Behaviour Plan

Name: *Pupil A* NC Year Group:

SEN status: CLA: Yes No Social Service CP CIN TAF Early Help

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| **Context:**  A is a Yr. 3 pupil who move to *school x* in Sept 2021. Whist at *school y* he was often withdrawn from lunch time activities due to an inability to manage his behaviour during unstructured time.  Family: Complex family circumstances. Recent bereavement. Open to social care. Please speak to DSL if concerned.  Learning: Appointment with EP arranged. Possible ADHD diagnosis. Achieving well below age related expectations. |

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| **Risks:**   1. Exclusion from learning 2. Alienation from his peers 3. Exclusion from school. |

**Risks and Current behaviour**

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| **Exclusion from learning:**   * Absconding from lesson * Missing lessons due to internal exclusion following an incident at lunchtime * When in class, avoiding work through low level disruptive behaviour.   **Alienation from his peers**   * Calling some of his classmates names. * His personal hygiene is deteriorating * Hitting peers in the playground to get attention. * Making racist comments   **Exclusion form School.**   * Violent towards staff when he is told off. * Unable to say sorry following an incident and requires a lot of time to reflect and calm down from a heightened state. |

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| Preventative measures.  Ensure that all work is achievable and give lots of praise – he loves letter going home if there is positive things to say.  Ensure that he receives praise (public and private at least once every fifteen minutes).  Ensure that he has legitimate opportunities to walk around the classroom – give him jobs. Ask to see him, use TA to do a task etc.  Refer him to the football club organised at lunchtime. Find a buddy to support this Taking him there, and then walking with him to the line before afternoon class.  On a daily basis remind the class of: Growth, ? and ? . Make explicit what it means to be kind and generous etc. Try and keep this positive rather than focusing on what it feels like to be unkind etc. |

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| Reactive including physical intervention  Do not hold him unless he is about to hurt himself or somebody else – please follow the procedures outlined in his positive handling plan.  Ensure that a TA is available to spend time with him following a restraint – either in the reflection room or another quiet space with no pupils present.  Ensure that all lunchtime supervisors are aware of the preventative strategies. |