



Walhampton

## **Behaviour Management Policy including EYFS**

Drafted by: SLT  
Approved by: Head  
Approval date: October 2019  
Next review date: October 2020  
ISI Policy Nos.:

### **Mission Statement**

Walhampton aims, as a coeducational day and boarding school, to:

- Promote the importance of moral, spiritual and social values, inspired by the school's underlying Christian ethos.
- Be a dynamic school in which teaching is exemplary and pupils develop both the discipline of study and the joy of learning.
- Develop the academic, creative and sporting talents of each child, ensuring a broad and balanced education of the whole person.
- Be a distinctly happy school to which children and adults feel a deep loyalty - a place in which children can laugh, feel safe and enjoy being children.
- Inspire in every child a love of nature and the outdoors.
- Be a school that is outward looking, building links with parents and the local community, as well as celebrating cultures from around the world.
- Develop in every child a strength of character so they leave Walhampton as confident, capable, compassionate and independent minded young people.

## **Rationale and Context**

Walhampton's Mission Statement provides the school with a strong set of values and a distinctive identity. It captures the essence of who we are and what we stand for. Our overarching school ethos is founded on values of respect, kindness, empathy and encouragement. These core values are embedded in all our policies and are foundational to our Behaviour Policy.

Effective behaviour management is integral to all we do at Walhampton. We have high expectations for our pupils and for ourselves as staff. To achieve these standards, all behaviour is managed within a positive and affirming culture; one in which adults seek the good in children, rather than the negative. A culture that reinforces and celebrates positive decision making. A culture that manages inappropriate behaviour, while providing dialogue and support around it. A culture that encourages children to take responsibility for their own actions, to be self-aware and aware of the needs of others.

## **Policy In Action**

We firmly believe in getting it right for children at each developmental stage of their educational journey. The following three documents outline how each department adapts the management of behaviour to suit the specific needs of children across the school.

## **Our approach for children with SEND needs**

The school recognises that some children have a specific learning difficulty that impacts their behaviour and as such makes it more difficult for them to follow the school rules. For example, a child with dyspraxia may be given more than one warning about keeping their games kit in the correct place, or a child with ADHD may require a different level of support to prevent them from calling out in class. Where this is the case, the SENDCo will work with the pastoral team (in EYFS, Pre-Prep and Prep), class teachers and tutors to devise an individualised plan to support the child. We work very closely with parents and therapists as and when necessary to ensure that the appropriate strategies are implemented and these are highlighted within Individual Behaviour Management Plans or Play Plans.

It is not reasonable to give a child debits for something that is beyond their control. Appropriate support as opposed to sanctions, is usually more appropriate. We work very hard to ensure that we get it right for each child and adjustments may be required in order to do this.

## **Pre-Prep Department**

### **Behaviour Management Policy**

At Walhampton Pre-Prep we aim to create a positive atmosphere where all members of our school community feel valued and respected.

We believe that all children have a right to an education that offers them the best opportunity to reach their full personal and academic potential, and that everyone within school works to provide the environment in which this may happen. We are also mindful of the five outcomes set out in Every Child Matters, which focus on our collective roles to ensure that our children are able to:

- Stay safe
- Be healthy
- Enjoy and achieve
- Achieve economic well-being
- Make a positive contribution

#### **Within the EYFS and Key Stage One we aim:**

- To maintain a happy, secure, calm, orderly environment in which effective learning can take place
- To teach the children to become self-disciplined
- To cultivate an ethos which supports the children so that they accept and recognise responsibility for their own decisions and actions, together with the consequences of these actions
- To encourage the children to develop their own strategies to manage different situations
- To encourage all children and adults to respect the feelings, needs, interests and opinions of others and develop a positive approach towards everyone involved in the life of our school
- To recognise the role of all adults in the school in modelling good behaviour
- To use teaching methods that engage the children and are well matched to their needs and provide a curriculum that excites and challenges.

#### **A Positive Approach**

An effective behaviour management policy is one that has high expectations and supports children in developing self-discipline and a positive self-image. Self-esteem affects all thinking and behaviour and we believe that this impacts on learning and performance. We aim to provide positive experiences and

reward good behaviour. By reinforcing good behaviour, we provide role models, emphasise our high expectations and encourage achievement.

### **The Golden Rules reflect our approach.**

Golden Rules for home and school are negotiated with the children at the beginning of the year and revisited regularly, including the beginning of each new term. These rules are shared with home so that we are all working towards the same goal, using the same language and having the same expectations of the children.

### **We expect and encourage the children to:**

- Be kind, polite and helpful
- Listen
- Be honest
- Work hard
- Look after our property
- Walk inside
- Use quiet voices inside

### **Following the Golden Rules**

PSED Assemblies highlight specific Golden Rules and Circle Time activities reinforce them. Children complete and sign a Behaviour Charter at the beginning of each school year to indicate their understanding of and agreement to follow the Golden Rules.

### **Restorative Justice**

We use Restorative Practice to promote reflective thinking in our children. The goal being for the children to reach their own understanding about why they behaved in the way they did and the consequences of their behaviour. Restorative Practice uses the power of communication to build understanding and empathy between the different people involved. This way respect and consideration drives positive behaviour as opposed to children just following school rules because they have to.

Examples of additional strategies that we use to support the promotion of positive behaviour and our Golden Rules include:

- Regular weekly Circle Times that are timetabled as part of PSHE programme
- Collective worship and assemblies
- Golden Rules displayed in each classroom and regularly referred to
- Using the language of the Golden Rules
- Golden Rules are shared with home

- Carefully challenging unacceptable behaviour
- Stop, Think, Make a good choice
- Marbles in a jar – hearing the sound of a good choice
- Celebrating positive behaviour, effort and achievement
- Celebration Assembly
- Stickers and certificates
- Friendship stops and playground friends
- Close and effective home school partnership
- Individual behaviour contracts
- Class profiles- looking at a child's behaviour in relation to the rest of the class
- Café Table
- Weekly Golden Time
- Smiles, thumbs up and appreciative words are used when the children are following the rules

### **Consequences:**

We use a 'least to most' intrusive form of behaviour management. The adult will initially warn the child that their behaviour is not appropriate with a look or a sign or a quiet word before moving to more direct forms of intervention.

We use a restorative approach to behaviour management and the key questions and discussion format can be found at the end of this policy.

Should further consequences be required we may:

- Ask a child to write a letter of apology or draw a picture, as appropriate
- Withdraw participation in extracurricular activities
- Withdraw part of playtime

After the event the teacher 'catches' the child being good to reinforce positive behaviour and help to increase self-esteem.

**At no point must corporal punishment be used or threatened.**

### **Hurting another child:**

If a child consistently ignores the Golden Rules or physically hurts another child further conversation will take place with Mrs Holly.

The child who has been hurt will always be comforted.

If this happens at playtime the child who has hurt someone has five minutes thinking/quiet reflection time away from the rest of the children with an adult.

After this time the teacher talks to the child about the behaviour that was used. They discuss what the child did, why and what they could have done

instead of hurting. The adult may model/role play appropriate behaviour to explain.

This child then apologises to the child they hurt and asks what they can do to make things better.

After all forms of consequence it is imperative that the adult takes time to 'put the child back together again'.

### **ABCC Chart**

An ABCC (antecedent, behaviour, consequence, communication) chart is used when a child is finding it difficult to follow the Golden Rules regularly. This is used for a specified period of time and can determine if there is a pattern to the behaviour. Having investigated the results of the ABCC chart, if necessary a plan of action can be developed in the form of an Individual Behaviour Management Plan.

### **Individual Behaviour Management Plan**

This highlights a number of SMART targets for the child. It also incorporates a number of strategies that can be implemented to help the child to moderate their behaviour. All adults involved with the child in school and parents are consulted on this plan. A review date is put in place at which time progress can be discussed.

### **Staff Meetings**

Children who may be of particular concern are discussed at staff meetings so that all staff are aware of their needs and any difficulties. This is an opportunity for staff who have worked with that child before to share successful strategies or their experience with the current situation.

### **Incident Form**

The teacher will make a professional judgment according to the severity of the situation, the children involved and previous history as to whether or not an Incident Form is completed.

An Incident Form is completed for the injured child and the child who caused the injury/hurt. Either child is not named on the opposite form.

The teacher will talk to both children involved at separate times to ascertain what happened. If necessary they may also talk to other children who witnessed the incident.

The actions, including what the child has said, are logged. The teacher signs this form. If a separate adult witnessed the incident for example at playtime,

they will also be asked to sign the form to say it is a true account of what happened. The Head of Pre-Prep will read, check and sign as well.

The form is to be completed with the utmost care and accuracy.

The information is shared with parents at the end of the day. Parents are asked to sign the form to say that they have been informed of the incident.

All negative behaviours are to be logged on CPOMs for overall tracking and regular analysis and intervention of behaviour across the department.

**Consistency is key to the effectiveness of our approach to behaviour management and it is therefore the responsibility of all staff to:**

- **Meet and greet children** at the door each morning
- Refer to and use the language of the Golden Rules regularly
- **Model** positive behaviours and build positive relationships
- **Plan** lessons that engage, challenge and meet the needs of all learners
- Use a **visible recognition** mechanism throughout every lesson
- Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions
- **Follow** up every time, retain ownership and engage in reflective, restorative dialogue with children
- **Never ignore** or walk past children who are making a bad choice with regard to their behaviour

## **Junior Department**

### **Behaviour Management Policy**

In the Junior Department we aim to create a happy environment where all children feel part of a valued and respected community. We aim to build on the golden rules learned in Pre-Prep and prepare children to move into the Senior School with the foundations for positive behaviour management. Walhampton learning characteristics and school rules (RSPCA) are reinforced to ensure positive behavioural outcomes.

Children will learn that positive actions and behaviour result in increased self-esteem and pride in themselves. The role of the form teacher is paramount in supporting children in achieving positive individual behaviour outcomes alongside liaising with parents to ensure that there is a joint working partnership between home and school. Junior Assemblies, Stars of the Week, PSHE sessions and form time reinforce a positive behaviour ethos and understanding.

Golden Time plays a fundamental role in enabling the children to have a clear understanding of how good behaviour is rewarded positively as well as the sanctions in place if good behaviour is not demonstrated.

#### **The Junior Golden Rules:**

I will:

- Be **respectful** and kind and show empathy towards others
- Move around the school and classroom **safely**
- Be **proud** of my work and take risks with my learning
- Take **care** of my belongings and be prepared for each lesson
- Have a positive **attitude** and be resilient when I find things a challenge

#### **A positive and supportive approach**

We aim to be positive and empathetic when supporting children. We want children to approach their work with a 'can do' attitude and be respectful of others around them. In the Juniors we aim to take a reflective approach in order to help children understand their impact on others as well as to be thoughtful, kind and compassionate members of the community.

A positive and supportive approach is used in order to promote good behaviour. Should a child not follow the golden rules then a supportive 'fix it together' approach is taken in order to facilitate change for a positive future outcome.

A supportive approach is achieved through:

- Being a good role model in how we treat others
- Putting the child at the centre
- Listening to the child and ensuring that they have a voice
- Showing empathy and understanding
- Helping the child understand what has happened and its impact on others
- Guiding a child to find strategies to help them in the future
- Recognising and anticipating the triggers for some children and being proactive about them
- Liaising closely with other members of staff in contact with the child
- Working closely with parents

### **Rewards and Golden Time**

Golden time is a positive behaviour management strategy used in the Junior Department. This happens for one 30 minute period a week where children spend time doing special, enjoyable activities. Such as swimming, bunny chill time, colouring, watching a movie, computer time, dodge ball, team or outdoor games. These activities change on a half termly basis.

Golden time rewards good behaviour, it celebrates those children who have followed the golden rules. Each junior classroom displays a golden time chart and the activities on offer that half term. During the week children move a peg with their name on it to the activity of their choice.

Stags are rewarded for learning or academic achievement. These are awarded verbally and for pieces of written work. As in the senior part of the school Send-Ups can also be awarded for outstanding pieces of work or effort.

### **Year 5 Mentors**

All pupils in Year 5 have the opportunity of being a Mentor for half a term. These children wear a badge and carry out the following duties:

- Daily friendship mentor to other children in the Juniors (Mercury Pond used as a place to meet and support other children)
- Weekly visits to Pre-prep to support in class and at play time (Mondays)
- Helping out with serving biscuits to parents before chapel assemblies (Wednesdays)
- Helping with Junior assemblies on Thursday – seating children, handing out certificates, readings

- Having an afternoon tea with the Head

## **Sanctions**

Should a child not follow the golden rules they will be informed that the consequences, if they persist, will be to lose 5 minutes of their Golden Time. If a more serious incident has occurred, at the discretion of the teacher, more time can be lost in increments of 5 minutes.

Whilst a child can lose Golden Time they can also earn it back, in increments of 5 minutes, if they make sensible choices.

When Golden Time takes place, if a child has not earned all their time then they are supported by the Head of Juniors with strategies to support a positive behaviour change. Activities may include writing a letter of apology, good break time posters, a friendship charter or completing a 'Fix it' support sheet.

**At no point must corporal punishment be used or threatened.**

## **FIX it Behaviour Support**

The FIX it support sheet helps children identify the behaviour that needs to change and how it impacts on other children. It aims to help children find ways of helping change their behaviour in order to have a positive outcome for the future.

**F** = Fact – what happened?

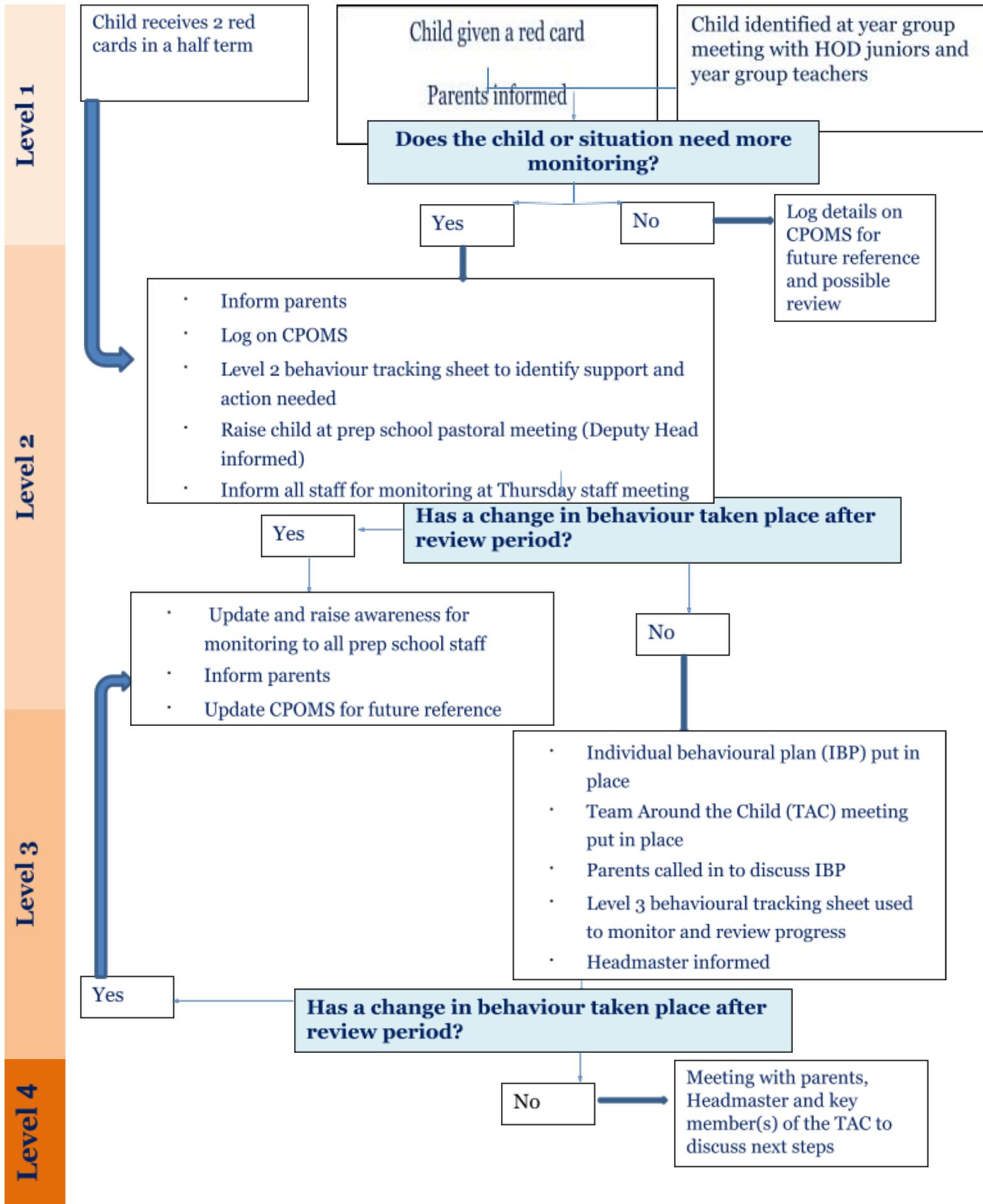
**I** = I feel – how did the situation make you feel?  
What made you behave that way? How did other people feel?

**X** = Together – What can we do in the future? Together we can...

## **Red cards**

A red card is given if a child has broken a golden rule and the behaviour needs to be followed up immediately by the Head of Juniors. When a child receives a red card the Head of Juniors will decide on the appropriate sanction whether that be missing a break time to write an apology letter or to complete a 'Fix it' behaviour support sheet. These practices are intent on ensuring the behaviour is supported with a positive outcome for the future. Should a child receive a Red Card then the child's parents are informed that day and a dialogue of support happens between the child, home and school.

## Structure for Monitoring and Supporting Junior Pastoral Concerns



## **Other Support Structures in the Junior Department**

- Weekly year group meetings with HOD juniors and year group form teachers
  - Year 3 Tuesday period 5
  - Year 4 Friday period 3
  - Year 5 Friday period 4
- MIS/CPOMs used to log behaviour or pastoral concerns
- Weekly prep school pastoral meeting, Friday 8-9am
- Traffic light break monitoring/report cards/ focus cards
- ELSA
- TAC meetings
- IBP (individual Behaviour Plan)
- Role of HOD juniors in logging and tracking behavioural support

**Senior Department**  
**Behaviour Management Policy**  
**Rewards and Sanctions**

**Aim**

At Walhampton, we aim to be a dynamic school in which teaching is exemplary and pupils develop both the discipline of study and the joy of learning. Every member of the school community has a responsibility for promoting positive behavior. In the Senior School children are encouraged to adhere to the RSPCA values of:

- Respect
- Safety
- Pride
- Care
- Attitude

*The Behaviour Management Policy has been developed to:*

- Support teaching and learning across the school
- Determine absolute clarity about the expected standards of pupil and staff behaviour
- Maintain a consistent approach to behaviour and conduct
- Ensure that all pupils are able to achieve their very best
- Create an environment in which pupils feel safe, secure and happy

**Student Charter**

- Treat every member of the school with respect, kindness and good manners
- Always be aware of your own safety and the safety of those around you
- Take pride in representing Walhampton and try your best in all areas of school life
- Treat our site with care, showing respect for things that belong to you and to others
- Be positive! Attitude is a little thing that makes a big difference

## **Rewards**

At Walhampton, we recognise the value of rewarding pupils for their efforts, achievements and good behaviour. As well as informal praise and encouragement, we also formally acknowledge the achievements of pupils with the following rewards:

A Stag is awarded for, but not limited to, the following achievements:

- A piece of work of very high quality
- Excellent contribution to class discussion
- A marked improvement in academic work or sport
- A marked improvement in effort and/or attitude
- An act of great kindness
- A good deed

A Send-up is awarded for, but not limited to, the following achievements:

- A piece of work of exceptional quality
- A piece of work that demonstrates exceptional effort

An Eco-plus is awarded for, but not limited to, the following achievements:

- Undertaking energy monitoring tasks
- Recording energy monitoring tasks
- Demonstrating particular care for the environment

## **Sanctions**

### Single Warning System

During lesson time, whether in the classroom, out of doors or off site, staff will adhere to the 'Single Warning System' for behaviour management:

For instances of disruptive or inappropriate behaviour, pupils will be sanctioned with a verbal warning and carefully monitored throughout the lesson. If any instance of disruptive or inappropriate behaviour is identified a second time, staff will issue a behaviour debit and record this on the pupil management system.

Disruptive/inappropriate behaviour includes, but is not limited to, the following:

- Arriving late without a valid reason
- Persistent disruption
- Interrupting a member of staff
- Incorrect use of equipment, including electronic devices

- Incorrect use of furniture
- Showing disrespect towards a member of staff
- Demonstrating 'off-task' behaviour i.e. behaviour that is unrelated to the lesson objective

The Single Warning System is subject to the professional discretion and judgment of each individual staff member.

**At no point must corporal punishment be used or threatened.**

### **Consequences for disruptive or inappropriate behaviour**

Behaviour debits are collated during each half term. If an instance of 3 or more behaviour debits occurs for a pupil, the following schedule of detentions will be undertaken:

#### **3 Debits – Tutor warning**

Senior Head of Pastoral will inform the tutor that one of their tutees has collated 3 debits. The tutor is to discuss the reasons for this and ways to adjust behavior to prevent further sanctions.

#### **4 Debits – Short Break Detention**

Meet with Senior Head of Pastoral over morning break to discuss behaviour and review strategies for improvement.

The pupil will write a reflective account of how/why they can model their behaviour. Senior Head of Pastoral will telephone parents/guardian to inform them of the detention and strategies discussed.

#### **8 Debits – Long Break Detention**

Conducted by the Deputy Head between 1300-1345 (early lunch taken at 1245) with parents informed.

Pupil started on an Individual Behaviour Plan and will be reviewed half termly in a TAC meeting involving Senior Head of Pastoral, Deputy Head and Tutor. Parents to be informed of strategies put in place.

#### **12 Debits – Saturday Morning Detention and entry into the 'Black Book' (see below) for one academic year**

Conducted by Head between 0900-1000 on a Saturday morning (no activities to be undertaken after detention).

Head to discuss behaviour and consequence with parents after the detention.

## **Debit Classification Guide**

Outside of lesson time, staff will adhere to the 'Debit Classification Guide' for behaviour management:

### **1 Debit (to be recorded on the pupil management system and tutor informed)**

- Running in the corridors
- Running in the courtyard
- Incorrect kit for break time
- Incorrect kit for sport (staff to use the 'Single Warning System')
- Incomplete prep
- Unruly and/or boisterous behavior
- Arriving or leaving school without full school uniform
- Arriving to a lesson without school diary
- Indoors during break time (unless inclement weather)

### **2 Debits (to be recorded on the pupil management system and tutor informed)**

- Inappropriate language
- Chewing gum
- Showing disrespect towards a member of staff

### **3 Debits (to be recorded on the pupil management system and tutor informed)**

- Using another person's sports kit/equipment without permission
- Damaging school property
- Fighting
- Offensive language

The Debit Classification Guide is subject to the professional discretion and judgment of each individual staff member.

**The Black Book** is for serious breaches of discipline or for a continual disregard for school rules.

All Black Book entries will reset at the start of each academic year.

Once a child has been entered in the Black Book, kept in the Head's study, they must report to the Head after Chapel the next day.

- For the first & second entry in a year, the child will receive a 60 minute Saturday morning detention in school uniform with the Head.
- For the third entry in a year, the child will face suspension or internal suspension for a certain period as determined by the Head.

### **Suspension, Exclusion and Required Removal**

The Head may in his discretion suspend or, in serious or persistent cases, exclude the pupil from the school if the Head considers that the pupil's conduct or behaviour (including behaviour or conduct outside school) is unsatisfactory and the suspension or exclusion is in the school's best interests or those of the pupil or other pupils.

### **General Guidelines**

It is the responsibility of members of staff to:

- Uphold the decision of the Head and/or governors to suspend or exclude a pupil
- Refrain from all public comment on any suspension or exclusion
- Ensure that the work of the school continues as normal

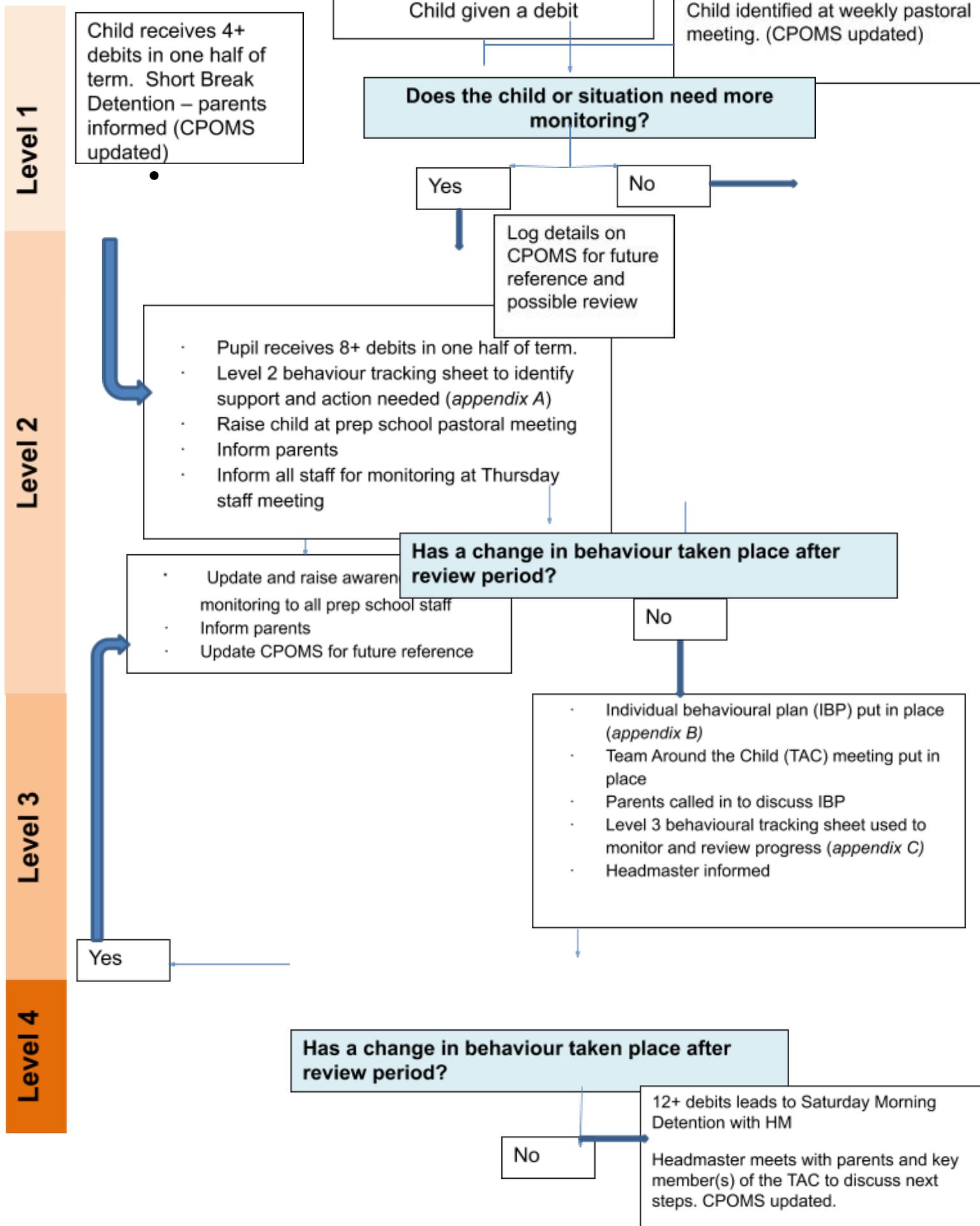
It is the responsibility of pupils to:

- Refrain from any activity that may lead to suspension or exclusion
- Accept the sanction of suspension or exclusion if applied

It is the responsibility of parents to:

- Cooperate with the school whilst any investigation is taking place
- Uphold the decision of the Head and the governors.

**Structure for monitoring and supporting Senior pastoral concerns**



## **Appendix A**

### **Restorative Conference**

*The following seven questions help children to reflect upon their behaviour:*

#### ***1) What happened?***

This is an opportunity to model the empathy and respect we want the pupil to develop. At this stage the objective is for the pupil to feel understood and heard.

- Listen (use facial gestures and body language, and small words e.g. 'yes', 'okay', 'I see', 'um'... to demonstrate active listening)
- Ask questions if necessary
- Check if you understand properly (do you mean...?)
- If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the pupil to feel heard and understood, not corrected.
- If what the pupil is saying isn't an accurate reflection of the truth ask inquisitive questions and check understanding: 'are you saying that this happened?'

#### ***2) How were you feeling? What did you need?***

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it. A set of feelings and needs card can be really helpful for this

Suggest feelings and needs if necessary.

- Respond with empathetic body language and facial expressions.

#### ***3) What happened after your behaviour?***

The objective at this stage is to identify the natural consequence of the behaviour. This stage is fundamental for children to start to assess whether this behaviour is working for them but it is often lost once punishments and getting told off take place because they are distracted by a fight or flight response or resentment.

- Listen
- Ask questions
- Check understanding

#### **4) Who else was involved? What do you think were their feelings and needs?**

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in stage one will directly impact how well the pupil will be able to empathise with others now.

- Listen
- Use the needs and feelings card
- Ask questions
- Make suggestions if necessary

#### ***5) Who else was affected by this behaviour that was not directly involved in the incident?***

What do you think their feelings and needs are? This question is about understanding how the behaviour affects people not directly involved with the incident, for example the rest of the class, the teaching staff, the rest of the school, the head teacher and parents. Often the pupil won't have considered how their behaviour has impacted people outside of the incident.

#### ***6) What have you learnt and what will you do differently next time?***

This is an opportunity to work with the pupil to find strategies moving forwards for them to meet their needs in a way that will also be respectful of other people's needs. If there doesn't seem to be an easy solution, for example they are bored in maths and they have rejected all ideas about how they could make it more fun for themselves, revert back to empathy and sympathise with the challenge. The goal with Restorative Practice is to get everyone involved one step closer to meeting their needs whilst improving communication, understanding and empathy for one another

- Listen
- Ask questions
- Check understanding
- Summarise

### ***7) How can you repair the damage?***

This step is often missed with 'Punitive Justice' where a pupil might have to do a detention but will not necessarily repair the damage. Giving the responsibility to the pupil to correct their behaviour is arguably far more effective than a punishment for many reasons. The process of apologizing to the class, replacing broken equipment, sanding down a defaced desk etc. deters them from doing it again without the need for a punishment, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentment.

**Pre-Prep Department  
Incident Form**

<b>Name of child:</b>	
<b>Date:</b>	
<b>Time:</b>	
<b>Description of incident:</b>	
<b>Action Taken:</b>	
Signed: Pre-Prep member of staff	
Signed: Head of Pre-Prep	
Signed: Parent/Guardian	

*Please ensure that this form is returned (signed) to the Pre-Prep office.*

## Appendix B - Behaviour Management Log (ABCC Chart)

Date and Time	Antecedent	Behaviour	Communication	
<i>Log both date and time to see if a pattern of behaviour is determined by the time of day, lesson etc. Is it before lunch?</i>	<i>What was the trigger that caused the child to behave in that way?  Was it environmental? Physiological? Has child been sitting for a long time? Have they eaten or are they hungry? In need of a drink? Provocation from another child?</i>	<i>What exactly did the child do?</i>	<i>What exactly was said to the child after the behaviour?  Is the same thing said each time? Does the behaviour happen to elicit this response?</i>	<i>What behaviour was observed? What time of day? What lesson? What was the child doing? What was the child's response?</i>

### ABCC Chart

An ABCC (antecedent, behavior, consequence, communication) chart is used when a child is finding it difficult to follow the Golden Rules regularly. This is used for a specified period of time and can determine if there is a pattern to the behavior. Having investigated the results of the ABCC chart, if necessary a plan of action can be developed in the form of an Individual Behaviour Management Plan.

## Appendix C - Individual Behaviour Plan

**Name:**

**Form teacher:**

Target Behaviours: •	Warning signs of impending behaviour: •	Known triggers of impending behaviour: •
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Behaviour to be targeted	Proactive Strategies	Members of staff responsible	Start date

*Prepared by (teacher)*

*(signature)*

*(date)*

*Shared with parent (parent)*

*(signature)*

*(date)*