



## **HUNTERHOUSE COLLEGE**

### **POSITIVE BEHAVIOUR POLICY**

**Date: April 2026**

**Date Ratified:**

**Previous: May 2023**

**Next Review due: October 2026**

This policy is available in pdf format from the College website

[www.hunterhousecollege.org.uk](http://www.hunterhousecollege.org.uk)

or on request from the College Office 028 9061 2293

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**Inclusion & Diversity:**

The College aims to establish an inclusive community where all students and staff are treated with dignity and respect, regardless of individual differences including, but not limited to, culture, race, religion, beliefs, sexual or gender orientation, appearance, ability or disability.

**Rationale:**

For students to develop academically, personally and socially as set out in the Hunterhouse College vision and core values, they must know that they are supported, accepted and encouraged by the rest of the College community. Such an atmosphere is essential for the growth of self-esteem, resilience and of consideration for others. As such, it is important to have an effective and consistent Positive Behaviour Policy in place with equal focus on consequences and rewards.

This policy should be considered a working document and is based on the Department of Education 'Pastoral Care in Schools: Promoting Positive Behaviour'. This document provides guidance on promoting positive behaviour within the College. It outlines the rights, responsibilities and roles of students, staff and parents/carers and where necessary indicates links that exist with other relevant policies.

**Aims:**

- Promote learning for all students, enabling each individual to reach their potential
- Promote and value positive behaviour
- Maintain a productive working environment based on shared understanding and mutual respect across the whole College community
- Remove behaviour-based barriers to learning to support effective learning and teaching
- Promote understanding among all members of the College community of the need for responsible behaviour in addition to the importance of self-discipline, self-control and taking responsibility for their own behaviour
- Maintain a clear system of rewards and consequences that is known and well understood by all students
- Ensure fairness for all and consistency of approach for both rewards and consequences, incorporating appropriate differentiation where necessary for students with identified SEN and/ or behavioural needs
- Encourage and promote partnership working with all parents/carers and external agencies in supporting students' positive behaviour and learning

The College ethos of positive behaviour is built upon the shared understanding of what is acceptable behaviour by all members of the College community. Therefore, at all times it is expected that each person should:

- Treat everyone with respect
- Value themselves as individuals
- Understand and appreciate that people are different and that each person is equally valued
- Strive to reach their potential and co-operate positively with others in the learning process
- Look after themselves and take responsibility for the well-being of others
- Look after their own property and respect that of others

At Hunterhouse College we recognise that the greatest tool we have in ensuring positive behaviour is the relationships we foster with our students, parents / carers and whole college community.

**Rewards:**

In keeping with the ethos of the College, there is a desire to recognise and reward the behaviour and attendance (see Attendance Policy for more details) of our students. These rewards and strategies have a motivational role in helping students to realise that positive behaviour is valued and are designed to minimise the need for the use of consequences.

**Classroom Recognition**

This is the most common type of reward which forms an integral part of daily life in the College. This is a direct and instant reward for achievement, commitment, behaviour or effort in class, in line with departmental, whole school

policy and staff discretion. Below is a list of the most common forms of this type of reward. However, this is not an exhaustive list.

- Verbal praise and positive feedback from staff
- Positive, encouraging and meaningful feedback on students' work
- Showcasing of good work to other students or on display in the classroom / around the college site
- Use of college website and social media platforms to highlight student achievement
- Subject specific stickers/prizes / competitions

#### Achievement Point System

This is used to motivate students to do their best at all times as well as a method of formal recognition of both individual performance and outstanding achievement. All students in Years 8-14 are awarded Achievement Points via SIMS. These can be awarded for a range of positive behaviours including but not limited to; excellent performance in a test / assessment, academic progress, extra-curricular involvement and helpfulness at a College Event. **It should be noted that the award of an Achievement Point does not cancel previously acquired Concern Points.** Students who receive 10 Achievement Points will secure a Bronze Award, 15 a Silver Award and a Gold Award will be secured by students who receive 20 Achievement Points.

The two systems of reward discussed above are central to positive behaviour management in the College. However, there are many other strategies used to promote and encourage positive behaviour, some of which are detailed below:

- Support from the Pastoral Team  
The Pastoral team work with all students to help them develop the positive behaviour needed to enable them to reach their potential
- The House System  
Form Classes are arranged as per the four College Houses. This helps to develop a sense of belonging, collegiality and team work. A number of events, competitions and assemblies run throughout the academic year, allowing participants to accrue points for their House. At the end of the year, the House with the highest number of points wins the House Cup. The House System provides an important opportunity for students and staff to participate in the wider, extra-curricular, life of the College.
- Honours Pockets  
The Honours Pocket is a gold threaded blazer pocket badge plus a named bar which states the subject of the award. The Honours Pocket system seeks to publicly acknowledge a student's talents and their commitment to College activities. Pockets are awarded for:
  - Music
  - Drama
  - Speech and Drama
  - Physical Education including Fencing and Equestrianism
- Report comments and Parent Consultations  
This is an opportunity for staff to acknowledge and commend positive behaviour directly with parents/carers.
- Prize Distributions  
These provide more formal occasions for student academic and non-academic achievements to be celebrated, such as those for progress, kindness and community spirit.
- Assemblies  
These occasions provide opportunities to promote and celebrate positive behaviour and achievement in a wide range of College activities.
- Posts of Responsibility  
Students in posts of responsibility such as Peer Supporters, Subject Ambassadors, Form Leaders and the Head Girls Team make an important contribution to the promotion of positive behaviour, particularly in their capacity as role models for other students.
- Student Council

Elected representatives from all form classes make up the Student Council, which meets on a regular basis to contribute to whole school decision making and school improvement. Student Voice Consultation Groups are also run throughout the school year to aid school improvement.

#### **Interventions:**

The College understands that students may need to be supported by interventions in a range of situations, including in developing appropriate behaviour and social skills. The College uses a range of interventions which operate to support students in achieving their potential. These are decided upon in consultation with the student, parent/carers and the appropriate members of staff.

#### **Consequences:**

All children learn through the process of making mistakes, and the acceptability of 'getting it wrong', acknowledging responsibility, receiving consequences and moving on in with a fresh start underpins the College's perspective with regards to responding to students' behavioural choices which fall short of expectations. Whilst the range of consequences which the College uses is detailed below, decisions on which consequences to use will be made on an individual case-by-case basis, taking into account the context and individual circumstances of the situation.

The College recognises that some of our most vulnerable students, for example those with SEN; those who are actively involved with Social Care or other external agencies and those who are Looked After, may have behavioural needs which need to be taken into consideration when applying any potential consequences. This bespoke, child-centred approach complements the principles on which the College's Student Progress Policy is built.

#### Concern Points System

The purpose of this system is to provide commensurate, consistent and fair consequences for minor issues such as forgotten equipment, undone homework, missed deadlines, lateness, uniform infringements and low-level disruption. The system has been designed in such a way that concern points are:

- Proportionate to the behaviour
- Consistent across the system
- Fair to all students
- Clear and easy to understand

Staff use the SIMs system to award concern points to students' records. This also helps the Student Progress team to monitor situations where there are patterns of particular behaviours occurring and provide appropriate support. For example, a student who regularly forgets equipment or books may need support with organisation. Once a student has accumulated a total of five concern points in a term, their Head of Year will process an after-school detention and a parentmail will be sent home to parents/carers outlining the reasons why the detention has been given. Where students begin to accumulate points and after school detentions at a concerning rate the Head of Year will make contact with parents / carers and other interventions will be put in place. Concern Points cannot be cancelled by the rewarding of Achievement Points.

#### **Lunchtime Detention**

Any member of staff may use the lunchtime detention at their discretion as a consequence for inappropriate behaviours. When possible, the detention will take place on the same day as the behaviour and will take place during the first 15 minutes of lunch and will not infringe on students' ability to eat lunch and have a break from lessons.

#### **After School Detention**

Detention is held on Friday from 2.20 – 3.20pm for students in Years 8 – 10 and on a Thursday from 3.20 – 4.20pm for students in Years 11 - 14. Any combination of concern points equal to five per term will automatically generate an after school detention. In addition to this, students may be placed directly into after school detention by staff as the result of a more serious issue.

## Daily Report

This can be used when there has been, or continues to be, learning which does not reflect a student's potential, or where there are other concerns about how the student is presenting in College. The report will be issued by the Head of Year after discussion with the Senior Manager for Pastoral Care and / or the Vice Principal for Pastoral Care. Students who are placed on daily report will report to their Head of Year. The daily report will be time-limited and based on agreed targets set by the student and the member of staff according to the areas of concern. It will be signed by parents/carers daily and the student's progress against the targets set will be reviewed daily. Students may also be placed on SIMS Behaviour Report. This allows staff to electronically record persistent issues and monitor progress towards agreed targets.

## Suspension and Expulsion

Students who are involved in serious behavioural incidents may be suspended by the Principal for a fixed period of time in line with the College's Suspension and Expulsion Policy. On very rare occasions, the Board of Governors may decide to pursue expulsion for incidents of the most serious nature (see the College's Suspension and Expulsion Policy for more information).

### **Allegations of Bullying Behaviour:**

The College takes seriously any allegations of bullying behaviour and all such reported allegations will be recorded and investigated. Alleged bullying behaviour will be investigated by the Pastoral Team as outlined in the College's Anti-Bullying Policy.

Alleged bullying and/or socially unacceptable behaviour which, after investigation, is *not* deemed as meeting the legal criteria of bullying will be dealt with through the Positive Behaviour Policy. This may involve the use of intervention strategies from the intervention tables (pages 16-19) in the Effective Responses to Bullying Behaviour document (see Appendix 4).

**All students and parent/carers should be aware that the Positive Behaviour Policy will be applied to inappropriate behaviour that occurs outside of College premises and/or school hours whilst a student is in school uniform or on a school trip.**

### **Expectations and Lines of Referral:**

Each teacher should explain their expectations and classroom rules at the start of the academic year. Students should be reminded of these rules when necessary.

Students are expected to:

- arrive at all lessons on time
- wait quietly outside the classroom for the teacher to arrive
- come to class prepared with the correct books and materials
- attempt all homework tasks and produce all homework on time
- work quietly and participate fully in the lesson
- raise their hand in order to indicate that they wish to ask or answer a question
- ask if they do not understand
- follow the Guidelines and College policies set out in the student planner

It is the responsibility of all members of staff to discuss with students any instances of inappropriate behaviour they witness and explain that this behaviour has resulted in the issue of a concern point or a referral to another member of the Pastoral Team.

Any behaviour that requires investigation will be carried out by the member of staff appropriate to the seriousness or nature of the concern

**Linked Documents:**

[Acceptable Use of the Internet Policy](#)

[Anti-Bullying Policy](#)

[Attendance Policy](#)

[Critical Incident Policy](#)

[Dealing with Incidents of Actual or Suspected Substance Abuse Policy](#)

[Hunterhouse College Mission Statement](#)

[Mobile Phone Policy](#)

[Safeguarding & Child Protection Policy](#)

[Special Educational Needs Policy](#)

[Student Progress Policy](#)

[Suspension and Expulsion Policy](#)

[Uniform Policy](#)

## Appendix 1

### HUNTERHOUSE COLLEGE HOME SCHOOL AGREEMENT

All members of the College community need to be clear about the responsibilities they have.

#### Students are expected to:

- be good ambassadors for the College
- co-operate with and show respect to all members of College community
- comply with all College rules and regulations
- do their best to meet the College's attendance target of 95%
- arrive at school and to all lessons on time
- remain on the College site between 8:50am and 3:20pm unless eligible for a Sixth Form privilege or because they are attending a medical/dental appointment
- come to each lesson with the right equipment, prepared and ready to learn
- complete all homework and Controlled Assessments within the agreed time and attend all assessments and exams
- ask for help from staff with any difficulty they may have
- make sure that they hand in reply slips or forms on time
- take responsibility with others in the Form Class for the maintenance of a safe and attractive environment
- report as soon as possible any damage to College or personal property
- adhere to the terms of the College's Acceptable Use Policy, Mobile Phone Policy, Uniform Policy, Positive Behaviour Policy and Attendance Policy
- return all course books and any other College property in their possession

#### Parents/Carers are expected to:

- support the aims and ethos of the College
- support the College and its policies
- ensure their child's attendance and punctuality
- encourage their child to behave acceptably, respecting others' right to learn and their property
- attend Parent/Carer events as required, including Progress Events
- inform the College of any relevant concerns or problems

#### The College is expected to:

- provide a supportive pastoral and academic framework in which each individual is valued
- provide teaching and learning opportunities that will enable all students to reach their potential
- provide regular updates on students' progress
- ensure students are provided with appropriate resources for lessons and independent study
- provide opportunities for students to become resilient and independent learners
- provide opportunities for students to take part in a range of extra-curricular and enrichment activities

**Signed (Student)** \_\_\_\_\_

**Date** \_\_\_\_\_

**Signed (Parent/Carer)** \_\_\_\_\_

**Date** \_\_\_\_\_

## APPENDIX 2

### HUNTERHOUSE COLLEGE INITIAL HOME SCHOOL AGREEMENT

To be signed on admission to the College.

Student's Name: .....

I have read and understand the expectations of students as presented to me in the Home School Agreement.

I undertake to do my best to live up to the expectations of me as a member of Hunterhouse College. I will attend regularly. I will arrive at all lessons and activities on time and I will take responsibility for my own learning, always remembering that my teachers are there to help if I encounter difficulties.

If, at any time, I become concerned about any aspect of my work or school in general I will talk to my Form Tutor, my Subject Teacher or my Head of Year.

While I am a student at Hunterhouse College, I will do my best to be a good ambassador for the College, remembering that this also applies to when I am wearing my uniform in public. I will do my best to succeed in all I do and to participate fully in the life of the College.

If it should become necessary to withdraw from any of my chosen courses, I will give written notice of my intention to do so and I will return all the course books and any other College property in my possession. If I am unable to return these items for any reason, I will reimburse the College with the total replacement cost.

I understand and accept the terms of the College's Acceptable Use Policy, Mobile Phone Policy, Behaviour Policy, Uniform Policy and Attendance Policy.

I accept that this enrolment is based on the understanding that while I am a student at Hunterhouse College I will comply with the College's expectations of me. I will do my best to succeed in my courses and to participate fully in the life of the College.

Signed (Student)

Date

Signed (Parent/Carer)

Date



## Appendix 3

### RIGHTS AND RESPONSIBILITIES

It is important that the rights and responsibilities identified below form the basis of everyday interactions in the College community. Hunterhouse College recognises the rights and responsibilities of all members and values the roles that students, parents/carers and staff have in helping to promote positive behaviour.

Students have a right to:

- be valued as members of the College community
- be treated fairly, consistently and with respect
- be consulted about matters that affect them, have their views listened to and, as far as is reasonable, acted upon
- make mistakes, and learn from them
- get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns
- be taught in a pleasant, well-managed and safe environment
- experience a broad, balanced and suitably differentiated curriculum, and to have any barriers to learning identified and overcome as far as possible
- develop and extend their interests, talents and abilities

Students have a responsibility to:

- come to school on time, with homework done, and suitably equipped for the lessons in the day ahead
- respect the views, rights and property of others, and behave safely in and out of class
- co-operate in class with the teacher and with their peers
- work as hard as they can in class
- conform to the conventions of good behaviour and comply with College policies and procedures
- seek help if they do not understand or are in difficulties
- accept ownership for their own behaviour and learning and to develop the skill of working independently

Staff have a right to:

- be valued as members of the College community
- be treated fairly, consistently and with respect
- be consulted about matters that affect them, have their views listened to and, as far as is reasonable, acted upon
- a suitable career structure and opportunities for professional development
- support and advice from senior colleagues and external bodies
- adequate and appropriate accommodation and resources

Staff have a responsibility to:

- behave in a professional manner at all times
- ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked
- show interest and enthusiasm in their role and in their students' learning
- listen to students, value their contributions and respect their views
- be sympathetic, approachable and alert to students in difficulty or falling behind
- identify and seek to overcome students' barriers to learning
- share with the parents/carers any concerns they have about their progress or behaviour
- expect high standards and acknowledge effort and achievement
- pursue opportunities for personal and professional development

Parents/carers have a right to:

- be valued as members of the College community
- be treated fairly, consistently and with respect
- be consulted about matters that affect them, have their views listened to and, as far as is reasonable, acted upon
- a safe, well-managed and stimulating environment for their child's education;
- reasonable access to the College, and to have their enquiries and concerns dealt with sympathetically and efficiently
- be informed promptly if their child is ill or has an accident, or if the College has concerns about their child
- be well informed about their child's progress and prospects
- be well informed about College policies and procedures
- a broad, balanced and appropriate curriculum for their child
- be involved in key decisions about their child's education
- a suitably resourced school with adequate and well-maintained accommodation

Parents/carers have a responsibility to:

- ensure that their child attends school in line with the College's Attendance Policy
- ensure that their child arrives in good time each day, with homework done, and suitably equipped for the lessons in the day ahead
- be aware of College policies and procedures, and encourage their child to abide by them
- show interest in their child's classwork and homework and, where possible, provide suitable facilities for studying at home
- act as positive role models for their child in their relationship with the school
- attend planned meetings with teachers and support College functions
- provide the College with all the necessary background information about their child, including telling the College promptly about any concerns they have about school, or any significant change in their child's medical needs or issues outside school

## INTERVENTION TABLES

### Level 1 – Low Level Bullying Behaviour (Page 20 – 27)

| Pupil Displaying Bullying Behaviour                                                                                                                      | The Pastoral Curriculum                                                                                                                                                                                                                                                                                                                                                                              | Interventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Targeted Pupil                                                                                                                                                          | Target Interventions                                                                                                                                                                                                                                                                                                                                             |
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| When the bullying behaviour has been assessed and is perceived to be minor or a first time occurrence select one or more of these Level 1 interventions. | Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within:<br><br>PDMU<br>PD / LLW<br><br>Citizenship lessons<br><a href="http://www.ccea.org.uk/">www.ccea.org.uk/</a> | <p><b>SCRIPTS: for use with individual pupils</b></p> <ul style="list-style-type: none"> <li>★ <b>A Rights Respecting Script:</b> This reminds the pupil who is bullying of everyone's right to be safe.</li> <li>★ <b>Rule Reminder Script:</b> This reminds the pupil who is bullying of the appropriate rule which has been broken.</li> <li>★ <b>Expectation Discussion:</b> A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour.</li> </ul> <p><b>ONE-TO-ONE INTERVIEW INTERVENTIONS</b></p> <p>Formally remind the pupil of the harm his/her behaviour is causing another and of the negative consequences to encourage the pupil to change his/her behaviour.</p> <p>★ <b>Restorative Questioning:</b> The five sequential, self-reflective, restorative questions enable the pupil who is bullying to take responsibility for his/her behaviour and undertake appropriate action(s) to promote reparation/restitution. Give staff/ supervisors a laminated set for consistency in managing bullying incidents.</p> <p>★ <b>Worth a Re-Think:</b> This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences</p> <p>★ <b>Shared Control Discussion:</b> This five step intervention requires the pupil to choose how he/she will respond to requests to change behaviour through being made aware of the consequences of his/her unacceptable behaviour.</p> <p>★ <b>Think Time Discussion Sheet:</b> Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This discussion may inform a behaviour plan.</p> | <p>Pupil whose reaction to the bullying behaviour represents a low level of concern.</p> <p>Few if any additional needs and risk factors are present at this stage.</p> | <p>- Informal chat to enable pupil to identify possible solutions to current situation.</p> <p>- Parental support if felt appropriate at this stage.</p> <p>- If a trained effective Buddy /Peer Mediation support is available the pupil may wish to use this intervention.</p> <p><b>Regular monitoring and review of situation by class/form teacher.</b></p> |

## INTERVENTION TABLES

### Level 2 – Intermediate Level Bullying Behaviour (Page 28 – 36)

| Pupil Displaying Bullying Behaviour                                                                                                                                                                                                                                                                                                                                                                                           | The Pastoral Curriculum                                                                                                                                                                                                                                                                                                                                                                                    | Interventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Targeted Pupil                                                                                                                                                        | Target Interventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>Following assessment if the bullying behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions which may comprise part of an Individual Behaviour Support Plan.</p> <p>If the pupil is resistant to change, schools may choose to place the pupil on the COP Stage 2.</p> <p>Parents/carers will need to be informed of this decision and involved in providing support.</p> | <p>Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within:</p> <p>PDMU<br/>PD / LLW<br/>Citizenship lessons<br/><a href="http://www.ccea.org.uk/">www.ccea.org.uk/</a></p> | <p><b>SMALL GROUP INTERVENTIONS</b><br/>Involving 6-8 pupils (max) who have agreed to participate and meet regularly to effect a change in the behaviour of the pupil who is bullying. The agreement of the child experiencing bullying is essential. It is essential to keep accurate records of meetings to enable outcomes to be monitored regularly.<br/>These interventions work best when staff are trained.</p> <p><b>Quality Circles:</b> Volunteers agree to meet regularly with a member of staff to focus on a specific bullying topic such as racism, homophobia, exclusion etc and proceed to develop, suggest, present solutions to Senior Management Team who subsequently implement and evaluate solution(s).</p> <p><b>THE SUPPORT GROUP METHOD</b><br/>This is a seven step, participative long-term approach which supports the target, involves volunteers from the peer groups of both the target and the young person displaying bullying behaviour and focuses on changing the behaviour of the pupil that is bullying and those who collude with him/her. Similar but not identical to timetabled class circle time.</p> <p><b>Solution Focused Support Group (p32)</b><br/><b>Individual Behaviour Support Plan (COP Stage 2/SENCO)</b></p> | <p>Pupil whose reaction to the bullying behaviour presents a higher level of concern.</p> <p>Some additional needs and risk factors may be present at this stage.</p> | <p>Meet to:</p> <ul style="list-style-type: none"> <li>- Gain bullied pupil's consent to enable the situation to be discussed with peers in his/her absence.</li> <li>- Receive feedback on intervention outcomes.</li> <li>- Agree, teach and practice coping skills (e.g. Fogging).</li> <li>- Strength-Building Plan for Pupil</li> <li>- If a trained effective Buddy / Peer Mediation support programme is available and used this should be recorded and outcomes reviewed.</li> </ul> |



### INTERVENTION TABLES

#### Level 3 – Complex Bullying Behaviour (Page 37 – 44)

| Pupil Displaying Bullying Behaviour                                                                                                                              | The Pastoral Curriculum                                                                                                                                                                                                                                                                                                                                                                                           | Interventions: Co-ordinated by Pastoral Co-ordinator / SENCO Advice/Support by ELB Officer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Targeted Pupil                                                                                                          | Target Interventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Following assessment, if the bullying behaviour is more complex and/or resistant to change.<br><br>Pupil presenting with many additional needs and risk factors. | <p>Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued.</p> <p>Whole-class strategies work best when planned, timetabled and implemented within:<br/>PDMU<br/>PD / LLW<br/>Citizenship lessons</p> <p><a href="http://www.ccea.org.uk/">www.ccea.org.uk/</a></p> | <p><b>INTERVENTIONS: Co-ordinated by Pastoral Co-ordinator / SENCO Advice/Support by ELB Officer</b></p> <p><b>INDIVIDUAL PUPIL INTERVENTION</b></p> <p>Monitoring by key member of staff.<br/>Behaviour Management Programmes, including Individual Behaviour Plan (support and strengthening), target setting with incentives and consequences.<br/>Social and Emotional Mentoring by an identified member of staff.<br/>Individualised strength and emotional well being building programmes eg:<br/>Conflict resolution<br/>Solution focussed conversations<br/>Empathy training, mood management, anger management<br/>Peer support/befriending/mentoring/mediation.<br/>The Method of Shared Concern (PIKAS) interview.</p> <p><b>PARENTAL INVOLVEMENT</b></p> <p>At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with external agencies to effect change.</p> <p><b>ADDITIONAL ADVICE/SUPPORT FROM ELB SERVICES AND EXTERNAL AGENCIES</b></p> <p>Independent Counselling Service for Schools.<br/>Restorative meetings. Contact relevant ELB.</p> | <p>Pupil whose reaction to the bullying behaviour is severe.</p> <p>Many additional needs and risk factors present.</p> | <p><b>Individual Pupil Work</b></p> <ul style="list-style-type: none"> <li>- Monitoring by key member of staff.</li> <li>- Individual Support Plan for strength and emotional well-being building programmes.</li> <li>- Peer support/mentoring and befriending/ mediation.</li> <li>- Support Group Method.</li> <li>- PIKAS interview.</li> </ul> <p><b>Parental Involvement</b></p> <p>At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with External Agencies to effect change.</p> <p><b>Additional advice/support from ELB Services and External Agencies</b></p> <p>Is there a need for parent to consult with GP about child?</p> |

## INTERVENTION TABLES

### Level 4 – High Risk Bullying Behaviour (Page 45 – 46)

| Pupil Displaying Bullying Behaviour                                                                            | The Pastoral Curriculum                                                                                                                                                                                                                                                                                                                                                                                                           | Interventions: Co-ordinated by Pastoral Co-ordinator /SENCO/ Designated Teacher for Child Protection. Advice/Support by ELB Officer                                                                                                                                         | Targeted Pupil                                                                              | Target Interventions                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns. | <p>Select <b>whole-class</b> approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued.</p> <p>Whole-class strategies work best when planned, timetabled and implemented within:</p> <p>PDMU</p> <p>PD / LLW</p> <p>Citizenship lessons</p> <p><a href="http://www.ccea.org.uk/">www.ccea.org.uk/</a></p> | <p>Refer to relevant investigative agencies:</p> <ul style="list-style-type: none"> <li>PSNI</li> <li>Health and Social Care Trust</li> <li>Gateway Teams.</li> </ul> <p>Refer to the school's Discipline Policy and scheme for the suspension and expulsion of pupils.</p> | Pupil presenting with significant mental health, criminal and/or child protection concerns. | <p>Refer to relevant investigative agencies:</p> <ul style="list-style-type: none"> <li>PSNI</li> <li>Health and Social Care Trust</li> <li>Gateway Teams.</li> </ul> |