



### **The Principles**

1. The Board of Governors believes that the maintenance of high standards of discipline and behaviour in all aspects of College life is necessary for effective learning and teaching and for the holistic development of our students. Our aim is to create a positive, caring environment in which individual self-discipline can develop and to create a community with shared values and a sense of collective responsibility.

We seek to achieve this by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, appropriate regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- supporting students to prevent patterns of negative behaviour;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to involve them in the implementation of the school's policy and associated procedures.

The positive side of the College is not measured through examination success alone but through achievements in all areas of school life. Each student is encouraged to fulfil his/her intellectual, spiritual, physical, social and emotional potential and students are respected, valued and involved. Success in developing a positive ethos reduces the need for discipline in the punitive sense and contributes to the fulfilment of the aims outlined above.

### **Roles and responsibilities**

2. The Board of Governors will establish, in consultation with the Principal, staff, parents/carers and students, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the explanations are clear. The Governors will support the school in maintaining high standards of behaviour.
3. The Principal will be responsible for the implementation and day to day management of the policy and procedures. The Vice Principal in charge of Behaviour Management will take responsibility for the day to day management of behavioural issues. The VP will become involved primarily with issues that are referred by Year Heads which go beyond the sanctions available to them or matters that arise which are of a very serious nature.
4. Teaching staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for proactively creating a high quality learning environment

and teaching good behaviour. Teachers should act professionally at all times, be approachable, creating and maintaining high standards and expectations.

5. The Board of Governors, Principal and staff will ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
6. Parents and carers have the right to be listened to and to know that their children will be safe, secure and effectively taught. In return they are expected to take responsibility for the behaviour of their child both inside and outside the College, to send their child to school punctually and adequately prepared, to monitor their child's progress, to provide relevant information, to meet with staff when necessary and be familiar with, and support, school policies. They will be encouraged to work in partnership with the school to assist in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
7. Students have the right to be taught effectively in an environment conducive to learning and to have access to a well-balanced and appropriate curriculum. In return they are expected to take responsibility for their own behaviour, to be co-operative, punctual and well-mannered, to respect others, to contribute positively to school life and to work to the best of their ability. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. They will be made aware of the school policy, procedures and expectations through this policy and the Code of Conduct.

## **Procedures**

8. The procedures arising from this policy will be developed by the Principal in consultation with the staff and will follow the Special Educational Needs Code of Practice. Currently a five stage process\* is used: Stages one and two are carried out within school and stages three to five will involve external agencies e.g. Educational Psychology Service. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students, parents and carers. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

[\* This procedure will soon become a three stage process: stage one will be carried out within school, stage two will involve the school liaising with outside agencies and stage three will involve the pupil being the subject of a Statement of SEN. This change is subject to the new SEN regulations being fully implemented by the Education Authority. A staged implementation of the new SEN Framework is anticipated to be put in place during 2020.]

## **Risk Management**

9. To minimise the risk of incidents escalating unnecessarily where a student exhibits distressing behaviour, risk assessments (Appendix 3) will be carried out relating to:
  - The individual
  - The environment

Where staff intervention is deemed likely, an appropriate response will be developed which may include some or all of the following:

- Consulting with parents/carers
- Briefing staff
- Implementing a method of communication for staff to access support
- Managing the student's behaviour e.g. risk reduction strategies
- Ensuring additional support is available
- Implementation and review of the student's plan within an agreed timescale

### **Use of Reasonable Force**

10. The Education (Northern Ireland) Order 1998 (part II Article 4 (I)) states:

“A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise”

Reasonable force should be limited to emergency situations and only used as a last resort.

Where it is necessary to use restraint/physical intervention, an Incident Report form must be completed (Appendix 2).

### **Rewards**

11. A school ethos of encouragement and an emphasis on praise both formal and informal to individuals and groups are central to the promotion of good behaviour. This has a motivational role in helping students realise that good behaviour is valued.

### **Record Keeping**

The Vice Principal in charge of Behaviour Management will oversee the creation of Risk Assessments (Appendix 3) and Individual Behaviour Action Plans or Risk Reduction Action Plans (Appendix 4) for those students whose behaviour may cause a risk to themselves or others within the College environment. These will be drawn up in consultation with the student, parents and members of staff.

### **Sanctions**

12. Sanctions are needed to respond to inappropriate behaviour.

13. A range of sanctions is clearly defined later and in the Code of Conduct. At all times it will be made clear to students why they are being sanctioned, that a record will be kept of their conduct and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor, major and repeated offences.

## Training

14. The Board of Governors will ensure, where possible, that appropriate training on all aspects of behaviour management is provided to support the implementation of the policy.

## Interrelationship with other school policies

15. In promoting a positive culture of behaviour other relevant school policies detail specific aspects of behaviour management and are listed below:

PASTORAL CARE POLICY							
Child Protection Policy	<b>Behaviour Management Policy</b>	Special Educational Needs Policy	Online-Safety Policy	Attendance Policy	Anti-bullying Policy	Drugs Policy	RSE Policy
Code of Conduct							

## Involvement of outside agencies

16. The school works positively with outside agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available including Education Authority, Health and Social Services, PSNI and school counselling services.

## Review

17. The Principal, in consultation with the staff, will undertake the systematic monitoring and conduct regular reviews of the Behaviour Management Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Principal will keep the Board of Governors informed.
18. The Board of Governors will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal, staff, parents, carers and students.
19. The outcome of the review will be communicated to all those involved, as appropriate.

## **BEHAVIOUR MANAGEMENT – Code of Conduct**

Behaviour management is operated at all times in conjunction with the College's Pastoral Care Policy which is well established, successful and also under constant review. We seek to achieve an integrated approach to the promotion of the student's personal, social and academic development. To this end, the school will operate measures to encourage students to take responsibility for their own behaviour and to help them recognise the consequences of inappropriate behaviour.

### **ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR**

The College will communicate the standards of acceptable and unacceptable behaviour to students and parents/carers through the College's Code of Conduct, prospectus, website, assemblies, notice boards and by letter. It will also communicate these standards and the associated procedures to staff through the staff handbook and staff development.

The College defines acceptable behaviour as that which promotes courtesy, cooperation and consideration from all students in terms of their relationships with other students, teachers, and other school staff and with visitors and other persons within or outside the school premises.

The school will promote good and improved behaviour by students through a system of recognition and reward. This will include the use of:

- Praise and positive feedback
- Commendations and rewards
- Letters to parents/carers

The school will undertake reviews of the educational needs of students considered at risk of disaffection and provide appropriate support measures including:

- Learner support
- Individual Education Planning (IEP)
- Individual Behaviour Planning (IBP)
- Study Support

Targets on plans will seek to build on success to encourage and reinforce positive behaviour.

Details of reviews undertaken will be included in each student's file.

## SANCTIONS

Most student misdemeanours are of a minor nature. There will be occasions, however, when more serious breaches of ~~good order~~ acceptable behaviour will occur and some students will seek to contravene school rules and accepted patterns of behaviour. Consequently, it is necessary to have a set of sanctions for dealing with such offences, clearly understood and agreed by staff, students, parents/carers and governors. On all occasions, staff should try to emphasise the positive rather than the punitive aspect of discipline and the use of sanctions will be restrained and consistent. At each stage it will be made clear to the student why he/she is being sanctioned and that a record is being kept of their conduct. The school will implement a range of strategies including:

- Talking individually with the student
- Verbal reprimand
- Referring matters to the Class Teacher, Group Tutor, Head of Department, Year Head, SENCO, Vice Principal and Principal (as appropriate – see Appendix 1).
- Detention – Departmental – usually during lunchtimes; issued for subject related matters.  
Tuesday – 1:20 - 1:45pm issued by YHs for uniform and some behaviour issues.  
Friday – 3:45 - 5:00pm issued by VP in charge of Behaviour Management for more serious or persistent behaviour issues.
- Withdrawal of school privileges
- Letters to parents/carers
- Referral to external agencies
- Suspension – issued at the discretion of the Principal in accordance with Education Authority (E.A.) scheme.
- Expulsion

A school's right to impose detention is set out in article 5 of the Education (NI) Order 1998. This article provides quite specifically that a detention shall not be illegal by virtue of the absence of parental consent to it. The detention must be reasonable in all circumstances and the student's parent/carer must be given at least 24 hours notice in writing that the detention is due to take place. In the event of failure on the part of a student to observe the detention, the Principal may impose a suspension. This suspension would be in substitution for the detention and once served the detention will not thereafter be on record. It will be replaced on the student's record by the suspension.

If there is an exceptional breach of discipline, the Principal may suspend a student. In all cases concerning suspension and expulsion, the parent/carers and the Chairman of the Board of Governors must be informed. The Principal must also immediately inform, in writing, the Chief Executive of the Education Authority.

Sanctions imposed will reflect both the gravity of any incident and previous violations of the Code of Conduct. The College will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and antidiscrimination legislation.

## **DRUGS**

The College condemns and prohibits the possession, use of and dealing in drugs and drug-related substances. Such activities will be subject to disciplinary procedures which may extend to temporary or permanent exclusion. It must also be stressed that under current legislation, the school may, in certain circumstances, be obliged to involve the police.

## **STAFF TRAINING**

The College undertakes an annual review of the resources needed to ensure the effective implementation of the Behaviour Management Policy, including provision for the training and development of all staff on behaviour management through induction training for all new staff, whole school INSET and specific planned/tailored training.

## **CURRICULUM**

The College's curriculum will provide opportunities for students to recognise, understand, discuss and develop positive patterns of behaviour.

## **STUDENT INVOLVEMENT**

The College encourages students to take responsibility for their own learning and behaviour and for developing a positive behaviour culture through such measures as peer mediation, involvement and strategies for self-discipline. It also provides opportunities for students' positive participation in the life of the school and community to nurture self-esteem and responsibility e.g. through the extra-curricular programme and enrichment activities.

## **PARENT/ CARER INVOLVEMENT**

The College ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs. It also provides opportunities to encourage parental/carers involvement and support for the behaviour policy.

## **COMMUNITY INVOLVEMENT**

The College liaises with a range of bodies as appropriate, including the Education Authority, health and social services, police, voluntary sector and religious bodies. The school evaluates its policy against key improvement objectives which include:

(i) individual measures:

- improvement of individual behaviour
- academic progress

(ii) class/department/whole school measures:

- general behaviour patterns
- balance in the use of rewards and sanctions
- staff support and training needs
- curriculum access and academic progress
- equal opportunities
- trends over time
- effectiveness of the policy in encouraging positive behaviours

## **TRAINING AND PROFESSIONAL DEVELOPMENT**

All teaching staff will be made aware of policy document and kept up to date through INSET.

## **MONITORING AND EVALUATION**

The College monitors behaviour incidents in order to identify issues and trends and makes effective use of ICT facilities through the SIMS system to support the implementation of its procedures. Staff receive individual and collective feedback as appropriate on behaviour management issues, trends and the outcome of referrals. Appropriate levels of confidentiality are observed within all monitoring and reporting arrangements.

The College will report to parents/carers and governors, as appropriate, details of the implementation of the behaviour management programme.

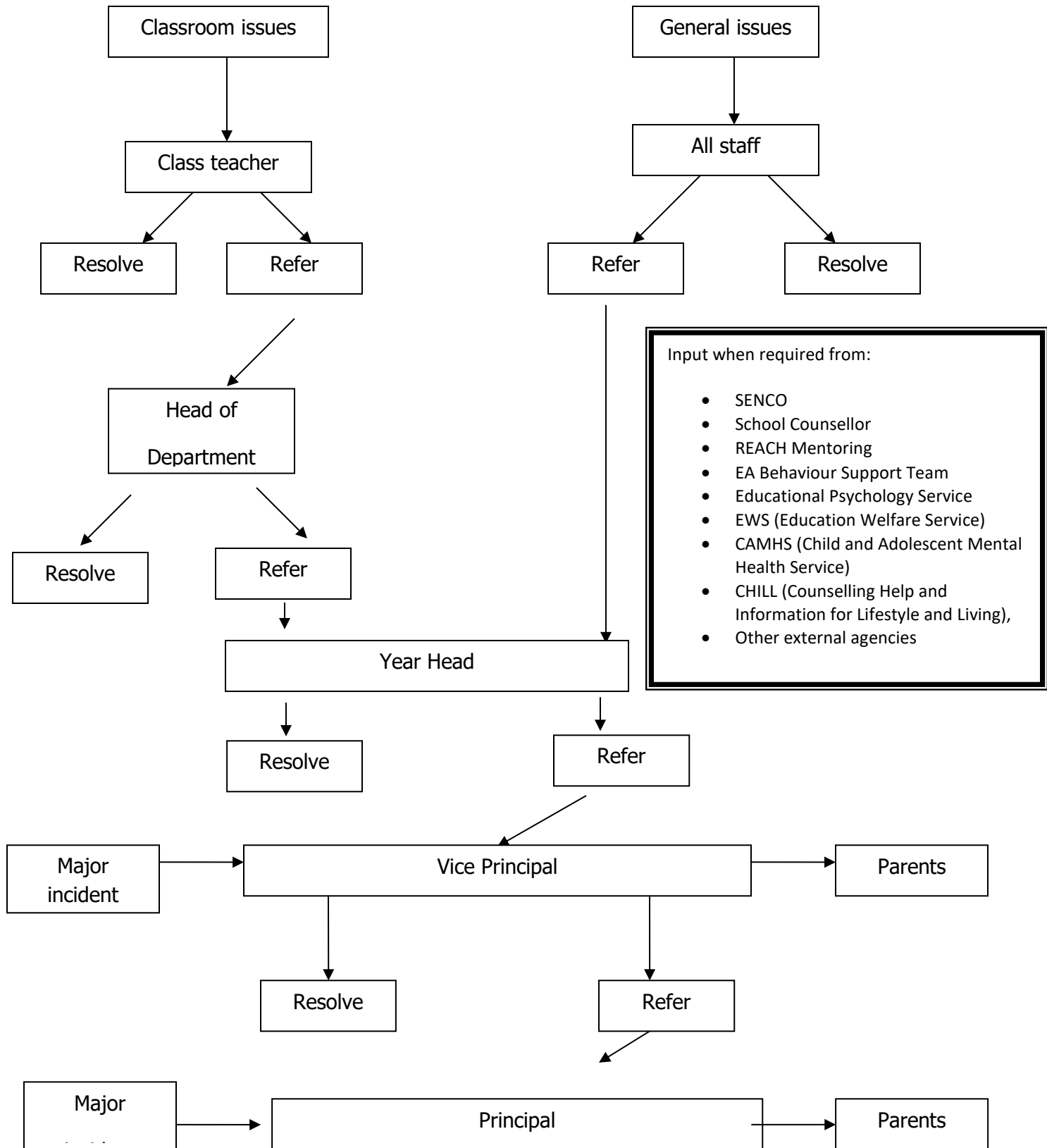
This policy has been developed with reference to the Regional Policy Framework on the use of Reasonable Force/Safe Handling (2004) and guidance from the Education Authority (Southern Area) Behaviour Support Team.

This policy will be reviewed every two years by the Board of Governors. Monitoring will be conducted by SLT and staff on an ongoing basis.

Policy approved by Board of Governors June 2011  
Amendments approved by Board of Governors June 2015  
Amendments approved by Board of Governors 12 March 2020



## Appendix 1: Behaviour Management – referral flowchart



## APPENDIX 2

# Portadown College – Serious Behaviour Incident Record Form

### **Basic Data**

Date of Incident \_\_\_\_\_

Name of School: \_\_\_\_\_

Year Group: \_\_\_\_\_

Employing Authority: EDUCATION AUTHORITY

Staff Involved in restraint: \_\_\_\_\_ Designation: \_\_\_\_\_

### Events Leading up to the Incident

Where did the incident start? \_\_\_\_\_

What was happening at the time? \_\_\_\_\_

### Describe the Event that Occurred

When did the incident occur? Day: \_\_\_\_\_ Time: \_\_\_\_\_

Where did the incident occur?  
\_\_\_\_\_

What action did you take to try to de-escalate the situation before using restraint?  
\_\_\_\_\_

Names of witnesses:


What behaviour was the child presenting that warranted restraint/physical intervention  
(Please tick appropriate box)

At risk of injury to self or others ☐ At risk of significant damage to property ☐

Compromising good order and discipline ☐ At risk of committing a criminal offence ☐

What do you believe would have happened if there had been no physical intervention?  
\_\_\_\_\_

How was the student held? \_\_\_\_\_

How long did the student need to be held? \_\_\_\_\_

Was anybody injured? **YES/NO** If yes, please give details  
\_\_\_\_\_

Name of member of staff who verbally checked student for injury after the hold \_\_\_\_\_

Has the student been physically restrained before? **YES/NO**

Implications for Future Planning

Does this student have an individual behaviour programme/education plan? **YES/NO**

Do changes need to be made to any of the following? *(Please tick appropriate box)*

The environment eg. Organisation, curriculum ☐ Targets for teaching new skills ☐

Reinforcement strategies ☐ Defusing and calming strategies ☐

Other ☐ Please specify \_\_\_\_\_

Do other agencies need to be involved in the future **YES/NO**

If yes, please specify who and with what aim \_\_\_\_\_

Follow Up Action

Medical intervention was needed **YES/NO**

Has school nurse/doctor been informed **YES/NO**

Please specify other recording procedures:

Accident book ☐ Accident form ☐ Child Protection ☐  
Record

Parent/carers informed by Telephone ☐ Letter ☐  
Direct Contact ☐

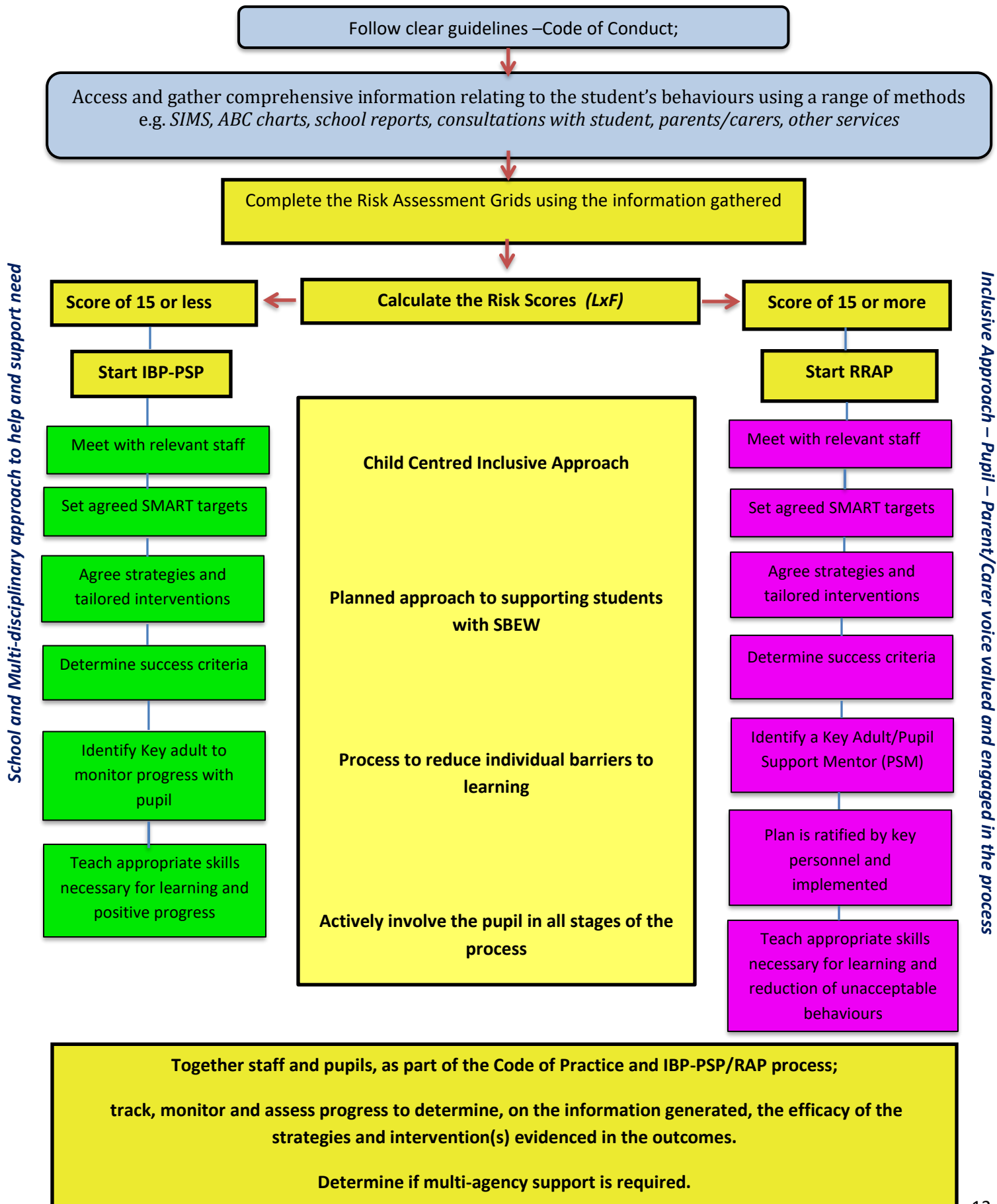
Form completed by \_\_\_\_\_

Post held \_\_\_\_\_

Principal's signature \_\_\_\_\_ Date \_\_\_\_\_

***A copy should be sent to the chairperson of the Board of Governors***

### APPENDIX 3 - OVERVIEW OF THE RISK ASSESSMENT PROCESS INVOLVED WHEN SUPPORTING PUPILS WHO ARE DISPLAYING SOCIAL, BEHAVIOURAL, EMOTIONAL WELLBEING CONCERNS (SBEW)



# Risk Assessment

TYPES OF BEHAVIOUR CAUSING CONCERN: *LIKELIHOOD AND FREQUENCY*

Student Name: \_\_\_\_\_

BEHAVIOUR (what)	Very Likely 5	Likely 4	Quite Possible 3	Possible 2	Unlikely 1	Frequency Hourly- 5 Daily- 4 Weekly- 3 Monthly- 2 Termly- 1	Total L x F	Supporting Documentation:
Vandalism								<input type="checkbox"/> SIMS
Misuse of digital device								<input type="checkbox"/> Teacher Report
Use of banned substance								<input type="checkbox"/> Student Report
Physical contact: <ul style="list-style-type: none"> <li>• Pushing</li> <li>• Hitting</li> <li>• Punching</li> <li>• Kicking</li> <li>• Fighting</li> </ul>								<input type="checkbox"/> Parent Report <input type="checkbox"/> Other: specify
Possession of weapon								
Threatening abusive language								
Sexualised language/behaviour								
Absconding (please specify)								
Impulsive Dangerous Behaviour (please specify)								
Self-harms								
Medically related behaviour (please specify)								
Other (Please specify)								Next steps: <input type="checkbox"/> Complete a RAP <input type="checkbox"/> Complete a PSP/IBP

Student Name: \_\_\_\_\_

<b>TO WHOM BEHAVIOUR IS EXHIBITED</b> Indicate in the columns e.g. Behaviour/s (1), (2), (3)	Very Likely	Likely	Quite Possible	Possible	Unlikely
Subject specific teacher (Please specific)					
Substitute teacher					
Classroom assistant					
Ancillary Staff (lunchtime supervisors, caretakers) Office staff					
Member of SMT					
Male Staff					
Female Staff					
Other Students in Class/ School					
Male Students					
Female Students					
Younger Older Students					
Other; e.g. Ethnic Minority Students					

## RISK ASSESSMENT

### ENVIRONMENTS AND TIMES OF GREATEST RISK – FLASH POINTS/HOT SPOTS

PUPILS NAME: \_\_\_\_\_

LOCATION AND TIME OF BEHAVIOURS (where and when)	Vandalism	Misuse of digital device	Use of banned substances	Physical contact: pushing, hitting, punching, kicking, fighting	Possession of weapon	Threatening-abusive language	Sexualised language - behaviours (please specify)	Absconding (please specify)	Impulsive dangerous behaviours	Self-harm (please specify)	Medically related behaviour (please specify)	Other (please specify)
During Lessons												
Practical Lessons (please specify)												
<b>Unstructured times:</b> Moving Between Lessons; Break – Lunch time Playground/In Canteen												
Library												
Educational Trips Work Experience												
Off-Site Regional College Dis-applied Programmes												
PE/ Games Hall Sports events												
School Bus/Public Transport / Taxi/ Walking to School												
If Medication not taken												
Digital media  Other Behaviours- (please specify)												

# RISK EVALUATION SCORES

**Risk reduction Action Plan (RRAP) to be drawn up when Risk Factor is 15 and above**

This numerical evaluation of risk is not an absolute but simply affords a student's predisposition and risk frequency to be compared.

Level of Likelihood	X	Frequency	= Risk Factor
Very Likely	5	Hourly 5 =	25 highest
Likely	4	Daily 4 =	16
Quite Possible	3	Weekly 3 =	9
Possible	2	Monthly 2 =	4
Unlikely	1	Termly 1 =	1 lowest

## Caveat:

*Should there be a significant one-off incident; the school may deem it necessary to progress with a RRAP*

SCORE	RISK	ACTION
15-20 25	High Very High	Immediate action must be taken. Draw up a detailed Risk Reduction Action Plan (RRAP) with the involvement of the pupil, parents and external agencies as appropriate. Complete a Do & Don't form. Seek support, advice and training as appropriate. Teach the skills necessary for learning. Track, Monitor, and Review effectiveness of the intervention. Follow Code of Practice (COP) process
8-12	Medium	Draw up an Individual Behaviour Plan (IBP) - Pupil Support Plan (PSP). Set targets and agree strategies and supports to be implemented. Involve the pupil in the plan. Complete Do and Don't form. Teach skills appropriate and necessary for learning. Track, Monitor, and Review effectiveness of the interventions. Follow Code of Practice (COP) process
6-10	Low	Gather necessary data from the reporting and recording process. Refer to Positive Behaviour Policy, SEN Resource File; Good Practice Guidelines. Complete Do and Don't form. Track, Monitor and Review effectiveness of intervention.
1-5	Very Low	Monitor and keep under Review.



SCHOOL: PORTADOWN COLLEGE

STUDENT: \_\_\_\_\_ Year: \_\_\_\_\_

STUDENT INFORMATION: *i.e. medical conditions, diagnoses, personal circumstances etc.* STUDENT STRENGTHS - INTERESTS**RISK FACTOR (RF) = Likelihood (L) x Frequency (F)**

Score	Level	Behaviour 1	RF	Score	Level	Behaviour 2	RF	Score	Level	Behaviour 3	RF
8-12	medium			8-12	medium			8-12	medium		
6-10	low			6-10	low			6-10	low		
1-5	very low			1-5	very low			1-5	very low		

This plan has been drawn up in consultation with:

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

SENCo: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Key Adult/ Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

*Member of staff with responsibility for monitoring and reviewing IBP -PSP with the pupil*

Code of Practice - Stage: \_\_\_\_\_

IEP/BP linked: Yes: ☐ No: ☐ (please tick)

Review process: Weekly/Monthly/Termly (please indicate)

By whom: \_\_\_\_\_

Review date \_\_\_\_\_

Further Action required: yes ☐ no ☐

## RISK REDUCTION ACTION PLAN (RAP)

Informed by outcome of attached DE risk assessment grids (15+)

*\* Caveat – one off serious incident*

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ YEAR: \_\_\_\_\_

**Student Information:** (i.e. medical conditions, diagnoses, personal circumstances)

**Student's Strengths - interests**

*Likelihood (L) x Frequency (F) = RISK FACTOR (RF)*

Behaviour 1	RF	Score	Level	Behaviour 2	RF	Score	Level	Behaviour 3	RF	Score	Level
		21-25	Very High			21-25	Very High			21-25	Very High
		15-20	High			15-20	High			15-20	High

**This plan has been drawn up in consultation with:**

Student: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher/SENCo: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Key Adult/Mentor: \_\_\_\_\_

(with responsibility for monitoring and reviewing the RRAP with the pupil)

Parent/Carer input: \_\_\_\_\_ Date: \_\_\_\_\_

**Code of Practice Stage:** \_\_\_\_\_

IEP/IBP/PSP Linked: Yes: ☐ No: ☐ (please tick)

Review process: Weekly/Monthly/Termly (please indicate)

By whom: \_\_\_\_\_

Review date agreed: \_\_\_\_\_

Further action required: yes ☐ no ☐

# Action Plan

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Targeted Behaviour & Context <i>Student and staff will work together to reduce the number of:</i>	Strategies in place <i>(agreed)</i> <i>Student and staff use the following strategies:</i>	Further Strategies <i>(Student) and staff have agreed to implement the following strategies:</i>	Action By Whom	Action When	Success Criteria <i>(Student) and staff will together assess the level of success based on observable &amp; measurable outcomes listed below:</i>
1 Targeted Behaviour:		When student begins to feel (insert examples of current behaviours) he/she will choose to try: (strategies)  E.g. Ref to Ed Psy: CAMHS	Pupil  School/parent Ed Psy CAMHS	Ongoing  asap	Student shows understanding of the strategies and uses them appropriately. (strategies) reduction in incidents • • Staff consistently use: (strategies agreed) • • Post-incident learning - student and staff monitor and review targets and strategies establish efficacy Staff sharing successful strategies
2 Targeted Behaviour:					
3 Targeted Behaviour:					

## Comments:

Teacher:
Student:
Parent:

## Sharing Strategies *(for a Class or Individual students)*

<b>DO</b> (use successful approaches/strategies/resources/language)	<b>DON'T</b> (use unsuccessful approaches/strategies/language)

Class: \_\_\_\_\_

Student: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_