



Behaviour examples	Strategies to use	If persistent
<ul style="list-style-type: none"> • Not on task • Calling out • Low level disruptions • Not following instructions • Name calling / mean words • Swearing 	<ul style="list-style-type: none"> • Your class management system • Use PSAs to take child out e.g. walk and talk, sensory room etc. • Recognition board • Use 1,2,3 magic • 30 second scripts followed by restorative conversation. • Time out in playground 	<ul style="list-style-type: none"> • Hold discussion with SLT about what to do next if unsure. • Contact parents and arrange a meeting between CT and parent to discuss. • Use a behaviour chart that will link with home • Behaviour chart can be shown to SLT to heighten the profile of it and heighten the positive reinforcement.

Classroom behaviours – Managed at class level

Physical / Serious Behaviours – Managed at class level/SLT level

Behaviour examples	Procedure/strategies	SLT involvement
<ul style="list-style-type: none"> • Hitting • Kicking • Punching • Fighting • Any physical behaviour • Swearing at an adult • Destroying school property 	<ul style="list-style-type: none"> • Calm the situation and separate the children. • Fully investigate the situation and understand what has happened. • Restorative conversation. • Immediate consequence at school (see consequences section for ideas) • Parents should be informed asap. (Be firm that we require parental support and would like consequences reinforced at home.) 	<ul style="list-style-type: none"> • CT to share information with SLT following investigation. • If CT cannot deal with the situation for whatever reason, report to SLT immediately to deal with it. • If this behaviour is consistent, report to SLT to deal with consequences.



Consequences – Class teacher

Make it right	Loss of break/lunch
<ul style="list-style-type: none">• Apology card.• Letter to the other person.• Fix what has been broken.• Replace something that has been broken/taken.	<ul style="list-style-type: none">• Jobs around the school e.g. – Pencil sharpening - Laminating - Shredding - Cutting out - Litter picking - Class jobs - Tidying• Time out in class – with timer.• Thinking Time – complete support sheet. When 3 sheets are completed, parents should be contacted and told about what has happened together with the supports in place that have been put in place for that child. These will be based on pupil need. School is listening to your child and are implementing supports to help, parental support is required also.

Consequences - SLT

HT/ DHT letter home to parents outlining what happening, consequences stated, to be signed and returned by 9am the next day.

Meet with parents – regular progress update meetings with CT and SLT.

Referral process may be started to School Doctor, EPS etc.

Monitor behaviour between SLT and CT.

Pupil Check ins with SLT, with/ with out behaviour charts.

Temporary Exclusion for 2/3/4/5/ days depending on severity of situation. Regular meetings with parents would follow this. Re-entry meeting held with HT with pupil and parent before re-entry is permitted.

Care team around child would meet to plan next steps on how to support child.

Multi agency meeting may be held involving Social work/ other to meet pupil/ family needs.