Behaviour Policy

DRYBROOK SCHOOL

Policy name	Behaviour Policy
Version date	May 2026
Owner	TH
Approval date	5th May 2026
Approver	Local Governing Body
Review frequency	Annually
Review date	December 2026

At Drybrook School our leading aim is: *dreaming big, achieving together*

The policy of the school is to encourage self-discipline on the part of pupils. We promote self-esteem, proper regard for authority and positive relationships based on mutual respect. This will be achieved by operating in an orderly environment where expectations are clear and consistent and pupils are ensured of fair treatment for all, regardless of ethnic or national origin, culture, religion, gender, disability or sexuality.

Everyone should believe that they belong to our school and that they can become great learners. To create this belief, we foster a visible kindness through high levels of consistency.

Rules and expectations

We have three simple rules and expectations for all the follow in and around school:

Be Respectful
I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.

Be Safe
I will be kind and look after myself and others, following appropriate instructions from adults.

Be Ready to Learn
I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work to the best of my ability.

Our three rules underpin our whole behaviour system where children will be rewarded and praised for meeting and exceeding them and reminded and sanctioned if they are not being met. All children will be explicitly taught the rules on a regular basis and our daily routines and habits will support all children to succeed in meeting these expectations.

The display for this in Appendix 1

Routines

Clear consistent routines applied by all staff across the school ensure that all children know the expectations. Be clear about the expectation on the children's behaviour telling them what you want them to do and not what you don't want them to do.

These expectations and routines may need rehearsing regularly to ensure a high level of success. Positive reinforcement for future success must be applied.

Routines in all classrooms in the school

- Teacher to have an 'activity' to start every lesson when the children arrive
- Pencil pots – checked by the children at the start of every lesson and before they leave the classroom
- Smart sitting in the class room on chairs and on the carpet
- Hands up to say something in the lesson – reminders and then sanctions for shouting out – class dojo to reinforce good behaviour
- Countdown from 5 with verbal reminders and positive reinforcement in between numbers to

get attention back to teacher
- Toilet routine – one at a time – visual recognition of who is in the toilet in the classroom
- Collecting/giving out books needs as little movement from children as possible, ideally only the teacher or TA would give these out. Build a routine where children don't leave seats to collect either table by table or row by row rewarding wanted behaviour.
- At the end of every lesson, tidy the pencils pots and desk, check the floors and stand near silently behind tucked in chairs before being dismissed.

Routine at the end of playtime and lunchtime

- One long whistle between 5 and 10 seconds so that all children hear it.
- Children then collect one object even if they haven't been playing and put it either in the bin if rubbish or in the designated areas – this will be done calmly and swiftly by all children unless directed by an adult to do otherwise.
- Once the object is away they line up – lines don't need to be silent but children do need to be sensible in the lines.

Reward and recognitions

Praise and Recognition – positive praise for doing the correct things with verbal recognition

- *Yes David. Thank you.*
- *Well done Eric, that's great sitting.*
- *Superb effort Cora. Keep it up*
- *Yes Jack. Very polite and respectful.*

Rewards – **only** class dojo points to be given out in class. No sweets or toys etc should be given out.

- *Above and beyond the minimum expectation*
- *Significant improvement for an individual pupil from previous behaviour*
- *To encourage good behaviour for other children to follow*

Stars in class

- All children will start the day on Green, and if they remain on Green, they will be rewarded one dojo point at the end of the day.
- Children who move up to the silver star throughout the day will be rewarded with two dojo points at the end of the day.
- Children who move up to the gold star will be rewarded with three dojo points at the end of the day.

Celebration Assembly Children's achievements are recognised in the celebration assembly.

- Star of the week - Each class teacher nominates a star of the week who receives a sticker and a certificate.
- Special mention - The teachers also nominate children who have made extra special effort
- Top maths Doodler
- Top class reader
- Headteacher Awards - Children can be sent to the Headteacher's office daily to share their good work or behaviour where a Headteacher Award Sticker will be given.
- Above and beyond rewards - At different points throughout the year, children who

demonstrate outstanding effort or progress will be rewarded with a reward. For example: children who have read at home above and beyond will go on a cinema trip, children who have consistently high performance on Doodle Maths will go on a visit.

Supportive Discipline

At all times adults must remain calm and controlled remembering it is the behaviour that is unacceptable not the child. Refer to the expectations on behaviour and specifically what they need to do to meet the expectation.

All unwanted behaviour will be dealt with as a consequence and explored by staff, either individually, or as a team to find out if other preventative support is needed to be put in place to avoid this behaviour happening again.

Pre-emptive reminders:

As soon as any expectation is not being met adults swiftly, quietly and calmly use these pre-emptive reminders to subtly remind the child of the required standard.

- Silent non-verbal: *hand signal, eye contact, facial expression, shake head, sharp pause or clicking.*
- Unnamed: *I am just waiting for 3 people. We need one person... and thank you*.
- Named: *'David, this way please. We listen so we can learn. Thank you.'*

Ensure the acceptable behaviour is clearly outlined. Traffic light system in place to track behaviour

Green:

All children start the day on green. They can be moved back to green should they get a white warning and then improve their behaviour.

White warning:

- A clear verbal warning is given and a visual recognition in class at the time as well as outlining how you expect the child to behave and which specific rules they have not followed.
- Should acceptable behaviour be met children can move back to green.

Orange warning:

1. Visually recorded in class at the time.
2. Pupils in KS1 will be sent to the classroom next door, at the time the Orange warning is given, for 10 minutes to engage in a reflective activity.
3. Pupils in KS2 will be sent into a junior classroom for 15 minutes during the next breaktime to engage in a reflective discussion.
4. This will be followed by a restorative conversation upon returning to class if required and contact with parents outlining the unwanted behaviour by conversation or letter if a physical conversation can't take place.
5. The behaviour will be recorded on MIS.

Red warning:

a) Visually recorded in class at the time.
b) Pupils in KS1 will be sent to the classroom next door for 20 minutes to engage in reflective activity.
c) Should behaviour continue to disrupt the learning of other pupils, then the child will spend the session in a neighbouring classroom with independent work so as not to disrupt the learning of the other children in the class.
d) KS2 pupils will also be sent into a junior classroom for two lots of 15 minutes during the next break time to engage in a reflective discussion.
e) The behaviour will be recorded on MIS.

Teachers will be responsible for children attending the reflection at breaktime.

Lunchtime and Playtime issues

a) Should significant issues occur at playtime or lunchtime children will go to the reflection room escorted by an adult.
b) The incident with them we reviewed was the help of CCTV if needed and appropriate sanctions will be handed out in the form of time in the reflection room.

Reflection room

This will be held every break time and lunchtime in headteacher's office or Beech classroom, and a teacher will be there.
Children will be allowed to bring snacks and a book to read after their reflective conversation with the member of staff on duty. Should children miss their session within the reflection room or cause further disruption, they will have to repeat the process while undertaking this reflection.

Not all children will be able to manage behaviour with the same system as the rest of the class and will need personal plans to help support their behaviour. These processes will have slightly different expectations on the child and different ways of promoting positive behaviour and also sanctioning unwanted behaviour.

Report (Appendix 2)

Children with significant behaviour incidents over a two-week period will be put on a report to track that behaviour closely. This will involve meeting with the class teacher and the pupils' parents to put them on report. It will be reviewed. If daily behaviour has improved within this time period, they will be taken off report and any unwanted behaviour will be dealt with within the normal sanction system. However, if no improvement has been made by the pupil, they will continue on the behaviour report for another two weeks, as well as other behaviour contracts.

Behaviour contract (Appendix 3)

A bespoke behaviour contract will be written with parents, senior leadership, class teacher and the child where persistently disruptive regularly occurring. This is designed to be a supportive process to ensure the child gets the support needed to adapt their behaviour. These will be written for children whose behaviour dictates a different approach to management that falls outside the normal structure of the traffic system.

Internal Isolation

This is a period of time spent excluded from the classroom if a child's behaviour is too disruptive to continue in the classroom. The class teacher will need to set work for the child no interaction takes place. Parents are informed of the isolation.

Internal isolation from playtime may be used where children are persistently disruptive at playtime.

Positive Support Plan (PSP) (Appendix 4)

Where a child's needs are more complicated a positive support plan should be used. This will involve the Headteacher, Community Champion, class teacher and possibly the SENDCO. This will clearly articulate the escalation in behaviour and the support measures in place to support the child. When this is written clear timeframes for review will be put in place.

Positive Support Plan + (PSP+) (Appendix 5)

Where a child is at risk of permanent exclusion a PSP+ will be written. This will involve the Headteacher, Community Champion, class teacher, SENDCO and other professionals may be invited as necessary. This will clearly articulate the escalation in behaviour and the support measures in place to support the child. The child must commit to meeting key behaviour targets so the risk of permanent exclusion is removed/reduced. A PSP+ normally runs for 16 school weeks with a formal review at around 8 weeks, in exceptional circumstances the plan can be extended for a further 4 to 6 weeks.

Reflection scripted conversation

The script is to be used as a rough guide, although it should be a fluid conversation between the adult and the child.

Scripted conversation for reflection:

Teacher: *Can you tell me what happened?*
Pupil to respond: *Pupil to outline the incident*
Teacher: *I wonder which of our school rules should be followed?*
Pupil to respond: *Pupil to answer Be respectful, be safe, be ready to learn*
Teacher: Can you think *carefully about what you should have done differently and let me know in a bit?*
Pupil to respond: *at the end of the 15 minutes.*

Restorative Conversations Upon return to the class and spoken to in a positive supportive manner.
Class teacher: *what should have been done differently?*
Pupil to respond: *Pupil to outline the next steps.*
Class teacher: *Thank you.*

Monitoring

All negative behaviour that has received a consequence will be tracked using MIS. This will then be tracking half termly and support will be applied if required.

Significant behaviour incidents will be recorded onto My Concern and tagged with Behaviour Log as

they may play into a bigger picture regarding concerns at home.

SEND
Children who have an Educational Health Care Plan or an identified additional need(s) will also be expected to follow the behaviour policy, although reasonable adjustments will be made for them. Advice from the school's Special Educational Needs and Disabilities (SEND) teacher and from external agencies, when appropriate, will be taken and communicated to all staff. Alternative strategies will be employed as agreed with parents/carers, teachers, children at regular SEND review meetings of the Individual Behaviour Contract. An Individual Behaviour Contract is a school-based document which is prepared to help support a pupil with behavioural difficulties. Often children with behavioural difficulties will have special educational needs and the IBP is the starting point for intervention and support.

Bullying

We are committed to attaining a bullying free environment for all of our pupils and staff, so they can work in a relaxed and secure atmosphere. Bullying or harassment of any kind is unacceptable at our school.

Bullying is contrary to the values held at the Forest of Dean Trust, which include courtesy, compassion and integrity, and will not be tolerated in any form. Every member of the Forest of Dean Trust community has the right to feel and stay safe and bullying prevents this. It is unacceptable in whatever form it takes and will be assertively challenged at Forest of Dean Trust.

What is Bullying?

The National Anti-Bullying Alliance defines bullying as:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online".

Our school endeavours to provide an environment where bullying does not occur. Any incident of bullying:

- Will be investigated thoroughly, taken seriously and acted on quickly.
- The victim will be given support and advice.
- Children displaying bullying behaviour will be talked to, encouraged to see the victim's point of view, and will be supported to change their behaviour.
- All incidences will be recorded on My Concern.
- Parents will be informed when there is clear evidence; otherwise, records will be kept in case they are needed in the future.

Our anti-bully policy outlines the approach, procedures and protocol taken by the school on bullying.

Exclusions

The decision to exclude:

Statutory guidance on factors that a Headteacher should take into account before taking the decision to exclude A decision to exclude a pupil permanently should only be taken:

- 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 decision on whether to exclude is for the Headteacher to take. However, where practical, the Headteacher should give the pupil an opportunity to present their case before taking the decision to exclude.

Whilst an exclusion may still be an appropriate sanction, the Headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The Headteacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems

1. Pupils will only be excluded in cases of a serious breach of the school's behaviour/discipline policy and if the continued presence of the pupil in the school would seriously damage the education or welfare of other pupils or others in school.
2. A decision to exclude a pupil permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional breach of the behaviour policy has been committed, e.g.
    a. Serious violence, actual or threatened, against a pupil or member of staff;
    b. Sexual abuse or assault;
    c. Supplying or possession of an illegal drug; and carrying an offensive weapon.

Suspension (Fixed Term Exclusion)

Pupils may be excluded for a fixed term, generally 1 to 5 days, up to a maximum of 45 days, in any one year. This type of exclusion will be used, for example, in situations where a pupil is abusive to a teacher; is involved in fighting or serious bullying; or for constantly defying school rules.

If a pupil is excluded for more than 3 days, the school is responsible for providing and marking appropriate work to be collected and returned by parents.

Where an exclusion

- is for more than 5 days in any one term, or
- causes or is likely to cause loss of examination opportunity, or
- is made permanent, the Headteacher will inform the LA and the Discipline Committee of the Governing Body.

The Committee will

- consider the circumstances of the exclusion;
- consider any representations from the parents of the pupil;
- allow the person(s) making the representation to attend a meeting of the Committee to make

oral representations; and
- consider these representations.

If the Committee decides to reinstate the pupil, they will:

a) decide upon the date for the reinstatement;
b) immediately inform the Headteacher, the parent and the LA.

If the Committee decide not to reinstate the pupil, they will inform the Headteacher, the parents and the LA; and if the exclusion is to be permanent, they will inform the parents in writing of

a) their right of appeal and to whom it should be made;
b) the need to state the ground of the appeal; and c) the last date on which the appeal may be made.

Safety and physical interventions

There may be occasions where it is necessary for staff to restrain children physically to prevent them from inflicting damage on either themselves, others or property. Any form of physical intervention will only be used as a last resort (unless the child has put themselves or others at immediate risk of harm) and only after other means to de-escalate the situation have been exhausted. In such cases only the minimum force necessary should be used for the minimum length of time required for the child to regain self- control. Any force used in school will be reasonable, necessary and proportionate. In all cases of restraint the incident must be documented on My Concern and reported to the Headteacher. The school follows guidelines set out in the DfE guidance document: 'Reasonable Force'

Under no circumstances would it be permissible to use physical force as a form of punishment, to modify behaviour, or to make a pupil comply with an instruction. Physical force of this nature can, and is likely to, constitute a criminal offence. Physical intervention should only be used in pairs by members of staff who have been trained in the use of 'Physical Intervention'. No member of staff will undertake physical intervention if they are by themselves. The only exception to this would be if an untrained member of staff finds themselves in a situation where a child's life may be at risk or for self-defence reasons.

Staff who have been trained in the use of physical intervention techniques have also been trained to undertake a dynamic risk assessment before undertaking any physical intervention. This dynamic assessment of the situation will often happen very quickly but will allow the member of staff to determine if physical intervention is necessary and what should be done to make the situation safe for all involved.

In the cases of children with more extreme behavioural needs, employing pre-emptive strategies to manage behaviour will always be the priority. For pupils whose behaviour may require some form of restraint on a more regular basis, the details of the restraint will be discussed with parents and detailed in the pupil's individual risk assessment. Any such use of restraint will always be recorded and a member of the SLT informed.

There may also be occasions when a door may need to be temporarily locked within the school to prevent a child from escaping the school site and thus place themselves at risk of harm or to ensure the safety of other school users. The locking of any door will always be carefully monitored and at least two members of staff present. In all cases of locking a door, the incident must be documented and reported to the Headteacher and recorded on My Concern.

Policy on Restrictive Interventions and Reasonable Force

Introduction and Philosophy

The use of restrictive interventions, including reasonable force and seclusion, can significantly impact pupils, staff, and parents. Our school aims to proactively minimise the need for such interventions through early support, prevention, and de-escalation. This policy ensures staff know how to use these interventions safely, appropriately, and lawfully when necessary to keep the school community safe.

Terminology

- **Restrictive Intervention:** An umbrella term for physical and non-physical actions aimed at preventing, restricting, or subduing a pupil's movement.
- **Reasonable Force:** Using no more force than is necessary for the shortest amount of time possible.
- **Seclusion:** A non-disciplinary safety measure where a pupil is confined alone and prevented from leaving.
- **Significant Incident:** Any incident where the use of force goes beyond appropriate physical contact.

Legal Framework and Power to Use Force

All members of school staff have a legal power to use reasonable force. Force may be used to prevent a pupil from:

a) Causing injury to themselves or others.

b) Committing a criminal offence.

c) Damaging property.

d) Causing disorder among pupils.

Unacceptable Uses of Force: It is illegal to use force as a punishment. Pressure must never be applied to the neck, throat, or abdomen, and holds that affect breathing are strictly prohibited.

Minimising the Need for Intervention

We employ whole-school strategies to reduce the need for force, including:

- Creating a classroom environment that supports all pupils.
- Training staff in effective communication and empathy for de-escalation.
- Developing trust-based staff-pupil relationships.
- Utilising **Behaviour Support Plans** for individual pupils with identified needs, co-produced with parents.

Seclusion

Seclusion is only used as a safety measure for pupils experiencing high levels of emotional dysregulation, not as a disciplinary response.

- The pupil must be supervised at all times.
- The space must be safe and non-threatening.
- The intervention must end as soon as the immediate risk of harm has reduced.

Recording and Reporting (Statutory Duties)

Recording: Every significant incident of force or seclusion must be recorded in writing as soon as practicable, ideally the same day. Records must include:

- Names of involved staff/pupils and the pupil's SEND status.
- The date, time, location, and duration.
- A brief account of why the intervention was necessary and what de-escalation was attempted.

Reporting to Parents: Parents must be notified of any significant use of force or seclusion as soon as practicable (ideally the same day). This includes:

- Providing a written account of why the intervention was necessary.
- Detailing the type of force used and any injuries sustained.
- Inviting parents for a follow-up discussion to repair relationships and review support plans.

Post-Incident Support

Following an intervention, the school will:

- Provide medical assessment and treatment for any injuries.
- Hold a follow-up conversation with the pupil and staff member, ideally facilitated by a person not involved in the incident, to facilitate reflection and repair relationships.
- Provide support for any pupils who witnessed the incident.

Oversight and Review

The Governing Body will regularly interrogate data on restrictive interventions to identify patterns, ensure disproportionate use is not occurring (specifically regarding SEND or protected characteristics), and implement improvements to practice.

Mobile Phones and Smart Devices

In line with current statutory guidance and the Children's Wellbeing and Schools Act 2026, pupils must not use or be in possession of mobile phones, smart watches with communication functions, or other personal smart devices on the school site during the school day.

If a child needs to bring a mobile phone onto the school site, it must be handed to the class teacher at the start of the school day and will be returned at the end of the day. Devices must remain switched off and must not be used anywhere on the school site.

Exceptions will be made for pupils who require a mobile phone or smart device for a medical reason, where this has been agreed in advance with the school and appropriate arrangements are in place.

Any pupil found using, or in possession of, a mobile phone or smart device without permission will receive consequences in line with the school's behaviour policy, and parents/carers may be informed.

The school accepts no responsibility for loss or damage to personal devices brought onto site.

Appendix 1 - Behaviour expectations

DREAMING BIG ACHIEVING TOGETHER

School Rules	Amber Behaviours	Red Behaviours
Be Respectful I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.	**Not being respectful** - Not showing respect to the person talking to you - Not being completely honest - Not listening to what others say - Not following instructions - Not looking after school equipment	**Being disrespectful** - Lying - Answering back - Ignoring instructions - Deliberately damaging school equipment
Be Safe I will be kind and look after myself and others, following appropriate instructions from adults.	**Not being safe** - Being unkind to others - Not keeping hands and feet to yourself	**Being deliberately unsafe** - Speaking in a verbally aggressive manner - Swearing aggressively - Being deliberately unkind - Being physically aggressive
Be Ready to learn I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work to the best of my ability.	**Not being ready to learn** - Not putting effort into your learning - Distracting yourself and others from learning	**Deliberately not ready to learn** - Refusing to do learning - Preventing others from learning - Disrupting the physical classroom environment – throwing chairs, ripping displays etc. - Taking things that do not belong to you

Appendix 2 - Sample letter template

Headteacher
Thomas Henesey
01594 542448
admin@drybookschool.co.uk
www.drybrookschool.co.uk

Drybrook Primary School
Drybrook Road
Drybrook
Gloucestershire
GL17 9JF

Date:_____

Amber Letter

Dear Parents/Carers of _____

Our aim to have disruption free classrooms, pleasant social environments so all children can learn and thrive in school both academically and socially. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We have three simple rules: Be Ready, Be Respectful and Be Safe which are applicable to a wide variety of situations.

Unfortunately, _____ has displayed behaviours that go against our rules during school today and even though warnings were given the behaviours continued. As a consequence, your child received an amber warning that has resulted in a reflective meeting at playtime.

Kind regards

Appendix 3 - Report card

Report card



	8:45 – 9:45 Session 1	9:45 – 10:30 Session 2	10:30 – 10:45 Break	10:45 – 11:15 Session 3	11:15 – 12:15 Session 4	12:15 – 1:05 Lunch	1:05 – 1:30 Session 5	1:30 – 1:50 Assembly	1:50 – 3:00 Session 6
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Appendix 4 - Behaviour contract template

Headteacher
Thomas Henesey
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admin@drybookschool.co.uk
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Drybrook Primary School
Drybrook Road
Drybrook
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GL17 9JF

Behaviour Contract

Date Contracted Started:

We have discussed behaviour and together have decided the following.

Unacceptable behaviour
Together we have identified the following unacceptable behaviour that I have demonstrated in school.

- Not following instructions
- Being disrespectful to others
- Not keeping my hands and feet to myself

Targets
I am going to show

- I can follow instructions
- I will be respectful to others
- I will have kind hands and feet

Consequences
If I continue with my unacceptable behaviour then

- I will miss break and or lunchtime as a timeout

Support
To support me with improving my behaviour I will have:

- A positive sticker charts
- Break down success into smaller sections
-

Tracking my behaviour

- Each day I will have my success card signed by an adult in my learning environment
- I will have stars shaded on my chart.

Signatures

Learner	
Parents/Carer	
Class Teacher	
Headteacher	

Appendix 5 - PSP template

Headteacher
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admin@drybookschool.co.uk
www.drybrookschool.co.uk



Drybrook Primary School
Drybrook Road
Drybrook
Gloucestershire
GL17 9JF

POSITIVE SUPPORT PLAN for

DOB:

Term:

Year:

This will usually be put in place after or alongside:
1. A positive behaviour chart.
2. A behaviour contract.

Things to know about me:

Things that can make me anxious:

-

Comments/Further Information/behaviours to ignore

	Stages of Agitation **(What are the behaviours?)**		**Staff Intervention/ Key phrases** **(How do staff manage the behaviour at this stage?)**
0	All calm	**0**	
1	Level 1 – low level behaviours/ physiology	**1**	
2	Level 2 – challenging behaviours/ physiology	**2**	
3	Crisis level – need for physical handling? **Should a restrictive physical intervention be required you will be informed.**	**3**	
4	Calming down/debrief/restoration	**4**	

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Agreed by:

Parents/Carer	
Class Teacher	
Headteacher	

Discussed and agreed with the pupil ☐ *(tick)*

Signed by (other staff working with the pupil)

Appendix 6 - PSP+ template

Headteacher
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POSITIVE SUPPORT PLAN + for

DOB: **Term:** **Year: 2022**

This PSP+ has been put in place because your child is at risk of permanent exclusion because of the following reasons:

- for negative behaviour.

Things to know about me
(has anything changed? Do we know more?):

-

Things that can make me anxious
(has anything changed? Do we know more?):

Comments/Further Information/What behaviour can you ignore
(has anything changed? Do we know more?):

-

	Stages of Agitation Has anything changed? **(What are the behaviours?)**		**Staff Intervention/ Key phrases** Has anything changed? **(How do staff manage the behaviour at this stage?)**
0	All calm	**0**	
1	Level 1 – low level behaviours/ physiology	**1**	
2	Level 2 – challenging behaviours/ physiology	**2**	
3	Crisis level – need for physical handling?	**3**	

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	Should a restrictive physical intervention be required you will be informed.		
4	Calming down/debrief/restoration	**4**	

Behaviour targets for (these should link to the reasons for the PSP+)

1.	
2.	
3.	

Beginning of PSP+

Formal review date:

End of PSP+ date: (16 wks from beginning, can be extended by 4-6 wks in exceptional circumstances)

Agreed by:

Parents/Carer	
Class Teacher	
Headteacher	

Headteacher
Thomas Henesey
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admin@drybookschool.co.uk
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Drybrook Road
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Gloucestershire
GL17 9JF

Discussed and agreed with the pupil ☐ *(tick)*

Signed by (other staff working with the pupil)