

Appendix 2 - Behaviour Ladder Hierarchy of Behaviours /Sanctions

		Level 1	Level 2	Level 3	Level 4	Level 5
BEHAVIOUR DESCRIPTOR	REFUSAL	<ul style="list-style-type: none"> Not sitting on chairs properly. Not listening. Making a poor effort. Not following uniform/jewellery policy. Being inside the school building at break and lunch times without adult permission. 	<ul style="list-style-type: none"> Initial refusal to follow an instruction. Wandering around classroom. Telling lies directly to an adult to exonerate yourself. 	<ul style="list-style-type: none"> Leaving the classroom without permission but staying within the supervision of adults. Refusing to do work/avoiding work. Telling lies directly to an adult to get another child in trouble. 	<ul style="list-style-type: none"> Leaving the classroom without permission and not staying within the supervision of adults. Refusing to follow any instruction from adults. Refusing to come out of toilets/hiding places. 	<ul style="list-style-type: none"> Leaving the school site without permission.
	VERBAL	<ul style="list-style-type: none"> Calling out. Interrupting. Chatting at inappropriate times. 	<ul style="list-style-type: none"> Answering back/ Interrupting rudely. Using silly/rude words to make people laugh. Name calling / Unkind remarks. Insulting families or loved ones. Shouting at others. 	<ul style="list-style-type: none"> Using language which offends others. Using inappropriate language. Swearing to release frustration/ Swearing under breath/indirectly. 	<ul style="list-style-type: none"> Swearing directly to intentionally hurt or abuse someone. Use of racist, sexist or homophobic language without understanding of meaning. Taunting or harassment of others. Goading others. 	<ul style="list-style-type: none"> Serious verbal abuse. Use of racist, sexist or homophobic language with understanding of meaning.
	PROPERTY	<ul style="list-style-type: none"> Interfering with the property of others. Accidental damage to school or personal property. Not following school expectations for presentation. 	<ul style="list-style-type: none"> Defacing own work. Minor deliberate damage to property. Deliberately throwing or flicking small items. Deliberately not following school expectations or presentation. 	<ul style="list-style-type: none"> Defacing others work. Deliberately damaging school or personal property. 	<ul style="list-style-type: none"> Proven stealing of school or personal property. Substantial damage to school or personal property. 	<ul style="list-style-type: none"> Arson. Serious deliberate damage to school or personal property.
	DISRUPTION	<ul style="list-style-type: none"> Distracting others. Chatting to others to stop them from completing their work. Fiddling with things. Not sitting on the carpet properly. Disrupting lessons by being out of the classroom for extended periods of time. . 	<ul style="list-style-type: none"> Encouraging others to misbehave by laughing at their poor behaviour choice. Being disruptive in areas around the school outside of the classroom. 	<ul style="list-style-type: none"> Disrupting the class so that learning is affected. Manipulating others to make a poor behaviour choice. 	<ul style="list-style-type: none"> Persistent, significant disruption to learning. Using threats to force others to make poor behaviour choices. Extortion. 	<ul style="list-style-type: none"> Persistent, significant disruption to learning despite numerous strategies engaged to de-escalate.
	PHYSICAL	<ul style="list-style-type: none"> Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space. 	<ul style="list-style-type: none"> Play-fighting. 	<ul style="list-style-type: none"> Play-fighting, leaving an injury. Threatened violence. Deliberate minor physical assault: including hitting, punching, pinching, kicking. Spitting on things. 	<ul style="list-style-type: none"> Possession of an object that could be used intentionally to harm someone. Serious fighting. Deliberate serious physical assault: including hitting, strangling, punching, pinching, kicking, biting. Spitting at someone. 	<ul style="list-style-type: none"> Deliberate serious wounding. Causing injury by biting. Sexual misconduct.
	BULLYING			<ul style="list-style-type: none"> Selective friendships. Deliberate exclusion. Name calling. Persistent alienation of specific children. 	<ul style="list-style-type: none"> Regular targeted behaviour incidents from one child to another. Repeated malicious/threatening name calling. 	<ul style="list-style-type: none"> Proven and persistent bullying.
	SUBSTANCE					<ul style="list-style-type: none"> Smoking. Alcohol or substance abuse. Inappropriate use of prescribed drugs. Possession of illegal drugs. Drug dealing.
			<ul style="list-style-type: none"> Persistent * Level 1 behaviours 	<ul style="list-style-type: none"> Persistent * Level 2 behaviours 	<ul style="list-style-type: none"> Persistent * Level 3 behaviours 	<ul style="list-style-type: none"> Persistent * Level 4 behaviours

	<ul style="list-style-type: none"> To be dealt with by all adults in school including teachers, TAs, MTAs, admin staff, volunteers, parent helpers. 	<ul style="list-style-type: none"> To be dealt with by all school staff including teachers, TAs, MTAs, admin staff. 	<ul style="list-style-type: none"> To be dealt with by class teachers. 	<ul style="list-style-type: none"> To be dealt with by Senior Teacher. 	<ul style="list-style-type: none"> To be dealt with by Head of School.
THINGS TO BE CONSIDERED	<ul style="list-style-type: none"> Have any of the behaviours been discussed previously? Are there any additional needs? Are there any additional plans in place for the child? Does the child have a behaviour plan in place? This should be followed. Are there any external factors that may be contributing to the behaviours shown? 	<ul style="list-style-type: none"> Have any of the behaviours been discussed previously? Are there any additional needs? Are there any additional plans in place for the child? Does the child have a behaviour plan in place? This should be followed. Are there any external factors that may be contributing to the behaviours shown? <p>* If behaviour has met this level for persistent behaviour at a previous level, has this happened on more than 3 consecutive occasions? Have consequences for the previous level been given?</p>	<ul style="list-style-type: none"> Have any of the behaviours been discussed previously? Are there any additional needs? Are there any additional plans in place for the child? Does the child have a behaviour plan in place? This should be followed. Are there any external factors that may be contributing to the behaviours shown? <p>* If behaviour has met this level for persistent behaviour at a previous level, has this happened on more than 3 consecutive occasions? Have consequences for the previous level been given?</p>	<ul style="list-style-type: none"> Have any of the behaviours been discussed previously? Are there any additional needs? Are there any additional plans in place for the child? Does the child have a behaviour plan in place? This should be followed. Are there any external factors that may be contributing to the behaviours shown? <p>* If behaviour has met this level for persistent behaviour at a previous level, has this happened on more than 3 consecutive occasions? Have consequences for the previous level been given?</p>	<ul style="list-style-type: none"> Have any of the behaviours been discussed previously? Are there any additional needs? Are there any additional plans in place for the child? Does the child have a behaviour plan in place? This should be followed. Are there any external factors that may be contributing to the behaviours shown? <p>* If behaviour has met this level for persistent behaviour at a previous level, has this happened on more than 3 consecutive occasions? Have consequences for the previous level been given?</p>
ACTIONS TO BE TAKEN	<ul style="list-style-type: none"> Non-verbal or verbal reminders privately. Reminder of the expectations, behaviour ladder and class charter. Reflect, repair and restore to be used after de-escalation. <p>If these behaviours are seen during break or lunch times a verbal reminder will be given by an adult.</p> <p>If these behaviours are seen during a club a verbal reminder will be given by an adult.</p>	<ul style="list-style-type: none"> Recording on CPOMs. Short loss of breaktime (5 minutes). Informal contact with parents/ carers. Incident reported to class teacher. Reflect, repair and restore to be used after de-escalation. If work has not been completed to the appropriate standard it is to be repeated in the child's own time. <p>If these behaviours are seen during break or lunch times the child will be asked to sit out for 5 minutes reflection time.</p> <p>If these behaviours are seen during a club the child will be asked to have 5 minutes reflective time away from the activity.</p>	<ul style="list-style-type: none"> Recording on CPOMs. Short loss of break/lunch time (15 minutes). Informal meeting with parents/ carers. Discussion with child by class teacher before returning to classroom or activity. Reflect, repair and restore to be used after de-escalation. <p>If these behaviours are seen during break or lunch times the child will be asked to speak with a class teacher.</p> <p>If these behaviours are seen during a club the child will be asked to have 5 minutes reflective time away from the activity. This will be fed back to the class teacher and the parents as the end of the session.</p>	<ul style="list-style-type: none"> Recording on CPOMs. Formal meeting with parents/ carers. Removal of child from activity or area they are working in. Loss of entire break/lunch time (30 minutes) Reflect, repair and restore to be used after de-escalation. <p>If these behaviours are seen during break or lunch times the child will be asked to speak with the Senior Teacher.</p> <p>If these behaviours are seen during a club the child's parents will be contacted to collect their child immediately. This will be reported to the school's senior staff members and the child will not be able to continue to attend the club the following week.</p>	<ul style="list-style-type: none"> Recording on CPOMs. Formal meeting with parents/ carers and headteacher. Reflect, repair and restore to be used after de-escalation. <p>If these behaviours are seen during break or lunch times the child will be asked to speak with the Head of School.</p> <p>If these behaviours are seen during a club the child's parents will be contacted to collect their child immediately. This will be reported to the school's senior staff members and the child will not be able to continue to attend the club.</p>
ACTIONS TO BE CONSIDERED	<ul style="list-style-type: none"> Has this behaviour been addressed previously? Does this constitute as persistent behaviour? Have reminders been given previously? Does the child need two minutes reflection time? <p>Persistent behaviour means this has happened on more than 3 consecutive occasions.</p>	<ul style="list-style-type: none"> Does the work need to be completed at a different time? Is a behaviour support plan needed? Do you need to complete a cause for concern form for an SEN need? Does the child's position or area of work need to be considered? Has this behaviour been addressed previously? 	<ul style="list-style-type: none"> Is the child able to safely attend clubs, trips etc? Does the child need to work in a different location to reset? Does the child need an individual space to be able to work in the classroom? Has this behaviour been addressed previously? Do you need to complete a cause for form for an SEN need? 	<ul style="list-style-type: none"> Does there need to be an internal exclusion? Does the Senior Teacher need to be present in the parent/ carers meeting? Do break/lunch times need to be structured inside with an adult? Does a part time timetable need to be considered for an SEN need? Does a behaviour plan need to be written? Is the child able to safely attend clubs, trips etc? Do you need to complete a cause for concern form for an SEN need? 	<ul style="list-style-type: none"> Does there need to be an external exclusion – fixed or permanent? Does this need to be formally reported to the LA? Does a pastoral care plan need to be completed? Is the child able to safely attend clubs, trips etc?