



Graduated approach to behaviour management at St Michael with St Thomas CE Primary School

Level of behaviour	Behaviour profile of child	Strategies and Approaches employed by school	Role of parents	Role of child	Consequences as a result of behaviour
<p><b>A</b></p> <p><b>Always doing the right thing</b></p>	<ul style="list-style-type: none"> <li>Generally outstanding behaviour</li> <li>Sometimes can be an occasional blip which may sometimes result in a consequence</li> <li>Generally responds well to behaviour policy</li> </ul>	<ul style="list-style-type: none"> <li>School rules for behaviour</li> <li>Whole school behaviour policy (+ve/ -ve)</li> <li>Discussion with child to find out if anything is worrying them or upsetting them</li> <li>Discussion with the child-learning point identified and what to do next time</li> <li>Praise as soon as possible for making the right choice</li> <li>Informal discussion with parent as necessary (phone if not collecting)</li> </ul>	<ul style="list-style-type: none"> <li>Attend parent interviews, receive feedback about behaviour</li> <li>Completion of homework/ reading and any additional home tasks</li> <li>Discuss what happened with your child and possible ways forward next time</li> <li>Inform school of any circumstances which could be upsetting your child e.g. bereavement/ changes in family circumstances etc.</li> </ul>	<ul style="list-style-type: none"> <li>Follow school rules</li> <li>Complete homework, reading and any other task set</li> <li>Talk to an adult about what happened and be truthful about your role in a situation</li> <li>Accept consequences and learn from the situations</li> <li>Talk to an adult in school if you are upset or worried about something</li> </ul>	<ul style="list-style-type: none"> <li>Missed playtimes</li> <li>Missed part of lunchtimes</li> <li>Class teacher discussions with parents</li> </ul>
<p><b>B</b></p> <p><b>Must be better</b></p>	<ul style="list-style-type: none"> <li>Emerging pattern of behaviour</li> <li>Occasional refusal to work</li> <li>Distracting class from working</li> <li>Difficulty interacting with peers during structured and/or unstructured times</li> </ul>	<p>In addition to A provision:</p> <ul style="list-style-type: none"> <li>Class teacher to have a formal discussion with parents outlining concerns</li> <li>Additional strategies to be used in class</li> <li>Teacher to discuss with SENDCO/AHT or HT to discuss any area of need and strategies</li> <li>Use of de-escalation strategies</li> <li>Implement visual timetable</li> <li>Payback of lost learning time</li> <li>Monitor and place on an IBP if behaviour does not improve after a given period of time</li> <li>Complete Behaviour Profile</li> <li>SDQ and Boxall</li> </ul>	<ul style="list-style-type: none"> <li>Attend discussions with class teacher on a daily/ weekly basis as necessary</li> <li>Understand that your child will have to make up lost learning time</li> <li>Share successful home strategies with school</li> </ul>	<ul style="list-style-type: none"> <li>Talk to an adult about what happened and be truthful about your role in a situation</li> <li>Accept consequences and learn from the situations</li> <li>Talk to an adult in school if you are upset or worried about something</li> <li>Make up lost learning time</li> </ul>	<ul style="list-style-type: none"> <li>Missed playtimes</li> <li>Missed lunchtimes (ABC room)</li> <li>Missed after-school clubs/ enrichment activities</li> <li>AHT to have discussions with parents</li> </ul>
<p><b>C</b></p> <p><b>Concerning behaviour</b></p>	<ul style="list-style-type: none"> <li>Increasingly not meeting expectations (structured or unstructured times)</li> <li>Individual modifications are not having a positive response</li> <li>Possible extreme behaviours including physical or verbal abuse</li> </ul>	<p>In addition to B provision:</p> <ul style="list-style-type: none"> <li>HT/Class teacher to have a formal discussion with parents outlining concerns-establish frequency of contact going forward</li> <li>Observation and/or assessment of behaviour by appropriate professionals</li> <li>IBP to be implemented</li> <li>Consider pupil to be raised at consultation cluster meeting with appropriate professionals and suggestions implemented</li> <li>Possible implementation of a PHP</li> <li>ICMP implemented with appropriate risk assessment</li> <li>Complete Behaviour Profile</li> <li>Complete SDQ and Boxall</li> <li>Complete risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>Attend meeting with HT and class teacher</li> <li>Understand that your child will have to make up lost learning time</li> <li>Share successful home strategies with school</li> <li>Ensure you are aware what IBP targets your child is working towards</li> <li>Comply with and give consent for referrals to other agencies to support your child</li> <li>Attend meetings if necessary, with professionals from other agencies</li> </ul>	<ul style="list-style-type: none"> <li>Talk to an adult about what happened and be truthful about your role in a situation</li> <li>Accept consequences and learn from the situations</li> <li>Talk to an adult in school if you are upset or worried about something</li> <li>Make up lost learning time</li> </ul>	<ul style="list-style-type: none"> <li>Missed playtimes</li> <li>Missed lunchtimes</li> <li>Missed after-school clubs/ enrichment activities for at least 2 weeks</li> <li>Exclusion (internal or to inclusion school)</li> <li>Head teacher discussions with parents</li> </ul>



**Addendum Statement:**

At St Michael with St Thomas CE Primary School, the safety and well-being of our children is our number one priority. We believe that all children should be kept from harm and protected, and we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Rights Respecting Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. This addendum is to be used in conjunction with, and read alongside, the Behaviour Policy.

The school's graduated response to managing behaviour will still be followed, however the following adjustments will be taken into consideration when actioning the responses:

- Meeting with parents or outside agencies may take the form of telephone conversations or virtual meetings
- Internal exclusions, missed break times or use of the ABC room will be managed by the staff in the class bubble, to minimise any contact between bubbles
- Any use of Team Teach handling techniques will follow the guidance in the Behaviour Policy Addendum
- Therapeutic interventions will take place in a well-ventilated area and will adhere to social distancing guidelines
- Pupils who are purposefully not following the guidance and rules around social distancing or hygiene, will be deemed as repeated breaking school rules and the consequences will follow the appropriate graduated response
- If paperwork needs to be signed by parents for outside agencies or referrals, this will be done using gloves and adhering to social distancing guidelines