

A stepped approach to consequences in Thorpe Primary School

Level Assessed under rationale	Unacceptable / Inappropriate Behaviours (a 'best fit' judgement may be required)		Responses/Consequences
1 – low level Dealt with by: Playground staff Class Teacher Support staff	- Distracting other children / teacher - Squabbles/minor disruption/ play fighting - Failing to listen - Pushing in line - Teasing - Snatching - Lack of care with equipment - Silly noises - Shouting out - Encouraging poor behaviour in others	- Being disrespectful in body language when spoken to by an adult - Bringing things to school which should not be there - Rough play - Pushing another child in retaliation to a verbal disagreement - Running inside - Insulting - Talking when specifically asked not to	- Reminders of expected behaviours - Redirection of child - Positive reinforcement of desired behaviour - Praising others displaying desired behaviour - Discussion with member of staff - Apologies to victim/s (if applicable) - Items confiscated and taken to the office for parents to collect - Parents may be informed by Class Teacher if staff feel this is necessary
2 – Higher Level Behaviour that requires a consequence or more direct response because of frequency or intensity. Dealt with by: Class Teacher	- Continual failure to comply with school rules or frequent behaviour as above - Talking back - Defiance - Mild swearing - Aggressive behaviour i.e. pushing chair/ slamming doors on purpose - Physical act to cause intentional harm when feeling cross- no significant mark - Spitting - Name calling to cause upset		- Reflection area and 1:1 discussion with an adult to talk through why this behaviour is not acceptable. - Missed playtime / lunchtime - Issue recorded in class pupil log file - Time out with time out in another class (typically a 'lower' class when available) - Apologies to victim/s (if applicable). - Reflection Sheet completed and subsequent Class Teacher informal discussion with parent carer about it <u>on the same day that behaviour occurs.</u>
3 - Serious Behaviours that leadership team will need to be informed about Dealt with by: Class Teacher Assistant Headteacher Headteacher	- Bullying - Spiteful behaviour that goes beyond teasing - Deliberate damaging of school/ pupil property over a period of time or with a serious outcome - Making threats to others, regardless of whether there is a clear intention to carry these out - Deliberate refusal to comply with adult requests - Intense swearing or name calling - Prejudice based on racism, homophobia or religion - Repeated verbal and physical attacks on children (more than one per week/day)		- Discussion with AHT/HT - Member of staff (usually class teacher) discussion of the issue with parent/carers <u>on the same day that behaviour occurs, whenever possible</u> - Apologies to victim/s (if applicable) - Time out of classroom until victim is reassured - Missed play/ lunchtime or a series of missed lunchtimes - Internal exclusion (parent informed) - Completing a reflection sheet - Incident recorded on CPOMS If there is a victim of this behaviour, their parent should also be informed <u>on the same day.</u>
Level 4 – Urgent Behaviours that require immediate removal from the situation, leadership team involvement and formal follow up Dealt with by: Assistant Headteacher Headteacher	- High dysregulation that involves verbal abuse or physical attack of staff - High levels of dysregulation that leads to self-harm - Causing deliberate serious harm to another child (bruising, drawing blood) - Dangerous behaviour that threatens self or others (i.e. leaving the school without permission) - Incidents involving racism, homophobia or religion		Sanctions from 'level 3 – serious', plus: - Immediate referral to AHT/HT - AHT/HT meeting with parent - External exclusion (parent informed) - Depending on nature of incident, Surrey CC informed If there is a victim of this behaviour, their parent should also be informed <u>on the same day.</u>