

## Graduated response to managing behaviour at SMSA

<u>Behaviour types</u>	<u>Actions and support</u>
<b><i>Positively praise and reward good behaviour that happens in the classroom and playground throughout each and every day.</i></b>	
<p><b><u>Low level behaviours</u></b></p> <ul style="list-style-type: none"> <li>▪ Chatting in lessons</li> <li>▪ Distracting self or others</li> <li>▪ Calling out/interrupting lessons</li> <li>▪ Walking around the classroom without permission</li> <li>▪ Not listening to the teachers</li> <li>▪ Making silly noises</li> <li>▪ Mildly aggravating other children</li> </ul> <p>(This list is not exhaustive but highlights low level, low frequency behaviours which need gentle reminders)</p>	<p><b><u>Phase one</u></b></p> <ul style="list-style-type: none"> <li>▪ Use of eye contact to attract the child's attention (without pausing teaching or talking)</li> <li>▪ Prompt the child with their name to bring them back into the learning</li> <li>▪ Gentle touch of the shoulder</li> <li>▪ Quiet verbal prompt from any adult in the room with encouraging words</li> </ul>
<p><b><u>Mid-level behaviours</u></b></p> <ul style="list-style-type: none"> <li>▪ All of the above with increased frequency plus:</li> <li>▪ Deliberately causing disruption</li> <li>▪ Rudeness to others</li> <li>▪ Minor challenge to authority</li> <li>▪ Swearing at someone</li> <li>▪ Intentionally touching, poking, prodding, tripping up other children</li> <li>▪ Damaging small goods and resources</li> </ul>	<p><b><u>Phase two</u></b></p> <ul style="list-style-type: none"> <li>▪ Verbal request to behave well</li> <li>▪ Reminder of the classroom rules</li> <li>▪ A warning that five minutes playtime will be missed (for safeguarding purposes, the child will go to their partner classroom or stand outside with the staff on duty – not standing by the wall)</li> <li>▪ Miss five minutes playtime</li> <li>▪ Written response/reflection in the PSHE book</li> <li>▪ Removal from class and time with nurture adult</li> </ul> <p><b><u>Phase three (no response to phase 2 support)</u></b></p> <ul style="list-style-type: none"> <li>▪ A warning that all of morning break will be missed</li> <li>▪ Miss all morning breaktime</li> <li>▪ Ask to leave the class/removed by another adult without physical contact</li> <li>▪ time with DHt</li> <li>▪ 15 minutes in the partner class or nest area</li> <li>▪ Complete work in another classroom for one session or remaining part of session if the child has calmed</li> <li>▪ Eagles' pupil go to Owls</li> <li>▪ Jays' pupil go to Eagles</li> <li>▪ Owls' pupil go to Jays'</li> <li>▪ Robins' pupil go to Owls'</li> <li>▪ Wrens' pupil to go into the nest area</li> <li>▪ Parents to be contacted that day</li> <li>▪ Behaviour chart to be used for one week</li> </ul>
<p><b><u>Serious behaviours</u></b></p> <ul style="list-style-type: none"> <li>▪ Hurting (physically, verbally or via written method) another child or adult – either in person or virtually</li> <li>▪ Damaging goods and the environment</li> <li>▪ Running away from an adult</li> <li>▪ Repeated refusal</li> <li>▪ Fighting</li> <li>▪ Using items as weapons</li> <li>▪ Serious challenge to authority</li> <li>▪ Verbal abuse (swearing aggressively)</li> <li>▪ Stealing</li> <li>▪ Shutting door towards someone arriving</li> </ul>	<p><b><u>Phase four</u></b></p> <ul style="list-style-type: none"> <li>▪ Immediate removal from classroom and taken to the quiet room</li> <li>▪ Refusal to move – call SLT (send child)</li> <li>▪ One full day internal exclusion (next school day).</li> <li>▪ Behaviour chart for two weeks and weekly meeting with parents</li> </ul> <p><b><u>Phase five</u></b></p> <ul style="list-style-type: none"> <li>▪ Immediate removal from classroom or remove all other children for safety</li> <li>▪ Two and a half day internal exclusion (two days in the quiet room then gentle reintegration into class mid-morning)</li> <li>▪ Behaviour chart for two weeks and daily meeting/contact with parents</li> </ul>

If a child's behaviour escalates within the serious behaviour category, then refer to the policy above for support with exclusion application