A Framework for Intervention

Promoting A Positive Environment

The Aim of Promoting A Positive Environment is to

- Tackle low level classroom disruptive behaviour
- Become the normal way in which we approach behavioural difficulties
- Be 'owned' by teachers themselves

Promoting a Positive Environment: The Process

- Stage 1: The Teacher
- Stage 2: The Principal Teacher and the Teacher
- Stage 3: The Principal Teacher, the Teacher, the Behaviour Support Teacher

Promoting a Positive Environment: Stage 1

- General behaviour issues become a concern to class teacher
- Teacher uses the normal promoting postive behaviour strategies outlined in the promoting postive behaviour policy and the departmental policy

Promoting a Positive Environment: Stage 2

- Concern continues, Principal Teacher approached.
- NO CONCERN IS CONSIDERED TOO TRIVIAL TO RAISE
- PT and class teacher carry out a Positive Environment Audit, possibly PT observes using the checklist and together they draw up a Positive Environment Plan (PEP)
- PEP monitored for four weeks with continuous review

Writing a Positive Environment Plan:

- Plan must be practical
- Teacher must be comfortable with the plan
- Plan should be kept simple
- Plan ensures that it works with the whole class, not just with problem youngsters
- PEPs can be re-written as often as necessary

The Individual Behaviour Plan: Stage 3

- PEP completed but the behaviour of specific individual pupils continues to cause concern
- Behaviour Support Teacher is consulted.
- The PT, class teacher and BS teacher draw up an Individual Behaviour Plan (may include multi-agency involvement)
- Should be practical and manageable within whole class
- Teacher must be comfortable with the plan
- Should be kept simple
- BS teacher co-ordinates