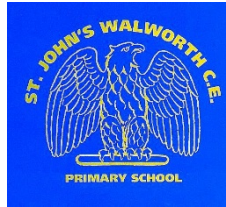


A Stepped Approach to Consequences Key Stage 1 and 2

Level	Unacceptable/Inappropriate Behaviours	Responses/Consequences
<p>Level 1- Low Level Dealt with by teachers and classroom assistants as part of general classroom management.</p>	<ul style="list-style-type: none"> • Not following the golden rules Golden Rules are as follows; • Listen to and do as all school adults ask • Keep hands, feet and objects to yourself • Demonstrate the Core and British Values in all behaviour at all times 	<ul style="list-style-type: none"> • Praise children for demonstrating correct behaviour • Rule reminder • Direct to desired behaviour – say name, give instruction • Diverting away from poor choices • Teach desired behaviour e.g. get things out, treat with care, put them away • Tactically ignoring attention seeking behaviours • Give choice based on consequence • Eye contact, shake head or finger. Firm “no” and serious face for poor choice
<p>Level 2 Behaviour that requires a consequence or response</p>	<ul style="list-style-type: none"> • Continuing not to follow the golden rules after instruction or reminder • Deliberately hurting or pushing 	<ul style="list-style-type: none"> • Warning • Move to sad face • Time out 5 minutes • Work away from group • 1:1 reflect why the behaviour is unacceptable and modelling / role-play appropriate behaviour • Inform parent/carer • Miss part of lunch play to reflect upon inappropriate behaviour related to rule break and correct when necessary e.g. if the child has made a mess – they help to clear it up
<p>Level 3 Escalated or repeated behaviours requiring interventions or support from SLT</p>	<ul style="list-style-type: none"> • Repeatedly not following specific golden rule after Level 2 consequence • Repeated deliberate physically hurting or pushing after Level 2 consequences • Swearing or racism 	<p>As above;</p> <ul style="list-style-type: none"> • Inform parent/carer • Reflection room lunch time • 1:1 reflect why the behaviour is unacceptable and modelling / role play appropriate behaviour • Further time out in another class • Refer to SLT • Short target chart to focus behaviour and praise • Regular scheduled parent/carer meetings with class teacher / SLT
<p>Level 4 Behaviours requiring SLT for formal follow up.</p>	<ul style="list-style-type: none"> • Repeated physically hurting • Physically hurting causing physical injury • Repeated racism, sexualised behaviour or deliberate swearing • Bullying • Child in crisis/rage • Dangerous behaviour to self. Others • Running out of school 	<ul style="list-style-type: none"> • Removal from classroom or removal of class • Distract and calm • Time out with SLT • Short targeted chart to focus behaviour and praise • Regular parent/carer meetings with class teacher/SLT, agree next steps and monitor • Internal/external exclusion



A stepped Approach to Consequences: Foundation Stage

Level	Unacceptable/Inappropriate Behaviours	Responses/Consequences
Level 1 Dealt with by teachers and classroom assistants as part of general classroom management	<ul style="list-style-type: none"> • Not following the golden rules • Golden Rules are as follows; • Listen to and do as all school adults ask • Keep hands, feet and objects to yourself • Demonstrate the Core and British Values in all behaviour at all times 	<ul style="list-style-type: none"> • Praise children for demonstrating correct behaviour • Rule reminder • Direct to desired behaviour – say name, give instruction • Diverting away from poor choices • Teach desired behaviour e.g. get things out, treat with care, put them away • Tactically ignoring attention seeking behaviours • Give choice based on consequence • Eye contact, shake head or finger. Firm “no” and serious face for poor choice
Level 2 Behaviour that requires a consequence or response	<ul style="list-style-type: none"> • Continuing not to follow the golden rules after instruction or reminder • Deliberately hurting or pushing 	<ul style="list-style-type: none"> • Warning • Move to sad face • Time out 5 minutes • 1:1 reflect why the behaviour is unacceptable and modelling / role-play appropriate behaviour • Inform parent/carer • Miss part of lunch play to reflect upon inappropriate behaviour related to rule break and correct when necessary e.g. if the child has made a mess – they help to clear it up
Level 3 Escalated or repeated behaviours requiring interventions or support from SLT	<ul style="list-style-type: none"> • Repeatedly not following specific golden rule after Level 2 consequence • Repeated deliberate physically hurting or pushing after Level 2 consequences • Swearing or racism 	As above; <ul style="list-style-type: none"> • Inform parent/carer • 1:1 reflect why the behaviour is unacceptable and modelling / role play appropriate behaviour • Miss part of lunch play to reflect upon unwanted behaviour related to rule break • Further time out in another class • Refer to SLT • Short target chart to focus behaviour and praise • Regular scheduled parent/carer meetings with class teacher / SLT
Level 4 Behaviours requiring SLT for formal follow up.	<ul style="list-style-type: none"> • Repeated physically hurting • Physically hurting causing physical injury • Repeated racism, sexualised behaviour or deliberate swearing • Bullying • Child in crisis/rage • Dangerous behaviour to self. Others 	<ul style="list-style-type: none"> • Removal from classroom or removal of class • Distract and calm • Time out with SLT • Short targeted chart to focus behaviour and praise • Regular parent/carer meetings with class teacher/SLT, agree next steps and monitor

