



Birtley East Community Primary School

Ap. 1.

Weekly Record Class: / / Week Beginning: / /

Rewards

Day/Date	Name	Comment and code

Reward Codes: 1.Excellent effort 2.Achievement 3.Kindness/helping others 4.Role model for others 5.Taking responsibility

Aiming Higher. Achievement for All



Birtley East Community Primary School

Record using a code for in class consequences/rewards, 'L' for lunchtime. This is to be sent with the child when they reach Isolation 1 and 2.

Sanctions						
Day/date	Name	Formal Warning	Time Out	ISOLATION 1	ISOLATION 2	Comments
Sanction Codes: 1.Disruption 2.Disrespectful 3.Unkind behaviour 4.Lack of effort 5.Bad language						

Other incidents to note (NB any safeguarding concerns – follow school policy and report to designated person)

Name of child and date	Details and staff member's initials



Behaviour Support Plan Template

Student name:

Date:

Pertinent background information (if relevant):

Behaviour Support Plan Template

Behaviours in need of support

a. Target behaviours (rank in priority)

No. 1

No. 2

No. 3

No. 4

No.5

b. Known warning signs of impending behaviour

No.1

No. 2

No. 3

No. 4

No.5

Behaviour Support Plan Template

Behaviours in need of support

c. Known triggers of impending behaviour

No. 1

No. 2

No. 3

No. 4

No.5

d. Preventative strategies and techniques (to implement in response to or in anticipation of known triggers)

No.1

No. 2

No. 3

No. 4

No.5

Behaviour Support Plan Template

Proactive strategies and techniques

In the classroom (e.g. a particular class)

a. Target behaviours

b. Strategies

c. Beginning date

Concluding date

d. Who is responsible for implementation?

Before school

a. Target behaviours

b. Strategies

c. Beginning date

Concluding date

d. Who is responsible for implementation?

Behaviour Support Plan Template

Proactive strategies and techniques

At assemblies

a. Target behaviours

b. Strategies

c. Beginning date

Concluding date

d. Who is responsible for implementation?

In corridors and shared areas

a. Target behaviours

b. Strategies

c. Beginning date

Concluding date

d. Who is responsible for implementation?

Behaviour Support Plan Template

Proactive strategies and techniques

Recess and lunch

a. Target behaviours

b. Strategies

c. Beginning date Concluding date

d. Who is responsible for implementation?

After school

a. Target behaviours

b. Strategies

c. Beginning date Concluding date

d. Who is responsible for implementation?

Behaviour Support Plan Template

Proactive strategies and techniques

At second home (if applicable)

a. Target behaviours

b. Strategies

c. Beginning date

Concluding date

d. Who is responsible for implementation?

Online, social media, gaming and films

a. Target behaviours

b. Strategies

c. Beginning date

Concluding date

d. Who is responsible for implementation?

Behaviour Support Plan Template

Good behaviour recognition

a. What works to promote good behaviour for this student?

b. How will we know if the recognition is successful?

c. Who is responsible for providing good behaviour recognition?

d. When and how often is behaviour recorded?

Consequences

a. List consequences

b. Who is responsible for giving consequences?

c. When and how often are statements or approaches recorded?

Behaviour Support Plan Template

Crisis plan - No.1

a. Behaviours

b. Actions

c. Who is responsible?

Crisis plan - No.2

a. Behaviours

b. Actions

c. Who is responsible?

Crisis plan - No.3

a. Behaviours

b. Actions

c. Who is responsible?

Crisis plan - No.4

a. Behaviours

b. Actions

c. Who is responsible?

Behaviour Support Plan Template

Student's preferred contact people at the school

Person 1 - name and position

Person 2 - name and position

Person 3 - name and position

Person 4 - name and position

Review

a. Review date

b. Who is involved?

c. How is it monitored?

Behaviour Support Plan Template

Sign-off on the BSP

Principal name

Principal signature

Date:

Parent/guardian name

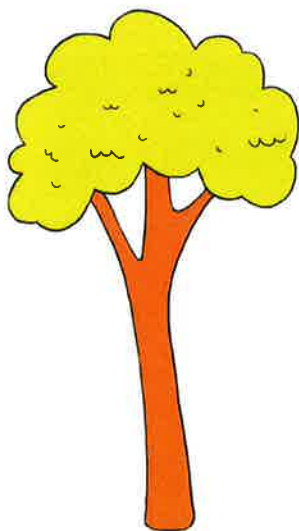
Parent/guardian signature

Date:

Student name

Student signature

Date:



Birtley East Primary School



A.p.3

Name of pupil:		D.O.B:	Year group:
Member of staff:		Lead person:	
Other staff present (assisting):			
Date:	Time:	Timespan:	
Location:		Activity:	
Incident reported to:			
Supplemental report required:		Yes	No
Monitored by:	Position:	Date:	

Reason for intervention:

- | | |
|---|---|
| <input type="checkbox"/> Bullying pupil(s) | <input type="checkbox"/> Prevent/disrupt a criminal act |
| <input type="checkbox"/> Immediate danger of personal injury to self | <input type="checkbox"/> To prevent absconding |
| <input type="checkbox"/> Immediate danger of personal injury to other | <input type="checkbox"/> To minimise disruption to other pupils |
| <input type="checkbox"/> To avoid damage to property | <input type="checkbox"/> Other (please specify below) |

Circumstances: *(a description of the events leading up to the incident/behaviour):*

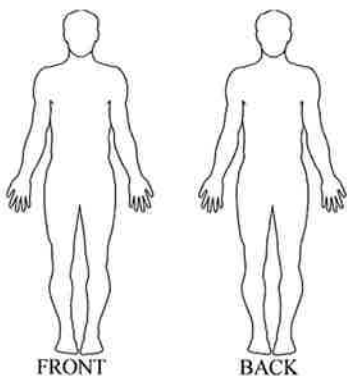
De-escalation techniques used:

- | | | |
|---|--|---|
| <input type="checkbox"/> Humour | <input type="checkbox"/> Success reminder | <input type="checkbox"/> Removal of audience |
| <input type="checkbox"/> Planned ignoring | <input type="checkbox"/> Negotiation | <input type="checkbox"/> Choices/limits/consequences |
| <input type="checkbox"/> Help protocol | <input type="checkbox"/> Step away | <input type="checkbox"/> Non threatening body language |
| <input type="checkbox"/> Reassurance | <input type="checkbox"/> Calm talking | <input type="checkbox"/> Verbal advice and support |
| <input type="checkbox"/> Distraction | <input type="checkbox"/> Options offered | <input type="checkbox"/> Staff change over/transfer adult |
| <input type="checkbox"/> Time out offered | <input type="checkbox"/> Time out directed | <input type="checkbox"/> Persuasion/discussion |

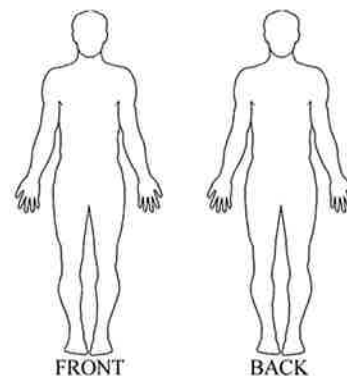
incident report

Details of any injuries: (to whom and action taken as a result, e.g. medical treatment)

pupil



staff



		Yes	No
Referred to first aider	Pupil	<input type="checkbox"/>	<input type="checkbox"/>
	Staff	<input type="checkbox"/>	<input type="checkbox"/>
Referred to G.P.	Pupil	<input type="checkbox"/>	<input type="checkbox"/>
	Staff	<input type="checkbox"/>	<input type="checkbox"/>

		Yes	No
Treatment required	Pupil	<input type="checkbox"/>	<input type="checkbox"/>
	Staff	<input type="checkbox"/>	<input type="checkbox"/>
Referred to hospital	Pupil	<input type="checkbox"/>	<input type="checkbox"/>
	Staff	<input type="checkbox"/>	<input type="checkbox"/>

Any other relevant information:

Signed: (member of staff) Date:

Response and view of the child: (pupil must write a comment)

I have read/had read to me the above report and note its contents.

Comments:

Signed: (pupil) Date:

Notifying Procedure

Yes	No	Yes	No	Yes	No	Yes	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keyworker		Social Services		Parent/Carer		Education	

Recorded in incident log/chart

Appendix 4: Additional guidance for children and parents about bullying

What Can You Do If You Are Being Bullied?

Remember that your silence is the bully's greatest weapon!

- a) Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- b) Be proud of who you are. It is good to be individual.
- c) Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- d) Stay with a group of friends/people. There is safety in numbers.
- e) Be assertive – shout "NO!" Walk confidently away. Go straight to a teacher or member of staff.
- f) Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.
- g) Generally it is best to tell an adult you trust straight away. You will get immediate support.

Teachers will take you seriously and will deal with bullies in a way that will end the bullying and will not make things worse for you.

If You Know Someone Is Being Bullied

- a) TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy on his or her own.
- b) If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you in trouble.
- c) Do not be, or pretend to be, friends with a bully.

As A Parent

- a) Be aware of unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- b) Try to take an active role in your child's education. Enquire how their day has gone, who they spent their time with, how lunchtime was spent etc.
- c) If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY. Your complaint will be taken seriously and investigated.
- d) It is important that you advise your child not to fight back. It can make matters worse!
- e) Tell you own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- f) Make sure your child is fully aware of the School policy concerning bullying, and that they should not be afraid to ask for help.

Useful web-sites and Phone Numbers

Anti-Bullying Alliance	www.nch.org.uk/aba
Childline	www.childline.org.uk
Bullying Online	www.gov.uk/bullying/
Kidscape	www.kidscape.org.uk
National helpline for parents	www.parentlineplus.org.uk
BBC Schools bullying site	www.bbc.co.uk/schools/bullying
For Kids by Kids Online	www.fkbko.net
DfES anti-bullying site	www.dfes.gov.uk/bullying www.dontsufferinsilence.com
Act Against Bullying	www.actagainstbullying.co.uk www.bullying.co.uk



Ap 4
THINK
UP
KNOW
-CO.UK

Risks children face online: Cyberbullying

Cyberbullying is bullying that takes place via technology. Whether on gaming sites, through a mobile device or via a social networking site, the effects can be devastating for the young people involved.

With online technologies accessible 24 hours a day, cyberbullying can be relentless. It can also intrude on spaces that were previously personal, for example at home; it can feel that there is no escape from it.

21% of 8 to 11 year olds have been deliberately targeted, threatened or humiliated by an individual or group through the use of mobile phone or the internet and 28% of 11 – to 16 year olds.

Beatbullying, Virtual Violence II

The use of technology can increase the audience of the bullying and multiply the number of bullies involved, as young people re-post, send or 'like' bullying content. Bullies can also attempt to be anonymous which can be extremely distressing for the victim.

As hard as it can be to admit, it is also possible that your child is or has been a bully. They could have set up or joined a malicious profile or 'liked' a mean comment they have seen about someone online. They could be acting in this way due to peer pressure or in retaliation for something that has happened to them. When talking to your child about bullying it is important to let them know how you as a family feel about the act. Talk to them about how it makes others feel and the consequences of their actions.

What to do if my child is being Cyberbullied



Offer reassurance and support. Your child may be in need of emotional support or feel like they have nowhere to turn. It is rare that cyberbullying is only taking place online and is often someone your child knows through school or a group they attend. Their school should have policies and procedures for dealing with cyberbullying.

Your child could visit Cybermentors. This is an online counselling service with a difference; the counsellors are also children and young people. This site has proved very popular and offers practical advice - www.cybermentors.org.uk



Tell your child that if they are being bullied to always keep the evidence. Whether it's a text message or email, tell them not to reply to the bully or delete the comments. Ask your child if they know the bully or where the messages are coming from. Often it is someone within the school environment and can be dealt with quickly and effectively with assistance from the school.



Block the bullies

If someone is bullying your child on a social networking or chat site encourage them to block or delete the individual so that they can't be contacted by them anymore.



Report any bullying content to the website it's hosted on. If content has been posted, for example a video or image, which is upsetting your child you should report it to the website, for example, Facebook. Learn how you would report content on sites like Facebook and YouTube; every site is different. Contacting the website is the only way to get the offensive content removed, unless it is illegal. In cases of illegal content for example indecent images or videos of young people under 18, contact your local police or report it to www.clickceop.police.uk.



For further help and guidance on all the information mentioned please visit
www.thinkuknow.co.uk/parents

