

Appendix 4

Stages of Intervention

Intervention Techniques

- Praise appropriate behaviour (good role model)
- Talk to the children and explain expectations
- Verbal warning
- Time in Rainbow room
- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- The school's discipline procedures can be summarised into five stages for those children who persistently need support with following the school's expectations.
- Throughout these stages the inclusion team will monitor individual children and report to SLT and parents when necessary.

Stages:

For children with special educational needs and disabilities please consult with SENDCo before proceeding with the stages.

Stage 1

- If the child already has recommendations from outside agencies ensure that they have been followed e.g. Speech and Language, Medina House outreach and Island Learning Centre.
- Ask for support and advice from the inclusion team.
- All orange and red behaviour incidents should be logged on SIMS.
- Individual homeschool books are used where necessary.

Stage 2

- If deemed appropriate by the inclusion team, a 'My reducing anxiety' plan will be written with input with the child and parent.
- 'My reducing anxiety' plan will be followed by all staff.

Stage 3

- If there is no improvement, a meeting will be held between a member of the Senior Leadership Team, Inclusion Team, class teacher and parents.
- Advice from external agencies sought if available or possible e.g. Child and Adolescent Mental Health Service, Educational Psychology Service and Island Learning Centre.
- Parents will also be informed of possible further action if deemed necessary.

Stage 4

Certain aspects of behaviour are deemed unacceptable and could result in the following actions:

- Temporary or fixed term exclusion procedures – assigned Governor involvement
- Permanent exclusion procedures – Governor Committee established

These are seen as a last resort and are only employed if all other options have been unsuccessful. This sanction will only be used reluctantly and the correct procedure will be followed. Certain forms of behaviour may result in this being the immediate course of action e.g. if a child's behaviour is a

danger to other pupils or staff, in which case the Head teacher will refer the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.