

Low-level behavioural issues

Not following instructions appropriately, being unkind/rude to others (staff and pupils), disrupting a lesson. Inappropriate use of equipment. Not following classroom/playground rules etc.

- Children should be reminded of the appropriate positive behaviour and a brief explanation given to its benefits allowing the child to rethink their actions and choose more appropriate behaviour.
- Repeated incidents within a lesson may require you to move the child to a different table or in some cases an individual work area in the classroom.
- Verbal warnings can be given with a reminder of consequences if inappropriate behaviour continues.
- Parents of all involved children (including and children directly affected by the behavior), should be contacted as soon as possible (face to face).



Mid-level behavioural issues

Behaviour that is deemed to be of significant distraction to the class as a whole, refusal to follow instructions, deliberate misuse of equipment, behaviour that may be harmful to themselves or others both physically and emotionally etc.

- Warnings can be given in the first instance.
- Repeated incidents may require a loss of breaktime and/or pastoral.
- Behaviour that results in the injury of another may require loss of breaktime and/or pastoral.
- Parents of all involved children (including and children directly affected by the behavior), should be contacted as soon as possible (face to face).



High-level behavioural issues

Behaviour that is intentionally aimed at disrupting a lesson. Deliberate attempts to harm others both physically and emotionally. Gross misuse/damage of property and equipment etc.

- A warning, loss of breaktime and/or pastoral can be given in the first instance.
- Contact parents for a behavioural meeting.
- Removal from the classroom to Mrs Blakeley.
- Parents of all involved children (including and children directly affected by the behavior), should be contacted as soon as possible (face to face).

- Handale supports positive reinforcement as a strong tool in classroom management and sanctions should be used appropriately and only when all other support/strategies have been exhausted.
- Where possible for mid-level and high-level issues record the warning to create a chronology.
- Children who are repeatedly being sanctioned will need an individual behaviour plan (IBP) or an individual care plan (ICP), meet with the SENCO to discuss your concerns.
- **Please follow the behaviour policy in conjunction with the above.**
- **Children that are removed from a lesson are to be sent to Mrs Blakeley with appropriate work to do and the reason for removal given, log the removal on CPOMS as soon as possible.**