

**Behaviour Policy**

**Bishopswood School**



**Where Every Child is a Valued Individual**

**Approved by: FGB Meeting**

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- Functions of behaviour
- Post incident learning
- Dreikurs 4 goals of misbehaviour – why is the behaviour happening, what does the child want and how can we meet their needs?

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## 1. Aims

At Bishopswood School, we aim to deliver an education that encompasses our values—**Respectful, Inclusive, and Innovative** practice—leading to confident **Growth** in our community.

By doing so, we develop **empowered and engaged learners**.

### This policy aims to:

- Provide a consistent approach to behaviour management based on developing a positive culture that promotes excellent behaviour.
- Promote good relationships throughout the school built on trust and understanding.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our approach to rewards and consequences.

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014; paragraph 7](#) outlines a school's duty to safeguard and promote the welfare of children,
- Paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

## 3. Philosophy

Bishopswood School believes that a school should be a place where children and young people learn to respect themselves and others within a calm, safe, and supportive environment. We believe that positive behaviour is fostered through the development of self-worth, confidence in one's abilities, and mutual respect. Pupils should understand the impact of their positive and negative choices on themselves and others.

We encourage pupils to take responsibility for their actions and practice self-control, supported by self-management strategies. Promoting a positive self-image is central to our behaviour policy, as it

contributes to personal development, happiness, security, the ability to build strong relationships, and a readiness to learn. We believe that a well-structured and carefully planned curriculum which addresses the diverse learning needs and styles of all pupils helps promote active involvement, independence, and positive behaviour.

We maintain high expectations and believe that a clear understanding of behavioural boundaries coupled with a consistent approach is essential for creating an atmosphere where learning can thrive. Bishopswood School recognises its vital role in preparing pupils for adulthood. Our behaviour towards them is as important as our expectations of their behaviour towards one another and staff. By being positive, consistent and rewarding good behaviour, we create an environment that encourages appropriate behaviour. While we believe that rewards are more effective than sanctions in managing challenging behaviour, we acknowledge that consequences may be necessary in some situations.

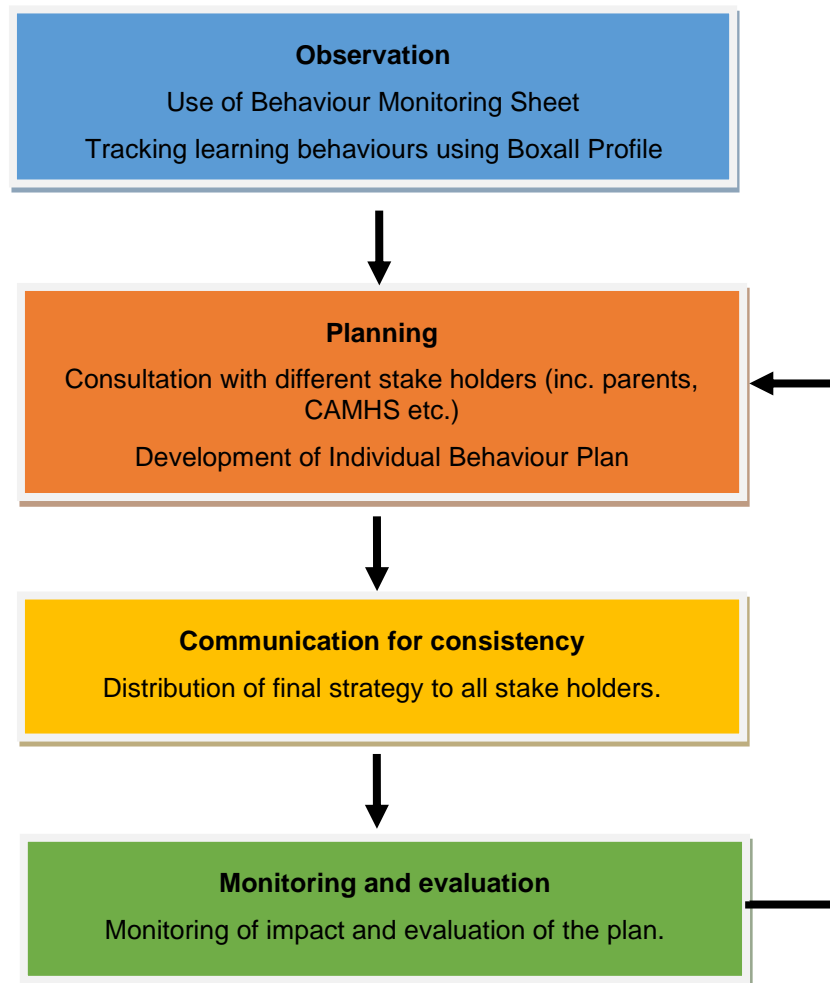
In certain circumstances as a last resort, physical intervention may be required to ensure our duty of care is upheld. Such interventions will only happen when necessary and will always be reasonable, proportionate, and carried out by trained staff.

At the core of our approach is the belief that challenging behaviour always has a reason, and it serves as a form of communication. It is our responsibility as staff to understand this communication and help pupils find more constructive ways to express themselves. We recognise that this demands adaptability, creativity, flexibility and reflection when developing and implementing strategies. Staff responsible for managing challenging behaviour receive positive behaviour management training and are supported through ongoing communication with senior leadership. Our approach emphasises stage-appropriate rather than age-related strategies to support the individual needs of pupils in our school.

#### **4. Practice**

We recognise the importance of implementing consistent behavioural management strategies and collaborating with various parties to develop Individual Behaviour Plans (see Appendix 1). When necessary, these plans will be created and shared with all staff members who regularly interact with the pupil to ensure consistency in approach. Whenever possible, parents and carers will be kept informed and actively involved at every stage of the planning and implementation process. Professional input from external sources, such as CAMHS, will be integrated where applicable. All Individual Behaviour Plans are regularly reviewed and updated as needed.

We always try to identify why a child behaves in a certain way by identifying potential triggers and using this as the basis for developing Individual Behaviour Support Plans. Our practice must be well thought out and our responses based on principled reasons. Therefore, we pay as much attention to how people around the child are reacting to the behaviour and what is happening prior to it, as we do to the behaviour itself. We begin by observing the pupil displaying challenging behaviour and recording when the undesirable behaviour occurs followed by what preceded it and staff responses. We record the impact of these responses using a Behaviour Monitoring Sheet (see Appendix 2). Support is provided from the Senior Leadership Team within school to devise an approach, which may include putting together an Individual Behaviour Plan if required.



## 5. Roles and responsibilities

### 5.1 The Governing Board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### 5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

### 5.3 Behaviour Lead

The Behaviour Lead will assist the Headteacher in ensuring the effective implementation of the behaviour policy, contributing to the creation of a positive school environment and helping staff manage poor behaviour effectively. Work closely with staff to ensure they are consistently implementing the behaviour policy. This includes providing guidance on personalising approaches to meet the specific behavioural needs of individual pupils. Oversee the recording of behaviour incidents on CPOMS, ensuring incidents are documented accurately and consistently by staff. The behaviour lead is a Team Teach trainer so can offer guidance and support to staff.

### 5.4 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently.
- Modelling positive behaviour in line with the school's Code of Conduct, within the Staff Handbook.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents on CPOMS. Reports should be made by the person leading the incident, if other staff have concerns over how the incident was managed this should be followed up using the safeguarding and/or whistle blowing procedures.

The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 CPOMS Reports.

When submitting CPOMS reports, it is essential to provide comprehensive details of the incident, including:

- **Date** and the **names** of pupils and staff involved
- **Trigger** or **cause** of the incident
- A clear description of the **events** as they unfolded
- A thorough account of the **follow-up actions**, such as:
  - Whether **first aid** was offered
  - Any **communication** with parents or external agencies
  - Any **changes** or **actions** implemented as a result of the incident

### 5.5 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

## 6. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time.
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Strategy.

## 7. Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment are not acceptable and will not be tolerated. Reports will not be passed off as banter or part of growing up. Reports of sexual violence and sexual harassment are likely to be complex and any decisions taken will be on a case-by-case basis in line with Sexual violence and sexual harassment between children in schools and colleges and through support from agencies such as children's social care and the police as required.

## 8. Rewards and Consequences

### 8.1 Rewards

Bishopswood's approach to managing pupil behaviour is rooted in a therapeutic model focusing on nurturing emotional well-being, promoting self-awareness, and fostering positive relationships. We emphasise the importance of celebrating achievements and using therapeutic language to support pupils in understanding their emotions and behaviours. By using the language of choice, we aim to help pupils develop self-regulation and recognise their responsibility for their actions, guiding them to make positive decisions. We actively encourage pupils to make constructive choices and where appropriate explain the emotional and social consequences—both positive and negative—of those choices. We use specific, descriptive praise to reinforce these good choices and support pupils in developing a strong sense of self-worth.

We believe in a collective responsibility to create a therapeutic environment that promotes emotional growth and rewards positive behaviour. Positive behaviour will be supported through:

- Frequent and specific praise that acknowledges emotional and behavioural achievements
- Letters or phone calls home to share positive progress with parents/carers
- Assigning responsibilities and jobs that build trust, confidence, and accountability
- Visual reinforcement systems, such as "I'm working for..." cards, to support emotional and social learning
- A class or individual reward system tailored to meet pupils' unique emotional needs
- Opportunities to be chosen as a special helper, promoting a sense of belonging and contribution
- Golden Time at the end of the week, encouraging relaxation and reflection
- Positive messages shared with other staff members to foster a supportive community
- Star of the Week recognition in end-of-week assemblies, celebrating each pupil's personal growth

We reinforce desired behaviours through therapeutic reward systems tailored to each pupil's emotional and developmental stage, while minimising attention to or appropriately redirecting unwanted behaviours. This therapeutic approach ensures that behaviour management is both compassionate and developmentally appropriate so pupils feel encouraged, secure, understood and valued.

### 8.2 Consequences

At Bishopswood School, we emphasise the development of self-awareness in learners regarding the natural and logical consequences of their actions. While some pupils may already understand these consequences, others require guidance and this understanding helps inform appropriate responses to their behaviour.

We believe in a proactive, therapeutic approach ensuring that all consequences are **natural or logical** and aim to promote learning rather than punishment. Therefore, our responses are:

- **Positive and Calm:** Maintaining a composed and encouraging tone helps de-escalate situations and reinforces positive behaviour.



- **Related:** Consequences must be directly linked to the behaviour and its underlying cause. Staff need to know the pupil well, as the function of the same behaviour may vary from child to child or even for the same child at different times.
- **Respectful:** Responses are delivered with empathy and respect, using considerate body language and tone of voice to maintain the dignity of the pupil.
- **Reasonable:** Consequences should include a discussion about the behaviour focusing on understanding it and exploring alternative more constructive responses. Boundaries must be fair and suited to each pupil's level of understanding.

All responses must be natural or logical, meaning they arise directly from the behaviour and are aimed at helping the pupil learn from the experience. For instance, if a pupil disrupts learning, they may need to make up the lost time, or if they cause damage, they may be asked to help repair or clean it. This approach encourages a sense of responsibility and helps pupils understand the impact of their actions.

Much of this work is embedded in our consistent approaches and teaching strategies across the curriculum, but there may also be specific strategies for managing and modifying a range of inappropriate or unsafe behaviours.

In some cases for a minority of pupils more direct consequences may be necessary in response to dangerous or disruptive behaviour. These consequences, aligned with the pupil's developmental stage and understanding, could include:

- Verbal advice with time for the pupil to process and respond
- Referral to senior leadership or a change of face/setting for a reset
- Addressing unmet emotional or sensory needs
- Communication with parents/carers through letters or phone calls
- Spending time with an adult to reflect on behaviour
- Adjustments such as a reduced timetable

In more severe cases, **fixed-term suspensions** may be considered for dangerous behaviours though this is always applied with careful consideration of the pupil's individual needs and circumstances.

This approach ensures that all consequences are meaningful and contribute to the pupil's learning and development rather than serving as punitive measures.

### 8.3 Off-site behaviour

Consequences may be applied where a pupil has displayed difficult or dangerous behaviours when offsite. Consequences may be outside of Bishopswood School's control. Pupils access off site trips and provisions with the correct support and the appropriate environment, when they are ready to safely do so, following a thorough risk assessment.

## 9. Exclusion suspensions and exclusions

Reference the DfE guidance

Whilst we endeavour to support our pupils to make positive choices and support those pupils who display challenging behaviours, occasionally, there is a need to exclude a pupil for a fixed period of time. This is known as a Fixed Term Exclusion (FTE). This is usually due to a pupil causing harm to other pupils or staff member or where the pupil's behaviour is severely harming the education of others.

Parents will be informed by telephone by the Headteacher, or Deputy Headteacher if the Headteacher is unavailable. A follow up letter will be sent and will be copied to the Chair of Governors, SEN Team, Educational Psychologist Service, OCC Exclusion & Reintegration Service and Locality and Community Support Service (South). Other professionals that may be working with the pupil, such as the Behaviour Support Team or CAMHS will also be sent the letter. Parents will never be asked to have a child at home due to behaviour concerns without a Fixed Term Exclusion.

A Fixed Term Exclusion would usually result in the school requesting support from OCC Exclusion & Reintegration Service, CAHMS and the Behaviour Support Service if these agencies are not already involved with the pupil.

During the period of a fixed term exclusion, the school will provide learning activities to be carried out at home.

A reintegration meeting between the school and the parents/ carers will occur before the pupil returns to school.

A decision to exclude a pupil permanently will only be taken by the Headteacher:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## 10. Behaviour management

### 10.1 Training

Training is provided to all staff:

- To ensure that there is a real attempt to understand reasons for and functions of challenging behaviours.
- To recognise that the pupils' learning difficulties and disability may be a major contribution to their challenging behaviour.
- To ensure that the abilities and needs of each child are at the forefront of any behavioural plan.
- To support all approaches to behaviour support by using the principles of 'human presence, participation and reward' with the rejection of any course of action that could be interpreted as punishment:
  - a) 'human presence' means that pupils will always have the reassurance of an adult presence no matter how challenging their behaviour.
  - b) 'participation' means that pupils' challenging behaviours, wherever possible and appropriate, will be redirected into other activities by persuasion and encouragement.
  - c) 'reward' means that pupils' behaviour will be re-directed in a positive manner and so lead to a desire on the part of the pupil to re-engage in acceptable behaviour.
- To develop strong attitudes of self-worth and respect for others through a curriculum rooted in the pupils' specific needs and using integrated working with therapists to ensure a consistent approach is achieved.

- To ensure that appropriate strategies are held within a Behaviour Support Plan for pupils who habitually display behaviours that challenge, in consultation with relevant multi-disciplinary team members (including CAMHS), school staff and parents.
- To ensure these programmes are shared and discussed with all staff working with that pupil regularly and are monitored and updated, as necessary.
- To train staff to be skilled at using physical handling techniques when it is necessary to do so. All staff completed TEAM TEACH training. This is refreshed every 24 months.
- To encourage thinking around the use of skills taught in line with TEAM TEACH principles and to support staff to be confident about using their professional judgement to use all skills in the best interest of the pupil.

Behaviour management will also form part of continuing professional development.

## 10.2 Physical Restraint

At Bishopswood School, we follow the **Team Teach** approach to physical interventions ensuring that any use of force prioritises safety, dignity, and care for all involved. Team Teach promotes a framework rooted in de-escalation, positive behaviour support, and a commitment to minimising the need for physical intervention. However, in certain circumstances, reasonable force may be necessary to:

- Prevent a pupil from hurting themselves or others
- Stop significant damage to property
- Manage extreme disruption that threatens the safe order of the school environment
- Respond to a known trigger that could lead to harm or disruption

In line with the **Team Teach principles**, any physical restraint must:

- **Always be a last resort**, after all de-escalation techniques and alternative strategies have been attempted
- Be applied using the **minimum force necessary** and for the **shortest possible duration**
- Ensure the **safety, dignity, and well-being** of the pupil and all individuals involved
- Be used in the **best interest of the pupil**, considering their emotional and physical needs
- Remain **reasonable, proportionate, and necessary** to the situation
- **Never be used as a form of punishment** or control
- Be thoroughly **recorded and reported to parents, carers, or social workers**
- Be documented within **24 hours** and subject to review to ensure the intervention was appropriate and aligned with Team Teach's ethos

By adhering to the **Team Teach approach**, our goal is to prioritise de-escalation and positive reinforcement using physical intervention only when absolutely necessary to maintain the safety of everyone involved. We emphasise a calm, reflective response, ensuring that any intervention is carried out with care, empathy, and respect.

### 10.3 Pupil support

At Bishopswood School, we are committed to fulfilling our legal duty under the **Equality Act 2010** by ensuring that pupils with protected characteristics are not disadvantaged. As part of this, our approach to challenging behaviour is differentiated to meet each pupil's unique needs. Where necessary, we seek support from specialist teachers, educational psychologists, medical professionals, and other experts to better understand and address individual needs.

When acute behavioural needs are identified, we work closely with external agencies to create tailored support programmes. These plans are developed in partnership with parents and regularly reviewed to ensure they meet the evolving needs of the pupil.

One of the key programmes we use to support behaviour management is the **Zones of Regulation**.

#### Zones of Regulation

The **Zones of Regulation** (Leah Kuypers, 2011) is a visual and structured framework designed to help pupils develop self-regulation skills. Self-regulation, often referred to as self-control or impulse management, is essential for navigating emotional states. The programme teaches pupils to identify and understand which emotional zone they are in and equips them with strategies to move toward or maintain the optimal zone for learning and well-being.

The four zones are:

- **Blue Zone:** When pupils feel low energy, such as sadness, tiredness, or boredom.
- **Green Zone:** The ideal state for learning, where pupils feel calm, focused, and ready to engage.
- **Yellow Zone:** A heightened state of arousal where pupils may feel anxious, excited, silly, or frustrated.
- **Red Zone:** The state where pupils experience extreme emotions like anger, out-of-control feelings, or intense frustration.

Pupils are taught that all zones are natural and that we all move between them. The focus is on **self-awareness** and learning **coping strategies** to help pupils return to or maintain the **Green Zone**, which is most conducive to learning.

#### Emotional Literacy and Self-Regulation

Pupils across all classes receive specialist instruction to expand their emotional vocabulary and improve their ability to recognise emotional cues in themselves and others. They learn how their behaviour impacts those around them and are supported in using strategies to manage their emotions and maintain focus. The programme fosters emotional resilience, teaching pupils that it is okay to be in any zone and that the key lies in using strategies to manage their emotional state.

#### Sensory Room

For pupils struggling to regulate their emotions in the classroom, the **sensory room** is available as a safe space. Here, they can engage in specific sensory activities such as jumping on the trampoline or deep breathing to help them transition back to the **Green Zone**. Pupils can choose to take this time or be encouraged by staff to utilize the room as needed.

#### Additional Support Programmes

- **Comic Strip Conversations:** This tool (Carol Gray, 1994) visually breaks down social interactions, helping pupils understand verbal exchanges, emotions, and the intentions of

others. By using simple drawings and colours, pupils can more easily grasp abstract aspects of communication. When used with **Zones of Regulation**, these conversations reinforce emotional understanding by using zone colours to represent feelings.

- **O.T. Resources and Toolbox:** Once a pupil is identified as needing additional self-regulation support, an individual toolbox is created in collaboration with the Occupational Therapy (OT) department. Staff work closely with the OT to provide strategies tailored to each child's needs. Class teachers ensure that OT resources are readily available and used effectively in line with the child's plan.

## **Communication and Support**

Walkie-talkies are used throughout the school to ensure that no adult is unsupported during challenging situations. This system helps maintain a safe and responsive environment for both staff and pupils.

Our comprehensive approach centred on the **Zones of Regulation**, aims to create a supportive, emotionally aware school environment where all pupils are given the tools to regulate their emotions and behaviour effectively.

## **11. Recording and Reporting**

### Behaviour Plans (Appendix 1)

Behaviour Plans are in place for all pupils that require or have required RPI (Restrictive Physical Interventions). The aim of these is to identify what a pupil's behaviour may be communicating and what support can be provided using a staged approach. These are shared with parents and relevant agencies. Information from external agencies will support individual Behaviour Plans.

### Behaviour Monitoring Sheet (Appendix 2)

Behaviour Monitoring Sheets are used when observing a pupil displaying challenging behaviour and recording when the undesirable behaviour occurs, what preceded it, staff responses and the impact of these responses.

### Incident Sheet (Appendix 3)

In the event of an incident which requires a RPI (Restrictive Physical Intervention) or a serious incident an Incident Sheet is completed, and a record is made in the Accident Book (Bound and Numbered Book). Parents are informed through the Home-School Book/Diary or via a phone call within 24 hours. A copy of the Incident Sheet is also sent home.

### Listening and Learning Sheet (Appendix 4)

Following an incident which required a RPI (Restrictive Physical Intervention) or a serious incident, when the pupil is state to discuss what happened, a Listening and Learning Sheet is completed. This is then kept with the Incident Sheet.

### Racist Incident

Any racist incident is to be recorded on CPOMS and reported to DSL (Designated Safeguarding Lead) or a DDSL (Deputy Designated Safeguarding Lead) at the earliest available opportunity.

### Bullying

Any incident of bullying, including cyber-bullying is to be recorded on CPOMS and reported to the DSL or a DDSL at the earliest available opportunity.

## **12. Assessment of Behaviours for Learning**

Positive behaviour is underpinned by strong behaviours for learning. Half termly monitoring and assessment of pupils' behaviours for learning will be carried out using the Boxall Profile. This will enable the school to identify areas of need and monitor progress over time.

## **13. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. Where applicable, pupils may be in receipt of social stories to prepare and support them through the transition.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection Policy
- Anti-bullying Policy

## **15. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and governing body annually. At each review, the policy will be approved by the headteacher.

## Appendix 1: Bishopswood School Behaviour Support Plan



### BISHOPSWOOD SCHOOL BEHAVIOUR SUPPORT PLAN

<b>Pupil name:</b>		<b>Class teacher:</b>	<b>Class:</b>
<b>Medical needs/medication:</b>	<b>Year and term:</b>	<b>Date for review:</b>	<b>Reviewed by:</b>

#### My behaviour at a glance:

I love playing with sensory and messy play. I can sit with the class group. I smile at and calmly show affection to familiar people. I can follow instructions.	I will find it difficult to sit down and focus. I may run around and climb in tables or other furniture. I may drop to the floor. I can get very excited and giggly.	I can get very upset and grab onto and pull at adult's clothes and hair. I may pull hair of other children and I may shout and cry.
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#### Zones of regulation:

How I communicate:	My break is:	Skills I am working on to help me self-regulate:	My likes and positive relationships:	Functions of behaviour:	My dislikes and triggers:
-I use gestures to communicate such as guiding an adult by the hand or pushing them away when I want space. - I am working on using PECS	- Outdoor swing (calming) - Bubble tube in the sensory room (calming) - Trampoline or yoga ball (movement) - Water and sensory play - Soft play (movement)	-I am learning to access calming breaks with adult support	-I have different carers supporting me at home so familiar people are very important to me, including my mum and Diana	-sensory needs -frustration when I don't understand or I'm hungry -Attention -Tangible	-things finishing -new people sometimes -when I don't understand

Level of behaviour	Description of behaviours	Possible triggers	Pro-active strategies (what will help to avoid these behaviours occurring)	Re-active strategies (what to do if the pro-active strategies do not de-escalate the situation)
Stage 1: Low-level				
Stage 2: Medium level				
Stage 3: Crisis level				
Stage 4: De-escalation				



<b>Stage 5: Restorative</b>				
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<b>Key preferred supportive strategies, intervention and handling strategies:</b>	<b>Medical/Emotional needs:</b>
<b>Parents / Guardians comments:</b>	
<b>Parents / Guardians names:</b>	<b>Parents / Guardians signature:</b>
<b>Teacher signature:</b>	<b>Pupil signature (if appropriate):</b>
<b>Head of school comment / signature:</b>	

**Appendix 2: Behaviour Monitoring Sheet**

**Activity Engagement Tracker**

Name: _____	Class: _____	Date: _____
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Strategies			
1		6	
2		7	
3		8	
4		9	
5		10	

Time/Adult Supporting	Activity/Location	Mood	Strategy used	Effective?
<u>Outcome</u> Describe any behaviour that has challenged. What happened before the behaviour, describe the behaviour			<u>Function</u> Gain attention    Escape attention Gain item        Escape item Gain sensory    Escape sensory	
<u>Outcome</u>			<u>Function</u> Gain attention    Escape attention Gain item        Escape item Gain sensory    Escape sensory	

