



Positive Behaviour Management Policy

Dormanstown Primary Academy

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Positive Behaviour Management Policy

Aims and Values:

Our academy holds in high regard values that are built on mutual trust and respect for all. This Positive Behaviour Management Policy is designed to support all members of the academy community working together in a collaborative way. In turn, the academy aims to provide an environment for learning in which everyone feels safe, secure and happy. It also aims to ensure that we develop children as good citizens, behaving well both in the academy and out of school. The aim of the policy is to promote a positive common purpose for helping everyone to learn effectively. Children should recognise the importance of the academy community and in turn become increasingly responsible and independent members of the wider community outside the academy.

At Dormanstown Primary Academy, we aim:

- To create a climate where learning can flourish
- To protect basic rights of safety, learning and respect
- To set boundaries in which children can feel successful and achieve
- To teach children about socially acceptable choices

This policy is based on the following beliefs:

- Developing the whole child enables them to take responsibility for their own behaviour by promoting self-discipline and positive choices.
- Providing a welcoming and friendly atmosphere in which the children will feel secure and develop the skills, will enable them to make the right choices.
- Encouraging good behaviour and respect for others aims to prevent all forms of bullying among pupils.
- Children need to know when they have been successful. Improved self-esteem leads to improved behaviour.
- Schools can and do make a difference to the personal development of the child.
- Praise and positive reinforcement is more effective than punishment.
- Good behaviour should be held in high esteem by all members of staff and overtly and consistently rewarded and promoted at all times.
- Good behaviour for learning allows children to work and participate to their full potential, completing work to a high standard across all areas of their education.
- Children should have equal access and opportunity to the curriculum.
- Effective links and co-operation between home and school are essential to success.
- Consistency is the key to success. The positive behaviour management and assertive discipline policy of the school depends upon all staff endeavouring to achieve these aims by understanding and being able to implement its procedures.

Rights and Responsibilities

At Dormanstown Primary Academy, the three main rights and responsibilities are:

- ❖ **Everyone has the right to learn - and a responsibility to ensure others can learn.**
- ❖ **Everyone has the right to be treated with respect - and a responsibility that others are treated with respect.**
- ❖ **Everyone has the right to feel safe - and a responsibility to ensure others feel safe.**

We want our children to:

- Work to the best of their abilities and allow others to do the same
- Treat everyone with respect and understand that they are a valued part of the school community
- Understand their role and demonstrate positive learning behaviours
- Be responsible for their own actions and for behaving in an appropriate manner
- Have a healthy self-esteem, grow in confidence and feel safe and happy

We want adults to:

- Provide a role model, making clear the expectations of good behaviour and promoting the academy values
- Have high expectations of themselves and the children, promoting positive relationships
- Emphasise and reward positive behaviour
- Respond to and deal with unacceptable behaviour in a consistent manner
- Recognise that each child is an individual and be aware of his/her needs
- Form a good relationship with parents so that all children can see that key adults in their lives share a common aim

We want parents to:

- Be aware of the academy vision and values and behaviour expectations and support the implementation of this policy
- Make children aware of appropriate behaviour in all situations
- Encourage independence and self-discipline
- Show an interest in all that their child does at school, through fostering good relationships with the academy
- Let the academy know as soon as there are any concerns

The academy expects every member of the school community to behave in a considerate way towards others. Any form of bullying is not tolerated. We treat all children fairly and apply this behaviour policy in a consistent but flexible way to respond to individual children's needs. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Children are taught to respect all members of our school community.

Preventing Inappropriate Behaviour

The prevention of behavioural problems arising is of paramount importance. Attention must be given to:

- Effective classroom organisation and management.
- Appropriate curriculum to ensure pupils are engaged, motivated and challenged.
- Establishment of effective relationships.
- Teaching of co-operative strategies.
- Children taking ownership and responsibility within established routines.
- Acknowledging good behaviour.
- Development of self-esteem.
- Emotional intelligence, teaching the language of feelings.

More specifically children must be taught:

- To be polite to adults and other children.
- To support other children.
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To report incidents of bullying behaviour involving themselves or others.
- To move appropriately in and out of school building.

Children who use appropriate behaviours must be encouraged and rewarded.

Rewarding good behaviour will be the norm and is the responsibility of all adults in the school. All staff will be pro-active in celebrating ordinary good behaviour overtly and often throughout each day.

Rewards

These rewards are given to a child or a class when children make positive choices with their behaviour. Rewards need to be frequent, consistent and sure to happen in order to be effective. The most effective reward is the use of positive praise, smiling, acknowledging and thanking children for their behaviour. Praise and rewards can and should be awarded by all staff in and around school as positive reinforcement:

- Verbal praise and approval
- Each class develops a reward system appropriate to the age range in the class e.g. stickers, team points, star of the week
- Sharing good work/behaviour choices with others- for example, subject leaders, SLT, EHT
- Honks: weekly honk point totals are celebrated in assembly through a prize draw. Children receive awards and certificates when they reach honk milestones for bronze, silver and gold awards
- Marvellous Me messages home to celebrate children's achievements with parents

What do we do if a child makes the wrong choice?

Staff must be skilful in building good relationships with the children and must employ a range of strategies to support the whole academy approach to managing inappropriate behaviour. When unacceptable behaviour is encountered the following consequences will be taken and these will be applied calmly, firmly and consistently but with flexibility to respond to particular children's individual needs.

We follow a series of consequences in order to help children to understand their ability to make positive choices, encouraging them to take responsibility for their behaviour.

Within the Academy:

In all situations:

- Reminder to make a positive choice
- 'Stop and Think' – thinking reminder and clarifying expectations 'I expect you to'
- Classroom strategies to ensure learning - class/group/individual strategies to refocus on learning e.g. praise of children nearby, disapproving look, stand close and encourage back to work, extra instruction to ensure that the work/activity is understood and at an appropriate level
- Move within class – work with another child/group, work alongside an adult, use of individual work station

(use of Tier 1 strategies and best practice guidelines)

Following all of the above, if children continue to ignore directions and are disruptive to others learning, the adults will give a reminder of the consequences that will follow so the child has a clear choice about making a positive choice with their behaviour. There must be a fresh start to each of the sessions throughout the day i.e. a.m. 1st session, a.m. 2nd session, p.m. session.

If all of the above do not resolve the situation, then the following sequence of consequences will be applied:

Yellow:

Time out within partner class to complete work (recommended 15 minutes maximum)

Amber:

Time out with phase lead/pastoral team member to complete work for remainder of that session i.e. to break, lunch, afternoon (recommended 30-45 minutes maximum). If during this time an acceptable amount/standard of work is not completed then a detention will be arranged to complete learning tasks, SLT to be informed to arrange.

(Following Yellow/Amber sanctions, consider Tier 2 strategies and best practice guidelines to prevent further occurrences)

Red:

Given as a result of extreme behaviours which pose a significant risk or cause physical and/or verbal harm to self, peers or adults. Immediate removal from the situation into a safe space. Intervention by SLT to assess the level of sanctions to be applied e.g. isolation, internal exclusion, fixed term external exclusion. Parents to be informed and incident and actions to be recorded on CPOMs.

Outdoor – Break & Lunchtime:

In all situations:

- Reminder to make a positive choice
- 'Stop and Think' – thinking reminder and clarifying expectations 'I expect you to ...'
- Break/Lunchtime strategies - class/group/individual strategies to refocus on positive behaviour choices e.g. withdrawal from an activity, confining to a specific area, remaining near an adult, refocus by assigning a role or giving a job

Following all of the above, if children continue to ignore directions and are disruptive to others play, the adults will give a reminder of the consequences that will follow so the child has a clear choice about making a positive choice with their behaviour.

If all of the above do not resolve the situation, then the following sequence of consequences will be applied:

Yellow:

Time out through standing on the wall with adult supervision (5-10 minutes)

Amber:

Time out with removal from outside space to mentoring room for remainder of session.

Red:

Given as a result of extreme behaviours which pose a significant risk or cause physical and/or verbal harm to self, peers or adults. Immediate removal from the situation into a safe space. Intervention by SLT to assess the level of sanctions to be applied e.g. isolation, internal exclusion, fixed term lunch time exclusion. Parents to be informed and incident and actions to be recorded on CPOMs.

Further consequences for repeated behaviours

To prevent repeated patterns of behaviour, further consequences will be applied as follows:

3 or more Yellow Cards in a week – 15 minutes of Friday lunchtime to be spent inside

3 or more Amber Cards in a week – 30 minutes of Friday lunchtime to be spent inside

For children undertaking the above consequences, they will write out the positive choices they will make to prevent incidences happening again.

Recording

Class teachers will keep a paper log of any sanctions issued to the pupils in their class. Break or lunchtime sanctions will be notified to class teachers to add to class log.

Behaviour logs will be monitored by the pastoral team on a weekly basis and any repeated patterns of behaviour will be dealt with in conjunction with informing parents.

Incidences of repeated patterns will be recorded on CPOMs.

Additional Support for Pupils

For those children who may need further support for behaviour management, we will follow the TVEd Framework for Pastoral Care to identify the most appropriate services and/or interventions. Behaviour modification programmes e.g. STEPS may be used if felt appropriate to the child and to engage the support of the parents.

Pupils with Special Educational Needs

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input or an Individual Behaviour Plan, shared with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration (Please also refer to SEND Policy).

Pastoral & Welfare Lead and Outside Agency Support

The academy's Pastoral & Welfare Lead may support behaviour where referred by the Executive Head or Deputy Head Teacher. A pastoral support plan meeting may take place to explore areas of support, including that provided by external agencies. This will be recorded on the academy's CPOMS system and regular impact reports produced to review the plan.

Physical Restraint

Restraint will only be used when there is risk of imminent hurt and/or damage and other de-escalation strategies have been tried. All staff members are aware of the regulations regarding the use of forces by academy staff. Staff have completed the Positive Handling Programme, this training is endorsed by Redcar & Cleveland Local Authority.

Staff can use reasonable force to restrain pupils if;

- There is a danger of them hurting themselves or others
- They are causing damage to property
- They are committing a criminal offence

All incidences are recorded in detail.

Where there is potential danger or risk to the personal safety of staff and/or pupils, the police will be called. For full details, refer to the Physical Intervention Policy.

Isolation and Exclusion:

Isolation:

Isolation can be used to exclude pupils from the playground at break or lunchtime or if a pupil needs a longer 'time out' from the lesson to reflect on their behaviour. It is the decision of the Executive Head Teacher or Deputy Head Teacher whether a pupil needs to be isolated, when, where and for how long. Pupils need to be sent with a reflection task to complete and their parents are to be informed that isolation took place.

Longer term isolation will be used in discussion with parents where a child may be at risk of a fixed-term exclusion and requires time to reflect on their behaviours.

Lunchtime Exclusions:

If a child is regularly causing disruption at lunch time the Executive Head Teacher may take the decision to exclude a child for a fixed set of lunch times. If this is the case, the parent/carer will be required to collect the child at 12 or 12:15pm daily and return them to school for 1pm daily.

Exclusions:

For serious incidents, the Executive Head Teacher may take the decision to exclude a child for a fixed period of time. Consideration of an exclusion will 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 in the school.

The school reserves the right to fixed term exclude any pupil without using the above consequence process. This will be a matter of judgment for the Executive Head Teacher in accordance with the DFE Exclusions Statutory Guidance document. Initially, exclusions will be for a fixed period (a period of up to 5 days) and if necessary permanent exclusion will be considered (in consultation with the school's Governing Body).

Exclusion for serious incidents outside of school:

The behaviour of pupils outside school can be considered grounds for exclusion. This will be a matter of judgment for the Executive Head Teacher in accordance with the DFE Exclusions Statutory Guidance.

Dealing with malicious allegations against staff

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation.

If an allegation is proved to be false and malicious, the Executive Head Teacher and Chair of Trust Board may refer to social services to determine whether the child is in need of support or has been abused by someone else. The Executive Head Teacher will decide upon the sanction for the pupil who made the false allegation. The academy has the power to suspend or permanently exclude pupils who make false claims, or refer the case to the police if the academy thinks a criminal offence has been committed.

The policy will operate in conjunction with the following policies:

- Child Protection Policy and all associated Safeguarding policies
- Anti-Bullying Policy
- SEND Policy
- Equal Opportunities Policy
- Physical Intervention Policy
- Attendance Policy
- Complaints Procedure
- Home-School Agreement

Appendix 1 – Positive Behaviour Management Language Tips

Appendix 2 – Tier 1 to 3 Graduated Responses

Appendix 3 – TVEd Framework for Pastoral Care

Appendix 4 – Behaviour Recording Sheets

Appendix 1 - Positive Behaviour Management Language

Behaviour follows the Law of Effect: rewarded behaviour increases, unrewarded behaviour decreases. The most mature person makes the first move to turn down the power.

Techniques:

- Follow appropriate behaviour with rewards.
- Shape behaviour in small steps – respect and responsibility. For low level disruption, keep it low level to avoid constantly disrupting learning to deal with it by stopping the flow of the lesson.
- Show them, tell them, let them - work for a 'win win' outcome.
- Use positive communication.
- Ignore, when safe, inappropriate behaviour.
- Use positive emotions when they behave well, use systems and procedures to manage problem behaviour.
- Remain calm – avoid a 'guts to gob' reaction!

Positive Communication

Positive Focus/Expectations:

Can you tell me why I am so pleased with you?

I expect

Use thank you, not please and when, not if – assumption of compliance

(excessive confrontation worsens behaviour, give clear instruction and withdraw with a clear expectation of compliance)

Solution focussed questions – Let's see if we can find a solution

Notice:

I shall be noticing every opportunity where you are making a positive choice regarding your learning.

Choices:

What should you be doing?

If you choose, you understand what will happen.

Past Successes:

Remember how well you dealt with ... yesterday/last week etc.

Contingent:

When you have ... e.g. finished your work, then you can

Empathetic:

I understand that you feel, however you need to make the right choice to

Rational:

I want you to sit here so that you can ... e.g. get on with your work, as I know that you want to make the best decision for your learning.

Cooperative:

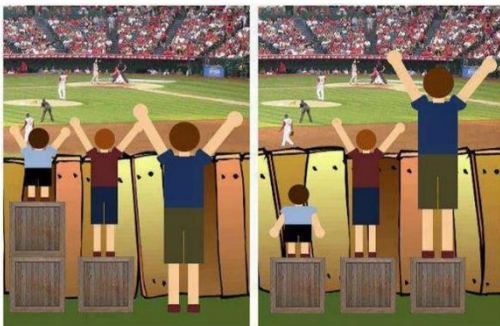
I am aware that you are feeling, I think we can do something about that by working together to

Paradoxical Instruction:

To manage defiance/non-compliance – instruct them to do the opposite of what you want to achieve a positive outcome.

Body Language:

Invading personal space can escalate situations.



Use the Behaviour Ninja App for focussed support to deal with specific behaviour issues.

Appendix 2 – Tier 1 to 3 Graduated Responses

TIER ONE: Needs can be met within classrooms and through QFT		
What kind of behaviour might be seen at Tier 1? Behaviours are likely to be low frequency and / or low intensity		
<ul style="list-style-type: none"> • Behaviour that distracts from doing work • Avoiding work • Poor quality or unfinished work • Inability to cope with challenge, new work • Playing the class down, providing 'entertainment' 	<ul style="list-style-type: none"> • Silly behaviour; smiling, smirking or laughing particularly when challenged • Little enthusiasm • Blaming others – always their fault • Playground incidents • Short periods of emotional distress but appropriate to the age group 	<ul style="list-style-type: none"> • Inattentiveness • Defensive • Occasional outbursts • Constant need for reassurance • 'Provocative victim' (tell-tale attention seeking)
<p>In all cases: Talk to the child about the likely cause of the behaviour Plan your responses to a given situation Look for emerging patterns of behaviour</p>		
Possible work/ task-related causes	Best practice	
<ul style="list-style-type: none"> • Finds the work too hard or too easy – not matched to their ability • Targets not broken down into small steps • Low expectations/lack of challenge • Tasks that limit success • Setting unrealistic targets or uninteresting work • Failure to recognise own achievement/value own achievement 	<p>Consider as appropriate to the situation:</p> <ul style="list-style-type: none"> • Pupil involved in incremental plan for tasks e.g. chunking/'when and then' approach • Appropriate, meaningful and stimulating challenges and tasks • Different teaching approaches • Acknowledge the pupil's feelings, encourage expression & awareness of feelings • Clear sense of purpose and direction with appropriate positive feedback • Clear and agreed behaviour and work expectations and limits with agreed picture of "what it looks like when it's right" • Appropriate demands to build confidence at tasks 	
Possible organisational related causes	Best practice	
<ul style="list-style-type: none"> • Poor routines, lack of structure 	<p>Consider as appropriate to the situation:</p> <ul style="list-style-type: none"> • Explicit and consistent rules, routines and expectations 	
<ul style="list-style-type: none"> • Poorly supervised unstructured times or transitions • Failure to provide appropriate cues • Inconsistency re rewards & sanctions • Inconsistency between adults • Poor relationships between pupil and adults, adult to adult or home to school • Rules and/or routines unclear and/or inconsistently applied • Lack of recognition of need to teach skills to meet expectations around rules and routines • Lack of opportunities/recognition for 'getting it right' • Lack of opportunity to take responsibility • Praise /intervention too overt • Poor physical environment 	<ul style="list-style-type: none"> • Catch them being good and praise appropriately • Consistent use of rewards and consequences • Predictable responses to positive and negative behaviour, not the child • Give roles/ tasks on behalf of the class • Solution focused strategies 	
Possible social or emotional causes	Best practice	
<ul style="list-style-type: none"> • Lacks age-appropriate social skills • Doesn't conform to group/ class norms • Lacks emotional vocabulary to express feelings • Peer issues outside school • Family issues outside school e.g. divorce, separation, bereavement, poverty, domestic violence, young carer • Abuse, harm or neglect 	<p>Consider as appropriate to the situation:</p> <ul style="list-style-type: none"> • Avoid overwhelming attention • Opportunities to practice dealing with attention – e.g. circle time • Verbal acknowledgement of unhappiness, help them understand they aren't alone • Engineer opportunities for working with others, cooperative activities, sharing experiences, rehearsal of making friends • Signpost to positive activities outside of school • Circle of friends/SEAL, opportunities to talk • Being taught playground games, joining in lunchtime clubs/activities 	

TIER TWO

Needs can be met largely within QFT but with additional targeted support

What kind of behaviour might be seen at Tier 2?

Behaviours likely to be similar to Tier 1 but **increasing in frequency and / or intensity**.
In addition the following may be seen:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Difficulty with functioning appropriately without close adult direction and support. • Bullying behaviours may be seen • Non compliance. • Deterioration in self-care | <ul style="list-style-type: none"> • Extremely poor attitude to learning and work. • Disruption to others in class, violates the rights of others. • Regularly withdrawn or isolates from social situations • Impulsive behaviours (may involve risk) | <ul style="list-style-type: none"> • Unable to build or sustain stable relationships with others • Occasionally behaviours serious enough to be given internal exclusion |
|---|---|--|

- Talk to the child about their experiences, feelings and behaviours
- Talk to other staff members and parents/carers to establish a working hypothesis about the likely cause of the behaviour.
- Share issues with other staff as appropriate e.g. team meetings to ensure consistent approach to child.
- Refer to the behaviour policy
- Plan your responses to a given situation
- Look for patterns of behaviour and monitor/evaluate impact of intervention



Possible work/ task-related causes	Best practice
<ul style="list-style-type: none"> • Finds the work too hard or too easy – not matched to their ability • Insufficient differentiation of tasks • Insufficient deployment of classroom support • Targets not broken down into small steps • Low expectations/lack of challenge • Tasks that limit success 	<p>In addition to Tier 1 responses</p> <ul style="list-style-type: none"> • Consult with Pastoral Lead/SENCO and parents • Ensure all additional needs are being met through differentiated learning opportunities and support • Involve child in developing own plan • Involve parents in action planning and keep them well informed • Ensure consistent implementation of the Behaviour Policy, including appropriate rewards and consequences, in the classroom(s) in which the
<ul style="list-style-type: none"> • Setting unrealistic targets or uninteresting work • Failure to recognise/value own achievement <p style="background-color: #e0e0e0; margin: 0; padding: 2px;">Possible organisational related causes</p> <ul style="list-style-type: none"> • Failure to provide appropriate cues • Inconsistency re rewards & sanctions • Inconsistency between adults • Ethos and actions that fail to value the pupil as an individual of worth • Poor relationships between pupil and adults • Rules and/or routines unclear and inconsistently applied • Lack of recognition of need to teach skills to meet expectations around rules and routines • Lack of opportunities / recognition for 'getting it right' • Lack of opportunity to take responsibility 	<p style="text-align: center;">higher level negative behaviour occurs</p> <p>Consider as appropriate to the situation:</p> <ul style="list-style-type: none"> • Support Plan with very SMART targets • Senco Pastoral Lead and Class Teacher talk with young person using Solution Focused/ restorative approaches/STEPS
Possible social or emotional causes	Best practice
<ul style="list-style-type: none"> • Lacks age-appropriate social skills • Doesn't conform to group/ class norms • Lacks emotional vocabulary to express feelings • Target or perpetrator of bullying • Peer issues outside school • Family issues outside school e.g. divorce, separation, bereavement, poverty • Over-protected child unable to develop own identity • Child has caring responsibilities • Dysfunctional family relationships impacting on child • Inconsistent relationships with family and friends • Abuse, harm or neglect, young carer, domestic violence 	<p>In addition to Tier 1 responses</p> <p>Consider as appropriate to the situation:</p> <ul style="list-style-type: none"> • Access to a trusted adult /mentor in school • The child's wider experiences out of school which may be impacting on behaviour • Use of Graduated Response for Pastoral care to identify services and referral pathway • Individual Behaviour Plan in place • Home-school behaviour plan in collaboration with parents • Consider whether a Pastoral Support Plan may be appropriate

TIER 3:

Needs cannot be met without additional specialist support

What kind of behaviour might be seen at Tier 3?

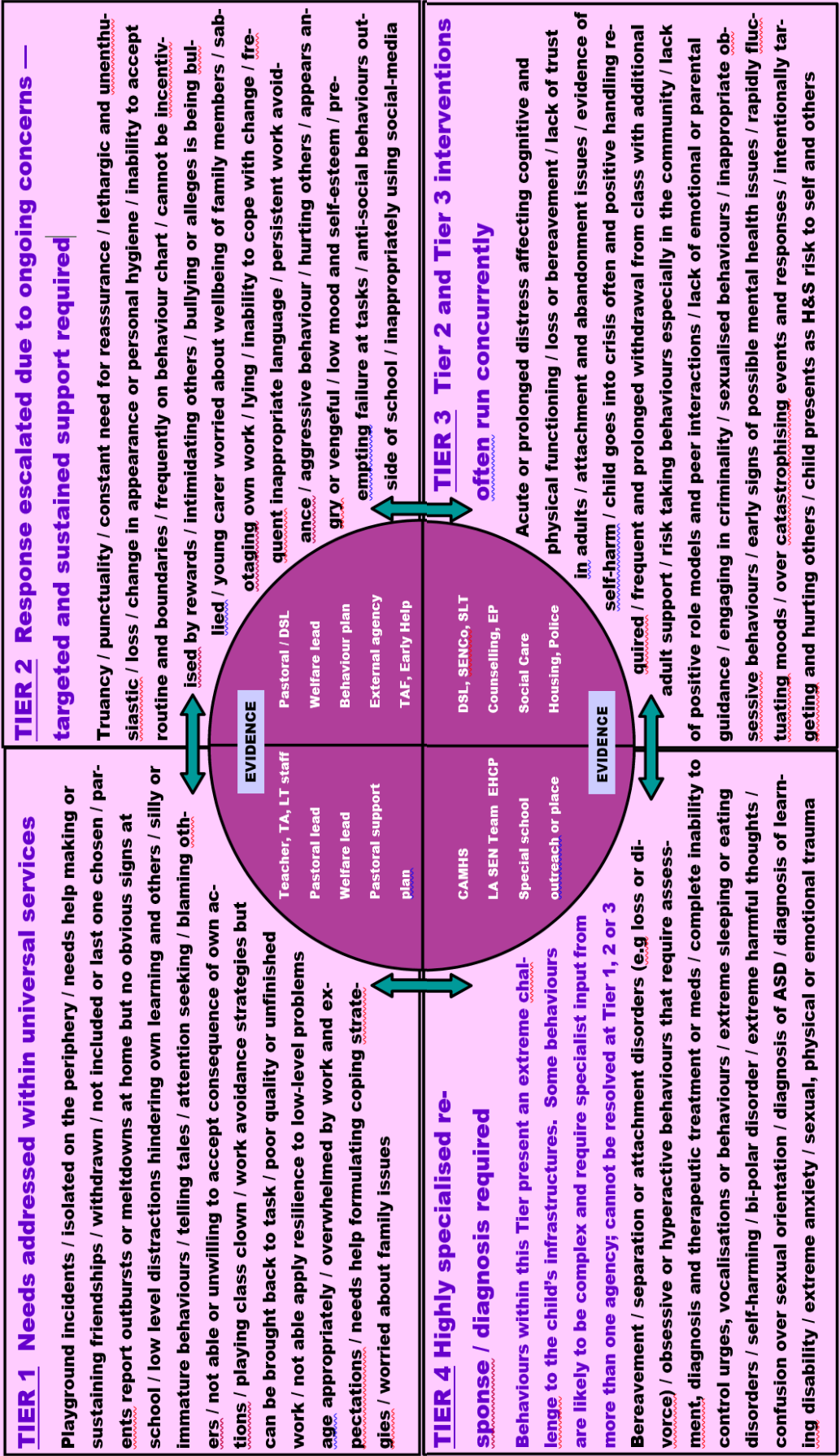
Behaviours could be similar to Tier 2 but **more persistent, frequent and / or intense in nature**. Behaviours will persist despite appropriate tier 2 strategies being in place. Specialist advice/ help likely to be needed. Other behaviours could include:

- Threatening behaviour, violence/aggression towards adults/peers
- Persistent Disruption leading to significant loss of education for self and / or others
- Significant Damage to their environment
- Physical harm caused to self or others resulting in the need for recorded intervention/restraint
- Acute or prolonged emotional distress
- Evidence of self-harm
- Poor impulse control placing self or others at risk
- Rapidly fluctuating moods
- Behaviours which create a barrier to accessing support and intervention
- Wetting/soiling/ smearing, self-neglect
- Sexualised behaviour
- Fixed term exclusions
- Risk of permanent exclusion

In addition to Tier 2 responses, the following must be implemented and the impact evidenced/recorded so that there is a coherent case history. In all cases:

- Long-term use of tier 1 and 2 strategies.
 - Parents/carers contacted regularly at times of incident.
 - Small group and 1:1 support to implement IBP/ PSP/Send Support Plan targets
- Consider as appropriate to the situation:**
- Access to trusted adult in school
 - Pastoral Support Plan in place and monitored with parents/carers and young person.
 - Referral for EHCP considered.
 - Send Support Plan/IBP in place and reviewed, involving the young person in target setting (SMART) and monitoring.
 - Therapeutic support in place
 - Evidence of involvement from CAMHS
 - Fixed term exclusions used increasingly
 - Referral to Educational Psychologist/Specialist Outreach/Respite Provision
 - Modifications to curriculum (including Alternative Provision)

Tees Valley Education - Framework for pastoral care



Schools must have clear processes to support children with social, emotional and mental health needs. All behaviour happens for a reason, it is a form of communication. All children function within infrastructures (home, school and community) which often interact and overlap with each other. Therefore, information about all the factors in the young person's life needs to be gathered, often using a multi-disciplinary approach. Within TVED Trust, a graduated response to supporting our most vulnerable learners has been adopted, beginning with a Tier 1 approach through to Tier 4, as illustrated above. It is important to note that some interventions can run concurrently, providing it is agreed this is within the child's best interest. Sufficient time, in an appropriate quiet space, should be allocated to allow practitioners to work with the child, parent and stakeholders. Where referrals need making to outside agencies, the SAFER threshold guidance should be followed.

Appendix 4 – Behaviour Recording Sheets

Indoor Behaviour Chart example

Name	Monday			Tuesday			Wednesday			Thursday			Friday		
	Before break	After break	After lunch	Before break	After break	After lunch	Before break	After break	After lunch	Before break	After break	After lunch	Before break	After break	After lunch

Outdoor Behaviour Chart example

Name	Monday		Tuesday		Wednesday		Thursday		Friday	
	Break	Lunch	Break	Lunch	Break	Lunch	Break	Lunch	Break	Lunch