

Level 0 | The pupil is not ready for learning.

Examples:

- Any minor behaviours which cause pupils to be distracted, inhibiting learning.

Communication:

These are managed in school verbally.

Class Teacher Strategies:

- Reminders
- Clear Expectations
- Positive Praise
- Dojo Points

First occurrence daily:

- Reminder about the behaviours expected.

Second occurrence daily:

- Warning about what will happen if the behaviour does not improve.

Third occurrence daily:

- Verbal reflection with the child.

Continuation in the day:

- Treat as level 1 behaviour.

Level 1 | The pupil is causing disruption to learning time.

Examples:

- Repeated behaviours as above - *likely to be across a number of days*
- Incomplete learning

Communication:

These are managed in school and escalated - reflection sheets to be passed to Senior teachers at the end of the week

Class Teacher Strategies:

- Seating positions
- Check of pitch/expectations
- Sensory checklists

First occurrence per half term:

- Reflection sheet to be completed and passed to the **class teacher**.

Second occurrence per half term:

- Reflection sheet to be completed and passed to the **class teacher**.

Third occurrence per half term:

- Reflection sheet to be completed and passed to the class teacher.
- **Class teacher verbally informs parents**
- Consider behaviour chart

After 3 / a continuation in the half term:

- Meeting between parents and appropriate staff held at school including presence of a senior member of staff.
- **Meeting logged on Arbor**

<ul style="list-style-type: none"> • ‘Cool down’ time (time to compose themselves) • Noticing and praising enough? • Senior teacher advice or support? 				
Level 2 The pupil is making unacceptable behaviour choices as exemplified below.				

<p>Examples following a verbal reminder:</p> <ul style="list-style-type: none"> ● Not being respectful to equipment. ● Boisterous behaviour ● Defiance ● Being unkind / disrespectful <p>Communication: School to manage the behaviour, parents are always informed of incidents by email and verbally if deemed necessary by the class teacher. Parents asked to attend meetings if strategies require support.</p> <p>Class Teacher Strategies:</p> <ul style="list-style-type: none"> ● Seating positions ● Check of pitch/expectations ● Sensory checklists ● ‘Cool down’ time (time to compose themselves) ● Noticing and praising enough? ● Support with play/circle of friends ● Senior teacher advice or support? 	<p>First occurrence per half term:</p> <ul style="list-style-type: none"> ● Reflection sheet to be completed and class teacher informed. ● Logged on Arbor with parents notified. 	<p>Second occurrence per half term:</p> <ul style="list-style-type: none"> ● Reflection sheet to be completed and class teacher informed. ● Logged on Arbor with parents notified. ● Senior teacher to raise pupil at SMT meeting 	<p>Third occurrence per half term:</p> <ul style="list-style-type: none"> ● Reflection sheet to be completed and class teacher informed. ● Logged on Arbor with parents notified. ● Strategy meeting held with parents and class teacher - likely to recommend positive charts and/or ABCCD charts being completed. ● Meeting logged on Arbor 	<p>Continuation, regardless of time if meeting this threshold:</p> <ul style="list-style-type: none"> ● Internal suspension ● Strategy meeting held with parents and school, likely to recommend an individual behaviour plan, involvement from pastoral/SEN/Senior Leader. ● Meeting logged on Arbor ● Referral to the primary behaviour support service during IBP implementation period.
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Level 3 | The pupil is making seriously unacceptable choices as exemplified below

<p>Examples:</p> <ul style="list-style-type: none"> Swearing Negative references (verbal or otherwise) to a protected characteristic. Repeat occurrences of boisterous behaviour or behaviour which results in first aid <p>Communication: School to manage the behaviour with some from outside agencies where appropriate. Parents are always informed of incidents by email and verbally if deemed necessary by the class teacher. This will be followed up by a member of SLT. Parents asked to attend meetings if strategies require support.</p> <p>Class Teacher Strategies:</p> <ul style="list-style-type: none"> Check of pitch/expectations Sensory checklists 'Cool down' time (time to compose themselves) Noticing and praising enough? Senior teacher advice or support? 	<p>First occurrence per half term:</p> <ul style="list-style-type: none"> Reflection sheet to be completed and class teacher informed. SLT to be informed following the reflection and before this is recorded on Arbor. Logged on Arbor with parents notified. Assistant Headteacher to call to outline support and next steps. Call logged on Arbor 	<p>Second occurrence per half term:</p> <ul style="list-style-type: none"> Internal suspension Reflection sheet to be completed and class teacher informed. SLT to be informed following the reflection and before this is recorded on Arbor. Logged on Arbor with parents notified. Strategy meeting held with parents and school, likely to recommend an individual behaviour plan, involvement from pastoral/SEN/Senior Leader. Meeting logged on Arbor Referral to the primary behaviour support service during IBP implementation period. 	<p>Third occurrence per half term:</p> <ul style="list-style-type: none"> Consider Internal suspension Consider External Suspension, Headteacher's discretion - if so, Headteacher meets with parents and process followed.
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Level 4 | The pupil is making challenging behaviour choices OR any incident which caused injury to another person

<p>Examples:</p> <ul style="list-style-type: none"> Severe &/or Unsafe 	<ul style="list-style-type: none"> Consider External Suspension, 	<ul style="list-style-type: none"> Refer to behaviour policy. 	<ul style="list-style-type: none"> Consideration for Permanent
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<ul style="list-style-type: none"> • Bullying <p>Communication: The Headteacher will contact parents by phone</p> <p>Class Teacher Strategies:</p> <ul style="list-style-type: none"> • Are any plans in place being followed by all involved • Use of worry monster • Any unidentified communication needs? 	<p>Headteacher's discretion - if so, Headteacher meets with parents and process followed.</p>	<ul style="list-style-type: none"> • Refer to suspension and exclusion policy. 	<p>Exclusion</p>
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This list is not exhaustive, consequences will vary according to the age and specific needs of the pupil but will always comply with the Behaviour Policy and require staff professional knowledge and judgement in order to ensure these are applied consistently.

Other appropriate consequences may include

- Community service - litter picking, cleaning or repairing any mess made
- a verbal reprimand and reminder of the expectations of behaviour
- the setting of written tasks such as an account of their behaviour
- loss of privileges – for instance, the loss of a prized responsibility
- school based community service, such as tidying a classroom
- regular reporting including early morning reporting; scheduled uniform checks