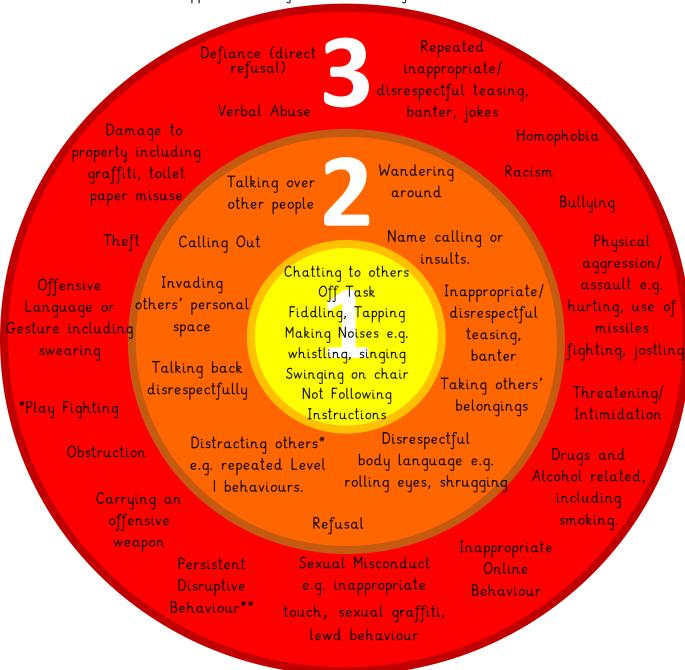


## Levels of Consequences

Agreed levels of consequences ensure that children and adults develop a shared understanding of given behaviours and their consequences. As a result, everyone understands which behaviours support learning and well-being and which need to be reduced.



\*Level I: If children do not stop when asked and continue in a deliberate manner, this will then be recorded as a Level 2 Consequence: 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 Consequence: Persistent Disruptive Behaviour.



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 Consequence' demonstrated.

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Level I:	Level 2:	Level 3:
Possible Consequences	Possible Consequences	Possible Consequences
<ul> <li>Teachers will focus on the positive behaviour of others in the class to encourage those that are displaying the inappropriate behaviour to follow suit.</li> <li>Eye contact to remind a child/ children of appropriate behaviour in a positive way (non-verbal).</li> <li>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.</li> <li>Child given choices to correct inappropriate behaviour (i.e. a positive choice vs a negative choice and consequence). e.g. Sitting sensibly and listening OR working with the adult when everybody goes out for lunch.</li> <li>Given time out in class to think about what they've done.</li> <li>Moved to a different place in the classroom.</li> </ul>	Class teacher Check-in.	<ul> <li>Miss part of playtime with SLT.</li> <li>Miss all of playtime with SLT.</li> <li>Miss part of lunchtime with SLT.</li> <li>Miss all of lunchtime with SLT.</li> <li>Time out in another class (with Phase Leader/SLT teacher).</li> <li>Class teacher Check-in</li> <li>Phase Leader Check-in</li> <li>SLT Check-in.</li> <li>SLT Meeting with child and family.</li> <li>Withdrawal of privilege/loss of responsibility wider school.</li> <li>Pastoral Support.</li> <li>Involvement of Outside Agency.</li> <li>Internal exclusion.</li> <li>Fixed-term Exclusion.</li> </ul>

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.