

Rouge Bouillon Behavioural Procedures

Classroom level

Low level off-task behaviours will be dealt with by the class teacher as they arise. It is a matter of professional judgment to decide when the severity of the behaviour requires the procedure below to be instigated.

The following behaviours are amongst those judged to be serious enough to require the formal behavioural procedures:

- Repeated disruptive 'calling out' or other behaviours which deliberately cause disruption to others or prevent them from learning
- Repeated arguing or 'answering back' with the teacher or refusal to comply with a request
- Behaviours which deliberately causes upset or physical hurt to other pupils

Where behaviours are exhibited which are deemed to be significant, deliberate and disruptive to the operation of the class, children will receive an official warning for their behaviour. This should be delivered calmly and the reason for the warning explained clearly. Wherever possible the warning should be given in a way that does not draw the attention of other children. If the child requires time to 'cool down' or remove themselves from the situation that is contributing to their negative behaviour, then this would be appropriate at the discretion of the teacher.

If there are further significant negative behaviours, a final warning should be given, once again in a calm manner with a clear explanation of why the warning has been given. It should also be made clear to the child that further negative behaviours will result in an them being removed from class (internal exclusion) and parents will be informed.

Internal exclusion to another class

If further significant negative behaviour is displayed, the child should be removed from the class the remainder of the session. The teacher (or LSA) should phone the office who will pass on the message to one of the non-teaching members of the SLT who will come to remove the child and take them to another classroom. If a staff member has a walkie-talkie, they may be able to alert behavioral support staff on channel 8 or 9 for the headteacher. They should ideally be moved to a classroom of an experienced senior teacher, ideally higher up the school, though this may not always be possible. This is so that they are able to avoid the context they were in, which often will have been a factor in the behaviours. Removing them to a classroom within the same year should be avoided, as would taking them to a classroom with a sibling in. After the half-day internal exclusion, the child should have the opportunity to reflect on the behaviours which led to their removal from their peers, and if they are able to recognise that their behaviours were wrong and the impact they had on others and show a willingness to rectify them, they should return to class.

Internal exclusion to non-class setting

If there are further negative behaviours while in internal exclusion to another class, the child should be warned once, but thereafter removed and brought to internal exclusion in a non-class setting, with the headteacher or deputy head, or a senior leader if they are not available. This is also the next stage if after a half-day internal exclusion in another class, a child either does not see that the behaviours were unacceptable, or refuses to try to change them. The teacher should phone a non-teaching member of the SLT to collect the child to minimise disruption to their own class.

The child will remain in the care of the senior staff outside the classroom setting until they have shown that they understand that the behaviours they displayed were wrong, and the effect that they had on others. They will be required to co-operate in drawing up a plan for managing their behaviour and sign it before returning to class, and a parent/guardian will be required to meet with the headteacher to discuss the behaviours.

Exclusion from school

We will try to provide opportunities for dysregulated children to re-regulate in school, using distraction and trying to connect with them, and possibly using the soft-room to reduce the potential of harm to either the child or others, however, if a child is judged to be a danger to either themselves or to others, then parents will be called to remove their child from school and this will be noted as a formal exclusion. The child will not be able to return to school until they have agreed to a behaviour plan in a meeting held between the headteacher (or deputy head), the child and at least one of their parents/guardians, and may also involve the class teacher.