Confident)	Value Card plus 2 Points
Smart Uniform – dressed in full school uniform including P.E uniform.	1 Points
Excellent Classwork – maximum effort in terms of completing work and moving on to challenges.	2 Points
Good Attendance and Punctuality – 96-98% with no more than 2 lates over the course of a term	3 Points

Excellent Attendance and Punctuality – 99% and above with no lates – over the course of a term	10 Points
Good level of engagement with homework that week	2 Points
Reading at home at least 4 days per week. Parents or pupils write detailed comments in reading diary.	3 Points
Pupil of the Week	5 Points
Selected for showing Value of the Week	5 Points
Head of School – nominating a pupil who has shown exemplar learning attitude or behaviour	7 Points
Representing the school in sporting competitions or other activities	5 Points
Executive Headteacher - nominating a pupil who has shown exemplar learning attitude or behaviour	10 Points

Sanctions

Although rewards are central to the encouragement of good behaviour, there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of consequences should be characterised by certain features:

It must be clear why the consequence is being applied;

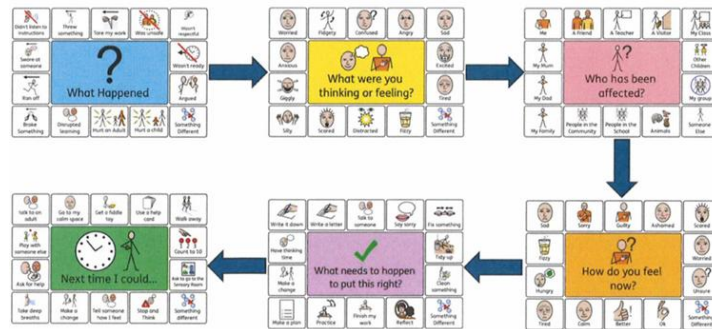
It must be made clear what changes in behaviour are required to avoid future consequences.

At all stages, the focus is on restoration and being reflective. Parents can be contacted informally as home/school liaison can support a child's understanding of consequences and choice. Details of all behavioural incidents will be recorded on CPOMs.

The Restorative/Repair Conversation

It is important that the adult and child review the behaviour choice in a restorative conversation once the child is regulated and ready to discuss. Below are examples of the questions used in restorative meetings.

1. What happened?
2. What were you thinking and feeling at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen to make things right?



Minor and Major Incidences

Minor incidents might include:

- Inappropriate physical interactions (pushing, hitting, grabbing etc)
- Inappropriate language in school including isolated instances of swearing and name calling
- Talking persistently at inappropriate times
- Mistreating school or other property
- Distracting other pupils
- General misbehaviour around the school, eg running in the corridors, talking in assemblies
- Not having the correct uniform to enable them to learn, eg PE kit, swimming kit and so on
- Play fighting/rough play
- Isolated exclusion of peers from games, if intended to cause upset to them
- Bringing to school inappropriate or banned items
- Isolated defiance after a reasonable request has been specifically directed at the individual by an adult
- Isolated shouting out
- Not completing sufficient learning
- Lack of co-operation with peers

Major incidents might include:

- Fighting or major physical attack
- Any prejudice-based comments eg racist/homophobic/transphobic/religious/gender
- Persistent inappropriate language in school
- Theft
- Vandalism of anybody's property
- Leaving the classroom without permission
- Trying to leave the school site without permission
- Repeated defiance after a reasonable request has been specifically directed at the individual by an adult
- Bringing in dangerous or illegal items
- Ongoing multiple minor incidents (1st dealt with by CT, 2nd by Head of Year, then refer to SLT)

All major incidents must be referred to Head of School. The Head of School will add notes to the CPOMS entry upon having dealt with the incident. The class teacher will communicate to the parent of the child, as well as any affected parties, unless agreed otherwise with the Head of School.

When a child demonstrates behaviour that is not in line with our 3 school rules, they need to have the opportunity to be able to reflect and resolve. This is supported using the 6 stages below.

	Consequence	Examples of language
STAGE 1	Verbal reminder given to the child for them to reflect on and to correct their own behaviour. Notice positive behaviour in the room.	“Well done – you are listening and ready to learn.” “Daniel, I’d like you looking this way and listening thank you.” I wonder if this group did not quite hear the expectations. What we’ve agreed is that we should be facing the front and listening.”
STAGE 2	Second verbal reminder given with a reminder of what will happen if inappropriate behaviour continues.	“James, you can either stop talking and focus on your learning or you will need to move to the focus table.”
STAGE 3	Move pupil to a different space within the classroom.	“Bob, you’ve continued to talk after the warning, which disrupts our learning, so now you have to move tables.”
STAGE 4 <i>Inform parents</i>	Pupil must move to another class to complete their work – to team leader – team leaders support one another	“Bob, you’ve continued to disrupt learning after moving seat, so now you have to move classes.”
STAGE 5 <i>CT / TA Record on CPOMS</i>	If the pupil continues to make the wrong choice, they will need to miss some of their lunchtime/playtime in the Refection Room.	“Bob, you’ve continued to disrupt learning after moving classes, so now you will need to miss 15 minutes of lunchtime in reflection.”
STAGE 6 <i>CT / TA Record on CPOMS</i>	Pupil must be referred to SLT	“Eliza, you have moved classes, spent time in the reflection room, and yet still continue to disrupt learning. I will need to refer your behaviour to Mr Dellow/Mrs Foster.”

[Reflection Room](#)

Any pupils being referred to the reflection room should be brought there by their class teacher on their way to lunch. In the reflection room the adult leading the room will encourage pupils to reflect on the questions to be used in restorative conversation with their Class Teacher. Visuals or sentence stems can be used, or

verbal support, in a way appropriate to the child's age and developmental stage. The child should stay for 15 minutes in the reflection room. Following lunch their class teacher should, in a way that does not interrupt the flow of the afternoon learning, hold the restorative conversation with the child using the prompt question.

Playground expectations and procedures

The principles of 'Ready, Respectful, Safe' underpin our expectations of behaviour at all times during the school day. This includes unstructured times at play and while dining in the canteens. If there are behaviour incidents on the playground or in the canteen, staff will approach the situation in a relational way that mirrors the classroom:

1. Verbal reminder given to the child for them to reflect on and to correct their own behaviour.
2. A second verbal reminder given with a reminder of what will happen if inappropriate behaviour continues.
3. The child will have to spend 5 minutes with the adult, without partaking in further play activities.
4. The child will need to stay with an adult for a longer period of time-up to 15 minutes.
5. The pupil may be referred to a member of SLT.

It will not always be appropriate to follow all of these steps in this exact order as in less structured time situations are less predictable and will require some judgement to be exercised.

Where a pupil is with an adult on the playground, the adult will judge whether the child needs further time to regulate or if they are ready to engage in a conversation about their behaviour following the framework of restorative communication.

1. What happened?
2. What were you thinking and feeling at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen to make things right?

Any member of staff who is not the class teacher must pass any behavioural incidents over to the class teacher at the nearest opportunity. For lunchtime staff this will be when the class are collected from the playground at the end of lunch. The behaviour incident will need to be logged if stage 4 is reached by the adult who dealt with the incident.

More serious incidents will need to be dealt with quickly. If a child is hurt by another child, then the priority is assuring that the injured child is happy and safe. Any physical behaviour needs to be investigated by first talking to the pupils concerned. If a pupil is non-compliant or aggressive, then the supervising adult should first attempt to de-escalate the situation and call on help to ensure any injuries are simultaneously being treated. Serious incidents must be referred to a member of

SLT, who the office will help to locate. Once a matter is referred to SLT, the SLT member will be responsible for following up actions.

Specifically, in the case of more serious incidents this includes: contacting parents or carers; recording on CPOMS; issuing and organising any consequences.

Persistent ongoing issues, major incidents and behaviour plans

Should the above, used within our usual school climate of positive behaviour, reward and achievement systems, not be successful, the graduated behaviour pathway is enacted. Usually, children at this stage will have some emotional or social needs which will need to be addressed in the pathway, and which will take into account, and be appropriate to, the age and development of the child.

Major incidents must be referred to the Head of School in the first instance. In all cases where the behaviour is a significant cause for concern and has been referred to SLT, pupils will move onto a Behaviour Plan for six weeks and parents will be informed.

Some children who present with social, emotional and mental health needs, may require a Behaviour Plan, Check-In Chart or a Playground Passport to support them in their learning. A Behaviour Plan, may include a risk assessment to reduce any risks identified. All documents are created in collaboration between the class teacher, SENDCo and SLT. Adaptations are made over the weeks as new behaviours (risks) are identified or new ways to manage the risks are implemented. A Check-In Chart will be used to support pupils in reflecting on their day against an agreed scale across each day for a set period of time. Check-In Charts are created in collaboration between the class teacher, SENDCo and SLT. SLT may also provide input on a Check-In Chart. At the point of creation, it will be agreed who the pupil will check-in with. For some pupils, unstructured times can impact on pupils’ ability to regulate their behaviour. To support this, pupils will be a provided with a Playground Passport. The aim of which is to support pupils in regulating across a period of the day that has been identified as an area of development.

Graduated Behaviour Pathway

Graduated Behaviour Pathway				
Sanction		Unacceptable Behaviour		Recording Required
		Minor	Major	
Consider the use of targeted behaviour support, initially through an ISP,	External Exclusion Executive Head			Record on CPOMs
	External Suspension			
	Internal Exclusion			

or through a dedicated IBP , and/or through engaging with support from other agencies, as appropriate	Behaviour Plan and Parents informed	[Green bar]	[Green bar]	[Yellow bar]
	Behaviour Reflection and Coaching Time Out: lunchtime. 15 minutes			
	Move to another class			
Move within the classroom				
Warning				
Reminder				
Positive Learning Environment				
				Inform parents

Special Educational Needs

As a fully inclusive school, we understand that some children need extra support. The school recognises its' legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. In some circumstances, a child may have a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the Headteacher, SENDCo, parents, carers, adults working with the child and the child themselves. 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.

Internal Seclusion

In rare occasions, the Headteacher may decide that an Internal Seclusion is an appropriate sanction for the behaviour demonstrated by a child. In certain cases, extreme negative or aggressive behaviour may result in an internal seclusion. These incidents will be dealt with by a member of SLT who will decide on the consequence. Parents will be informed of the Internal Seclusion by a member of SLT. Any physical abuse of staff or children, serious verbal abuse, including swearing, or complete refusal to follow reasonable adult instructions will result in immediate referral to the Headteacher who will assess the level of severity of the situation and the sanction required, which could include working alone or fixed-term exclusion. This may also result in permanent exclusion.

Suspensions and Permanent Exclusions

Only the Headteacher (or the acting headteacher) has the authority to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteachers may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, the parent is informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parent how to make such an appeal.

The Headteacher informs the LA/CEO of LAT and the governing body about any exclusions. The governing body cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee that is made up of three members - the committee considers any appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated. If the governors' appeal panel decides that a pupil should be reinstated, the Headteacher, must comply with this ruling.

[Searching and Confiscation](#)

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. At our schools, the Executive Headteacher or Head of Schools are authorised to carry out a search. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed below. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

The list of prohibited items is;

- knives and weapons
- alcohol illegal drugs stolen items.

Additionally, any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations: tobacco, cigarette papers and vapes; fireworks; pornographic images.

[Crisis Prevention Safety Interventions \(CPI\)](#)

In some instances, trained CPI staff may be deployed in situations where children are in serious danger of hurting themselves, others or damaging the fabric of the building. In the first instance deescalation strategies will be implemented; however

safety intervention strategies (holds) may be assessed as necessary. See the DfE9s Behaviour and discipline in school: Advice for headteachers and school staff. Only staff who have been Safety Intervention trained will carry out any form of restrictive physical intervention. Before holding children, all other strategies from this policy and the Trust's CPI Policy, should be considered.

If a hold is used, this will be shared with parents, reported on CPOMs and reported to the Trust's CPI team. Restorative conversations will be held with the child and in all cases will be reviewed by the schools' CPI team.

CPI® Physical Interventions are independently risk assessed and accredited by the British Institute of Learning Disabilities (BILD).

At our school we ensure that a team of teaching and support staff have had CPI training and receive annual updated training.

Monitoring




This policy will be regularly reviewed and evaluated but the school SLT. SLT are responsible for monitoring the behaviour across the school on a regular basis. A record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

[Appendix](#)

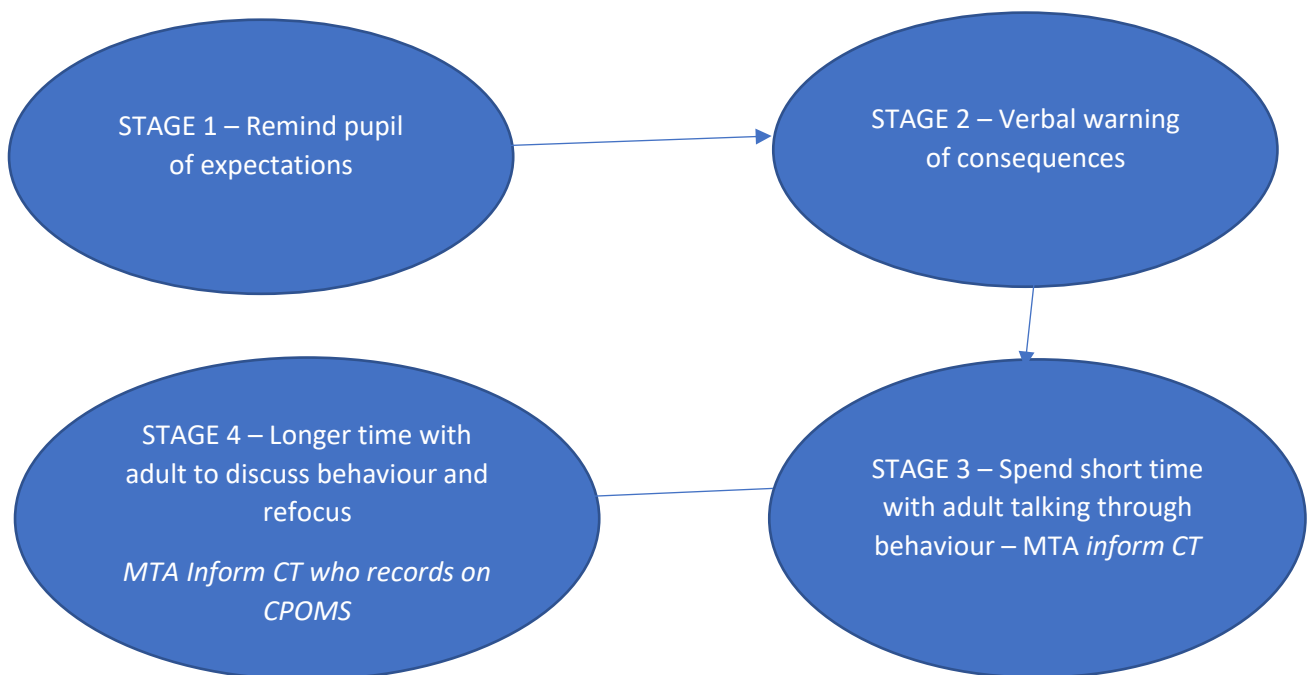
[Behaviour Plans, Check in Charts and Playground Passports](#)

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth: Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the pupil:
Skills and Talents	Achievements
Likes	Dislikes
Challenging behaviour What does it look like? What triggers it?	Targets (for timetable tracker) What are we working towards? How do we get there?
Strategies for positive behaviour How do we maintain positive behaviour? <ul style="list-style-type: none"> Phrases to use Rewards, motivators 	Early warning signs How do we prevent an incident? <ul style="list-style-type: none"> What to look out for How to respond (reminders, alternative environment)
Reactive strategies How do we diffuse the situation? <ul style="list-style-type: none"> What to do and what not to do Phrases to use 	Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
<ul style="list-style-type: none"> Calming techniques <p>At what stage should another member of staff be informed? Who should this be?</p>	

BEHAVIOUR PLAN						
Child's name				Date written		
Child's class				Review date		
TARGETS	1. Do not disturb lessons 2. Listen to adult instructions and be respectful to adults 3.					
Have I met my targets:	 Fully		 Some of them		 Not this time	
	0900-1000	1000-1100	1100-1200	1200-1300	1300-1400	1400-1500
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						

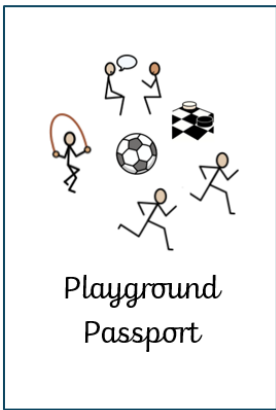
FLOW CHART OF BEHAVIOUR PATHWAYS PLAYGROUND






STAGE 5 – Refer to SLT

Major incidents can come straight here

MTA to inform CT that this has been necessary



Monday	Tuesday	Wednesday	Thursday	Friday	HOS Comment
Playtime					
Lunchtime					
1	 I have followed our school <u>rules</u> and I have been a good friend.	2	 An adult had to remind me of our school rules.	3	 I made the wrong <u>choice</u> and an adult had to help me.
Child's Comment					