**Behaviour Management –A 5 Stage Approach**

**Stage 1**

* **Teacher/TA becomes aware of continuous challenging behaviour to the extent that it disrupts theirs and others’ learning.**
* **Teacher-child discuss behaviour and agree strategies.**
* **Teacher-child to discuss progress and amend strategies if required.**

**If challenging behaviour persists:**

**Stage 2**

* **Teacher meets with parent/carer and child to discuss issues of concern and agree ways forward.**
* **Teacher-child/parent to discuss progress at agreed review date and amend strategies if required.**
* **Log incidents/discussions**

**If challenging behaviour persists:**

**Stage 3**

* **Teacher to meet with SENCo and produce and IBP (Individual Behaviour Plan) if required.**
* **Teacher/SENCo meets with parent/carer to discuss IBP.**
* **IBP is implemented and a date is set for review with parents.**
* **Log incidents/discussions**

**If challenging behaviour persists:**

**Stage 4**

* **Headteacher/teacher/SENCo meet with parent/carer to discuss challenging behaviour and agree way forward.**
* **Log incidents/discussions**
* **Headteacher/SENCo informs parent/ carer of child’s progress at agreed**

**review date.**

* **If behaviour persists HT and SENCo involve external agencies and review IBP.**
* **IBP is shared with parent/carer and child and date set for review.**

**If challenging behaviour persists:**

**Stage 5**

* **HT to consider other strategies which may include exclusion.**

**The seriousness of a child’s behaviour may cause earlier stages to be jumped**