

CONSISTENT BEHAVIOUR STRATEGIES

Ready Respectful Safe Parent and Child agreement referred to.

Behaviour	What this looks like	Our response
Excellent behaviour	<ul style="list-style-type: none"> Helping other pupils Caring for the environment without being asked. Going above and beyond in learning Hyper-engaged. 	<ul style="list-style-type: none"> Positive notes home. Phone calls home. Class rewards.
Good Behaviour	<ul style="list-style-type: none"> Generally following the school/ class rules. 	
Low level behaviour stage 1	Off task/low level behaviour such as: <ul style="list-style-type: none"> Chatting instead of working/listening Drawing instead of listening Getting out of the chair without permission Not sharing resources. Misusing resources e.g drawing with wb pens Shouting out Distracting others 	<ul style="list-style-type: none"> Non verbal reminder (e.g hand signal or head shake) Verbal reminder
Low level behaviour stage 2 (less acceptable)	Continued stage 1 behaviours Or <ul style="list-style-type: none"> Throwing rubber/equipment/ items across the classroom Actively disrupting the class e.g elbows, rough movement 	<ul style="list-style-type: none"> Warning stage + verbal reminder Adult help to resolve issues Move to another space in the class if appropriate Redirection Informed of the consequences of the next stage
Low level to mid level stage 3	Continued stage 2 behaviours <ul style="list-style-type: none"> Answering back Being rude Ignoring adult 	<ul style="list-style-type: none"> Five minutes time-out in another classroom to reset Positive re-start expected on return to class Parents informed on Arbor
Mid level behaviour stage 4.	Continued stage 3 behaviours Or <ul style="list-style-type: none"> Defiance Unkind hands or feet Actively being unkind to upset others Inappropriate language 	<ul style="list-style-type: none"> 15 minutes time-out in another classroom Restorative conversation on return Miss next break to complete a Reflection Sheet and any missed work Parents informed on Arbor
Challenging Behaviour stage 5	Continued stage 4 behaviours <i>(during the same day or repeated incidents)</i>	<ul style="list-style-type: none"> Spend the rest of the session (until the next session) in another class if this is on the same day.

	<p><i>in one week)</i></p> <p>Or</p> <p>More challenging behaviour that is antisocial and causing considerable impact on others</p>	<ul style="list-style-type: none"> ● Miss next break to complete reflection sheet and missed work ● ABC behaviour incident log started (look for patterns and speak to SENDCO about adjustments if necessary) add to Provision Map ● Parents informed on Arbor
Challenging Behaviour stage 6	<p>Continued stage 5 behaviours</p> <p><i>(during the same day or two incidents in one week)</i></p> <p>Or</p> <p>Challenging behaviour that is antisocial and causing considerable impact on the learning of others such as:</p> <ul style="list-style-type: none"> ● Storming out of class, slamming doors etc ● Running away from adults ● Bullying ● Disrespecting the school environment intentionally in anger e.g. throwing books from bookshelves 	<ul style="list-style-type: none"> ● DSL, SENDCO, Deputy Principal, or Principal support if required ● Pupil stays out of their class for the remainder of the morning or afternoon. ● Parent informed on Arbor ● Parent meeting organised ● Report card started for 2 weeks - also continue to use the behaviour policy. Add to Provision Map ● ABC behaviour incident log started if not already (look for patterns and speak to SENDCO / DSL about adjustments if necessary) ● Principal, Deputy Principal, SENDCO or Safeguarding Lead to observe in class. ● Possible removal of school privileges (trips / tournaments / activities / residentials) whilst on report card ● Two week review - report card may continue if improvements are seen.
Challenging Behaviour stage 7 Dangerous behaviour	<ul style="list-style-type: none"> ● Not responding to SLT at stage 6 e.g. running away/ignoring/ refusing to move/ non-cooperation ● Continued challenging behaviour following the 'report and monitoring' period or no improvement. <p>Or</p> <ul style="list-style-type: none"> ● Physically assaulting and hurting adults or children ● Dangerous behaviour ● Unacceptable behaviour 	<ul style="list-style-type: none"> ● Fixed term suspension ● Setting suitability discussed ● Off Site Direction/ AP

1. UNACCEPTABLE or CHALLENGING BEHAVIOUR

1.1. Under no circumstances will illegal or inappropriate items be brought into school, and all children will respect and look after the school premises and environment. The following behaviours are regarded as completely unacceptable and will result in serious actions and possibly exclusion, depending on the circumstances:

- Verbal abuse to staff and others
- Verbal abuse to children
- Physical abuse to/attacks on staff
- Physical abuse to/attacks on children
- Bullying (including cyberbullying in any form)
- Damage to property with intent
- Misuse of illegal or legal drugs
- Theft
- Serious actual or threatened violence against another child or member of staff
- Sexual abuse or assault
- Supplying and illegal or legal drug
- Carrying and offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other intervention have not been successful in modifying the child's behaviour

1.2. Unacceptable behaviour could lead to suspension or permanent exclusion (see Appendix 2)
Unacceptable behaviour will be managed (see Appendix 3).