

Behaviour Stepped Approach

Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences The adult can choose from...
<p>1 - Low Level: Dealt with within the classroom behaviour management by teachers and support staff (including playground incidents at this level)</p>	<p>Squabbles / minor disruption Shouting out / not putting hand up answering back Talking instead of listening Off task behaviours resulting in loss of learning time Distracting, disturbing others / easing/shrugging Eating in class Inappropriate behaviour involving equipment/Minor damage to equipment Failing to settle to learning Deliberate lateness especially after play</p>	<p>Name could be moved to the warning stage (Yellow) Positive reinforcement of desired behaviours / catch being good - praise, approval, etc. Tactically ignoring & praise to good children. Eye contact, name, gesture/look, turn into joke, reasoning, broken record, move place Redirection, re-focusing on the task- firm basic repeating of expectations of the child 'thank you' Firm reminder - boundaries - warnings Consequences/choices- simple language used- no negotiations Consult/discuss problem with whole class Confiscate items - send home.</p> <p>Note: there is an expectation that they should be able to move back to green as soon as possible. All children to move back to green after lunch.</p>
<p>Level 2: Behaviour that requires a consequence or response - because of its intensity or frequency Dealt with by the class teacher with the option of seeking support from YGP</p>	<p>Continuation of level 1 despite response Rudeness to adults/children Continual low level disruption Telling lies / blaming others Refusal to follow instructions Refusal to take responsibility</p>	<p>If behaviour persists move the child's name to the consequences stage (Red)</p> <p>Make up for lost time at break Removal from situation/working on own in room/in group out of room Time out in the class or in 'partner' class Initial contact with 1: 1 adult reasoning & planning tactics Class teacher has informal chat with parent Playtime referral</p>
<p>Level 3: Behaviours that senior managers will need to be kept informed about. DHT or AHT Most available.</p>	<p>Continuation of level 2 despite consequences Provoked retaliatory behaviour Physical abuse/aggressive playground behaviour- punching/ fighting/ kicking/ hurting/ storming off/ threatening behaviour/ stampeding/ spitting on others Deliberate vandalism /misuse of equipment or property e.g. toilets, or misuse of resources such as scissors Deliberate and repeated refusal to comply with adult requests, open rudeness, refusal to come into class Verbal abuse - deliberate swearing, racism, sexism and offensive name-calling or other bullying or harassment Theft</p>	<p>AHT or DHT Behaviour concern is logged on SG, reflection completed by child and parents informed.</p> <p>If behaviour persists parents to be involved to set targets. Longer time out in another class Work out resolution with the child, eg: apology Further referrals- loss of playtimes/ lunchtimes (Playfactor referrals = letter home) Contract and report form- counter signed by a member of SLT</p> <p>Set Individual targets & set up systematic reward & consequences programme Loss of treat/privilege, (+earn back) Loss of playground freedom for 5/10/15 minutes, recorded on incident form - Discussion with Leadership team Inform parent by letter/more formal discussion with parent, AHT or DHT where appropriate</p>
<p>Level 4: Behaviours that require immediate removal from class, senior management involvement and formal follow up Dealt with by DH (AK)</p>	<p>Unmanageable behaviour / severe and constant disruption / complete defiance. Physical assault - aggressive outbursts and/or fighting - maybe involving injuring another child or adult, throwing or breaking furniture or large equipment, vandalism A second, or subsequent, racist incident Leaving the premises without permission Dangerous behaviour (self and others). Major / significant theft. Extreme / repeated / deliberately offensive verbal abuse, harassment or bullying Bringing offensive weapons into school Threats towards other children, taking into account the age of the child and the context of the situation</p> <p>Threats or malicious comments to/about pupils on social media that are negatively impacting school life</p>	<p>Removal from classroom, adult take to place of safety (or remove other children) until calmed down. Time out with a senior manager (DHT) - who will monitor & may give warning of exclusion. Time out targets set- Parents, teacher and Senior leader meet to set targets and review date Parent informed immediately - formal meeting to discuss way forward with class teacher and senior leader Draw up and implement individual behaviour plan - refer to SENCo if indicating long term social, emotional or behavioural difficulties who will observe & assist set up IEP / ISP/ CAF/TAF Maybe refer to Educational Psychologist Internal Isolation in School or educated off site at another Trust Primary. Possible fixed term exclusion e.g. if unprovoked attack leading to an injury (child or adult), exceptionally violent or aggressive behaviour.</p>

	<p>Serious behaviour away from school that falls under the remit of the behaviour policy</p> <p>Threats against staff (including those on social media)</p> <p>Malicious allegations against staff</p>	
<p>Level 5:</p> <p>Behaviours that require immediate involvement from Headteacher (KJ)</p>	<p>Verbal or physical attack on another pupil leading to injury</p> <p>Physical attack on an adult</p> <p>Extreme physical bullying</p> <p>Extreme vandalism</p> <p>Bringing a weapon into school</p> <p>Leaving site without permission (away from immediate boundaries)</p> <p>Racist, homophobic, transphobic sexual misconduct or use of other derogatory language</p> <p>Bringing drugs or other illegal substances into school</p> <p>One off serious breach or persistent breaches of the school's behaviour policy</p>	<p>Draw up and implement individual behaviour plan</p> <p>Fixed Term Exclusion.</p> <p>Permanent Exclusion.</p> <p>This list is not exhaustive or limited to.</p> <p>When deciding to issue a Fixed Term or Permanent Exclusion, the Headteacher follows the DfE statutory guidance.</p>