

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 **investigated** by DPs/principal

Any learning related issues are dealt with separately.

SUPPORT LEVEL 1: PROACTIVE	Responsibility: Teacher / Learning Assistant
<p>1. My teacher or a LA may ask how I am feeling - using the Colour Zones and tools template.</p> <p>2. My teacher or a LA may support positive behaviour using 'Being in the Green'.</p> <p>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.</p>	

SUPPORT LEVEL 2: Reflection / Thinking Time	Responsibility: Teacher
<p>If my behaviour is 'mean', or there are repeated incidents of 'rude' behaviour ...</p> <p>1. I will be asked to reflect on my behaviour during 'Thinking Time' within the classroom.</p> <p>2. I will be asked to discuss my behaviour with my teacher at a suitable opportunity.</p>	

SUPPORT LEVEL 3: Reflection/Parents informed	Responsibility: Teacher
<p>If the rude or mean behaviour is repeated (or there is different 'rude' or 'mean' behaviour) ...</p> <p>1. I will go to <u>another designated classroom</u> to complete 'Thinking Time'.</p> <p>2. I will be asked to discuss my behaviour with my teacher. The incident will be posted on 'HERO'.</p> <p>3. My parents will be contacted by the teacher by email (email template with the team leader 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.</p>	

SUPPORT LEVEL 4: Inquiry	Responsibility: Team Leader
<p>If 'rude' or 'mean' behaviour continues after having completed Support Level 3 ...</p> <p>1. I will again go <u>to the team leader</u> (or a designated classroom) to complete 'Thinking Time'.</p> <p>2. My teacher & team leader must fill in the 'Student Inquiry'.</p> <p>3. Any identified actions/targets will be discussed by my teacher, the team leader and I.</p> <p>4. The team leader will then communicate actions to my parents. This may lead to a meeting.</p> <p>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 <u>to the team leader</u> who may withdraw me from the classroom for a specified time.</p> <p>6. The team leader and the teacher must discuss my behaviour with the principal.</p>	

SUPPORT LEVEL 5: Principal Involvement	Responsibility: Principal
<p>If the 'rude', 'mean' or 'bullying' behaviour is not modified, or my behaviour is extremely serious ...</p> <p>1. I will <u>immediately talk with the principal</u>.</p> <p>2. If the principal, team leader and teacher feel my behaviour will not change then the principal will facilitate a formal meeting with the team leader, my teacher & my parents.</p> <p>3. An Individual Behaviour/Education Plan (IBP/IEP) may be formulated (or reviewed).</p>	

SUPPORT LEVEL 6: Outside Agencies/Disciplinary Action	Responsibility: SENCO/Principal
<p>1. If my behaviour is still not modified, support services may be contacted.</p> <p>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.</p>	

