

Bramham and Shadwell Federation

Behaviour Policy and Statement of Behaviour Principles

Signed: _____ Chair of Governors

Adopted by the Full Governing Body

July 2025

Statutory Policy

Date to be reviewed: July 2027



Inspiring Inclusive Community

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1. Rationale and Aims

At Bramham and Shadwell Federation we believe good behaviour is essential for successful teaching, effective learning and for the school to function as an inspiring, inclusive community. We are proud of our culture of excellent behaviour within our Federation. We believe that most of our pupils, most of the time are well-behaved, work hard and act within our school values and expectations. We approach behaviour positively and in doing so strive to create an inclusive, happy, caring school environment where everyone feels safe, valued and respected.

We set high expectations and have clear, simple rules that are intended to cover the children's behaviour towards peers and adults enabling us to uphold our school vision and core values of **C.A.R.E.**

C – Confidence

A - Acceptance

R – Resilience

E – Empathy

This policy applies throughout our school day including break times, lunchtimes and extra-curricular clubs and activities.

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what is considered to be unacceptable behaviour.
- Summarise roles and responsibilities of people in our school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE)

[Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Searching, screening and confiscation \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Behaviour in schools: advice for headteachers and school staff GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

In addition, this policy is based on;

- Section 175 of the [Education Act 2002 \(legislation.gov.uk\)](http://legislation.gov.uk), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Section 88-94 of the [Education and Inspections Act 2006 \(legislation.gov.uk\)](http://legislation.gov.uk), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- [What maintained schools must publish online - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

3. School rules and expectations of behaviour throughout the Federation

Our Behaviour Policy is built around our whole school rules and our expectations for behaviour for learning.

The school rules and expectations for learning were written in collaboration with the children and staff.

a. School expectations: THE BEST

Teamwork – we work together to achieve.

Honesty – we tell the truth and take responsibility.

Engage – we listen, try our hardest, we don't give up and we make good choices.

Believe – we believe in you, believe in yourself.

Empathy – we look out for everyone and treat them with kindness and respect.

Safety – we use kind hands, kind words and kind actions.

Trust – there is always someone to support and listen; we build trust through respect and understanding.

b. Behaviour for learning expectations

The behaviour for learning expectations are represented in two age-appropriate tables as shown below (appendix 2).

These expectations are designed to support children in recognising how their behaviour impacts upon their learning and the learning of others.

Behaviour for Learning Expectations

	EYFS/ KS1	KS2
1	Children regularly show disruptive behaviours that impact their own learning and the learning of others.	Children regularly show disruptive behaviour which has a negative impact on their learning and the learning of others. They are unmotivated and disengaged within their learning environment.
2	Children can be unfocused and not always on task.	Children can be unfocused which may negatively impact their progress.
3	Children are focussed on their learning; they listen and have a go at most tasks.	Children are focussed on their learning, showing active listening, and active thinking and are engaged in most tasks.
4	Children are exceptional in their learning. They are always listening, always ready to learn and always trying their best both in and out of the classroom.	Children are exceptional in their learning. They are always engaged and ready to learn. They are exceptional role models to everyone in school.

4. Bullying

Bullying is defined;

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (DfE July 2017)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

(Definition taken from StopBullying.gov)

Bullying can include, but is not limited to:

- Physical
- Emotional
- Verbal
- Covert
- Cyber or social media bullying
- Prejudice based and discriminatory
- Racial
- Sexual
- Homophobic
- Transphobic

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy which is available on the school website.

5. Roles and Responsibilities

a. The Governing Board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

b. Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head Teacher will approve this policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff implement this policy to ensure rewards and sanctions are applied consistently.

c. Deputy Head Teacher:

The deputy head teacher at each school will review behaviour records on Arbor on the penultimate week of each half term. They will use this information to:

- Report to the team behaviours that should be addressed in future teaching of behaviour including assembly topics, PSHE lessons.
- Work with teachers and/or parents if behaviours are becoming persistent and need additional intervention.
- Inform team CPD

d. Staff

All staff are responsible for:

- Implementing the behaviour policy consistently.
- Greeting the children every morning.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents on Arbor.
- Discuss behavioural concerns with parents if tier two of persistent or significant behaviour threshold is reached. For families where parents are separated this will be discussed with the parent that the child is staying with that particular day.
- Communicating with Senior Leadership children who are at risk of moving to tier 3 or tier 4 of the persistent and significant behaviours threshold.

While class teachers are ultimately responsible for the consistent application of the behaviour policy, during times when they are out of class (e.g. PPA, leadership release, or absence), the adult covering the class — whether a HLTA, external agency staff member, or supply teacher — is expected to follow and uphold the behaviour policy.

e. Parents: Working in Partnership

At Bramham and Shadwell Federation, we believe that strong, respectful partnerships with parents and carers are vital in promoting and supporting positive behaviour. We are committed to working collaboratively with families to understand individual needs, offer support, and communicate regularly about behaviour and expectations.

The responsibility for decision-making about behaviour management rests with the school. While we value parental input and will work hard to reach shared understanding, final decisions about the application of the behaviour policy—including consequences, support plans, and any exclusions—will be made by the school's leadership team, in accordance with statutory guidance and our policy principles.

Our goal is always to support every child to succeed, while maintaining a safe and respectful environment for all.

Parents are expected to:

- Encourage and support their child to follow the whole school expectations of 'THE BEST'.
- Inform the school of any changes in circumstance that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher and work with school to teach your child that certain behaviour is unacceptable and will not be tolerated.
- Work with school to educate your child about differences between people and consider how that may affect a particular situation/ outcome.

- Parents who are separated, where possible will share any information passed from school to the other parent so that they are aware of any behavioural concerns in school.

6. Pupil code of conduct

With support where necessary, pupils are expected to understand and respect the behaviour expectations shared across school. They are encouraged to manage their own behaviour positively and make the right choices in accordance with 'THE BEST' expectations. Pupils will be taught the behaviour expectations in PSHE lessons, assemblies and day-to-day coaching and encouragement from staff.

7. Rewards

We recognise that praise, encouragement and consistency are most effective in promoting and maintaining exemplary behaviour. To encourage our children to achieve 'THE BEST' expected levels of good behaviour we use a variety of rewards throughout school.

Reward	Behaviour Focus	Examples (not limited to)
House points leading to a half termly reward.	Every day respect and excellent manners	Verbal politeness <ul style="list-style-type: none"> • Saying good morning/good afternoon • Saying please/thank you/excuse me. • Apologising without prompt to be polite. Considerate actions <ul style="list-style-type: none"> • holding doors open • letting somebody go first • picking up litter without being asked • offering to help
'THE BEST' certificate of appreciation	Demonstrating our school rules.	Teamwork: Engaged in effective partner work Honesty: Taking responsibility for a mistake, telling the truth even in difficult situation. Engage: Active listening in lesson, working hard to complete work. Believe: Trying a challenge, or showing resilience by overcoming a challenge. Empathy: Helping a friend or being kind to a friend. Safety: Walking away from a game that isn't showing kind actions. Trust: Sharing equipment and looking after equipment.
Silver and Gold (contributing to house reward)	Exemplary Effort	A WOW contribution to learning or a WOW piece of work.
Positive Praise	Building confidence through encouragement	<ul style="list-style-type: none"> • Trying to contribute to class discussion. • Settling into an activity quickly • Following instructions promptly
Stickers or stamps	Celebrating effort and pride in work	<ul style="list-style-type: none"> • A piece of work with excellent presentation. • Self-editing • Completing a longer piece of work such as a final write.
Star of the Week in Celebration Assembly	Celebrating an outstanding contribution to school life	<ul style="list-style-type: none"> • An example of outstanding contribute to school life. • A standout example of showcasing our school values 'CARE'. • Representing school externally such as on a trip or within the community.
Postcard home during school holidays	Rewarding outstanding and ongoing commitment to school values	<ul style="list-style-type: none"> • Always demonstrating 'THE BEST', always showing manners and respect, always taking pride in work and giving an exemplary effort.

'Getting a postcard home felt special. It felt like my hard work had been acknowledged'
 – School Councillor June 2025

8. Sanctions (consequence)

Although the majority of our pupils maintain excellent behaviour, there will be occasions when pupils make poor choices. Just as we reward good behaviour it is important that children understand there are consequences to poor choices.

Staff will ensure that pupils have the opportunity to correct their behaviour themselves before a consequence is given. This will be done by giving a range of verbal and non-verbal strategies to address the behaviour. These may include:

- Praise for what is going well and redirecting.
- Praising a pupil who is making a good choice.
- A disapproving look or non-verbal signal.

If the behaviour continues the member of staff will follow the Ask Tell Consequence approach.

First - **Ask** the child to stop/ correct their behaviour.

Second - **Tell** the child to stop/ correct their behaviour.

Third – **Consequence**. Explain to the child because of their chosen behaviour there will be a consequence.

Potential consequences are outlined on Tier 1 of Appendix 4.

Resetting the Ask, Tell, Consequence process:

EYFS/KS1: An ask or tell applies for the rest of the learning session. For younger children, this will often be more specific and directive as they learn expectations.

KS2: An ask or tell may apply for the whole morning or afternoon. As children are more familiar with expectations, these may be more general—for example, not listening and fiddling with equipment may be treated as the same low-level disruption.

*Teachers may use professional judgement and discretion to account for reasonable adjustments and repetitive behaviours.

The sanction may include children to spend some of their own time to reflect upon their behaviour and engaging in restorative practice with support from an adult. The aim is for children to gain a better understanding of their behaviour and to avoid a repetition of negative actions.

The children will be encouraged to self-regulate using the Zones of Regulation (appendix 3)

Where a tier two or above behaviour is demonstrated (appendix 4), children will move straight to a consequence.

Consequences should match the level of wrongdoing, be approached fairly and support children in making the right choices in the future. The following quotes were taken from the school council, the children believe that;

'Our consequences are fair because you've been given multiple chances.'

'Consequences help us learn from mistakes'.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as school trips.

a. Persistent and Significant Behaviours (including suspension, and exclusion)

The Tiered Approach: For persistent and significant behaviours, we follow a tiered approach to ensure proportionate, consistent, and fair consequences while also allowing for escalation.

- **Tier 1** – Low-level classroom disruption: addressed through teacher-managed strategies.
- **Tier 2** – Repeated or more disruptive behaviours: monitored using behaviour logs, supported with parental contact and possible internal sanctions.
- **Tier 3** – Serious or persistent behaviours (e.g. physical aggression, vandalism, sustained bullying, or significant disrespect): referred to senior leadership and supported by a positive behaviour support plan or pastoral support programme. School will also explore whether external support is a suitable option for the child.
- **Tier 4** – Critical incidents (e.g. violence against staff or peers, persistent disruption despite multiple interventions): may lead to a suspension (in line with our exclusion policy) or consideration of a reduced timetable. School will explore external support for the family.

9. Behaviour management

a. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

Staff will:

- Create and maintain a stimulating environment that engages pupils
- Follow, promote and display our vision and core values of CARE and schools expectations
- Develop positive relationship with pupils
- Establish clear routines that align with our whole school expectations
- Communicate expectations of behaviour
- Highlight and promote good behaviour
- Promote good manners and mutual respect
- Conclude the day positively and start the next day afresh
- Address low-level disruption promptly

- Use positive reinforcement
- Provide additional PSHE lessons to help teach our behaviour expectations if necessary

b. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible and using approved Team Teach techniques
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents on a Restrictive physical Intervention form and on the school's recording system Provision Map.

c. Confiscation

Any prohibited items found in pupils' possession (dangerous or illegal items) will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline.

These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

d. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

e. Adaptations for SEND and Challenging Circumstances

We are committed to supporting all pupils to meet the high expectations we have for behaviour, including those with special educational needs and disabilities (SEND) or additional circumstances which may impact their ability to regulate and respond appropriately. We recognise that some behaviours may be linked to a child's needs or circumstances, such as difficulties with communication, sensory processing, or emotional regulation.

Where appropriate, reasonable adjustments and targeted support will be put in place to help children access the behaviour expectations and school expectations. However, having a SEND diagnosis or facing additional challenges does not exempt pupils from the behaviour expectations of the school. Behaviour may be influenced by SEND, but it is not an excuse for persistently disruptive or harmful actions. As such, all behaviour will be addressed in a fair and proportionate manner, taking into account individual needs while maintaining a calm, safe and inclusive environment for all.

We believe that a consistent whole-school approach, built on positive relationships and high expectations for every pupil, benefits all children—including those with SEND—by creating a sense of belonging and a structure in which they can thrive.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from appropriate external agencies. We will work with parents to create the plan and review it on a regular basis.

10. Transition

All children can find transitions difficult at times and we are mindful of the need to support our pupils as they enter Reception, change year group or Key Stage and prepare for Year 7. For children with specific needs, transitions can trigger change in behaviour. The Federation knows its pupils well and implements preparation for change and planned support which can enable pupils to move through these transitions more easily.

11. Training

Policies and practice regarding behaviour management and whole school strategies are shared with staff as part of their induction.

Behaviour management is part of our continuing professional development commitment.

12. Monitoring

This policy will be reviewed by the Head Teacher and full governing body every two years.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every two years.

13. Links to other policies

This policy should be read in conjunction with;

- Anti-bullying policy
- Safeguarding policy
- SEND policy
- Exclusion policy
- Uniform policy

Appendix 1



Bramham Shadwell Federation



Written Statement of Behaviour Principles

Approved by the Governing Body: February 2025

Next due for review on February 2026

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

Introduction:

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The Governors at Bramham and Shadwell Federation, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Bramham and Shadwell Federation, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by understanding the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will continue to review the Behaviour Policy as and when necessary, with reference to the DfE guidance document Behaviour and Discipline in Schools (Advice for Head teachers and School Staff, January 2016)

The Governors and Headteacher will endeavour to endorse the whole Federation vision of 'Inspiring, Inclusive Community' and will seek to promote this in every given circumstance and when making decisions for the children and the Federation. The Headteacher will share and promote the ethos, vision and values in line and in accordance with this Statement of Principles and will seek to update and amend as appropriate and with the support and opinion of the children.

Inspiring, Inclusive Community

Our Ethos

Within our Federation we work together as a school community to create a **calm, positive** and **respectful** environment which is a safe place where confident, respectful, happy children thrive and are nurtured in our inspiring, inclusive community.

Our vision is to be an inspiring, inclusive community.

At Bramham and Shadwell Federation we believe that children need to be nurtured and supported to develop academically, socially and emotionally. We work with our families, and wider community, to prepare all children to be ready to make the most of the opportunities that life will bring them. We thrive on a culture of caring and [high expectations](#) for children, our staff and families. Our four core values of confidence, acceptance, resilience and empathy (C.A.R.E), are the foundations of our inspiring, inclusive community.

Inspiring

We create a curriculum and learning environment which inspires all children to become **the best** young people they can be.

Inclusive

We actively [teach](#) our children about difference and diversity. This means they can begin to understand and value their own uniqueness as well as that of others and take responsibility for their actions within our community.

Community

We provide children with the opportunities to become active participants in our community so that, as they grow, they begin to understand the local, regional and global communities in which they are living.

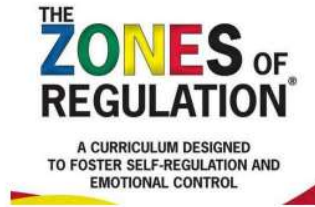
Principles:

- All children, staff and visitors have the right to feel safe, valued and respected.
- Children learn in engaging lessons free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Children are at the heart of everything we do, including our behavioural expectations.
- Families work with school to promote and support positive behaviour in school.
- Staff and volunteers set an excellent example to pupils at all times.
- The behaviour policy is understood by everyone and applied consistently.
- Rewards are fairly applied to celebrate and encourage positive behaviour.
- Sanctions are implemented fairly and consistently and their impact is monitored; discretion is applied with regard to the age and level of the child's understanding.
- Support and a restorative approach is always provided.
- Children are openly encouraged to support one another as they learn and grow.
- Children are helped to take responsibility for their actions
- Exclusions, particularly those that are permanent, must only be used as the very last resort.
- Violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated.
- The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), the use of reasonable force (make physical contact with children), and the discipline of pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
 - Taking part in school organised or related activity
 - Travelling to or from school
 - Wearing school uniform or in some other way identifiable as a pupil

Appendix 2

Behaviour for Learning Expectations

	EYFS/ KS1	KS2
1	Children regularly show disruptive behaviours that impact their own learning and the learning of others.	Children regularly show disruptive behaviour which has a negative impact on their learning and the learning of others. They are unmotivated and disengaged within their learning environment.
2	Children can be unfocused and not always on task.	Children can be unfocused which may negatively impact their progress.
3	Children are focussed on their learning; they listen and have a go at most tasks.	Children are focussed on their learning, showing active listening, and active thinking and are engaged in most tasks.
4	Children are exceptional in their learning. They are always listening, always ready to learn and always trying their best both in and out of the classroom.	Children are exceptional in their learning. They are always engaged and ready to learn. They are exceptional role models to everyone in school.



A Parents' Guide to the Zones of Regulation

The Zones of Regulation is an intervention which helps children to manage difficult emotions.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school.

The Zones of Regulation aims to teach children strategies to help them to identify their emotions and cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

















At Bramham and Shadwell Primary Schools we want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

Using the Zones of Regulation as a framework, we aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, enabling them to develop empathy for others.
- Develop an insight into what might make them move into different Zones.
- Understanding that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem solving skills and resilience.
- Identify a range of calming and alerting strategies that support them. This is known as their personal 'tool kit'.

What are the different Zones?

The **ZONES** of Regulation®

							
							
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE				
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control				

The Blue Zone – used to describe low states of alertness. For example, sad, tired, sick or bored. (The body/brain is moving sluggishly).

The Green Zone – used to describe a regulated state of alertness. For example, feeling calm, happy, focussed or content. This Zone is generally needed for school work, being social and ready to learn. (It shows control)

The Yellow Zone – used to describe a heightened state of alertness, but with some control. For example, stress, frustration, anxiety, excitement, silliness, nervousness, confusion, being fidgety or sensory seeking. (This person is starting to lose control)

The Red Zone – used to describe extremely heightened states of alertness of very intense feelings. For example, anger, rage, explosive behaviour, panic or terror. (This person is not in control of one's body).

Important note: No Zone is 'bad' and we all experience them at one time or another. It is important to validate all emotions, and we should be helping our children to identify these emotions.

Tools and Strategies for Regulation

Blue Zone



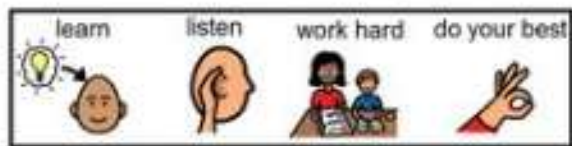
Blue Zone Tool Examples:

- Talk to a trusted person
- Breathing exercises
- Take a break
- Go for a walk
- Physical activity – jumping, bouncing, swinging

Green Zone



I can do these things



Green Zone Tool examples:

- Think about the strategies that you or your child uses to maintain your happiness, alertness and calmness.
- This may include the activities mentioned above, and also pay attention the environment your child is in – is it safe, calm and enabling of engagement?



Yellow Zone



Yellow Zone Tool examples:

When you see your child starting to become heightened, fidgety, over excited or unfocused – try to introduce the following calming strategies to prevent escalation into the Red Zone.



Red Zone



Red Zone Tool examples:

Once in the Red Zone, your child will more than likely need to be removed from the situation/ setting, and would be encouraged to go to an environment that is calming and safe. Minimise your language when your child is in the Red Zone – be clear, concise and calm in your tone.

- Calming strategies could include;
- Deep breathing
- Sensory activities – using sensory aids and tools such as stress balls.
- Taking a walk in a quiet place.
- Going to a quiet/ calming area – tent.



Creating a Toolbox

Use this blank toolbox to create strategies for at home. Feel free to print a copy or request one from school.

_____'s **Toolbox**

Blue Zone Tools

Green Zone Tools

Yellow Zone Tools

Red Zone Tools

Appendix 4: Tiered System for Consequences

Tier	Examples	Potential Consequence/Strategies	Communication with Parents and Reporting Guidance.	Potential routes of additional support
Tier 1 – Low-level classroom disruption: addressed through teacher-managed strategies. If these behaviours continue after intervention move to next tier.	<ul style="list-style-type: none"> • Calling out • Not following instructions • Off-task talking • Poor effort in work • Low-level disruption to peers • Not adhering to the uniform policy. • Unkindness • Ignoring adults • Disrespect to adults • Name calling 	<ul style="list-style-type: none"> • Clear verbal reminder (ask, tell). • Provide time to regulate or reset. • Loss of breaktime • Completing work in own time including asking work to be completed at home. • Moving seat within the classroom. • Loss of privilege e.g. class responsibility. 	Record on Arbor.	Revisiting Zones of Regulation Tool Box. Key adult check-ins. Revisiting behaviour curriculum and PSHE lessons. Restorative conversation.
Tier 2 – Repeated or more disruptive behaviours: monitored using behaviour logs, supported with parental contact and possible internal sanctions. If these behaviours continue after intervention move to next tier.	<ul style="list-style-type: none"> • Absconding from the classroom • Disruptive behaviours that affects others. • Repetition of tier one within a day despite reminders. • Physical behaviours • Fighting • Swearing • Stealing 	<ul style="list-style-type: none"> • Conversation with member of staff in class. • Write an apology letter. • Loss of choosing time. • Loss of privilege for an extended period of time. • Completing work in a different classroom. 	Teacher to contact parent via email or phone call. Record on Arbor.	Support in Tier 1. Analysis of behaviour trends using Arbor or Behaviour Logs. Further behaviour support intervention. Working in partnership with parents. Parent support coffee mornings. Evidence-based parent workshops. Consult with Pastoral Team. If SEND, consult with SENCo. Monitoring by SLT. Positive Behaviour Support Plan (PBSP)

<p>Tier 3 – Serious or persistent behaviours referred to senior leadership and supported by a positive behaviour support plan or pastoral support programme.</p> <p>If these behaviours continue after intervention move to next tier.</p>	<ul style="list-style-type: none"> • Serious physical behaviours (that cause injury) • Evidence of bullying • Discrimination against protected characteristics (e.g. racism). • Vandalism to property. • Sexualised behaviours 	<ul style="list-style-type: none"> • Conversation with member of the pastoral team. • Alternative playtimes to peers. • Completing work in a different classroom or area in school (internal suspension). • For racism and homophobia, Head Teacher will report to Local Authority (statutory requirement). • Child at risk of suspension. 	<p>Record on provision map.</p> <p>Letter to parents inviting in for meeting with teacher with or without Deputy Head.</p>	<p>Support in Tier 2</p> <p>Individual reward system</p> <p>Positive Behaviour Support Plan (PBSP)</p> <p>Behaviour Individual Pupil Risk Assessment (BIPRA)</p> <p>Analysis of safeguarding concerns on Provision Map (including behaviour trigger logs).</p> <p>ELSA support</p> <p>Reduced timetable.</p> <p>Physical intervention</p> <p>Explore external agency support <i>for example West Yorkshire Police.</i></p>
<p>Tier 4 – Critical incidents</p> <p>If these behaviours continue after intervention move to next tier.</p>	<ul style="list-style-type: none"> • High level disruption that results in class evacuation. • On-going serious physical behaviours (that cause injury). • Deliberate, significant damage to school property. 	<ul style="list-style-type: none"> • Suspension • Child at risk of permanent exclusion. 	<p>Parents immediately informed and invited in for meeting with head teacher.</p> <p>Letter outlining terms of suspension.</p> <p>Chair of Governors informed.</p>	<p>Previous tiers support.</p> <p>Reintegration meeting with Head Teacher and member(s) of pastoral team.</p> <p>External agencies support.</p>