



POSITIVE BEHAVIOUR & RESTORATIVE JUSTICE POLICY

At Trefonen RESPECT is our core value. Mutual respect and good behaviour is the expectation of all adults and children at all times.

1. Mission Statement: Learning in God's Love

2. Policy Statement

We believe pupils learn best when they feel safe and happy in school. The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

2.1 Aims

Our overall aim is to enable young people to become successful learners, confident individuals and responsible citizens. The specific aims of this policy are:

- To promote the emotional well-being of children
- To help pupils become good citizens
- To create a safe and happy environment where effective learning can take place

2.2 Our Objectives are to:

Help staff to:

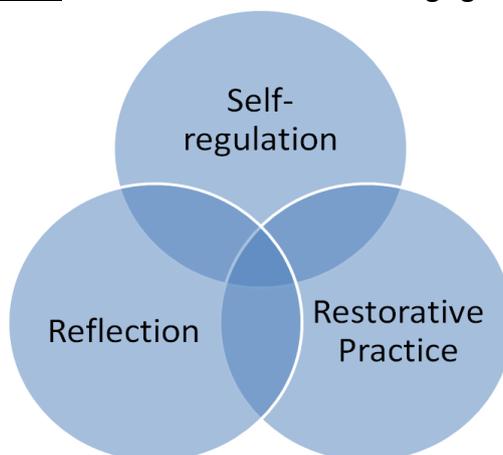
- use a consistent approach to behaviour throughout the school with parental cooperation and involvement
- encourage a calm, purposeful and happy atmosphere within school
- work along-side parents to encourage our children to develop socially, emotionally, academically, morally and spiritually in preparation for a positive role in society
- reward and encourage positive behaviour.
- use sanctions where appropriate in accordance with this policy.

Help pupils to:

- become caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others
- develop increasing independence and self discipline so that each pupils learns to accept responsibility for their own behaviour
- develop self esteem
- have equal opportunities to learn and to co-operate with one another and with the adults in school
- develop skills necessary to resolve conflict and differences of opinion with sensitivity
- Make pupils aware of unacceptable behaviour, and the consequences therein.

3. Our Approach

At Trefonen School we seek to help pupils to develop the values, qualities, skills and understanding that will help them to interact positively, with respect and compassion, and to flourish within their school community, their wider community and the wider world. In this respect, we do not use a 'blame' or 'punitive' structure. We seek to help our pupils to self-regulate their own behaviour and their behaviour towards others, to help them to reflect on their behaviour when things go wrong and to help them to understand and use restorative justice to make amends when things go wrong.



3.1 Self-regulation

By providing our pupils with models, structures and rules, and helping them to understand why they are important, we are helping our pupils to understand their rights and responsibilities within their community. As a result our pupils move towards the self-regulation of their own behaviour. Through our values curriculum and PSHE curriculum, as well as through the on-going reactions and responses of staff, we help our pupils to choose to interact in increasingly more positive ways with their peers and adults.

We do this by helping our pupils to develop 'prosocial behaviours' (defined as voluntary interactions with the aim of helping others). We encourage our pupils to adopt 'prosocial behaviours' by setting clear expectations for sharing and helping others, by modelling those actions, and by giving each child individual positive attention. In this way we emphasize the message that when we feel happy, so do others. By helping pupils to take others' feelings and welfare into account, pupils interact in more positive ways with their peers and with adults.

We recognise, of course, that all young children have their ups and downs. Positive attention from a caring adult, when they are feeling sad or angry helps our pupils to begin to understand that they can take charge of their own feelings. When children feel angry, sad or left out, we will talk with them about their emotions without being dismissive, and explore how they might cope with those feelings in ways that make them feel better without hurting others.

We believe that by focussing on learning tasks, remembering and observing class rules, and engaging with classmates in positive ways, increases the likelihood that our pupils will flourish as they begin school, throughout their years in the classroom, and beyond.

3.2 Restorative justice

The 'restorative' approach is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. It asks all parties to share what their involvement was, how the incident of conflict has affected them and to agree what needs to be done for things to be put right. It aims for a win-win outcome from incidents of conflict.

3.3 Reflection

Pupils should have the opportunity to reflect when things do not go well. Within our school’s model of positive behaviour management we recognise that we need to give our pupils the time and the opportunity to reflect on what has gone wrong, how they can put the ‘wrong’ right, and what they might do differently next time. We also recognise that there are times that pupils can do this for themselves, and there are times that they will need an adult to help them to navigate this conversation.

4. Our School Golden Rules

Our over-arching, most important Golden Rule is:

Everyone will act with kindness and respect, and show consideration for others at all times.

Our Golden Rules:

- We always try our best
- We are friendly and kind to others
- We talk nicely to everyone
- We listen to others
- We take care of other peoples things
- We take care of school equipment
- We take care of our school building
- We only go where we are supposed to go
- We keep our school tidy
- We walk inside the school building

Our Golden Rules are displayed prominently around the school, including the school hall and in all classrooms.

6. Right and Responsibilities:

Rights	Responsibilities
<p>Pupils Be valued as members of the school community;</p> <p>Get help when they seek it, whether with their work or with relationships, bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;</p> <p>Make mistakes and learn from them</p> <p>Be treated fairly, consistently and with respect;</p> <p>Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;</p> <p>Be taught in a pleasant, well-managed and safe</p>	<p>Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;</p> <p>Wear the correct uniform and follow our rules for their appearance (e.g. jewellery, make-up, tidiness, hair);</p> <p>Respect the views, rights and property of others, and behave safely in and out of class;</p> <p>Co-operate in class with the teacher and with their peers;</p> <p>Work as hard as they can in class</p> <p>Conform to the conventions of good behaviour and abide by school rules;</p>

<p>environment;</p> <p>Work and play within clearly defined and fairly administered Golden Rules;</p> <p>Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;</p> <p>Develop and extend their interests, talents and abilities.</p>	<p>Seek help if they do not understand or are in difficulties;</p> <p>Accept ownership for their own behaviour and learning, and to develop the skill of working independently.</p>
<p>Staff</p> <p>Work in an environment where common courtesies and social conventions are respected;</p> <p>Express their views and to contribute to policies which they are required to reflect in their work;</p> <p>A suitable career structure and opportunities for professional development;</p> <p>Support and advice from senior colleagues and external bodies;</p> <p>Adequate and appropriate accommodation and resources;</p> <p>To be treated with care and dignity from all members of our school community;</p>	<p>Behave in a professional manner at all times;</p> <p>Adhere to the Staff Code of Conduct;</p> <p>Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;</p> <p>Show interest and enthusiasm in their pupils' learning;</p> <p>Listen to the pupils, value their contributions and respect their views;</p> <p>Be sympathetic, approachable and alert to pupils in difficulty or falling behind;</p> <p>Identify and address pupils' special educational needs through the SEN Code of Practice;</p> <p>Share with the parents any concerns they have about their child's progress or development;</p> <p>Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development;</p> <p>Follow school policies and schemes of work;</p> <p>Follow up any concern or complaint by a parent about bullying, and report back within one week on the action which has been taken.</p> <p>Report suspected cases of bullying to the Headteacher (Cathy Dunleavy), or in their absence to Deputy Head (Laura Prust). In the absence of the Head or Deputy, you to should notify the next most senior member of staff.</p>
<p>Parents/Carers</p> <p>Know that their child is safe and well cared for at all times.</p> <p>Have a well-managed and stimulating environment for their child's education;</p> <p>Have their enquiries and concerns dealt with sympathetically and efficiently;</p>	<p>ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;</p> <p>be aware of school rules and procedures, and encourage their child to abide by them;</p> <p>show interest in their child's classwork and homework;</p>

<p>Be informed if their child is ill or has an accident, or if the school has concerns about their child;</p> <p>Be informed about their child's progress in accordance with our Communication Policy;</p> <p>Be informed about school rules and procedures;</p> <p>Be informed about a broad, balanced and appropriate curriculum for their child;</p>	<p>act as positive role models for their child in their relationship with the school;</p> <p>attend planned meetings with teachers;</p> <p>provide the school with all the necessary background information about their child, including telling the school about any concerns they have, or any significant change in their child's medical needs or home circumstances that the school needs to know in order to meet their needs.</p>
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7. Reward and Sanctions

7.1 Rewards

The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes, and hard work. All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. By praising and rewarding positive behaviour, others will be encouraged to act similarly. We aim to strike the right balance between:

- rewards and sanctions,
- rewarding consistently good behaviour,
- rewarding improved behaviour,
- other measures aimed to encourage good behaviour and respect

Positive behaviour will be reinforced through a wide range of praise and rewards which are applied fairly and consistently. Praise begins with frequent use of encouraging language and gestures, in lessons, in the playground and around the school, so that positive behaviour is instantly recognised and positively rewarded. More formal systems are also used to recognise and congratulate pupils when they set a good example or show improvement in their behaviour. These include:

- Quiet word, smile, thumbs up acknowledgement
- Written comment on pupil's work
- Stickers
- Praise in front of class group
- Visit to another member of staff
- Written comment, card, letter or postcard from teacher to parent informing them of good work, positive attitudes or behaviour
- Name in "Golden Book"
- Promoting good 'Role Models'
- Celebration assemblies
- Special privileges
- Golden Time
- Informal chats with parents at the beginning and end of the day where possible.

7.2 Sanctions

Sanctions have three main purposes:

- To impress on the pupil that what he or she has done is not acceptable
- To deter the pupil from repeating that behaviour
- To signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions should be reasonable and proportionate to the circumstances of the case, and should be differentiated depending on whether the behaviour includes low-level misbehaviours (for example, only requiring a quiet reprimand), or serious misbehaviours (requiring a more formal response). In general we use the 'three-step rule':

1. **Reminder** of what the pupil should or shouldn't do, including a simple explanation
2. **Warning**, including potential sanction
3. **Sanction imposed.**

In this way pupils are given the opportunity and guidance to adjust their behaviour. Explanations and movement through the steps are appropriate to age and individual need.

At Trefonen we aim to help pupils to become good citizens by using restorative approaches to address poor behaviour. The underlying principle is that pupils are held to account for their actions and encouraged to put right the harm caused. We use a range of disciplinary sanctions and problem solving strategies when incidents occur, allowing responses which are reasonable and proportionate. When dealing with all forms of inappropriate behaviour, staff should employ the following strategies:

- Be calm. All children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken (use a quiet voice, use neutral language)
- Avoid actions that may accelerate the situation (avoid invading personal space unnecessarily, avoid prolonged eye contact, stand still)
- State expectations clearly. Make clear that it is the behaviour, not the pupil which is the focus.
- Remind pupil of the consequences and state what will happen next, Use logical consequences (a logical consequence is a sanction that is proportional to and fits the misdemeanour). The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- It may be necessary to remove the audience. Withdrawal – move the pupil away from the group for a short period. This models a non-violent response, gives 'cooling off' time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- Make good choices - remind the pupil they need to make good choices.
- Fresh start - although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.
- Exit – (refer to safe handling protocol)

At Trefonen we consider some specific behaviours to be unacceptable. These 'serious' behaviours include: bullying, fighting, swearing/using offensive language, racism, being disrespectful to a member of staff, refusal to follow

reasonable instructions and damage to property. Such behaviours will have an immediate consequence and the head teacher will be notified. (Please refer to Appendix D for examples of 'Levels of Misbehaviour')

8. Positive Behaviour Management - Key Strategies

Listed below are a range of strategies that we use to ensure effective in positive behaviour management;

- **Positive Feedback** (Acknowledge/Approve/Affirm) - acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- **Positive Correction**- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- **Positive Repetition**- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- **Non-verbal Cues**- hands up, finger on the lips, the "look".
- **Give take-up time**- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Re-direction**- repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **Tactically ignore**- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity**- move closer to / or further away from a disruptive pupil
- **Distraction/ Diversion**- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.

- **Clear Expectations-** e.g. “When we go back in to the classroom after break, I will give a point to those who go straight back to their task.”
- **Where/ What-** “Where should you be?” (In my seat) What should you be doing? (My work).
- **Choices-** “Put your (e.g. toy) on my desk or in your bag- which are you going to do?”
- **Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand-** a quiet word rather than a public confrontation.
- **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.

9. Reasonable Force /Safe Handling

The Education (NI) Order 1998 (part II Article 4 (1)) makes clear that a member of the staff of a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence (i.e breaking the law)
- Causing an injury to, or damage to the property of , any person (including the person himself); or
- Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise.”

Based on this legal framework the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was;

- In the child’s best interest
- Necessary
- Reasonable and proportionate
- Last resort (where possible)

Suspension and Expulsion of Pupils

The school reserves the right to suspend or exclude a pupil following the procedures recommended by the local authority and adopted by our school’s Governing Body.

11. Specific or additional needs (Including Special educational needs and, Mental Health)

11.1 Special Educational Needs & Person Centred Plans (PCP)

Trefonen is an inclusive school. We recognise that all of our pupils are individuals with a wide range of experiences, personal challenge factors and individual needs. Our ultimate aim is to help every child to succeed within our school community and the wider community. As such, whilst our expectations are of all pupils, we recognise that sometimes a more bespoke approach may be required. In some circumstances it

will be appropriate to draw up an individual, or Person Centred Plan (PCP) to support a pupil who is struggling to regulate their own behaviour. This will involve consultation with the pupil, staff, and the pupil's parents.

We also recognise the specific limitations for pupils who experience difficulties with their working memory. We understand that pupils who experience working memory difficulties find it more difficult to learn from experience and they may need additional support to help them to identify potential solutions in order to resolve problems.

11.2 Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community and how to access them.

11.3 Professional Support

There may be times when more specific professional help is required. The school SENCO (Cathy Dunleavy) is the lead person to contact in this respect. Professional support may involve referral for assessment or helping parents to access specific support through the Early Help framework, but there may be times when the school can access support from a specific agency or charitable organisation more directly.

11.4 Mental Health and Emotional Well-being

Every pupil will, at some time, experience challenges that will affect their mental health and well-being. These challenges may influence their behaviour and the way in which they interact with others. Some of these challenges will be general to many pupils who are at the same age or stage of development (e.g. transition from KS1 to KS 2, transition from end of the primary phase to the secondary phase). Through our PSHE and RSE curriculum, our school has put in place specific programmes to support pupils through these challenging transitional phases. However, some pupils may need experience additional individual challenges and will need support to overcome their challenges. (please refer to our school Mental Health Policy).

Specific Behaviours Examples include:	Common General Risk Factors: Many pupils will experience these challenges. They are normal to the child's stage of development. Examples include:	Common Specific Risk Factors: Some pupils will experience individual challenges that are specific to their own individual experience.
Isolation Negative behaviours self-harm, Eating disorders, Susceptibility to fundamentalist ideas	Wanting to fit in with peers Different experiences and understanding of how to manage emotions relationships. Increased risk-taking Hormonal changes Concerns about appearance	Trauma Bereavement Stress in personal relationships Stress related to school work / tests Discrimination or bullying

Warning Signs - School staff have been trained to spot potential warning signs that may indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should **always** be taken

seriously and staff observing any of these warning signs should communicate their concerns to our school's Mental Health Lead (Cathy Dunleavy).

12. Working with our Partners

12.1 Parents

Parents are most often welcoming of support and information from the school about supporting their child's behaviour or their emotional and mental health. In order to support parents we will:

- Share ideas about how parents can support their child's positive behaviour and self regulation
- Ensure that parents are aware of who to talk to, and how to get help if they have concerns
- Highlight other available sources of information and support
- Make our Behaviour Policy easily accessible to parents
- Keep parents informed about the topics their children are learning about in PSHE.

12.2 Supporting Peers

When a pupil is finding it difficult to self-regulate their own behaviour, it can be a difficult time for their friends and their social group. Friends often want to support, but do not always know how. Where appropriate, additional support will be provided by trained adults, either in one to one or group settings and will be guided by conversations with the pupil and their parents. We will try to highlight with peers healthy ways of understanding and coping with any difficult emotions they or their friends may be feeling.

We understand that this support is generally needed for pupils at key developmental transition points KS1 to KS 2, KS2 to KS3), as a result, we have embedded this within our PSHE Curriculum.

13 Bullying

Bullying is:

'the willfull, and conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggressions. It is a repeated action and intended behaviour, not a one-off occurrence.'

Occasional conflict between peers is a normal part of social development and is to be expected. Although this can be upsetting for children this should not be confused with bullying. In such cases, pupils should be supported in learning to compromise and find mutually beneficial solutions. Where actual bullying has been identified, including cyber-bullying, staff should notify the Headteacher immediately and refer to the school's Anti-bullying Policy for next step action. (Refer to our school's Anti Bullying Policy).

14. Key Members of Staff.

All staff at Trefonen have responsibility to promote positive pupil behaviour and support pupils in need. We do not have a separated 'Learning Mentor' role. Within our school, all staff are Learning Mentors. Any member of staff who is concerned about the behaviour of a pupil should speak to Cathy Dunleavy (the Headteacher/SENCO/Pastoral & Mental Health Lead), who will manage referrals to outside agencies.

Staff with specific relevant responsibilities include:

Staff Member	Key Role	Relevant Responsibilities
Cathy Dunleavy	Headteacher	Special Educational Needs Coordinator (SENCO) Designated Lead for Safeguarding Pastoral and Mental Health Lead
Laura Prust	Deputy head	Deputy Lead for Safeguarding ECINS Manager
Naomi Phillips	First Senior Lead Teacher	Deputy Lead for Safeguarding E-safety, including cyber-bullying
Liz Day	Second Senior Lead Teacher	Deputy Lead for Safeguarding Designated Lead / Case Manager for Vulnerable Pupils

14. Teaching about Positive Behaviour and Self-Regulation

Our aims are generally promoted through our school's personal development, behaviour and welfare curriculum, as well as through specific schemes of work, our ethos and normal interaction and communication between all members of our school community.

The skills, knowledge and understanding needed by our pupils to follow agreed rules, interact positively with others and to self-regulate their behaviour are included as part of our specified and incidental curriculum (including our PSHE and Values Curriculum)

The specific content of lessons is determined by our P.S.H.E scheme of work along-side any on-going specific needs of pupils. There will always be an emphasis on enabling pupils to develop their independence and resilience to help them to self-regulate their own behaviour, including developing the skills, knowledge, understanding, language and confidence to seek help when needed, for themselves or others.

15. Training

Staff have access to regular updates and training to help them to develop their understanding of how best to support and manage pupil behaviour. (Refer to the school CPD Plan)

16. Other Relevant Policies:

Safeguarding & Child Protection
Mental Health Policy and Action Plan
Staff Code of Conduct
E-safety Policies
SEN Policy
Equal Opportunities Policy
Communication Policy

17 Complaints

It is usually best for issues to be resolved informally, and a parent's usual first port of call should always be their child's class teacher. If the matter is still not resolved the parent should contact the headteacher.

If a parent / carer feels that the measures or sanctions in our Behaviour Policy are unfair, or have been unfairly applied, then they can lodge a complaint through the school's Complaint Policy and Procedure. This is available on the school website.

17. Monitoring and Evaluation

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Headteacher and Leadership Team. The key success criteria for monitoring the effectiveness of this policy is identified below:

- There is an improved climate for learning, conflict is less disruptive to pupils' learning, relationships are improved
- Those causing harm through their behaviour are able to learn how to behave better and are held accountable for putting right the harm they have caused
- Those who have been victims of harm are given a voice in deciding what needs to happen next so that they can heal and move on from the situation with their dignity and sense of safety restored
- Pupils' behaviour at the school is exceptionally good.
- Staff at all levels are highly skilled in modelling and managing good behaviour and, as a result, learners demonstrate high levels of respect for staff and peers.
- Learners develop very good strategies for managing and dealing with conflict; they adopt and share these strategies within their own families and communities.
- The restorative justice approach encourages pupils to discuss and resolve issues
- There is no discrimination of any sort.

19. Policy Review

This Policy will be reviewed annually with staff.

November 2017

Cathy Dunleavy

APPENDICES

Appendix A: Additional Guidance for staff (to be added from previous policy)

Appendix B : Restorative Approach

Our school is committed to supporting our pupils in adopting a restorative approach. What this means in practice is that staff and pupils are taught in how to engage with incidents of conflicts using a restorative response. A restorative response to an incident of conflict involves asking the following questions:

- What happened?
- What were you thinking and feeling at the time?
- What do you think and how do you feel now
- Who has been affected by this?
- What's needed to put things right?
- How can we make sure this doesn't happen again?

Appendix B: Strategies for dealing with difficult situations

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil. Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- Stay calm
- Use a quiet voice
- Use neutral language and keep it to a minimum
- Avoid invading personal space unless necessary ⌘ Avoid prolonged eye contact ⌘ Stand still ⌘ State expectations clearly
- Remind pupil of the consequences (use cautiously)
- State what will happen next ⌘ It may be necessary to remove the audience
- Withdrawal- move the pupil away from the group for a short period. This models a nonviolent response, gives “cooling off” time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- Exiting- refer to Safe Handling Policy
- Always remember to give a thought driven professional response to a pupils behaviour 20 with a view to de-escalating the situation
- All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behaviour
- Consistency of approach from all adults
- Give the following messages to all pupils; “I want you to succeed in my class.” “You are responsible for your own behaviour”

Appendix C: Factors which can lead to inappropriate behaviour

There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, these are presented in the tables below, Lehman, Hawkins and Catalan (1994).

In School Factors	Out of School Factors
<p>The Environment</p> <ul style="list-style-type: none"> • Lack of proper ventilation • Physical problems of limited space • Special occasions which cause excitement, e.g. Christmas, Fire Drills etc 	<p>Family Circumstances</p> <ul style="list-style-type: none"> • Child’s position in the family • Child’s relationship with parent/siblings/grandparents etc • Divorce/ bereavement • Mental health problems • Family trauma • Alcohol or drug addiction
<p>The Child</p> <ul style="list-style-type: none"> • Tired due to lack of proper rest 	<p>The Neighbourhood</p> <ul style="list-style-type: none"> • Child’s popularity

<ul style="list-style-type: none"> • Hungry due to insufficient or inappropriate food • Poor or inappropriate social skills • Need for attention from teacher or parent 	<ul style="list-style-type: none"> • Peer relationships • Bullying • Social Problems • Civic disturbance
<p>The Teacher</p> <ul style="list-style-type: none"> • Offering poorly differentiated curriculum leading to either frustration or boredom • Lack of knowledge of pupils • Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour • Poor dictation • Lack of clarity in explaining expectations for behaviour or subject • Lack of or confusing instruction on subject matter • Lack of professional development • Teacher stress 	

Appendix D: Levels of Misbehaviour

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed. At our school we have designated the seriousness of behaviours as follows:

Low Level	Moderate Level	Serious Level
Fidgeting Telling tales Dropping Litter Noisy e.g. talking/ Failing to keep on task Leaving seats without permission Non uniform/ jewellery	Constantly shouting out/ disrupting teaching Shouting out during lessons Distracting others Continuously unprepared for work Disregarding Supervisors Making unkind remarks to others Poor effort	Fighting Violent outbursts - verbal or physical Threatening/ aggressive behaviour Serious assault Physical / verbal threats made to staff or pupils Use of Offensive language Stealing Vandalism e.g. damage to school property/ graffiti Use of or in possession of drugs or solvents / sharp implements Leaving school without permission

		Persistent bullying behaviours
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