



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

The graduated response is implemented using a trauma informed approach at all times.

Level of Behaviour	Behaviour profile of child	Strategies and approaches employed by the school	Role of parents	Role of child	Consequences because of poor behaviour	Behaviour response back
A Always doing the right thing	Generally outstanding behaviour. Sometimes can be an occasional blip which may sometimes result in a consequence but responds well to the whole school behaviour policy	<ul style="list-style-type: none"> Class conduct for behaviour Whole school behaviour policy (+ve/ -ve) Discussion with child to find out if anything is worrying them or upsetting them Discussion with the child-learning point identified and what to do next time Praise as soon as possible for making the right choice Daily praise texts sent home Informal discussion with parent as necessary 	<ul style="list-style-type: none"> Attend parent interviews, receive feedback about behaviour Completion of homework/ reading and any additional home tasks Discuss what happened with your child and possible ways forward next time Inform school of any circumstances which could be upsetting your child e.g. bereavement/ changes in family circumstances etc. 	<ul style="list-style-type: none"> Follow class code of conduct Complete homework, reading and any other task set Talk to an adult about what happened and be truthful about your role in a situation Accept consequences and learn from the situations Talk to an adult in school if you are upset or worried about something 	<ul style="list-style-type: none"> Missed minutes Missed playtimes Missed part of lunchtimes Class teacher discussions with parents 	<p>'I love the way you...'</p> <p>'You've remembered that we...'</p> <p>'Thank you for...'</p> <p>'Let's show...'</p> <p>'I'm proud of you because...'</p> <p>'I've noticed you have done... well done...'</p> <p>'Thank you for being such a good role model/ member of our class...'</p> <p>'Thank you for always doing the right thing.'</p> <p>'Well done – for making correct choices.'</p> <p>'You have made me happy.'</p> <p>'You are making a big effort. Thank you!'</p> <p>'You are amazing/hard working.'</p> <p>Smile</p> <p>Praise</p>
B Must be better	<ul style="list-style-type: none"> Emerging pattern of behaviour Occasional refusal to work Distracting class from working Difficulty interacting with peers during structured and unstructured times 	<p>In addition to A provision:</p> <ul style="list-style-type: none"> Class teacher to have a more formal discussion with parents outlining concerns In class additional strategies which will not be used by the whole class e.g. report card Discussion with SENDCO to discuss any area of need Use of de-escalation strategies Implement visual timetable Payback of lost learning time Monitor and place on an SEN-Support Plan for SEMH if behaviour does not improve after a given period of time as agreed with KSL/ SENDCO 	<ul style="list-style-type: none"> Attend discussions with class teacher on a daily/ weekly basis as necessary Understand that your child will have to make up lost learning time Share successful home strategies with school 	<ul style="list-style-type: none"> Talk to an adult about what happened and be truthful about your role in a situation Accept consequences and learn from the situations Talk to an adult in school if you are upset or worried about something Make up lost learning time 	<ul style="list-style-type: none"> Missed lunchtimes (with SLT) Missed after-school clubs/ enrichment activities for 1 week Class teacher to have more formal discussion with parents KSL to be included in meetings if at risk of progression to C. 	<p>'Don't forget to...'</p> <p>'You're really good at...'</p> <p>'I'd like you to...'</p> <p>'Let's remember to...'</p> <p>'Remember we agreed to...'</p> <p>'If you continue with this behaviour you will be in at break'</p> <p>'If you choose to do your work, you can go out and play'</p> <p>'Is everything okay?'</p> <p>'We know you can...'</p> <p>'We do this in school...'</p> <p>'We don't/never do/say...'</p> <p>'How would you/they feel...'</p> <p>'Can you remind me of ...'</p> <p>'Your stopping the class from...'</p> <p>Reminder parents will be spoken to.</p> <p>Refocus situation</p> <p>Remember our school rules/ class charter</p> <p>Point out a good role model</p> <p>Give opportunity to amend behaviour.</p>



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

The graduated response is implemented using a trauma informed approach at all times.

						Reminder of positive consequence for making right choices. Reminder of choices and consequences
C Concerning behaviour	<ul style="list-style-type: none"> Increasingly not meeting expectations (structured or unstructured times) Individual modifications are not having a positive response Emerging bullying behaviours - child beginning to target another child or group 	<p>In addition to B provision:</p> <ul style="list-style-type: none"> Key Stage leader/AHT and Class teacher to have a formal discussion with parents outlining concerns-establish frequency of contact going forward Possible meeting with the HT Observation and/or assessment of behaviour by appropriate professionals SEN-Support Plan to be implemented Pupil to be raised at planning meeting with appropriate professionals and suggestions implemented Complete Behaviour Profile SDQ and Boxall 	<ul style="list-style-type: none"> Attend meeting with KSL and class teacher Understand that your child will have to make up lost learning time Share successful home strategies with school Ensure you are aware what IBP targets your child is working towards Comply with and give consent for referrals to other agencies to support your child Attend meetings - if necessary with professionals from other agencies 	<ul style="list-style-type: none"> Talk to an adult about what happened and be truthful about your role in a situation Accept consequences and learn from the situations Talk to an adult in school if you are upset or worried about something Make up lost learning time 	<ul style="list-style-type: none"> Missed after-school clubs/enrichment activities for at least 2 weeks Key Stage leader and Class teacher to have a formal discussion with parent HT to be included in meetings if at risk of progression to D 	<p>'What happened...'</p> <p>'Can I help you with...?'</p> <p>'What can I do to help...?'</p> <p>'Maybe you can.....'</p> <p>'In our class, we agreed that...'</p> <p>'Shall we go for/ to/ because...'</p> <p>'I'm sad about this situation, our class/team are sad'</p> <p>'How would you feel.....'</p> <p>'Kind hands, kind feet.'</p> <p>'Let's go and do a job.'</p> <p>'Don't make others sad.'</p> <p>'Are you ready to listen?'</p> <p>'We follow rules when in school'</p> <p>'You can..... if you'</p> <p>Reminder of consequence but reminder to stop only when calm.</p>
D Very Concerning behaviour	<ul style="list-style-type: none"> Possible extreme behaviours including physical or verbal abuse Bullying behaviours Child or others at risk Child putting themselves in a dangerous situation Child damaging school property Child at risk of exclusion 	<p>In addition to provision at C</p> <ul style="list-style-type: none"> Head Teacher and Class teacher to have a formal discussion with parents outlining concerns-establish more detailed graduated response and monitoring moving forward Advice/support to be sought from The Behaviour Improvement Team IMCP implemented with appropriate risk assessment PHP implemented if needed Multi-agency meeting Complete risk assessment 	<ul style="list-style-type: none"> Attend meeting with head teacher present Inform HT of any reasons, to your knowledge, why your child may not be responding to strategies already implemented Work with school to support your child in working towards targets Support school in applying the graduated response Engage with other agencies and follow advice given 	<ul style="list-style-type: none"> Talk with parents and adults in school about the reasons for your behaviour Engage with strategies suggested to help you Agree a named adult in school who you feel comfortable talking to Engage with your ICMP Try to let someone know if you feel that you are going to do something that might get you into trouble Accept that there are consequences that you must follow Complete any work set for you during an exclusion 	<p>Graduated response to Internal exclusion:</p> <ul style="list-style-type: none"> Half day Full day 2 full days 3 full days <p>Above may vary depending on the severity of the incident and age and needs of the child but must be progressive and agreed between all parties involved</p> <p>Head teacher/SENCO discussions at each point of progression of the GR</p>	<p>'You need to stop...'</p> <p>'Remember our rules...'</p> <p>More focus on restorative behaviour in conversations that happen after the child has come to baseline. Finding a common ground to reverse behaviour.</p> <p>Tone of voice change</p> <p>Less language</p> <p>Simplifying language</p> <p>Encourage removing to somewhere else from the situation</p> <p>Change of staff</p>



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

The graduated response is implemented using a trauma informed approach at all times.

		<ul style="list-style-type: none"> Consider requesting top-up funding from the LA to support the child 				
<p>E</p> <p>Extreme behaviour</p>	<ul style="list-style-type: none"> Ongoing extreme behaviours putting the child or others at risk Ongoing bullying or racially motivated behaviours Internal exclusions not having an impact Child at risk of permanent exclusion 	<ul style="list-style-type: none"> Head Teacher to have regular agreed formal discussions with parents, reviewing progress towards agreed targets and agreeing next steps. Multi-agency working to support the child and family Liaison with external agencies, including LA Risk assessment reviewed and updated as needed 	<ul style="list-style-type: none"> Attend regular meetings to discuss your child's progress, develop strategies and address any concerns Support school in applying the graduated response Work at home to support your child in engaging with home learning if excluded Engage with support process, including making decisions about alternative provision if necessary 	<ul style="list-style-type: none"> Engage with your ICMP Engage with your named adult Accept the consequences for your behaviour Complete any work set for you during an exclusion Engage with other adults who may come in school to try to help you Listen when adults are explaining what is happening and may happen next Try to take responsibility for your own actions. 	<p>Graduated response to external exclusion:</p> <ul style="list-style-type: none"> Half day Full day 2 full days 3 full days <p>Above may vary depending on the severity of the incident and needs of the child and family but must be progressive and agreed between all parties involved</p> <p>Head teacher/SENCO discussions at each point of progression of the GR</p> <p>Permanent Exclusion</p>	<p>'Stop...'</p> <p>'No hurting...'</p> <p>'We aren't going to...'</p> <p>'Let's...'</p> <p>'Tell me about...'</p> <p>'I'll come back to you when...'</p> <p>'You can.....or.....'</p>