

**DRAFT**

# **Behaviour Policy and Statement of Behaviour Principles Mount Primary School**



**Approved by:**

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## 1. Aims

At Mount Primary School, we believe that every child should have the opportunity to thrive in a safe and happy environment. We promote positive behaviour through three simple rules: Respect yourself, respect each other, respect our world. We have the highest expectations of all children in our care. Through PSHE lessons and assemblies, we teach them the importance of looking after each other and making Mount Primary School a great place to be. We aim to develop strong relationships with pupils and parents which support positive behaviour. Where children demonstrate the behaviours we promote, they are rewarded. Where a child's behaviour does not meet our expectations, sanctions are put in place and work undertaken with the child to help them understand the impact of their behaviour. Where there is repeated negative behaviour, an individual plan will be drawn up to support that child improve their behaviour.

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**

The school acknowledges 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), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims 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 – the school 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.

## 2. Legal Framework

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006

- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- 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'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Mental Health Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Positive Handling Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy: Pupils

### **3. Roles and responsibilities**

**The governing board has overall responsibility for:**

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

**The headteacher is responsible for:**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties,

and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

**The SENCO is responsible for:**

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

**Teaching staff are responsible for:**

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

**All members of staff, including teaching and support staff, and volunteers are responsible for:**

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Recording behaviour incidents on CPOMS
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - Band Leaders
  - SENCO.
  - Headteacher.
  - Subject leader.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

**Pupils are responsible for:**

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

**Parents are responsible for:**

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Discussing any behavioural concerns with the class teacher promptly
- Modelling positive behaviour (see appendix 3 for parents' code of conduct)

**Definitions**

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork due to lack of effort or focus
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

## **4. Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

(For further guidance on behaviours and consequences, see appendix 1)

## **5. Rewards and sanctions**

### **5.1 Positive behaviour:**

Children will receive house points when they show that they are following the school rules. Respecting yourself might be not giving up when learning is challenging or staying focussed during lessons.

Respecting each other could be helping someone who is finding learning tricky or looking after someone at playtime.

Respecting our world could be keeping the classroom tidy or putting your rubbish in the bin.

There are lots of ways the children can earn house points and all staff are always on the lookout for these positive behaviours.

Positive behaviour will be rewarded with:

- Praise
- House points
- Letters or phone calls home to parents
- Special responsibilities/privileges

### **5.2 Negative behaviour:**

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

The school will keep a record of reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

Where children are not following the school rules, they will firstly be given a positive reminder of what they should be doing. If the behaviour continues to be negative, the child will be given a sanction. The sanction will depend on the severity of the behaviour (see appendix 1 for more details).

Children will be spoken to about their behaviour privately and the sanctions given will not be shared with other children.

Any incidents of negative behaviour will be investigated by the adults dealing with the situation with the support of SLT where more serious behaviour occurs

Negative behaviour will be recorded on CPOMS. **Parents will be contacted for more serious behaviour incidents. In any instance where parents are to be contacted, SLT must be involved in agreeing sanctions.**

If poor low-level behaviour continues over time, parents will be contacted to come in to school and discuss next steps.

Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent (A): what happens before the behaviour occurs.
- Behaviour (B): the behaviour that occurs.
- Consequence (C): the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

A Behaviour Contract is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

Necessary staff members will be familiar with the pupil's Behaviour Contract to ensure staff are equipped to deal with instances of negative behaviour.

Pupils and their parents are involved in the development of the Behaviour Contract, and this is reviewed on a regular basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

Where there are ongoing behaviour issues:

- Children with ongoing behaviour issues that may be as a result of issues with emotional regulation or poor self-esteem may be given support through our Thumbs Up team to give them strategies to support them.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.



- 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.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

### **5.3 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 on the bus on the way to or from school. School can also apply sanctions when necessary for any behaviour that happens out of school time but has an impact in school.

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can apply sanctions to pupils for misbehaviour outside of the school premises.

Staff may apply sanctions for pupils for misbehaviour off the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also apply sanctions for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be investigated thoroughly. Where deemed necessary, they will be dealt with in accordance with this policy.

## 6 Prevention strategies

This section outlines the school's strategies for preventing unacceptable behaviour and minimising the severity of incidents to improve pupils' behaviour.

### Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Teachers greet children at the door each morning and take time to get to know them by talking to them about their weekend/ what they are reading/ their interests etc.

### De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Using 'thank you' instead of 'please' when directing a pupil to do something
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing negative "If you don't x..." with positive "If you do x..."

## 7. 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 and reported to the headteacher immediately**
- 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
- Be recorded on CPOMS and reported to parents

## 8. 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.

## **9. Training**

Our staff are provided with training on the behaviour policy as part of their induction process.

Behaviour management will also form part of continuing professional development.

Members of the SLT are trained in the proper use of restraint

## **10. Sexual abuse and discrimination**

The school 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 sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school 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. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **11. Smoking and controlled substances**

The school will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

## **Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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 any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Positive Handling Policy.

## **12. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board every 12 months. At each review, the policy will be approved by the headteacher.

## Appendix 1: behaviour expectations



### **We can respect ourselves by:**

- Being ready to learn
- Listening carefully to instructions
- Trying our best
- Not giving up when things are difficult
- Having a positive attitude
- Getting involved and sharing our ideas
- Recognising and celebrate what we are good at
- Celebrating our achievements and setting targets for ourselves



### **We can respect each other by:**

- Understanding that we are all different
- Using kind words
- Working well as part of a group
- Encouraging each other to do our best
- Working together as part of a team
- Being polite
- Listening to others when they are speaking
- Sharing resources
- Taking turns



**We can respect our world by:**

Looking after the equipment we use in the classroom

Looking after our playground and PE equipment

Using equipment for its intended purpose

Putting resources away in the correct place

Looking after the classroom

Making sure displays are well looked after

Treating our books well

Putting rubbish in the bin and picking it up when we see it



**We are not respecting ourselves when we:**

Are not ready to learn

Are distracted and not doing our work

Are not trying our best

Give up when things get difficult

Say or do unkind things

Don't listen to instructions





**We are not respecting each other when we:**

Say or do unkind things

Talk over or interrupt people when they are talking

Distract others

Stop others from learning or doing their best

Talk/ make noises while someone is speaking

Answer people back

Argue

Fight

Hurt others

Use unpleasant or unacceptable language

Bully others



**We are not respecting our world when we:**

Damage property

Write or draw on books

Lean on/ rip down bits of displays

Waste resources

Litter/ throw food on the floor

Don't look after the resources we use in the classroom

Don't look after resources we use a break-times or during PE

Damage trees and plants

## **Appendix 2: Behaviour sanctions and procedures**

### **Behaviour Sanctions**

Positive praise will be used to highlight desired behaviours.

#### **Reminder:**

Children will be reminded of expectations when exhibiting low-level poor behaviour including being distracted, chatting, distracting others, not sharing resources, not lining up correctly & not looking after resources

#### **Warning:**

A warning will be given for repeated low-level behaviour where there is no improvement after a reminder

Warnings will be given without reminders for behaviour including answering staff back, shouting out, littering,

#### **Miss 5 minutes play time & reflection:**

Repeated low-level behaviour after warning

Not respecting property

Answering staff back after warning

Being unkind to others

Stopping others from learning

Refusal to complete work

#### **Parental contact:**

Parents will be contacted where there are concerns over a child's behaviour e.g. they regularly seem angry or upset, where there is repeated poor behaviour despite missing playtime or where more serious behaviour occurs. Any behaviours reported to parents must be logged on CPOMS.

Behaviour that requires SLT involvement and parental contact includes:

Fighting

Scratching, biting or spitting

Aggressive behaviour

Swearing

Use of homophobic, transphobic or racist language

Bullying including online

Sexualised behaviour

More serious behaviours may also require children to miss 15 minutes or more of lunchtime in reflection with SLT. This needs to be logged on CPOMS

with the information so the SLT member can address the issues with the child. On occasions, a child may be taken to work in another class if they are being persistently disruptive. This should be agreed with the band leader or member of SLT.

### **Appendix 3: 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, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- 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
- 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

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

This written statement of behaviour principles is reviewed and approved by the full governing board every 12 months.

## **Appendix 4: Code of Conduct for Parents**

We value the positive relationships we have with parents. As their children's first role models, we ask parents to work with us and

- To respect the caring ethos of the school
- To approach school staff for help with any issues in an appropriate manner
- To correct their child's actions, especially where it could lead to conflict, aggressive or unsafe behaviour

In order to make sure that Mount Primary is a safe and happy place for all, the following behaviours will not be tolerated:

- Using offensive language
- Damaging or destroying school property
- Sending abusive or threatening emails or text/voicemail/phone messages, or other written communications to anyone within the school community
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/staff/governors on Facebook or other sites
- Use of physical, verbal or written aggression towards another adult or child, including physical punishment of your own child on school premises
- Using loud or offensive language, or displaying temper

This also applies to online activity including:

- Posting defamatory or libellous comments
- Using social media to publicly challenge school policies or discuss issues about individual children or members of staff
- Bringing the school into disrepute

Any issues should be brought directly to the headteacher to be resolved. Complaints should be made following the complaints policy procedure.

If a parent/ carer breaks or ignores the code, the school will consider banning the person from the school premises or involving the appropriate authorities.

## Appendix 5: ABC Chart

### Monitoring Chart: ABC (Antecedent \ Behaviour \ Consequence)

Pupil Name	Class	Date of review

Use this observational tool to record information on behaviours that challenge. The aim of using this chart is to better understand what the behaviour is communicating. Be as objective as possible when describing behaviour. Describe what you see and hear. Check for occasions or triggers where the behaviour is most likely to occur. Look at what consequences might be maintaining the behaviour. Based on the observation, develop a plan

Pre-existing conditions Factors that increase vulnerability or sensitivity to triggers. Think HELP factors: Health or medical problems (H), Environmental stressors (E), Life events or trauma (L), Psychiatric disorder (P)	Antecedent What happened just before the behaviour occurred and might have triggered it? Include setting and activities.	Behaviour Describe the behaviour as accurately and specifically as possible. Include frequency, duration, and intensity on a scale of 1 to 5 (5 is most severe).	Consequence Things that happened immediately after the behaviour occurs, and make it more or less likely to happen again

Occasion Consequence	Pre-existing conditions		Antecedent	Behaviour
Example Date 21 <sup>st</sup> Jan Time 2.45-3pm Observer : Mrs Jones	H: John had a toothache. L: John's mother was in hospital with broken hip and he could not visit her. L: John's usual primary staff member was on holidays	E: John was eating his dinner in the canteen when another pupil knocked into him	John started to yell and threw his plate across the table. He ran out of room, screamed for 10 minutes and threw cushions around living room. The intensity was 4/5.	- Staff made a change to the environment, removing other pupils, to create a calming space, to help reduce sensory overload. - Staff noted and acknowledged the life stressors for John and that he is likely feeling overwhelmed and distressed, missing his mother and primary worker. - Staff said sorry for having been bumped into during supper. Staff showed empathy for John's difficulty. - Staff offered John a soft sandwich, which was easier for him to eat, recognizing that the current meal was hard to chew and likely painful for him. A dental appointment has been booked

## Appendix 6: Behaviour Contract

### Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: \_\_\_\_\_ Date: \_\_\_\_\_

#### My goals



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



**To prevent my challenging behaviour, I can:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



**When I demonstrate challenging behaviour, you can help me by:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_





These are the consequences if I don't meet my goals:

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These are the rewards if I meet my goals:



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My contract will be reviewed on: **date**

Pupil signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_