



# Kemsley Primary Academy

## Behaviour Policy

<i>Signed by Headteacher:</i>	<i>Miss I Homer</i>
<i>Signed by Chair of Governors</i>	<i>Mr S Edwards &amp; Mrs H Duffy</i>
<i>Dated:</i>	<i>September 2023</i>
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# Kemsley Primary Academy

## Behaviour Policy

We believe that it is every teacher's right to teach and that it is every child's right to learn. No child has the right to disrupt the learning of others.

This policy provides the framework for the establishment of a safe and happy community, enabling all members of the school community to apply its principles fairly and consistently.

### Aims

As a result of following this behaviour policy:

- Children will behave in a quiet and orderly manner in class and in school as a whole, demonstrating self-discipline, tolerance and a respect for other's opinions and ideas.
- Children will develop a positive attitude towards academic work recognising their own accountability for their behaviour for learning.
- Children will be able to maintain good social relationships with both other children and with adults, showing care and consideration.
- Children will be able to articulate emotions and feelings and understand why they have these feelings.
- Children will learn strategies to cope with their emotions, supported by the '**Zones of Regulation**' (See **Appendix 1**).
- All staff will treat each child fairly, respecting their individual rights and opinions.
- We will use reward systems that recognise behaviour and responses that go above and beyond the baseline expectations.
- Both parents/carers and children will benefit from the school and home working closely together. This will be fostered by communication systems such as Tapestry (Early Years) and Class Dojo.
- Self-discipline and good citizenship will be promoted.
- Bullying will not be tolerated.
- Each child will be treated as an individual and consideration will be given to how the Behaviour Policy is implemented with regards to their needs.

### Objectives

We believe that respect, honesty, fairness, co-operation and teamwork are the foundations of a successful school. As we have high expectations, it is important to reinforce good behaviour in a positive way, ensuring that each child's self-esteem and self-respect is preserved and developed. Both good and poor behaviour must be communicated to the parents or carers.

Good behaviour will be encouraged and taught at all times. Children need to learn that every behaviour has a consequence and each right has a responsibility. Personal discipline and self-control are very important and children must be encouraged and taught to accept responsibility for their own behaviour and to be personally accountable.

All members of the school community – teaching and non-teaching staff, parents, pupils and governors will work towards the academy aims by:

- Providing a well- ordered environment in which everyone is aware of the behavioural expectations.
- Children and adults are to be treated as individuals, showing respect for their rights, values and beliefs.
- Teaching the children about emotions and giving them strategies to cope.
- Fostering and promoting good relationships both inside and outside the academy. } Offering equal opportunities to all.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all bullying or harassment in any form.
- Developing strategies to eliminate undesirable behaviours and applying consistently.
- Caring for the physical environment of the school.
- Working together and supporting and encouraging each other as a team.

### **Kemsley Primary Academy Rules**

Our academy rules will be discussed and evaluated by both staff and children to ensure acceptance and understanding. When developing the class rules, we will consider each child's right to be safe, the right to be heard and the right to learn. Reference will be made to respect for others and property, honesty, trust and fairness, tolerance and self-respect and discipline. Everyone working in the classroom must be aware of the rules.

- We respect every child's right to learn.
- We are polite and caring to both children and adults.
- We listen to instructions and follow what is said.
- We concentrate on our learning
- We always try to do our best.
- We move around school quietly and carefully.
- We look after our school and the equipment in it.

### **Ten simple guidelines for positive behaviour management**

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them doing the right thing'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know and refer to the School Code and the School Values. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Be positive e.g. use of 'please walk', rather than 'don't run'
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

## Rewards

Children will be rewarded with:

- Praise – both verbal and written, private and public
- Postcards home from staff for exceptional work or behaviour
- Dojo messages sent home
- Dojo points which accumulate to chosen rewards (**See Appendix 2 – example of Dojo rewards**)
- Stickers
- Use of other incentives, such as chance cards, marbles in the jar, additional computer time
- Entry in the Praise and Thank you list – read in assembly weekly.
- Presentation of Writer of the Week, Maths Master, Star of the Week, and Dojo Champion certificates in Celebration assembly
- Outstanding work to be taken to the Headteacher for praise (Headteacher sticker and award)
- Outstanding Presentation Award awarded to one child once a week – Look after Presentation Ted

The School Council take a lead role in discussing behaviour and appropriate rewards and consequences.

## Consequences

Children must be aware that poor behaviour has a consequence. The following lists some sanctions that will be used.

### Stepped Sanctions:

Stage	Sanctions
1	Verbal correction and discussion of behaviour.
2	Use of restorative justice approaches regarding the behaviour.
3	Moved to an alternative work station within class.
4	Minutes lost for playtime.
5	Moved to work in another class.
6	Loss of playtime and lunchtime.
7	Sent to the Headteacher or another member of the School Leadership Team to discuss behaviour.
8	Internal isolation (exclusion from the classroom but within the school building with loss of playtimes).
9	Exclusion - fixed time, permanent.

Each child will receive a warning before a sanction is applied. **Depending on the extremity and frequency of the behaviour, for example assault on another pupil, more serious sanctions will be applied immediately.** Parents will be reliably informed of any sanctions from three onwards. It is important for the school to work in partnership with parents, and this can be achieved through early involvement by way of discussions via the contact book, phone or email.

## Positive Handling

If a child is being unsafe towards themselves or others, and continues to ignore the instructions of an adult, they will be positively handled by a training member of staff. Parents will be informed when their child had been positively handled. This will always be used a last resort to keep everyone safe after exhausting all de-escalation strategies.

## **Behaviour Plans**

Where a child's behaviour becomes a concern, or where there are repeated behaviour incidences despite sanctions 1-8 being implemented, a behaviour log and behaviour frequency chart will be used by the class team (**See Appendix 3**). Following on from this, behaviour plans may be introduced (**See Appendix 4**).

## **Exclusion**

The Headteacher can exclude a pupil but can only do so in line with the requirements within the Department of Education 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England' (published September 2017). This guidance is published on our website for information. In the case of exclusion the local authority exclusion officer is informed alongside the Regional Director for the Academy Trust.

If a pupil's behaviour continues to be disruptive or violent, in spite of applying all the measures in the Behaviour Management Policy, and undermines the quality of teaching and learning for other pupils, then procedures for the exclusion of the pupil will commence.

Parents will be notified of the reason for the exclusion and invited to discuss the matter with the Headteacher. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the offending behaviour pattern is not repeated.

## **Anti-bullying Approach**

We believe that all children in our care should be protected from those who wish to deliberately hurt them either physically or emotionally.

### **Aims**

- To develop a school environment that is both safe and secure for all pupils
- To have in place established systems that will deal with incidents of bullying
- To develop confident children who will notify staff of any incident of bullying

Bullying at Kemsley is defined as **consistent, repetitive, hurtful behaviour towards another which may be physical or verbal in nature**. Incidences of bullying are taken very seriously and are not tolerated. A formal log is kept of bullying incidences. A variety of approaches are taken to the issue of potential bullying.

**Strategy and ethos:** The school works hard to create a happy, caring and secure environment where everyone feels valued and respected.

**Praise and success:** All pupils are aware that they are part of a community where praise, reward and the celebration of success is a major part of their everyday lives.

**Awareness:** Parents, pupils, teachers and governors are made aware that the school will not tolerate bullying.

**Home-school agreement:** The home-school agreement encourages parents to help their children become a helpful member of the school community.

**Whole school discussion:** Pupils are periodically reminded of acceptable forms of behaviour and that bullying is wrong and will not be tolerated.

**Pupil confidence:** Pupils are encouraged to be confident enough to report behaviour of a bullying nature.

**Informing:** Parents are asked to inform the school of any behaviour of a bullying nature that involves their child.

**Investigations:** All reported incidents are investigated and dealt with according to the school's anti-bullying policy.

**Counselling:** Counselling and support mechanisms can be put into place to help those who appear to have been involved in several cases of bullying

**Discussion:** Once the act of bullying has been established and all parties have had the chance to explain their involvement, the issues are recorded. All perpetrators of bullying are given time to discuss why they have bullied and why their actions are wrong

**Disciplinary action:** Parents are informed of events when they reach the level of Senior Leadership and what actions have been taken

### **Staff Responsibility**

All staff in the school play a critical role in the implementation and reinforcement of this policy. The staff includes all adults who work in the school – teachers, teaching assistants, office staff and site staff etc. All adults will use praise to reinforce good behaviour to achieve a working, friendly atmosphere where effective teaching and learning can take place.

The children will be treated with respect and kindness by all adults in school, even when a child may be especially challenging. Adults must never retaliate unpleasantly. Examples of good behaviour will be actively sought and praised, both to reinforce the behaviour and to send the message to others. We must look for the good in every child and publicly recognise it.

Procedures for providing children with opportunities to discuss appropriate behaviour/express concerns:

- Instilling the school values: Resilience, Positivity, Exploration and Aspiration throughout the school day.
- Conferencing with a senior member of staff as well as the pastoral care team.
- A programme of PSHE set in a moral framework designed to promote mutual respect, self - discipline and social responsibility, with a clear focus on relationships and feelings.
- Circle time – an opportunity for open discussion held in class groups on a regular basis.
- Worry box for all classes
- Visual behaviour chart for all classes
- A programme of religious education which includes ethical issues.
- A reminder at the beginning of each term, of the school and class rules and frequently revisited during the term.
- Rules agreed as a class and clearly displayed.

### **Moving around the site**

Children should move around the school sensibly and quietly, without running. The children must come into school in an orderly way from the playgrounds after playtime and lunch. The children will line up and be collected by their class teacher or teaching assistant promptly.

### **Lunchtimes**

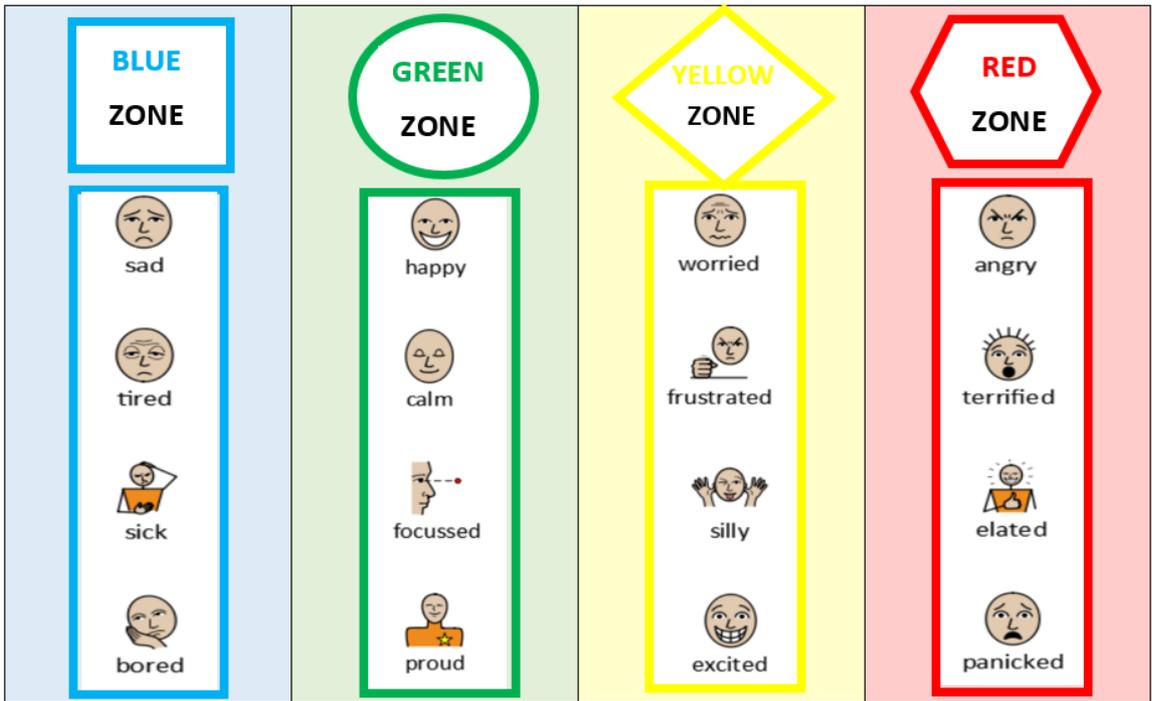
The children are expected to maintain an acceptable level of behaviour and table manners and to follow the directions of all staff. Behaviour issues will be dealt with according to their severity. If a child's behaviour continues to be a concern, it may be necessary for the child to go home for lunch. Teaching Assistants will escalate any behaviour concerns to class teachers or members of the SLT if they are severe or continuous.

## **Parents**

Kemsley Primary Academy aims to work in partnership with parents and will inform them when their child's behaviour is causing concern. It is important that children realise and understand that home and school are working closely together and that what they do at school effects home and vice versa. We will also inform parents of their child's good behaviour with stickers, certificates, through the newsletter, via Class Dojo and through postcards home. If poor behaviour continues it may be necessary to request assistance from the behaviour support service. The school will support parents experiencing difficulties with their child at home.

**Appendix 1 – Zones of Regulation**

**Zones of Regulation**



**BLUE ZONE**

**Rest Stop Toolkit**

- Think about happy thoughts
- Talk about your feelings
- Ask for a hug
- Take a break
- Draw a picture

**GREEN ZONE**

**Go Time Toolkit**

- Finish work
- Keep listening
- Think about happy thoughts
- Help others

**YELLOW  
ZONE**

### Slow Down Toolkit



Talk to a teacher



Take a break



3 deep breaths



Use fidgets



Go for a walk

**RED  
ZONE**

### Stop Toolkit



Talk about my problem



Count to 10



3 deep breaths



Use fidgets



Take a break

## The **ZONES** of Regulation™ Glossary

**Self-regulation:** The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.

**The Zones:** A concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored Zones with which the students can easily identify.

**Blue Zone:** Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

**Green Zone:** Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone.

**Yellow Zone:** Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

**Red Zone:** Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

**Toolbox:** A collection of calming and alerting strategies a student can pull from depending on the present need.

**Tools or strategies:** Used interchangeably to refer to a calming or alerting technique that aids the student in self-regulation.

**Trigger:** An irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone.

**Stop, Opt, and Go:** A concept used to aid students in controlling impulses and problem solving better solutions. This phrase is paired with a stoplight to provide additional cues for students.

**Expected behaviors<sup>1</sup>:** Behaviors that give people around you **good or comfortable thoughts** about you.

**Unexpected behaviors<sup>1</sup>:** Behaviors that give people **uncomfortable thoughts** about you.

**Doer:** The person or persons doing the expected or unexpected behavior in a situation.

**What is the size of the problem? and Is this a Big or Little Problem?<sup>1</sup>:** Questions posed to help students measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).

**Big Problems:** Problems that many people share and that have no easy, quick, or pleasant solution.

**Medium Problems:** Problems some people share that are able to be resolved in an hour to a couple of days.

**Little Problems:** Problems that only affect one to two people and can be ignored or solved in a matter of minutes.

**Inner critic:** Used to describe negative, self-defeating thoughts.

**Inner coach:** Used to describe positive thoughts.

**Superflex thinking<sup>2</sup>:** A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.

**Rock Brain thinking<sup>2</sup>:** A rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

# Our ClassDojo rewards!

10 points: ★

- Read a book in the reading corner for 10 minutes.
- Sit next to a friend at lunchtime.

15 points: ★★

- Have a teddy for a day.
- Pick a prize from the prize box.



30 points: ★★★

- 15 minutes on the iPad.
- 5 extra minutes of playtime with a friend.

40 points: ★★★★

- Get a headteacher award from Miss Homer.



## Stage 1: Universal interventions

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Support offered primarily by the class teacher.

# Stage 1: Information sheet

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## Support focus:

- ✓ Quality First teaching.
- ✓ Whole class strategies.
- ✓ Simple environmental adaptations.
- ✓ Parental liaison and communication.
  
- ✗ Additional adult input.
- ✗ External agencies.

## Examples of evidence:

Copies of:

- ✓ SMT observations and advice to ensure Quality First teaching.
- ✓ Seating plans.
- ✓ Individual rewards systems.
- ✓ Behaviour logs.
- ✓ Stage 1 Behaviour Plans.
- ✓ Classroom Management Scoresheet.
- ✓ Any other systematic strategies you have put in place.

## Questions to ask:

- Is the student sat next to pupils that positively or negatively impact on their behaviour?
- Is the student sitting where they are easily distracted?
- Does the student perceive they can complete their work?
- Are the problems related to the student's ability to concentrate?
- Do the behaviours occur at specific times / places / lessons?
- At what times are the behaviours better / worse?



## Stage 2: Additional support.

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Stage 2 interventions include:

- The continuance of Stage 1 strategies.
- Regular, adult led interventions that are planned and targeted.
- Multi-agency support (where appropriate)

## Stage 2: Information sheet

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### Support focus:

- ✓ Adult led interventions (group work).
- ✓ Specific environmental adaptations.
- ✓ Early advice from external agencies.
- ✓ Support is provided by the school.
  
- ✗ 1:1 adult input.
- ✗ Direct input from external agencies.

*Note: evidence and strategies from Stage 2 are added to those at Stage 1.*

### Examples of evidence:

#### Copies of:

- |  |   |
|--|---|
| ✓ Notes around seating adaptations.                        | ✓ Notes of home-based adaptations / strategies.                                 |
| ✓ Stage 2 Behaviour Plans / reviews.                       | ✓ Behaviour logs and letters sent home about inappropriate behaviour.           |
| ✓ Impact measures / planning / evaluations for group work. | ✓ Notices of fixed term exclusions.   |
| ✓ Completed registers for group work sessions.             | ✓ Family assessments  |
| ✓ Referral forms to external agencies.                     | ✓ Dates of multi-agency meetings (including meetings around the family's needs) |
| ✓ Observation / notes / advice from external agencies.     | ✓ Notes / timetabling regarding support given during play or lunch.             |
| ✓ Any visual reminders used in class.                      | ✓ Summary of academic attainment.   |
| ✓ Completed environmental and behaviour questionnaires.    |   |

### Questions to ask:

- Is this behaviour being driven by a possible special need, sensory sensitivity or specific social difficulty?
- Do I require specialist advice to make progress with the student?
- Are there any possible unmet medical or psychological needs?
- How will you measure the impact of any targeted group work?
- Does the student believe there is a problem with their behaviour?
- At what times are these behaviours better / worse?
- Are there issues around specific relationships (at school or at home) that are making these problems worse?

- Would the student benefit from a multi-agency approach?
- Does the student value a relationship in school that you can leverage to bring about change?
- What does the student gain from the behaviour? (Escape, status, approval, attention, nurturing etc.)
- Is the student's academic performance linked to those behaviours?
- Does the student exhibit regret for the actions? Do they recognise there is a problem with their behaviour?



## Stage 3: Intensive support.

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Stage 3 interventions include:

- The continuance of Stage 1 strategies.
- Sustained and systematic adult support.
- Interventions from external agencies.
- Multi-agency support (where appropriate).

## Stage 3: Information sheet

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### Support focus:

- ✓ Adult led interventions (mix of group work and planned 1:1)
- ✓ Specific environmental adaptations.
- ✓ Detailed advice from external agencies.
- ✓ May involve direct support from external agencies where appropriate.

*Note: evidence and strategies from Stage 3 are added to those at Stage 1.*

### Examples of evidence:

#### Copies of:

- ✓ Stage 3 Behaviour Plans / reviews.
- ✓ Risk assessments.
- ✓ Impact measures / planning / evaluations for group and individual work.
- ✓ Completed registers for group work sessions.
- ✓ Feedback from medical agencies / diagnosis letters.
- ✓ Observation / notes / advice from external agencies.
- ✓ Reports of work completed by external agencies with the student.
- ✓ Results of academic and behavioural assessments.
- ✓ Notes / timetabling regarding support given during play or lunch.
- ✓ Dates of multi-agency meetings (including meetings around the family's needs)
- ✓ Dates of additional training for staff.
- ✓ Notes of withdrawal areas, procedures for accessing them and records of how frequently they are used (or ignored).
- ✓ Notes of adaptations to classroom practice and routines.
- ✓ Notes of any on call systems and records for how frequently they are used.
- ✓ Records around use of safe handling techniques.
- ✓ Letters home to parents about significant behaviour incidents.
- ✓ Records of fixed term exclusions.
- ✓ Behaviour logs.
- ✓ Behaviour frequency charts.
- ✓ Local authority assessments.

### Questions to ask:

- What on-going support will this student require in the long term?
- Have all possible underlying medical conditions for the behaviour been ruled in or out?
- Would the student and their family benefit from a multi-agency approach?
- What arrangements need to be made to ensure the student is safe during lesson time (both towards themselves and others?)
- What arrangements need to be made to ensure the student is safe during play and lunchtimes (both towards themselves and others?)
- Do our staff require any specialist training to improve outcomes for the student?
- What are the financial costs of providing this support in the long term?
- Depending on the circumstances, do we need to focus our efforts on management of the student's behaviour, addressing the underlying cause or a mixture of both?
- What on-going support do the parents need to help improve their child's behaviour?

## Stage 1: Individual Behaviour Support Plan

To be written in consultation with parents and the student.

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



### Assess

<p>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></p>	<p>What do you think might be causing those behaviours? Think "big picture" causes</p>



### Plan

<p>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></p>	<p>What whole class strategies <del>will be implemented</del> to support the student? (Maximum of 2) <i>Strategies must be practicably implemented by in the context of a 1:30 <del>adult:student</del> ratio.</i></p>

Review date:

*No longer than one term from today*



### Review

Date:

<p>What impact did the plan have on the behaviours specified <del>above</del>? <i>Think about the frequency and severity of the behaviours.</i></p>	<p>What should happen next?</p>
	<p>Plan was effective - student no longer requires support <i>(plan discontinued)</i></p>
	<p>Plan was effective - continue support at current level <i>(renew plan or write new plan at this level)</i></p>
	<p>Student requires additional support <i>(write plan at Stage 2)</i></p>

## Stage 2: Behaviour plan

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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? <i>Think "big picture" causes</i>

### Causes of stress

What are the key causes of stress driving the student's behaviour? (eg, physical, emotional, cognitive, social, prosocial)

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### Plan

#### 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 (eg. improve interpersonal skills, emotional self-regulation)	
How will the success of the intervention be measured?	
What content will the intervention cover?	
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?

**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.

<b>Review date:</b> <i>No longer than one term from today</i>	
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**Review**

Date:	
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Indicate progress towards each target.

	Not achieved	Some progress	Achieved
1.			
2.			
3.			

Parental views

• Attach student views to this plan.

What impact did the plan have on the behaviours specified? Think about the frequency and severity of the behaviours.	What should happen next?
	Plan was effective - student now requires less intensive support (write plan at Stage 1)
	Plan was effective - continue support at current level (renew plan or write new plan at this level)
	Student requires additional support (write plan at Stage 3)



## Stage 3 behaviour management plan

Photograph  
of  
student

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

**Causes of stress**

What are the key causes of stress driving the student's behaviour? (eg. physical, emotional, cognitive, social, prosocial)



**Plan**

**Whole class support:**

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

**Home target:**

What strategy <u>will be implemented</u> at home to support the student?	
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**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 <u>should be formulated</u> 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 <u>target</u> .
Friends	What the student's friends will do to help them achieve the target (where appropriate),
What	What is the content of the intervention?
Who	Who is going to deliver this on behalf of the school?
When	When is the programme going to be delivered (and how often).