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Behaviour Policy

Approval Date: November 2021
Review Date: November 2022

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes. involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.



1. Aims

This policy aims to:

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

2. Legislation and Statutory Requirements

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

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

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Definitions

Misbehaviour is defined as:

- Disruption i) in lessons ii) at break times iii) at lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude;
- Breach of the school rules.

Serious misbehaviour is defined as:

- Repeated breaches or serious breach of the school rules;
- Any form of bullying;
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- Vandalism;
- Theft;
- Fighting;
- Discriminatory behaviour;
- Possession of any prohibited items.

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical attention, sexually abusive comments
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

To see how we deal with bullying at Dovecotes, please see our Anti Bullying Policy.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board review and approve the written statement of behaviour principles (at the beginning of this policy).

The governing board will monitor the behaviour policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles.

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

The Headteacher will only exercise the power to permanently exclude a pupil as a very last resort.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently;
- Implementing emotion coaching and restorative conversations that help a child in understanding how their behaviour affects others;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour incidents on CPOMS;
- Ensuring that they 'praise in public; remind in private' and never shame a child if they have made a bad choice or done something unacceptable.

The senior leadership/learning mentor will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school's rules;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the school promptly.

5.5 Pupils

Pupils are expected to:

- Behave with self-control (no shouting out or answering back);
- Show respect to members of staff and each other;
- Show basic good manners and politeness to others;
- Make it possible for all pupils to learn in class;
- Try their best in all lessons;
- Walk quietly and sensibly around the school and long corridors (in single file, keeping to the left and waiting at the doors to let adults through);
- Be sensible on the playground;
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times with pride;
- Accept sanctions when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school and they are wearing the school uniform;
- Talk about their worries and problems.

6. Rewards and Sanctions

6.1 List of Rewards and Sanctions

The school may use the following rewards to recognise positive behaviour:	The school may use the following sanctions in response to unacceptable behaviour:
Rewards	Sanctions
Praise	A verbal reprimand
Letters, texts or phone calls home to parents	Warning
Special responsibilities/privileges	Reflection time
House Points	Work to be completed at break or lunchtime (in the Reflection Room)
Stickers	Time out from class
Certificates	Supervised at break or lunchtime (in the Reflection Room)
Handwriting pen license	Isolation
Name in the Jar	Withdrawal from an activity
Gold Tokens	Referring the pupil to a member of SLT
Termly Treats	Letters, texts or phone calls home to parents
	Choices/Consequences Report Card
	Referral to head teacher
	Modified Timetable
	Fixed Term Exclusion (This can only be initiated by the Headteacher / Deputy Headteacher)
	Permanent Exclusion (This is the ultimate sanction and will be implemented by the headteacher in consultation with Governors and Local Authority)

6.2 Level of Sanctions

To ensure consistency in application of sanctions, the following steps will be taken (it may be necessary to omit levels depending on the severity of the incident).

Step	Action to be taken	Record to be kept	Notes
1	A verbal reprimand		
2	Partial Loss of Playtime	Name on the board	5 minutes supervised break time
3	Whole Loss of Playtime	Noted on CPOMS as a behaviour incident	15 minutes supervised break time
4	Sent to Headteacher and Loss of lunchtime	Noted on CPOMS as a behaviour incident	Incomplete work will need to be provided for lunchtime supervision
5	Parents asked to come into school to meet with Headteacher and Learning Mentor Pupil to be put on Report Card	Actions of meeting outcomes to be logged on CPOMS	Report card will be daily at first and progress to weekly as behaviour improves. Pupil may then only require a report card for playtime/lunchtimes.
7	Fixed term exclusion	LA Form	
8	Permanent exclusion	LA Form	

Where disagreements occur between children, if appropriate a restorative meeting will be held. The aims of a restorative meeting are to improve relationships, to provide an opportunity to reassure each other and to agree on next steps for improvement.

Where children are not ready for restorative conversations and a return to usual activities would present a risk; separation will be insisted upon and pupils will have to move to separate classrooms or have a 50:50 timetable to share the playground

7. Recording of Behaviour on CPoms

CPOMS is used to record any incidents of poor behaviour. When adding an incident to CPOMS the following categories will be recorded:

- Class Behaviour Log – for poor choices and behaviour that have occurred in class
- Step 3/4 Playground – more serious incidents that have occurred on the playground
- Step 3/4 classroom – more serious incidents that have occurred in the classroom
- Homework – for when a child has not completed their homework and so needs to catch up during lunchtime
- Classwork – for when a child has not completed their classwork and so needs to catch up during lunchtime

Specific categories will be used for behaviour that relates to:

- Peer on Peer Abuse
- Sexual Violence and Harassment

8. Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, or outside of school whilst wearing the school uniform.

9. Malicious Allegations

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

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

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

10. Behaviour Management

Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Display the school rules and school's core values;
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons;
 - Establishing clear routines;
 - Highlighting and promoting good behaviour;
 - Concluding the day positively and starting the next day afresh;
 - Having a plan for dealing with low-level disruption;
 - Using positive reinforcement;
 - Using restorative practice as a means to supporting pupils with their behaviour;
 - Encouraging children to seek support from a trusted adult.

10.1 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

Incidents of physical restraint must always be used as a last resort.

- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment.

11. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

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

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

11.1 Emotion Coaching

Emotion coaching reasserts that all feelings are OK but not all behaviour is OK. Staff will use emotional moments as a time to listen to the child, empathise, help the child label the emotion he or she is feeling, offer guidance on regulating emotions, set limits and teach acceptable expression of emotions.

1. Staff will wait until the child is calm and in a relaxed, rational state to explore the feelings that give rise to the behaviour/problem/ incident.
2. Scaffold alternative ideas and actions that could lead to more appropriate and productive
3. Empower the child to believe s/he can overcome difficulties and manage feelings/behaviours

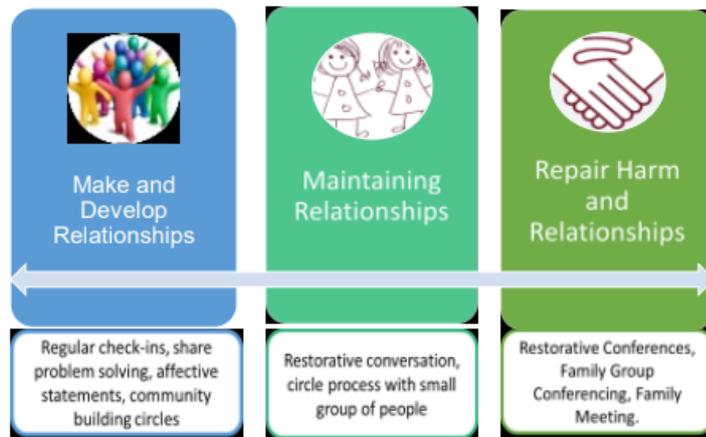
Empathy Examples

- You seem to be feeling angry. I would feel angry if that happened to me. It's normal to feel like that.
- These are the rules that we have to follow. Doing that is not OK
- We can't behave like that even though you are feeling annoyed because it is not safe.

11.2 Restorative Practice and Conversations

Restorative Practice is a way of behaving that helps to build and maintain healthy relationships, resolve difficulties and repair harm where there has been conflict.

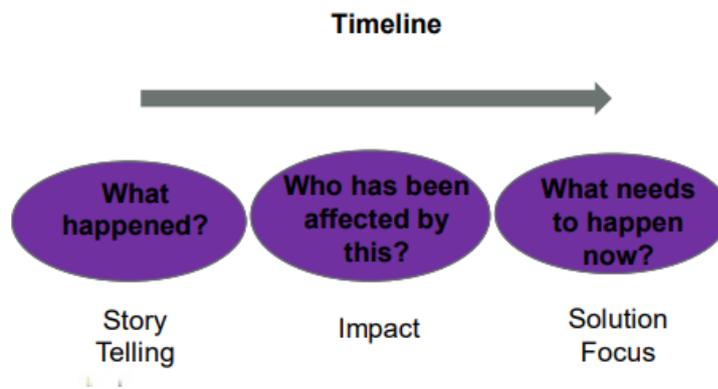
Continuum of Restorative Practice



Restorative Conversations

A Restorative Conversation is a small informal process used when an incident has occurred but not necessarily of a serious nature. It gathers people together to:

- Explore the incident
- Who has been affected?
- The impact
- What to do next?



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What happened next?
And then?
Tell us the issues that have brought us here today?
Tell us more about...
What were your thoughts at the time?
What was happening before?
What were you thinking?
What was in your head?
How were you feeling?
What else?
When that happened what happened next?
At that point, what were you thinking/feeling?

What happened?

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Anyone else?
Tell us more about...
How have they been affected?
How have you been affected?
Who else has been affected?
How have others been affected?
How do you feel now?
Was anyone else involved?
Has anyone else been affected by this?

Who has been affected by this?

Anything else to add?
What has been the hardest thing for you?

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11.3 Getting it Right: Positive Steps to Support Behaviour and Emotional Wellbeing in Schools.

The School will follow the document *Getting it Right: Positive Steps to Support Behaviour and Emotional Wellbeing in Schools*.

Using the Behaviour and Wellbeing Environmental Checklist

The first stage will be for the teacher with a concern about an individual pupil to complete a Behaviour and Wellbeing Environmental Checklist to try to identify features of the school environment that may be affecting a child or young person's behaviour.

The 'school environment' refers to a number of different aspects, as well as the physical surroundings. It includes the policies and procedures used in the running of the school and individual classrooms, as well as the quality of relationships between school staff and pupils, as well as the quality of the communication that takes place.

From this, an Environmental Action Plan will be devised. A review date for the plan should be set for approximately one month after the plan is agreed to assess its impact.

Assessing and Identifying Needs

At stage 2, Antecedent, Behaviour and Consequence (ABC) Charts will also be used to provide a useful method of recording information about a pupil's behaviour. The use of these charts may help to identify links between the behaviour and the antecedent or consequence.

These charts are usually completed by teachers or other staff who have witnessed the child or young person's challenging behaviour, as well as what was happening before and after the behaviour occurred. Strategies can then be put into place to reduce the undesirable behaviour, or replace it with a more desirable behaviour.

Multi-Element Support Planning

Stage 3 involves developing a personalised plan of support for the pupil that is based on assessment information and identified needs. The multi-element support plan is a tool that focuses on a number of factors or elements that can contribute to improved behaviour. A comprehensive plan should include four elements:

- Environmental strategies that reduce the risk of challenging situations or responses;
- Development and teaching of skills for coping, problem-solving and increasing control;
- Rewards for achieving success and maintaining motivation; and
- A plan for responding when things go wrong to prevent escalation and ensure safety.

The multi-element support plan should be developed in collaboration with the child and their parent/ carer. All parties should contribute and have ownership.

It starts by defining the behaviours or incidents causing concern and considering what happens before and afterwards to consider what may be triggering and reinforcing these.

It is useful to be specific about what the behaviour is and when it happens. For example, if anxiety is a concern, specifying how anxiety is manifested (e.g. panic attacks, withdrawal, running off, crying), when it happens, and how the cycle of behaviour is completed.

Consideration of the child's strengths and interests, and their needs and difficulties (including other areas of SEN/D), is important to inform planning and tailor interventions to build upon strengths and be differentiated to account for difficulties.

All plans should identify goals or targets that are sufficiently SMART (specific, measurable, achievable, relevant, time-limited) to make judgements about the success of the plan and particular strategies.

Environmental Strategies

A multi-element support plan these should be personalised for the child and might include consideration of: where the child is seated; where other children are seated; preparation for transitions or challenging situations; the availability of adult support; the use of language by adults; availability of safe spaces; visual support; and the availability of specific resources for soothing, calming or promoting concentration

Skill Development

Effective support must also enhance the pupil's skills for coping and managing in different situations to promote their independence.

Interventions to develop skills can focus on areas including: coping with stress; making friends; promoting interaction; managing anxiety; seeking help; solving problems and resolving disagreements; coping with separation; assertive communication; developing confidence and self-belief; and managing anger or reducing aggression.

Interventions may be delivered in a one-to-one situation, in groups, through the curriculum, or through incidental learning opportunities throughout the day (e.g. using specific feedback or emotion coaching approaches).

Reward Strategies

It is well established that rewards are effective for promoting positive behaviour. Changing behaviour is difficult and takes effort, and maintaining behaviour changes can be more challenging still.

For some children support plans will need to involve highly structured and frequent reward systems, for example to reduce low-level disruptive behaviour and promote positive engagement. For others, rewards may be for achieving set goals, continuing engagement with support or progress made in developing self-management skills.

While tangible rewards are useful, social rewards such as praise, respect and admiration are often more powerful. It is important to specify what successes will be rewarded so that adults can agree what they will notice and respond positively to.

Responding to Difficulties

Putting in place the right environmental strategies, teaching the right skills, and rewarding positive behaviour will all help to maximise the chances of positive behaviour. Nevertheless, there will be times that things go wrong – that is, after all, why support is needed – and it is important to have plans and strategies in place for when this happens.

When anyone becomes upset, anxious or agitated their capacity for rational thought and planning is reduced, so it is important that ways of responding are planned in advance and shared so that we do not try to rely on these capacities at the most difficult times.

The support plan should identify strategies or procedures that should be followed when a child or young person is finding it difficult to cope, particularly: strategies that can help to de-escalate; any steps required to keep the child safe; any steps required to keep other people safe; and how to repair harm and rebuild relationships. Consideration should be given to: whether language needs to be simplified or specific (e.g. using or avoiding certain phrases); whether particular

areas are needed for “time-out” or calming down; which staff members should or should not be involved at times of crisis; and other aspects of managing risk.

In some circumstances, plans should specify what and when physical intervention is used. Multi-element support plans should be reviewed at least termly and updated based on evidence about which strategies are most effective. Where additional external support is required to develop plans, this can be sought from the Outreach Service and the Inclusion Support Service, as well as other external agencies.

12. Shame

Staff will ‘praise in public’ but ‘remind in private’ and not shame a child if they have made a bad choice or done something unacceptable. Instead, they will use the incident as an opportunity to teach the pupil why the behaviour was wrong, how to problem solve, learn from the mistake, consider how their actions have hurt others and accept the real consequences of those actions.

Staff will not encourage shame with reactions such as comments, shaking of the head or tutting etc. since responses to shame may escalate the situation and trigger challenging reactions such as smirking, laughing, fight/flight, poor eye contact and no expression.

Staff will also be mindful of how praise in some pupils can cause social embarrassment and/or fear of negative peer responses and will adjust their approaches according to the pupil.



13. Exclusion Prevention Meetings

The School recognises that sometimes a pupil’s behaviour will present an unacceptable level of demand on teachers and fellow pupils. Sometimes the level of risk indicated by past incidents will be unmanageable.

As a very last resort the Headteacher may exercise the power to permanently exclude a pupil. However utilising “Exclusion Prevention Meetings”, should mean that this power would only have to be used when all reasonable efforts by the school, to address the assessed needs of a pupil have been exhausted. (Not withstanding a one-off incident of so serious a nature that permanent exclusion is deemed the only viable option).

The requirement for an Exclusion Prevention Meeting (Team Around the Child meeting) may be prompted by a range of factors:

- Following two or more fixed term exclusions
- A series of internal exclusions
- Frequent or sustained use of additional school support such as school accessing alternative provision to meet behavioural needs.

14. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s).

In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

15. Training

Behaviour management will form part of continuing professional development as appropriate.

16. Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and the governing board annually. At each review, the policy will be approved by the headteacher.

17. Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Attendance policy

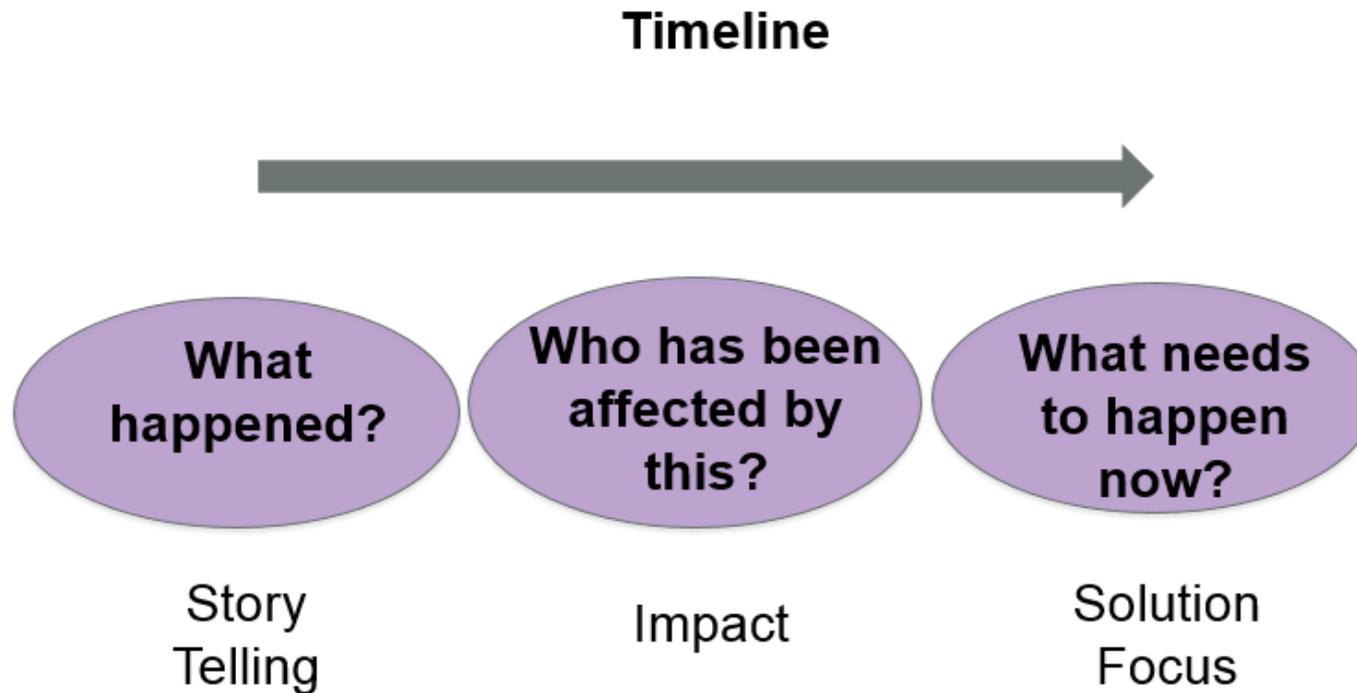
- Safeguarding policy
- Anti-Bullying Policy
- Mental Health and Wellbeing Policy

RESTORATIVE CONVERSATIONS

What is a Restorative Conversation?

A Restorative Conversation is a small informal process used when an incident has occurred but not necessarily of a serious nature. The purpose is to bring people together to explore the incident, discuss who has been affected, consider the impact of the incident and agree what to do next. The aim of the process is to recognise that relationships have been harmed and work together to repair these relationships.

Restorative Conversation Process:



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Restorative Conversation Facilitator Prompting Questions:

What happened?	Who has been affected by this?	What needs to happen now?
<p>What happened next? And then? What has brought us here today? Tell us the issues that have brought us here today? Tell us more about... What were your thoughts at the time? What were you thinking? What was happening before? What was in your head? What do you think about it now? How were you feeling? What else? At that point, what were you thinking/feeling? When that happened, what happened next?</p>	<p>How have they been affected? Anyone else? Tell us more about... How have you been affected? How have other been affected? Anything else to add? What has been the hardest thing for you? Has anyone else been affected? How do you feel now? Was anyone else involved? How have other been affected?</p>	<p>What do you need to move on from this? What would that look like? Tell us more about... What will help you move on from this? What else needs to happen? Do you all agreed with that? Anything else to add? How does that leave you feeling? What will it look like when it's done? What do you think about what has been suggested? What will it look like when it's done? If you can't do that, what can you do? When will it be done?</p>

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Appendix 1: Behaviour and wellbeing environmental checklist

About the environmental checklist

The purpose of this tool is to prompt reflection and planning around factors in the school, teaching and learning environment that help to promote positive behaviour and wellbeing. The tool should be completed by the person who

has identified a concern (e.g. the class teacher). It will be helpful to complete the tool collaboratively with a colleague, such as another teacher, a teaching assistant or the SENCo. This tool should not be used to audit or rate another person's practice.

What the ratings mean:

Rating	Descriptor
1	Strongly disagree - very significant need for action
2	Moderately disagree - some need for action
3	Moderately agree - some need for action
4	Strongly agree - no need for action
Don't Know	Further information gathering may be needed
Not Applicable	Not applicable to that school context

Circle the most applicable rating

The classroom environment	
My classroom looks and feels like a good work environment.	1 2 3 4 D/K N/A
Furniture and equipment are arranged to the best effect for teaching and learning.	1 2 3 4 D/K N/A
There is appropriate heat, ventilation and light.	1 2 3 4 D/K N/A
Students are seated according to a seating plan.	1 2 3 4 D/K N/A
The whiteboard is easily seen by all.	1 2 3 4 D/K N/A
External noise levels do not interfere with learning.	1 2 3 4 D/K N/A
There is sufficient space and ease of movement for all.	1 2 3 4 D/K N/A
Students and teachers have adequate personal work space.	1 2 3 4 D/K N/A
Managing teaching and learning	
I arrive at my classroom before the students and greet them on arrival	1 2 3 4 D/K N/A
My instructions to students are clear.	1 2 3 4 D/K N/A

I notice and acknowledge good behaviour.	1 2 3 4 D/K N/A
I prepare materials and equipment before class.	1 2 3 4 D/K N/A
Students bring the correct materials/equipment to class.	1 2 3 4 D/K N/A
My delivery of the curriculum is differentiated so that all students can succeed at learning.	1 2 3 4 D/K N/A
I am aware of the SEN/other needs/issues of the students in my class.	1 2 3 4 D/K N/A
Lessons are interesting and have a variety of different activities.	1 2 3 4 D/K N/A
Students are involved in the setting of their own goals and targets.	1 2 3 4 D/K N/A
Students work together in a way that supports learning.	1 2 3 4 D/K N/A
There are clear expectations and roles for additional adult support.	1 2 3 4 D/K N/A
Students needing additional support to follow routines/ instructions (e.g. visual support, cuing-in, extra time) receive this consistently	1 2 3 4 D/K N/A

Promoting wellbeing in class

I help teach students to understand their own emotions.	1 2 3 4 D/K N/A
I help students to communicate their feelings and seek help.	1 2 3 4 D/K N/A
Students are taught/supported with self-management skills.	1 2 3 4 D/K N/A
Staff can recognise signs of their own emotional need and are aware of how their emotions may affect their behaviours towards their pupils.	1 2 3 4 D/K N/A
Staff can recognise signs of pupils' emotional need and are aware of how the pupils' emotions may affect their behaviours.	1 2 3 4 D/K N/A
Staff can support pupils who are upset or anxious.	1 2 3 4 D/K N/A
Staff are aware of strategies to promote emotional wellbeing.	1 2 3 4 D/K N/A
Feedback from staff consistently promotes positive beliefs (e.g. self-esteem, autonomy, responsibility)	1 2 3 4 D/K N/A

Routines, expectations and consequences

I have clear and established routines for gaining students' attention.	1	2	3	4	D/K	N/A
I have established a clear routine for students entering and exiting the room.	1	2	3	4	D/K	N/A
I have established effective clear routines for: gaining quiet/ silence; distributing and collecting materials; changing activities; clearing up.	1	2	3	4	D/K	N/A
Classroom expectations are discussed with and understood by the students	1	2	3	4	D/K	N/A
Classroom expectations are positively framed, referred to and reinforced.	1	2	3	4	D/K	N/A
Classroom expectations are clearly displayed in the classroom.	1	2	3	4	D/K	N/A
I explicitly teach the expectations and routines of positive behaviour.	1	2	3	4	D/K	N/A
Rewards are small and readily achievable.	1	2	3	4	D/K	N/A
My classroom rewards are linked to the school's reward system.	1	2	3	4	D/K	N/A
Rewards are awarded fairly and consistently.	1	2	3	4	D/K	N/A
In my class consequences are clear to students and appropriate to the unacceptable behaviour.	1	2	3	4	D/K	N/A
I apply consequences in a consistent and fair manner.	1	2	3	4	D/K	N/A
Consequences are understood by parents/guardians.	1	2	3	4	D/K	N/A

Around school

Rules and routines for movement around this school are clear.	1	2	3	4	D/K	N/A
Break time and/or lunchtime rules are understood by students.	1	2	3	4	D/K	N/A
The rules are communicated to and adopted by all staff.	1	2	3	4	D/K	N/A
Corridors and social areas are well supervised/monitored.	1	2	3	4	D/K	N/A

Problem areas are identified and adequately monitored.	1	2	3	4	D/K	N/A
Systems are in place for the effective resolution of students' conflict.	1	2	3	4	D/K	N/A
There is adequate supervision at break and lunch.	1	2	3	4	D/K	N/A
There are safe spaces available for students to engage in suitable and interesting activities.	1	2	3	4	D/K	N/A
Staff engage positively with students across the school.	1	2	3	4	D/K	N/A
The students' environment is pleasant, orderly and safe.	1	2	3	4	D/K	N/A

Support for students

Students feel cared for and valued.	1	2	3	4	D/K	N/A
All students are encouraged and supported to achieve their full potential.	1	2	3	4	D/K	N/A
Students are encouraged to take responsibility for their learning and behaviour.	1	2	3	4	D/K	N/A
There are effective student welfare policies in this school (e.g. anti-bullying policies).	1	2	3	4	D/K	N/A
There is an effective, relevant and inclusive SEN policy in the school.	1	2	3	4	D/K	N/A
Behaviour issues are addressed in accordance with equal opportunities legislation.	1	2	3	4	D/K	N/A
Students have opportunities to make their views known and have these considered/acted on.	1	2	3	4	D/K	N/A
Students have someone they can talk to and listen to.	1	2	3	4	D/K	N/A
Students have a safe space (e.g. for calm/quiet time).	1	2	3	4	D/K	N/A
Whole school promotion of positive relationships and diversity.	1	2	3	4	D/K	N/A
Peer support and mentoring services are available to students.	1	2	3	4	D/K	N/A
Safeguarding concerns are taken seriously.	1	2	3	4	D/K	N/A



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Whole school behaviour systems

An effective policy exists to promote positive behaviour.	1	2	3	4	D/K	N/A
I have a clear understanding of the school's code of behaviour.	1	2	3	4	D/K	N/A
Rules are communicated frequently and effectively to students.	1	2	3	4	D/K	N/A
Staff (including non-teaching staff) are fully aware of, and adopt, the school rules.	1	2	3	4	D/K	N/A
Rules are communicated effectively to parents and guardians.	1	2	3	4	D/K	N/A
I have a clear idea of rewards that can be used for acceptable behaviours.	1	2	3	4	D/K	N/A
I have a clear idea of the range of sanctions that can be used for unacceptable behaviours.	1	2	3	4	D/K	N/A
A system is in place to monitor and review the code of behaviour regularly.	1	2	3	4	D/K	N/A

Support for staff

There is collective responsibility for behaviour management in this school.	1	2	3	4	D/K	N/A
Staff feel able to acknowledge difficulties with behavioural issues.	1	2	3	4	D/K	N/A
Staff can access help to deal with student conflict.	1	2	3	4	D/K	N/A
Behavioural issues are recorded fairly and efficiently.	1	2	3	4	D/K	N/A
Staff roles are clearly defined.	1	2	3	4	D/K	N/A
Staff and parents work collaboratively to address concerns about wellbeing and /or behaviour.	1	2	3	4	D/K	N/A
Staff peer support is valued and easily accessible.	1	2	3	4	D/K	N/A
Support services are used systematically and effectively.	1	2	3	4	D/K	N/A
Staff can access training in de-escalation, support strategies, behaviour management etc.	1	2	3	4	D/K	N/A

Communication and joint working

Parents/guardians are routinely told of students' positive behaviours and successes (notes home, phone calls, meetings)	1	2	3	4	D/K	N/A
Parents/guardians are routinely informed about concerns about students wellbeing and/or behaviour.	1	2	3	4	D/K	N/A
Young people are informed of any decision that may impact on their learning.	1	2	3	4	D/K	N/A
Praise and concerns regarding pupils are shared between staff.	1	2	3	4	D/K	N/A
Staff actively ensure there is an appropriate power balance between staff, pupils and parents.	1	2	3	4	D/K	N/A
Staff adopt a multi-agency approach where appropriate (e.g. using early help assessment, team around child).	1	2	3	4	D/K	N/A
There are effective means for parents to share important information with staff, including in support planning.	1	2	3	4	D/K	N/A
There is effective dispute resolution with relationship repair for pupils/staff/parents.	1	2	3	4	D/K	N/A
Where external agencies are involved, their advice is shared effectively with teaching and other key staff	1	2	3	4	D/K	N/A

Environmental Checklist: Reflection & Action Planning

Checklist completed by:	Date:
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What were the concerns that led to you completing the checklist?

What key areas for development or improvement have been highlighted?

What are you going to do/ change?	When	Who else is involved

Environmental Action Plan: Review

Action Plan review by:	Date:
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What were the concerns that led to you completing the checklist?

What did you do?

What differences have you noticed?

Was there anything you planned to do/ change but did not do?

What next?

- Continue with current plan/ strategies
- Develop new environmental action plan
- Move to Step 2 – implement targeted interventions

Appendix 2: ABC Chart and Guidance Notes

ABC Chart

Below, we have listed some guidance notes, that you may find helpful when completing the ABC Chart on the opposite page.

Antecedent: What happened prior to or as the behaviour occurred?

- What was the child or young person doing?
- Where were they?
- Who else was around?
- Who was not around?
- What had they been asked to do?
- Did they want something?
- Had an activity started/finished?
- What was their mood like?

Behaviour

- A step-by-step description of what the child or young person did.

Antecedent: What happened prior to or as the behaviour occurred?

- How did you/other people respond to the behaviour?
- How did the child or young person react to this?
- Did the child or young person gain anything from this behaviour?
(e.g. a physical object, attention from an adult, activity avoidance, etc.)

ABC Chart	Name:	
	Date & Time	
	Antecedent: What happened prior to or as the behaviour occurred?	
	Behaviour	
	Consequence: What happened immediately after the behaviour?	

Appendix 7: Multi Element Support Plan

Getting it Right : Multi Element Support Plan	Plan No:
Pupil Name:	Date:
Contributors to the plan:	
What are the incidents/behaviours that are causing concern?	
What happens before and during incidents?	
What happens before and during more successful times	
What happens after incidents and more successful times	
What are the child/ young person's strengths, interests and successes?	
Briefly summarise any difficulties and additional needs:	
<p>Child's views:</p> <p>What would you like to achieve?</p> <p>What would you like help with?</p> <p>Is there anything you are worried about?</p>	
<p>Parent(s) views:</p> <p>What would you like to achieve?</p> <p>What would you like help with?</p> <p>Is there anything you are worried about?</p>	

Agreed goals/ targets (<i>should be SMART</i>):	
<p>Environmental strategies This is where we try to create an environment that best matches the child's needs, e.g. access to activities, use of language at the right level, routines within the setting.</p>	
<p>Skills Development This is where we think about new skills we need to teach the child to replace the behaviour causing concern, e.g. how to ask for help, how to take turns, how to manage anxiety.</p>	
<p>Reward Strategies If we want a child to change his/her behaviour, we need to provide a something to encourage the child to make the change.</p>	
<p>Responding to difficulties. <i>We need to have a plan for:</i></p> <ul style="list-style-type: none"> When things are starting to go wrong, so we can intervene early to stop the situation getting worse. (Diversion, redirection, de-escalation) When things have gone wrong, to resolve the situation as quickly and safely as possible. (Keeping safe, recovery, repairing harm) 	
Next Review Date: (<i>At least termly</i>):	

Child Signature

Parent Signature:

Teacher Signature

Multi-Element Support Plan: Review

Action Plan review by:	Date:
What were the concerns that led to you completing the multi-element action plan?	
What did you do?	
What differences have you noticed?	
Was there anything you planned to do / change but did not do?	

What next?

All targets achieved – no need for further action

Continue with current plan / strategies

Develop new multi-element action plan

Seek further external support / advice



