

These **Behaviour Levels & Interventions** are to be used in conjunction with our current Positive Behaviour & Anti Bullying Policies

## **INTRODUCTION:**

This document attempts to give examples of how we level negative behaviour and suggests possible interventions we may choose to apply at each level if the type of behaviour occurred in our school community.

In summary:

Level 1 behaviour generally will be led by the class teacher and shouldn't require Principal intervention.

Level 2 behaviour will still be led by the class teacher however the Principal will be informed and may also intervene in the process.

Level 3 behaviour within a primary school could warrant external support.

Level 4 behaviour is the most serious forms of negative behaviour rarely seen in the primary age school sector of schools but could arise have been included to insure a complete perspective of the process.

<p style="text-align: center;"><b>Level 1</b> <b>Low Level/Inappropriate Behaviour</b></p>	<p style="text-align: center;"><b>Appropriate Interventions May Include:</b></p>
<p><u>Examples include:</u></p> <ul style="list-style-type: none"> <li>• Unacceptable level of work,</li> <li>• Repeated lateness to class,</li> <li>• Dropping litter or similar level,</li> <li>• Unkind behaviour, such as name-calling, hurting another pupil,</li> <li>• Inappropriate language or behaviour not directed towards anyone.</li> </ul> <p>Interventions at this level are to help pupils recognise that their behaviour is unacceptable and to help 'get them back on track'.</p> <p>Supervising Teachers/Staff will address concerns with all pupils directly involved or impacted upon. This may include bystanders and as appropriate, the group or whole class.</p> <p>Incidents occurring outside the classroom which result in a yellow card being issued will be reported to the class teacher.</p> <p style="text-align: center;"><b>Appropriate records will be maintained throughout by class teacher based on own observations or those of support staff.</b></p>	<p><b>Strategies detailed below will be used by class teacher supported by Learning Support Assistants and Playground Supervisors to help pupil to consider his/her behaviour, its impact on others, to build empathy for those affected and to achieve change. The majority of one off negative behaviour incidents should be appropriately dealt with at this level in school.</b></p> <ul style="list-style-type: none"> <li>• Rule reminder</li> <li>• Rights Respecting Scripts</li> <li>• Expectation Discussion</li> <li>• Restorative Questioning</li> <li>• Think Time Discussions</li> <li>• Name on board/yellow card</li> <li>• Tick beside name/ red card <ul style="list-style-type: none"> <li>-1 tick/red card – lose 5 minutes Golden time</li> <li>-2 ticks/red cards – lose 10 minutes Golden time</li> <li>-3 ticks/red cards – lose 15 minutes</li> </ul> </li> <li>• Whole class/group discussions if required, using Quality Circle Time.</li> <li>• Reduced play time at break/lunchtime, subject to the proviso that the child is given sufficient time for eating his/her meal and for toileting.</li> <li>• Temporary loss of 'privileges' in classroom/school e.g. Leader in line, giving out pencils/books/milk and taking moneybox to office ((when behaviour improves, the child will be allowed to participate in these activities again).</li> <li>• Reshuffling of seating arrangements to encourage a more conducive learning environment, removing distractions.</li> <li>• The temporary isolation of a continually disruptive pupil within his/her own or another classroom/area.</li> <li>• Lunch times with another class grouping or designated a set area of playground or 'attached' to a Playground supervisor.</li> </ul>

<p style="text-align: center;"><b>Level 2 Intermediate Level/ Unacceptable Behaviour</b></p>	<p style="text-align: center;"><b>Appropriate Interventions May Include:</b></p>
<p><u>Examples include:</u></p> <ul style="list-style-type: none"> <li>• Repeated incidents despite previous intervention(s) at level 1:</li> <li>• Deliberate physical or Verbal abuse where there is clear intent to hurt or humiliate.</li> <li>• Bullying type behaviours which have repeatedly occurred within a recent period of time and are targeting specific pupil(s)</li> <li>• Inappropriate language directed towards someone.</li> <li>• Inappropriate behaviour towards staff/ visitor or during an educational visit off site.</li> </ul> <p><b>All incidents will be reported to class teacher who will record behaviour on Sims system and inform principal.</b></p>	<p><b>Although infrequent, intermediate or unacceptable behaviour can occur from time to time in a primary school age setting. The emphasis remains however for staff to: highlight the negative behaviour the pupil is demonstrating, underline that it must not continue, make clear that the consequences will be more severe if it does continue. At this stage the focus must continue to be on restoring the child without any stigma into their class and whole school community.</b></p> <ul style="list-style-type: none"> <li>• Reduced play time at break/lunchtime, subject to the proviso that the child is given sufficient time for eating his/her meal and for toileting.</li> <li>• Lunch times with another class grouping or designated a set area of playground or ‘attached’ to a Playground supervisor.</li> <li>• Communication with parents/carers, e.g. telephone, email/letter, face to face meeting</li> <li>• If bullying behaviour, meeting with pupils involved or impacted upon, implementing an individual Strengthening Programme</li> <li>• Whole class/group discussions if required, using Quality Circle Time, small group interventions</li> <li>• Temporary loss of ‘privileges’ – e.g. membership of a school team/ withdrawal of participation in social or educational activity or outing.</li> <li>• Letter of apology/Worth a re-think sheet completed by pupil during a period of detention or additional work to be set by class teacher.</li> <li>• Use of Home - School Progress/Communication Record.</li> <li>• Statutory Requirement to consider Code of Practice, use of Individual Education Plans/Behaviour plans,</li> <li>• Obtaining parental consent to planned interventions</li> </ul>

<p style="text-align: center;"><b>Level 3</b> <b>Serious Complex Behaviours</b></p>	<p style="text-align: center;"><b>Appropriate Interventions May Include:</b></p>
<p><u>Examples include:</u></p> <ul style="list-style-type: none"> <li>• Shows repeated incidents despite previous intervention(s) at level 2:</li> <li>• Is not compatible with the provision for the efficient education of other children with whom the child in question is being educated.</li> <li>• Involves serious, actual or threatened violence against another pupil or member of staff.</li> <li>• Puts himself/herself, other pupils, members of staff or the wider community at risk of harm or injury.</li> <li>• Brings the good name of the school into disrepute.</li> <li>• Deliberate physical harm to another person</li> <li>• Damage or theft of valuable property belonging to another pupil, a member of staff or the school.</li> </ul> <p style="text-align: center;"><b>Appropriate records will be maintained throughout this process by the class teacher and Principal.</b></p>	<p><b>At this level, it is probable that there is already a history of on-going concerns and SEN or behavioural interventions by staff and Principal. Interventions may include:</b></p> <ul style="list-style-type: none"> <li>• Removing the child to a place of safety, ensuring safety of others pupils/staff</li> <li>• Notifying parent / guardian</li> <li>• Possible removal of child from school for the remainder of the day pending risk assessment</li> <li>• Requirement to consider Code of Practice, use of IEP/behaviour agreement</li> <li>• Teacher SENCO &amp; Principal will be involved in gathering and assessing information</li> <li>• Liaising with/making referral to external professionals and agencies</li> <li>• Liaising with appropriate NEELB Children’s Services Teams, such as Behaviour Support, Education Psychology, Education Welfare</li> <li>• Maintaining communication with pupil’s parents/carers</li> <li>• Supporting staff in implementing discreet school and classroom based ‘Pupil Strengthening’ interventions.</li> <li>• Liaising with Chair of Board of Governors</li> <li>• As a last resort, a child may be suspended from the school. This will be done in accordance with the Department of Education &amp; NEELB’s Suspension and Expulsion Procedures.</li> </ul>

<p style="text-align: center;"><b>Level 4 High Risk Behaviours</b></p>	<p style="text-align: center;"><b>Appropriate Interventions May Include:</b></p>
<p>Serious behaviour resulting in significant mental health/criminal and/or Child Protection safeguarding concerns</p> <p>Possible situations.</p> <ul style="list-style-type: none"> <li>• behaviour resulting in serious harm to pupil(s)/staff or self,</li> <li>• action causing serious damage or loss of property.</li> </ul> <p style="text-align: center;"><b>Appropriate records will be maintained throughout.</b></p>	<p><b>Within the Primary Sector High Risk Behaviours at Level 4 are Very Rare. Interventions need to be carefully managed by Principal/Senior Leadership team, SENCo and External Safeguarding Teams.</b></p> <p>These will include:</p> <ul style="list-style-type: none"> <li>• Liaison with Chair of Board of Governors</li> <li>• Discussion with relevant multi-disciplinary agencies and acting on advice and guidance.</li> <li>• On-going liaison with Family Support, Safeguarding and / or medical agencies to elicit intensive support services for pupils and their families.</li> <li>• Liaison with appropriate NEELB Children’s Services Teams, such as Education Psychology, Behaviour Support, Education Welfare</li> <li>• Working in close partnership with parents/carers.</li> <li>• Advising and supporting school staff.</li> <li>• Implementing risk management plans</li> <li>• Supporting staff in implementing discreet school and classroom based ‘Pupil Strengthening’ interventions. Peers will require significant support and monitoring</li> <li>• Pupil(s) may be immediately suspended from the school, pending risk assessment. School will continue to exercise its “Duty of Care” to all pupils involved.</li> </ul> <p>Only in the most exceptional circumstances, will the school authorities consider invoking procedures for the expulsion of pupil(s). This will be done in accordance with the Department of Education’s Suspension and Expulsion Procedures and following agreement of the NEELB.</p>