

Behaviour & Anti-Bullying Policy

Phase 1 Whole School Behaviour & Anti-Bullying Policies

Phase 2 Assessment of Behavioural Difficulties

Phase 3 Individual Behaviour Plans (IBP's)

Also included - Resolving Conflicts Guidance

UNCRC Article 3: All organisations concerned with children should work towards what is best for each child.

Our school is committed to the development and encouragement of all of our pupils and staff. We recognise the positive contribution the school makes to the local community, our stakeholders, parents and partners. By treating all of our school family and friends with dignity and respect we encompass the key aims of the Equality Act 2010 and the general duties. This is also echoed in our school values. Inclusion and accessible learning is key to our success, as is the development of our staff. We work to remove barriers to learning and engagement in all that we do as well as actively seeking opportunities for dialogue and better understanding between different people. Everyone is unique and we value that daily.

Phase 1

- **Behaviour**

- **Policy for Dealing with Bullying**

Behaviour

At Bransgore School, we feel that positive behaviour and discipline are essential for successful teaching and learning. In formulating our behaviour management strategies, we hope to foster positive behaviour by helping our children understand and know the boundaries of acceptable behaviour and why it is right to behave with respect and care for each other. We are “A Loving School” and use the example of Christ to deal with behaviour in a just, compassionate and empathetic way.

Our aims are to develop:

- The empathy and sensitivity of all pupils.
- Self-esteem and resilience
- Self-control and a sense of responsibility towards others
- A willingness to care for the environment and facilities
- An appreciation of the importance of honesty, justice and equality in a healthy community.

We will provide:

- A safe and loving environment with suitable facilities, where the well-being of the pupils and the whole staffing team are paramount.
- Positive learning opportunities which encourage and reward appropriate behaviour and allow positive outcomes to be developed and achieved.

Principles:

- It is the responsibility of all members of the school community to manage pupil behaviour. High standards are expected from staff and pupils at all times. We must be aware that problems will occur where expectations of behaviour are unrealistic or inconsistent or where insensitive methods of control are used.
- Good order is achievable when there is a framework of routines with well defined boundaries of behaviour which are understood by staff and pupils. School rules should be applied consistently in all situations.
- We recognise that not all pupils are developmentally or emotionally able to meet the same very high expectations for behaviour. We will make appropriate provision for these pupils and teach our pupils that behaviour management is fair and just at all times. Our pupils will be encouraged to be empathic and tolerant to difference.
- Pupils will be helped to recognise their abilities and value through a positive self image. They should feel their efforts and work are important, only by valuing and caring for our self can we possibly value and care for others. By meeting the individual needs of children inappropriate behaviour may be reduced.
- Effective management of pupil behaviour depends on the provision of quality care and education. The learning environment should be stimulating with displays which are interesting and interactive. There will be opportunities for children to succeed in fields other than the academic.
- We encourage good relationships between all members of the school community so that we can work together as a team and be an example to each other and the pupils in our care.

- We encourage respect and tolerance towards everyone, staff, pupils and visitors, and treat all with care and consideration.

Rewards

Our Golden Rules and House Point system is designed to encourage pupils to make their best effort to develop morally, socially and academically. This will actively promote:

- Care – courtesy, resilient friendships, supporting others, resolving differences and looking after their own and others’ property
- Working skills – independence, collaboration and taking responsibility
- Quality of work – sustaining recent progress, new progress and care in presentation.
- Growth Mindset

Our expectations are that at:

Foundation/Year One children will

- Enter work area appropriately
- Say ‘Please/Thank You’ when prompted
- Hold door when asked
- Help friend/adult when asked
- Reassure when friend is upset/hurt
- Give honest personal account when resolving differences
- Tidy own work space
- Use cloak space or locker appropriately
- Stay where they are asked to be
- Stop and respond to individual instruction when asked to
- Work on own without distracting others nearby
- Ask for shared equipment
- Successfully undertake an errand
- Sustain recent progress
- Take care in presentation
- Show positive and enthusiastic attitude to learning, play and home learning at an age appropriate level.

Year Two/Year Three children will:

- Regularly say ‘Please/Thank You’
- Hold door open for friends and teacher
- Respond readily to appeals for help
- Reassure others when they are upset/hurt
- Help known group with a task
- Give honest account of own actions
- Help others tidy group’s work area
- Stay where they are asked to be
- Respond to group instructions
- Complete tasks with limited number of reminders
- Collaborate and share equipment in a small group
- Sustain recent progress
- Take care in presentation
- Show positive and enthusiastic attitude to learning, play and home learning at an age appropriate level.

Year Four/Your Five children will:

- Regularly say 'Please/Thank You' and offer greeting/farewell
- Hold door open for others
- Enter areas appropriately
- Wait turn in class discussion
- Offer to undertake tasks
- Help others with work difficulties and in resolving differences
- Give honest account of own and others' actions/motives
- Help others tidy shared work space
- Respond to class instructions
- Start task promptly
- Work constructively with small group
- Sustain recent progress
- Consistently take care in presentation
- Show positive and enthusiastic attitude to learning, play and home learning at an age appropriate level.

Year Six children will:

- Be polite
- Offer/give assistance to other pupils and staff without prompting
- Offer to give up own time to help
- Talk others through differences
- Take initiative in care of an area
- Check for accuracy of detail in work
- Independently use finishing off tasks
- Listen and respond to others' ideas
- Work constructively in a group
- Sustain recent progress
- Consistently take care in presentation
- Operating clubs for younger pupils.
- Operating the school radio and TV station and online newspaper.
- Show positive and enthusiastic attitude to learning, play and home learning at an age appropriate level.

Year 6 Leaders

Children from Year Six are expected to undertake responsibilities which will enable them to display the ways in which they have developed morally, socially and academically. They are given a range of roles to apply for on a termly basis and are given opportunities to develop leadership skills through our Bransgore Young Leader Award and log book.

Leaders are chosen to undertake tasks which help staff members and other pupils. Tasks include:

- Working as lunchtime leaders and talk leaders at lunchtimes
- Helping to supervise children returning to class
- Supporting play in classes during wet playtimes
- Laying out equipment/benches for other classes or the school to use
- Ringing the bell to end sessions

- Acting as “Google Gurus” to support our IT provision.
- Supporting younger pupils in sports and activities during Golden Time.
- Reading with younger children.

Buddies

Children from all Year Groups are encouraged to apply to be a Buddy. Buddies welcome others on entry to school and look after others during play times.

Playleaders

Year 6 children are encouraged and trained to support play during breaks.

Reward Systems

At Bransgore, we believe that intrinsic motivation is the best way to develop good behaviour and attitudes to learning. As a result, we aim to foster a sense of pride and accomplishment when pupils do well. We want pupils to be self-motivated to do well for themselves and their community. We do this by constantly re-enforcing the positive and the mutual benefits of positive behaviour and attitudes. This is best demonstrated in our VIP scheme which celebrates each child and the unique range of talents and virtues they share with us daily.

- If you want to increase good behaviour, it is necessary to reward it when it occurs. We call this ‘catch them being good’. The whole school uses the House Point incentive scheme.
- House Points are given by all staff during class time, breaks and lunchtime. All staff seek to reward all children. Class teachers monitor the fair distribution of awards.
- All pupils place House Points in a team collection point. Their contribution going towards the team score for the week.
- A House Cup is awarded to the winning house team each Friday during VIP worship and is displayed in the Hall.
- We are developing the Bransgore Value of “A Loving School”.

Other Rewards

Teachers use house points to reward positive behaviours. The Head Teacher will also text or email parents to inform them when a pupils has performed/accomplished something really positive.

Sanctions

There will be times when there is a need for sanctions to deal with inappropriate or unacceptable behaviour. When these are applied, it will be made clear that it is the behaviour that is unacceptable and not the child. We will endeavour wherever possible, to identify those children responsible for the problem and avoid punishing whole groups. Justice and fairness are vitally important to building trust and respect.

Every member of staff has the authority to deal with inappropriate behaviour and will apply our expectations consistently. Unacceptable behaviour will be addressed, no matter how minor. The first person dealing with an incident will ensure that it has been followed through to a satisfactory conclusion.

Procedure for applying sanctions

At the first level, staff have a number of strategies for dealing with inappropriate behaviour.

These behaviours would be of concern:

- * not listening
- * talking inappropriately
- * Failure to complete work
- * misuse of property
- * distracting others
- * provoking disputes
- * bullying
- * any form of verbal abuse

The Headteacher will deal with all bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents. These incidents must be recorded formally.

Appropriate strategies include:

- Moving the child to enable them to remain focussed
- Praising another child who is displaying correct action/response
- Tactically ignoring behaviour
- Body language e.g. look at watch, eye contact, walk to their space etc.
- Clearly re-state rules
- Use child's name
- 5-10 minute time out to complete work during playtime or lunch time
- Following Anti- Bullying Policy
- A use of visual reminders e.g. Warning Triangle

12 Super Strategies for Behaviour Management

1. The Never Say No

Sometimes we have to say "No" but for those other occasions, try this: **"Yes as soon as you have ..."**

"Can I play in the sand?" **"Yes as soon as you've finished your letters"**

"Can I go on the computer?" **"Yes as soon as you've finished the next two questions"**

2. The Nice and Nice

For children reluctant to start a task:

"Are you going to use the red or blue pencil?"

"Where are you going to sit, on the blue table or in the quiet area?"

"Shall we start with question one or question two?"

"Are you going to tidy the book corner on your own or do you want some help?"

3. Use Condition ("when... Then...")

"When I can see everybody sat down, then we can go out to play"

"When your hand is up, then I can answer you"

"When you are sat in the blue chair, then I can listen"

4. The Bogus Note (the ultimate distraction Technique)

Used sparingly, this strategy can be very effective. Use for those times when the child's behaviour is rumbling. If you get in early, this can prevent crisis level behaviour. It can also be a special job etc.

Child is becoming unsettled. You can see behaviour is beginning to escalate. You think a little wander may do them good... "Can you take this note to Mr Brown please?"

5. The Thanks, not please

Say please too often and you may sound like you are pleading! Try “Name... instruction... Thanks”
Holly is fiddling with her toy - “Holly, in your pocket, thanks”
Billy has arrived wearing a hat - “Billy, hat off, thanks”
Alfie is calling out - “Hand up and wait, thanks”
The thanks implies you expect the child to comply.

6. The Nice and Nasty

Using a matter of fact, non-emotive tone of voice
“Either it is finished now or it will have to be finished during lunchtime”
“The book corner will need to be tidied up now, or during choosing time”

7. Take Up Time – Give instruction then walk away

This sometimes works well with the Thanks, Not Please. It gives the pupil time to comply. Confidently give the instruction, turn and walk away (or give your attention to other pupils) – with the expectation that the pupil will comply.

8. Tactical Ignoring

Tactical ignoring is choosing not to attend to an unwanted behaviour and works well when combined with Proximity Praise.

(Child calling out) “Miss, Miss, Miss” (Adult ignores)

“Thank you for putting your hand up Stephen”

“Remember everyone, it’s hands up to get attention” – immediately attend to child as soon as they put up their hand.

9. Ear-Shotting – Speaking aloud within the child’s ear shot

This technique can be used in a variety of ways. The adult speaks out loud to another adult in the room within the child’s ear shot.

e.g. A child is reluctant to start a task – “Mr Brown Zac has worked so hard this morning. When he’s finished his two sentences I’m going to let him go on the computer”

e.g. For a child who rises a challenge but is reluctant to start – “Mrs Pollit, I think this is actually Y4 work, so it might be too difficult for Lucy, I will see how she gets on” – with the right child y this can be highly motivating. This also gives the child permission to fail, and therefore the child may be more willing to try!

10. Proximity Praise

e.g. You are waiting for the class to settle. Natasha is talking. Next to Her Matthew is sat patiently waiting. – “That’s really quiet sitting Matthew, thank you”

“Matthews ready, Kelly’s ready, George is ready. Just waiting for one more”

11. Don’t say Don’t – Frame instruction positively

Try not to give the child ideas by telling them what you don’t want them to do! Try this especially when restating rules:

“Walk in the corridor, thank you” rather than “Don’t run!”

(When lining up for Worship) “In our class, we stand in line without touching our friends”

(Children calling out) “In our class, we put our hands up and wait”

12. Don't Lose Face – The “Ask permission Before Doing”

With impulsive children it can be hard, initially, to stop them doing things they want to do. In these situations, e.g. when Emma goes to run off to collect the fruit from the office before asking, it may be worth trialling this strategy.

“Emma, back to the carpet. Hand up. Ask first Thanks”

When Emma asks permission, the adult says, “Yes, thanks for asking”

Initially (where appropriate) try to say yes as much as possible so that Emma gets used to the idea that asking permission gets her what she wants. This is one step towards regulating impulses, in that it can be used to bridge the gap between saying no outright (and then the child doing it anyway), to yes but only with my permission. If used carefully, this can prevent the adult losing face.

Sanctions Phase 1

A verbal warning will be given. If behaviour fails to improve a yellow “warning” triangle will be issued. If a child fails to respond to a fair warning and continues to misbehave after an appropriate sanction, then a Blue Card should be given. This is recorded in the Base Behaviour Log. The Deputy Head records behaviour incidents to record details/actions:

- a) A child will miss 15 minutes Golden Time for one Blue Card or miss part of a break or lunchtime during the week if an immediate sanction is felt more appropriate to their understanding and developmental stage.
- b) If a child receives 2 Blue Cards in a half term, then the Leadership Team is involved and applies a sanction, for example missing longer periods of Golden Time. Three Blue Cards involve the Leadership Team and parents. Appropriate sanctions will be agreed at that meeting.
- c) If poor behaviour persists despite sanctions being implemented children may:
 - Have the privilege to use certain areas withdrawn for extended periods.
 - Have the privilege of shared playtime withdrawn for extended periods.
 - Be asked to complete pieces of work at home or during lunch or playtimes.
 - Be asked to seek recompense/replace damage caused.
 - Be asked to provide their teachers with the Bransgore Behaviour and Attitude Record for signing after each lesson.
 - Be involved in restorative work to “make good” harm or damaged caused.

Sanctions Phase 2

More than 3 Blue Cards within half a term requires Teachers to complete Phase 2 of the Behaviour Policy (see Appendix) and an IBP plan should be completed. (Phases)

If the child refuses or is unable to amend behaviour then school may:

- Withdraw the privilege of having lunch at school (for a fixed period).
- Withdraw the child from activities which require a higher level of supervision e.g. outings, extra-curricular activities, performances (where this may be deemed unsafe).
- Apply a fixed term internal exclusion lasting from half a day to one week. During such times restorative education work will be done with the pupil to address the behaviour and make amends.
- Apply a fixed term external suspension:
 - lunchtimes
 - one day

- several days
- one week
- two weeks

Sanctions Phase 3

- Permanently exclude in line with LA guidelines

If a child exhibits behaviour, which is deemed by the Management Team and the Governors to be sufficiently serious or aggressive, the school may move directly to the higher levels of sanctions or to permanent exclusion.

Communicating Positive Expectations:

We would expect through careful teacher organisation and planning the following practices will occur:

- VIP scheme re-enforces positive self-image and the expectation that we value and celebrate each member of our school community as unique and different.
- Year 6 Leadership award expects older pupils to be positive role models.
- Children will be assessed and work differentiated to ensure that pupils are properly grouped, and are working on purposeful tasks suitable to their needs;
- Expectations will be made clear to children and constructive comments added to their work;
- All children will have the opportunity to have their work displayed attractively;
- All pupil work will be valued.
- Children will be given opportunities to work together co-operatively and share their work with others. They will be encouraged to make decisions for themselves;
- The timetable will be carefully organised to give a balance between the physical and cognitive needs of the pupils and to ensure the workload is spread evenly;
- Pupils will be supervised as they move around the school;
- Interesting and appropriate resources will be available for lunchtimes and wet playtimes.
- Positive playtime behaviour will be modelled by older pupils.
- Staff will engage with pupils during unstructured and playtimes acting as positive role models.

The pastoral needs of the pupils are catered for in the following ways:

- Class teachers will keep records of the pastoral needs, as far as possible, of children in their care. Rolling records of contact with parents are also kept.
- Children are encouraged to have confidence in all staff, so that they may confide in a trusted adult if there is a need;
- We re-inforce that we are a "Telling School".
- Speakers from the wider community are regularly invited to give presentations including the Community Police Officer and groups advising on safety and moral aspects of behaviour;
- Extra curricular activities are offered as they have a marked effect on the children and allow for wider social and academic experiences.
- Vulnerable pupils are allocated a "Guardian Angel" to support academic and pastoral needs.

To foster the vital relationship between parent and class teacher:

- Parent/teacher consultations are available and staff maintain rolling records of these discussions.
- Staff are available for further consultations at a mutually agreed time as the need arises as well as offering telephone consultation.
- Parents are advised of their children's achievements and areas of concern as soon as possible and they are encouraged to help in solving any problems.

- Parents receive a termly report outlining main attainment progress headlines as well as feedback about pupils' behaviour attitude to learning and attendance. These are shared with parents at a consultation.
- Parents are encouraged to help in the classroom and Forest school outdoor classroom. They are also invited to support school activities when appropriate, bringing their strengths and experiences to the children;
- There is regular communication through newsletters, Bransgore School Twitter feed, text messaging service and web site as well as notice boards in the playground;
- The B.S.A. acts as a positive link between staff and parents;
- The Headteacher and key staff are available on the playground before or after school
- TAs greet parents and take messages on the door every morning
- The Headteacher holds an informal coffee and chat session every half-term.
- Texts are sent home to reward effort, keeping Golden Rules, being part of a community and positive behaviour.

Brangsgore School Policy for Dealing with Bullying

What is bullying?

It is important that we distinguish between, playground fall outs, individual acts of aggression and systematic intimidation. Bullying refers to an ongoing pattern of verbal, psychological and/or physical aggression that is targeted at a particular individual. It is behaviour that strikes at the very heart of our Christian community.

Children, as they grow, will seize opportunities to assert themselves. On one hand they will show leadership and take responsibility for themselves and others. On the other hand they may seek to manipulate situations to their own advantage. This may range from simply playing unfairly, to controlling others by turning the group against them. In the latter case, the impact can be highly damaging for the victim.

We are therefore committed to:

- Taking allegations of bullying very seriously.
- Providing opportunities for children to show leadership and take on responsibility.
- Teaching pupils to be “rewarding” playmates.
- A 'buddy' system.
- Exploring the issues of bullying within our P.S.H.C.E. programme of work
- Considering the issue of bullying when designing our school spaces.

Aim

Where allegations of bullying are substantiated, we have a clear responsibility to the pupils of this school and their parents to respond effectively and assertively. We will continue to listen and respond to bullying allegations until the issue is eradicated. The measure of the success of our intervention has to be the degree to which it stops the bullying.

PHASE ONE - The 'No Blame' Approach to Bullying

Principles

Bullying is an antisocial behaviour. We respond in a way which will be helpful to the learning of improved behaviour. Increasing public humiliation or alienation from the school community is unlikely to be successful as it re-affirms the bully's low self-image

This approach encourages all pupils involved in bullying i.e. the bully, colluders and bystanders to be given the opportunity to acknowledge that there is a problem, to understand the degree of distress suffered, to change their behaviour and to work towards improving the situation for the targeted pupil. "...it is only by the development of 'higher values' such as empathy, consideration, unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in a social setting." We are proud to be a “Telling School”

In order to change their behaviour many victims are told to 'ignore it' or 'stand up for themselves', which makes them feel at fault and that it is their responsibility to stop the bullying. We must make sure that the victim understands that it is our responsibility to stop it. Targets of bullying must be re-assured that it is never acceptable to be bullied.

What Children Can Do To Stop Bullying

Deal with differences positively:

1. Recognise that other people are not the same as us. They like different things, have different feelings and have different strengths.
2. Listen to other people's explanations and views.
3. Imagine how other people might feel about things.
4. Check - you have understood.
5. Be brave enough to say what you really feel to: Wrongdoers, your friends and your teacher and parents

6. Be ready to help others who need it.
7. Be ready to forgive.

Procedure for dealing with a bullying incident

Step one: Interview with the targeted pupil

When the teacher finds out that bullying has happened she/he starts by talking to the targeted pupil about his/her feelings. The teacher does not question him about the incidents but needs to know who was involved.

Step two: Convene a meeting with the people involved

The teacher arranges to meet with the group of pupils who have been involved.

Step three: Explain the problem

The teacher tells the group about the way the victim is feeling. The teacher need not discuss the details of the incidents or allocate blame.

Step four: Share responsibility

The teacher states that she/he knows that the group is responsible and can do something about it.

Step five: Ask the group for ideas

Each member of the group is encouraged to suggest a way in which the targeted pupil could be helped to feel happier. The teacher gives some positive responses.

Step six: Leave it up to them

The teacher ends the meeting by passing over responsibility to the group to solve the problem. The teacher arranges to meet with them again to see how things are going.

Step seven: Meet them again

About a week later the teacher discusses with the group, and with the targeted pupil, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

PHASE TWO - Monitoring

Should the children's behaviour not improve in response to the first phase approach a more rigorous two prong monitoring strategy will be established.

The continuing roles played by individuals will be reviewed and discussed in detail. The ongoing concerns will be precisely recorded and all parties will be told these issues will be rigorously pursued. All members of staff directly involved will be fully informed of the situation.

1. The targeted pupil and perpetrator's parents will be contacted.
2. The wider group of children may also be regularly consulted so that the help of those not directly involved may be brought to bear.

The frequency of the checks will only be reduced when it is clear that the intimidation has come to an end. We will follow the schools behaviour sanctions as laid out in the behaviour policy. Internal exclusion and restorative justice may also be used to bring about change.

Exclusion

Should the child fail to respond to these initiatives and continues to exhibit this highly damaging behaviour then isolation (internal exclusion), fixed term or permanent exclusion may ensue.

Phase 2

All aspects to be covered before Phase 3 –

- Pupil Enquiry
- Discussion with Base Leader and Head Teacher
- Discussion with and involvement of the parent/carer
- Screening for emotional and behavioural difficulties
- EBD
- Screening for low self-esteem
- Pupils' needs not being met

Pupils name _____

Class _____

Date of Review Phase 2 _____

Teacher's Name _____

Copy to Head Teacher & SENCO _____

Bransgore Church of England Primary School

Pupil Enquiry Form

Behavioural

Name of Pupil:

Year:

Date of Issue:

Instructions:

The purpose of this form is to gather information to help in the assessment of this pupil with behaviour difficulties. The reply you give will have a direct bearing on the work done by the pupil.

In replying please consider the pupils work and behaviour.

Any further comments may be written on the back page.

Thank you for your co-operation

Please return to the SENCO by: _____

Please rate each item in Part A, B, C, D and E on the following:

1 no cause for concern or not applicable	2 mild cause for concern	3 moderate cause for concern	4 serious cause for concern
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* Delete as appropriate

A WORK SKILLS	1	2	3	4	B VERBAL BEHAVIOUR	1	2	3	4
1 Presentation of work					1 Refuses to follow instructions				
2 Care of own books and work					2 Talks when teacher is talking				
3 Task completion					3 Talks to pupils when they are working				
4 Classwork – written assignments					4 Talks to teacher instead of working				
5 Classwork discussion					5 Requests help inappropriately				
6 Classwork – practical/group work					6 Shouts out				
7 Homework – completion					7 Mimics others				
8 Homework – quality					8 Abuses/threatens other pupils				
9 Interest in subject					9 Abuses/threatens teacher				
10 Aptitude for subject					10 Makes inappropriate noises				
11 Setting to work									
12 Following written instructions									
13 Following verbal instructions									
14 Requesting help when appropriate									
15 Accepting guidance/advice									
16 Working without direct supervision									
17									
18									

C NON VERBAL BEHAVIOUR	1	2	3	4	<u>D EMOTIONAL PROFILE</u>	1	2	3	4
1 Leaves classroom					1 Easily reduced to tears				
2 Wanders about classroom					2 Easily reduced to anger/ tantrum				
3 Changes seat in classroom					3 High/Low Self Image				
4 Fidgets in seat					4 Requesting help when appropriate				
5 Inattention to instructions					5 Accepting guidance/advice				
6 Refuses to follow instructions					6 Fulfilment of promises				
7 Chews in class					7 Peer relationship				
8 Engages in classroom Horseplay					8 Isolation from group				
9 Damages/takes pupil's Property					9 Isolation from group				
10 Physically abuses/threatens Teacher					10 Physical self abuse				
11 Physically abuses/threatens Pupils					11 Cannot express feelings?				
12 Physically abuses/threatens Teacher					E PERSONAL ORGANISATION	1	2	3	4
13 Makes inappropriate noises					1 Truants from lessons				
14					2 Truants from school				
15					3 Arrives late to lessons				
16					4 Leaves coat on				
17					5 Fails to bring books/ equipment				
18					6 Fails to observe school uniform rules				
					7 Fails to do punishment/ detention				

List in order of priority the FIVE behaviour/attitudes which cause you most concern:

Example:

B2 C4 D1 A4 A8

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Subject

Size of Group/Class

Ability Range

Number of periods per week

Teacher's signature

Date

Please give any other comments (including any positive attributes) about this child's work, behaviour and relationships, which you feel, may have not been covered by the questionnaire.

Bransgore Church of England Primary School

Screening for EBD

BEHAVIOURS WHICH MAY SIGNIFY EBD

- Bullying (which may include racism and sexism)
- Poorly-developed social and interpersonal skills
- Disruptive and attention-seeking behaviour (e.g. calling out)
- Running away from school
- Stealing from the school or from other pupils in school
- Lying to other pupils and teachers
- Unco-operative behaviour
- Poor motivation (e.g. being 'off-task' in some lessons)
- Aggression directed towards him or herself, other pupils staff or property
- Poor temper management
- Poor organisational skills (e.g. forgetting homework, books or equipment)
- Inattentiveness and poor concentration
- Appearing withdrawn or depressed
- Having no or few friends – seeming to be alienated from peers
- Showing obsessive patterns of behaviour
- Having extreme mood swings

Bransgore C of E Primary School

Screening for Low Self-Esteem

Do the pupils in your class display any of the following behaviours which indicate low self-esteem?

- Constantly demanding adult attention, even if this is to be told off.

- Appearing unable to work co-operatively

- Lacking in confidence when faced with new challenges

- Becoming aggressive or withdrawn

- Talking unfavourably about themselves and others

- Finding it difficult to relax, enjoy or join in with new people or situations

- Finding it difficult to relate to peers appropriately and to make or keep friends

Pupils' needs not being met

Behavioural problems are often caused by a pupil's needs not being supported and met – in particular at school and at home. Recognising this is the first step towards making the appropriate SEN provision. A pupil's needs might not be met if:

- There isn't a consistent approach towards the pupil at home, at school or between the two – leading to there being no clear behavioural boundaries or guidelines
- Home and/or school fail to reward appropriate behaviour
- Home and/or school fail to address inappropriate behaviour
- Home and/or school fail to provide appropriate emotional, social, physical or academic support
- Home, school and/or the peer group, fail to provide a sense of security, identity, competence or belonging

Each of these issues needs to be taken into account when assessing a pupil's inappropriate behaviour. Each issue needs to be addressed by teachers and parents or carers. (In some cases it may be that health, social service or education specialists also need to be involved.)

Phase 3 - Individual Behaviour Plans

Bransgore C of E Primary School

Individual Behaviour Plan (IBP)

Name:

Year Group:

Date of Issue:

Purpose:

Following the assessment of the pupil's individual behavioural difficulties using the 'Pupil Enquiry Form', the IBP sets out the actions/strategies that the school community will take to plan an effective support programme.

Bransgore C of E Primary School

Individual Behaviour Management Plan/ Pastoral Support Programme

Name	d.o.b.	Plan No.	Date
Nominated staff member to oversee plan			

Key behaviour difficulty	
Our understanding of the behaviour	
What we want to see instead	
Environmental changes which may help	Key staff:
Teaching Plan	Key staff:
Provision needed	Key staff: