



HAMILTON
International School

INCLUSION BEHAVIOR POLICY

23-24 AY

Vision

**Igniting
passi♥n, purp🎯se
and p🗝ential**

Mission

Our mission is to develop caring, lifelong learners and global citizens in a culture of excellence through an international, well-balanced education.

Our Core Values



Definition of Learning

Learning at Hamilton is the purposeful, personalized process we undertake to help us get better to succeed in school and beyond as a lifelong learner.

Document Control Table

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Ethos and Values of Our School Community

The ethos and values of the school instruct the way that members of our community are expected to behave. This is framed to the students in two tiers: our values are what we believe, which leads to our code of conduct (rules), which are how we behave.

We believe that every student:

1. Has the right to be here, to learn, and to be safe.
2. Deserves respect and to be treated equally in dignity and worth.
3. Has a responsibility for the wellbeing of herself or himself, for the wellbeing of others, and for the environment.

The rules follow on from the values and when students demonstrate inappropriate behavior then it will be compared to the values of the school. For example, if a student uses inappropriate language, teachers will address the fact that the student has not respected a fellow student or teacher, rather than the fact that a rule has been broken.

Aims

This policy aims to:

- Provide a consistent approach to behavior management.
 - Promote good conduct and respect through outlining expectations and consequences.
 - Define and prevent unacceptable behavior, including bullying.
 - Outline how students are expected to behave.
 - Summarize the roles and responsibilities of different members of the school community.
 - Outline how positive behavior will be promoted, and the sanctions for inappropriate behavior.
- These aims underpin the school vision and are seen as essential in ensuring that learning can take place.

Definitions

Behavior

This refers to the ways in which a member of the school community conducts himself or herself. Behavior is often classified as "wanted" or "unwanted", 'positive' or 'challenging', 'disruptive' or "outstanding", "desirable" or "undesirable". For the purposes of clarity, we categorize undesirable behaviors into 5 levels:

- (1) Low-level disruptive behavior
- (2) Medium-level disruptive behavior
- (3) Medium-high level disruptive behavior
- (4) High-level disruptive behavior
- (5) Serious Inappropriate -level disruptive behavior

Levels of Behavior

To help parents differentiate between types of inappropriate behavior and to help in setting intervention strategies for each level of behavior, accordingly.

Inappropriate Behaviors

Behaviors that are included in Level 1 and Level 2 that can affect the learning of the student or their classmates. Examples of low-level disruptive behavior and medium-level disruptive behavior include:

- Shouting out or screaming
- Inappropriate waiting for turn
- Misplacing classroom resources
- Disrupting others learning
- Littering (throwing food or objects)
- Refusal to follow class expectations
- Deliberately ignoring instructions on purpose
- Repeated low-level behaviors over time
- Tantrum-related behaviors
- Kicking objects
- Swinging tables
- Running indoors
- Attempting to run out of classroom to get attention
- Aggressive behaviors towards self or others such as: pinching, biting, kicking, hitting, hair pulling, spitting, scratching

Serious Inappropriate Behaviors

This refers to repeated incidents of inappropriate behaviors and behaviors included in Level 3, Level 4, and Level 5 without observed and measured progress of the student's behavior(s) in regard to strategies implemented. Examples of medium-high level disruptive behavior, high-level disruptive behavior, and serious inappropriate-level disruptive behavior include:

- Vandalism and/or repeated vandalism
- Inappropriate use of language and/or blurting threatening statements
- Damage of others property
- Repeated medium-level behaviors over time
- Repeated refusal to cooperate
- Repeated aggression
- Inappropriate use of electronic devices
- Physical and Verbal Abuse
- Aggressive behaviors towards self or others such as: pinching, biting, kicking, hitting, hair pulling, spitting, scratching, pushing others
- Urinating or defecating on others or on school property

- Eloping
- Repeated damage to property (including staff members).
- Inappropriate physical gesture (inappropriate touch of oneself or others)
-

Bullying

Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal, emotional, or cyberbullying and it can happen anywhere: The Anti-Bullying Policy outlines the forms of bullying and the approach to dealing with bullying at Hamilton International School. Bullying behavior will be identified as serious inappropriate behavior and will be dealt with according to the sanctions outlined in the policy.

Roles and Responsibilities

The Principal

The principal has overall responsibility for the behavior at THIS. His authority is delegated in full to the Head of Secondary, who reports to the principal.

Head of Elementary / Secondary

The Headteacher is responsible for implementing this behavior policy and the procedures and routines that underpin it.

The Headteacher will ensure that behavior policy, procedures and expectations are communicated to the school community and that all aspects of school life encourage positive behavior. The headteacher will ensure that staff are clear on their responsibilities regarding behavior management, and that they deal effectively with inappropriate behavior. The headteacher will monitor how the policy is implemented and ensure that rewards and sanctions are applied consistently and fairly.

Assistant Head of Elementary / Secondary

The Assistant Headteacher is responsible for monitoring this behavior policy and the procedures and routines that underpin it.

Staff at THIS

All staff are responsible for the implementation of this behavior policy. Staff are expected to model the ethos and values of the school to ensure that the culture of the school comes from everyone. Staff are responsible for:

- Implementing the behavior policy, procedures, and routines consistently.
- Modeling positive behavior.

- Challenging all inappropriate behavior, wherever it occurs.
- Adapting their approach to their classroom management strategy based on
 - o The age and stage of development of the students in the class.
 - o The specific needs of students.
- Recording positive and inappropriate behavior using the school's information system (Engage Portal).
- Inform school leaders directly if there are concerns, or incidents of serious inappropriate behavior.

Parents

Every parent has a responsibility to reinforce the school's behavior policy with their children. 'Parent' is also extended to include responsible adults such as older siblings, aunts and uncles, grandparents, and any domestic workers who take responsibility for the students (including nannies and drivers).

- Support their child in adhering to the behavior policy and following the school rules.
- Inform the school of any changes in circumstances that may affect their child's behavior, this could include:
 - o Illness or medication
 - o Family bereavement
 - o Separation or estrangement
- Discuss any behavioral concerns with the homeroom teacher or school leadership promptly

Promoting Positive Behavior

As a school we will create an environment and develop a culture in which positive behavior is modeled, promoted, and rewarded. An individual teacher may establish rules and routines for her or his class, but there is a Code of Conduct, which all students are expected to follow:

Students are expected to:

- Arrive to school on time.
- Wear the correct school uniform.

Be equipped for every lesson.

- Respect the school environment, equipment, and resources.
- Move throughout the school in a sensible, calm manner.
- Follow instructions from adults through verbal instruction
- Follow instructions from adults using revised strategies and prompts
- Listen to others when they are engaging in a conversation, both adults and other students.

To support the adaptation of the code:

Rules are expressed in simpler terms such as:

We are ready.

We give it a go and keep on trying!

- We are kind; we use kind hands and kind words.
- We have listening ears.
- We have looking eyes.
- We have walking feet.

- The code of conduct is displayed in visual form to support the students.
- Use verbally prompted instruction such as “Hands on your head, hand on your nose, clap your hands”

Staff working with the students to promote policies through:

- Build positive and consistent relationships with all students
- Create a safe and welcoming classroom environment in which students feel free to make mistakes as part of the learning process
- Treat all students as responsible and valued members of the community
- Recognize, identify, and reward positive behavior
- Plan engaging and differentiated lessons that account for behavioral needs and potential issues
- Praise and pay attention to best conduct

Staff members are expected to:

- Maintain a seating plan that takes into consideration learning needs, peer relationships, and behavior management.
- Deal with inappropriate behavior using the "five 'C' s":
 - 1- Calm,
 - 2- Clear,
 - 3- Consistent,
 - 4- Confident,
 - 5- Compassionate.
- Model expected and wanted behavior for students
- Teach routines for lessons and expect these to be adhered to
- Teach routines for transition between lessons
- Monitor transition between lessons by maintaining a presence in the corridor

learning strategies as needed. Share relevant information about the above students with teachers, TAs, therapists and school leaders to contribute to the students' access plans, such as individualized education plans (IEP). Record both positive and challenging incidents that occur during lessons in order to reward positive behavior and monitor long-term behavior patterns and trends.

- Ensure behaviour support/intervention plan is applied when required.
- Resources are created as created such as a "Now/Next board", 'First/Then board' or reward charts.
- Create visual schedules that reflect the timetable and demands of the day
- Collaborate with parents and relevant staff members that are working with the student

Be aware of the needs and 'triggers' of identified students and adapt behavior for

The following guidelines outline our strategies for promoting positive and desired

- Display behavioral expectations and reward system to be clear and visible in the class
- Review intervention plans if behavior continues to be a concern

- Role modeling: Staff are the focus of modeling positive and expected

Rewards, Restorative Practice and Consequences

- At Hamilton International School, we believe that the best way to promote expected and wanted behaviour is to recognize and acknowledge good behavior and to reward this behavior in a range of ways that promote a sense of intrinsic value in behaving positively. We believe that often, simple recognition for positive behavior is most rewarding for students. This can be as simple as a positive comment or a phone call home from a teacher.
- We also believe that there should be appropriate consequences if students do not meet expectations and engage in inappropriate behavior. This supports students' personal, social and emotional development as they learn to see that there are consequences to behavior that harms the community.

behaviour:

- Clear expectations: Expectations are communicated to parents, students and staff
- Positive reinforcement: Actively seek opportunities to reward positive behaviour

Examples of rewards:

- Immediate verbal praise
- Displaying quality work to peers
- Visits to Heads of Department, Year Group Leaders, Assistant Head of Departments, Inclusion Coordinator, Principal
- Opportunities for peers to praise and celebrate one another through peer assessment and circle times

behaviour

- Teaching skills such as activities that teach social and emotional skills
- Restorative practice (See page 9)
- Individual support: Help from teachers, therapists, and inclusion staff
- Intervene at an early stage if behavior begins to cause concern.
- Stickers, certificates, star of the week celebration, Hot Chocolate Thursdays
- Preferred movement breaks such as music, dancing, play area
- Time in the sensory room and trampoline room

Examples of supportive behaviour consequences:

In the event when a student is unable to engage in alternative behaviour strategies, students will be given different opportunities to calm down and effectively change their behaviour to support their safety and their peers.

The consequences that are placed rely heavily on the behaviour levels (See Appendix) that are set in place.

For example: If a student's behavior poses a risk to themselves or others, the behaviour category level 4 will be addressed and consequences such as directed to sit in a safe space, away from others will be followed.

Parental support

We believe that parental support is essential in supporting students in improving their behavior. Parental communication is a regular expectation from teachers if there are incidents that take place in class. More serious inappropriate behavior will result in a meeting between parents, teachers, therapists, or school leaders.

- During the meeting, the members of staff will outline the concerns and detail the issue or incident. The members involved will overview any individual education plan (IEP) implemented and any behaviour Support Plans (BSP). The school and parents will agree on support strategies that both the parents and the school will put in place to modify and improve the behavior. Parents will be expected to work off-campus on the addressed and target behavior.
- Hamilton International School believes that the learning and care of our students does not end when they leave campus. In promoting good character, we believe that this should improve students' attitudes at home and within the other spheres they operate, be it in person, in public, or online.
- We will apply the school behavior policy to any situation in which the student is directly linked to the school: school trips, school transport - to and from school, or when the student is representing Hamilton International School in any way.

In addition, the school will also intervene in other situations:

- Where a student's behavior has repercussions for the running of the school.
- Where a student's behavior has an adverse effect on the school.

Behavior Management

Inclusion Department approach to behavior management:

Tier 3 Approach

Behavior management refers to the approach that the adults in the school take when working with students. Behavior management is a process that supports students in making good choices that are conducive to learning.

The Inclusion Department believes that desirable behaviors begin with the school providing a safe, calm, supportive, and purposeful environment where effective learning can take place. The Inclusion Department aims to provide this kind of environment and clearly communicate the standards of behavior expected of learners. In this way, students are more likely to engage in good choice-making and desirable behaviors where the school will be well placed to nurture the strengths of each student by developing and providing the following, accordingly:

- IEPs: Individualized Education Programs
 - BSPs: Behavior Support Plans
 - MDT Approach: Multidisciplinary Approach
 - TAC Approach: Team Around the Child Approach
 - Case-by-Case
-
- Staff should strive to respond to learners in ways which consider their varied life experiences and individual needs. For some students, school needs to be their safe, secure, and calm place within an otherwise disorderly world. Consistency, maintaining clear expectations and routines, modeling and promoting proper behaviors, and creating successful opportunities for students in behavior management throughout the school is essential.
 - We believe that:
 - Every student will take responsibility for their behavior and understand there can be both positive and negative consequences to the choices they make.
 - Special circumstances and conditions will be taken into account.
 - Positive language and the language of 'choice' and 'safe' are an important element of providing children with a toolkit for positive behavior.
 - Positive approaches to behavior management through reward systems and positive recognition, coupled with clear systems and procedures for dealing with more challenging behavior, are the most effective.
 - Good behavior, effort and achievement should be promoted, valued, and celebrated by the whole school community, including parents.
 - All members of the school community should be treated with respect and show respect for others.

- Teachers will:
- Always demonstrate calm and consistent adult behavior
- Celebrate achievements and positive choices
- Support during challenging situations and set clear plans and goals for undesirable behaviors
- Use a firm tone of voice to intervene in potential harm
- Maintain a positive attitude
- Devise and adhere to routines for their own classroom and continue to reinforce and follow these throughout the school year.
- Create and apply a seating plan and modify accordingly as behavior and classroom dynamics change
- Recognize and support students who have additional challenges to managing their emotions and behavior; take appropriate steps to alert school leaders and other staff; and modify his or her approach according to access plans and IEPs.
- Use positive language to promote good behavior, e.g. 'we use walking feet inside' rather than 'do not run'
- Implement the 'Zones of Regulation.' Each class teacher will discuss the Zones of Regulation approach with their class at the beginning of the academic year. This will allow pupils to understand their own emotions and recognize which 'Zone' they are in. If a pupil is engaging in

distressed behaviours, Inclusion Staff can use the Zones to calm the pupil down.

Zones of Regulation



The Zones of Regulation help to develop awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.

The Zones provide an easy way to think, express, and sort these feelings into four colored Zones, all of which are expected to be experienced in life.

Once our students understand our feelings and zones, students will learn to use tools and strategies to manage them.

The four Zones include: Yellow, Blue, Red, and Green.

- The Yellow Zone: a high energy state where the 'fizzy' feelings are found, e.g., excited, anxious, silly, worried, hungry, thirsty
- The Blue Zone: a low energy state where the 'slow' feelings reside, e.g., sad, tired, bored, sick
- The Red Zone: an 'out of control' state including feelings such as: angry, aggressive, terrified, elated
- The Green Zone: the optimum state for the classroom and includes feelings such as: happy, calm, focused, proud

the student to recognize their emotions straight away.

To **manage** their emotions, we provide students with numerous coping mechanisms such as breathing techniques, brain breaks, going for a walk, talking to a trusted adult etc.

The students then take ownership of this and choose what they would need to cope with in each zone.

Once the child knows what zone they are in, and what they need to do to cope with this emotion, they can then use this to get themselves back to a state of calm.

At Hamilton, we use the Zones of Regulation to provide students with various strategies so they can **understand** and **manage** their emotions.

To **understand** their emotions, we discuss in depth what each zone represents. This allows

Class Dojo (Inclusion)

Incentives are used to promote positive behavior and support those struggling with their own behavior. As a school, Class Dojo is a consistent incentive tool and channel of communication for both parents and teachers. Students are awarded Class Dojo points based on several qualities that they strive to develop:

- Helping others
- Listening
- Being on task
- Participating in learning
- Showing persistence
- Working hard
- Teamwork



As a school, we believe the positive re-enforcement and success of celebration is the core to developing and maintaining a positive behavior ethos throughout school and preparing our students for the wider

world. We believe that promoting the use of talk between adults and children when reflecting on behavior "choices" allows them to build a better understanding of cause and effect.

Class Dojo is a digital classroom management tool designed to help our teachers improve student behavior and communicate more effectively with parents. It connects teachers with our students and parents to build amazing classroom communities. Class Dojo is a great way for you to see in real time how your child is doing in school. It also helps prevent:

Parent - "What have you done today at school?"

Child - "Nothing!"

It also is greatly beneficial for students in the Inclusion Department who may struggle with communication.

Each student gets an avatar and teacher's award Dojo reward points for achievements, such as great homework, participating in class, staying on task, completing work, following our school rules and core values. Teachers can use a tablet or computer to give points throughout the school day. Each student's points can be displayed via a smart board, and parents, via their app, can see these. Teachers can communicate with parents on a 1:1 messaging service or via the class page where general class messages can be shared.

Students never have points removed.

Students can gain green positive Dojo Points for many behaviors including:

- Being kind
- Good listening
- Classroom Participation
- Lovely speaking

The Dojo system is an essential part of our behavior policy.

Every Thursday, student's Dojo Points will be gathered and ClassDojo certificates will be given to the students in each class from their class teacher at our Assembly. The student that received the most Dojo points for that week will be awarded the certificate.

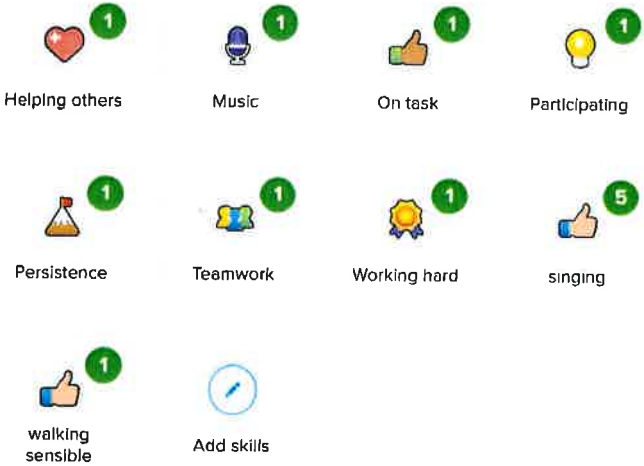
The award of Dojo points are targeted to the individual student, not the 'average' student.

Owing to the age of the children, in Pre-KG and KGI one child per class per week is awarded a Star of the Week certificate for their efforts, rather than a Class Dojo certificate.

Students earn Dojo points based on their classroom conduct. These are distributed by adults in school and are updated daily.



A pre-set list of topics is given for Dojo Points; however, the teacher has license to edit these and make them personal for their own class.



Communication and sharing success

Class Dojo also includes a messaging service:

Messaging within ClassDojo is a great way to contact the class teacher and discuss any issues that may arise or to ask any questions you have and is used to report on student behavior.

The therapy team will also use ClassDojo to communicate with parents.

The Inclusion Leadership team will use ClassDojo to communicate on events and key information.

Shared routines

Teachers will implement their own routines depending on the needs of their classroom, subject and specialist equipment. However, all teachers are expected to follow the following routines so that there is consistency across all areas of the school.

Transition routines (Early Years / Elementary)

- Teachers will provide a daily visual timetable for the whole class
- Where possible, limit periods of sitting on the carpet to the equivalent of the student's age plus two minutes
- Teachers display a 5-minute timer before any tidy up time
- Teachers inform the class and/or individual student of the decreasing time to ease transition
- Teachers may wish to use a tidy up/end of lesson time song

Entrance routines

- Teachers wait on the corridor outside their classrooms
- Students line up outside the classroom — not leaning on the wall
- Teachers welcome the students into the classroom, greeting them at the door
- There will be a 'do now activity' (DNA) available to students¹
- The teacher will greet the students and the students will return the greeting
- The teacher will take the lesson register and begin the lesson

¹ Training will be given on effective DNAs; they should be something that engages students immediately. The best DNAs are "high challenge, low stakes" where students are immediately set challenging and engaging work but is not a threat to their grace or other kind of status. Quizzes, vocabulary, math challenges etc. are all examples of good DNA

² Teachers are encouraged to give homework at other points in the lesson other than the end. For example, at the start of the lesson, or at a point in the lesson that relates most to the homework activity.

Exit routines

- Teachers must conclude the lesson with enough time to allow for the routines to be completed correctly
- Students pack away all equipment
- Students stand behind their desks in silence
- The teacher will dismiss the students in an orderly fashion (e.g., row-by-row)
- The teacher will monitor behavior on the corridor by standing at the door

Restrictive Physical Intervention

Hamilton International School will provide all Inclusion staff with Team Teach training in positive behavior management and de-escalation techniques. It is believed that the need for physical intervention will be rare. However, there are times when physical intervention may be necessary. We acknowledge that there is a risk implied any time that a member of staff physically intervenes, and the school does not require that teachers put themselves in harm's way. The aim is to provide staff with clear guidance on the use of physical contact. Staff should be able to meet the needs of the students with confidence while safeguarding themselves and those in their care.

- Physical contact is necessary and justifiable when it meets the needs of the student.
- On occasions a member of staff may need to use reasonable force to prompt, guide or hold a student.
- They do this in order to help the student to control their own behavior and to keep everyone safe.
- Staff maintain a duty of care and make decisions based on the best interests of the student.
- Adults take the duty of care to all students very seriously.
- There are occasions when restrictive physical intervention may be necessary to keep students and staff safe.
- Staff acknowledge there are risks involved whenever people make physical contact and use reasonable force to protect, release or restrain.
- RPI techniques seek to avoid injury to a student, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people safe.
- Staff use dynamic and planned risk assessments to reduce risks while keeping the best interest of the student as the paramount concern.
- Any member of school staff can make a safe physical intervention with a student in certain circumstances.

- The nature of the physical intervention must be with a reasonable use of force, proportionate to the risk posed by a student's behavior, necessary, or as last resort of and in the best interest of the student.
- The physical intervention will be for the shortest amount of time, and whenever possible, will be away from other students and with a second adult present.
- The circumstances for using restrictive physical intervention (RPI) are predicated on whether there is a foreseeable risk that the student will:
 - Harm themselves
 - Harm others
 - Damage property
 - Act in a way that is prejudicial to the maintenance of the order and discipline of the school or among any of its students
 - Commit a criminal act
- If one does use RPI then the questions that are likely to be asked of the intervention(s) are: Was it reasonable? Was it proportionate? Was it necessary? Was it in the student's best interests?
- All instances of restrictive physical intervention should be recorded in a way that cannot be edited and parents should be informed within 24 hours.
- If a student in the Inclusion Department is displaying behavior which requires the use of RPI techniques frequently this must be included in the student's Behavior Support Plan and signed and agreed to by parents.

Student Support

Students must be made aware of the consequences of unacceptable behaviors, and staff are expected to deal with these behaviors in a suitable and ethical way. Students need to be aware of their actions **and accept** the consequences of these.

At Hamilton International School, we recognize that there may be several factors that contribute to a student's disposition, emotional and social intelligence, and ability to deal with conflict. Consequently, **the approach to** challenging behavior may be differentiated to cater to the needs of the student. **Teachers and school leaders** will work together to determine the most appropriate course of action for **any given student**. This may include the following types of intervention:

- Meetings with parents and carers
- Target setting
- Report card (Lead by homeroom teacher and completed by all teachers)
- Reduced / bespoke timetable
- Referral to inclusion unit
- Referral to school counselor
- Behavior Support Plan
- Use of Social stories or visuals to support
- Behavior Target on IEP

The school's Head of Inclusion/Inclusion Coordinator or Behavior-Therapist will evaluate a student who exhibits challenging behavior to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, the school counselor, or other therapists, to identify or support specific needs.

When acute needs are identified, the school will liaise with external agencies and plan support programs for that student. They will work with parents to create the plan and review it on a regular basis — refer to the school's SEND policy for additional information.

Undertaking

At Hamilton International School, the aim is to include all students and, as has been outlined in this policy, we employ many strategies to correct student behavior and to ensure that students are given chances to prove that they have improved their attitude and behavior.

However, the whole of the student body must be taken into account, and there may be occasions when a student's behavior impacts upon the wider school. On these occasions, there may be cause for the school to refuse a place for a student in the next academic year.

Where this is the case, the school will have recorded evidence of the incidents of poor behavior and will have at least three records of meetings with parents, in which the school has outlined behavior concerns and identified targets for improvement.

Staff Training

Staff will receive training on this policy and on classroom and behavior management. In addition to this there will also be specific training on bullying, de-escalation, and behavior-related problems. Behavior management will also form a part of the school's CPD program.

Communicating the Policy

This policy will be read by all staff and will be communicated with students; the policy will be condensed into the relevant parts for students.

The policy will be shared with parents once approved and made available with all other school policies.






Appendix A: Hamilton Hub and Early Intervention Behavior Levels and Responses

Behavior Category	Examples of Behaviors	Possible Intervention and Follow - up	Staff Responsible	Parent Communication
Level 1				
Low-level disruption	<p>Shouting out or screaming</p> <p>Inappropriately waiting for turn</p> <p>Misplacing classroom resources</p> <p>Disrupting others learning</p> <p>Littering</p> <p>Refusal to follow class expectations</p> <p>Running indoors</p> <p>Deliberately ignoring instructions</p>	<p>Verbal Warning</p> <p>Change of seating plan</p> <p>Restorative conversation</p> <p>Behavior tracking sheets A-B-C Model of Behavior</p> <p>Communication book</p> <p>Communicate classroom expectations clearly</p> <p>Calm space or calm corner</p> <p>Visual cards: first, then</p> <p>Redirecting behaviors</p> <p>School drop-off routine and arrangement</p>	<p>Class teacher</p> <p>Duty staff</p> <p>Responding member of staff</p>	<p>1. Message home on Dojo/Email stating:</p> <ul style="list-style-type: none"> • Behavior • Restorative Conversation • Feedback
Level 2				
Medium Level	<p>Repeated low-level behaviors over time</p> <p>Tantrum-related behaviors</p> <p>Screaming or shouting</p> <p>Throwing food</p> <p>Throwing objects</p> <p>Kicking objects</p> <p>Swinging tables</p> <p>Attempting to run out of classroom to get attention</p> <p>Aggressive behaviors towards self or others: pinching, biting, kicking, hitting, hair pulling, spitting...</p>	<p>Introduction of BSP</p> <p>Alternate adults to work with pupil</p> <p>Redirecting behaviors and prompting child</p> <p>Movement breaks</p> <p>Sensory room,</p> <p>Inform parents</p> <p>Parents to agree on consequences at home</p> <p>Parents to set behavioral expectations at home with said pupil</p> <p>Parents to work consistently with said pupil according to the BSP</p>	<p>Class teacher</p> <p>Duty staff</p> <p>Responding member of staff</p> <p>Phase Leader</p>	<p>1. Phone call home from Phase leader</p> <p>2. Message home on Dojo/Email stating:</p> <ul style="list-style-type: none"> • Behavior • Restorative Conversation • Feedback <p>3. Meeting minutes signed using school format</p>
Level 3				

Medium-High Level	Repeated medium level behaviors over time Repeated refusal to cooperate Repeated aggression Inappropriate use of electronic devices Inappropriate use of language	BSP Meeting with parents Lesson/time-table review	Class teacher Duty staff Responding member of staff Inclusion Coordinator Inclusion Coordinator involved if suspension would take place	<ol style="list-style-type: none"> 1. Phone call home from Phase Leader 2. Message home on Dojo/Email stating: <ul style="list-style-type: none"> • Behavior • Restorative Conversation • Feedback 3. Meeting minutes signed using school format
Level 4				
High Level	Vandalism Inappropriate use of language and statements Damage of others property Aggression towards self or others such as: Scratching Pinching Pushing others Biting Hair pulling Kicking Hitting	Reduced timetable, 1-1 support during lessons to support behavior? Parents to pay for damages to school property/staff property??	Class teacher Duty staff Responding member of staff Inclusion Coordinator Head of Inclusion involved if suspension would take place	<ol style="list-style-type: none"> 1. Phone call home from Inclusion Coordinator 2. Message home on Dojo/Email stating: <ul style="list-style-type: none"> 4. Behavior 5. Restorative Conversation 6. Feedback 3. Face to face meeting to discuss report card. 4. Point 1 and 2 carried out by Head of Inclusion if suspension will take place 5. Meeting Minutes signed using school format
Level 5				
Serious-Inappropriate Level	Physical and Verbal Abuse	Stay at home plan for three days while school reassess BSP,	Inclusion Coordinator	<ol style="list-style-type: none"> 1. Phone call home by Head of

<p>Urinating or defecating on others or on school property</p> <p>Repeated Vandalism</p> <p>Eloping behaviors</p> <p>Repeated damage of property (including staff members).</p> <p>Inappropriate physical gesture (inappropriate touch of oneself or others)</p> <p>Repeated aggression</p> <p>Repeated inappropriate touching of private areas</p> <p>Threatening statements</p>	<p>Review of tier placement</p> <p>Meeting with Breegeen (SLT),</p>	<p>Head of Inclusion</p> <p>Principal</p>	<p>Inclusion to arrange face to face meeting with Principal</p> <ol style="list-style-type: none"> 2. Face to face meeting to review incident 3. Meeting minutes signed using school format
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Reviewed and approved by

Name	Position	Signature	Date
Terry Senior	CEO / Principal		August 23
ZAN RINALDI	HEAD OF PRIMARY		August 23
Breegen Doherty	HEAD OF INCLUSION		August 23
Rebecca Gough	Head of Secondary		August 23
Thouraya Bour	Head of Quality Assurance + Compliance		August 23