C:\Users\Aaron\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9GZTNRYZ\MC900434389[1].wmfMy Positive Behaviour Plan



Pupil Photo

My name is­­­­­­­­­­­­­­­­­.....

EET

**I like....**

**Things I am good at…**

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**I need help to…**

**Things I show with my behaviour…**

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**I can help myself by…**

**Things you can do to help me...**

**My Targets**

1. I will always ask an adult before I leave the room.

2. I will focus on the carpet.

3. I will respect other people’s space and bubble.

**Rewards**

If my teacher feels that I have reached any of my targets in a day, she will explain this to me. I will be able to choose from one of the following rewards;

Warnings, Sanctions and Consequence Ladder

Pupil Behaviour Treaty

I promise to follow the behaviour plan and endeavour to meet my targets.

Signed:

|  |  |
| --- | --- |
| Warning – an adult will remind me of the right thing to do | green <strong>tick</strong> in stylized sphere |
| If I have a yellow card incident;   1. Time out on the playground – stand next to the person on duty | <strong>Yellow Card</strong>Uploaded By : ocal Date : 06/26/2012 License Type: Public Domain |
| If I have a red card incident – I will have time out of play and my teacher/parents will be told | The 1709 Blog: <strong>Red card</strong> for soccer decoder <strong>card</strong> search warrants |
| 1. Miss part of break or lunchtime | <strong>Speech bubble</strong> |
| 1. Spend the next day break or lunch in isolation with SLT | stick_figure_<strong>working</strong>_laptop_desk_500_clr.gif |

Help to reach my Targets

|  |  |
| --- | --- |
| **Mentoring/behaviour review sessions:**   1. Go through behaviour plan with Name and make clear the targets, rewards and consequences. 2. Look at timetable for the day (or week) and ask Name to RAG rate lessons and other parts of the day (green for ok/amber for difficult/red for ‘trigger’ – based on behaviour). 3. Talk through strategies of how to succeed during ‘red’ or ‘amber’ parts of the day/how to stay calm/how to ‘get on with it’ and plan what Name will do/what adult will do. 4. Prepare pupil for any changes in routine that may occur and talk through strategies or include ‘social stories’. 5. Finish on a positive note – *Have a good day/can’t wait to share the successes/let me know how you got on in… maths/literacy/tell me what you have enjoyed today/done well/thank you for your maturity.*   ***One session with ELSA/Teacher/Senco/SLT*** *– The pupil evaluates the success of their week, the strategies they have used and successes they have had. The teacher can do this with them or write a separate comment.* | **Timings:** |

|  |  |
| --- | --- |
| **Social skill sessions:**  This is a time for us to work on social understanding and getting on with other people. We may focus on friendships, what we like/what others like, how to treat people, trust or tolerance. We will use;   * ‘Talk about’ resource sheets and activities * Calm activities/mindfulness activities * Draw and Talk intervention materials | **Timings:** |

Recording Triggers of anxiety

Incidents of high anxiety will be recorded on an ‘Anxiety Record’ timetable using 1/2/3 coding to identify which targets have not been met and RAG rating to show the level of anxiety.

Red – serious/yellow-low level/green – target met

This plan will be reviewed by SENCo and teacher at the end of each long term

This was written and agreed by;

Teacher: SENCo:

Head of School: Parent:

Appendix 1 – Behaviour Record Timetable

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **START** | **Lesson 1** | | **Lesson 2** | |  | **Lesson 3** | |  | **PM** | | |
| **Mon** |  |  |  |  | |  | **Break** |  |  | **Lunch** |  |  |
| **Tues** |  |  | |  |  |  |
| **Weds** |  |  | |  |  |  |
| **Thurs** |  |  | |  |  |  |
| **Fri** |  |  | |  |  |  |

|  |  |
| --- | --- |
| **Before School Events** | **After School Events** |
|  |  |

**\*\* Please fill in the timetable for the week and look at how this may impact on the child’s anxieties.**

**Pupil should also RAG this to highlight potential trigger to anxiety.**

Weekly Review of behaviour and Targets -**Teacher**:

*(Please add any relevant reflections from the week related to the targets on the Behaviour Plan)*

Weekly Review of behaviour and Targets -**Pupil**:

Next week I will: