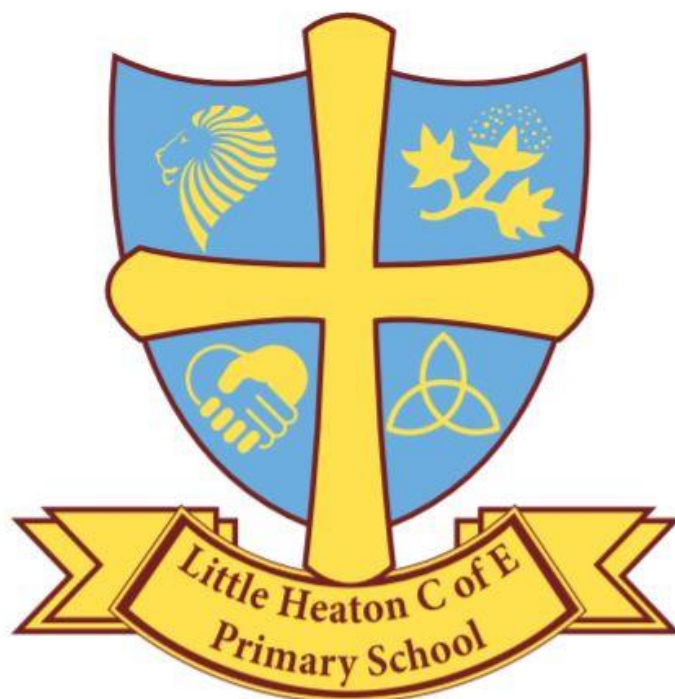




LITTLE HEATON CE PRIMARY SCHOOL



POSITIVE BEHAVIOUR POLICY

Mark 9.23 - *All things are possible for those who believe.*

Learning Together We Grow in Faith

Date of Issue: February 2024	Date of Last Review: February 2023
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Headteacher Signature:  Siân Hamer	Chair of Governors Signature:  Margaret Farrell



Corinthians 16:14 – *Let all that you do be done in love.*

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Ethos



Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. The creation of a positive ethos and good behaviour from the children at Little Heaton CE Primary School is vitally important. Without mutual respect and discipline the delivery of an engaging curriculum becomes impossible.

Whilst we have pride in the behaviour of the majority of our pupils we do have a minority whose behaviour does not always meet with our expectations. Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession. It is therefore vital that we recognise these behaviours and develop strategies to support the children to regulate their behaviour as this in turn impacts on their academic and social development.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our **child protection and safeguarding policy** for more information.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources to engage and inspire children's learning.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/ parental partnership, to promote children's education and maintain standards of behaviour.

Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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 to 94 of the [Education and Inspections Act 2006](#), which requires 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
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

Consistency

One of our most vital functions is that of being consistent with explicit boundaries and expectations so that children can anticipate our reaction and modify their behaviour accordingly. Therefore:

- Clear rules must be established and made explicit. Pupils should be taught explicitly what good behaviour looks like.
- Staff must be consistent in their dealings with pupils.
- All staff should interpret school rules in the same way.
- Parents should be aware of the school rules and the consequences of their child's actions.
- Everyone should feel that the system is fair.

Curriculum

The planning, delivery and evaluation of the curriculum should recognise that the quality of its content and the teaching and learning methods through which it is delivered are important influences on pupils' behaviour. This has implications for the planning and management of the curriculum:

- Teachers must plan lessons that engage the children at their level to allow them to learn.
- Children must clearly understand the tasks set and the expected outcomes.
- Children who are disruptive may have low self-esteem which needs to be raised and their confidence boosted through highlighting those things they are good at.
- Where the child repeatedly misbehaves, the curriculum may have to be amended to make full use of the child's interests and skills.

Rules in School

When reflecting on behaviour, the Golden Rules are based upon Matthew 7:12:

“So, in everything, do to others what you would have them do to you.”

Golden Rules
Everyone should be:



Little Heaton Expectations:



- Have good attendance and punctuality
- Learn from our mistakes and take responsibility
- Wear the correct school uniform



- Respect each other, our school and the equipment
- Have pride in our work and being part of the Little Heaton CE Primary School family
- Be polite and well-mannered



- Be kind to ourselves and each other
- Keep ourselves and others safe
- Be honest with each other and show forgiveness

Live out our school values of love, respect, resilience, aspirations, trust and honesty



Little Heaton Heroes

We expect all members of the school community to live up to a high code of personal behaviour that can be used in all parts of their life. There are rewards and celebrations along the way, with events in school that will help show how other people live up to these values in work, sport and everyday life. We call those who achieve this high standard ***'Our Little Heaton Heroes'***.



Rewards

Raffle Tickets

Children receive raffle tickets when they follow the school rules and achieve their targets in lessons. Each half term there is a special Raffle Reward Assembly where prizes are drawn from the raffle box and two children in each class receive a prize, with a further overall prize being given to a child from the whole school raffle.

Star of the Week

Each week every class teacher will choose two children to be their stars of the week for amazing work completed in class or attitude to learning.

Class Rewards

All teachers add their own reward system to the whole school system that is agreed by the children in their class.

Little Heaton Heroes

All children earn stickers on their chart for demonstrating the Little Heaton Values. These lead to receiving certificates, medals and prizes for being amazing AMBASSADORS and LITTLE HEATON HEROES.

Positive Noticing

Positive Noticing is simple, practical and highly effective. It is an everyday relational strategy, any time, any place. It is deliberate and builds children's confidence, resilience and self-belief. All staff are expected to take a moment to reflect positive behaviour back to pupils. To notice something that matters to them. Calmly, quietly and privately.

Phone calls home

Parents and carers may receive a phone call from school praising the child.

Headteacher Awards

Headteacher awards for outstanding work and learning - a copy of which is displayed outside the headteachers office. The headteacher will also give presentation and handwriting awards.

Classroom Support Plan

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. All staff are expected to use assertive sentence starters when addressing misbehaviour, for example:

Lets...

I need you to...

You should be...

In five minutes you will have...

When I return I will see...

Today we are going to...

You will be...

I expect you to...

I know that you will...

Thank you for...

All choices made by a child regarding social interaction are based on Little Heaton's Expectations. If a child's behaviour does not follow the school's expectations both inside and outside the classroom the language of choice will be used:

I understand what you're saying, and yet we are focusing on respectful behaviour... It's your choice whether you ... or I'll give you one minute to decide.

A more detailed script for a Behaviour Support Plan can be found in **Appendix 6**. Children may also be asked to complete a 'Think Sheet' in **Appendix 2** to help them reflect on their behaviour.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum. A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. Staff may follow the child at a safe distance, as long as this is not adding additional stress to the child. Senior leaders must be informed and either they or the office staff phone parents and the police.

Sanctions for children who have not followed the School Expectations

Calm corner

Younger children need time immediately to think if they have not followed the expectations. They will be asked to sit in the calm corner for 5 minutes. Once this time is up a member of staff will get down to their level and talk to them about the school expectations and their behaviours.

Lost learning time

Lost learning time (LLT) is to be 'paid back' at the next available opportunity i.e. play/lunchtime supervised by the person who has given it. It is a time for the child to sit and think about the choices made. A conversation then needs to take place referring to Little Heaton's Expectations and what they mean in that particular instance. If the child continues to disrupt/disturb your lesson and LLT is

mounting up to an unacceptable level e.g., more than 5 minutes, he/she needs to be removed from the room and spoken to about choices made and our expectations. This may be done by a TA or by the teacher (if a TA can supervise your class.) In extreme cases the head teacher or another senior member of staff may need to be called upon. LLT is not continued if the child is listening and cooperating (but the time already lost in class must still be paid back). Continue to give LLT if the child is uncooperative. This may lead to a considerable accumulation of LLT which must be paid back. The *Rebuild and Repair* procedure should then be used which will result in the loss of a complete play time. Work that has been missed while the child was out of the classroom must be done in their own time.

Lunchtime Behaviour

- We promote positive playtimes where all staff outside apply the same expectations around the Golden Rules and Little Heaton Values.
- Rewards include golden cards, stickers, positive noticing and raffle tickets.
- Children may receive a red card to for negative behaviour which is given to the headteacher to sign and then sent to parents to be signed.

Rebuild and repair

Where a child has not met the school expectations members of staff may use the *Rebuild and Repair* system which operates at playtimes/lunchtimes. A copy of the *Rebuild and Repair* sheet can be found in **Appendix 1**. Staff are asked to fill in details on the sheet which is in turn completed by children during break time/lunchtime with the purpose of encouraging them to reflect on what they have done and how they might rebuild and repair the situation.

SLT supervise each session as follows:

- inappropriate social interaction is discussed between child / adult
- the child details what they have done that does not meet expectations.
- the child then reflects on what they need to do in order to put things right.

If a child accumulates three consecutive sheets within a school term the sheets are copied and sent home to parents/carers together with a letter and set of the school expectations. Parents are encouraged to talk through the sheets and expectations with their children. This can result in a meeting with the Headteacher and parents. A phone call is made and a letter is sent home to seek parental support and a meeting arranged with the parents if they wish to discuss any issues. All this is operated in relation to the individual needs of each child.

This system operates throughout the school and is age appropriate. There may be occasions when there is a need to implement social contracts, suspension or exclusion where referral to the *Rebuild and Repair* system would be inappropriate.

Social Interventions

Where these procedures do not prove to be effective and the desired social interaction change over a period of time is not evident, staff, together with the head teacher/SENCO, develop special individual/ group programmes and/or a behaviour support plan. It may be necessary for outside agencies to be involved in which case the child will be added to the Special Educational and Disabilities register. Parents are always involved in the setting up of such programmes.

Roles and Responsibilities

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Full Governing Body

- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff Role

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Meeting and greeting all pupils on arrival at school with a friendly face
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently, including agreed behaviour signals such as "hands up for silence"
- Positive noticing
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour as part of the school culture and how they can uphold school rules and expectations
- Recognise that effective conditions for learning (for example: planning, pitch, pace, participation) will impact positively on general classroom behavior
- Ensure they 'Praise in Public and Remind in Private'
- Recording behaviour incidents promptly using CPOMS
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will also support staff in responding to behaviour incidents.

Self Awareness and Well-being

- The behaviour of some children can illicit strong responses from adults.
- As a school we recognise that the well-being of staff is important and that dealing with volatile situations is difficult:
 - If there is an additional member of staff in the classroom following a volatile situation any member of staff requiring time to reflect/calm down may leave the classroom.
 - If the staff member is on their own in the classroom they can ask an additional member of their department to remain with their children.

Pupil's Role

All pupils have the right to a good education filled with enjoyment and achievement; however, this must come with the knowledge that they have a responsibility to make a positive contribution. Pupils at Little Heaton CE Primary School are given a copy of the Golden Rules and School's Christian Values to share with their families at home.

Pupils will be made aware of the following during their induction into the behaviour culture:

- The Little Heaton expectations (page 5 of this policy)
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Pupil Behaviour Management Guide

We believe in the value of children learning how to manage behaviour situations themselves using quality social interactions with their peers. We teach our children the '**5 finger tell**' which may culminate in them seeking help from one of their 'trusted adults'.

1. Ignore behaviours.
2. Blank behaviours.
3. Ask politely to stop.
4. Warn you will tell.
5. Tell the teacher.



❖ *All children have identified '**5 trusted**' adults that they can talk to about any situation.*

Parent and Carer's Role

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Parent Meetings

- Initial meetings are held with parents without the child being present, when pupil misbehaviour persistently does not conform to school systems with the class teacher; or is involved in a more serious incident with a member of SLT or the headteacher. At such a meeting the situation could be explained and information sought which may shed light on the child's behaviour. Parents should be given the opportunity to express their views and this may influence actions taken. A written record of the meeting should be kept.
- Action should be decided upon and the child brought into the interview to see parents and school working together.
- Weekly meetings with parent, pupil and teacher may take place until pupil behaviour has been modified or progress is established. In this situation a record of the meeting should be added to the initial document stating all parties' opinions.
- Interaction with parents should be professional, positive and polite. However, a situation can occur which could be challenging and in such cases the conflict needs to be managed. Parents should be invited to discuss the matter in private, however, it is important that colleagues are aware that a meeting like this is taking place. Support from a colleague may be sought and the head teacher may have to be summoned.
- The school has a zero-tolerance policy on any visitor being abusive or threatening.

The Governing Body Role

The Governing Body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Attending Pupil Discipline Committee (PDC) Panel meetings when pupil misbehaviour meets this threshold

Persistent Complex Behaviour

Where a child continues to exhibit complex behaviour over a period of time, which is disruptive to the learning environment, then the following procedure is put in place. This is not a quick fix, but a process which needs the commitment of all involved.

- Teacher obtains as much information about the child as possible from colleagues, school records,

reports to parents.

- Teacher should keep a dated record of the incidents, including positive strategies and methods used to modify behaviour. This includes the ABC chart in *Appendix 4*.
- A pupil behaviour chart may be completed daily showing the targets that the pupil is working on and highlighting pupil's progress which is shared with the head or deputy headteacher.
- The teacher, in consultation with SLT may make a referral to the school Pastoral Team for additional support (see separate referral form).
- The SENCO may suggest assessment / recording procedures which may be carried out, e.g. Coventry Grid
- The SENCO and Pastoral Team may work alongside the class teacher to support the pupil.
- School will work closely with parents providing regular updates on progress and concerns and seek to work in partnership with them
- The SENCO may seek external support from local authority behaviour support services
- The formal recording of Special Educational Needs may be necessary, leading to an assessment from outside agencies: The Locality Team: Social Worker, Educational Welfare Officer / Educational Psychologist / School Nurse / Doctor / General Practitioner (through parent).

Suspensions

If the child continues to make the wrong choices after consultations with parents, then they may be suspended. Only the headteacher/ deputy headteacher can make suspensions.

Internal Suspensions

- Child has no contact with own class or classmates.
- Child receives work from class teacher and works in an alternative classroom.
- No access to playground with peers, extra-curricular or enrichment activity.
- Parents informed by meeting.

Short Term Suspension

- Parents informed in writing
- Pupil Discipline Committee may meet at parents request but cannot reinstate.
- Upon return to school, meeting with head/deputy headteacher to discuss reintegration and expected behaviour. Any changes in behaviour plan to be shared with parents.

Fixed Long Term Suspension

- Parents and chair of governors informed
- Pupil Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated meeting with head/deputy head teacher to discuss reintegration and expected behaviour. Any changes in behaviour plan to be shared with parents

Permanent Exclusion

- Parents, Chair and Clerk of Pupil Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on behaviour plan.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include but not restricted to:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.
- Racist or homophobic behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Reasonable Force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from: *causing disorder, hurting themselves or others, damaging property, committing an offence*. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

School staff have a power to use force and lawful use of the power will provide a defense to any related criminal prosecution or other legal action.

Reasonable force covers a range of interventions that involve physical contact with pupils.

- Use of force must always be 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
- Be recorded and reported to parents
- Senior school leaders should support their staff when they use this power.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Supporting Pupils Following a Sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

Children requiring additional support may be offered a key worker who will meet with them daily.

Additional support could include:

- 1-1 or small group work with a member of the pastoral team
- 1-1 or small group work with the relevant class teaching assistant
- A personalised behaviour support plan

- A reward chart with the headteacher/ deputy headteacher.
- A personalised nurture provision timetable.

After a fixed term exclusion all children and parents are expected to attend a reintegration meeting.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- De-escalation techniques
- Behaviour management will also form part of continuing professional development.

A staff training log is kept in school.



Appendix 1

Rebuild and Repair

Monday	Tuesday	Wednesday	Thursday	Friday
Name of child:			Date:	
Reason for sanction:				

At Little Heaton we:

	Have good attendance and punctuality	Learn from our mistakes and take responsibility	Wear the correct school uniform	Respect each other, our school and the equipment	Have pride in our work and being part of the LH family	Be polite and well-mannered	Be kind to ourselves and each other	Keep ourselves and others safe	Be honest with each other and show forgiveness
Tick the expectation you did not meet:									

Reflection Questions

What happened?	
How were you feeling?	
How did this make people feel?	
What should we do to put things right?	
How can we do things differently in the future?	

Signed by child:	Signed by adult completing rebuild and repair
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Pupil Behaviour Chart













Monday	Tuesday	Wednesday	Thursday	Friday

Targets:

- 1.
- 2.
- 3.

(Pupils agree areas on which they need to work and record on the chart. Should the child have a good lesson they are awarded a stamp or sticker, however should they exhibit behaviour on their target list that number is written on the timetable. When no inappropriate behaviours are recorded on the chart for a week this target is removed from the chart.)



<p>You are a STAR!</p>  <hr/> <p>Keep shining!</p>	<p>You are a STAR!</p>  <hr/> <p>Keep shining!</p>	<p>You are a STAR!</p>  <hr/> <p>Keep shining!</p>
<p>You are a STAR!</p>  <hr/> <p>Keep shining!</p>	<p>You are a STAR!</p>  <hr/> <p>Keep shining!</p>	<p>You are a STAR!</p>  <hr/> <p>Keep shining!</p>
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ABC Chart
(Antecedent, Behaviour, Consequence Data Reflection)

Name:	Lesson:	Date:	Page:
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Time	Activity (Number Timetable)	What happened right before the behaviour?	What was the behaviour?	What did you (adult) do?	What did pupil do in response to what you did?	Initials

KEY

	A. Transition B. Denied access C. Instruction / Directive D. New task / materials E. Adult attention to others F. Told "No" G. Waiting H. Down time I. Invasion of personal space J. Interaction with peer	A. Hurting child B. Hurting adult C. Hurting self D. Throwing resources / equipment E. Swearing F. Other	A. Redirection B. Verbal reprimand C. Choices provided D. Personal space provided E. Changed activity / materials F. Ignored G. Peer attention H. Time out I. Teacher attention J. Prompted task completion	A. Stopped B. Continued / repeated C. Intensified D. Cried E. Apologised F. Left area / activity G. Verbal protest H. Self-stimulation I. Flop to floor J. Other behaviour	
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<i>Behaviours of Interest Defined as:</i>	<i>Lesson / Time of Day of Occurrence</i>
1.	
2.	
3.	

Behaviour Support Plan Script

1. Acknowledge that you **understand** what is happening
2. State what the child is doing that does not follow expectations:
“**And yet, you are (disturbing us by tapping your ruler on the desk).**”
3. Explain which of our three golden rules are not being followed: “**We are focusing on respectful behaviour.**”
4. State what the child should be doing using an assertive sentence starter: “**I need you to look at the screen and listen to me**”.
5. Give a clear verbal warning: “**This is a warning – I’ll give you one minute to choose to do the right thing. If you don’t make the right choice you will lose a minute’s learning time.**”
6. If the right choice is made no further action is necessary other than a quiet word of praise for making the right choice.
7. If the child chooses to continue with the inappropriate social interaction state clearly that they have chosen to go down this route and allocate 1 minute Lost Learning Time (LLT). Add 1-minute LLT for each minute of continued inappropriate social interaction.

Policy on a Page

3 Consistencies:
Meet & Greet
Positive Noticing
Hand up for silence



3 Adult Behaviours:
Calm
Consistent
Positive First

Recognition:
Rewards
LH Heroes
Phone calls

Classroom Support
Plan:
Understand
Remind
Choice

Micro Scripts:
I need you to...
Thank you for...
I've noticed...

FOLLOW THE POLICY FOR YOUR COLLEAGUES