Blaenavon Heritage Voluntary Controlled Primary School



BEHAVIOUR MANAGEMENT

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Written: May 2016
Review: February 2022
Ratified: 31st March 2022
CoG:

POLICY AIMS

This policy, along with our Whole School Aims and Vision, supports the development of a caring whole school community, strengthening relationships that are based upon trust and mutual respect to ensure that, together, everyone can learn and play effectively. This policy was recently reviewed and developed in consultation with children, parents, governors and staff.

OBJECTIVES

In order to achieve our aims, we will involve all our children, parents and staff in a motivating whole school community approach, using a positive reward system that will bring home and school closer together. Our reward system encourages our children to:

- adhere to our Whole School Rules;
- promote core values of honesty, fairness, empathy and respect for others;
- develop their confidence to make the right decisions;
- develop self-control, making good behaviour choices that will keep them safe;
- develop resilience to overcome and enjoy challenges;
- develop a positive attitude to learning, their school and community that will remain with them throughout their lives.

BLAENAVON HERITAGE VC PRIMARY SCHOOL'S WHOLE SCHOOL RULES

At the start of each term the whole school rules are revised in both worship and the classroom setting to ensure a consistent approach is maintained. During planned PSE/SEAL sessions we teach learners the necessary skills to manage feelings and how to achieve and maintain high standards of expected behaviour.

Whole School Rules (Appendix 1)

- I will always be polite, kind and respectful;
- I will always look after my school and everything in it;
- I will always be responsible for my own behaviour and follow directions;
- I will always do my best and take pride in my work.

1 REWARDS

At Blaenavon Heritage VC Primary School teachers encourage learners to develop skill or value — whether it's working hard, being kind, helping others or following school rules. We congratulate, praise and reward children in a variety of ways:

1 **Positive feedback and comments**

2 **Informal Class Points (eg individual or table points)**

3 **Stickers and stamps**

4 **Behaviour Pegs Placed on GREEN/GOLD (EY/FP)**
Mynd am Aur (Going for Gold): Behaviour Pegs/Behaviour Tracker
GOLD Children exceeding expectations
GREEN Children following school rules

5 **Visible Behaviour Tracker (Excel) GREEN/GOLD (KS2)**

6 **School Twitter**
Photographs and videos of children's achievements are shared via Twitter to celebrate with parents/carers and the wider community. Only children with appropriate photo permissions will be photographed and shared on Twitter.

7 **Seren y Dydd (Star of the Day) Certificates (Appendix 2)**
The class teacher will award at least one certificate per day.

8 **Amser Euriad (Golden Time)**
Children who follow our school rules, demonstrate core values and respectful behaviour earn 5 minutes of 'Golden Time' each day. If a child remains on Green and Gold all week they will receive 30 minutes of independent activity time every Friday afternoon. Age appropriate activities will be agreed between the class teacher and children.

9 **Seren yr Wythnos (Star of the Week) Presented every Friday at 'Celebration Worship' (Appendix 2) where parents are invited to attend. In the event of COVID-19 restrictions, the Stars of the Day will have their photo published on Twitter.**
Children who do their best and take pride in their work will have the opportunity to receive a Seren yr Wythnos Award at the Celebration Worship which will be held every Friday (FP 9:30am/KS2 2:30pm). Parents and Carers will receive a paper notification inviting them to the see their child receive their award at the 'Celebration Worship' the following week. At this time the children are also encouraged to bring in certificates and trophies to celebrate their achievements and successes gained in clubs attended within the wider school community. (Any family member or carer that is unable to attend the Celebration Worship will have the opportunity to see a Tweeted photograph of the award winners who have photo permission.)

10 **Opportunities to share Certificates/Awards received within their Community**

2 CONSEQUENCES / SANCTIONS

If a child displays occasional inappropriate behaviour then an initial verbal warning is issued before their peg is moved and the appropriate code selected on the Excel Behaviour Tracker in KS2.

If a child demonstrates **continuous** low level inappropriate behaviour or more **serious behaviours (Audit of Behaviour Need Categories C, D and E, Appendix 4)** their peg will be removed from the GREEN/GOLD circle/face and a consequence will be given. In KS2 a behaviour code is selected on the Excel Behaviour Tracker and the colour changed to yellow or red.

Staff will record/track continuous inappropriate low level and serious behaviours using the 'Half Termly Tracker' in FP (Appendix 5) and on the Behaviour Tracker (Excel) for KS2 (Appendix 9). There is an expectation that teachers in FP also record the results each half term on the Excel Tracker.

All children are given the opportunity to make the right choice during each session (session times are dependent on children's individual age and specific need) allowing pegs or codes to be moved back to GREEN. However, consequences must still remain to ensure children are given the opportunity to reflect and restore.

Levels of consequences/sanctions:

Consequences (Please refer to 'Behaviour Category of Need Descriptors)	
Category B Occasional poor behaviour	**Verbal warning**
Category C Regular low-level disruption including swearing and low-level physical aggression	**Half Termly Tracker, Daily Tracker (How's my day been?)** In class/yard time consequences (Time Out Zone/Reflection Area/Thinking Chair), Removal- To other Class or Appropriate Adult, Contact parents/carers for continued inappropriate behaviour Contact parents at the end of the day if physical aggression is used
Category D/E Serious Behaviours	**Continue Trackers as above, Individual Behaviour Plan, Positive Handling Plan/Risk Assessment** Immediate consequence in class/yard (Time Out/Reflection Zone), Removal- To other Class, Appropriate Adult or SLT, If pupil meets with SLT, phone call home as soon as possible Contact parents/Carers as soon as possible, If Team Teach required radio for support For persistent serious behaviour, pupils will be directed to work in small, supported group in red room (this will be for a time deemed suitable for the child and proportional to the behaviours shown) **Extreme levels of verbal/physical aggression towards pupils and staff; SLT/HT will remove pupil and contact parents immediately**

1 **Getting 'Back on Track'**
Children needing a 'time out' will have an agreed 'Time Out Zone/Reflection Area' within their own class or out on the yard. They may also have an agreed member of staff with whom they can spend time. The children may use a calming object for support, complete a mindfulness activity or read/listen to a favourite/social story to support returning to a calmer emotional state.

2 **Temporary move to Other Classes (if COVID-19 restrictions allow)**
Children needing 'time out' can also be sent to an agreed specific teacher for a time appropriate to the needs of the child in that current situation and emotional state. Staff will ensure the other class is notified and able to accept before sending the child.

3 **Daily Tracker: How's my day been? (Appendix 6)**
'How's my day been?' is a personalised individual tracking sheet to encourage learners to stay on track during each session every day. If the child is unable to stay on GREEN the tracking sheet will highlight patterns and types of inappropriate behaviour displayed along with when and where incidents occur. The individual tracking sheet will be photocopied and sent home to parents/carers at the end of each week.

If a child displays inappropriate serious behaviours which pose a significant health and safety risk to themselves, other pupils or staff. SLT will support removal of the child from the given situation. The Head Teacher may request the parent/carer to supervise their child for the remainder of the day.
If the parent/carer is unable to provide supervision, the Head Teacher may exclude the pupil.
ALL SERIOUS BEHAVIOUR INCIDENTS MUST TO RECORDED USING 'MY CONCERN'

The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour. All bullying incidents raised will be followed according to the procedures set out within the Anti-Bullying Policy.

3 ADDITIONAL LEARNING PROVISION

At Blaenavon Heritage VC Primary School we believe in a system where behaviour needs are identified early, addressed quickly and all learners supported to reach their full potential to succeed. We believe our learners deserve a child centred approach where we use a range of strategies (listed above) to help our children overcome their barriers to following school rules to enhance learning.

1 Individual Behaviour Plan (Appendix 7)

The ALNCo may be involved in discussions involving children who have Additional Learning Needs (ALN). In certain situations, children with ALN will be supported using a range of strategies, which may differ from the whole school approach. An Individual Behaviour Plan (IBP) may be used to outline strategies.

2 Team Teach Procedures (Appendix 8)

In certain cases, if a child causes a disruption in class and is in danger of harming him/ herself, peers or staff, the child will be moved to another room using the Team Teach approach to calm down and accept the appropriate consequences. The child will return to class when it is judged appropriate to do so. **Staff will only intervene physically to restrain children or to prevent injury to a child/adult, or if a child is in danger of hurting him/herself or school property.** The actions we take are in line with Government guidelines on the restraint of children and sufficient staff have been trained in the Team Teach Positive Handling methods. Incidents of positive handling are recorded in a bound book which is held in the Head Teacher's office. Positive Handling Plans are available for identified pupils.

4 ROLES AND RESPONSIBILITIES

We require all staff to provide a positive model of behaviour by treating children, parents and one another with respect, friendliness, care and courtesy. We familiarise new staff with the Positive Behaviour Management Policy and its guidelines for behaviour.

1 The Role of the Class Teacher

It is the responsibility of the class teacher/school staff to ensure the school rules are adhered to in classes and that classes behave in a responsible manner during lesson times and throughout the school day.

The class teacher treats each child fairly and adheres to the Whole School Rules consistently. The class teacher treats all children in their class with respect and understanding.

The class teacher liaises with the ALNCo, as necessary, to support and guide the progress of an identified child. The class teacher and ALNCo will work closely together and may liaise with external agencies, as necessary, to support and guide the progress of a child. They may, for example, discuss the needs of the child with the Educational Social Worker or Local Education Authority's Behaviour Support Service.

The class teacher/school staff reports to parents/carers about the progress of each child in their class, in line with the Positive Behaviour Management Policy. The class teacher and/or a member of the Senior Leadership Team may also contact a parent/carer if there are concerns about the behaviour or welfare of a child, in order that a meeting be arranged to discuss how both parties can work together in addressing the child's behaviour/welfare.

The class teacher will ensure that whole school strategies are followed to encourage good behaviour as follows:

- Children are dismissed from the yard by the staff on duty;
- Staff supervise cloakroom areas and stairs;
- Children line up outside the classrooms before entering, with the teacher ahead to receive them;
- No children are to be allowed into classrooms during playtimes or lunch times, without permission;
- Classes/groups of children moving around the school should be accompanied by an adult at all times, with the exception of some older children who may be trusted to conduct roles of responsibility.
- Some children may be permitted to take a message or collect resources when asked to do so by an adult.

2 The Role of the Additional Learning Needs Co-ordinator (ALNCo)

The Behaviour Lead will ensure 'Positive Behaviour Management' is used fairly and consistently across the whole school. The Behaviour Lead is responsible for promoting and ensuring appropriate strategies for acceptable standards of behaviour are in place, and that all staff adhere to agreed guidelines for promoting assertive discipline at all times.

The ALNCo will support class teachers in devising appropriate support plans, such as Individual Behaviour Plans (IBPs) / Pupil Centres Behaviour Plans (PCBPs) / transition plans, to support pupils' behaviour and ensure these are regularly reviewed.

3 **The Role of the Head Teacher**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school's Positive Behaviour Management Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Head Teacher to ensure (1) the health, safety and welfare of all children in the school, (2) high standards of behaviour from all pupils, and (3) that a climate of mutual respect exists between pupils, staff, parents and carers.

The Head Teacher supports the staff by implementing the policy – by setting standards of behaviour and by supporting staff in the implementation of the policy.

The Head Teacher will ensure all staff will report, then record serious inappropriate incidents of behaviour using 'My Concern'.

The Head Teacher has the responsibility of giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour. For repeated, or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Governors and the Chief Officer, Education & Lead Director for Children & Young People, are immediately informed of any such decisions.

4 **The Role of Parents/Carers**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parents are informed of the Whole School Rules during the year, eg in newsletters and in the school prospectus. The school engage with parents in their child's achievements in a variety of ways mentioned in the 'Rewards' section of this policy.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the Home/School Agreement (Appendix 10).

Parents of new pupils are expected to sign the Home/School Agreement on admission and support the school's policies and the school's position that physical contact between pupils or towards staff is not tolerated.

At Blaenavon Heritage VC Primary School we aim to build a supportive dialogue between the home and the school; we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions as a consequence of inappropriate behaviour, parents should support the actions of the school.

If parents have any concern about the way their child may have been treated, they should initially contact the class teacher. If the concern remains, a member of SLT, or the Head Teacher, will seek to clarify and resolve the situation. If parents are still concerned, they may contact the Chair of Governors. If, at this stage, the discussions cannot resolve the problem, a formal grievance or appeal process can be implemented by contacting the Chief Officer, Education & Lead Director for Children & Young People. **Parents should, at all times, refrain from using social media to air their grievances.**

5 **The Role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the Behaviour Management Policy, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

6 **The Role of the Child**

At Blaenavon Heritage VC Primary School we believe pupils should take responsibility for their own behaviour. It is the responsibility of pupils to make good choices at all times. This will lead to pupils behaving well and building and maintaining good relationships. Pupils should follow the Whole School Rules and avoid bad choices.

Pupils are encouraged to develop:

- A sense of right and wrong;
- Responsibility for their own actions;
- The skills necessary for membership of a community; and
- A sense of self-worth.

5 FIXED TERM AND PERMANENT EXCLUSIONS

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Head Teacher excludes a pupil, she must inform the parents immediately, giving reason for the exclusion. At the same time, the Head Teacher must make it clear to parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs parents how to make any such appeal.

The Head Teacher informs the Local Education Authority (LEA) and the Governing Body about any permanent exclusion and informs Governors about any fixed-term exclusions beyond 5 days in any one term. The Chief Education Officer is immediately informed of all fixed term exclusions.

The Governing Body cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Body has a Disciplinary Committee involving 3 members. This Committee considers any exclusion appeals on behalf of the Governors.

When an Appeals Panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, any representation by the parents and the LEA, and whether the pupil should be reinstated.

If the Governors' Appeals Panel decide a pupil should be reinstated, the Head Teacher must comply with this ruling.

1 **Internal Exclusion**

On occasions, internal exclusion will be used as a strategy to address inappropriate behaviour. If appropriate, it may be used to prevent a fixed term exclusion or when a child returns to school following an exclusion.

Internal exclusion is when the pupil is excluded from learning and playing with his/her peers but, instead, is supervised and located in a different class within the key stage. The child's class teacher continues to provide him/her with appropriate learning activities and maintains frequent contact with the child during the period. The process is intended to be very short term – a maximum of 5 days – and is reviewed daily by the class teacher and Head Teacher.

2 **Modified Day**

In order to prevent further fixed term exclusions, a child may be placed on a modified day. This will be done in consultation with parents, LEA Inclusion Officer and any external agencies involved in the child's care. If implemented, it will be reviewed regularly with the aim of full attendance being attained as soon as possible.

6 MONITORING

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the Behaviour Management Policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of serious incidents of inappropriate behaviour using 'My Concern'. The class teacher records minor incidents. The daily, weekly and half termly behaviour trackers are used to support identification of patterns of inappropriate behaviours.

The Head Teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

7 MANAGED MOVES OF PUPILS

The Local Authority does not have a policy for Managed Moves. Should the school be involved in any requested or initiated managed moves, it will follow the guidance offered by the Welsh Government in the document entitled 'Effective Managed Moves'.

8 EQUAL OPPORTUNITIES

Please see policy.

9 HEALTH AND SAFETY

Please see policy.

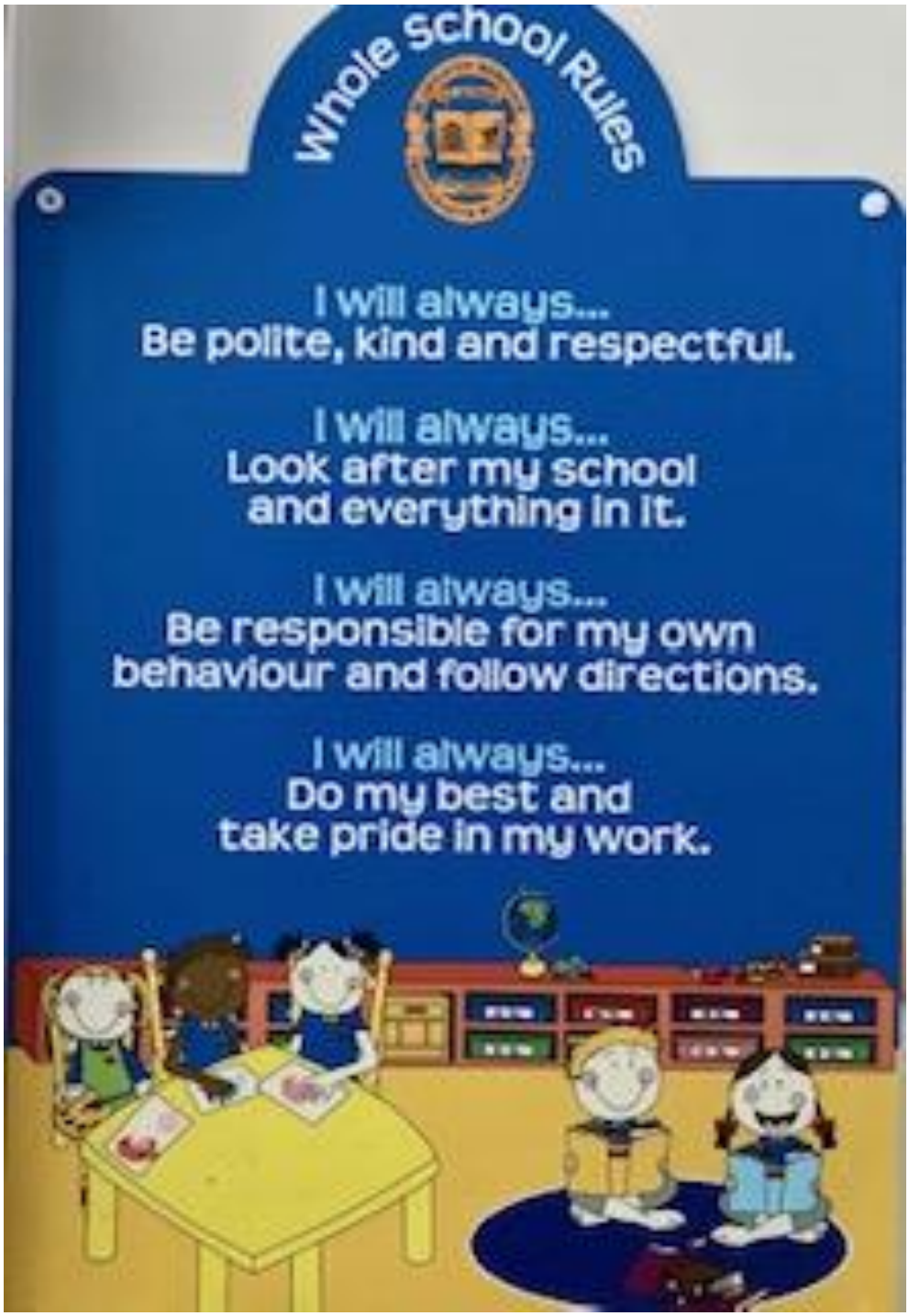
10 REVIEW

The Governing Body reviews this policy annually. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy may be improved.

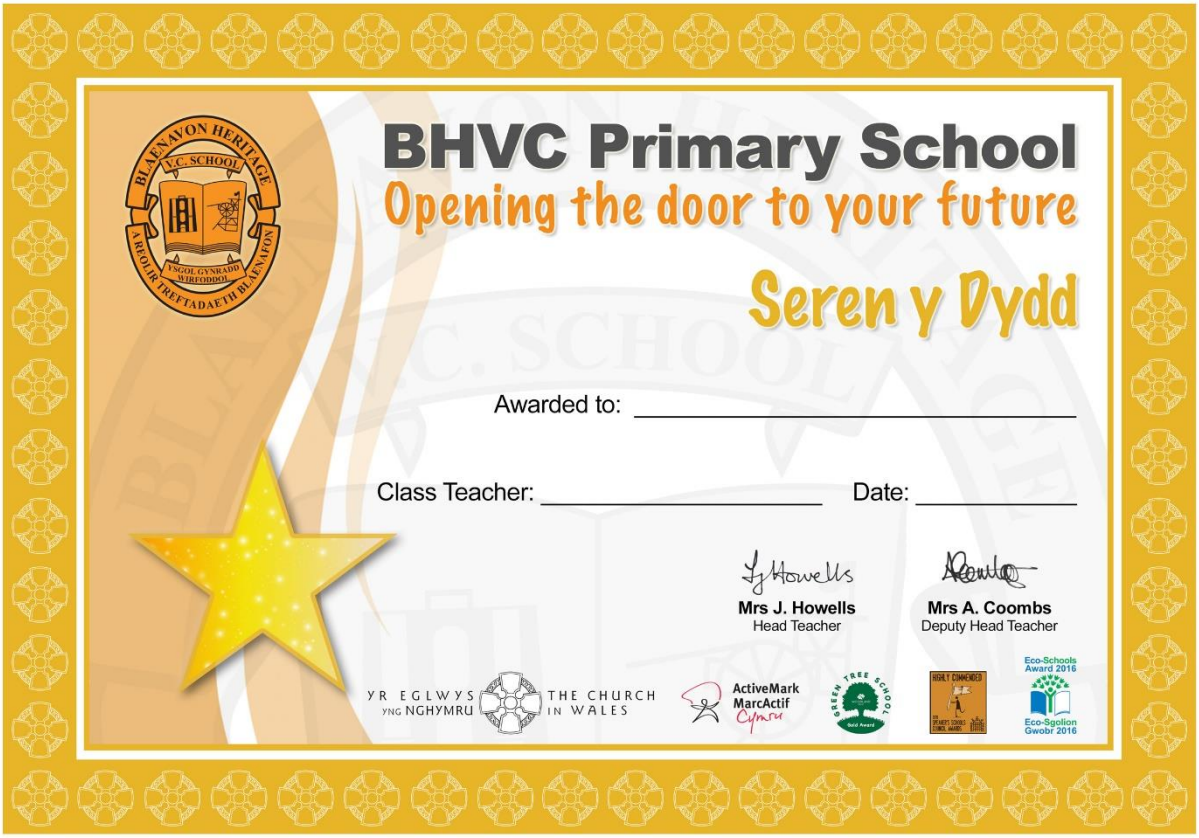
Other documents and appendices:

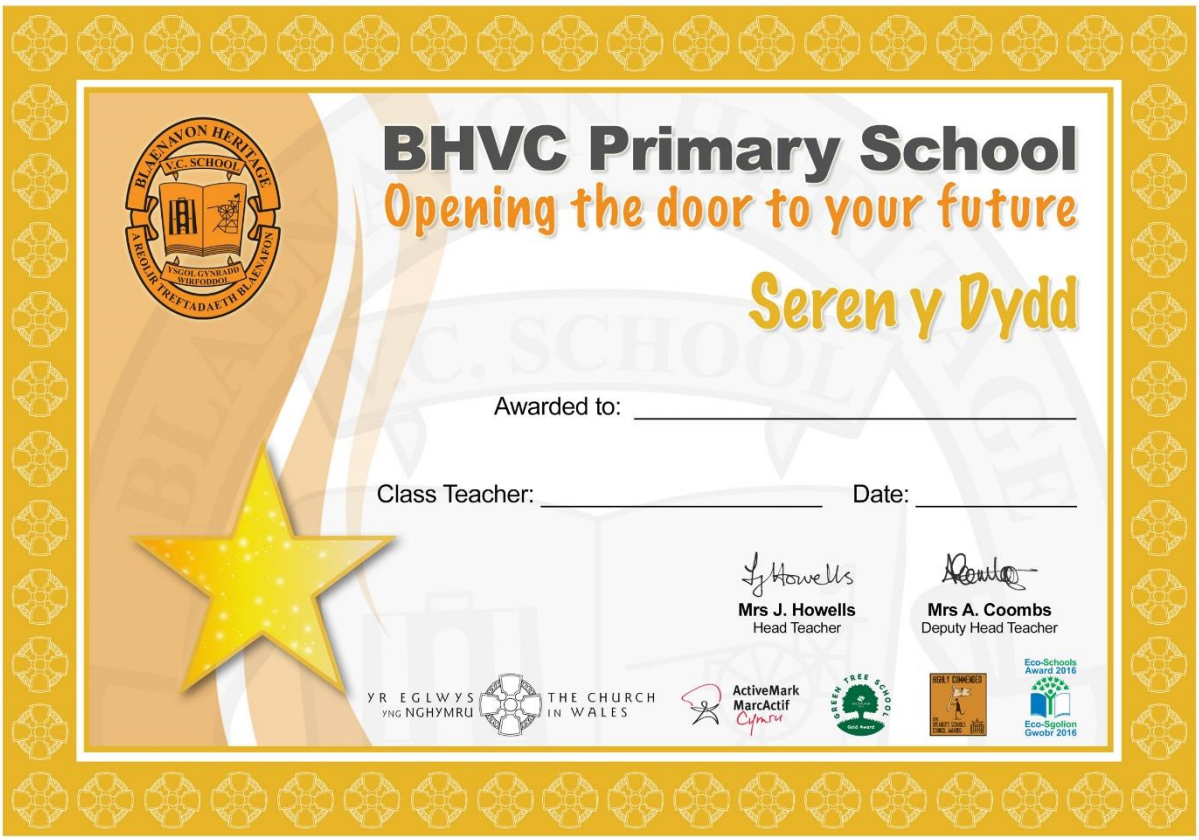
Appendix 1	Whole School Rules
Appendix 2	Seren y Dydd/ Seren yr Wythnos Head Teacher Certificate
Appendix 3	Staff/Parent Overview of New Changes Implemented Oct 2019
Appendix 4	Audit of Behaviour Need
Appendix 5	Half Termly Tracking Sheet
Appendix 6	Daily Tracker: How's my day been?
Appendix 7	Individual Behaviour Plan
Appendix 8	Team Teach Procedures
Appendix 9	Behaviour Tracker KS2
Appendix 10	Home/School Agreement

Appendix 1: WHOLE SCHOOL RULES

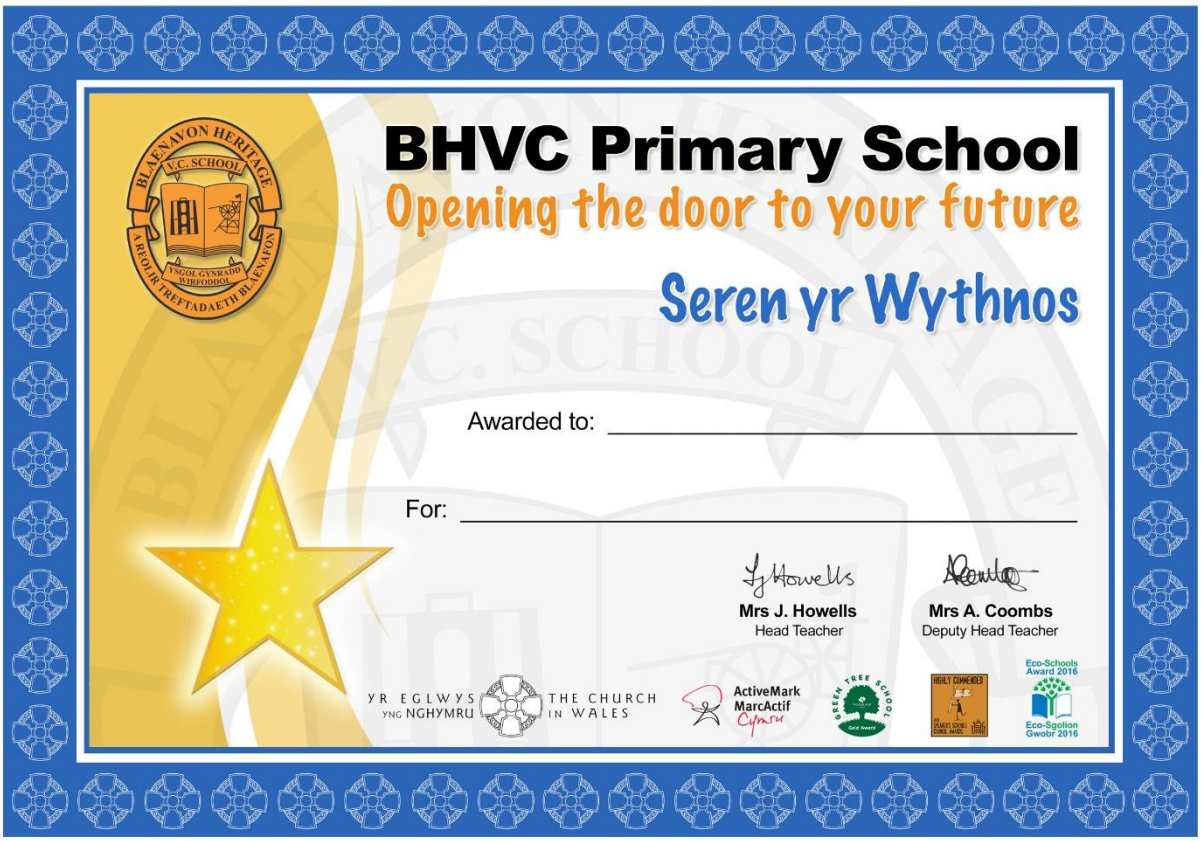


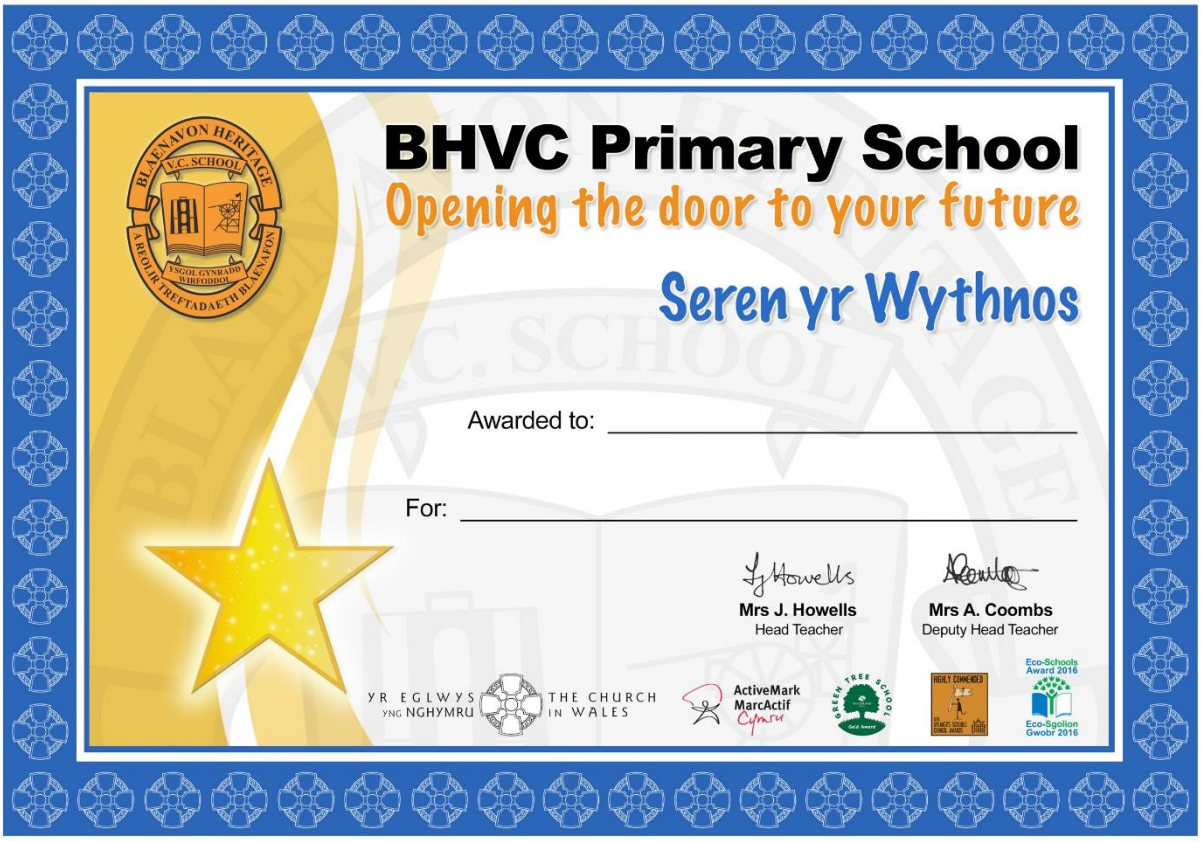
Appendix 2: SEREN Y DYDD





Appendix 2: SEREN YR WYTHNOS





Appendix 3: STAFF/PARENT OVERVIEW OF CHANGES

Rewards	
Going for Gold: Behaviour Pegs	**GOLD** Children exceeding expectations **GREEN** Children following school rules
Seren y Dydd	Staff will award at least two certificates per day for children on GREEN/GOLD for majority of their day.
Golden Time (GT)	Each child that remains on GREEN/GOLD every day will earn 5 minutes of Golden Time. Golden Time will take place every Friday afternoon, appropriate activities/rewards will be agreed between the class teacher and children each week.
Celebration Worship	**Children who do their best and take pride in their work** will have the opportunity to receive a Head Teacher's Award at Celebration Worship which will be held every Friday. Each Friday the class teacher will choose up to 4 children to receive this award. A message slip will be sent home to invite parents to see their child receive their award the following Friday. **Foundation Phase Friday 9:30am Key Stage 2 Friday 2:30pm** Any family member or carer who is unable to attend the Celebration Worship will have the opportunity to view a photograph of the children (with photo permissions) via Twitter.
Consequences (Please refer to 'Behaviour Category of Need Descriptors)	
Category B Occasional poor behaviour	**Verbal warning**
Category C Regular low-level disruption including swearing and low-level physical aggression	**Half Termly Tracker, Daily Tracker (How's my day been?)** In class/yard time consequences (Time Out Zone/Reflection Area/Thinking Chair), Removal-Partner Class, Contact parents/carers for continued inappropriate behaviour, Contact parents at the end of the day if physical aggression is used
Category D/E Serious Behaviours	**Continue Trackers as above, Individual Behaviour Plan, Positive Handling Plan/Risk Assessment** Immediate consequence in class/yard (Time Out/Reflection Zone), Removal- Partner Class, Contact parents/carers as soon as possible, If Team Teach required radio for support **Extreme levels of verbal/physical aggression towards pupils and staff; SLT/HT will remove pupil and contact parents immediately**

Appendix 4: AUDIT OF BEHAVIOUR NEED

Audit of Behaviour Need (PRIMARY): 2019-20

Instructions for Coordinator: *Please ask relevant staff to complete for their class or year group (Reception – Y6), using the form provided as Appendix 1. Then collate the information using the excel spreadsheet provided separately.*

Please keep copies of individual lists with pupil names as these may be requested at a later date.

Instructions for Staff:

- Please allocate pupils within your class to the support group category (A-E or V for vulnerable) which represents the 'best fit'.
- Each student should be allocated to ONLY ONE CATEGORY – If a student is vulnerable but also has challenging behaviour, use the appropriate behaviour category of need rather than the 'Vulnerable' category.
- Liaise with others as necessary.
- You are asked to make judgements about the frequency of 'low-level' disruptive behaviour and 'major' behavioural incidents. To aid this (necessarily subjective) process, some examples of each are given below.
- Please include names for any students placed in the Category of Need C-E categories and the V (vulnerable) category.

Low Level Disruption	**'Major' (serious) behavioural incidents**
This is behaviour which does not bring teaching and learning to a halt but can prevent pupils (both the disrupter and the disrupted) from learning and reduces available teaching time. The pupil will show these behaviours persistently with their usual teacher. - Persistent out of seat behaviours/classroom 'wandering' - Interfering with others' person or possessions - Frequent calling out - Often talks over teacher/ disruptive noise-making - Consistently slow to settle/short attention span - Squabbles with others consistently - Answers back - Frequent non-compliance (failing to follow instructions first or second time) - little/poor quality work completed - Consistently forgetting PE kit/materials/homework	These are incidents that bring teaching and learning to an entire halt (demanding total teacher focus), pose a significant risk to the safety of the pupil or others (peers and staff), require restraint to be used (or the calling of staff support). eg. - Running out of the classroom without permission - Deliberate physical assault on a pupil - Deliberate physical assault on a teacher - Regularly leaving school premises without permission - Threatening staff or peers with apparent intent to carry out threat - Use of or threatening to use a weapon - Major acts of vandalism – damage to school or others' property - Regular swearing at staff members

Behaviour Category of need descriptors

Category	Description (pen picture)	Key indictors
Group A	• Student copes successfully in school, following rules and routines and responding to normal rewards and sanctions. Normal behaviour for Key Stage. Attends well. Is generally happy.	• No major behaviour incidents in past year. • Up to 1 or 2 minor behavioural incidents in past year('one-offs') • Some positive achievements eg school awards
Group B	• Student may display occasional poor behaviour in a limited range of circumstances (eg unstructured time) or with certain teachers (including supply teachers). • Student generally responds to normal sanctions and rewards, and behaviour can be modified by a 'quiet word' with class teacher.	• No major behavioural incidents in past year • 2 or 3 minor behavioural incidents in past year, dealt with by low-level sanction. • Positive indicators: Positive engagement with majority of school staff; some rewards earned in current year.
Group C	• Students will regularly cause low level disruption in the classroom (with 'own teacher') and have some incidents in non-structured times (eg. arguments with peers/ inappropriate behaviours), and may take up more than 'normal' amount of teacher's time. Often misbehaves with supply teachers and midday supervisors etc. • May occasionally have a serious behaviour incident. Not always responsive to normal sanctions. Needs careful handling as can 'lose it'.	• 1 or more serious behaviour incidents in past year (eg. when 'lose it'). • Regular minor behavioural incidents in past year, requiring more than class teacher sanction/ higher level sanction than majority of pupils in key-stage receive. • Probably no FTEs, but might have 'one-off' or internal exclusions • Positive indicators: engagement with some staff.
Group D	• Students likely to have had major incidents in past year, and disrupt teaching with low-level disruption frequently and regularly. Students will be regularly non-compliant with teacher requests and senior staff will be involved, probably at least weekly. Pupils can usually be 'contained' eventually by senior staff/key adults • Pupils should have enhanced IBP, ALNCO involvement, possibly a Positive Handling Plan /Risk Assessment and pupil will need additional support. Should be on SEN register.	• Serious behaviour incidents will occur (probably 3 or 4 in past year) • More than 2 FTEs in past year or within school equivalent • Senior staff have regular involvement
Group E	• Students will be likely to have major incidents at least once a week. Low level disruption across the curriculum. Problems likely at break/ lunch-time. Regularly refuse to do as they are told or follow rules or routines. Their behaviour will be more extreme than Group D – they can be verbally abusive to staff including senior staff, maybe physically aggressive to staff and pupils and may have required physical intervention on occasions or have frequent temper tantrums (hyperarousal). On occasions considered beyond the control of the school.	• Serious behaviour incidents weekly. • More than 3 days FTE in past year (or within school equivalent) • In danger of PEX • Enhanced IBP/Risk assessment/PHP (or PSP) should normally be in place • AR would be considering modified day or alternative placement if pupil statemented. Managed move might be considered.
Vulnerable (V)	• Students who do not 'fit' the above categories, but about whom you have significant concerns (eg. withdrawn, anxious students who might not seek support, or those you suspect may have mental health issues such as eating disorders or self-harming). • Please include in this group any students who fall within the criteria for 'persistent absenteeism', at present 80% or less attendance.	• Possibly involvement with counselling services, CAMHs etc. but may not currently access support. • Involvement with EWS as a 'persistent absentee' (ie. under 80% attendance). **NOTE: If behaviours at C,D or E do NOT put in V category even if also vulnerable.**

Appendix 1: **Class level data collection form**

School: **Year Group:** **Teacher:** **Class:**

Behaviour category of need	Number of pupils fitting criteria / Total number of pupils in group	Names (Please provide for categories C, D, E and 'Vulnerable')	Comments
A			
B			
C			
D			
E			
Vulnerable (V)			

Appendix 5

HALF TERMLY BEHAVIOUR TRACKER:
CLASS _____

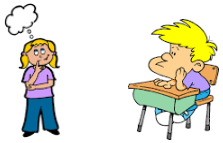
Name	Partner Class	Behaviour Category	IBP	Positive Handling Plan & Risk Assessment	How' s my day? Daily Tracker	Wk 1 LL SB		Wk 2 LL	SB	Wk 3 LL	SB	Wk 4 LL	SB	Wk 5 LL	SB	Wk 6 LL	SB	Wk 7 LL	SB	Wk 8 LL	SB	Total LL	SB

Appendix 6: DAILY TRACKER – HOW'S MY DAY BEEN?

Blaenavon Heritage VC Primary School Daily Tracking Sheet	Class:	P- Poor Social Interaction	N – Not following Directions
	Date	R – Rudeness/Disrespectful	B – Bad Language
	T – Refusing to do task	H – Hurting pupils	L – Leaving the classroom
		HS- Hurting Staff	O- Other (Give Reason)
Partner Class/Time Out Zone:		'Back on Track' RED Duty Break time Staff Member:	

Pupil Name	Breakfast Club	8:45 – 10:30am			10:45 – 1pm			1 – 3:10pm		3:15-4:15pm
		Orange	Red	Break time	Orange	Red	Lunchtime	Orange	Red	Extracurricular

Appendix 7: INDIVIDUAL BEHAVIOUR PLAN

<table>
<tr><td colspan="6">My Individual Behaviour Plan</td></tr>
<tr><td>Name;</td><td>Year group;</td><td>COP Stage;</td><td>IBP Number;</td><td>IBP Start Date;</td><td>Review Date;</td></tr>
<tr><td colspan="3">What is important to me?</td><td colspan="3">What is important for me?</td></tr>
<tr><td>My targets
</td><td colspan="2">What do I need to do?
</td><td>Who's going to help me?
</td><td colspan="2">Outcome
R A G</td></tr>
<tr><td></td><td colspan="2"></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="6">Outside Agency Involvement; (Which agency? Who? Are targets reflected in the IEP?)
EPS;
Advice;
•</td></tr>
<tr><td colspan="6">Proposed support; (How do you aim to meet the targets? Eg, numeracy/literacy intervention, in-class support, Teaching Talking, etc. Name support staff where applicable)
•</td></tr>
<tr><td colspan="2">Signed (teachers);</td><td colspan="2">Pupil (where appropriate);</td><td colspan="2">Parent;</td></tr>
<tr><td colspan="6">Type of SEN (PLASC descriptors);</td></tr>
<tr><td colspan="2"><u>Cognition and Learning</u>
SPLD;
Dyslexia (DYSL), Dyscalculia (DYSC), Dyspraxia (DYSP), Attention Deficit Hyperactivity Disorder (ADHD).
Moderate Learning Difficulties (MLD)
General Learning Difficulties (GLD).
Severe Learning Difficulties (SLD).
Profound and Multiple Learning Difficulties (PMLD).</td><td colspan="2"><u>Behaviour, Emotional and Social Development</u>
BESD</td><td colspan="2"><u>Communication and Interaction</u>
Speech, Language and Communication Difficulties (SLCD)
Autistic Spectrum Disorders (ASD)</td><td><u>Sensory and/or Physical</u>
Hearing Impairment (HI)
Visual Impairment (VI)
Multi-sensory Impairment (MSI)
Physical and/or Medical Difficulties (PMED)</td></tr>
</table>

Appendix 8

TEAM TEACH PROCEDURES

Please refer to Positive Intervention and Physical Intervention Policy

Appendix 9

BEHAVIOUR TRACKER

CLASS	Cat A	Cat B	Cat C	Cat D	Cat E	Vulnerable	TOTAL
Nursery							0
Enfys		2	1		6		9
Gwyrdd	6	18	2			1	27
Glas	14	4	2				20
Coch	7	4	5	6			22
Pink	18	1	2			1	22
Porffor	18	2	1				21
Melyn	12	15	1				28
Oren	12	7	1			7	27
Coity 1	18	7	1			2	28
Coity 2	23	3	3				29
Blorenge 1	11	9	3	3		2	28
Blorenge 2	18	5	1	2		2	28
Ty Godwith	21	4	2			1	28
Gauts Gate	21	2	2	2		2	29
Garn-yr-Erw	24	3		2		1	30
Keepers	24	2	1		1	1	29
TOTAL	**247**	**88**	**28**	**15**	**7**	**20**	**405**

Appendix 10: HOME SCHOOL AGREEMENT

Blaenavon Heritage VC Primary School

BHVC opening the door to your future!



Blaenavon Heritage VC Primary School

Middle Coed Cae Road
Blaenavon
Torfaen NP4 9AW

Telephone: 01495 766500

Email: bhvcprimaryhead@torfaen.gov.uk

www.bhvcprimary.co.uk

Head Teacher: Mrs J Howells

Deputy Head Teacher: Mrs A Coombs

Foundation Phase Leader: Mrs C Crew

Key Stage 2 Leader: Miss M Calder-Matthews

Acting Additional Learning Needs Co-ordinator: Mrs H Roberts

BLAENAVON HERITAGE VC PRIMARY SCHOOL

HOME SCHOOL AGREEMENT

Child's Name: ……..

Class: ……..

Date: ……..

The School's Promise

School Aims

At Blaenavon Heritage VC Primary School we all aim to:

1 Provide the best from the beginning!

2 Learn and achieve, laying the foundations for the future.

3 Develop healthy minds, in healthy bodies.

4 Live, learn, play and pray every single day.

5 Listen and treat each other with respect.

6 Provide a safe place to live and learn.

7 Be happy and included in all we do!

BHVC opening the door to your future!

Signed: 

Mrs J Howells
HEAD TEACHER

The Pupil's Promise

I promise to:-

- To take care/look after children if they fall over.
- Do the very best I can and take pride in all my work.
- Be kind to everyone.
- Have fun.
- Take care of our toys and respect our property.
- Keep my classroom tidy.
- Clean up after myself and encourage others to do the same.
- Be a good role model.
- Be responsible for my own behaviour.
- Tell a member of staff/adult if I see something bad happening.
- Be respectful to others.
- Follow the school rules.
- Listen carefully and respect others views and opinions.
- Include everyone in everything we do. For example, if someone is on their own at playtime offer to play with them.
- Take part in all activities and do my best.

Signed:

The Parent/Carer Promise

- I will encourage my child to follow the school rules, particularly in relation to behaviour.
- I will let the school know of any problems which may affect my child's health, work or behaviour in a calm and sensible manner.
- I will ensure my child comes to school regularly and on time.
- I will support him/her with reading and other home learning activities, eg number work tables, spelling, or contact school if support with homework is required.
- I will make sure he/she is suitably dressed (preferably in school uniform) and with all equipment he/she requires.
- I will attend parent consultations and other discussions about his/her progress.
- I will be prepared to discuss any problems with an open mind and to follow the school's complaints' policy and not use social media to air concerns via Facebook, etc.

Signed: