

A Policy Statement for Behaviour (including Anti-Bullying)



Policy

**Behaviour
(Including Anti-Bullying)**

“The behaviour of pupils is good. This is because pupils know what is acceptable and the consequences if they do not adhere to the academy rules which are widely displayed around the academy...Behaviour in lessons is very good.”

“Pupils conduct themselves well around the academy and at break times. Expectations from all adults are high and pupils respond politely and courteously to others...Occasions of poor behaviour are extremely rare.”

Ofsted November 2015

At South Benfleet Primary School we believe that positive relationships and high expectations are embedded at the heart of our school ethos. We look for the positives and work together to build self-esteem and a sense of belonging to the ‘South Benfleet Family’.

Our School Mission Statement

The dedicated team at South Benfleet Primary School aims to provide a happy, caring, community of learners where all are welcomed and valued and where learning is fun, real, relevant and memorable.

We strive to ensure that our children acquire responsibility, tolerance and understanding and develop respect for themselves, each other, their families, our local community and the environment.

We want our pupils to be co-operative and have high self-esteem and develop the motivation, knowledge and skills to prepare them for the world of tomorrow.

Our Golden Rules

To encourage good behaviour and responsible actions at South Benfleet Primary School we all follow 6 agreed Golden Rules. The Golden Rules were first written in 2007 with the children and are regularly revisited with the School Council to consider changing or re-writing. (last revision Spring 2016).

- We try our best
- We are kind
- We listen and show respect
- We do as we are asked
- We tell the truth
- We look after things

An example
of the rules
displayed
around the
school. →



These rules are displayed throughout the school so that children are reminded of their responsibilities. They should be discussed at the start of each school term so that children understand what each rule means and their responsibility in keeping them. Children will be praised and rewarded for following the rules and spoken to if they've broken them with an appropriate consequence.

If everyone follows these rules it makes our school a happy community of learners where we all feel valued.

Our Responsibilities

“Good behaviour is necessary for effective teaching to take place and for pupils to flourish and feel happy in the school environment”.

We all have responsibilities to ensure that South Benfleet Primary School is a ‘happy, caring community of learners’ and these are set out below.

Children’s responsibilities are:

- To follow our Golden Rules
- To learn what good behaviour means and looks like.
- To learn the value of friendship.

Staff’s responsibilities are:

- To meet the needs of all children.
- To treat all children fairly and with respect.
- To provide a fun, challenging, real and relevant curriculum.
- To be a good role model.
- To help children to develop self-confidence and realise their full potential.
- To apply our Golden Rules, rewards and sanctions consistently and clearly.
- To develop positive relationships and work with parents for the benefit of the children.

Parents’ responsibilities are:

- To help develop their child’s understanding of appropriate behaviour.
- To be aware of and support the school’s Golden Rules and expectations
- To be a good role model.
- To build positive relationships and work with the school for the benefit of their child.
- To encourage self-discipline and independence.
- To be interested in what their child does at school and support them with homework.

Encouraging Positive Behaviour

As a school, we aim to build positive, caring, firm relationships with children both as individuals and as a class or year group.

Staff are expected to behave consistently and calmly so that they are acting as good role models at all times. ***We always aim to spot, praise and reward positive behaviour because:***

- It helps to build our friendly, caring and positive learning ethos.
- It raises children’s self-esteem.
- It reinforces simple rule-following.
- It promotes and gives time and attention to appropriate behaviour.
- It further reinforces our high expectations for behaviour and attitudes for learning.
- It helps children to learn well.

Effective praise is:

- Natural and warm
- Appropriate
- Varied and imaginative

- Linked with eye contact and positive body language
- Frequent and consistent (praise comments should significantly outnumber corrective comments)

When trying to change behaviour, increased amount of praise will be needed while intermittent praise is needed to maintain established behaviours.

School Behaviour System

We have developed a school wide behaviour system which uses a coloured chart displayed in all classrooms. Every child begins the day on the green section of the chart. If a child's behaviour (learning or social) is below expectations a warning is given and the child's name is written on or moved to the yellow/amber section. If poor behaviour persists then their name is moved to the red section of the chart and a consequence is given (a 5 minutes time out from playtime in Key Stage 1 and a 15 minute playtime detention in Key Stage 2). However, if a child's name is on yellow and they correct their behaviour they move back to green and there is no further consequence.

If a child's behaviour exceeds expectation they can move into the 'Clever Cloud' in Key Stage 1 or the silver or gold section in Key Stage 2. In these cases, rewards are given by way of Rainbow Stickers, housepoints, other stickers or visiting members of the SLT (Senior Leadership Team).

Lunchtimes

The same system is used by our lunchtime staff inside the dining halls and out on the playgrounds. Similarly, all children start each lunchtime on the green section of the chart. If a child's behaviour is below expectations a warning is given. If behaviour persists, the child's name is written on the yellow section and they are given a 5 minute time out which is taken in a designated 'Time out' area. If poor behaviour continues then their name is moved to the red section of the chart and they are brought in to see a member of the SLT.

Any violent/aggressive or particularly rude behaviour results in an instant move to red following the same procedure as above.

If a child's behaviour exceeds expectation they can move into the 'Clever Cloud' in Key Stage 1 or the silver or gold section in Key Stage 2. In these cases, special lunchtime stickers are rewarded.

Midday staff are required to report back to class teachers if a child has:

- Been persistently moved to yellow over the space of a fortnight
- Been moved to red
- Been moved to the Clever Cloud or Silver/Gold for particularly impressive behaviour

Rewarding Positive Behaviour

As a school we have a variety of systems which recognise and reward positive behaviour.

Verbal Praise/Public Appreciation

This is the simplest form of reward but one that mustn't be underestimated as its effects can be very powerful on the individual receiving the praise as well as the others who hear it. This can happen within the classroom at any time of the teaching and learning, in the corridors, in assembly, in the playground, in the lunch halls etc. and can be given by any adult within the school.

Rainbow Stickers

All Key Stage 1 (Infant) children have a rainbow sticker chart displayed in their classroom which holds 10 stickers. They earn rainbow stickers for positive attitude, academic success, politeness,

good manners and good behaviour which exceeds expectations. Once children have completed their rainbow chart they bring it to Mrs Barber and receive praise and a Deputy Headteacher's Sticker.

House Points

All Key Stage 2 (Junior) children belong to one of four houses (Drake, Wellington, Raleigh & Nelson) which they remain in throughout the 4 years. Children are awarded house points for positive attitude, behaviour, academic success, politeness and manners. House points should be awarded for behaviour which exceeds expectations rather than for the absence of poor behaviour. Children record their house points on a class chart and these are counted by Year 6 pupils on Fridays. The results are read out weekly in Achievement Assembly and the winning House receives a cup with the appropriate colour ribbon which is displayed for the week. House points can be awarded by all staff.

Star of the Week (Friday Achievement Assemblies)

Each week in our Achievement Assemblies, teachers name a child to be their 'Star of the week'. In Key Stage 2, teachers can also have a few silver award winners to further promote the attitudes and behaviours that we expect. These awards can be given for positive learning behaviour, positive general behaviour as well as for academic achievements and progress. The reason(s) for each award is shared in the assembly which promotes the positive behaviour that we want to see. In Key Stage 1 children receive a special sticker, a certificate and a special prize – SBPS piggy bank, yoyo, pop-a-point crayon etc. In Key Stage 2, the Star of the Week receives a coloured enamel star badge, special sticker, a certificate and house points. The Silver award winners receive a special sticker and house points.

Other awards given at these assemblies now include 'Times Table Rock Star' and Reading Rewards.

Head Teacher Awards

Teachers can send children at any time to share good work or positive behaviour news with the Head or Deputy Head Teacher. Children receive appropriate praise and attention and receive a special sticker, sometimes a bookmark. Special work is copied and displayed outside the offices.

Other class based systems

Many classes have their own reward system which involve children working together to reach a goal and a whole class reward. These systems include things like marble jars and golden time.

To help boost self-esteem and recognise children as individuals with their own strengths and qualities, many classes write friendship 'leaves' or similar. One child is chosen each week and the rest of the class has to write a 'leaf' pointing out their good qualities or why they like them. The child also has to write a 'leaf' for themselves which makes them think about their positive qualities.

When behaviour goes wrong

As a school, we always try to focus our time and attention to positive behaviour however, when behaviour starts to go wrong we all try to follow the same 4 steps. This means intervening at an early stage to address the behaviour positively and consistently.

The 4 steps are:

Step 1 – be behaviour aware

1. Praise children loudly!- catch them being good & tactically ignore some behaviours as long as nobody is at risk.

2. Use non-verbal clues - a stern look, shake head, point, mouth a comment e.g. 'Stop that thank you'
3. Distraction- ask them to do something to re-focus

Step 2 – clear warnings/reminders

1. Praise directly ('Well done Luke - that was very kind -2 house points')
2. Give a clear rule reminder - 'Remember we keep our hands and feet to ourselves.'
3. Use a simple verbal direction reinforcing the behaviour that you expect e.g. 'Put that down thank you'
4. Ask a simple question (avoiding using the word WHY) e.g. 'Where should you be? What should you be doing? How should you be doing that?'
5. Give a warning and a choice (a chance to save face) 'Lauren... If you continue to do that then you'll be choosing to move to yellow/amber.' etc.

Step 3 – follow through move to yellow/amber

1. Logical Consequence - move to yellow/amber
'Lauren you haven't stopped so you are now in yellow/amber.'
2. Remind of the next step – move to red and the consequences: KS1 – 5 mins lost from playtime
KS2 - Playtime detention
3. Remind them they still have a choice and can be moved back to green if they improve their behaviour
4. Possibly move the child within the classroom to be nearer to you/away from others to help them
5. Continue to monitor and repeat steps until behaviour improves or child moves to red

Step 4 – Escalation

1. Logical Consequence - move to red
'Oh dear Lauren you are still choosing the wrong behaviour so you are now in red.'
2. Consequence: KS1 – 5 mins lost from playtime
KS2 - Playtime detention
3. Depending on the severity of the behaviour/the number of times child has been in this situation or if behaviour continues to deteriorate choose from the following consequences (start at the top of the list unless severe behaviour):
 - Work in your parallel year group classroom for a specified period of time.
 - Work in your 'partner classroom' (pre-arranged) for a specified period of time.
 - Work in the Rainbow Room (for some children where appropriate).
 - Work in the Assistant Headteacher's classroom for a specified period of time.
 - Work outside the Deputy Head teacher's office for a specified period of time.
4. Complete an 'ABC Behaviour Tracker' (if appropriate [See Appendix A](#)) which is seen by the Headteacher and filed in a Behaviour File ([See Appendix B](#)) in the Headteacher's office.
5. Class teacher speaks to parents. This could be with a member of the SLT if needed.

These steps can be found in a useful 'poster format' in a separate document – 'The SBPS behaviour Steps'.

Next Steps

When any of these strategies have been used, it is good to try to follow up when possible with a positive visit to the same member of staff to share good news and receive praise so that the child doesn't link that member of staff with negative behaviour and can build a positive relationship with them.

If the above strategies are not working then it is important for the teacher/member of staff to speak to their phase leader to consider where next and other options (which includes looking at teaching styles/approaches and planning to ensure the child is more engaged with and enjoying their learning) If the problem persists it needs to be discussed with the SENCO and Parents and a positive behaviour plan considered.

When the inappropriate behaviour repeatedly presents itself at playtime or lunchtime then the 'Rainbow Club' can be used as an option to provide a 'managed lunchtime'.

Detention

Each day a member of staff supervises a 15 minute detention session during morning playtime for Key Stage 2 children. This is always in Gold Classroom. A child should always arrive for their detention with a completed detention slip (See Appendix C) stating why they are having detention and what task they need to complete while they are there. This information is written into the central detention book by the member of staff on detention duty and this book is monitored termly by the Deputy Headteacher.

The task that children are given to complete during detention should be appropriately linked to the reason the detention was given.

Providing a 'Managed Lunchtime'

For children who struggle to control themselves or make good behaviour choices during lunchtime teachers can speak to the SENCO to arrange for a child to attend the 'Rainbow Club' from 12.30 – 1pm. This allows the child to have a successful lunchtime playing in a controlled environment with other children supervised by the SENCO or the Rainbow Room LSAs.

It is hoped that by managing the 'free time' children have on the playground and by helping them to play appropriately and successfully with others overtime their general playground behaviour and self-discipline will improve. It also means that they have successful afternoon learning back in their classrooms because they aren't starting the afternoon angry or upset by lunchtime issues.

Some children with specific identified needs attend Rainbow Club every day. Some children attend 2 or three times a week, others attend for an agreed specified period.

Positive Behaviour Plans

When other behaviour strategies have failed and poor behaviour is becoming a continuous problem a positive behaviour plan could be put into place with the agreement of the SENCO. A child needing to use a Positive Behaviour Programme would need to be placed on the SEN register. A Consistent Management Plan (CMP) will need to be completed so all adults that work with the child are aware that additional support is being given to support and modify the child's behaviour. A meeting would need to be arranged with parents so they are aware that you are supporting and monitoring their child and that you will keep them informed and involved as part of the process.

Once a child has been put onto a Positive Behaviour Programme, targets and a target score are set for the week. This weekly score should be increased during the programme so that the child experiences challenge. The child then scores each lesson against the target (and only the target set) with whoever was working with him/her for the session e.g. Class Teacher, LSA, Midday etc. if he/she reaches the target at the end of the week a reward activity can be chosen (this has usually been agreed at the start of the week). The sheet should be copied as a record and kept on file and the original given to parents so they are fully aware of the progress made.

Targets should initially be kept for up to 3 weeks then changed as necessary. If the child reaches the target score 5 weeks in a row a whole class treat should be given as this encourages the rest of the class to encourage and support.

A list of children who are on Positive Behaviour Plan is kept and managed by the SENCO and reviewed termly.

See [Appendix D](#) for more guidance on Positive Behaviour Programme and for examples of the forms used as part of this plan.

Exclusion

As an inclusive school we understand that exclusions from the school community (whether fixed term or permanent) are damaging to a child's self-esteem. As such they are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one's own behaviour.

Wherever possible the school seeks to avoid permanent exclusions. These would take place only for serious incidents or when all other strategies have been tried and have failed over time and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Please refer the school's Exclusion Policy for more details.

Anti-Bullying at South Benfleet Primary School

"Pupils have an excellent understanding of all the different forms of bullying and agree that bullying is very rare."

Ofsted November 2015

'Don't change so people will like you. Be yourself and the right people will love the real you.'

Unknown

Aims

- ✓ To provide a happy, caring, safe community of learners where all are welcomed and valued.
- ✓ To promote an understanding of what bullying.
- ✓ To provide clear guidelines for all members of the school community about how we aim to prevent and deal with accusations or incidents of bullying.
- ✓ To be a 'telling school' where there is nowhere for bullies to hide

What is bullying?

We believe that:

- Bullying is a deliberate, purposeful and sustained action against an individual or group. Incidents maybe sporadic and well spread out in time.
- It is not a 'one off' or occasional falling out between friends or classmates.
- It is an emotive word which needs to be used carefully.
- It can be physical, verbal or emotional.
- It can be carried out by a single person or a gang.

Incidents of bullying can include:

- Name calling
- Malicious gossip
- Damaging or stealing property
- Coercion into acts that another does not wish to do
- Pinching
- Pushing & jostling
- Teasing
- Intimidation
- Extortion
- Ostracising
- Damaging school work and equipment.
- Violence and assault

Bullying can take place:

- Face to face (this can often be very subtle and hard to spot)
- Via text messages
- Via phone calls
- Online – e.g. via. Live gaming platforms like 'X-Box', Facebook (or similar – although Facebook accounts should only be held by children aged 13 and older), MSN, Facetime, Skye etc.
- Inside and outside of school

Common Signs

Often, when a child is experiencing bullying their behaviour will change. This may not be a sudden change but rather a gradual change that you start to spot or question over a few weeks or months.

These signs could include:

- Becoming withdrawn- lack of confidence- *a change in 'usual' behaviour*
- A deterioration of work- underachievement
- Spurious illness- absent more often, (tummy aches, headaches etc)
- Avoidance of certain lessons or activities- PE, Playtime etc
- Isolation
- A change in behaviour- jumpiness snappy, weepy etc
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear.
- Late arrival at school
- Bed wetting, sleep walking and other signs
- Bruises, cuts
- Torn or damaged clothing
- Lost personal items

Reasons

Possible reasons for being bullied

There can be many reasons why a person could be bullied. These include:

1. Race/Sex/social and academic differences
2. New child in school/ class

3. Child with family crisis or change in circumstance
4. Disability - or difference of any kind.

Possible reasons why people become a bully

There are many reasons why people start to bully others. These include:

1. Victim of violence themselves
2. Enjoyment of power/creating fear
3. Copying behaviour at home or on T.V.

Bullying occurs with people from all backgrounds, cultures, races and sexes from Nursery to 6th Form and into adulthood.

Taking Action

- ✓ If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. Initially this would usually be the class teacher.
Incidents/ accusations need to be investigated – Please refer to Purple folder in Staff Room for suspected racist incidents)
- ✓ A clear account of the incident(s) will be recorded and given to the Assistant Headteacher of the relevant Key Stage.
- ✓ All children concerned will be interviewed and this will be recorded.
- ✓ Relevant staff will be informed of incidents so they can be watchful (Class Teachers – if not 1st point of contact, LSA, Midday Assistants, Office staff etc.)
- ✓ Parents on all sides will be kept informed.
- ✓ Punitive measures will be used as appropriate.
- ✓ Situation will be monitored and records of any incidents kept. Further actions taken as necessary. (Use Monitoring Form for all children involved. Use form in Appendix E)
- ✓ The situation will be reviewed regularly (initially daily then weekly then bi-weekly). Parents on all sides will be kept informed of outcomes even when there is nothing to report because this is good news.
- ✓ If the situation doesn't improve, it will be passed on to the next senior member of the SLT and further action will be taken including increased partnership with parents on all sides and increased punitive measures.

Prevention Techniques

As a school, as part of our ethos and work on expected behaviour children are regularly reminded how to behave well, how to build good relationships, what to do when friendships go wrong as well as the anti-bullying message. These reminders happen through PSHE lessons, assemblies, class discussions and circle time etc.

We have a clear set of Golden Rules which are regularly reviewed and displayed around the school. Each class has their own set of 'class rules' based around the principles of the school's Golden rules. Kindness, tolerance and other such positive behaviours are regularly rewarded and highlighted in our weekly achievement assemblies.

Many classes have 'Problem Boxes' where children can initiate communications with their teacher in a more private way. Children are regularly reminded of the importance of telling an adult in school who can help them to sort out problems straightaway rather than waiting until they get home when the moment has passed.

We have also worked hard to improve our play facilities and play areas so that children can be active and have fun at playtimes and lunchtimes. This helps foster cooperation, tolerance and understanding of others.

As a school we also try to reach out into the wider community to help deliver the 'anti-bullying' message through a variety of visits and visitors. These include:

- ✓ Observing Anti bullying week (as appropriate in different year groups)
- ✓ Gripping Yarns – Visiting Actor (e.g. Tom and the Trolls, Cyber Bullying)
- ✓ Fire Horse Productions – Visiting drama Group (The 'B Word')
- ✓ Inspire Theatre – Visiting dram Group (Happiness is Magical)
- ✓ The police

Additional thoughts on bullying

Some research suggests:

1. Boys often bully younger children of both sexes.
2. Girls often use verbal abuse and ostracise from peer group - usually to other girls.
3. Some victims are also bullies.
4. Some victims are treated as culprits.
5. Onlookers are condoning bullying and becoming part of bullying.

Website to provide ideas / and further support for anti bullying activities

<http://www.anti-bullyingalliance.org.uk>

Reviewed every 2 years

Reviewed and rewritten by Mrs J. Barber: Summer 2016

Next review: Summer 2018

Appendix A

South Benfleet Primary School
ABC Behaviour Analysis Record

Incident Number



Name of Pupil(s):		Class:		Year Group:	
Date:		Location:		Time:	
Antecedents: What happened before the behaviour?		Behaviour: What did the pupil do?		Consequences: What response was made by staff/pupils? What happened as a result? (Positive or negative)	
				Longer term plan/action if needed (to be completed by Inclusion Manager/SENCO or SLT)	

Signed:..... Print Name.....

Completed sheets need to be sent or copied via the SLT to the Behaviour/ Bullying- Master File- HT's office

Behaviour Folder- how to use

Aim: To keep behaviour records (and evidence) in one place to allow patterns to be spotted and appropriate interventions to be made.

There are currently several places where behaviour incidents are recorded:

Behaviour reports, Detention book entries / slips, Class record and notes, other ad hoc notes, Letters / correspondence with parents and others, ABC behaviour sheets

- ✓ **All** behaviour records need to go in the Behaviour file so outcomes patterns can be analysed- all info in the same places.
- ✓ The ***prime method of recording incidents*** is via the ***ABC recording sheets***
- ✓ If entries become too big a separate file may be used but there must be a note in the behaviour file signposting where this information is kept

How to record behaviour incidents

Detention slips- go to specific detention session and then the slip to be filed in the behaviour file- ***only for behaviour related detentions***

ABC Behaviour Record, complete 1 sheet per incident (usually) carefully dated so that they can be sequenced later. Then send to an SLT staff member for action and filing of sheet

Other sheets/ evidence- may include notes, children's accounts, letters correspondence, reports from agencies- file under child's name

- ✓ All entries are kept in the behaviour file behind alphabetical tabs.
- ✓ File most recent entries on top so they can be easily seen
- ✓ When a piece of information is entered enter the child/ children's names on the front A-Z record. If the name already exists add a tally mark.

SLT to review folder half termly and follow up as appropriate

The folder will be reviewed annually in order to archive old incidents

Junior Detention Slips

Name _____ Class _____

You are in detention because _____

During detention you need to _____

Remember our Golden Rules

- We try our best
- We are kind
- We listen and show respect
- We do as we are asked
- We tell the truth
- We look after things



South Benfleet Primary School

Positive behaviour Programme Guidance

- If you feel a child needs to be placed upon the Positive Behaviour Programme discuss the child's needs with previous class teacher, SENCO, Deputy Headteacher, Headteacher to see if there are strategies you could try before starting the programme.
- Use the 'Pupil Monitoring Sheet' so you can ascertain patterns and possible reasons for the behaviour. Act upon your findings by providing additional support for the child. This might be through modifying your own practice, a planning change, being clearer about your expectations etc.
- If the behaviour does not improve you will need to have a meeting with the SENCO so the child can be included on the SEN register. A Consistent Management Plan (CMP) will need to be completed so all adults that work with the child are aware that additional support is being given to support and modify the child's behaviour. Arrange a meeting with parents so they are aware that you are supporting and monitoring their child and that you will keep them informed and involved as part of the process.
- Place the child on the 'Positive Behaviour Programme'
Set Targets each week (no more than four) and a target score for the week (this score should be increased during the programme so the child can experience challenge)
The child will then score each lesson against the target (and only the target set!) with whoever was working with him/her for that session e.g. Class Teacher, LSA, MDA etc.
- If he/she reaches the target at the end of the week a reward activity can be chosen—possibly a game with a friend on the computer.
- The sheet should be copied as a record and kept on file and the original given to parents so they are fully aware of progress made!
- Keep the targets for up to 3 weeks and remember to change targets as necessary.
- If the child achieves his/her target 5 weeks in a row a whole class treat should be given (often the other pupils can help or hinder the child's progress) as this will encourage his/her peers to support good behaviour.
- If the child behaves inappropriately and is hindering his own or the learning of others a RED CARD should be sent to the Headteacher, Deputy Headteacher or SENCO with another child so an instant but calm removal can be arranged.
- The child will be given a time to calm down, to reflect upon his/her behaviour, to give suggestions on how he/she could rectify the problem and return to the classroom sensibly.
- All 'RED CARD' incidents will need to be recorded on the 'ABC analysis Record.'
- If the child has reached their target consistently for 10 weeks and there are no other targets to be set they should be removed from the programme and the SEN Register
- Remember to praise pupils where necessary in the 'Achievement Assembly'.

M.W. March 2014



Scoring: Excellent = 3, Good Effort = 2, Poor Effort = 1, No Effort = 0



Targets:

South Benfleet Primary School										
Positive Behaviour Programme										
8.50	9.00	9.30	10.30	10.45	11.30	12.10	1.10	1.45	2.45	
	Reg.	1	Play	2	3	Lunch	4	5	Assembly /Home time	Daily Score
M.										Out of 24
Tu										Out of 24
W.										Out of 24
Th										Out of 24
F.										Out of 24

Target Score

*

Actual Score

* *

Scoring: **Excellent 3, Good Effort 2, Poor Effort 1, No Effort 0**

Targets: I can ask adults for help if I have a problem.
 I can speak politely to pupils/adults.
 I can use kind/hands feet.

Example of a Positive Behaviour Programme with targets and target score

South Benfleet Primary School										
Positive Behaviour Programme										
8.50	9.00	9.30	10.30	10.45	11.30	12.10	1.10	1.45	2.45	
	Reg.	1	Play	2	3	Lunch	4	5	Assembly /Home time	Daily Score
M.										Out of 24
Tu										Out of 24
W.										Out of 24
Th										Out of 24
F.										Out of 24

Target Score

100

*

Actual Score

South Benfleet Primary School Consistent Management Plan



Name:

D.O.B:

Reason for Plan: A CMP is required for _____ because _____

Strengths and Likes	Key Behaviours and Triggers
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General and preventative Strategies
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Specific and Reactive Strategies	
Situations or Approaches to Avoid	Arrangements for Monitoring and Reviewing

Date:

Signature of Parent/Carer:

Signature of SENCO:

Signature of CT:

Signature of TA:

Signature of MDA:

PUPIL MONITORING SHEET



Name of pupil:

Reason for monitoring:

January			February			March			April			May			June			July			August			September			October			November			December		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					