

Behaviour Policy

July 2025

Policy developed by: Mathew Currie (Headteacher)

Approved and adopted by Governors: July 2025

SECTION 1 - OUR APPROACHES

Behaviour Principles

South Borough Primary School is committed to creating an environment where exemplary behaviour underpins productive learning. It is a place of safety where firm boundaries guide and support; where self-discipline and regulation outweighs compliance; where high expectations lead to lifelong learning; where care and respectful relationships build self-esteem. The main principles of our policy are that:

- Every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio economic backgrounds.
- It is the right of all our pupils to be educated in an environment free from disruption by others.
- Individuals should take responsibility for their own behaviour.
- The Zones of Regulation will help children understand their emotions, sensory needs and thinking patterns and teach strategies to support in coping and managing emotions.
- A restorative approach will assist the development and repair of relationships, where every member of our school community feels listened to, valued and respected.

Our expectations are that pupils will:

- Show expected behaviours, which are linked to the school values, at all times.
- Work to develop good interpersonal and social skills.
- Develop emotional maturity using the Zones of Regulation and employ strategies to help manage emotions.
- Engage in restorative conversations, listen to others and be prepared to repair relationships.
- Accept that we can make mistakes but we need to learn from them and move forward.

To facilitate expected behaviours staff are expected to:

- Ensure the language of our school values and expected behaviours permeate through our daily interactions.
- Support pupils and colleagues.
- Establish good relationships and be positive role models at all times.
- Celebrate successes when expected behaviours have been demonstrated.
- Remain faithful to consistent, schoolwide protocols when managing behaviour.
- Work collaboratively with parents/carers.

Rights and responsibilities

PUPILS	
Rights: <ul style="list-style-type: none">● To feel safe.● To be able to learn to the best of their ability.● To be treated fairly with consideration and respect.● To be listened to by adults in the school.● To know what is expected of them.● To gain an understanding of their emotions and how to deal with them in an appropriate way.● To experience success and aim high.	Responsibilities: <ul style="list-style-type: none">● To value being a member of the South Borough community.● To demonstrate the school's values of respect, kindness and determination.● To show 'expected behaviours' at all times.● To follow instructions from staff.● To take responsibility for their own actions.● To resolve difficulties, engage with appropriate support if needed.

STAFF AND GOVERNORS	
Rights: <ul style="list-style-type: none">● To feel safe.● To be treated with respect by all members of the school community.● To work within a supportive and understanding community.● To know what is expected of them.	Responsibilities: <ul style="list-style-type: none">● To value being a member of the South Borough community.● To demonstrate the school's values of respect, kindness and determination.● To role model 'expected behaviours' to children in all aspects of school life.● To have high aspirations for all children.● To provide engaging learning opportunities.● To foster good relationships.● To involve parents/carers when children are finding it difficult to show expected behaviours.● To follow the school's consistent approach, working as a team to support and encourage each other.

PARENTS AND CARERS	
Rights: <ul style="list-style-type: none">● To know their children are safe and happy.● To be sure their children are treated fairly.● To be able to communicate with staff easily.● To be informed about their child's progress and behaviour.	Responsibilities: <ul style="list-style-type: none">● To value being a member of the South Borough community.● To promote expected behaviours and the school's values.● To ensure children attend daily, arrive on time and are well prepared for the school day.● To support the school policies and strategies.● To encourage children to have high aspirations for the future.● To inform the school of any issues that may be affecting their child.● To respond and support the school when contacted about their child's behaviour.

School Values

The school community has identified a set of shared values. We use our school values as guides for the way we behave, perform and interact with each other. These are explicitly taught and contribute to the development of our positive school ethos and culture for teaching. The school values are:

Respect: Respect ourselves, others and our school.

Kindness: Kind words and actions.

Determination: Be determined and aim high in everything you do.

The school values are displayed clearly around the school (*appendix 1*).

Classroom Management

At South Borough, all staff use the following consistent, school wide strategies to manage classrooms and behaviour around the school.

- Silent signals (Team stop; Team move; turn to your partner; my turn, your turn)
- No hands up! Use choral work, my turn your turn, partner practice.
- Praise should be descriptive. Praise effort and for showing 'expected behaviours'.
- Ensure children are doing and actively learning.

Zones of Regulation

We recognise the importance of promoting positive behaviour and emotional wellbeing to our pupils. We do this through implementing the Zones of Regulation curriculum. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

The Zones of Regulation is based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour, which are clearly displayed in all classrooms.

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Low state of alertness	Ideal state of alertness	Heightened state of alertness	Extremely heightened state of alertness
A person may be described as sad, tired, sick or bored.	A person may be described as calm, happy, focused, or content. The student feels a strong sense of internal control.	A person may be experiencing stress, frustration, anxiety, excitement, silliness. The student's energy is elevated yet he or she feels some sense of internal control.	A person may be experiencing anger, rage, explosive behaviour, panic, extreme grief, terror, or elation and feels a loss of control.

Restorative Approach

Restorative language is a calm, fair and respectful way of communicating which allows each person to express their thoughts and feelings. It helps maintain positive relationships within the school. If there has been conflict, it focuses on the harm that has been caused and ways to repair the harm and repair the relationship.

The Restorative Questions (*appendix 2*) are used in response to specific incidents. A member of staff will talk to the children and ask them a set of questions giving each child the opportunity to tell their side of the story without being judged or blamed.

Jigsaw

The Jigsaw scheme of work is used across the whole school to teach aspects of the Personal, Social and Health Education (PSHE) Curriculum. Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Some of the units within the Jigsaw scheme are specifically designed to teach children the skills they need to socialise with others and become responsible citizens. All children have at least one dedicated lesson per week.

Staff Induction, Development and Support

All staff starting at South Borough go through a thorough induction process which includes support with our behaviour policy. Throughout the year there are identified opportunities for continuous professional development where staff will be upskilled with behaviour management techniques. Individual support for staff is implemented on a needs led basis and could, for example, result in additional training or support.

SECTION 2 - EXPECTED BEHAVIOURS

Through the Zones of regulation children are taught that behaviours are not good or bad but **expected** and **unexpected**.

Expected behaviours

Expected behaviours give people around you comfortable thoughts about you. These behaviours affect others' thoughts, feelings and their emotions in a positive way and promote a positive learning environment. They are represented by the colour **purple**.

The aim of the school's 'expected behaviours' is to ensure all children understand what is expected of them, throughout school life and to give them a visual reminder of what they can demonstrate the school's values. Ultimately, this will ensure that South Borough is a happy, safe and positive place to learn.

Our expected behaviours are closely aligned with the school's values as follows:

Respect	Kindness	Determination
<ul style="list-style-type: none"> ● We say 'thank you' to others. ● We greet people by saying 'Good morning' or 'Good afternoon' ● We hold doors open for other people. ● We walk calmly and silently around school. ● We keep our school tidy and clear away the mess. ● We look after our own and other people's belongings. ● We keep ourselves smart and look after our school uniform. ● We celebrate people's differences. ● We listen carefully to the views and opinions of others. 	<ul style="list-style-type: none"> ● We keep our hands and our feet to ourselves. ● We use kind words and think before we speak. ● We share and take turns with others. ● We let others join in our games and groups. ● We congratulate and encourage each other. ● We own up when you have done something wrong. 	<ul style="list-style-type: none"> ● We try hard in everything we do. ● We don't give up - we ask for help if we need it. ● We learn from any mistakes we make. ● We aim to be the best we can be in everything we do. ● We take risks with our learning. ● We reflect and always strive to improve.

We will explicitly teach these expectations to all children from Nursery to Year 6 and show children what each expectation means. South Borough's expected behaviours will be displayed throughout the school environment. They will be used as a discussion point between staff and children should unexpected behaviours occur.

Children will be shown a 'purple card' when they are showing expected behaviours, both inside and outside of the classroom. Every adult will have a purple card attached to their lanyard, so these are easily accessible.

Behaviour Rewards

The rewards for showing expected behaviours are in many cases intrinsic. We recognise that feeling good and proud about something you have done is in itself a very significant reward. In some cases, expected behaviours may be reinforced by showing the purple card and rewarding using one of the following rewards:

a. Individual Dojo Points

Dojo points can be given during any part of school life to any child, when they make a special effort. There is a school wide Dojo tariff to ensure consistency in the number of dojos that are awarded for certain things. Children will have a target number of Dojos to earn before they receive a certificate and a personal experience/prize. Each class creates a menu of options at the start of the year for individual, experiential rewards that they can choose from. The number of Dojos to earn will be 30 across the school.

b. Class Dojo Points

All Dojos earned by individual pupils are also added to a Class Dojo Total. A Class Dojo can be awarded to a class when the whole class works well together, collectively showing good effort or achievement. Each class decides what reward/experience they would like to collect their Dojos towards. To earn this reward, they must earn 1,500 Dojos. Once 1,500 Dojos is achieved, the class reward will be granted.

c. Top Banana

At the end of each day, class teachers will nominate one child in their class to be 'Top Banana'. This is a child who has shown expected behaviours, has achieved something amazing or has tried their best throughout the day.

d. Purple Peer Recognition Award

A Purple Peer Recognition Award is a reward given to one child per day who has gone 'above and beyond' the expected behaviours, chosen in collaboration between class teacher and pupils. The winner will receive a Purple Recognition slip and be entered into a termly 'Purple Tombola', which will be drawn at the end of each term.

e. Power of Purple Award

A Power of Purple award is to celebrate children who have consistently shown expected behaviours. A class teacher will nominate up to two children from their class each week to receive this award, which is then presented in our weekly Celebration Assembly.

f. Purple Pride Award

A Purple Pride Award is a reward issued by the Headteacher or Deputy Headteacher to recognise behaviour, effort or learning that a child is particularly proud of. A recipient of a Purple Pride Award will be given a shiny sticker and award 5 bonus Dojo points.

g. Curriculum Rewards

Dedicated curriculum rewards will be given out at regular points throughout the year to recognise effort and achievement in learning. This includes but is not limited to our Home Reading Reward system.

h. Other Awards

Other awards may well be given out as a form of recognition, including but not limited to stickers to provide on the spot praise; trophies for achievement in sport and end of year value trophies.

SECTION 3 - UNEXPECTED BEHAVIOURS

Unexpected behaviours

Unexpected behaviours give people uncomfortable thoughts about you. These behaviours affect others' thoughts, feelings and their emotions in a negative way and promote a negative learning environment. They are represented by the colour **orange**.

Children showing unexpected behaviours are supported to re-regulate as quickly as possible and return to a state where they are able to demonstrate the expected behaviours again.

Every adult will have an orange card attached to their lanyard, so these are easily accessible.

If a child is showing 'unexpected behaviours', staff should follow a four step process:

1. **Think.** Any form of mild disruption will result in an **orange card** being shown, followed by the word 'think'. The child is then given the opportunity to show expected behaviours. A **purple card** is shown when this is done.
2. **Stop.** A child continuing to show unexpected behaviours will result in an **orange card** being shown, followed by the word 'stop' and a verbal reminder of expectations reiterated in a depersonalised way, such as 'At South Borough, we try hard in everything we do'. At this point the child is expected to acknowledge the reminder and show expected behaviours. A **purple card** is shown when this is done.
3. **Regulate.** If a pupil continues to show unexpected behaviours, they will be asked to move to the in class 'Regulation Station'. This is time at the dedicated place in the classroom to regulate their emotions before rejoining the class. Each regulation station will have a box of activities to support children with regulating their emotions. Any missed learning at this point would then need to be made up at break time or at home.

A Restorative conversation will also need to take place during the next playtime or lunchtime using the format in appendix 2.

4. **Parking Ticket.** Reaching this stage means a child is choosing to ignore all previous warnings, conversations and support that has been offered. This is deemed to be a persistent, intentional demonstration of unexpected behaviours. At this stage a 'parking ticket' will be issued to the child, to go to either a partner class or senior leader. This is in order to not disrupt other children's learning any further, nor to taint the positive mood of the classroom.

The child will complete a reflection sheet (*appendix 3*) and any missed learning. The child will then meet with a member of the Leadership or Inclusion Team to carry out a formal conversation, which all participants should attend. The member of staff will conduct the meeting using restorative language. This meeting follows the same format as in previous steps but is more formal for the child to understand that the situation has escalated. Staff should ensure that:

- The outcome of the meeting is clear, including agreed next steps.
- A consequence agreed.

- Details are recorded accurately on Bromcom.
- Parents/carers are informed via a letter (*appendix 4*) on the same day.

As a follow up, the child's class teacher will have a reconnection meeting with the child in order to integrate them back into the class. They will discuss the agreement and ask what the child needs in order to uphold their end.

Major breaches of discipline

There may be times when children demonstrate major breaches of our expected behaviours and bypass the staged system. This will usually only be in the most severe citations where safeguarding takes priority. Major breaches of discipline (*such as discriminatory behaviour, deliberate physical assault, damage to property, bullying, stealing, refusal*) are dealt with by a member of the Leadership Team. Appropriate consequences are applied with each situation being analysed and judged on its unique set of circumstances. Parents will be contacted via telephone or letter. On some occasions it may be deemed necessary for an internal exclusion, where a child spends time learning in a different part of the school, away from their peers.

If a child refuses to complete work or follow instructions, all staff should follow the consistent procedures set out below.

- a. Staff have a responsibility to unpick behaviours and ensure that preventative measures have been employed consistently.
- b. Where a child refuses to complete work, they will be expected to complete this during their own unstructured time, either in school or at home.
- c. If a child leaves the classroom or refuses to follow instructions, parents will be contacted and given the opportunity to speak to their child to encourage them to change their behaviour. If this is not successful, parents will be asked to attend the school site to speak to their child directly.

Suspensions and Permanent Exclusions

A child may be given a suspension or permanent exclusion from school at the discretion of the Headteacher. An suspension/ permanent exclusion from school should be used as a last resort in response to serious or persistent breaches of a school's behaviour policy and when allowing the pupil to remain in school would seriously harm the education/welfare of the pupil and others.

All exclusions will be in line with the school's Exclusion Policy, which can be found on the school website. The school follows the DfE statutory guidance when making all decisions regarding exclusion, "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England," September 2023.

Repairing harm

The focus of the restorative approach is on repairing the harm caused 'How can you/we make things right?' – this is also the focus of any consequence. All parties (including the adult facilitating) will be involved in agreeing the best course of action, but consequences will be proportionate to the harm caused. *E.g. If property is damaged the agreed consequence to put things right might be for the child to repair that damage or replace a broken item.*

Potential outcomes and consequences to repair harm

At South Borough all parties agree outcomes and consequences as part of a restorative conversation. Possible outcomes and consequences must always be proportionate to the harm caused and include:

- Agreeing that the behaviour will not be repeated and following through with this.
- Loss of privileges such as time missed from break / lunch (detentions), eating lunch away from their peers, not taking part in specific activities
- Repairing, cleaning or replacing damaged property.
- Spending time away from another child/ a group or the class (this could be in another classroom or with another member of staff).
- A verbal or written apology.
- Paying back time by helping in the school community e.g. litter picking, tidying/cleaning resources.

This list is not exhaustive and any reasonable and proportionate outcome/consequence will be considered in negotiation with those concerned. Parents will be informed if their child has received a consequence for unexpected behaviour. Outside of this, consequences will remain confidential and will not be shared with other parties.

Lunchtime Behaviour

Our school values and 'expected behaviours' should be referred to throughout the school day, including at lunch time. Lunch time staff will follow the same 4 step process for dealing with 'unexpected behaviours'.

Purple Smileys can be issued at lunch time to reward any child who is showing expected behaviours. These can then be cashed in for 1 Dojo point when they return to the classroom.

If a child reaches the '**regulate**' stage, they will be asked to sit at a regulation station in the lunch hall, playground or field, until they are ready to show 'expected behaviours' again.

Parking tickets can be issued to children during lunch time. If this happens, the child is expected to come off of the playground and spend some time completing a Reflection Sheet and having a restorative conversation. This will be managed by the Leadership team. Any serious incidents may result in a detention, excluding children from the playground for a period of time. Parents/carers will be informed as necessary.

Unexpected behaviour outside of the school premises

Schools have the power to deal with unexpected behaviours shown outside of the school premises and issue necessary consequences. Conduct outside the school premises, including online conduct, that school may sanction pupils for include unexpected behaviours:

- When taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When in some other way identifiable as a pupil at the school;
- That could have repercussions for the orderly running of the school;
- That poses a threat to another pupil;
- That could adversely affect the reputation of the school.

Behaviour Tracking and Monitoring

We use Bromcom to record and track behavioural events. Behaviour at the following stages are recorded in this way: ***stop, regulate, parking ticket and major breaches***. Pupil behaviour will be monitored regularly to identify trends or patterns of behaviour for individual children and this information will be shared with parents/carers. Behaviours that reach 'stop' or 'regulate' will be monitored on a regular basis and staff will contact parents/carers when these are occurring frequently.

Searching, screening and confiscating

The school refers to the DfE advice for searching, screening and confiscation. The school can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Headteachers and the staff they authorise have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a banned item.

These banned items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or cause personal injury to, or damage to property of; any person (including the child)
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images

SECTION 4 - REASONABLE ADJUSTMENTS FOR SEND & VULNERABLE PUPILS

Behaviour Support Plans

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. This will be detailed in an individual Behaviour Support Plan for the pupil in question. Each plan will also include a Behaviour Profile, which outlines ways to de-escalate an individual's behaviours and avoid triggers. (*appendix 5*)

Behaviour Strategies

The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants.
- In house counselling service to offer 1:1 support to develop self-esteem and social skills
- Lunchtime nurture group sessions.
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Adjusted curriculum provision.
- An adapted timetable with an agreed timescale.
- Pastoral support meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals such as Specialist Teachers, Educational Psychologists and Inclusion and Attendance Officers.
- Strategies recommended by professionals are consistently implemented.
- Referral to outside agencies such as: SEND Front Door Education Support, LIFT, Behaviour and Attendance Service, the Educational Psychology Service, Child and Young People's Mental Health Service, Emotional Wellbeing Practitioner, the local paediatric unit, (CLASS) or the Virtual School for Children in Care.

Risk Assessments and Risk Reduction Plans:

- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g as part of a reintegration meeting following a fixed term exclusion.
- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.

- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

Equality Act 2010

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

Positive Handling

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force or make physical contact when it is necessary to protect themselves, colleagues or children from danger or harm, as permitted by law. This is only to be used when all possible options for giving the child time and space to regain self-control have been exhausted.

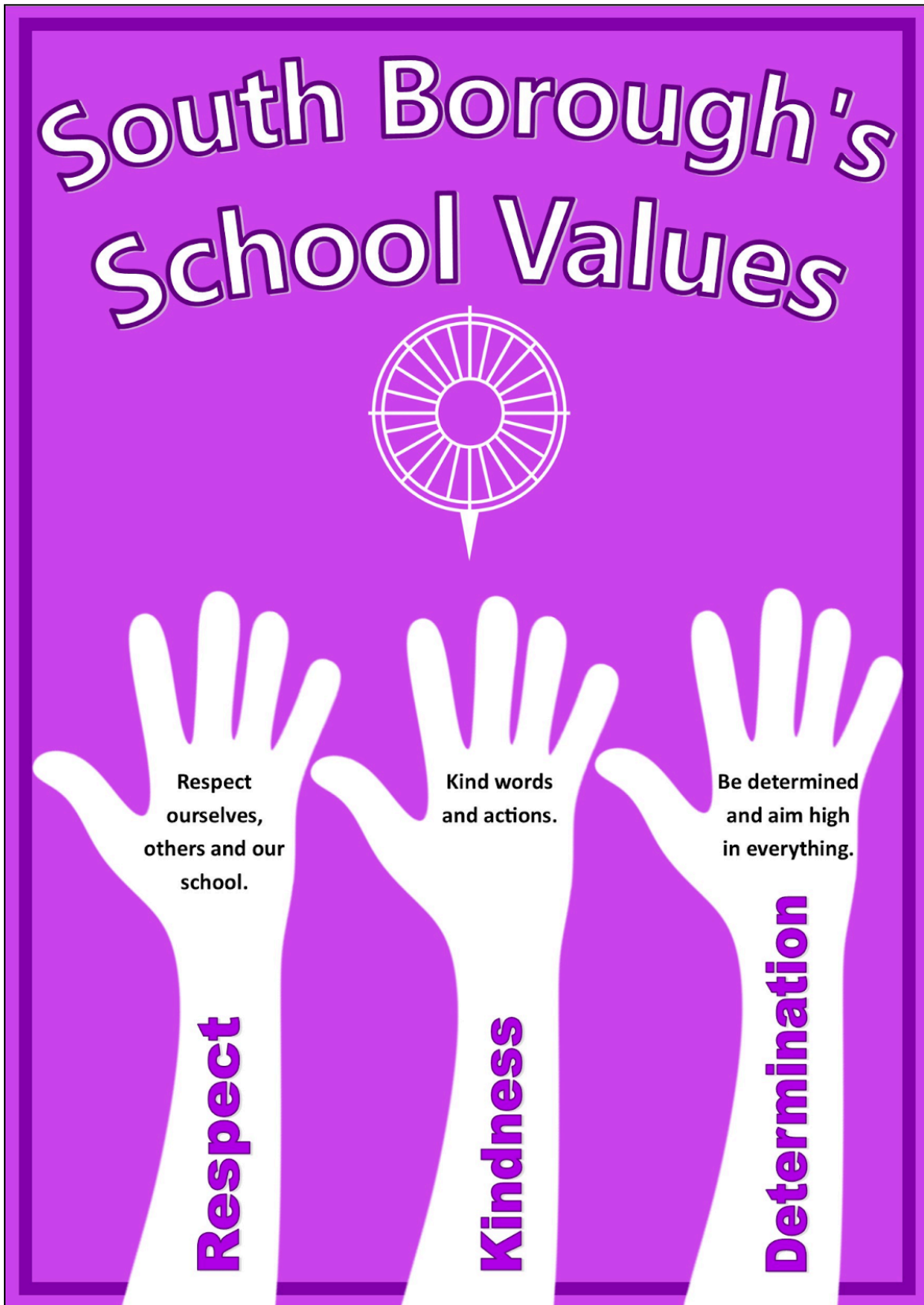
The school refers to the non-statutory advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies, July 2013 and the school's public sector equality duty set out in section 149 of the Equality Act 2010. Key members of staff have also received training for positive handling.

Child-on-Child Sexual Violence and Sexual Harrassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, our school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

SECTION 5 - APPENDICES

Appendix 1 - School Value Poster



Appendix 2 -Restorative questions and language

What happened?

Drawing out each person's story, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion but for all parties to be listened to.

What were you thinking/feeling?

To ascertain what each person was thinking and feeling at the time, before and now.

Who has been affected and how?

Who has been harmed/affected? Older children are encouraged to think about the wider implications of who has been affected eg staff, families

What do you think/feel about it now?

What those affected need to feel better, move on, repair harm and rebuild relationships.

What needs to happen next to make things right?

Agreeing and negotiating to meet the agreed needs above. What support will they need? Pupils to form their own agreement where possible with some staff guidance.

Language to use during a restorative conversation:

Encouraging: Tell me some more about that.

Clarifying: Can you help me to understand that more...

Checking: So did I hear you say.... Am I right in thinking...?

Reflecting: So you.... (repeat back)

Summarising: There seem to be a few things bothering you.... Earlier you said...

Empathising: I understand why you are worried/upset/angry about...

Affirming: Thanks for sharing that.... I appreciate you discussing this with me.

Unexpected Behaviour Reflection

I was in the -

My behaviours were -

Expected _____

Unexpected _____

I showed unexpected behaviours because _____

The size of my problem was

	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

My unexpected behaviours affected _____

My unexpected behaviour made them feel -

	Sad Sick Tired Bored
	Happy Calm Focused Ok Relaxed
	Frustrated Worried Scared Anxious Irritated Offended Embarrassed
	Angry Terrified Devastated Enraged Afraid Hurt Distracted

Now that I am calm I am going to restore my unexpected behaviours by -

Next time I am in this zone I will -

Appendix 4 - Letter to parents



South Borough Primary School

A MEMBER OF SWALE ACADEMIES TRUST

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A Learning Ladder for Life

Dear Parent/Carer of _____,

Stage 4 - Behaviour Letter

I am writing to let you know that your child has reached stage 4 of the school's behaviour system today, which is a serious breach of the school behaviour policy.

Details of unexpected behaviours shown

_____ has a very clear understanding of the expected behaviours at South Borough. Please take some time to reinforce these expectations with your child.

As stated in the school's Behaviour Policy, we expect parents to take responsibility for the behaviour of their child both inside and outside of school, working in partnership with the school to maintain high standards of behaviour and safety/welfare of pupils.

Please do not hesitate to contact your child's teacher if you have any queries and return the slip below to them.

Many thanks for your ongoing support,

Mr M Currie
Headteacher

South Borough Primary School

Stage 4 Behaviour Letter (return to class teacher)

Child's name:

Class:

I acknowledge receipt of the letter and have discussed with my child the importance of following South Borough's expected behaviours and behaving appropriately.

Parent/Carer signature:

Date

Appendix 5 - Behaviour Support Plan

South Borough Primary School Behaviour Support Plan and Risk Assessment			
Section 1			
Pupil's Name:		Year Group:	
Audit undertaken by:		Date Plan started:	
INITIAL MEETING			
Date		Attendees	
Summary of reason for BSP			
Long Term Aim			
Pupil Views	<i>What is going well? What is not going well?</i>		
Parent Views	<i>What is going well? What is not going well?</i>		
Details of Plan length and review frequency.			
Targets			
Target What I need to do	Success criteria How I know I am successful	Support How my adults will help me	
Additional Support from school and outside agencies			
Additional Support From Home			
Behaviour Profile			
My Motivators are...	Things that might upset me are...	My safe place is...	
•	•	•	
Blue Zone	Green Zone	Yellow Zone	Red Zone
How I will look and feel			
•	•	•	•
To help me regulate I need...			
•	•	•	•