

BEHAVIOUR POLICY INFORMATION MEETING

Monday 18th December 2023



WHY DID WE NEED TO MAKE CHANGES?

- To ensure that there were clear processes, regarding the management of behaviour, that were consistently applied.
- To ensure that praise and rewards are used to encourage positive behaviour choices.
- To ensure that our high expectations are met by all pupils at all times.
- To ensure that support and adaptations are implemented effectively and in a timely manner to help children to meet our high expectations.



Our School Expectations:

1. To help everyone feel safe in our school.
2. To respect everyone in our school community.
3. To show kindness through our thoughts, words and actions.



Our Reward Systems:

- ✓ Class 100 square
- ✓ Class Dojo
- ✓ I can and I will
- ✓ Sports Stars
- ✓ Virtues to live by awards
- ✓ Film Night

Step 1

- ✚ Verbal reminder – adult to communicate “this is Step 1”

Step 2

- ✚ Verbal reminder – adult to communicate “this is Step 2 and there will be a consequence at Step 3”

Step 3

- ✚ Consequence implemented by class team, this could be:
- ✚ Missed time at break or lunchtime and a restorative conversation – this will be recorded as a Tier 1 on Bromcom.

Using the Principles
of 1, 2, 3 Magic,
which is a highly
successful
programme for
managing
behaviour created
by Dr. Thomas W.
Phelan

Dr. Thomas W. Phelan is an internationally renowned expert, author, and lecturer on child discipline and Attention Deficit Disorder.



To give it some context:
27% of our school community have 1 behaviour point
(Tier 1) since September

Step 4

If the behaviour continues following the consequence, the child may:

Reflect and Restore

- ✚ Reflect and Restore sessions will be initiated to enable pupils to reflect on their behaviour and agree actions to restore good order and repair relationships. This will be for a maximum of 5 minutes in class and a behaviour reflection may be used to support this.
- ✚ The Class Teacher will discuss this with parents at the end of the day.

Tier 2 Call – Remove, Regulate and Return

- ✚ Tier 2 Call – Remove, Regulate and Return sessions will be led by Senior Leadership Team to support the child with their regulation and then return the child to class. A formal letter will be sent home following each Tier 2 Call.




To give it some context:
**9% of our school community have a Tier 2 event
recorded since September**



If a child needs support to meet our expectations, there are many interventions and actions we take to achieve the best outcome for them.

This includes...

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- 121 emotion coaching
 - NFAST – Family support for parents
 - Support for reading
 - Timetable adjustments for intervention support
 - Seeds of change
 - Specialist Support Services
 - Mental Health support Team
 - Early Help Assessment
 - Strengthening Families
 - Educational Psychologist assessment
 - Maplefields referrals
 - Referrals to Rowangate
 - Alternative Provision

- Part time Timetable to promote success
- Brain breaks
- Specific activities to support integration
- Report to monitor behaviour
- 121/Group support in the afternoons
- Small group work
- CAMHS referral
- EIPT referral
- Play Therapy
- Counselling
- SEN referral
- ASD/ADHD Referrals (referral management centre)
- Health referral

What if that does not work?



WE WOULD MOVE TO STEP 5

- **Step 5**
- Referral to the Inclusion Lead
- Meeting to be held with Parents/Carers, Class Teacher/Team, Pupil and Inclusion Lead where the **School Regulatory Code** will be put in place and reviewed each week.
- The pupil will be placed on **Regulatory Report** so that behaviour can be monitored daily. If successful, the child will be removed from Regulatory Report, but the support may remain in place if deemed necessary. There is a period of up to 4 weeks allowed for corrective behaviour before the severity of the school's response is escalated.
- External agencies will be contacted, where required.




The Regulatory Report operates on a cycle of:

- The initial 4 weeks - if behaviour is not corrected, a period of suspension; amendments to the Behaviour Support Plan;
- 3 weeks – if behaviour is not corrected, a period of suspension; amendments to the Behaviour Support Plan.
- 2 weeks - if behaviour is not corrected a period of suspension; amendments to the Behaviour Support Plan;
- 1 week – at this point Governors will be notified that the child is at risk of Permanent Exclusion. If the inappropriate behaviour persists the pupil will be permanently excluded from the school.



To give it some context:

3% of our school community have a Tier 3 event recorded since September, which has resulted in Suspension.



"The real education is your attitude & behaviour with others. It defines your entire personality. No matter how qualified you are!" *Unknown*



ANY

QUESTIONS?