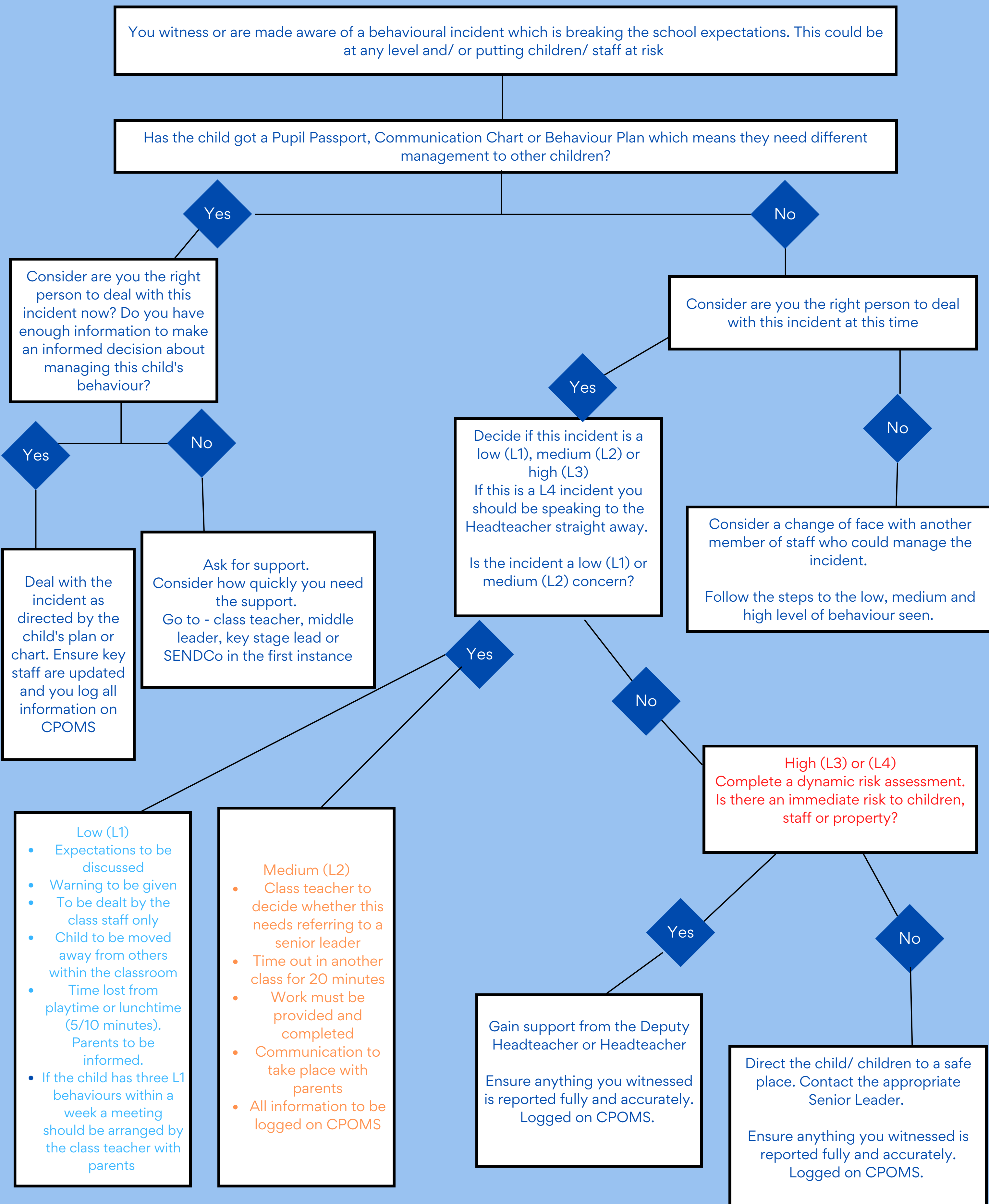


Graduated Response to Behaviour at St Anne's



Levels of behaviour inline with the Graduated Response

Low - Level 1 -
may include but are not limited to:

- Fidgeting / fiddling
- Telling tales
- Punctuality
- Dropping litter
- Noisy e.g. talking/shouting
- Failing to keep on task
- Leaving desks
- Poor effort
- Unkind remarks
- Bad language (one off)
- Time wasting
- Telling lies
- Running in corridors
- Pushing in line
- Chewing gum
- Borrowing without permission
- Leaving work area untidy
- Talking in assembly
- Non uniform/jewellery

Medium - Level 2 -

-may include but are not limited to:

Persistent low-level behaviours (x 3 in one session)

Repeated not listening to adults and/or refusal to follow instructions

Unsafe behaviour

Breaking agreed use policy and/or intentionally viewing unsuitable materials on the internet

Consistently shouting out

Frequently distracting others

Inappropriate use of Hands and feet

Misuse of equipment

Refusal to co operate

Verbal aggression towards a peer or adult

Swearing or abusive language

Threatening / aggressive behaviour to any member of the school community

For the following behaviours children will be sent immediately for cool off time -Verbal aggression- including swearing or abusive language
-Deliberate refusal

High - Level 3 / Level 4-

severely disruptive, violent or aggressive behaviours - may include but are not limited to:

Persistent mid-level behaviours - Physical aggression towards any member of the school community – child or adult (fighting /assault)

Dangerous or inappropriate behaviour that poses a risk to themselves or others

Bringing an inappropriate item into school

Damage to school property/vandalism - Failure to respond to previous bullying sanctions

Leaving school without permission

The ultimate consequence of exclusion from school will only be used in exceptional circumstances.

In the first instance there will be a fixed term / 1-day internal exclusion that will be spent in-house with enough work set for the period of exclusion- it will be within the classroom of a middle leader

• Parents will be informed and asked to come in to discuss the matter and next steps with the class teacher and Behaviour lead / member of SLT

• In addition, it may be necessary to involve the SENDCO or outside agencies

After 2 periods of Internal exclusion or for repeated high level behaviours –a longer period of exclusion may be necessary or appropriate- Exclusions and protected characteristic incidents are reported to the Governing Body each term- see *Exclusions Policy* for clarity

Logical Consequences

What are logical consequences?

Logical consequences are a realistic, reflective, time limited consequence that is decided by a member of staff

The logical consequence should reflect the incident.

The logical consequence must be explained to the child, allowing for discussion.

Level 1 examples of logical expectations and consequences

Clear communication and discussion about the incident

Clear class based reminders & expectations

Positive praise

Warning

Move the child away from the situation (not outside the room unless there is a safety risk)

Time out - the amount of minutes should be logical inline with the incident

Time for reflection

Level 2 examples of logical expectations and consequences

Clear communication and discussion about the incident

Time out in another class - 20 minutes

Parents must be informed

Time for reflection

Level 3 examples of logical expectations and consequences

Clear communication and discussion about the incident

Time out in another class for an agreed time - Senior Leadership decision

Parents must be informed

Time for reflection

Pastoral support plan to be discussed