

Behaviour in the CLASSROOM



We promote a very **proactive staff approach to supporting student behaviour**.
Each support level is **seen as a genuine opportunity to help students - not as a punishment**.

In the classroom we **must** identify **different types of behaviour**:

- **'Conflict'** should be resolved quickly by a **staff member or a trained peer mediator**
- **'Rude' or 'mean' behaviour** is managed by **teachers using 'Support Levels'** below
- **'Bullying' behaviour** & other serious behaviour is only **investigated** by DPs/principal

SUPPORT LEVEL 1: PROACTIVE

Responsibility: **Teacher / Learning Assistant**

1. My teacher or a LA **may ask how I am feeling** - using the **Colour Zones and tools template**.
2. My teacher or a LA **may support positive behaviour using 'Being in the Green'**.
3. If I show **'rude' behaviour** my teacher will discuss the behaviour with me.
My teacher will support me to understand this behaviour must not be repeated.

SUPPORT LEVEL 2: Reflection / Thinking Time

Responsibility: **Teacher**

- If my **behaviour is 'mean', or there are repeated incidents of 'rude' behaviour ...**
1. I will be asked to reflect on my behaviour during **'Thinking Time' within the classroom**.
 2. I will be asked to discuss my behaviour with my teacher at a suitable opportunity.

SUPPORT LEVEL 3: Reflection/Parents informed

Responsibility: **Teacher & TL**

- If the **rude or mean behaviour is repeated** (or there is different **'rude' or 'mean' behaviour**) ...
1. I will go to a **designated classroom** to complete **'Thinking Time'**.
 2. Afterwards I will be asked to discuss my behaviour with my teacher and the Team Leader. The **incident will be added to 'HERO'** (staff access only).
 3. **My parents will be contacted by the teacher by email (email template with the team leader and the DP copied in)** to outline the behaviour; ask for any additional information that may explain the behaviour; and outline the next step if this behaviour continues.

SUPPORT LEVEL 4: Inquiry

Responsibility: **Deputy Principal**

- If **'rude' or 'mean' behaviour** continues after having completed Support Level 3 ...
1. I will again go to a **designated classroom** to complete **'Thinking Time'**.
 2. My teacher will inform a DP and they will fill in the **'Student Inquiry'**.
 3. Any **identified actions/targets** will be discussed by my teacher, a DP and I.
 4. The DP will then **communicate actions to my parents. This will lead to a meeting**.
 5. If, after actions have been implemented, or before actions can be put into place, **there are further incidents of 'rude', 'mean' or 'bullying' behaviour**, I will again go **to the DP** who may withdraw me from the classroom for a specified time.
 6. The DP and the teacher must discuss my behaviour with the principal.

SUPPORT LEVEL 5: Principal Involvement

Responsibility: **Principal**

- If the **'rude', 'mean' or 'bullying' behaviour is not modified, or my behaviour is extremely serious ...**
1. I will **immediately talk with the principal**.
 2. If the principal, the DP and my teacher feel my behaviour will not change then **the principal will facilitate a formal meeting with my parents, the DP and my teacher**.
 3. An Individual Behaviour/Education Plan (IBP/IEP) may be formulated (or reviewed).

SUPPORT LEVEL 6: Outside Agencies/Disciplinary Action

Responsibility: **SENCO/Principal**

1. **If my behaviour is still not modified**, support services may be contacted.
2. Stand Down/Suspension will be considered after an IBP has been given time to be successful **and** been reviewed with all parties involved - unless there is an incident which justifies immediate stand down or suspension.