



Somerford Primary School

**POSITIVE BEHAVIOUR POLICY**

Updated: September 2016  
Review: September 2017

This policy should be read in conjunction with the school's child protection policy, anti-bullying policy and positive handling policy.

**Rationale**

We operate a positive behaviour policy, based on the understanding that positive reinforcement of behaviour is more effective than negative punishment and that praise, reward and celebration raise pupils' self-esteem and help them to learn more successfully. We also recognise that behaviour is a choice and choices have consequences, which are consistently applied, whether they are positive or negative. **Pupils, parents, teachers and support staff all take collective responsibility for the promotion of positive behaviour in our school.**

**Aims of our policy**

Our behaviour policy aims to create a positive learning environment that has a clear and consistent structure. It aims to foster children's self-esteem and self-discipline and give a clear focus to their Personal and Social Education.

**Rights & Responsibilities**

The policy is underpinned by the belief that every person who enters school is part of our community and has a series of rights whilst they are in school.

**Our Rights**

- To be in a safe and friendly environment
- To be listened to and respected
- To be given opportunities to achieve our potential
- To receive encouragement and experience success
- To be treated with consideration

If everyone is to gain their entitlement then there have to be some guiding statements for how we should behave. These statements are called the Golden Rules.

**Our Golden Rules**

- We are gentle – We don't hurt others**
- We are kind and helpful – We don't hurt anybody's feelings**
- We listen – We don't interrupt**
- We are honest – We don't cover up the truth**
- We work hard – We don't waste our own or others' time**
- We look after property – We don't waste or damage things**

These Golden Rules are phrased in a positive way and use an illustration of what not to do to help children understand the desired behaviour. They should be displayed in every classroom. At the start of a school year each class should reflect on them before agreeing to them and then displaying them. Staff and pupils should refer to them regularly as part of discussions about behaviour. It is important that these rules are upheld with a common system of rewards, privileges and sanctions understood by all pupils, parents and staff. To ensure that the Golden Rules are kept there needs to be a set of equally clear rules and routines for the classroom and other areas of the school.

### **Rules and Routines**

To make it clear to everyone how the Golden Rules can be kept there has to be a clear set of classroom rules and routines. Staff and children discuss these at the beginning of the year at the same time as reviewing the Golden Rules. For example when reviewing the rule "We are kind and helpful" discussion about how this may look in the class could take place. Suggestions such as to help each other when stuck and not to swear may be part of the discussion. Such ideas can then be formulated into a set of rules and routines for the classroom that the class have a sense of ownership over. The rules should be phrased positively to facilitate the use of positive behaviour techniques. Rather than writing "No swearing" as a rule the class could decide to say "We only use polite words – we don't use bad language".

This process is then extended to the rest of the school and the rules are discussed in assemblies. Our rules and routines for moving around the school are:

We walk in school – We don't run

We move around the school in quietly – We don't talk in corridors

### **Strategies used to promote positive behaviour – Guidance for Staff**

Strategies suggested will not resolve every issue, work for every child and neither are they an exhaustive list. They do however provide guidance for all staff, to ensure there is consistency across the school. For new staff, both teaching and non-teaching, they provide our practical strategies and approaches which can be added to their existing repertoire of strategies. (see Appendix A).

Our Behaviour Plan has different elements, which are shown in Appendix B. They are the Golden Rules, a hierarchy of rewards and a hierarchy of consequences. All of these should be displayed in every classroom.

Each classroom should have a Golden Rules display with the rules and photographs hung up showing children in the class demonstrating how to keep the rules.

Each classroom should have on display a hierarchy of rewards and a hierarchy of consequences.

At the start of the school year PSHE and additional curriculum time should be used as required to establish these displays, discuss and re-affirm the Golden Rules, Rights & Responsibilities and to construct a class code or set of rules which

help to keep the Golden Rules. Children will be reminded regularly of the elements of the behaviour plan, including through assemblies.

Staff should encourage good behaviour. Staff should praise those that behave appropriately. Both verbal and non-verbal feedback are given a high priority both in and out of the classroom. It is particularly important in the corridors and playground.

We encourage children to line up, move quietly and keep to the left when possible.

Lunchtime staff award stickers and certificates for good behaviour and praised in the weekly celebration assembly. There are a set of lunchtime rules in the hall and playtime rules on the playground.  
(See Appendix C)

Our whole school reward system for both good behaviour and academic achievement is the Star Points Scheme. Each child records their star points in their home school book. The system allows children to be awarded star points by all staff as they move around the school.

Children can choose to 'save' or 'spend' their start points from their class Star Point Shop. More star points means a better reward.

The system is for rewarding good behaviour of the majority of pupils. The expectation in terms of effort or behaviour to earn a point should be the same for every child. Those children who have a behaviour or emotional element to an IEP should have an additional and separate reward programme in place that adds points to the class reward but not the start point system. They should earn the right to return to the star points system. This should avoid the situation where a child who requires additional support for EBD earns more star points than a child who normally behaves appropriately. The school believes that the system loses value in the eyes of pupils and their parents if such a situation arises. This system will be closely monitored by phase leaders and SLT to ensure consistency across the school.

Every class must have a whole class reward system, which can be used to reward individual and collective good behaviour or improvements. This could take the form of marbles in the jar, sticker charts, sliding scales etc. Once the class reach an agreed number e.g. the jar is full then they earn the class golden time. This is the system that children with behaviour problems should be working towards.

Golden Time is another tool for rewarding good behaviour and imposing a consequence if a child chooses to behave inappropriately. Golden Time is earned by the class when they have reached their target in the class reward system eg 30 marbles in the jar. If a child breaks a Golden Rule they are given a warning, wherever possible this should have a visual element to it. Referral to a picture, photo or other visual cue. If the child breaks any Golden Rule in the same session, after being given a warning they lose 5 minutes of their Golden Time. The teacher must keep a private record of any time lost, loss of Golden Time should never be recorded publicly or where other children can see.

In addition to Star Points and Golden Time, stickers, certificates, postcards, letters home and whole class rewards are used to reward good behaviour in school.

Children who fall outside of these arrangements and need shorter term rewards or sanctions and additional assistance with their emotional and behavioural needs should have an IEP and a behaviour plan in place. This can be discussed with the SENCO or another member of SLT as required. The individual behaviour plan should have separate rewards and not use star points or Golden Time. Whenever the system pays out for the individual they must also pay into the whole class system e.g. if they earn 10 minutes computer time for themselves they must also put a marble in the jar or whatever the individual class system is. By doing this children who need additional support will not earn more star points than children who normally behave appropriately. In addition to this, there is a collective benefit to supporting the child with their additional needs, rather than fostering resentment in children who behave well that the individual gets more rewards than the average child. We use standard charts for behaviour which are attached to this policy as an appendix D, are available on the shared drive and from the PSHE co-ordinator.

All learning environments are expected to be well organised, well managed and well planned. They should foster independence and independent learning and children should be clear what is expected of them. The range of abilities and learning styles should be planned for and accommodated. We recognise that when classrooms meet these conditions that they are most conducive to positive learning and good behaviour.

JIGSAW & Circle Time are an integral part of our positive behaviour policy. Regular PSHE/Circle Time is set aside each week for these activities.

All children are treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem; censure focuses on the behaviour, not the child. Children are listened to and spoken to calmly and quietly. They are never belittled. Staff take the time to explain the reasons for children being asked to do something. Every opportunity is taken to keep respect for others, and their property, in high profile. The development of self-esteem is a key focus of PSHE and Circle time.

When disputes between children arise, all children involved are given the opportunity to explain their version without interruption. They are encouraged to find a solution. No blame is given to one child more than the other until the facts are determined. Children are always asked to apologise and make friends after disputes. Shaking hands, written or verbal apologies are all acceptable.

Children are consulted on issues, behaviour management and the school environment. This is done through School Council which is supported and promoted by all staff. All children have the chance to raise issues through class council and to have discussions to seek solutions. This helps them take responsibility for the behaviour of themselves and their peers.

Pastoral Care is the responsibility of all staff, **led by the classteacher**. Efforts are made to build a relationship with and an understanding of the child and their family. Outside support agencies will be accessed through the SENCO or SLT as required.

### **Bullying**

Bullying is when a person or a group of people deliberately and persistently target someone else to hurt, threaten or frighten them through physical, verbal, emotional and psychological aggression. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time. We help children to understand our policy and contribute to it through anti-bullying week, as part of our JIGSAW programme. Children have the opportunity to contribute to our Anti-Bullying Policy through class council meetings. We try and share the definition of bullying with our parents and make them aware of our policy rather than just referring to it when there is a problem. Our children are taught that bullying is unacceptable and will be dealt with promptly by staff. They are taught the importance of reporting any bullying as soon as they can. All staff are aware that this is not "telling tales". To be seen to act is as important as taking action. Silence and secrecy nurture bullying. On occasion, children may be harmed by other pupils. The nature of the allegation or concern will determine whether staff should implement the school's anti-bullying procedures or whether a referral needs to be made to social workers. Please refer to the Anti-Bullying Policy for further detail.

### **Lunchtimes and Break Times**

Our play areas are zoned to include quiet areas, games, challenge, bikes and trikes, play trail and nature zones. The playground has a friendship stop and Play Leaders are trained to help those that need it. Staff are encouraged to interact and to teach children suitable playground games using the equipment provided. The primary role of staff on the playground should be a play facilitator.

Lunchtime rewards can be used for praising good behaviour and these should be "over-used". Lunchtime should encourage children to remember the Golden Rules. If children ignore reminders they can be referred to the senior LSA, duty member of SLT or to the classteacher. Children may lose Golden Time or have a playtime exclusion if they ignore reminders of the Golden Rules. Any incidence of bad language used on the playground should be reported to the child's classteacher and result in a playtime exclusion as well as being reported to the child's parent/ carer.

### **Parent involvement**

We try to work constructively with families as a whole. We aim to report good behaviour as well as poor behaviour to parents. Use of the home-school agreement facilitates good communication. Some children with EBD may benefit from a home-school liaison book. This should be recorded on the child's IEP.

### **Children with Special Needs**

Pupils with SEN will be treated in the same way as others, in that problems will be identified and strategies put in place to overcome them. The child must have

an IEP with behaviour target(s), which show the additional support the child is receiving beyond that which the average child should expect (e.g. rainbow points or Golden Time).

### **Recording and Monitoring of Behavioural Problems**

Where a child struggles with behaviour on a regular basis the classteacher should maintain a record of incidents for that pupil. Records should be specific and use the ABC approach (Antecedent, Behaviour, Consequence) as in Appendix E. This can be very useful when reporting to parents, liaising with outside agencies or formulating an Individual Behaviour Plan.

### **Use of Force to Control or Restrain**

The School and Governing Body recognise that teaching staff have the legal right to intervene physically in certain circumstances. However we have a number of policies and procedures in place to try and prevent the need for physical intervention when dealing with behaviour or discipline issues. We believe physical intervention should only be necessary to prevent serious injury or damage to property and where there are no alternatives to such action.

We encourage staff to remove other pupils from the situation/classroom rather than trying to physically remove one pupil.

Dorset County Council has a separate policy for using physical intervention with pupils with complex Special Educational Needs (SEN). The Governing Body have adopted this model policy and it should be read before using regular physical intervention with a child who has SEN. The policy stipulates the need for a plan being drawn up by professionals and parents together before any physical intervention is used. Please talk to the SENCO if you believe this policy needs to be considered for a child.

We have a red triangle system that staff can use if they require assistance in managing a pupil or situation. Each room in school has a red triangle and this should be sent to the school office. Office staff will then find a senior member of staff to go and assist in the classroom.

Should there be no alternative to prevent serious injury or damage to property staff are advised to use reasonable force only to prevent such an incident. This would normally involve containing or restraining a pupil. It is helpful to be aware of some latest government guidance as to what these terms mean;

### **Reasonable – The following guidance has been issued by the DfE**

“The decision on whether to physically intervene is down to the professional judgement the teacher concerned. Whether the force used is reasonable will always depend on particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force. ‘Reasonable in the circumstances’ means using no more force than is needed”. **DfE May 2012**

## **Restraint and Control**

“As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury”.

**DFE May 2012**

The Governing Body will support staff if they have used reasonable force in a situation that necessitated it.

## **If physical intervention is used**

The school has a number of procedures which must be followed if physical intervention is deemed to be necessary by a member of staff.

- 1) A red card must be sent to the office as soon as is reasonably practical so that senior staff can help to manage whatever situation has arisen.
- 2) The Head of School must be notified as soon as possible and always on the same day.
- 3) A use of force form should be completed and passed to the Head of School before being filed on the pupil record. These forms are available from the Executive Headteacher's PA.

## **Malicious Allegations**

In line with the school's policy for dealing with allegations of abuse against members of staff and volunteers section 4.5.2, if a child makes an allegation that is proved to be malicious, consideration will be given as to whether disciplinary action will be taken against them.

Each incident would be considered on an individual basis and any consequence issued would be reasonable and proportionate and in line with this Positive Behaviour Policy. An external exclusion may be considered appropriate in this case.

## **APPENDIX A**

### **Our Behaviour Plan**

The following three components should be present in all classrooms.

### **Our Golden Rules**

**We are gentle – We don't hurt others**  
**We are kind and helpful – We don't hurt anybody's feelings**  
**We listen – We don't interrupt**  
**We are honest – We don't cover up the truth**  
**We work hard – We don't waste our own or others' time**  
**We look after property – We don't waste or damage things**

These should be displayed on a board with photos of the class members keeping the rules.

### **Praise**

Praise – non-verbal/verbal  
Smiley face, stickers, class reward system, star points  
Certificates/Letters home  
Golden time  
Visit another teacher  
Celebration certificate in assembly  
Visit Phase leader  
Visit Deputy Head  
Visit Headteacher

### **Consequences**

Warning  
Timeout table to think about choices  
Loss of 5 minutes Golden time  
Time out in partner class  
Loss of other privilege e.g. playtime  
Time out in phase leader's class to make a plan  
Timeout with Deputy Head to discuss next steps  
Timeout with Head which leads to internal or external exclusion

Examples of how these can be presented are available electronically.

### **Our most important message is**

**"You own your behaviour...you make the choices".**



## APPENDIX B

### Lunchtime rules

- We walk – we don't run.
- We use quiet voices – we don't talk in a loud voice.
- We sit down – we don't get up without putting up our hand.
- We are tidy – we don't leave any mess.
- We put our rubbish in the bin – we don't forget to stack our trays or lunchboxes.

### KS2 Playground rules



### KS1 Playground rules



## APPENDIX C

### PROMOTING POSITIVE BEHAVIOUR

#### **Teacher Standards 7:**

#### **Manage behaviour effectively to ensure a good and safe environment.**

- a) Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in the classroom and around the school in accordance with the schools behaviour policy.
- b) Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise sanctions and rewards consistently and fairly.
- c) Manage classes effectively using approaches, which are appropriate to pupils' needs in order to involve and motivate them.
- d) Maintain good relationships with pupils exercise appropriate authority and act decisively when necessary.

Take ownership.	Passing a child on to someone else to deal with implies to that child that you don't know how to deal with them, or don't want to! Children will lose respect for you and will continue to display poor behaviours. Deal with low-level behaviour in class and only pass them onto SLT for significant poor behaviour choices.
Engage and motivate.	Make sure lessons include hooks that will engage all pupils. Differentiate appropriately so that all children are able to participate in the lesson. Don't over talk. Remember that a child's maximum attention span is their age + 1
Be consistent.	Follow behaviour guidelines consistently and follow through. Respond in the same way to all children to ensure they get the same messages. Don't threaten or reward without fulfilling what you have said you will do.
Move on from the behaviour.	After the situation has been resolved, put it to one side, move on and don't hold it against the child or you will not regain a positive relationship with them.
Intervene calmly and quickly.	Don't let low-level behaviour escalate. Use distraction techniques.
Think about your body language.	Show openness and presence. Smile, use your eyes and a facial expression.
Focus on what the child should be doing and state the desired behaviours.	'Use a quiet voice – thank you' rather than 'Don't shout'. 'Walk – thank you' rather than 'Don't run'.
Say 'thank you'.	It sets the expectation that the child will comply with what you are asking. Acknowledge when a child has done something you have wanted with 'thank you'.
Give children ownership of their behaviour by giving choices.	'Come and sit on the carpet or you are choosing to have a consequence'. 'The choices are: to work in here or work in our partner class'.
Deal privately with issues.	Don't humiliate a child in front of others. Take the child to one side and have a quiet discussion with them. Use hand on shoulder and quiet whisper in ear. Sometimes you may not deal with an incident instantly.
Time out.	Some children do just need time to calm down to stop a situation escalating. Allow them this time. Make sure children who have additional needs have a 'safe place' established which is an area separate to the classroom.
Build relationships.	Get to know your children – find out what their interests and hobbies are.
Smile.	Model the enthusiasm you want the children to have.
Build self-esteem through praise.	Say 'well done' or acknowledge the smallest thing that is positive. Look for positives to say 'you tried your best'; 'you look smart today'. Build self-esteem as much as possible.
Use the child's name positively.	It makes them feel special and engages them.
Draw attention to good role models.	"Lucy is sitting smartly, she is ready to learn." "Well done Ben, I can see you are working independently." Other children will want to emulate this and it focuses on the positives.
Be calm.	Being calm means the child will listen to you and you still appear in control. Try and diffuse the situation. Do not engage in banter or get into an argument with a child.
Give rewards.	Stickers, star points, class rewards etc.
Give visual clues.	Hand in the air for silence. Touching your ear to signal good listening.
Be a positive role model.	Display the behaviours you want to see in the children themselves. Think about your choice of words and actions. If you shout at a child, it makes it difficult for you to chastise the child for shouting at you. Calmly say, "I'm not shouting at you, so don't shout at me – thank you".
Be fair.	Always listen to all sides of a story, with all the children present together. Do not make assumptions that someone is guilty because they have made previous poor behaviour choices.
Inform parents.	Let parents know about the poor behaviour choices at the end of the day so that they are fully informed of the child's behaviour and can support you with this.
Explain.	When dealing with poor behaviour choices, clearly explain what they have done wrong and ask them to tell you what the right choice would have been.

## NEGATIVE BEHAVIOUR SANCTIONS

Behaviours	Class Teacher Strategies to deal with behaviours	Possible Consequences
<ul style="list-style-type: none"> <li>▪ Calling out in lessons.</li> <li>▪ Disturbing other children whilst working.</li> <li>▪ Name-calling.</li> <li>▪ Refusing to follow instructions.</li> <li>▪ Teasing others.</li> <li>▪ Being rude or disrespectful.</li> <li>▪ Not following the Golden Rules.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use ideas from Promoting Positive Behaviour chart.</li> <li>▪ Give child take up time.</li> <li>▪ Use a timer to help them calm down.</li> <li>▪ Child to use their 'calm box'.</li> <li>▪ Be generous/flexible with Golden Time.</li> <li>▪ Leave the child if they are not disturbing others and tell them they'll make up the time they have wasted in their free time.</li> <li>▪ Use distraction techniques.</li> <li>▪ Use a 'safe' adult.</li> <li>▪ Establish a Behaviour Chart if it continually happens.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Warning</li> <li>▪ Time Out in class to think about choices.</li> <li>▪ Loss of Golden Time.</li> <li>▪ Time Out in partner class.</li> <li>▪ Loss of playtime in own class with teacher to do the work or reflect on choices.</li> <li>▪ Parents informed by class teacher at the end of the day or phoned on the same day if parents didn't collect the child.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Damaging property.</li> <li>▪ Intentional swearing at a child or an adult.</li> <li>▪ Leaving the classroom/work area without permission</li> <li>▪ Threatening behaviour towards children or adults.</li> <li>▪ Throwing objects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review their behaviour chart.</li> <li>▪ Create a 'Calm Down' box with the child.</li> <li>▪ Establish a 'Safe Place' for the child (not in the classroom).</li> <li>▪ Send the Year Group TA to follow the child and use a calming strategy or activity with them.</li> <li>▪ Set up a Home/School Link Book to log events that have happened in school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Time with Phase Leader to discuss consequences.</li> <li>▪ Playtime/Lunchtime Detention.</li> <li>▪ Internal Exclusion.</li> <li>▪ Parents phoned by Phase Leader.</li> <li>▪ Parents to speak to/come in to school and settle the child if necessary.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Throwing furniture.</li> <li>▪ Fighting/assaulting another child.</li> <li>▪ Racist behaviour.</li> <li>▪ Repeated refusals.</li> <li>▪ Violent/aggressive behaviour towards children or adults.</li> <li>▪ Bullying.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review their behaviour chart.</li> <li>▪ Complete an ABC Chart.</li> <li>▪ Complete a 'How Can We Help?' Sheet and share this with all members of staff that deal with the child (including Elaine Wigman for lunchtimes).</li> <li>▪ Discuss behaviour with parents, SENCo, DSL if appropriate.</li> <li>▪ Remove the other children from class if necessary.</li> <li>▪ <b>SEND THE RED TRIANGLE.</b></li> <li>▪ Complete an Incident Form so that we have a record of the behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Timeout with SLT to discuss next steps.</li> <li>▪ Internal Exclusion or External Exclusion.</li> <li>▪ Parents phoned by SLT.</li> </ul>

## APPENDIX D

Key Stage 2 Behaviour Chart (Two variations – child sees SLT daily or end of the week)

# Name's Good Behaviour Chart

Insert photo of child here

**Targets:**

- To enjoy a successful break time, treating other children and their belongings respectfully.
- To make sensible choices about who to play with and about the activities I get involved in.
- To come into and remain in class / use 'Chill out' time sensibly (Stairs or Mrs Frampton's office).

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Session 1</b>					
<b>Break</b>					
<b>Session 2</b>					
<b>Lunch</b>					
<b>Session 3</b>					
<b>Session 4</b>					
				Leadership Team Signature	
<p><b><u>My Rewards are .....</u></b></p> <ul style="list-style-type: none"> <li>✓ To spend time with Mr Dunne in Year 6</li> <li>✓ To spend one playtime at the end of the week playing on the KS1 play equipment.</li> <li>□ <b>To achieve these rewards I must gain at least __smiley faces each day.</b></li> </ul>					

Signed: Child \_\_\_\_\_ Parent \_\_\_\_\_ Class Teacher \_\_\_\_\_

Key Stage 2 Behaviour Chart (Two variations – child sees SLT daily or end of the week)

# Name's Good Behaviour Chart

Insert  
Photo  
here

Targets: 1. I can play nicely with sensible children.  
2. I can keep my hands and feet to myself.

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths workshop					
Phonics					
1 <sup>st</sup> session					
Assembly					
Playtime					
2 <sup>nd</sup> session					
Lunch					
PE					
Guided Reading					
3 <sup>rd</sup> session					
				SLT Member	

If name gets 8 out of 10 ticks he will get a reward at **3pm**.



## REWARD

To colour in pictures to take home and show Mum.

Signed: Child \_\_\_\_\_ Parent \_\_\_\_\_ Class teacher \_\_\_\_\_

Playtime Behaviour Chart (Two variations – child sees SLT daily or end of the week)

Insert  
photo  
here



## Name's Playtime and Good Behaviour Chart

W/B	<b>Targets</b>		<i><b>SLT</b></i> Member
	<b>PLAY</b>	LUNCH	
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

### REWARD

To have 10 minutes extra play on a Friday.

Signed: Child \_\_\_\_\_ Parent \_\_\_\_\_ Class teacher \_\_\_\_\_

Catch me Behaviour Chart

# Name's catch me Chart

**Catch me**  
sitting properly and listening  
listening



looking after property



with my lips closed when



## REWARD


If name gets ticks, she can spend 5 minutes on an activity!

Signed: Child \_\_\_\_\_ Parent \_\_\_\_\_ Class Teacher \_\_\_\_\_

## APPENDIX E

<b>The behaviour that concerns me</b>			
Time/Date	A (Antecedents) <ul style="list-style-type: none"> <li>• What is the context for the behaviour ?</li> <li>• Who is the child working with ?</li> <li>• What are the adults in the room doing ? saying ?</li> <li>• What is the task ?</li> <li>• What resources were or weren't available ?</li> <li>• What time of day is it?day of the week ?</li> <li>• What happened immediately before the behaviour ?</li> </ul>	B (Behaviour) <ul style="list-style-type: none"> <li>• What exactly does the child do that is of concern ?</li> </ul>	C (Consequences) <ul style="list-style-type: none"> <li>• What usually happens afterwards ?</li> <li>• What do you do/say ?</li> <li>• What does the child do/say?</li> <li>• What do other adults do/say?</li> <li>• How do you think the child might be feeling?</li> <li>• What usually happens next?</li> <li>• What do you think the child might be getting out of behaving this way?</li> <li>• What do you think other children might be getting out of him/her behaving this way?</li> </ul>