

# **Paget Primary School Positive Behaviour Policy**



**Team Paget: Stronger Together**

**Written: January 2021**

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This is Paget Primary School's policy for behaviour and is set within the context of the whole school aims, mission statement and core values.

**Mission Statement:** Team Paget: Stronger Together

**School Motto:** To be the best that we can be

**Core values:** Respect, Determination, Passion, Teamwork, Honesty, Responsibility and Self-Belief.

At Paget, we strive to develop the whole person by providing a caring ethos where everyone feels safe, confident valued and respected.

'Good behaviour is a necessary condition for effective teaching to take place.'  
(Education Observed 5 – DES 1987)

The Governing Body accepts this principle and seeks to create an environment in the school, which encourages and reinforces good behaviour. It is the governing body, Head Teacher and senior leadership team's responsibility to promote good behaviour and support colleagues to implement this policy. At Paget, we want to encourage an atmosphere and environment where the children feel safe and secure. This can be achieved when the children are enthusiastic, vibrant, happy, thoughtful and respectful.

**Policy Aims:**

The primary aim of our behaviour policy is to promote good behaviour so that pupils are able to thrive. We have school expectations that children are encouraged to meet, that are shared and reinforced with the children regularly:

This policy also aims to:

- Create an environment which encourages and reinforces good behaviour
- Define acceptable standards of behaviour
- Encourage consistency of response
- Promote self-esteem, self-discipline, respect and positive relationships
- Ensure that the school's expectations and strategies are widely known and understood
- Encourage the involvement of both home and school in partnership
- Ensure all staff, parents/carers and children are aware of their roles and responsibilities with regards to behaviour management

**Standards of Behaviour:**

In seeking to define acceptable standards of behaviour, we acknowledge that these are goals to be worked towards. The school has a central role in the children's personal, social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time, so we measure standards of behaviour in terms of the children's developing ability to conform to our school expectations.

Our school expectations are:

*To be the best we can be by using our values to:*

- *Look after ourselves, each other and our school*
- *Concentrate on our learning and letting others do the same so we can all achieve the highest level*
- *Listen to and respect the adults we know in school; they're here to help us*

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes, experiences and parenting expectations. At school, we must work towards high standards of behaviour based upon our expectations and core values.

### **Roles and Responsibilities:**

The following roles and responsibilities will be implemented in support of this policy.

The Governing Body will:

- Support with the implementation of the policy
- Provide advice to the Head Teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy
- Determine the school's written statement of behaviour principles

The Head Teacher will:

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of challenging children
- Support staff when dealing with challenging behaviour
- Ensure the health and safety and welfare of the children
- Praise and encourage positive behaviour
- Ensure the school environment encourages positive behaviour
- Ensure that staff deal effectively with poor behaviour, and monitor how staff implement the policy to ensure consistency
- Ensure staff are sufficiently trained to manage pupil behaviour in line with this policy

Class Teachers Will:

- Take responsibility for promoting good behaviour of the children in their class and around school
- Create a positive climate with realistic expectations
- Inform parents/carers about the welfare and behaviour of their children
- Provide a caring and effective learning environment
- Manage behaviour effectively to ensure a good and safe learning environment, using approaches which are appropriate to pupils' needs and motivate them
- Maintain good relationships with pupils and act decisively when necessary

All Staff Will:

- Model positive behaviour
- Offer the children choices and the chance to make the right decision
- Record behaviour incidents, where appropriate, on CPOMS

- Emphasise the importance of being valued as an individual within the group
- Promote, through example, the school's core values
- Encourage positive relationships based on the school's core values
- Ensure fair treatment for all regardless of age, gender, race, ability, disability or sexual orientation
- Show appreciation of the efforts and contributions of all
- Manage the appropriate use of different rewards and consequences effectively

The Senior Management Team and Pastoral Managers will support staff in responding to behaviour incidents including seeking training and support when necessary.

Parents Will:

- Reinforce the school's expectations of behaviour
- Support their child in meeting the school's expectations, systems and core values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Avoid commenting on school behaviour issues on social media
- Be responsible for their children's conduct online when outside of school hours

Children will follow the school's expectations and core values by:

- Behaving in an orderly and self-controlled way
- Being responsible for their own actions and their impact on others
- Showing respect to members of staff, each other, their work and property
- Moving quietly around school
- Accepting consequences if given
- Refraining from behaving in a way that brings the school in to disrepute, including when outside school and online or on social media
- Always remembering manners
- Using social media responsibly outside of school
- Treating others as you would like to be treated
- Being ambassadors for Paget Primary School both inside and outside of the school gates

#### **Lunchtime and Playtime:**

Playtime is treated the same as any other time of the day and the same expectations apply. Additional support may be given at lunch/play times to promote positive behaviour and modelling how to play games with others, take turns, share and manage and resolve conflict. The staff on duty should be aware of all that is happening when on duty so that potential incidents can be pre-empted, de-escalated or diffused. They will follow the school behaviour policy and record any incidents accordingly.

#### **Conduct Outside the School Gates:**

At Paget Primary School, we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they

are engaged in extra-curricular clubs and extended school activities which take place beyond the normal school day e.g. sports competitions. Incidents outside school that affect school will be investigated and consequences given.

Any poor behaviour outside of school, which can be associated with our children or our school will follow the consequences as outlined in this policy. This also relates to conduct on social media platforms, including incidents of online bullying. Paget is proud of our reputation and will always strive to ensure that our children show good standards of conduct at all times.

### **Rewards:**

Our emphasis is on pupils demonstrating good behaviour because it is the right thing to do. The most common reward is praise, informal and formal, public and private, to individuals and groups.

Whilst we strive for children to be motivated by intrinsic motivation, we also acknowledge that rewards can also have a motivational role, helping children to see and feel that good behaviour is valued.

Staff use praise, stickers, house points, Learner of the Week certificates, Paget Pounds, special responsibilities, sports incentives, visits to Deputy and Head Teacher and Marvellous Me to acknowledge good behaviour. Children are held up as role models for others and are publicly praised for making the right choices, where appropriate.

### **Whole School Rewards:**

#### **House Points**

There is a whole school system of house points acknowledging individual efforts in work, attitude, display of values and behaviour.

1. Every child and staff member belongs to a house: Mercury, Saturn, Venus and Jupiter.
2. There is a chart in each classroom displaying children's names and their team.
3. House points are recorded on a chart displayed within the classroom.
4. Each Thursday lunchtime the KS2 house captains collect the scores throughout the school for each house.
5. In Friday's Celebration assemblies the winning team is announced by the Key Stage 1 and 2 house captains and any child achieving a 'milestone' amount of house points will be awarded their certificates and/or badges.

#### **Individually**

Certificates and badges will be awarded for the following amounts of house points

- 50 = bronze certificate
- 100 = bronze badge
- 150 = silver certificate
- 200 = silver badge
- 300 = gold certificate
- 400 = gold badge
- 550 = platinum certificate
- 650 = platinum badge
- 850 = diamond certificate
- 1000 = diamond badge
- 1500 = £5.00 book token

- 2500 = £10.00 book token
- 3500 = £15.00 book token

The class that earns the most house points each week is awarded a Paget Pound.

If children lose house point badges, they can purchase a replacement for 50p.

### **Collective Responsibility**

Classes are awarded 'Paget Pounds' for collectively completing a task that requires each child to take responsibility for their actions e.g. lining up, walking around school quietly, coming into assembly without talking. Paget Pounds can be given out by any member of staff. Classes collectively decide how to spend their Paget Pounds from the menu of options available.

### **CONSEQUENCES:**

Unfortunately, there may be times when children are unable to follow the school expectations and core values. On these occasions consequences for the behaviour will be implemented.

All staff use a staged approach to help manage behaviour. This is a whole school approach for behaviour management with agreed whole school consequences. This is underpinned by clear and consistent explanations about why certain behaviour is inappropriate.

The principle behind the system is a consistent approach employed by all staff which:

- Gives all pupils the opportunity to make positive choices about their behaviour and influence outcomes
- Allows teachers to integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Ensures pupils who regularly follow the expectations are noticed and rewarded

If a child displays inappropriate behaviour staff should employ the most appropriate and proportionate prompt, reminder or consequence to bring about the desired change.

Where inappropriate behaviour is frequent, consequences alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors.

In cases of serious or extreme behaviour, where additional support is required to manage the situation, staff should send the red card to the school office. Office staff will find the nearest, available member of Pastoral Team or SMT to attend. At lunchtime, the SMT rota is to be consulted to identify which member of staff is on duty.

Where necessary the Head Teacher can exclude a child as a consequence for extreme behaviour. This can be for a fixed period of time or in the most extreme circumstances this could be permanent, in which case there will be a hearing by a panel of governors.

### **Racism/Homophobia and Extremism**

Racism, homophobia and extremism will not be tolerated and will be firstly, recorded within CPOMS. All incidents will be investigated thoroughly. The first incident will result in a period of internal

exclusion; further incidents will result in a fixed term exclusion depending on the outcome of the investigation.

If we have any concerns regarding extremism, we must notify the Counter Terrorism Unit on 0800789321.

### **Physical restraint:**

In some circumstances, trained staff may use reasonable force to restrain a child to prevent them from:

- Hurting themselves or others
- Damaging property
- Causing disorder

Incidents of physical restraint must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents

(For full details read in conjunction with the school's Positive Handling Policy)

### **Confiscation**

Any prohibited items in pupil's possession will be confiscated. These items will be returned to parents if appropriate.

Searching and screening pupils is conducted in line with the DFE's latest guidance.

### **Malicious Allegations**

Where a pupil makes an allegation against a member of staff that is found to be malicious, consequences in line with this policy will be implemented.

### **Monitoring Arrangements**

This behaviour policy will be reviewed annually by the Head teacher and ratified by the full governing body.

## PPS Behaviour Practice Manual

### Understanding and Managing Behaviour: The Pro-active response

There are three steps to managing behaviour in a pro-active way before needing consequences:

#### Step 1: Recognise Triggers

It should be recognised that many issues resulting from poor behaviour can start before the child even enters the classroom and may be beyond our control. Triggers may also stem from the words and actions (conscious/unconscious and spoken and unspoken) of school staff. However, by recognising possible triggers we will be better placed to reduce poor behaviour before it starts and therefore reduce, as far as possible, the risk factors and negative outcomes. We need to identify possible triggers and set about implementing strategies to minimise their impact. We know that being emotionally unready makes it very difficult to fully access learning. Consider the following:

#### Vulnerable times/places

- Start of the school day (something may have happened at home)
- Playground
- Lining up
- Dinner hall
- End of the day
- Toilets
- Change over time of activity
- Change of timetable or routine
- Change of place e.g. music room, hall
- End of term before holidays

#### Other signs that we need to take note of as a possible vulnerability

- Looks upset, angry or tired
- Arrives late
- Looks unkempt
- Wearing unsuitable clothes and feeling too noticeable/uncomfortable especially non-uniform days
- Not paying attention/ seems distracted
- Body language (head down, fidgety)

#### Emotional barriers leading to unstable behaviour

- Subject child finds difficult
- Being put on the spot
- Not wanting to lose face in front of peers
- Sitting next to someone they do not work well with
- Sitting on own
- Having to work in a group
- Language/vocabulary difficulty
- Upset from the playground
- Attachment to member of staff and staff member absent
- Change to timetable



- In need of resources/support
- Someone is in their seat/space
- Perceptions of staff feelings towards them through body language, words chosen etc.

### **Step 2: Reduce**

After recognising the signs which may lead towards deterioration in behaviour it is essential that we reduce the risk by providing support or distraction.

### **Strategies**

#### **Ensuring that consideration is given to organisational issues**

- Consistent arrangements each day
- Organisation of groups of children
- Time scales set and shared with children
- Resources are easily accessible, sufficient and appropriate
- Furniture and seating arrangements are placed to best effect
- Being aware of and monitoring the hidden areas in the classroom and playground

#### **Showing the benefits of good behaviour through positive reinforcement**

- House points
- Class/individual incentives
- Praise - "Catch them being good!"
- Marvellous Me home
- Special mentions
- Adult body Language

#### **Continuing to build upon mutual respect, support and commitment to be a member of team Paget**

- PSHE sessions - developing a language of feelings and a confidence to speak out
- Peer groups (A buddy in the class/other class)
- Having structured debates on current events/issues
- Working on identity
- Emphasise TEAMWORK. Keep this word alive every day to develop a sense of team
- Role play to support children with dealing with conflict
- Model **and** praise positive attitudes and friendship
- Working closely with families and other agencies

**Step 3: Respond**

**a) Pre-Warning**

**b)**

Where possible, staff will redirect pupils back on task without using a consequence or a warning. Examples of ways in which staff may do this are given in the table below.

<b>Strategy</b>	<b>Description</b>
Tactical ignoring	Use only for a short period of time for very low-level disruption
Tactical pausing	Gives the children time to resettle and focus.
Non-verbal reminder	the look, tapping the table in front of them etc.
Name reminder	Drop the child's name into your instruction: Example: 'Today, we're going to be continuing our learning about multiplication, Chloe.'
Proximity praise	Praise the behaviour of a child who is behaving well.
Expectations reminder	Remind the child of the behaviour you currently expect. Example: 'We're having a go at column multiplication on our whiteboards'
Expectation/Value Reminder	Remind the child of the school expectation or value that they're not showing. Example: 'We show respect at this school by listening to an adult when they're talking.'
Name the behaviour	Simply tell the child the thing that they're doing that you would like them not to be doing. Example: 'You're out of your chair.' 'You're talking.'
Stuck record	Keep using one of the three strategies above until you see the behaviour you want. 'You're out of your chair.' 'You're out of your chair. You're out of your chair.' Right now, we're doing whiteboard work. Right now, we're doing whiteboard work. Right now, we're doing whiteboard work.'
When... then...	Remind the child of what will happen when they show the desired behaviour. Example: 'When you're sitting down then I'll come and speak to you.'
Non-verbal object removal	Walk past the child and remove the object from the child (with no instructions).
Smiling	Smile at the child you would like to see behaving well. This is particularly useful in assemblies or other times when the child is far away from you.
Empathy	Show that you understand why they're behaving in the undesired way and remind what you would expect them to do. Example: 'I understand that you're upset about what happened during football at lunch time but right now it's time to think about...'

**b) Be Positive**

Instead of "no running", try: "Inside we walk, outside you may run."

**c) Begin your directive with "I want..."**

Instead of "Get down", say "I want you to get down." Instead of "Let Becky have a turn", say "I want Becky to have a turn now." This works well with children who want to please but don't like being ordered. By saying "I want..." you give a reason for compliance rather than just an order.

**d) Legs First, Mouth Second**

Instead of hollering, “What are you doing round there? walk to the child to talk to them. Going to the child conveys you’re serious about your request; otherwise children interpret this as a mere preference.

**e) Stay Brief, Stay Simple**

Use the one-sentence rule: Put the main directive in the opening sentence. Use short sentences with one-syllable words. The longer your ramble, the more likely the child is to switch off. Listen to how kids communicate with each other and take note. When a child shows that glazed, disinterested look, you are no longer being understood. Ask the child to repeat the request back to you – if (s)he can’t, it’s too long or too complicated.

**Consequences – A Staged Approach:**

Whilst a consistent approach to behaviour is required, when implementing consequences consideration needs to be given to the context leading to behaviour and appropriate action taken which does not excuse but remains proportionate.

The use of the following stages is a guide for staff to apportion appropriate consequences for common/typical behaviours. This is by no means an exhaustive list and staff are therefore expected to use their discretion, knowledge of the child and the context to determine what is most appropriate for the child/class.

**Stage One: Low Level Disruption**

**E.G.** Talking when shouldn’t be, not listening, out of seat, making inappropriate noises, not working, pushing, rough (non-malicious) play etc.

**Suggested Actions:**

- Minimal low-key response by staff member
- Praise of other children when using strong eye contact (stern stare, raised eyebrow)
- Assertive body language (crossed arms, frown etc)
- Name/Pause technique – being close and whispering a firm reminder
- Reminder re expectations
- A quiet word
- Direct to seat
- Quiet, unobtrusive ‘what should you be doing?’ or ‘Are you okay?’
- Not allowing them to sit with friends
- Complete missed work at break/lunch time
- Loss of 5 or 10 minutes of break/lunch time
- Model/correct behaviour

**Stage Two: Escalating**

**E.G.** continued low-level disruption, not completing a reasonable amount of work in a set time due to behaviour, deliberate disruption e.g. trying to distract others from their work, repeated rough play, low level dishonesty

**Suggested Actions:**

- Response managed by class teacher
- Seat child away from others in class

Set a time limit for improved behaviour  
Reminder re expected behaviour  
Move to end of row if in assembly for example or place in line  
Complete loss of playtime where child reflects on behaviour and completes appropriate activity  
e.g. practising sitting still, completing work or behaviour reflection  
Seek advice from Pastoral Managers or Behaviour Lead  
School community service  
Consider whether Stage One IBP required (*Appendix 2*)  
Record on CPOMS (where appropriate) or Note of Concern (*Appendix 1*) (LTS/supply staff)

**Parental Involvement:**

Class Teacher – informal conversation with parent/carer

**Stage Three: Serious**

**E.G.** intentional violence, deliberate damage to property, refusal or lack of respect, persistent rudeness, bullying, racism, sexism, homophobia etc.

**Suggested Actions:**

Letter of apology  
Community Service  
Loss of privileges e.g. sports club  
Record on CPOMS or Note of Concern (*Appendix 1*) (LTS/supply staff)  
Missed playtime/lunchtime for longer period of time  
Possible fixed term internal exclusion  
Stage Two IBP (*Appendix 3*)  
Pastoral Support Programme  
Involvement of Year Group Lead or SMT  
Red Card (where required)  
Involvement of outside agencies e.g. Beacon Behaviour Support

**Parental Involvement**

Class teacher and Year Group Leader DHT to meet with parents  
Explore possible need for Early Help support

**Stage Four: Extreme**

**E.G.** repeated stage three behaviours, repeatedly absconding from class or running around school, behaviour creates a health and safety risk, absconding from the school site, intentional physical harm to others, targeted verbal abuse to staff, theft, weapons in school, malicious false allegations against staff etc.

**Suggested Actions:**

Taken to HT/DHT immediately  
Internal Exclusion  
Lunchtime exclusion  
Possible fixed term exclusion  
Possible permanent exclusion  
Possible withdrawal from trips/events

Pastoral Support Programme  
Involvement of external agencies  
Record on CPOMS or Note of Concern (*Appendix 1*) (LTS/supply staff)  
Stage 3 IBP (*Appendix 4*)  
Red Card (where required)

**Parental Involvement:**  
HT/DHT meet with parents  
Multi-Agency Plan

## Paget Primary School: Note of Concern

**Date:** \_\_\_\_\_

<b>Names</b>	<b>Class</b>	<b>Names</b>	<b>Class</b>

\* Please copy for each child listed

**Details of concern:**

Name of Person Completing NOC.....  
Signature.....

## Stage 1: Behaviour plan

To be written in consultation with parents and the student.

Student		
Plan number:		List those who attended below:
Date:		

	Assess		
What are the behaviours that are causing concern? List a maximum of 3. <i>Be specific and indicate how often they occur (eg. once a week, twice a day).</i>		What do you think might be causing those behaviours?	

	Plan		
Write up to two targets for the student to work towards. <i>Use the format when... instead of... I will... Be as specific as possible.</i>		What whole class strategies will be implemented to support the student? (Maximum of 2) <i>Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.</i>	

Review date: <i>No longer than one term from today</i>	
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	Review	Date:	
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What impact did the plan have on the behaviours specified above? <i>Think about the frequency and severity of the behaviours.</i>	What should happen next?	
		Plan was effective - student no longer requires support ( <i>plan discontinued</i> )
		Plan was effective - continue support at current level

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		<i>(renew plan or write new plan at this level)</i>
		<b>Student requires additional support</b> <i>(write plan at Stage 2)</i>



## Stage 2: Behaviour plan

To be written in consultation with parents and the student.

Plan number:		List those who attended below:
Date:		

Assess			
What are the behaviours that are causing concern? List a maximum of 3. <i>Be specific and indicate how often they occur (eg. once a week, twice a day).</i>		What do you think might be causing those behaviours?	

Plan	
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Whole class support:			
Write up to three targets for the student to work towards. <i>Use the format when... instead of... I will... Be as specific as possible.</i>		What whole class strategies will be implemented to support the student? (Maximum of 2) <i>Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.</i>	
1.			
2.			
3.			

### Home target:

What strategy will be implemented at home to support the student?	
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### Group work (adult led interventions):

What will be the purpose of the intervention <i>(eg. improve interpersonal skills, emotional self-regulation)</i>	
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How will the success of the intervention be measured?	
Which adult will run the intervention? Where will it be run? When (day and time)? How long will the intervention run for?	

**Environmental changes**

What environmental changes will be made to support the student?

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**Other support**

If necessary, write any further support to be offered below.

Support	Purpose

**Impact measurement**

How will you measure the impact of the intervention? Incorporate an objective, numeric measure.

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Review date: <i>No longer than one term from today</i>	
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	<b>Review</b>	Date:	
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Indicate progress towards each target.

	Not achieved	Some progress	Achieved		Parental views
1.					
2.					
3.					

- *Attach student views to this plan.*

What impact did the plan have on the behaviours specified? <i>Think about the frequency and severity of the behaviours.</i>	What should happen next?	
		Plan was effective - student now requires less intensive support ( <i>write plan at Stage 1</i> )

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		Plan was effective - continue support at current level <i>(renew plan or write new plan at this level)</i>
		Student requires additional support <i>(write plan at Stage 3)</i>

**Appendix 4: Stage 3 IBP**

Stage 3 behaviour management plan

Student name			
Date		Plan number	

**Objective of plan:**

Overall objective here.

**Topography of behaviour:**

Before	Behaviours seen when student is escalating towards an incident.
During	Behaviours seen during an incident.
After	Behaviours seen following an incident.

**Triggers:**

Write common triggers for the above behaviours here. Include when you are most likely to see these behaviours.

**Management strategies (extrinsic):**

✓ Use:	✗ Avoid:

**Awareness and consistency:**

Ask the key adults who come into regular contact with the pupil, including PPA teachers / sports coaches etc. to read this section of the plan, and to name, sign and date it.

Name	Signature	Date

**State of change assessment:**

*Underline/bold current position:*

Precontemplation	Contemplation	Determinism	Change	Maintenance	Relapse
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	Plan
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<b>Whole class support:</b>			
Write up to three targets for the student		What whole class strategies will be	

to work towards. <i>Use the format when... instead of... I will... Be as specific as possible.</i>		implemented to support the student? (Maximum of 2) <i>Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.</i>	
1.			
2.			
3.			

**Home target:**

What strategy will be implemented at home to support the student?	
---	--

**Adult led intervention programme (intrinsic):**

Target	Write a simple, practical and actionable target (preferably related to the student's position on the state of change model). This should be formulated with the student.
Student	What the student will do to achieve the above target. Explicitly discuss the following: <i>Can I do it? Will it work? How do I benefit (intrinsically)?</i>
School	What the school will do to help the student achieve the target.
Family	What home will do to help the student achieve the target.
Friends	What the student's friends will do to help them achieve the target (where appropriate).
Who	Who is going to deliver this on behalf of the school?
When	When is the programme going to be delivered (and how often).
Where	Where any work to achieve the target will be completed.
Relapse plan	What the student, home and school agree to do following a relapse.

**Other support**

If necessary, write any further support to be offered below.

<b>Support</b>	<b>Purpose</b>

**Measurement (Goal Attainment Scaling):**

		Review
+2	Most favourable outcome that is likely.	
+1	Greater than expected outcome.	
0	Expected outcome.	
-1	Less than expected outcome (usually no change / where student is now).	
-2	Most unfavourable outcome (deterioration).	

**Contributors:**

List the names of people who contributed to the plan.

**Student agreement:**

I agree to follow the actions on this plan: \_\_\_\_\_

**School agreement:**

We agree to follow the actions on this plan: \_\_\_\_\_

**Home agreement:**

I/we agree to follow the actions on this plan: \_\_\_\_\_

*Preferably, agreements about agreeing to actions should be made as publicly as possible.*

**Review:**

This plan will be reviewed on	Insert date and time here.
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	<b>Review</b>	Date:	
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Indicate progress towards each target.

	Not achieved	Some progress	Achieved		Parental views
1.					
2.					
3.					

- *Attach student views to this plan.*
- *Reassess change programme using goal attainment scaling (mark on original plan)*

What impact did the plan have on the behaviours specified? <i>Think about the frequency and severity of the behaviours.</i>	What should happen next?	
		Plan was effective – student now requires less intensive support ( <i>write plan at Stage 2</i> )
		Plan was effective – continue support at current level ( <i>renew plan or write new plan at this level</i> )
		Student requires additional support

**What elements of the plan were successful?**

List here.

**What elements of the plan were not successful / need to change?**

List here.

**Contributors:**

List contributors to the review here.