

Hawksmoor School



Behaviour for Learning Policy

HAWKSMOOR PRIMARY SCHOOL

Behaviour for Learning Policy

In Hawksmoor School we aim to promote mutual respect and co-operation between all members of the school and seek a calm, working atmosphere so that children feel emotionally safe, can concentrate, and can maximise time spent learning and achieving. Consistent implementation of this policy is a key element of our strategy to raise achievement both academically and also in terms of personal attitudes and development. This policy applies to all the adults who work in Hawksmoor School – we are all responsible for all children’s behaviour all of the time. Promoting good behaviour is a constant and corporate responsibility, achievable through teamwork and consistent and persistent application of this policy.

Principles

- A good ethos, good relationships and good teaching are the key to good behaviour for the majority of children
- All adults should make an effort to get to know and respect the children as individuals who may be at different points in their development of maturity and emotional intelligence, with very different experiences of life.
- All adults should be aware that they are role models and should model good relationships and ways of interacting with others.
- All staff should build positive behaviour management strategies into their teaching and support so they are a natural part of their approach, preventing and pre-empting possible difficulties.
- The emphasis should always be on ‘catching pupils being good’ in order to raise self-esteem and their personal expectations - so rewards and praise should always outweigh sanctions (consequences) with the aim of children reaching the point where they control their own behaviour, seeking intrinsic rewards such as pride in their work, the pleasure of playing well in a match, the joy of helping someone else.
- We need to teach children good behaviour, explaining and showing them what we want, praising them for doing it – don’t assume they know
- If children are ‘attention needy’, we need to ensure we give positive attention for what we want and minimise negative attention e.g. if a young child throws a tantrum we should offer to cuddle/comfort them when they have stopped and are behaving sensibly – ‘when you have stopped crying, then I will give you a cuddle’.
- Children need clear boundaries, fairly (objectively) and consistently applied – they need to know that a good behaviour will lead to praise and approval while an inappropriate behaviour will lead to a small but certain sanction.
- A few, basic school and classroom rules (up to 5) need to be discussed with children at the beginning of each year/term and clearly displayed, they need to be translated into ‘I can’ statements of observable behaviours so the children know exactly what they are expected to do e.g. I (can) keep hands, feet and unkind words to myself.
- The behaviour should always be separated from the child – I like you but I do not like your behaviour because – Children need constant, patient reminders of the consequences of their behaviours (if you do this then that will happen); that they control their bodies and mouths and are responsible for their actions (no one else), and that they have choices about how they behave or respond to a situation – ‘do the clever thing, walk away from trouble’.
- Children should be given the opportunity to explain their behaviour but this should not excuse them – no matter how nice they normally are, the sanctions still apply.
- Some children have muddled perceptions of other’s intentions and events – they need help with unpicking these and making more objective interpretations e.g. being bumped may be an accident, not a deliberate attack. Some children have difficulties with empathy and need help understanding how the other child feels.

- Sanctions need to be kept in proportion to the original misbehaviour (not allowed to spiral because of the child's subsequent response), and applied consistently in line with our levelled approach, involving the pupil in identifying where their behaviour lies in the system.
- We should avoid punishing whole groups for individual misdemeanours, equally we should avoid publicly humiliating individuals although we may refer to their behaviours anonymously e.g. in assemblies, to make a general point or reminder about what is acceptable and expected, and what is not.
- We should avoid implying low expectations because of our experiences with the child's siblings, relations or parents.
- Assemblies and PSHE should be used constructively to illustrate the traits and behaviours we wish to promote, such as kindness and consideration, as an important part of moral education.
- Children should always be given a fresh start once they have completed the relevant sanction.
- Children who find it very difficult to comply with our rules, despite good behaviour management by adults, or require frequent time out or other sanctions should be referred to the Learning Mentors, the SENCO and/or our school counselling service for more intensive support and particular intervention programmes. Meanwhile, we still apply our normal rewards and sanctions.
- Our expectations should be clearly understood by all, staff, children and especially parents – we should be seeking constructive and understanding relationships with parents from the earliest opportunity so that we have a positive foundation to build upon should there be an issue. We aim to work in complete partnership with parents to resolve issues from the earliest stage. Parents are expected to sign a contract on behaviour, so that they understand the school's expectations

Golden Rules we wish to promote

To ensure the pupils of Hawksmoor achieve the expected high standard of behaviour appropriate targets, known as the Golden Rules, have been set. The rules are displayed prominently in the pupil entrance (in English and Yoruba) and also in each classroom. The rules are discussed and explained in assemblies each term.

Golden Rules:

- Do be kind and helpful – Don't hurt people's feelings
- Do be gentle - Don't hurt anybody
- Do listen – Don't interrupt
- Do work hard – Don't waste your or other people's time
- Do be honest – Don't cover up the truth
- Do look after property – Don't waste or damage things

Positive ways we Celebrate Good behaviour

Whole School

Golden time
Points
Achievement certificates
Merit badge
Praise
Weekly merit certificate
Other home contact
Playground stars or heroes
Golden book (new)
Work displayed or shown in assembly
Award assembly
Lining up points/best class

Class

Marbles in the jar
biscuits
Stamps & stickers
Child of the week/ half term points
Extra individual class certificates
Letters from class teacher

Attitude points
Class weekly golden time
Work displayed / sent to HT/DH for star
Reward trips e.g. to the cinema
Menu of 'best class' treats

Reading certificates
Number bond and times tables awards
Music certificates
Attendance certificates
Swimming certificates
Cup and medals for sporting events

Comments in books

Behaviour modification system

We use **two** distinct behaviour modification systems running concurrently; one is a reward system to encourage **positive behaviour** which rewards children being on task, good behaviour and completion of the task. The other is a system of sanctions to deter those from continuing to exhibit **negative behaviour**. Although the two systems do interweave at points they each have clear structures of their own.

Rewards for positive behaviour:

We wish to raise the self esteem of all children and teach them to understand that all behaviour has consequences- either good or bad. We wish to encourage those children whose behaviour is regularly positive and can sometimes be overlooked in a classroom. To achieve this we use a simple, manageable points system to reward those children who adhere to the Golden Rules. At the end of each session children may **earn a point** for their behaviour.

Those children whose behaviour was not acceptable do not earn the point. This must be emphasised as children have **not** lost the point- they have not earned one.

Those children who have earned the prerequisite number of points by the end of the week will then be given Golden time as a reward. Those children who did not earn enough points will not be allowed to partake in Golden time. This is the consequence; there is no need for further punishment. Those children failing to get Golden time will be sent to the drama room where they will be monitored by the Learning Mentors.

Some weeks the school may focus on additional points for the children to earn. These may be for punctuality, wearing school uniform, etc. but will be decided at the previous week's staff meeting and used to focus on whole school initiatives that we are trying to encourage at that time.

The two children who receive the most points in their class that week will receive a 'Most points' certificate in assembly the following Thursday. A record will be kept of children's points. Once children have achieved 250 points they will receive a Bronze certificate. 500 points will earn a silver certificate and a thousand points will mean a golden certificate and entry in the Golden book. This means that all children can aspire to the certificates, even if it takes them the whole year to achieve them.

Celebration certificates will be awarded for children who achieve a 'one off'. This may be for outstanding work, behaviour or other example of success.

The class that has the highest percentage for attendance the previous week will also be rewarded in assembly.

This system will allow us to reward behaviour that reflects adherence to the Golden rules, children who achieve individual successes and praise the importance of attending school.

Consequences for negative behaviour:

Children who demonstrate negative behaviour will be dealt with using the stepped approach to consequences. Low level misbehaviour (level 1) will be dealt with by the class teacher and may result in the child not gaining a point for that session. Such children should be given a warning that their behaviour is unacceptable and that if it continues they will be asked to move their name tag. If negative behaviour continues the child will be asked to move their tag to the other side of the board and will therefore not gain a point for that session. However, if such children then continue, for the rest of that session, to exhibit extremely good behaviour they will be able to earn a point.

Children exhibiting Level 2 behaviour may be given Time Out in the classroom or sent to the 'buddy' teacher for Time Out for fifteen minutes. They automatically do not gain the point for that session. Once the child returns to the classroom they continue as normal.

Continuance of bad behaviour would result in detention. In addition, immediate Level 3 behaviour would also warrant a detention. Detentions must be recorded in the Detention book, by the teacher on duty that day, so that they can be monitored by a senior member of staff. Parents will be informed if a child gains 3 detentions.

Senior Management would immediately be involved with Level 4 behaviour. Such behaviour may be progressive- gradually building up to the higher levels, or may immediately be of a higher level.

Level 5 behaviour (see stepped approach) will result in immediate exclusion.

Children with behavioural problems have difficulty in seeing that they have choices and therefore they are choosing to behave badly. We need to teach them that all behaviour has consequences, good or bad, and that they are able to choose how they behave. It is imperative that we explain exactly what they have done wrong so that they have a clear understanding of what behaviour resulted in what consequences, eg: you were repeatedly interfering with other children on your table trying to work, you were warned to stop but you did not, so now your name has to be moved to the other side of the board.

In order for this system to work effectively precise records need to be kept so that we are able to reward good behaviour and inform parents of bad behaviour. Detention slips must be filled in with details of the actions that led to the detention.

Class teachers can also award merit badges to a pupil each week and certificates of achievement for particularly good work – also presented in assembly. Children value these certificates and should be encouraged to keep them in a 'record of achievement' along with attendance, reading and swimming certificates. Please make sure you complete the achievement list by Wednesday lunchtime each week so the Learning Mentors can write out the certificates in time for assembly.

Other Procedures

A calm beginning sets the day off to a good start. Parents are responsible for their children before school - pupils should not be left unsupervised in the playground. Parents are not allowed into the building via pupils' entrances except when invited by a teacher. We encourage all other parental contact to be made through the General Office so that teachers can concentrate on ensuring a calm start to the day.

Out of class behaviour

Children should be in class and learning during lesson time. They should only be sent out of class, with a pass, for a good reason, otherwise they can congregate in the toilets or round the drinking fountain and create mischief.

If you send children out of class as part of our levelled approach please ensure they are escorted to another room and supervised, or to another class. Time-out should be logged (time, what for etc.) so we can monitor it and take appropriate action if frequent. Please send information about the problem if sending to a senior manager or send a trusted child to get the senior manager – they give us interesting versions of why they have arrived in our offices!

Assemblies

Assembly is the nearest the school comes to a religious ceremony. An appropriate atmosphere should be created to allow for respect and reflection from the moment the children line up in their classrooms.

- Y6 pupils to set up the hall well in time
- teachers/ adults will bring the children in quietly, seat them and maintain quiet but positive attention for good behaviour
- teachers to sit when the music starts but maintain visual contact with the children – no calling out or talking to each other please
- whenever possible, assemblies will start and finish promptly
- although staff are responsible for their own class we should take a corporate approach and help maintain the behaviour of any children near us
- one teacher from each year group to sit at either end of their children
- a properly supported quiet exit from the back – one line at a time
- children who behaved inappropriately in assembly taken aside and spoken to quietly and an appropriate level of sanction applied if needed

Corridor and lunchtime behaviour

We need to apply the same principles to any corridor and lunchtime behaviour – constantly. All adults should be promoting good behaviour by giving out blue tickets for any good out of class behaviour, ‘catching pupils being good’ – walking quietly, being polite, lining up well etc. They should be talking to children about behaviour expectations before children go out and re-affirming them when children come back in. They should be supporting the midday meals supervisors and Learning Mentors in following lunchtime incidents – making it clear to children that their behaviour is the concern of the class teacher wherever or whenever it takes place.

Class teachers should escort their children over and assist settling them, especially the first 2 KS2 year cohorts. The lunchtime supervisors have the full range of rewards and sanctions to use with the children and should use similar techniques to promote good behaviour. The playground is zoned for safety – children should be praised and rewarded for being in the right place at the right time; walking on the paved area; being polite or helpful; lining up well; looking after and helping collect in equipment etc. The equipment should go out to the far cage promptly. Children should only leave that cage once the equipment has been collected up. Children will only be allowed in at lunchtime to help a teacher if the teacher is present and the child carries a permission slip. Teachers should be prompt in collecting their classes from the playground.

Positive Behaviour Management

There are many ways we can promote good behaviour e.g. through

- good teaching with good pace and an appropriate level of challenge so children are engaged throughout (reducing opportunities for mischief)
- interesting lessons which engage the pupils and give them a sense of success
- the teacher circulating to keep children on-task and maintain contact (eye, voice, proximity)
- good classroom organisation and management - well-organised equipment, well-laid out to allow movement and for the teacher to see everyone

- clear expectations and routines – say what you want e.g. expect children to sit in their seats and to put up their hands to ask for help (not calling out)
- creating a classroom climate where children feel listened to, valued and fairly treated

All teachers have their favourite techniques for managing behaviour. These Bill Rogers techniques are easy to use and effective for dealing with most mildly disruptive behaviour (please ask Briony for the video tapes):

1. Say what you want – I need you to be sitting down in your chairs, hands in lap, looking this way (3 short instructions always best) & then praise for doing it
2. Tactical ignoring – you choose what you respond to, when and how
3. Redirection / re-focusing on the task – “what should you be doing?”
4. Rule reminder – “all four feet on the floor” (for those who lean back on chairs)
5. Name, direction, ‘thank you’
6. Choice then direction – you can complete your work now or at break
7. Consequence then choice – if you do that again you will not get a point for this lesson, etc.
8. Broken record – keep calmly repeating your request
9. When/ then - “when you have put our pen down, then I will come and see you”
10. Use agreed gestures – hands up or flat to indicate quiet
11. Congruence – make sure your facial expression and voice tone matches what you are saying – it is no good smiling when you disapprove
12. Giving 3 warnings (maybe holding up sad face) – no discussion, ignore reaction, then apply consequence.

Afterwards, take child aside (away from audience), ask them what they were doing wrong, what they should be doing and therefore what they will do next time.

Rules and Boundaries

Code of Conduct

We have clearly established rules and routines that all children, parents and staff understand and comply with. If everyone follows these rules then we will have achieved a safe and happy environment for everyone.

- Walk sensibly and quietly around the school
- Be polite and considerate and speak to people by their correct names
- Be prompt and punctual for school and for lessons
- Listen carefully, don't shout and wait your turn
- Respect other people and property
- Do not bring toys, sweets, jewellery and other possessions to school
- Do not run out of school

See also the Golden Rules

Stepped Approach to Consequences / Sanctions

Children need to know that misbehaviours, especially those which hurt others, stop teachers teaching or others learning, have consequences and that these consequences will be certain and fairly applied. They do not have to be large but need to be proportional and certain – once we start making exceptions then some children will try to negotiate every time (barrack room lawyers).

In order to ensure a fair and proportional approach we have a stepped or levelled approach to responding to misbehaviour and applying consequences according to the age of the child – see charts at the end of the policy. These should be displayed and referred to when dealing with a child. Parents are welcome to have copies – we will be doing a parent-friendly version.

Playtime Referral

When rules are (seriously) broken, children are given a playtime 'referral' lasting up to 15 minutes (KS1 5,10 or 15 minutes playtime against the wall, KS2 loss of playtime) in line with our 'levelled approach' to consequences / sanctions. Teachers referring a child for breaking a rule should fill in a 'playtime referral' slip with the child's name and a brief description of the incident. The supervising teacher should log 'playtime referral' in the book - this information is analysed and used to identify patterns of behaviour and individual children who need more intensive support or intervention. Children with 3 'playtime referrals' in a half term lose their Golden time.

Level 3 - playground behaviours and 'time out' of class should be logged so they can be monitored and an analysis made. Children who persistently show Level 2 & 3 behaviours at lunchtime are referred to Lynn's club as a preventative and for 'remediation' in terms of social skills training (referral form in staff room). Class teachers should arrange to discuss persistent Level 2 behaviour with the child's parents (parent contact form in staffroom). They can consult and seek the advice of the Learning Mentors (if could be at risk of exclusion / barriers to learning issue) and/or SENCO (if SEBD / SEN issues). Children repeatedly given time-out should be sent to see the Phase Team Leader who should monitor and advise on strategies, supporting teachers who are experiencing more widespread difficulties in managing a class or group of children.

Level 4+ - behaviours should be investigated and recorded on an incident report and referred to a senior manager, copy to the Headteacher, and a copy placed in the behaviour incident file and child's file. Persistent Level 4 behaviours should lead to referral to the Social Group/or the Inclusion Manager (see below). A letter should be sent to the parents, and/or telephone call made, by the teacher or Learning Mentor to keep the parents informed and engage them in supporting our approach.

Contracts and report cards – children showing persistent Level 3 behaviours should have a contract drawn up, outlining (realistic) targets and an agreement with the school, them and their parents about their future behaviour. They can also be put 'on report' – a score should be recorded on the report card for each lesson or playtime, discussed and countersigned by the class teacher and a senior manager at the end of each day. This is sent home so the parents can also monitor their child's behaviour in school and apply rewards and sanctions accordingly. The cards also help pinpoint when and where the child is experiencing difficulties. Children are set 'score' targets weekly.

Children can be given a warning towards exclusion by the HT, DH or AHTs for Level 3 or 4 behaviours – 3 warnings will lead to exclusion.

Racist incidents All racist incidents should be recorded on the Greenwich forms and both parties counselled – please see Anti-Racist Policy. The perpetrator should have an appropriate level sanction applied.

Exclusion (Level 5)

We use exclusion as a part of a positive approach to behaviour management, setting a firm and non-negotiable boundary for unacceptable behaviours such as:

- an unprovoked violent attack on a pupil resulting in injury
- Physical attack on an adult
- persistent bullying, racism, sexism or harassment (which causes significant distress)
- very dangerous or irresponsible behaviour e.g. on a school trip
- bringing an offensive weapon in to school
- bringing drugs or drugs paraphernalia in to school
- major theft or vandalism
- leaving the site without consent (away from the immediate boundaries)

All Level 5 behaviours could lead to fixed term exclusion, generally of 1 day, but longer if appropriate. When excluding a child we follow the LA guidelines.

Only the Headteacher (or deputy/assistant head in her absence) can exclude a child. The parents should be telephoned as well as sent a letter. The parents should accompany the child on their return to school (or make an appointment to see the Headteacher if work commitments make this difficult) to discuss a joint way forward.

Children Causing Serious Concern

The above approaches, consistently applied will ensure good behaviour of the majority of pupils but a small minority will have exhibit social, emotional or behavioural difficulties which require a more intensive approach. These children should be referred to Granville Counselling and/or Inclusion Manager, so they can have a more detailed assessment made of their difficulties and an Individual Support Programme (ISP) drawn up. Those children who also have learning difficulties with also have an Individual Education Plan (IEP) which addresses these – they may be affecting that child’s self-esteem and thus the root of the behavioural difficulties.

Children with significant difficulties, which may or may not be related to mental health or child protection issues, can also be referred to

- the school counselling and group therapy service
- the LEA behaviour team and PRU
- the school educational psychology services
- CAMHS – NHS child mental health service
- counselling at local family centres such as Jamoke or Ezrah

Children at risk of repeated or permanent exclusion should be referred to the Inclusion Manager who will arrange a multi-disciplinary Preventing Exclusions Meeting with the parents so a joint approach can be agreed and implemented.

Monitoring and Evaluation

The success of this policy will be monitored and evaluated through

- informal observations before school, break times, lunchtimes and assemblies
- lesson observations
- analysis of playground logs, time-out, target referral, racist and other incident reports, and exclusions
- analysis of PPP assessments
- progress towards behaviour targets in IEPs or ISPs

These are analysed by gender and ethnicity to ensure the policy is being applied in a fair and balanced way.

Policy statement on Equality and Community Cohesion

Working within this policy we aim to make sure that no-one experiences less favourable treatment or discrimination because of their ‘protected characteristics’ as follows:

- Their age
- A disability
- Their ethnicity, colour or national origin
- Their gender
- Their gender identity(they have reassigned or plan to reassign)
- Their marital or civil partnership status
- Being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation

(Equality act 2010)

A Stepped Approach to Consequences: Foundation

Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences
<p>1 - Low Level: Dealt with by teachers and classroom assistants as part of general classroom management</p>	<p>Distracting other children /teacher Failing to listen Pushing in lines Failing to come in when called after playtime Teasing Snatching Lack of care about classroom and equipment Throwing sand/water Throwing toys Mishandling books Shouting out Running inside Swearing</p>	<p>Emphasis on modelling, demonstrating & 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 loads 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 Eye contact, shake head or finger Firm 'no' and serious face if naughty.</p>
<p>Level 2: Behaviour that requires a consequence or response - because of its intensity or frequency</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, swearing, destroying property e.g. book or display (maybe in a tantrum)</p>	<p>Above plus Time out from nice activities/play for 5 – 10 minutes Sad face warning – repeatedly gaining 3 sad faces in a day could lead to 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>Level 3: Behaviours that senior managers will need to be kept informed about</p>	<p>Physical abuse – deliberate and repeated attacks, fighting, hurting & 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>Above plus Time out e.g. loss of a whole play Sticker chart to systematically reward good/desired behaviour. Systematic time out for undesirable behaviours - take away from play situation, supervise but do not give attention Let senior manager know if no improvement over time. Inform parent & have more formal discussion.</p>
<p>Level 4: Behaviours that require immediate removal from class, senior management involvement and formal follow up.</p>	<p>Intense physical abuse – repeated attacks, fighting, hurting & 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. Out of control tantrums Dangerous behaviour (self and others)</p>	<p>Removal from classroom, adult take to place of safety (or remove other children) until calmed down. Time out with a senior manager Parent informed immediately – formal meeting to discuss way forward 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. Maybe refer to Educational Psychologist</p>

A Stepped Approach to Consequences: Key Stage 1

Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences
<p>1 - Low Level: Dealt with by teachers and classroom assistants as part of general classroom management</p>	<p>Calling out Talking over teacher Disruption while children are working Attention-seeking/ "winding up" other children Noises Tale-telling Running in the classroom Not settling for register/story/carpet</p>	<p>Positive reinforcement of desired behaviour, demonstration, modelling Tactically ignoring, choose what respond to Eye contact, name, gesture, 'thank you' Name, redirecting back to task, 'thank you' Name, rule reminder, when...then..., choice, warning, broken record Remove child from main group – point out immature / inappropriate behaviour & say / demonstrate what want – give role model Stand up/sit away from group/ time out in class, lose points</p>
<p>Level 2: Behaviour that requires a consequence or response - because of its intensity or frequency</p>	<p>Consistent/repetition of level 1 behaviour Physical abuse – deliberate (but minor) pushing/ pulling hair, etc. Touching or interfering with other children (to gain attention?) Repeatedly ignoring adult requests / instructions, arguing back, lying, defiance Deliberate shouting out, running about, pushing in, etc. Breaking of targets for this key stage</p>	<p>Above plus</p> <p>Systematically rewarding/ loss of points using points system Removal from situation, 5- 10 minutes time out of nice activity in class / loss of privilege 1: 1 adult talking through why the behaviour is unacceptable & modelling/role play appropriate behaviour, maybe at break Sad face warning – repeatedly gaining 3 sad faces in a session/day or week could lead to Level 3 consequence Class teacher - informal chat with parent Stand on wall for part of playtime</p>
<p>Level 3: Behaviours that senior managers will need to be kept informed about</p>	<p>Continuation of above behaviour following L 2 consequences Intense physical abuse / aggressive/ violent playground behaviour – repeated attacks, fighting and hurting. Deliberate vandalism of property or misuse of resources such as scissors, sharp pencils, rulers etc. Deliberate refusal to comply with adult requests. Verbal abuse – to a teacher or pupil. Deliberate swearing, racism, sexism and offensive name-calling or other bullying Misbehaviour when in 'target referral'</p>	<p>Above plus</p> <p>Removal of resources Time out e.g. sitting in a reserved seat, the lobby (with work and an adult if will not work independently) or sent to another class for 5 - 10 minutes 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 in book – 5 times in a half term leads to loss of GoldenTime Discussion with Phase Team Leader Inform parent by letter/more formal discussion with parent, with Phase Team Leader, where appropriate</p>
<p>Level 4: Behaviours that require immediate removal from class, senior management involvement and formal follow up.</p>	<p>Persistent aggressive outbursts and/or fighting – maybe involving injuring another child or adult, throwing or breaking furniture or large equipment.</p> <p>Dangerous behaviour (self and others)</p> <p>Extreme / repeated / deliberately offensive verbal abuse, harassment or bullying A second, or subsequent racist incident Stealing Running out of school</p>	<p>Removal from classroom, adult take to place of safety (or remove other children) until calmed down. Time out with a senior manager Parent informed immediately – formal meeting to discuss way forward with class teacher and senior manager 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. Maybe refer to Educational Psychologist Possible fixed term exclusion e.g. if unprovoked attack leading to an injury (child or adult), exceptionally violent or aggressive behaviour.</p>

A Stepped Approach to Consequences: Key Stage 2

N.B. – Y3 transition year so use combination of KS1 and appropriate elements of KS2 approach.

Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences
1 - Low Level: Dealt with by teachers and classroom assistants as part of general classroom management	Squabbles / minor disruption Shouting out / not putting hand up answering back Talking instead of listening Off task Out of seat / time wasting Distracting, disturbing others / easing/shrugging Eating in class Irritating behaviour involving equipment Minor damage to equipment Failing to settle Laughing at others/ whistling esp when told off Deliberate lateness especially after play	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 reminder – boundaries - warnings Consequences/choices Consult/discuss problem with whole class Confiscate items – send home. Name move on board – failures to earn a point
Level 2: Behaviour that requires a consequence or response - because of its intensity or frequency	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	Above plus 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 'buddy' class Initial contact with 1: 1 adult reasoning & planning tactics Class teacher has informal chat with parent Playtime referral
Level 3: Behaviours that senior managers will need to be kept informed about	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 Minor theft. 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 Misbehaviour when in playtime referral	Above plus Incident sheet Cooling off in another class Work out restitution, eg: apology Further referrals- loss of playtimes/ lunchtimes (3 referrals = letter home) Join group- social skills training/ anger management Contract and report form- counter signed by Senior manager Inform parents by letter More formal discussion Initial consultation with senior manager (AHT or DHT)
Level 4: Behaviours that require immediate removal from class, senior management involvement and formal follow up.	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	Removal from classroom, adult take to place of safety (or remove other children) until calmed down (see policy re use of restraint). Time out with a senior manager (DH/AHT) - who will monitor & may give warning of exclusion. Parent informed immediately – formal meeting to discuss way forward, send home, IM draw up and implement individual behaviour plan. May refer to SENCO & EP, Preventing Inclusion / Behaviour Support Team, counsellor
Level 5: Behaviours that require immediate involvement from Headteacher	Unprovoked attack on pupil leading to injury Physical attack on an adult Extreme physical bullying Extreme vandalism Bringing a weapon into school Leaving site without permission (away from immediate boundaries)	Exclusion

