

Behaviour Policy

Sacred Heart School

A Catholic Voluntary Academy

Part of St Clare's Catholic Multi Academy Trust



ST CLARE

Catholic Multi Academy Trust

Approved by:	Local Academy Committee
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Last reviewed on:	June 2026
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***'Love one another as I have loved you'* (John 13:34)**

Sacred Heart School is committed to providing a broad, balanced, and effective education for all children who attend our school. We believe that meeting pupils' basic needs by creating safe environments, forming strong and positive relationships, and developing a healthy self-esteem is key to cultivating good behaviour, good learning attitudes and success in life.

We expect all adults to embrace this approach and to proactively support it. A positive behaviour approach emphasises that most interactions are positive ones. Staff, at all times, focus on positive reinforcement and ensuring that pupils feel like valued members of our school community. This approach is the responsibility of all staff throughout the school.

Our behaviour policy is designed to:

- Promote a positive climate and learning culture within school.
- Develop an understanding of what appropriate behaviours are.
- Define a framework for rewarding success and de-escalating negative behaviours.
- Promote self-esteem, self-regulation, and positive relationships with all staff members.
- Involve parents/carers, pupils, and staff in the application of this policy with strong communication.
- Provide a safe school environment in which all pupils can learn.

The expectation of children and staff in our school is that they follow the school rules:

- Be READY
- Be RESPECTFUL
- Be SAFE

And that they live out our mission and values:

- Love One Another as I have Loved You – John 13:34
- Act with LOVE
- Communicate with RESPECT
- Lead with FAIRNESS and EMPATHY
- Serve with KINDNESS and CONSIDERATION

The expectation of adults is that they will understand and implement restorative practice and work within the spirit of the policy:

Value Relationships:

- Encourage, praise, and actively listen to children.
- Offer equal amounts of challenge and support to work 'with' children, without 'punishment'.
- Focus on the prevention of undesirable behaviour, rather than the reaction to it.
- Listen, talk, and show empathy with children, so that they know that we understand them.
- Recognise that all behaviour is communication and endeavour to translate this.
- Enable children to communicate with their words because they feel safe and are afforded time to talk.
- Invite children into their calm and not join them in their chaos.

Be consistent:

- Provide clear rules, routines, and boundaries for all children.
- Reflect upon practice objectively, without judgement, to reduce risk.
- Work as a team to maintain high standards of behaviour within the school.
- Have consistently high expectations within individualised responses to challenging situations.

- Take responsibility for noticing behaviours as they occur, acknowledging and describing both socially acceptable and socially unacceptable behaviours.
- Actively model appropriate behaviours and consistently apply the policy fairly, without favour.
- Collaborate with the SENCO/Learning Mentor to create and implement personalised plans which enable all children to thrive.
- Work in partnership with parents/carers, school-based staff and outside professionals and ensure that advice is understood and implemented.

Monitoring, Evaluating and Communication:

- Keep a record of incidents on CPOMS and ensure that SLT and parents/carers are informed within that same day of any serious incident.
- Monitor, analyse, and evaluate records and data to identify possible factors contributing to undesirable behaviours, using multiple perspectives: at school level, group level (including protected characteristics), and pupil level.
- Maintain an open and honest dialogue with your colleagues, the SENCO and SLT. Do not keep concerns about pupil behaviours to yourself – seek and take the advice of colleagues. Adults managing an incident outside of the classroom must ensure that the class teacher is informed as soon as possible following resolution.

Behaviour Curriculum

We are a Trauma Informed school that practices Unconditional Positive Regard. This means that these approaches are embedded within our ethos and are followed across our whole school.

We have a commitment to continually deepen our understanding of how social and emotional learning develops and how this can be supported in school. We recognise that behaviours can be learned and be held within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses. Attentive, observant adults working with children are required to recognise behaviours, identify underlying needs and respond in appropriate ways. Our staff regularly have CPD in order to deepen knowledge and our school ethos, environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impacts on social, emotional and academic development and learning.

We also recognise that children are not fully formed and part of their learning at school is behaviour, regulation and social and emotional development. We know that children learn these skills best during free play when adults give children opportunities to make rules, resolve conflicts and take risks. In order to develop these skills, we acknowledge that children will 'fall out' and have disagreements. Children need clear boundaries and loving support when things go wrong.

Rewards and Celebration

We believe in creating intrinsically motivated children. Praise and positive feedback that is specific and sincere will promote autonomy and establish positive behaviours for learning. Adults in school recognise and reward positive behaviour. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our expectations all the time. Adults use specific praise and stickers to instantly reward appropriate behaviour in all classes and shared spaces. Pupils can also share their achievements with other adults and are actively encouraged to visit others and share their achievements. A wide range of further rewards are also used to promote positive behaviours:

Positive Recognition	
Extrinsic	Intrinsic
Dojo Points - awarded to individuals for their high-quality learning or 'above and beyond' behaviour. The house team with the most dojos each half term earns a reward. A class reward is achieved when, as a collective, the class achieve a target number of dojos.	Smile Handshake High five Fist bump Pat on the back "Well done" "You're great" "Wow!" "That makes me feel really happy" "You are a valued member of this class" *Be mindful of children with low self-esteem; use specific, subtle praise.
Positive Notes – awarded to children recognised explicitly for following the school rules and living out the values	
Worker of the Week – awarded to 1 child per class each week for a particular achievement, effort or attitude in class	
Virtue Award – awarded to 1 child per class each week for living out the focus virtue	
TTRockstars / Numbots – awarded to 3 children per key stage who have progressed the most that week	
Headteacher Gold Award – awarded periodically to children who have stood out exceptionally	
Lunchtime Award – awarded to 2 children each week for exceptional lunchtime behaviour. This comes with the privilege of choosing when to eat with a friend and being able to 'queue jump'	

To maintain the high profile of behaviours for learning and to allow the whole school community to celebrate the achievements of our children, we hold a weekly celebration assembly.

Undesirable Behaviour Strategies & Consequences

As an inclusive school, Sacred Heart acknowledges that children may display undesirable behaviour. Staff intervention should be consistently flexible and based upon pupils' level of development, their needs and circumstance (see Appendix 1). Any intervention from staff will be done discreetly to prevent publicly shaming; therefore, all interventions and consequences that address undesirable and challenging behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence:

Regulate – First, we must help the child to calm and regulate their responses

Relate – Second, we must relate and connect with the child through an attuned and sensitive relationship

Reason – Third, we can support the child to reflect, learn and repair

Stage 1	Stage 2	Stage 3
Why the behaviour may be happening		
Low level behaviours occur due to an unmet need. A child may be trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation.	Defensive behaviours occur due to a breakdown in communication. A child may be trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support Defensive behaviours can tip into crisis very quickly.	Crisis behaviours occur when a child has 'flipped their lid' – their main priority here is survival. <i>Appendix 4</i> If the child perceives a threat, they are likely to respond with fight, flight or freeze.
What the behaviour may look like		
• Rocking • Tapping • Swinging on chair • Head on desk • Calling out • Finding it hard to cooperate • Inappropriate comments • Failure to complete work	• Teasing • Arguing • Running indoors • Disrupting • Disrespecting school equipment • Disrespecting peers • Not following instructions	• Vandalism • Physical assault • Swearing • Disrespectful to adults • Racial abuse • Bullying • Leaving the environment • Sexual harassment
Strategies to use		
• Read the body language of the child and consider your own (be open, at the child's level and non-confrontational). • Stay calm and role model control of feelings through your choice of words and tone of voice (keep it low). • Use child's name to engage. • Describe the behaviours you have noticed (statement of reality). • P.A.C.E. - Be Playful when engaging the child (smile, use humour and approach joyfully). Be Accepting of the behaviour as communication (it's not personal). Be Curious and ask questions about the behaviour / feelings to promote reflection. Show Empathy ("I understand this could be hard for you.") • Support the child with their learning - remodel the task until the child is re-engaged (praise before leaving). • Consider their place within class, a movement break or other sensory break to reset. • Remind children of the logical consequence to their behaviour.	• Use reflective language ("I can see that... I notice... I am wondering... I imagine.") • "Name, command, thank you" • Give take-up time • Give the child 2 choices (choices that are achievable, that have logical consequences and state the desired choice last). • Maintain high expectations and boundaries (remind children of school values / ethos). • Use positive recognition to create a positive culture – acknowledge when the child has made the right choice and praise. • Post incident – Restorative conversation: 1. What happened? 2. What were you thinking/feeling at the time? 3. Who was affected? How? 4. What can we do to put things right? • Use therapeutic language - "When you... I feel... I need you to..." (link the "I need..." to any plans / strategies) • If the behaviour becomes unsafe or does not change, respond as if it is a Stage 3 behaviour.	• Change environment (Offer / direct to a safe space) • Support and closely supervise (know the child - do they need coaching / strategies / needs met like a drink or do they need silence and personal space). • Change the supportive adult if necessary • Continue to use strategies from Stage 1 and 2 • All crises should be followed up with a restorative conversation with class staff / SLT / pastoral AND the original adult involved • The child will only be taken back to class when safe enough to engage • Support for classroom staff to recover • Logical consequence • Communication with parents will be made at a suitable time.

Consequences

Logical consequence: putting right what has gone wrong

Clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary), restorative conversations. Logical consequences will only work when the child is ready.

Removal from classrooms

Removal from the classroom (withdrawal) is used to maintain the safety of all pupils and to restore stability following a high level of disruption. It initially enables children to regain calm and regulate in a safe space and allows the learning to continue for those children remaining in class. The use of removal should allow for continuation of the pupil's education in a supervised setting. Withdrawal from class should always be recorded on CPOMS. In some instances, an internal suspension may be required to allow time for the pupil to regulate and reset the expectations of their behaviour in school.

Consequences – Breaks and Lunchtimes

If a child becomes unsafe at break or lunchtime, they will be supported by a member of staff using the strategies above. If the staff cannot keep the child safe the child can be directed to have 'time-in' with the learning mentor or a member of SLT or in the quiet room. During this time, the children will reflect on their behaviour through the use of restorative practice. It will then be decided whether the child is safe enough to return to the playground or finish their break/lunch time inside. The class teacher must be informed for them to gauge whether communication with the parent/carer is necessary, and all incidents must be logged on CPOMS.

Use of reasonable force

All members of staff have a legal power to use reasonable force. This power can also apply to people whom the Headteacher has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an organised visit, where necessary and appropriate. Reasonable force is used to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline. Please refer to the DfE guidance: Use of reasonable force - advice for school leaders, staff, and governing bodies.

Child-on-Child Abuse

Child-on-child abuse will not be tolerated. We believe that identifying all forms of abuse is crucial to ensure a culture of acceptance is not adopted. Staff are trained to be alert to harmful (sexual) behaviours towards peers (both in person and online), sexual harassment, violence, and emotional harm. All reports of such behaviours are taken very seriously and are investigated by senior leadership, listening carefully to the children involved. A meeting with parents/carers will also take place to share the facts of the events and agree subsequent actions. The incident will be assessed on a case-by-case basis to ensure a proportionate, considered, and supportive action is taken with the victim's wishes considered. In some circumstances, a team around the child may be put into place in the form of an Early Help Plan or a referral to Children's Social Care and/or the police. Staff understand the importance of enabling strong relationships with children so they feel they can talk about damaging abusive behaviours from other pupils. Our PSHE and SRE curriculum teaches children about respect and healthy relationships - including consent, what respectful behaviour looks like, body confidence and self-esteem. See the Child Protection and Safeguarding Policy, E-safety and Online Safety Policy and PSHE/SRE for further details.

Behaviour outside of school

Where misbehaviour and/or bullying has occurred outside of the school premises, including online, the matter will be referred to SLT. Where the matter has involved other school pupils or staff members, Headteacher may undertake an investigation or delegate to a member of staff to establish the facts and, where necessary e.g., to

safeguard a pupil or staff member from further repercussions, may agree a suitable course of action to safeguard all affected.

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance. Any prohibited items (including knives, weapons, alcohol, illegal drugs, stolen items, and any article that may be used to commit an offence) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders or parents / carers, where appropriate. In circumstances where a weapon, illegal drug, or other serious prohibited item is found, the school will immediately inform the police and follow safeguarding procedures. Parents/carers will be contacted at the earliest appropriate opportunity, and a record of the incident will be kept.

Persistent Disruptive Behaviour

In the event of persistent disruptive behaviours occurring, staff will discuss with parents/carers and Senior Leaders in school to seek advice and take a proactive approach to reducing incidents as quickly as possible before habits become established. Due to the complex needs and vulnerabilities of individual pupils, challenging behaviours may still occur even after using relational strategies. We believe that relationships make the difference and understand that these take time to develop (see Appendix 2). Where instances of persistent socially unacceptable behaviour occur, reasonable adjustments will be made. Where reasonable adjustments and school interventions have not yet led to a sustained improvement in behaviour, the SENCO - and where appropriate SLT - may meet with parents to discuss the pathways to success in school.

Suspensions and Permanent Exclusion

Only the Headteacher (or Deputy Head in their absence) can take the decision to suspend or exclude a pupil. A suspension is for a fixed term ranging from 0.5 days to 5 days. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. The aim of a suspension is to enable staff the time required to formulate a plan to prevent future incidents and may be used in response to unacceptable behaviour (see Exclusions policy). A suspension can also be for parts of the school day, such as for the duration of the lunchtime period, if a pupil's behaviour at lunchtime is persistently disruptive. A pupil's behaviour outside of school grounds can be considered for a suspension or permanent exclusion. A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently can be 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 such as staff or pupils in the school.

Sacred Heart School will, where appropriate, verbally inform parents of their child's behaviour. In every instance where a child has been withdrawn from their class/the playground, parents will be informed within the school day or as soon as possible, thereafter. If the decision has been taken to issue a suspension, the school will - by the end of the afternoon session on the day that the suspension is issued - inform parents of the reasons for the suspension and that they are legally required to ensure that their child is not in a public space during school hours and that parents could be given a fixed penalty notice if they fail to comply. This will be communicated in a letter to be given to the responsible adult collecting the pupil at the point of suspension, or as soon as possible thereafter in exceptional circumstances. A record that this has been communicated to parents will be kept on CPOMS. (see Exclusions Policy). In some cases, the Virtual School Head and/or social workers will also be informed in line with DfE guidance.

Positive Behaviour Plan

Parents are required to support the school by attending a meeting to agree a Positive Behaviour Plan (PBP) and determine next steps, together. The PBP is tiered and follows a graduated response consisting of:

- Personal Profile - A page that captures the child's voice.
- De-escalation Strategies - individualised for children and in line with Team Teach's 6 stages of crisis.
- Weekly Record (see Appendix 3) - Providing session-by-session feedback for a child's conduct whilst at school. Parents will be asked to support the school through their engagement with their child's Weekly Record, actively discussing their expectations for their child's behaviour with their child and agreeing a mechanism for recognising their school conduct at home.
- Positive Handling Plan - Aiming to reduce the use of reasonable force, in line with Team Teach practice.
- Risk Assessment - In the event of behaviours which leave the child's personal safety compromised or which include assaults of other pupils and/or staff, a Risk Assessment will be completed. An Individual Pupil Risk Assessment (IPRA) identifies the measures which can be put in place by the school.

Support for parents

Chronology

Parents will be asked to support the school in gathering information about their child and any involvement with Health and other professionals throughout their childhood. If not already in place, parents may be advised to seek the support of NHS professionals through their GP.

Early Help Assessment

It is recommended that a referral for an Early Help Assessment (EHA) be made as soon as parents and/or school have any concerns about a child's behaviour. A Family Support Worker may be assigned to the family, and a successful EHA may involve a range of professionals at the invitation of parents and/or school. It is important at this stage for parents to be fully supported through open dialogue, clearly defined strategies to be used consistently between home and school and possibly access to further short courses which develop the expertise which might be valuable.

Assessments, External Advice and Referrals

A range of assessment tools will be used to determine significant areas of SEN need. Parents may be asked to give their consent for these assessments, the outcomes of which will be shared with parents as soon as possible. These assessments aim to identify factors underpinning persistent disruptive behaviours and may lead to planned intervention in school and further advice for home. The academies may seek the advice of external professionals, including Educational Psychologists. The key purpose of this is to assist parents / carers and school staff in the understanding of the child's needs and develop effective strategies. At this point also, the team - with the support of parents/carers - may wish to pursue a CAMHS referral or similar.

Provision

If, following external advice and strategies being implemented, persistent disruptive behaviours continue, consideration will be given to provision for the child in relation to the needs highlighted. This may take the form of personalised provision and/or therapeutic support.

Partial Timetable

The Headteacher may consider the use of a partial timetable in exceptional circumstances.

Provision of education for children excluded for a period exceeding 5 days

The school recognises the need to keep fixed term exclusions short wherever possible. Where it is necessary to exclude a child for a longer period than 5 days, the Academy will ensure that provision is offered to the child from the 6th day onward.

Local Authority

We value working in close partnership and encourage parents/carers to maintain a close working relationship with school. This may include accessing extended services to ensure that, together, we provide the right support for our

children. We work in close partnership with the Attendance and Inclusion to support our pupils through periods of advice, outreach and/or access to alternative provision, where appropriate.

DfE Guidance

This behaviour policy draws on reference throughout to the following DfE documents:

1. Behaviour in schools: advice for headteachers and school staff 2022
2. Use of Reasonable Force
3. Equality Act 2010
4. Children and Families Act 2014
5. Working together to safeguard children 2023
6. Keeping Children Safe in Education
7. Preventing and Tackling Bullying
8. Allegations of abuse against teachers and non-teaching staff
9. Sexual violence and sexual harassment between children in schools and colleges
10. Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement 2022

All documents should be read in conjunction with this policy.

Associated Policies

This policy should be read in conjunction with the following policies:

- The use of reasonable force
- Anti-bullying
- Safeguarding
- Exclusions

Appendix 1

The Language of Choice – 3 steps to success.

Step 1 – Statement of reality (tell them what you see)

“Ricky, you’re climbing over the fence.”

Never ask a child why they are doing what they are doing – they just need to STOP doing it. Using a statement of reality, many children will quickly do something to change the behaviour without further prompting. Remember, you need to give them TAKE UP TIME to do this rather than stand over them which again can be confrontational. They may also be seeking attention so giving them space shows they will not receive excess attention for negative behaviours. Remember to praise them if they change their behaviour.

Step 2 – Describe the behaviour you want to see

“Ricky, you need to collect the ball by using the gate – thank you.”

Rather than starting or ending your statement with PLEASE, use a THANK YOU instead. A thank you carries more of an EXPECTATION that they will do as you have asked them to. Remember; use these scripts with a calm voice and a smile as you are more likely to get positive results.

Step 3 – Statement of Choice

If they still do not do as you have requested, you need to use the language of choice. This gives the children the responsibility for the consequences that you will carry out (and you MUST deliver consequences, or the child will learn that you do not follow threats through).

“Ricky, if you choose to climb over the fence then you are putting yourself at risk of harm and I will need to keep you safe. It’s your choice.”

You should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it’s good to do the right thing and that you are pleased that they have made a good choice. Ignore any secondary behaviours (stomping around or grumbling as they do the right thing) the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then you MUST follow through with your consequences – seeking help if necessary.

Appendix 2

How to create supportive relationships		
Teach the child in front of you Believe in them Know their names Know something about them Show you're interested in them as people Smile frequently Be warm Unconditional positive regard Respect & support interests Consistently kind Say good morning Let them know a little about you Engage with them during break time Greet students as they arrive at the gate and classroom door End the day on a good note (no grudges) Care about them Banter (as long as you have trust) Have lunch with them Play with them Seek to understand rather than to blame Listen with the intent to understand rather than the intent to reply	Each day is a new day Earn respect rather than expect it Be authentic Don't take yourself seriously Care about their welfare Brag about them to others Every child needs a champion Never use sarcasm There is always more than one perspective Intention and attention is key Tone of voice is important Say goodbye at the end of the day Always preserve rewards Show interest in their interests Have a sense of humour Mutual respect Open communication Be approachable Be reflective Smile from your heart Catch them at their best Positive phone calls home Have high expectations Show empathy (not sympathy) Look out for their sports teams' results Actively listen and then listen some more	Create a safe environment Develop and cultivate compassion Say the "hard things" The small things are the big stuff Ask questions Set boundaries Step in without being asked Know when to dial it back Welcome diversity Be supportive Initiate conversations Follow through and do what you say you'll do Compliment Say thanks Laugh Be present Be their biggest cheerleader Let go of the past Check in regularly Be willing to learn from each other Show 'Botheredness' Remember important dates Don't judge Separate the behaviour from the person Treat them fairly Laugh with them Remember their birthday Learn to apologise

Appendix 3: The Weekly Record

If a pupil is demonstrating persistent disruptive behaviours, class teachers should consider use of The Weekly Record to monitor behaviours and, crucially, identify triggers more readily. This should not be viewed as a 'last resort' or a negative step. The Weekly Record:

- Can be used for a short period of intensive monitoring or may support a pupil on a longer-term basis.
- Offers the opportunity to give a child a high level of positive feedback on a session-by-session and week-by-week basis.
- Strengthens communication between parents and school, and with senior leadership within school.
- Allows the pupil to focus on three specific targets for improvement in their behaviours – strengthening their ability to discuss their behaviour using more precise vocabulary than they might otherwise.
- Develops pupils' self-awareness, so that they might respond to warnings more readily.
- Can be linked to specific nurture provision to develop their understanding of and ability to manage specific behaviours.

The decision to place a child on a weekly record should be discussed with the learning mentor / SLT so that they maintain an awareness of persistent behaviours.

1. A meeting with the child and their parent(s) should determine the first targets, with scope to modify the record to include home–school recording if negative behaviours are consistent between the two. The child should work on the same targets until they can be considered consistently met, at which point new targets should be agreed in a review meeting with parents.
2. Achievement against targets agreed should be discussed at the end of each session and points awarded. This provides a good opportunity for a positive discussion frequently throughout the day and is an essential component – it should not be the case that the record is completed at the end of a morning or full day, nor that the record is only referred to where there have been warnings given or an incident has occurred.
3. The targets set should be specific and seek to redress some aspects of the child's recurrent behaviours. Feedback, session by session, should be specific to progress against these targets and should avoid general sanctioning e.g. if warnings have been given for other matters within the session.
4. At the end of each day, the total points earned across the day should be totalled and bonus points awarded, where appropriate.
5. At the end of the week, the total number of points achieved should be recorded and the pupil should have the opportunity to discuss their weekly record with the learning mentor / SLT and to claim their reward, if appropriate.
6. Incidents which occur within the period of monitoring using the weekly record should also be recorded on CPOMS to maintain an accurate view of whole school behaviour patterns.
7. Weekly records should be added to CPOMS for analysis, each week.
8. If a child's behaviour re-sets following a period of weekly monitoring, the class teacher may agree to remove the child from the weekly record and manage behaviour within the policy.
9. If a child's behaviour does not demonstrate rapid improvement once the weekly record has been implemented, the class teacher should consult with SLT for a period of observation and advice.
10. Where appropriate, the writing of a Positive Behaviour Plan, a Positive Handling Plan and a Pupil Risk Assessment may be necessary. Again, SLT will support this process, but it is the responsibility of the class teacher to seek the support.

The Weekly Record is an important phase in developing the support an individual may need to thrive in your classroom and should be viewed as a positive step forward in that journey...

Acknowledging persistent low-level behaviours is not a sign of weakness; tolerating persistent low-level behaviours is never the best course of action for any child's long-term chance of success.

Name _____ Week Beginning _____

Targets:

- A.
- B.
- C.

0 = Target not met 1 = Partially met 2 = Met

Incidents

B = Behaviour T = Trigger A = Action

For an incident, state the behaviour displayed, the trigger that caused it and the action taken by staff

Reward

Daily 30 / 36 =

Weekly 165 / 180 =

Monday	Targets	Observations	Tuesday	Targets	Observations
Session 1	A-0/1/2 B-0/1/2 C-0/1/2	Time B T A	Session 1	A-0/1/2 B-0/1/2 C-0/1/2	Time B T A
Break	A-0/1/2 B-0/1/2 C-0/1/2		Break	A-0/1/2 B-0/1/2 C-0/1/2	
Session 2	A-0/1/2 B-0/1/2 C-0/1/2		Session 2	A-0/1/2 B-0/1/2 C-0/1/2	
Lunch	A-0/1/2 B-0/1/2 C-0/1/2	Time B T A	Lunch	A-0/1/2 B-0/1/2 C-0/1/2	Time B T A
Session 3	A-0/1/2 B-0/1/2 C-0/1/2		Session 3	A-0/1/2 B-0/1/2 C-0/1/2	
Session 4	A-0/1/2 B-0/1/2 C-0/1/2		Session 4	A-0/1/2 B-0/1/2 C-0/1/2	
Total	____/36		Total	____/36	
Wednesday	Targets	Observations	Thursday	Targets	Observations
Session 1	A-0/1/2 B-0/1/2 C-0/1/2	Time B T A	Session 1	A-0/1/2 B-0/1/2 C-0/1/2	Time B T A
Break	A-0/1/2 B-0/1/2 C-0/1/2		Break	A-0/1/2 B-0/1/2 C-0/1/2	
Session 2	A-0/1/2 B-0/1/2 C-0/1/2		Session 2	A-0/1/2 B-0/1/2 C-0/1/2	
Lunch	A-0/1/2 B-0/1/2 C-0/1/2	Time B T A	Lunch	A-0/1/2 B-0/1/2 C-0/1/2	Time B T A
Session 3	A-0/1/2 B-0/1/2 C-0/1/2		Session 3	A-0/1/2 B-0/1/2 C-0/1/2	
Session 4	A-0/1/2		Session 4	A-0/1/2	

	B-0/1/2 C-0/1/2			B-0/1/2 C-0/1/2	
Total	_____/36				

Friday	Targets	Observations
Session 1	A-0/1/2 B-0/1/2 C-0/1/2	Time B T A
Break	A-0/1/2 B-0/1/2 C-0/1/2	
Session 2	A-0/1/2 B-0/1/2 C-0/1/2	
Lunch	A-0/1/2 B-0/1/2 C-0/1/2	
Session 3	A-0/1/2 B-0/1/2 C-0/1/2	
Session 4	A-0/1/2 B-0/1/2 C-0/1/2	
Total	_____/36	
Weekly Total	_____/180	

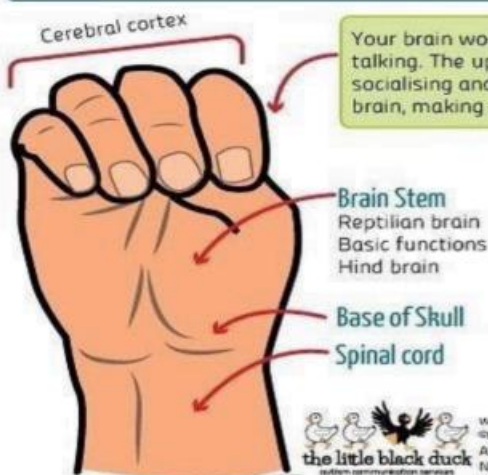
The Hand Model of the Brain

What happens when we "flip our lid"

When our brain is working efficiently both the upper and mid brain are communicating effectively. Information comes in and is processed logically. Sometimes too much information is coming in for the Upper brain to process and it disconnects. We "flip our lid" and can no longer access the functions provided by the upper brain

The Cerebrum or Neo Cortex

Cerebral cortex
Prefrontal cortex
Upper brain
"Logic centre"
"Thinking brain"
"Upstairs brain"



Your brain working in harmony. All parts are connected and talking. The upper part of the brain can be accessed for logic, socialising and reasoning. Our upper brain is hugging our mid brain, making it feel safe

Upper and lower parts of the brain are no longer connected and talking. Logic no longer influence emotions. You've "flipped your lid"

The Cerebellum or Limbic Regions

Hippo campus
Amygdala
Mid brain
"Big feelings"
"Cave man" brain
"Downstairs brain"
Information dump from the Central Nervous System



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