

<p><u>Low level</u> This is day-to-day classroom behaviour that would be handled by the class teacher, TAs and MTAs. Examples would be: calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, refusal to complete work, negative use of body language, stopping others working.</p>	<p>Verbal Reminder</p>	<ul style="list-style-type: none"> • Confirmation of expectations by class teacher • Monitoring of child by class teacher
<p><u>Medium level</u> This is behaviour that could lead to involvement of teacher colleagues. Examples would be: continually behaving in any of the above ways and/or drawing others into negative behaviour, arguing, continual refusal to complete work, not sharing, answering back, hitting/verbal aggression, deliberately damaging the school environment, breaking</p>	<p>Step 1</p>	<ul style="list-style-type: none"> • Confirmation of expectations by class teacher • Monitoring of child by class teacher • Record Step 1 on CPOMs
<p><u>High level</u> This is serious behaviour that would lead to involvement of the Senior Leaders and that could put a child at risk of exclusion. Examples would be: continually behaving in any of the above ways (3 x ‘Step 2s’ in a week) and/or violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, walking away or out of the classroom/school, refusing the member of staff, racist remarks/comments, bullying.</p>	<p>Step 2 – Sent to teacher colleagues (Loss of break/lunch time to finish any work missed after reflection with class teacher)</p>	<ul style="list-style-type: none"> • Time spent with teacher colleagues to reflect on behaviour • Discussion with class teacher on the reflection • Communicate with parent/carer • CPOMs completed to ensure central record kept and necessary alerts sent • Close monitoring of child by behaviour team (which could include HT, ST, teachers, TAs)
<p>Sent to Member of Senior Staff</p>	<p>Sent to Member of Senior Staff</p>	<ul style="list-style-type: none"> • Time spent with Senior Leaders to reflect on behaviour and discuss expectations • Discuss clear consequences of the action • Senior Leaders to meet with class teacher to discuss the situation • Meeting with parent/carer • CPOMs completed to ensure central record kept and necessary alerts sent • Close monitoring of child by behaviour team
<p>Internal Exclusion (Put in place by member of senior staff)</p>	<p>Internal Exclusion (Put in place by member of senior staff)</p>	<ul style="list-style-type: none"> • Meeting between Headteacher and child to discuss expectations • Discuss clear consequences of the action • Referral to outside agencies where appropriate • Pastoral Support plan with individual targets which are regularly reviewed • Meeting with parent/carer • CPOMs completed to ensure central record kept and necessary alerts sent
<p>Fixed Term Exclusion (Put in place by member of senior staff)</p>	<p>Fixed Term Exclusion (Put in place by member of senior staff)</p>	<ul style="list-style-type: none"> • Meeting between Headteacher and child to discuss expectations • Discuss clear consequences of the action • Referral to outside agencies where appropriate • Pastoral Support plan with individual targets which are regularly reviewed • Meeting with parent/carer • CPOMs completed to ensure central record kept and necessary alerts sent