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| **STAGE 1**Low level, disruptive behaviours, which are beginning to impact on the rights of others. |
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| **CLASSROOM** |  | **PLAYGROUND** |
| **Class Teacher Support** | **PSA Support** |
| * Restorative discussion
* Warning, thinking time
* Circle Time discussions

**UNIVERSAL SUPPORT** de-escalation strategies, emotion coaching, nurturing approaches, quiet area, brain breaks and PSA support | * Restorative discussion
* Emotion coaching
* Warning, thinking time
* Class teacher informed where appropriate
 |
| If behaviour continues:  |
| **STAGE 2*** Repeated unacceptable behaviours/language (including low level behaviours) after restorative approaches have been put in place but not had desired effect.
* Disruptive behaviour which is having a notable impact on the rights of others.
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| **CLASSROOM** |  | **PLAYGROUND** |
| **Class Teacher Support** |  | **SLT Support** |
| * Restorative Discussions
* Contact parents/carers
* SLT involvement
* School based meeting with parents/carers

**TARGETED SUPPORT** * Individual Behaviour Risk Assessment
 |  | * Restorative discussion
* Warning, thinking time
* Inside space to de-escalate
* Class teacher informed
* Contact parents where necessary
* Targeted Support identified and actioned
 |
| If behaviour continues: |
| **STAGE 3*** Ongoing unacceptable behaviours/language
* Disruptive/disrespectful behaviour which is having a significant impact on the rights of others (children/adults)
* Discriminatory behaviours, language, or actions
* Severe, intentional physical contact
* Theft/vandalism
* A sudden/serious incident
* Bullying behaviours
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| **CLASSROOM** |  | **PLAYGROUND** |
| **Class Teacher Support** |  | **SLT Support** |
| **TARGETED SUPPORT** * Restorative Discussion
* Individual Behaviour Risk Assessment, IEP, and Child’s Plan
* SLT involvement
* School based meeting with parents/carers
* GIRFEC meetings (single/multi-agency to include other professionals)
* Aberdeenshire’s Bullying Staged Guidance
 |  | * Immediate removal from playground
* Inside space to de-escalate
* Restorative discussions
* Contact parents
* Targeted Support Identified and actioned
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