



BARROWFORD ST THOMAS C of E Primary School

BEHAVIOUR MANAGEMENT POLICY 2019 - 20

Reviewed: **February 2013; January 2016**

To be reviewed: **September 2019**

POSITION	NAME	SIGNED	DATE
Headteacher	Mrs Jo Duckworth		
Chair of Health and Safety			
Chair of Governors	Mrs Cath Ogden		

Rationale

At St Thomas' we aim to create a caring family atmosphere where all children are valued and nurtured in a safe and happy environment.

Our rules for living are based on the examples of Christ's teaching.

We aim to:

- Encourage appropriate behaviour by using positive approaches.
- Develop self-discipline and responsibility for own actions with an understanding of the difference between right and wrong.
- Encourage children to care for each other.
- Involve children in the formulation of fair rules, sanctions & rewards for their safekeeping.
- Ensure all children learn in a safe and non-threatening environment.
- Develop strategies to detect, prevent and react to bullying and harassment among pupils and staff.
- Promote respect for all members of the school community both children and adults.
- Develop pride in the school environment.

Rules for Living

Our School Values

HONESTY

Our school is a place where we try to be honest and true in our dealings with others.

WISDOM

Our school is a place where we try to learn what is right and take appropriate action.

CARE FOR CREATION

Our school is a place where we try to care for God's world.

KINDNESS

Our school is a place where we try to care for each other as Jesus has shown us.

FORGIVENESS

Our school is a place where we try to forgive each other as Jesus forgives us.

PERSEVERANCE

Our school is a place where we try to do our best in all we do.

RIGHTS AND RESPONSIBILITIES

Pupils

Rights: <ul style="list-style-type: none">• To be safe• To be heard• To be able to think and learn without interruption• To be treated fairly	Responsibilities: <ul style="list-style-type: none">• To be responsible for own actions.• To follow school rules• To treat others with respect• To let others get on with their work.
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Parents

Rights: <ul style="list-style-type: none">• To be regularly informed about their child's behaviour at school.• To be heard• To be informed when the behaviour policy is reviewed.	Responsibilities: <ul style="list-style-type: none">• To support the school with the implementation of the behaviour policy.• To listen to advice when problems occur relating to their own child's behaviour.
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School Staff

Rights: <ul style="list-style-type: none">• To teach without interruption.• To be treated with respect• To have a clear, supportive framework for behaviour management within which to work.	Responsibilities: <ul style="list-style-type: none">• To provide a good role model for pupils.• To treat others with respect.• To set high standards of behaviour in line with school policy• Provide appropriate well-planned lessons.
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Governors

Rights: <ul style="list-style-type: none">• To be informed regularly about standards of behaviour in school.• To oversee the Headteacher's management of the behaviour policy.	Responsibilities: <ul style="list-style-type: none">• To monitor, evaluate and review the behaviour policy at 3-year intervals.• To set the framework for the school behaviour policy.• To report to parents annually about the standards of behaviour in the school.
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CODE OF CONDUCT: PUPILS

School rules

- We always walk around the school in a quiet, orderly manner.
- We are always polite and helpful to visitors
- We look after our environment and keep it clean and tidy.
- We treat others as we would like to be treated ourselves.
- We respect our own and other people's property
- We follow our class rules

Class rules

- Listen and look
- Try your best in all you do
- Follow instructions
- Show respect
- Sit sensibly and hands up

In the Classroom

- We agree class rules with our teacher relating to how we work and cooperate. These are displayed on the wall.
- We have individual targets for our learning, and sometimes for our behaviour.
- We review these targets with the teacher regularly.

On the playground

- EYFS and KS1: We always stop when the whistle is blown and walk to line up quietly and sensibly when asked.
- KS2: We always stop when the whistle is blown and walk quietly into school when asked
- We play fairly and in a friendly manner
- We include others in games
- We take turns
- If we have been treated wrongly we tell a welfare assistant; we do not retaliate
- We always stay on the school premises.
- WE ARE RESPONSIBLE FOR THE CONSEQUENCES OF OUR BEHAVIOUR and always answer teachers truthfully.
- We allow the sports reps to organise our playtime equipment.

CODE OF CONDUCT: ALL STAFF

- Remember that positive aspects of praise and reward are important. Listen to yourself and monitor the balance between control and reward.
- Be in the classroom before the children
- Expect to give and receive respect. Value all ideas and opinions. Respect answers even those that are wrong!
- Smile and communicate
- Expect high standards of work. Insist on good presentation
- Mark work promptly and give constructive comments.
- Set high standards of speech, manner and dress.
- Maintain interesting wall displays and aim to keep your room tidy.
- Do not issue threats you are unable to carry out. Apply sanctions fairly and consistently as set out in the behaviour policy.
- Control shouting and sarcasm. Raising ones voice is acceptable when needed but screaming at and berating children ruins relationships, signals stress and has little effect in the long term. We need to give positive messages about the learning environment and relationships to parents and visitors.
- Don't isolate yourself. Share problems, ask for help if needed.

CODE OF CONDUCT: WELFARE STAFF (in addition)

- Children must never be left unsupervised.
- Communicate with each other
- Always approach all visitors and direct them to the office.
- Never let a parent take their child off the yard without the teacher/office knowing.
- Set high standards of speech and manner and insist on respect. Speak calmly and positively to pupils.
- Apply rules and sanctions in line with the school behaviour policy.
- Be positive, develop systems of rewards that can feed into the school teampoint system.
- Record accidents and injuries in the accident book
- Refer children to class teacher if necessary in line with behaviour policy.

REWARDS AND INCENTIVES

At St Thomas' we believe that a healthy balance should be created between rewards and sanctions. As well as applying strategies to control unacceptable behaviour we believe that the recognition of strengths and achievements is crucial to promoting our aims. We place a great emphasis on praise and reward because this fosters a positive approach to work and creates a motivating climate within the school.

The class teacher will use the following rewards:

- Verbal recognition in front of class
- Showing work to rest of class
- Giving stars for star-charts leading to bronze, silver and gold awards
- Positive comments written on work
- Award of team points or stickers
- Sending child to another teacher for praise.
- Sending child to the Headteacher for praise.
- Selecting work for the 'Headteacher wall of fame'
- Sending a postcard home to parent when a child has behaved very well.
- Being selected as a lunchtime VIP

Team points

The school has a whole school "team point" system as an incentive for the collection of reward points. Each class is split into four equal teams (Calder, Wyre, Hodder, Ribble). Each class teacher sticks a team-point collection chart on the wall each week. Children collect team points next to their name for good work, effort and behaviour. On Friday these points are collected and added together by Class 4 monitors. During Monday's worship, the winning weekly team is announced and recorded on a chart in the school hall. The style or theme of this chart is changed regularly to capture the children's interest. The half-term winner is announced in the 'Superstar' worship and coloured ribbons representing the winning team are put on the cup by the winning team captain. The winning team for the half-term receives a reward, such as an additional sporting activity. The pupils are involved in selecting the reward.

Individual star cards: Bronze, silver and Gold awards

We strongly feel that pupils should be rewarded for significant individual achievements and progress. As a result, each pupil is also given a star card at the beginning of the year and awarded stars for good work or even examples of outstanding behaviour. Once a pupil has collected twenty five stars they are awarded a bronze certificate during Celebration Worship. Pupils then work towards achieving silver and gold stars and then a platinum award. Parents of children who are about to receive a bronze, silver or gold certificate will be invited to the celebration worship on Friday. Recipients of the Gold certificate will also receive a book token. Winners of bronze, silver and gold certificates will be on display in the hall.

Good News Worship

In addition to the team point system, two children per class each week are chosen for a special mention. This is related to good behaviour, achievements and effort. The child's name and reason for being chosen is recorded in a celebration book which is displayed in the Foyer.

Superstars Worship

In addition once per half term a child from each year group is nominated for a 'Superstars' award. This can be awarded for good behaviour, increased effort, a general improvement in work or attention etc. A certificate and a book token (sponsored by FOSTS) will be awarded once a half term in a special assembly to which parents/carers are invited. The certificates will be displayed in the hall for the following half term.

Headteacher wall of fame

Children who have produced particularly good work may have their work displayed for a time on the 'Headteacher wall of fame' in the main entrance. A child whose work is displayed on the Headteacher Wall of Fame will get a star for their individual star chart.

Golden Time

Golden Time takes place on Friday from 2.15 to 3pm. All children can select from a variety of activities which enhance the curriculum, for example a sporting activity, such as Kurling, led by specialist coaches; cooking; recorder playing etc. If a child has not behaved well and has moved beyond 'cloudy' onto 'stormy', they miss Golden Time and instead, must sit with a member of staff with a reflection sheet. All children love Golden Time and therefore, behaviour is good as all children want to avoid 'stormy'!

Weather System

A weather system is used in classes to promote whole class good behaviour. This system is appropriate to settle a class, establish expectations or as a monitoring tool. All pupils have name cards which aim to stay on the **sunshine**, where they begin each day. Children are moved up to '**Over the rainbow**' and beyond that 'pot of gold' if they are exceptionally well behaved. A child whose name is moved to the '**Pot of Gold**' will immediately get a star for their individual star chart.

Pupils are rewarded if their name stays on the sunshine all week by a Golden time during which they can choose an activity (ie a sports session or an indoor art/craft time)

To encourage positive behaviour at lunchtime (welfare staff):

Positive rewards are important and should be given freely to praise good manners and behaviour. Welfare staff can use stickers and give team points.

SANCTIONS FOR POOR BEHAVIOUR

Good order is unlikely to be achieved unless there is an established framework of general routines and individual boundaries of behaviour are defined and well understood.

We have identified a list of strategies and sanctions to respond to unacceptable behaviour.

Our **Weather system** includes '**Cloudy**' and '**Stormy**'. Children have their names moved down if their behaviour is unacceptable. Pupil names should all be placed on the sunshine at the end of the day. Other parents should not have access to names on **Cloudy** or **Stormy**. If deemed appropriate, children who are regularly moved to '**Stormy**' may attend nurture sessions to help them develop skills to manage their behaviour more appropriately. These will be run by an experienced TA.

We have identified four levels of unacceptable behaviour and matched sanctions to the level of seriousness of each offence.

We are very much aware that children must be treated as individuals and that teacher response might vary according to need and situation. For some children, the sanctions as laid out in this policy may not be effective. These children require well-considered **INDIVIDUAL BEHAVIOUR PLANS** (IBPs), drawn up by the class teacher and SENCo in collaboration with parents.

However, taking this into account, the following strategies have been agreed must be applied consistently throughout the school by all staff

Unacceptable Level 1 Behaviour	Sanction and procedures
<ul style="list-style-type: none">• Pushing in• Interrupting teacher• Running around school• Telling tales• Work avoidance: wasting time, wandering• Eating in class/on yard• Excessive chatter/being too loud• Teasing• Horse play/ play fighting	Stage 1 <ul style="list-style-type: none">• Class teacher re-focuses pupil with minimum interaction e.g. reminds child of school rules and specifically, the rule they have broken and expects child to respond positively.• Take care to criticise the behaviour and not the child.

Unacceptable Level 2 Behaviour	Sanction and procedures
<ul style="list-style-type: none"> ● Repeating any Level 1 behaviour on the same day after being given a warning/reminder of broken rules ● Disrupting others in class, acting up to peers ● Refusing to follow instructions the first time ● Swearing to self 	<p>Stage 2</p> <ul style="list-style-type: none"> ● Child moved to 'Cloudy' ● It may also be necessary to isolate the child ● Child reminded of rule they have broken. ● Child will miss some or all of their next playtime. ● Take care to criticise the behaviour and not the child. ● Class teacher may decide to see parent at end of day/write informal note to parent. ● Teacher to log the date when a child moved to Cloudy on class behaviour sheet.

Unacceptable Level 3 Behaviour	Sanction and procedures
<ul style="list-style-type: none"> ● Repeating any Level 1 or 2 behaviour after being moved to Cloudy on the same day. ● Refusing to follow instructions the first time ● Swearing to pupils or to staff ● Arguing back ● Creating Graffiti (<i>will need to clean up mess if possible</i>) ● Physical Retaliation ● Misbehaviour then lying to get out of trouble or get someone else into trouble (1-6 depending on nature of offence) 	<p>Stage 3</p> <ul style="list-style-type: none"> ● Child immediately moved to 'Stormy'. ● A letter will be sent home to parents informing them that their child has been moved to 'Stormy' and why. (letter to be handed directly to parent if possible) ● If possible, the class teacher will also see parent at the end of the day. ● Teacher to log the date when a child moved to Stormy on a class behaviour sheet. ● Behaviour logged on CPOMS (or written on an ABC chart) ● Take care to criticise the behaviour and not the child. <p>Child will:</p> <ol style="list-style-type: none"> 1. miss their Golden Time on Friday 2. Complete a reflection sheet
<p>Being moved onto Stormy twice in a half term</p>	<ul style="list-style-type: none"> ● A further letter will be sent home to parents, informing them that their child has been moved to 'Stormy' for a second time during the half term and why. ● Parents will be informed that further poor behaviour will result in a meeting with the headteacher. ● Teacher to log the date when a child moved to Stormy on a class behaviour sheet. ● Behaviour logged on CPOMS (or written on a ABC chart) <p>Child will:</p> <ul style="list-style-type: none"> ● miss their Golden Time on Friday ● miss two lunch breaks the following week. ● complete a reflection sheet

<p>Being moved onto to Stormy three times in a half term</p>	<ul style="list-style-type: none"> • A further letter will be sent home to parents from the headteacher, informing them that their child has been moved to 'Stormy' for a third time and why. • Teacher to log the date when a child moved to Stormy on a class behaviour sheet. • Parents will be invited in for a meeting with the class teacher and headteacher. • Behaviour logged on CPOMS (or written on a ABC chart) <p>Child will</p> <ul style="list-style-type: none"> • miss their Golden Time on Friday • miss three lunch breaks the following week. • complete a reflection sheet • Consider child for Individual Behaviour Plan
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Unacceptable Level 4 Behaviour	Sanction
<p>Numbers in brackets show at the which stage the procedure will start before moving up to 7. <u>Serious offences</u> can warrant exclusion at level 6 immediately eg a physical attack on a member of staff.</p>	
<ul style="list-style-type: none"> • Blatant disobedience (1 - 4) • Swearing at staff (1 - 4) • Verbal abuse of staff (1 - 4) • Physical abuse of staff (3 -4) • Biting (1-5 then to 6) • Leaving the premises (4 plus outside services) • Kicking with intention to harm(1- 4) • Vandalism (1-4 plus repairing damage if possible) • Fighting (1 - 4) • Stealing (1 - 4) • Racial abuse (1 – 4) • Sexual abuse (3 - 4) • Bullying (see policy) 	<p>This level of misbehaviour will be an immediate move to Stormy and the consequences as above.</p> <p>In addition:</p> <p>Stage 1 Formal letter from HT written to parent and appointment made with class teacher and/or headteacher Class teacher applies appropriate sanction which may or may not include missing lunchtimes. Consider child for Individual Behaviour Plan</p> <p>Stage 2 HT sends a formal letter home requesting a further meeting. Warning of further sanctions e.g. lunchtime debarment, exclusion, report. HT applies sanction Child is put onto an Individual Behaviour Plan</p> <p>Stage 3 HT contacts parents for meeting. Pupil put on daily report. Lunchtime debarment discussed and warning of possible exclusion given to parents. If appropriate support from Lancashire Behaviour Support team</p> <p>Stage 4 Exclusion (fixed term to start) See Appendix 1 <i>The sanctions above will be more serious than those at Level 3 and might involve time out strategies, target sheets etc using advice from the SENCO and HT. The procedure might be running in line with the SEN code of practice and attempts to improve the child's behaviour using stages 2 –5.</i></p>

Behaviour Log (CPOMS)

For pupils moved onto **Cloudy** and **Stormy** all teachers should date the incident on a Class Behaviour log/sheet.

We use the CPOMS system for more significant behaviour incidents. When a pupils' behaviour is causing concern a brief log of any significant incidents should be made on CPOMS for Level 3 and above. For staff without immediate access to CPOMS, they will record the incident on an **ABC Chart** (Antecedent; Behaviour; Consequence). *See Appendix.* This log must be dated and should include any meetings with parents/telephone conversations. It is easy to forget dates and details which will be needed if any further action is required at a later date. It also protects staff against any litigation or future complaints. Any ABC charts and the class behaviour log/sheet should be stored in a secure place e.g. in the back of the assessment or planning file. In all instances the Headteacher will be notified that an incident has been recorded on CPOMS.

ABC charts

These charts will be completed if a behaviour incident at Level 3 or more has taken place and the member of staff **does not** have access to CPOMS. Charts will be handed to the class teacher for logging level 3 behaviour and the headteacher for Level 4 behaviour on the CPOMS system.

On an 'ABC' chart, there are three sections you need to fill in every time your child engages in challenging behaviour:

- Antecedent – This is the 'A' in the ABC chart and refers to what was happening just before the person engaged in challenging behaviour.
 - Where was he/she?
 - Who was with them?
 - Were they asked to do anything?
 - Did they want to do something?
- Behaviour – This is the 'B' in the ABC chart and refers to the behaviour that you observed. Such as:
 - Vocalisation (shout, talk loudly etc.)
 - Physical or verbal aggression (e.g. hit, kick, spit, swear, insult etc.)
 - Self-injurious behaviour (e.g. head bang, bite self)
 - Sat down and wouldn't get up
- Consequence – This is the 'C' in the ABC chart and refers to what happened immediately after the person engaged in challenging behaviour.
 - Did the person get attention? Note: 'telling off' or being reprimanded is regarded as attention even though it may not be positive.
 - Did they get what they wanted?
 - Did they not get what they wanted?
 - Did they get out of doing something they didn't want to do?
 - Did they escape from a situation that they didn't like?

Reflection Sheets

If a child is moved to **'Stormy'** they will complete a Reflection Sheet (see appendix). The children will consider what they have done to be put onto stormy and why. They will consider what they could have done differently. They will discuss if they have caused anybody else to miss learning or be sad and how could they can make it right. They will also consider our school's Christian Values and circle the value that they will use to stop them from doing it again. If a child needs to complete a Reflection Sheet they will miss their Golden Time and complete the sheet alongside the headteacher. Once completed, the child will return to their class teacher but will not be able to join in with any Golden Time activity. Reflection sheets are recorded and filed during the term for staff to refer to, if necessary. Parents are contacted by letter if their child has been moved onto Stormy and will also be sent a copy of the Reflection Sheet. Parents will be invited in for a meeting if their child is moved onto **'Stormy'** three times in a half-term.

Supervision at lunchtime

If a child has been moved onto **Stormy** more than once in a half term they will need to miss two or more lunchtimes. The headteacher will supervise the pupils. If the headteacher is not available, it will become the deputy headteacher's responsibility or the class teacher's responsibility.

Dealing with poor behaviour at lunchtime

Unacceptable Level 1 behaviour:

Child given a warning/reminder of how to behave. If necessary, a first strategy would be to move a child to another seat away from provocation or temptation.

Unacceptable Level 2:

Follow behaviour policy as above.

Inform senior mid-day supervisor as soon as possible.

Inform Class teacher at end of lunchtime.

Unacceptable Level 3:

Follow behaviour policy as above.

Inform senior mid-day supervisor as soon as possible.

Consider the involvement of headteacher or deputy headteacher

Inform Class teacher at end of lunchtime

Complete an **ABC Chart** and hand to class teacher as soon as possible.

Unacceptable Level 4:

Follow behaviour policy as above.

Immediately involve the headteacher or deputy headteacher (during lunchtime)

Inform Class teacher at end of lunchtime

Inform Headteacher at end of lunchtime if s/he has not already been informed.

Complete an **ABC Chart** and hand to headteacher as soon as possible.

Exclusion

Exclusion is the final strategy used by the Headteacher to deal with seriously unacceptable behaviour. It is hoped that this strategy will only be used if a programme of behaviour modification or pastoral support has proved to be unsuccessful and pupil behaviour continues to cause serious problems and disruption for the school. If problems occur mainly at lunchtimes a period of lunchtime debarment might mean that fixed term exclusion can be avoided.

Parental support for behaviour improvement programmes often with the involvement of outside agencies is crucial if pupil behaviour is to change. Without this support school can only struggle to deal with the problem in isolation and has only exclusion to use as a final sanction. Dialogue and cooperation with parents is therefore crucial if progress with behaviour problems is to be made.

Pupils can be excluded for a fixed period (under 45 days in a school year) or permanently. It is not expected that permanent exclusion will be used for a first offence. Exclusion is a last resort and will only be used if:

1. There has been a serious breach of school discipline
2. All other strategies have failed
3. The pupil is in danger of harming the education or welfare or others in the school community.

Exclusion procedures as outlined in the DfE circular 10/99 and LEA Policy are followed carefully by the school to ensure that it acts fairly. The Headteacher must always allow a pupil to give their version of events, consult others and collect all evidence available to ensure that the incident did occur before considering exclusion.

If the Headteacher decides to exclude the parent is notified immediately by telephone and a letter is sent within one school day. The Headteacher also notifies the chair of Governors, clerk to the Governors and LEA immediately and sends the PEN form to the Area office. The Governors Pupil Discipline Committee then have the right to consider the Headteacher's decision and hear any appeals from the pupil's parents.

LEA and Diocesan procedures are followed carefully and advice taken from designated officers at all stages in the exclusion procedure.

Power to discipline beyond the school gate

Disciplining beyond the school gate refers to all non-criminal bad behaviour and bullying, which occurs anywhere off the school premises and is witnessed by a member of staff or reported to the school. This includes bad behaviour when: a child is travelling to and from school; taking part in any school organized or school related activity; wearing school uniform and/or in some way identifiable as a pupil of the school.

The HT will investigate the allegations and notify the parents of the child about what has taken place. Sanctions will be recommended to the parents, unless the behaviour warrants a threat to a member of the public or is criminal, in which case the police will be informed.

Use of Reasonable Force

The term reasonable force covers the broad range of actions that involve a degree of physical contact with the pupils. All members of the school staff have a legal power to use reasonable force.

In a school, reasonable force is usually used to control or restrain a pupil.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment; this is unlawful.

This can range from standing between pupils or blocking a pupil's path or guiding a pupil to safety by the arm (control) through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury (restraint). Reasonable means using no more force than is necessary. 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. Schools do not require parental consent to use reasonable force on a child.

Power to search without consent.

In addition to the general power to use reasonable force described above, headteachers can use force as is reasonable given the circumstances to conduct a search for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for any items not on the above list that may be banned under the school rules.

Behaviour and the SEN Code of Practice

The SEN Code of Practice is used to assess, monitor and support a child who is presenting problems with behaviour. Procedures are as follows:

Initial Concerns

Before approaching the SENCO it is expected that the class teacher will have tried a differentiated approach in an attempt to meet the needs of a child presenting challenging behaviour. This means using the behaviour management techniques outlined in this policy and keeping a log of incidents. If behaviour problems persist despite the efforts of the teacher the SENCO should be approached and the following procedure followed tightly.

- A behaviour checklist (DfE) should be completed by the teacher and further information gathered about the child's problems with support from the TA or SENCO.
- An objective description should be created to identify the target behaviour to be changed.
- A meeting with parents should be held.
- An action plan should be produced for the child by the teacher and SENCO which is reviewed in line with the SEN policy timetable. A positive reinforcement programme is also established taking into account the age and interests of the child.
- If problem behaviours persist and continue to be of concern despite the delivery of a carefully designed and reviewed action plan, advice may be sought from outside specialists e.g. the Educational Psychologist, LEIS or Pupil Referral Unit.

Please see SEN policy.



Barrowford St Thomas Reflection Sheet

Name _____

Date _____

Class _____

'With God's Love We Grow'

This week you have made some decisions which have meant that your teacher or another member of staff have had to move you onto stormy.

What did you do that caused you to be put onto stormy?

Why?

What could you have done differently?

Honesty	Wisdom	Care for creation	Kindness	Forgiveness	Perseverance
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Circle the value that you could use to stop you doing the same again. Why have you chosen this value?

Have you caused anybody else to miss learning or be sad? If so, how could you make it right?

ABC Record Sheet

Name of child: _____

Date and Time	ANTECEDENT Location, people, activity	BEHAVIOUR Describe what you saw	CONSEQUENCE What did you do? How did the child respond?	POSSIBLE REASON/ PURPOSE