

KILLEN PRIMARY SCHOOL



POSITIVE BEHAVIOUR POLICY

September 2024

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Ethos Statement

We at Killen Primary School believe pupils should have access to a safe, happy, stimulating environment in which they reach their full potential, socially, emotionally and academically. Furthermore, the values of respect, kindness, equality and mutual understanding are the foundations of the school.

At Killen Primary School we aim to create a climate, with the support of parents and Governors, in which positive behaviour is encouraged and commended and where the pupils feel secure and valued. The staff endeavour to provide an orderly and safe environment as this facilitates effective learning and good teaching. We have high expectations for all of our pupils and encourage everyone in our school family to be considerate and respectful to each other.

Pupil voice is of great importance to us. Children were given the task of creating a slogan that they thought would best describe/reflect our school. We were delighted with the contributions and quality of input from the children. The following slogan was agreed and adopted for Killen Primary School.

**Kids'
Pathway to
Success**

This policy has been developed within the context of current legislation, policy and guidelines:

- Health and Safety at work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998) – Articles 3 and 4
- Human rights Act (1998) – NI 2000
- Education (NI) Order (2003)
- Special Educational Needs and Disability (NI) Order (2005) SENDO
- NI Anti-Bullying Forum www.NIABF.org.uk

We, the governors and staff of Killen Primary School, believe that the school is a vital part of our community.

We are committed to:

- Child Centred Education.
- Working closely with parents in the education of their children.
- High academic standards.
- Developing positive and effective pastoral care systems in our school.

The staff and governors of Killen Primary School believe:

- Positive Behaviour is essential for effective Teaching and Learning
- Pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair
- Our school community has defined a very clear set of standards of personal behaviour, which are based on respect for each individual in our community and their individual needs
- Our school community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety
- Positive Behaviour must be carefully developed and supported
- Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships
- Promoting positive behaviour arises from emphasising children's potential, rewarding success and giving praise for effort and achievement
- We recognise it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen to be fair and just and applied consistently when standards are not maintained
- It is the responsibility of parents, carers and all adults who care for the children to work with the school in helping to foster positive attitudes and behaviour

We believe that good behaviour means that everyone in school is:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Hardworking and trying our best
- Respectful and Tolerant

AIMS OF THE POSITIVE BEHAVIOUR POLICY

1. To develop a whole school Positive Behaviour Policy supported and followed by the school community
2. Apply positive behaviour practices to create an acceptable level of order and behaviour so that everyone can benefit from a safe, calm, hard working environment.
3. To develop positive, caring attitudes towards everyone.
4. To develop independence and self-control and begin to develop the skills necessary to resolve conflict and differences of opinion with sensitivity.
5. Encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
6. To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour
7. To have a consistent approach to behaviour with parental co-operation and involvement.
8. To nurture a happy and supportive school community.

RIGHTS AND RESPONSIBILITIES:

Pupils have a right to:-

- Be valued as a member of the school community
- Get help when they seek it, whether with their work or with bullying or other personal worries and to have a sympathetic audience for their ideas and concerns
- Make mistakes and learn from them
- Be treated fairly, consistently and with respect
- Be consulted about matters that affect them and have their views listened to and as far as is reasonable, acted upon
- Be taught in a safe, pleasant and well-managed environment
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met
- Develop and extend their interests, talents and abilities.

Pupils have a responsibility to:

- Come to school on time, with homework done, suitably equipped for the day ahead
- Respect the views, rights and property of others, and behave safely in and out of class
- Co-operate in class with the teacher and with their peers
- Work as hard as they can in class
- Conform to the conventions of good behaviour and abide by school rules
- Seek help if they do not understand or are in difficulties
- Accept ownership for their own behaviour and learning and to learn to work independently
- Follow all school rules

Role of Parents/Guardians

Standards of behaviour are well established in children before they come to school. Acceptable standards of behaviour may vary from home to home and family to family. Behaviour which can be tolerated at home may not always be acceptable at school because of the large numbers involved in the school community.

We believe in the principle of partnership and therefore encourage parents/guardians to establish and maintain a positive relationship with the class teacher and principal. It is essential that staff and parents work in partnership in order to achieve and maintain the standard of discipline expected by school for the benefit of every child. The support of parents is essential in order to maintain high standards of pupil attendance, punctuality, pupil appearance, wearing of school uniform, caring for learning materials and supervision of homework.

Parents have a right to:

- A safe, well-managed and stimulating environment for their child's education
- Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently
- Be informed promptly if their child is ill or has an accident, or the school otherwise has concerns about their child
- Be well informed about their child's progress and prospects
- Be well informed about school rules and procedures
- A broad, balanced and appropriate curriculum for their child
- Be involved in key decisions about their child's education

- A suitably resourced school with adequate and well-maintained accommodation

Parents have a responsibility to:

- Ensure that their child attends school regularly and arrives in good time, with homework done, suitably equipped and kitted out for the day ahead
- Be aware of school rules and procedures and to encourage their child to abide by them
- Show interest in their child's class work and homework, and where possible, to provide suitable facilities for studying at home
- Act as positive role models for their child in their relationship with the school
- Attend planned meetings with teachers and support school functions
- Provide the school with all necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

Role of the teacher

A teacher's role is to provide education for the children in his/her care.

Where appropriate, pupils will have ownership of their own class behaviour contract. Teachers will enforce acceptable behaviour in their class in a positive manner, having regard to school policy, consulting the Principal where necessary.

Teachers have a right to:

- Work in a safe environment where common courtesies and social conventions are respected
- Express their views and to contribute to policies which they are required to reflect in their work
- A suitable career structure and opportunities for professional development
- Support and advice from senior colleagues and external bodies
- Adequate and appropriate accommodation and resources
- Expect support from parents

Teachers have a responsibility to:

- Behave in a professional manner at all times
- Ensure that lessons are well prepared and that homework is appropriately set
- Make suitable use of the resources provided
- Show an interest and enthusiasm in the pupils' work and in their learning
- Listen to the pupils, value their contributions and respect their views
- Be sympathetic, approachable and alert to pupils in difficulty or falling behind
- Identify and seek to meet pupils' specific or additional learning needs through the SEN Code of Practice
- Share with the parents any concerns they have about their child's progress or development
- Expect high standards and to acknowledge effort and achievement
- Pursue opportunities for personal and professional development

Role of Support Staff

All Support Staff in the school are valuable members of the school team and work in partnership with teachers and the Principal to provide a well ordered learning environment.

Support staff have a right to:

- Work in an environment where common courtesies and social conventions are observed and respected
- Express their views and to contribute to policies to which they are required to reflect in their work
- Adequate and appropriate accommodation and resources:
- Opportunities for professional development
- Support and advice from colleagues and senior management

Support staff have a responsibility to:

- Behave in a professional manner at all times
- Show interest and enthusiasm in children's learning
- Support the on-going work in the school
- Be sympathetic, approachable and alert to pupils in difficulty
- Work alongside all colleagues to create a harmonious atmosphere in the school

EDUCATIONAL VISITS

Pupils on school visits will be expected to abide by the aims of our school Behaviour Policy and school rules re: behaviour. In addition, the Principal and staff will reserve the right to implement any rules which they deem necessary to ensure the safety and welfare of pupils and staff and achieve the aims and purpose of the visit.

LUNCHTIME SUPERVISION

Lunchtime supervisors can refer to class teachers or Principal if necessary. They are expected to maintain order. Usually this consists of reminding the children of the standard of behaviour expected. Teaching staff will be informed of any children who continually misbehave.

All lunch time supervisors and classroom assistants must be treated with the respect expected by all adults at Killen PS.

Issues arising at break or lunch time must be reported to the class teacher. If a pupil is habitually misbehaving, despite repeated and ongoing attempts to modify the behaviour, then the child will be referred to the Principal.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Principal and will result in the loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour.

All staff and pupils have adopted the following school rules. These rules are expressed in positive terms and displayed in each classroom.

KILLEN PRIMARY SCHOOL SCHOOL RULES

- **WE LISTEN AND TAKE TURNS TO SPEAK.**
- **WE DO OUR BEST AT ALL TIMES.**
- **WE RESPECT AND CARE FOR OURSELVES, OTHERS AND PROPERTY.**
- **WE MOVE CALMLY AND CAREFULLY AROUND THE SCHOOL.**
- **WE PLAY SAFELY AND HAVE FUN TOGETHER.**

RULE IMPLEMENTATION

NO.1 WE LISTEN AND TAKE TURNS TO SPEAK

| COMMUNICATE / ORGANISE | MOTIVATE / MAINTAIN | CORRECT |
|---|--|--|
| <ul style="list-style-type: none"> • Visual display. • Part of class contract agreed by pupils • Assembly focus. • Teach listening and turn taking skills e.g. role play • Remind of 'hand up' rule frequently – "I'm looking for a quiet hand" • Teach routines for gaining attention. • Clear expectations of noise level. • Alternative speaking / listening systems e.g. named person. | <ul style="list-style-type: none"> • Positive feedback. • Picking out good example /proximal praise. • Rule reminder /gesture /verbal. • Consistency – stick to the rule-do not take answers from pupils calling out. • Tangible rewards. These will vary from class to class depending on the age of the children concerned. | <ul style="list-style-type: none"> • Positive correction – 'Hands up please' "Wait your turn". Making expected behaviour very explicit. • Tactically ignore – proximal praise to others. • Rule reminder - gesture or verbal. • Warning followed by consequence. |

NO. 2 WE DO OUR BEST AT ALL TIMES

| COMMUNICATE / ORGANISE | MOTIVATE / MAINTAIN | CORRECT |
|---|---|---|
| <ul style="list-style-type: none"> • Visual display. • Assembly focus. • Rule reminder. • Expectations and instructions clear. • Teach individual skills. • Differentiation of tasks / required responses within the classroom. | <ul style="list-style-type: none"> • Positive feedback. • Display work. • Rule reminder. • Non-verbal cues. • Tangible rewards. • Communicate with parents. • Send to principal. • Rule reminder. | <ul style="list-style-type: none"> • Positive correction and encouragement. • Rule reminder. • Casual questions • Physical proximity. • Proximal praise. • When / then. (When youthen I will ...) • Direction / redirection. • Where / what? • Compromise. • Take-up time. (Allowing a short period of time in which to comply as judged appropriate by the teacher.) • Warning followed by consequence e.g. move seat. • Choices |

NO.3 WE RESPECT AND CARE FOR OURSELVES, OTHERS AND PROPERTY

| COMMUNICATE / ORGANISE | MOTIVATE / MAINTAIN | CORRECT |
|---|--|---|
| <ul style="list-style-type: none"> • Visual display. • Assembly focus. • Personal Development and Mutual Understanding – Circle Time Role Play Social Skills • Model the behaviour e.g. manners. • Tidy, organised classrooms, litter bins in playground. • Giving responsibility eg area of school, classroom responsibility. • Expectations clear. | <ul style="list-style-type: none"> • Positive feedback. • Work on friendship • Giving responsibility. • Picking out good example /proximal praise. • Rule reminder. • Consistent expectations for behaviour. • Well organised tidy and looked after school. | <ul style="list-style-type: none"> • Positive correction. • Rule reminder. • Reflection • Private reprimand. • Labelling behaviour not child. • Reparation/fixing it e.g. doing something for a person he/she has hurt, apology etc. • Consequence – for serious behaviours e.g. sent to a senior member of staff. |

NO. 4 WE MOVE CALMLY AND CAREFULLY AROUND THE SCHOOL

| COMMUNICATE / ORGANISE | MOTIVATE / MAINTAIN | CORRECT |
|---|--|--|
| <ul style="list-style-type: none"> • Visual display. • Assembly focus. • Lining up • Leader at front / back (depending on age group) • Model and practise. • Establish routines • Good supervision (middle or back of line.) | <ul style="list-style-type: none"> • Positive feedback. • Give responsibility. • Tangible rewards • Stick to routines. | <ul style="list-style-type: none"> • Positive correction. • Rule reminder. • Where / what? • Proximal praise. • Choices. • Consequences. |

NO. 5 WE PLAY SAFELY AND HAVE FUN TOGETHER

| COMMUNICATE / ORGANISE | MOTIVATE / MAINTAIN | CORRECT |
|---|---|--|
| <ul style="list-style-type: none"> • Visual display. • Assembly focus. • Teach play skills e.g. role play. • Teach games. • Varied equipment. • Good supervision of play. | <ul style="list-style-type: none"> • Positive feedback. • Introduce and renew equipment. • Adults encourage and join in play. • Rule reminder. • Merits/rewards. • Proximal praise. • Close supervision. | <ul style="list-style-type: none"> • Positive correction • Rule reminder. • Distraction / diversion. • Conflict resolution strategies. • Neutral messages e.g. hitting must stop. • Warning followed by consequence e.g. stand out for 2 minutes, forfeit playtime, staffroom door |

POSITIVE BEHAVIOUR MANAGEMENT

We in Killen PS believe that positive feedback about behaviour is the most effective strategy for managing and changing behaviour, and this is our main priority.

FACTORS CONTRIBUTING TO POSITIVE BEHAVIOUR

- Parental influence and example
- Good relationships with the school community based on mutual respect
- School staff provide good models of adult behaviour
- A broad and challenging curriculum. Work matched to pupils' abilities with attainable targets

An aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. Children can be rewarded for academic and non-academic achievements, for effort, for being caring and for all aspects of good work and behaviour. A wide range of rewards are used to promote positive behaviour.

To promote positive behaviour, we:

- Use frequent positive feedback.
- Use the motivation and maintenance strategies.
- Are good role models.
- Are fair and flexible.
- Use non verbal rewards – for example smile, nod, thumbs up
- Treat box
- Foster good relationships in whole school community.
- Through the curriculum teach the core skills which children need to behave.
- Create a supportive learning environment.
- Listen to pupils.
- Work with parents/parental contact
- Use tangible rewards (as appropriate in each year group.)
- Stickers/stampers
- Merits
- Table points
- Display of particularly good work – WOW wall.
- Peer praise
- Visits to another teacher/Principal
- Certificates
- Golden time
- Dojo points
- Pupil of the week
- Hall of Fame

MANAGING UNACCEPTABLE/UNDESIRABLE BEHAVIOUR

We in Killen PS believe that inappropriate behaviour should be dealt with fairly and consistently, by a range of appropriate strategies and consequences, related to the behaviour. These involve the teaching of appropriate behaviour.

Sadly, there may be times when poor behaviour occurs. Children need to discover where the bounds of acceptable behaviour apply, as this is part of growing up.

Each case is treated individually.

Generally children are made aware that they are responsible for their own actions and that breaking rules/codes will lead to sanctions/consequences

NB At Killen Primary School we recognise that some children have special educational needs that have behavioural implications. 'Risk Assessments' are in place for this small minority of pupils and positive behaviour strategies / implications will be on occasion flexibly applied by the teacher in consultation with the Special Educational Needs Coordinator.

Correction strategies include –

- Positive correction.
- Correction strategies.
- Loss of privileges. (This includes loss of part of 'break' or the 'play' period of lunch time. Another example would be loss of 'Golden Time.' This is at the discretion of the class teacher and will be appropriate to the age of the pupil.)
- Time given for reflection.
- Reparation – taking responsibility and giving an apology.
- Behaviour book – home school link (My positive behaviour book).
- Additional correction strategies (see appendix)

WHEN THERE IS A CONCERN ABOUT A PUPIL'S BEHAVIOUR the following steps may be taken:

- Behaviour recorded by teacher
- Loss of privilege.
- Range of positive correction strategies (see appendix)
- Pupil is referred to Principal.
- Parents informed by phone or in person and invited to discuss concerns.
- Focus on reflection – what they did, how they could have behaved differently, need for an apology.

In a few cases it may be necessary to refer to an outside support agency such as Behaviour Support Team or Educational Psychologist.

Consequences should be fully understood by all staff, pupils and parents and should be applied as soon after the offence as possible. Consequences will focus on the misdemeanour, rather than the pupil. They will take account, as necessary, of the age and degree of maturity of the pupil and any special educational needs he or she may have, the home background and any other relevant circumstances. Consequences used are listed in appendix 3.

If inappropriate behaviour continues this will be looked upon very seriously and further action will be taken by the Principal. This may lead to the child being excluded from school for a number of days (suspension) as decided by the Principal. This action will be taken if it is felt that the pupil is a serious risk to his / herself, and there would appear to be no other effective alternative. This action will be in accordance with DENI guidance. Return to school will be negotiated with support if necessary. Parents will always be consulted.

If a pupil engages in an act of violence against the person, staff member, or property of the school/staff member, at any time, disciplinary action will be taken against the pupil which may include a recommendation to the EA that the pupil will be suspended or excluded. Parent/s may be asked to take their child home for the rest of the day or until EA advice/support has been sought and the sanctions decided and concluded e.g. period of suspension

Killen Primary School operate their 'suspensions' policy exactly as specified in the guidance provided through the Education Authority (in line with DENI guidelines and statutory guidance). Further details are available from the Principal.

Serious incidents referred to Principal will be recorded in an incident file which is viewed by Chairperson of the Board of Governors annually. Other incidents will be recorded in teachers' incident books.

ROLES, RESPONSIBILITIES AND SUPPORT

In the first instance, class teachers will be responsible for dealing with poor behaviour from a pupil in their class. Should the poor behaviour persist, advice, intervention and support may be sought from another more experienced teacher, from the Principal or from an external agency. Support if needed, is available. Such support can come from:-

- Another member of staff
- More experienced colleague
- Principal
- Board of Governors
- External agencies

EVALUATION OF THE POLICY

This policy is in line with our other school policies on Anti-bullying, Child Protection and E Safety.

The Positive Behaviour Policy will be regularly monitored and evaluated by –

- Regular staff meetings and discussion about behaviour issues.
- Review of teacher incident book
- Number of referrals to Principal.
- Monitor letters/talks to parents.
- Observation records showing improved behaviour.

APPENDICES

- Behaviour management strategies
- Positive correction descriptions
- Levels of Undesirable/Unacceptable behaviour

Appendix 1

BEHAVIOUR MANAGEMENT STRATEGIES

(Strategies should be carried out with positive expectation - say it as if they are already doing it.) Strategies should range from the **least** intrusive to the **most** intrusive.

CATCH THEM BEING GOOD – notice good behaviour, describe it, tell the pupil why it is good, and encourage them to repeat it.

NON-VERBAL CUES - hands up, finger on lips.

CASUAL QUESTIONS - got your pencil, John? Know what to do?

DIRECTION – tell them what to do, say “thank – you” in advance, walk off.

RE-DIRECTION – repeat direction without being sidetracked. Use thanks and take-up time – don’t stand over them in a confrontational way.

TACTICALLY IGNORE – ignore secondary behaviour, minor interruptions.

PHYSICAL PROXIMITY – move closer to disruptive pupil.

PROXIMAL PRAISE – praise to children complying, a private message to those not complying.

DISTRACTION / DIVERSION – ask question, give task to disruptive pupil.

WHEN / THEN and FIRST / THEN – first we do this, then we do that – avoids “no”.

RULE REMINDER – refer to rule, use thank you **and take-up time**.

HAND UP RULE – “I’m looking for a quiet hand.”

WHERE / WHAT? – where should you be? (in my seat) what should you be doing? (my work)

CHOICES – in your bag or on my desk, do it now or later, put on your coat yourself or with help, remind of consequences. Give take-up time.

BROKEN RECORD – calmly repeat request or rule or consequence, to avoid confrontation or being drawn into argument. Stay neutral.

PARTIAL AGREEMENT – that may be so, but I need you to do this

PRIVATE REPRIMAND – a quiet word rather than a public confrontation.

REPAIR AND REBUILD – As soon as possible after a reprimand, find an opportunity to say something positive about the pupil – catch them being good.

Appendix 2
POSITIVE CORRECTION

Correction should be phrased so that you are telling the pupil what to do, rather than telling them what not to do. Try to re-phrase these comments to give a positive direction.

| <i>NEGATIVE CORRECTION</i> | <i>POSITIVE CORRECTION</i> |
|-----------------------------------|---|
| Stop fidgeting | Let me see good sitting |
| Stop running | Walk please |
| Don't make a mess with the paint | Keep the brush in the pot etc |
| Don't push | Hands by your side / leave a space |
| Stop shouting out | Let me see a quiet hand / quiet voices please |
| Don't throw sand on the floor | Keep the sand in the tray |
| Stop hitting | Hands down / gentle hands |
| Stop wasting time | Time for work. How far have you got to? |

Appendix 3

Levels of Undesirable/ Unacceptable Behaviour and Relevant Sanctions

It is important that teachers keep a record of incidents in teacher incident book.

| | |
|---|--|
| <p><u>Level One Behaviours</u></p> <p>Misbehaviour that can be effectively managed within a classroom environment by the class teacher/ classroom assistant/supervisor – (the class teacher should be informed- Principal may be informed)</p> <ul style="list-style-type: none"> • Infringement of playground and class rules • Disregarding instructions • Speaking out of turn / calling out / interrupting • Minor bad language • Disrupting/distracting another child leading to incompleteness of tasks • Unsafe movement around the classroom/school e.g. running in corridor. • Entering out of bounds areas such as classroom at specified times, without permission • Use of property/resources without asking • Unsafe use of property/resources causing damage. • Insensitivity to others • Not taking instructions • Telling lies/getting others into trouble • Rough play • Leaving playground without permission | <p>Level One - Behaviour Modification Strategies/sanctions¹</p> <ul style="list-style-type: none"> • Verbal warning to individual/whole class • Private discussion with child • Reminder of class/school rules • Self-reflection • Use of 1-10 scale of feelings and encourage self-regulation/solution based discussion/emotion scale • Oral apology • Move pupil • Withdrawal of pupil from situation (temporarily) • Use of quiet corner/calm box/calm room (age dependant) • Reduction in play privileges / Golden Time etc. in line with class routines |
| <p><u>Level Two</u></p> <p>More serious behaviour that is not so easily managed within a classroom environment. (Class Teacher/Assistant/Supervisor will notify other staff and / or Principal. Parents may be notified in person or by phone call)</p> <p><i>Persistence</i> of Level One behaviours e.g.</p> | <p>Level Two- Behaviour Modification Strategies/sanctions</p> <ul style="list-style-type: none"> • Inform parent through a phone call |

| | |
|--|---|
| <ul style="list-style-type: none"> Deliberate use of bad language to hurt others Deliberate destruction of another child's piece of work/ Persistent infringement of school rules. Persistently not taking instructions. Persistently telling lies/getting others into trouble/name calling <p>also</p> <ul style="list-style-type: none"> Bullying behaviours e.g. excluding children, name calling, teasing Answering back/ shouting/ defiance Refusal to work or cooperate Stealing/intent to steal Isolated acts of violence – kicking, hitting, thumping, biting etc. Threatening behaviour Working or playing in an unsafe manner Outburst of anger but pupil regains composure Disrupting other children | <ul style="list-style-type: none"> Meeting with parent/s if necessary. Principal discusses sanctions with pupil if age appropriate. Ensure work is completed at another time. Pupils sent in from playground to the staffroom (with a playground buddy) Stay in at break-time in a supervised area – thinking time – staffroom door Loss of privileges – football/golden time/merits/playtime etc. (not curriculum areas) Written apology or self-reflection using questioning “Time out” in the classroom or in another classroom |
| <p><u>Level Three</u></p> <p>Very serious misbehaviour or persistent Level Two behaviours.</p> <p>Formal involvement by the Principal and parents.</p> <p>(Additionally other outside agencies may also become involved).</p> <p>Persistence of Level Two e.g.</p> <ul style="list-style-type: none"> Persistent bad language (includes racial/verbal abuse) /defiance/ Persistent stealing/intent to steal/ Vandalism of school building or property/ Dangerous refusal to obey instruction. Violent playtime incident Repeated and deliberate incidents of bullying Major disruption of class activity <p>also</p> <ul style="list-style-type: none"> Leaving school premises without consent | <p>Level 3 - Behaviour Modification Strategies/sanctions</p> <ul style="list-style-type: none"> Principal informed immediately if crisis occurs-pupil removed from situation and supervised in designated area e.g. calm area/staff room. Appropriate protection for staff in place Risk assessment of location/situation Principal/SENCO involved in monitoring situation from level 2 Crisis/ anger management and de-escalation intervention Parents contacted to meet principal along with class teacher (DTCP (Designated Teacher Child Protection)/SENCO may attend if appropriate) Note of Concern regarding placement on SEN Code of Practice / Placement on SEN register (EBD) for Social Emotional and Behavioural reasons Other interventions – Targets, |

| | |
|---|---|
| <ul style="list-style-type: none"> • Violent hitting/kicking/fighting – aggressive violent behaviour, causing deliberate injury to other pupils or staff • Aggressively threatening behaviour towards staff/parents/ pupils | <p>Behaviour book etc. Counselling, play therapy.</p> <ul style="list-style-type: none"> • Anger de-escalation strategies |
| <p><u>Level 4</u></p> <p>Where there is persistence of Level Three behaviours and the above interventions are not supporting the pupil adequately, further agency involvement may be deemed necessary.</p> | <p>Level 4 - Behaviour Modification Strategies/sanctions</p> <p>Continued Placement on SEN Register in line with Code of Practice (SEBD) SEBD referral Other agencies e.g. CAMHs, EWO, Psychology, Social and Emotional Behaviour Team involvement. Reduced timetable, suspension or exclusion following appropriate procedures</p> |