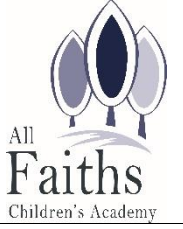


# Stepped Approach- Foundation



Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences The adult can choose from...
<p><b>1 - Low Level:</b> Dealt with within the classroom behaviour management by teachers and support staff (including playground incidents at this level)</p>	<p>Distracting other children /teacher shouting out Failing to listen Pushing in lines Failing to come in when called after playtime Teasing Snatching Lack of care about classroom/playground and equipment Throwing sand/water/toys Mishandling books Running inside</p>	<p>Child's name can be moved to the warning Emphasis on modelling, demonstrating &amp; teaching good/appropriate behaviours, pre-empting/diverting away from misbehaviour. Lots of smiling/praise what wanted Care of "their" environment – teach to get things out, treat with care, put them away. Positive reinforcement of desired behaviour Tactically ignoring attention-seeking behaviours – give praise to others for what you want Clear boundaries, kindly applied. Request to stop, give choice Reminder of what is expected Reinforce class rules/acceptable behaviour Reward those children who do conform Redirection – say name, give instruction inappropriate behaviours continue 1: 1 adult talking through why the behaviour is unacceptable and modelling / role-play appropriate behaviour</p>
<p><b>Level 2:</b> 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 team</p>	<p>Breaking targets set Continuing to/constantly distracting children Physical abuse – deliberate (but minor) slapping, kicking, hitting, pinching, pulling hair, biting, pushing. Ignoring adult requests / instructions (repeatedly or in a way which is unsafe). Deliberate shouting out, running inside, pushing in, destroying property e.g. book or display</p>	<p>Behaviours persists despite Level 1 consequences Child's name can be moved to the consequences stage</p> <p>Time out from nice activities/play for 5 – 10 minutes Repeatedly going on the consequences stage may result in level 3 consequence 1: 1 adult talking through why the behaviour is unacceptable and modelling / role-play appropriate behaviour. Removal from situation Informal chat with parent (consequences must be as immediate as possible to be fully effective)</p>
<p><b>Level 3:</b> Behaviours that senior managers will need to be kept informed about. Dealt with by AHT/DHT. Incident form completed and passed to DHT</p>	<p>Physical abuse – deliberate and repeated attacks, fighting, hurting &amp; spiteful behaviour despite Level 2 consequences. Deliberate vandalism of property e.g. equipment (books) coat down toilet. Deliberate refusal to comply with adult requests. Intense verbal abuse – swearing, racism, sexism and offensive name-calling</p>	<p>If behaviour persists parents to be involved to set targets.</p> <p>Time out e.g. loss of a whole play</p> <p>Personalised sticker chart to systematically reward good/desired behaviour.</p> <p>Systematic time out for undesirable behaviours - take away from play situation, supervise but do not give attention</p> <p>Let senior manager know if no improvement over time.</p> <p>Inform parent &amp; have more formal discussion.</p>
<p><b>Level 4:</b> Behaviours that require immediate removal from class, senior management involvement and formal follow up.  Dealt with by SENCo/DHT when required HT</p>	<p>Intense physical abuse – repeated attacks, fighting, hurting &amp; particularly spiteful behaviour despite Level 3 consequences. Intense verbal abuse – swearing, racism, sexism and offensive name-calling Rage outbursts – maybe involving injuring another child or adult, throwing or breaking furniture or large toys. Dangerous behaviour (self and others) eg- climbing fence/gate, running out of designated area, hurting another child resulting in puncturing the skin</p>	<p>Time out targets set- Parents, teacher, Leadership support and Senior leader meet to set targets and review date</p> <p>Removal from classroom, adult take to place of safety (or remove other children) until calmed down.</p> <p>Time out with a senior manager</p> <p>Parent informed immediately – formal meeting to discuss way forward</p> <p>Draw up and implement individual behaviour plan/reward system</p> <p>Refer to SENCo for individual behaviour plan if behaviour indicates long term social, emotional or behavioural difficulties</p>