

Mount Street Academy – Behaviour Flow Chart

Quality First Teaching



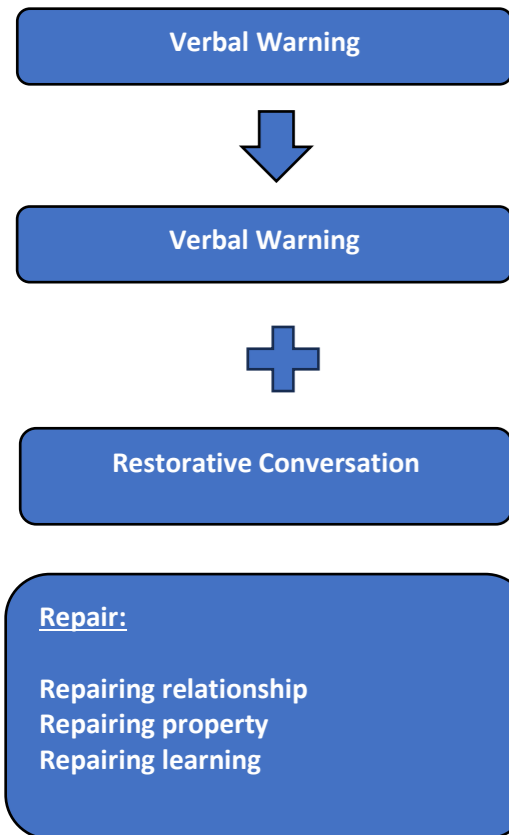
- Classroom management strategies
- Building of positive relationships
- Explicit teaching and modelling of our DREAM team values and rules
- Visual timetables and Now and Next boards are being used
- 5-point scale is used consistently to support regulation
- Awareness of children's SEND needs and appropriate adjustments made
- Restorative practice is consistent

Useful documents to refer to for information on behaviour strategies at MSA:

- Behaviour policy
- Supporting positive behaviours: Our Mount Street Way (Learning behaviours)
- Anthem Way
- Restorative conversation guides

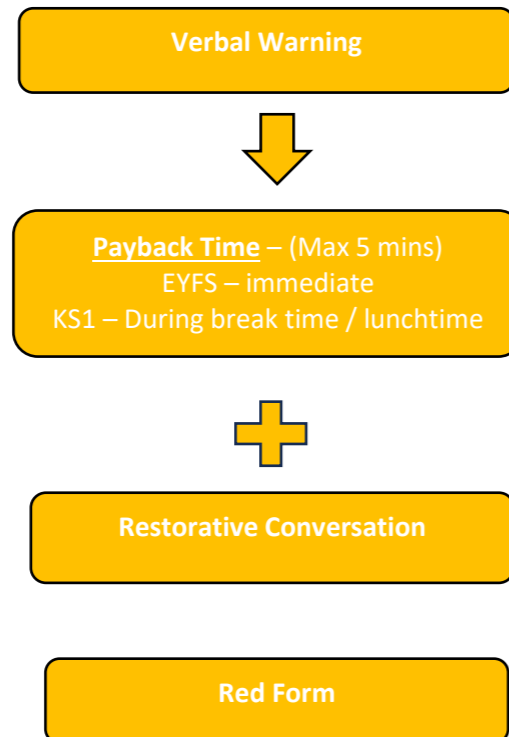
R1 and R2:

- Negative attitude to learning
- Low level disruption
- Unkind behaviours



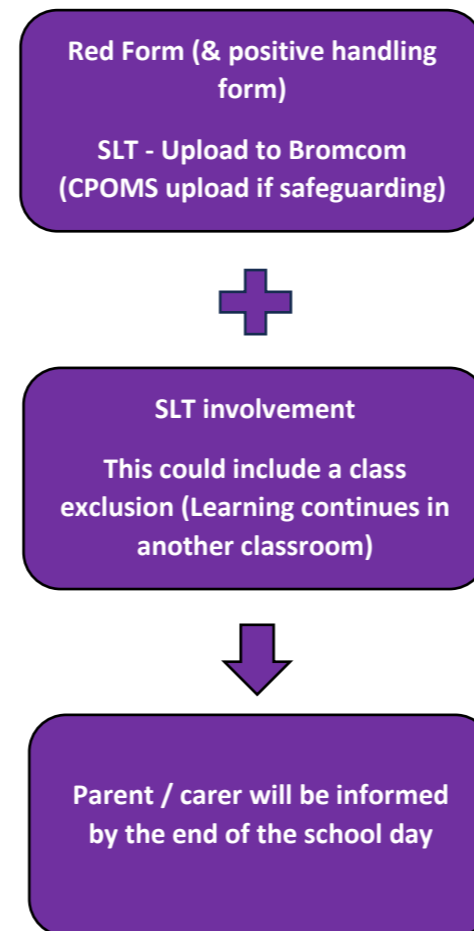
R3:

Continued behaviours from R1 and R2



R4 and R4 other:

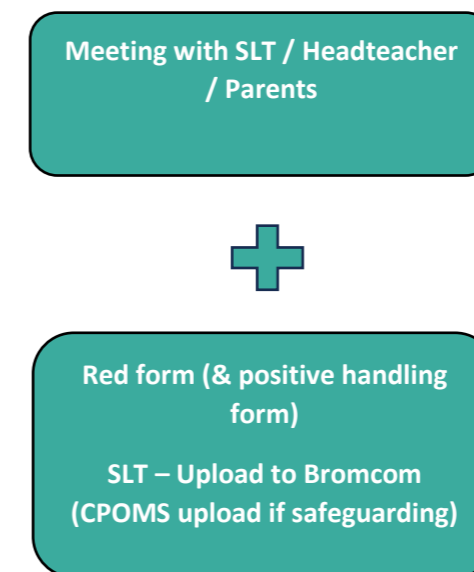
- Severe disruption
- Health and safety (physical / unsafe behaviours)
- Significant refusal



Note: If a child with identified SEND needs requires a change of face, as strategised in their pupil profile or risk assessment, this will not immediately become an R4. It will be logged as an R4 if a change of face is given and the behaviour continues.

R5:

- Non-age- appropriate violence and threatening behaviours
- Significant rudeness / swearing at staff
- Repeated significant disruptive behaviours in and out of lessons
- Repeated R1 behaviours despite interventions
- If behaviours continue following a class exclusion, this becomes R5



R6:

- Significant continued behaviours despite previous interventions
- Behaviours against protected characteristics

