

Graduated response to managing behaviour at SMSA



Guide us O God to be the best we can be; in every thought, in every word and in every deed.

Positive Reinforcement:

- Positively praise and reward good behaviour that happens in the classroom and playground throughout each and every day
- Recognition time each Friday afternoon for those who earn
- Awards Assembly certificates
- Visits to other teachers/subject leaders to share work
- Visit to Head/Deputy for commendation

Behaviour types	Actions and support
Low level behaviours ▪ Chatting in lessons ▪ Distracting self or others ▪ Calling out/interrupting lessons ▪ Walking around the classroom without permission ▪ Not listening to the teachers ▪ Making silly noises ▪ Mildly aggravating other children ▪ Answering back ▪ Lack of respect for self and others ▪ Poor manners, politeness, courtesy, forms of address ▪ Leaving the class unnecessarily e.g.toilet trips, etc... ▪ Poor response to instructions ▪ Toys and other inappropriate equipment in class ▪ Poor lining up (break and lunch) ▪ In school without permission i.e. in class ▪ Tasks not completed to a reasonable standard	Phase one ▪ Use of eye contact to attract the child's attention (without pausing teaching or talking) ▪ Prompt the child with their name to bring them back into the learning ▪ Gentle touch of the shoulder ▪ Quiet verbal prompt from any adult in the room with encouraging words

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Mid-level behaviours ▪ All of the above with increased frequency plus: ▪ Deliberately causing disruption ▪ Rudeness to others ▪ Minor challenge to authority ▪ Swearing ▪ Intentionally touching, poking, prodding, tripping up other children ▪ Provoking other children ▪ Disobedience that endangers self and others ▪ Behaviour outside of school that impacts on school life e.g. inappropriate use of social media ▪ Damaging small goods and resources ▪ Hurting (physically, verbally or via written method) another child or adult – either in person or virtually ▪ Shutting door towards someone arriving	Phase two ▪ Verbal request to behave well ▪ Reminder of the classroom rules ▪ Remove the child from the setting, give them time, space and love to self-regulate. Then move to next steps if needed: ▪ A warning that five minutes playtime will be missed (for safeguarding purposes, the child will go to their partner classroom or stand outside with the staff on duty – not standing by the wall) ▪ Miss five minutes playtime ▪ Written response/reflection in the PSHE book ▪ Removal from class and time with nurture adult ▪ Parents to be contacted that day Phase three (no response to phase 2 support) ▪ A warning that all of morning break will be missed ▪ Miss all morning breaktime ▪ Ask to leave the class/removed by another adult without physical contact time with Deputy/Head ▪ 15 minutes in the partner class or nest area ▪ Complete work in another classroom for one session or remaining part of session if the child has calmed ○ Eagles' pupil go to Owls ○ Jays' pupil go to Eagles ○ Owls' pupil go to Jays' ○ Robins' pupil go to Owls' ○ Wrens' pupil to go into the nest area ▪ Parents contacted ▪ Behaviour chart to be used for one week
Serious behaviours ▪ Damaging goods and the environment ▪ Running away from an adult ▪ Repeated refusal ▪ Fighting ▪ Using items as weapons ▪ Serious challenge to authority ▪ Verbal abuse (swearing aggressively) ▪ Stealing ▪ Racism/sexism/homophobia	Phase four ▪ Immediate removal from classroom and taken to the quiet room ▪ Refusal to move – Deputy/Head called to remove child ▪ One full day internal exclusion (next school day). ▪ Behaviour chart for two weeks and weekly meeting with parents Phase five ▪ Immediate removal from classroom or remove all other children for safety ▪ Two and a half day internal exclusion ▪ Behaviour chart for two weeks and daily meeting/contact with parents If not improved: External exclusion will be used which will increase if persistent In this situation, outside agencies will be contacted to support school and families with behaviour in order to prevent permanent exclusion
Bullying	See Anti-Bullying Policy