



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 1: 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.



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 Consequence' demonstrated.

| Level 1: Possible Consequences | Level 2: Possible Consequences | Level 3: Possible Consequences |
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| <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 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.