



Levels of Behaviour

Agreed levels of behaviour ensure that children and adults develop a shared understanding of behaviour and consequence. As a result everyone understands behaviours that support learning and well-being and how they can be effectively supported across the school.



***Level 1:** If children do not stop when asked and continue in a deliberate manner, this will then be recorded as a **Level 2 Behaviour: Trying to distract others.**

****Level 2:** If any of the above behaviours are regularly displayed causing disruption to the learning of others or adversely affecting the well-being of others this will then be recorded as a **Level 3 behaviour: Persistent Disruptive Behaviour.**



Consequences

We recognise the importance of a consistent and clear approach to promoting positive behaviour. Consequences for inappropriate behaviour choices are fair and relate direct to the 'level of behaviour' demonstrated.

Level 1: Possible Consequences	Level 2: Possible Consequences	Level 3: Possible Consequences
<ul style="list-style-type: none"> ☐ Teachers will focus on the positive behaviour of others in the class to encourage those that are displaying the inappropriate behaviour to follow suit. ☐ Eye contact to remind a child/ children of appropriate behaviour in a positive way (non-verbal) ☐ Eye contact and a verbal reminder of appropriate behaviour and possibly a warning. The adult could share what the consequence would be, if the inappropriate behaviour were to continue. ☐ Child given choices to correct inappropriate behaviour (i.e. a positive choice and consequence vs a negative choice and consequence). e.g. Sitting sensibly and listening OR working with the adult when everybody goes out for lunch. ☐ Given time out in class to think about what they've done ☐ Moved to a different place in the classroom 	<ul style="list-style-type: none"> ☐ Given time out in class to think about what they've done ☐ Moved to a different place in the classroom ☐ Withdrawal of privilege/loss of responsibility in class ☐ Miss part of playtime with class teacher (discussion with adult) ☐ Miss all of playtime (discussion with adult) ☐ Miss part of lunchtime with class teacher (discussion with adult) ☐ Miss part of playtime with SLT ☐ Miss all of playtime with SLT ☐ Miss part of lunchtime with SLT ☐ Miss all of lunchtime with SLT ☐ Time out in another class (with Phase Leader/SLT teacher). ☐ Class teacher Check-in 	<ul style="list-style-type: none"> ☐ Miss part of playtime with SLT ☐ Miss all of playtime with SLT ☐ Miss part of lunchtime with SLT ☐ Miss all of lunchtime with SLT ☐ Time out in another class (with Phase Leader/SLT teacher). ☐ Class teacher Check-in ☐ Phase Leader Check-in ☐ SLT Check-in ☐ SLT Meeting with child and family ☐ Withdrawal of privilege/loss of responsibility wider school ☐ Pastoral Support ☐ Involvement of Outside Agency ☐ Internal exclusion ☐ Fixed-term Exclusion

If everyone follows our school rules and upholds our mission vision and values, everyone will be able to engage in their learning, feel safe and everyone will feel respected.