

Behaviour management – Responsibility Grid

Please note: * The person ‘responsible’ may not necessarily be the person carrying out the strategy and/or action, but they will be responsible for allocating the task and ensuring that it is carried out with support where required

* All records of meetings and documentation are to be recorded on agreed school pro-formas

* Reference should constantly be made to HCC document ‘Preparing Individual Plans with children who are experiencing difficulties in relation to their social, emotional and behavioural development’

* It is recognised that where a child’s behaviour escalates over a short period of time it may not be possible to follow the detailed sequence of escalation as described below but staff will use this grid to assist decision making

Behaviour	Person responsible for dealing with this behaviour	Strategies
Refusal to comply with instructions; low-level disruption (eg tapping table, whistling, talking over member of staff); disrespectful towards member of staff; unkind to peers; use of inappropriate language; threatening or actual physical assault on another pupil (eg deliberately pushing them over on the playground, pushing them off a chair etc); damage to school building / property/ leaving the classroom / building	<p>Class teacher (monitoring by LSA)</p> <p>If at lunchtime, SAs inform classteacher</p>	<ul style="list-style-type: none"> • Distraction • Explanation why the behaviour is inappropriate • Use of whole school rewards/sanction policy • Informal discussion with parent/guardian • Complete ‘Why Why Why’ chart if behaviour escalates and share with Team Leader
Continuation and/or escalation of the above behaviour	Team Leader	<ul style="list-style-type: none"> • Discussion with pupil and class teacher -agree a target related to no more than two of the unacceptable behaviours, record on individualised target card and agree review date with classteacher & pupil • Use of whole school reward/sanction policy. • Collect data choosing appropriate way from variety of sources eg Why Why Why / ABCC tracking • Discussion with parents • Discuss with SENCo if required
Continuation and /or escalation of the above behaviour	Assistant Headteacher	<ul style="list-style-type: none"> • Meeting with pupil and class teacher to set targets. Team Leader / SENCo may be involved. • Formal documented meeting with parents, pupil and class teacher. Set review date. • Monitor behaviour against targets, in discussion with the pupil and classteacher • Discuss with SENCo if required
Continuation and/or escalation of the above behaviour or, as a first occurrence – planned aggression towards	Deputy Head of Federation	<ul style="list-style-type: none"> • Monitoring of the behaviours using available documentation

<p>other pupils; bullying of other pupils; physical assault on an adult; leaving the school site without permission; behaviour likely to put him/herself or others at risk.</p>		<ul style="list-style-type: none"> • Discussion with class teacher and Team Leader / Assistant Headteacher / SENCo • Use of whole school reward/sanction policy • Internal exclusion for set period with re-integration into classroom • Involve support agencies as required • Carry out risk assessment of challenging behaviour if required • Complete PSP if required • Complete My Plan (Fish Plan) if relevant - set review dates half-termly - to be finalised and shared with parent by one week after it is introduced to pupil • Monitoring of risk assessment / PSP / My Plan • Formal documented meeting with parents, pupil, class teacher and SENCo • Review procedures for safeguarding pupils and staff
<p>Behaviour that risks exclusion</p>	<p>Head of Federation</p>	<ul style="list-style-type: none"> • Meet with staff • Meet with pupil and parents • Seek advice from support agencies if required • SENCo complete PSP in meeting with SLT, classteacher, pupil, parents – PSP to include parental support / responsibilities – set review dates half-termly – to be finalised by one week after introduced to parent and pupil • ELSA puts programme of support for PSP in place • Parents given opportunity to meet with governor
<p>Behaviour that warrants exclusion</p>	<p>Head of Federation</p>	<ul style="list-style-type: none"> • Meet with staff • Decide on appropriate level of exclusion • Inform parents, ensure work is provided for pupil, complete relevant paperwork, organise re-integration meeting
<p>Following exclusion</p>	<p>Head of Federation</p>	<ul style="list-style-type: none"> • Hold planned re-integration meeting with member of SLT, classteacher, parents, pupil • Record re-integration programme on school pro forma (additional provision decided according to child's needs) • Provide Home:School Diary if relevant • SENCo review PSP with member of SLT, classteacher, parents, pupil