

(Draft) Behaviour Policy On A Page: A Graduated Response to Behaviour

STAGE	Stage 1: Universal	Stage 2: Concerns	Stage 3: Complex
PUPILS	80% of pupils	15%	5%
PROVISION & SUPPORT	<ul style="list-style-type: none"> • Visible consistencies • Clearly stated expectations • Teach readiness for learning skills • Acknowledge positive behaviours • Consistent discipline • Many more positive than negative interactions • Dojos/Certificates • 1: 1 Discussions • Visual timetable/sharing change • Individual in-class provision <p>Consequences:</p> <ul style="list-style-type: none"> • A reminder/ redirection using symbols/ body language or words) of expected behaviour • Warnings (there is no specified number- if more than 3 have been given a different response may be needed) • Time out within/out of class • Time in (some loss of time such as break times, lunch time. Consult Leadership Team if considering longer periods of time) • A form of restorative justice such as writing a letter of apology. 	<ul style="list-style-type: none"> • Consider safeguarding and Social Emotional Mental Health • Consider the triggers- ABCC charts to analyse • Consider SEND need- Somerset Graduated response • Phone conversation with parent/carer • Meeting with parent/carer • Target card/Individual reward • Give responsibilities • Behaviour Support Plan with regular review (May form part of APDR) including targets • Emotional Literacy Support Assistant (ELSA) advice • Place2Be at lunchtimes • Possible ELSA referral • THRIVE Assessment • Social skills intervention • Regular home-school communication • APDR targets <p>Consequences:</p> <ul style="list-style-type: none"> • A verbal warning from the Head Teacher and a suitable response (e.g. the loss of some play). • More serious planned consequence • Parents/carers informed. 	<ul style="list-style-type: none"> • Behaviour Support Plan with regular review • Regular home-school communication • EHCP • Positive Handling Plan/Risk Assessment • Mentoring • Outside agency support <p>Consequences:</p> <ul style="list-style-type: none"> • Suspension/Exclusion may be considered
OTHER INFO	<ul style="list-style-type: none"> • All time-ins must be recorded in time-in book to enable analysis by Leadership Team 	<ul style="list-style-type: none"> • All persistent and serious behaviour incidents should be recorded on individual chronologies and copied to Leadership Team. • All types of bullying will be reported to the Leadership Team. • All On-Line Safety incidents must be reported in On-Line Safety Log 	<ul style="list-style-type: none"> • Any physical intervention to be recorded in 'Bound Book'. Leadership Team and parents/carers must be informed. • All Peer-on-Peer Discrimination must be reported to Head Teacher who must report to Local Authority. • Serious forms of unacceptable behaviour include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and persistently disruptive behaviour.

