**Behaviour Ladder Guide for Staff**

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| There may be an occasion where this process will be adapted to suit individual needs or circumstances.  Online incidents will be appropriately investigated by a member of staff. | Pre-Stage 1: Reminder of Expectations | | |
| Stage 1  Verbal Warning | Class teacher | Stage 1  Low-level disruptive behaviour/actions:   * Swinging on a chair * Answering back/Calling out * Disrupting the learning of others around them. * Lack of respect for school property (not exhaustive list) |
| Stage 2  5-minute reflection time in the classroom e.g. carpet area  (Removal of behaviour point – Y4-6) | Class teacher | Stage 2  Repeated stage 1 behaviours within the same ‘session’ |
| Stage 3  10-minute reflection with class teacher in the classroom during next available break, using the restorative practice board.  (teacher acts as affected party)  Judgement call from  Class Teacher as to whether Parent/Carer should be spoken to  \*log on CPOMS | Class teacher | Stage 3  Repetition of previous stage behaviours  Repeated stage 1 behaviours over multiple sessions within the school day  OR  **Use of inappropriate language and/or behaviour (without intent) verbally/online/written** \***:**  Swearing, sexualised, homophobic, transphobic, sexist, racist and any other discriminatory language  OR  **Physical contact:**   * Pushing others roughly to get somewhere * Repeatedly tapping someone on the head etc. * ‘Overly-rough play’   OR  **Deliberate damage to school resources:**   * Snapped pencil, bent ruler |
| Stage 4  Move to appropriate  phase-based teacher  for a minimum of 10 minutes  Then follow stage 3 sanctions with child’s class teacher  If at break/lunchtime, take a minimum of 10 minutes in a quiet area, then use restorative practice board  If after school, take a minimum 10 minutes out of activity for reflection time, then use restorative practice board the next day with child’s class teacher  Conversation with parent/carer  \*log on CPOMS | Class Teacher in the same phase | Stage 4  After two Stage 3 Reflections during a week  OR  Repetition of previous stage behaviours  **Physical Contact that causes unintentional harm \***  (a stage 3 behaviour where someone gets hurt)  e.g. pushing to the front of the line and someone is hurt, shoving past and someone falling over  NB Conversation with parent/carer of injured party  **Lasting deliberate damage to school resources:**   * Sawing the edge of the table * Graffiti   **Refusal to follow instructions from an adult** |
| Stage 5  Visit to the phase leader or FLT member for restorative practice  If at break/lunchtime, reflective time for the remainder of the session, then use restorative practice board  (minimum sanction would be to miss the following break or lunch)  If after school, reflective time for the remainder of the session then use restorative practice board the next day with child’s class teacher  (miss the following session)  Conversation with parent/carer  \*log on CPOMS | Phase leader | Stage 5  Repetition of previous stage behaviours-everything Stage 5 and above needs to be logged on CPOMS  **Intentional use of inappropriate language and/or behaviour verbally/online/written:**   * Swearing, sexualised, homophobic, transphobic, sexist, racist and any other discriminatory language * Theft   **Physical violence that intentionally causes harm:**  -Punching, kicking, biting, pushing and/or pulling with deliberate force  Significant deliberate damage to school resources:   * IT equipment * Building damage i.e. windows etc.   SLT alerted at Stage 5  -depending on seriousness of incident, may be escalated to Stage 6 or even Stage 7 |
| Stage 6  Visit to a member of SLT  (Assistant Head/Deputy Head/Inclusion Leader)  Conversation with parent/carer | SLT | Stage 6\*  A second Stage 5 incident in the same week |
| Stage 7  Visit to Co-Headteacher/s  Conversation with parent/carer | Heads | Stage 7\*  Further Stage 5 incidents following Stage 6 intervention |
| **Special Note**  In extreme circumstances a pupil may be excluded from school either for a fixed period or permanently. Low Ash would only consider exclusion in extreme circumstances when all other approaches to behaviour management have failed.  A pupil could be excluded, although not necessarily, under the following circumstances:   * where there is enough evidence that the pupil has committed a **serious one-off offence.** * where the pupil is accused of **a serious criminal offence** away from school and the headteachers, in the best interests of the pupil and others in school, feel that they should be educated off site for a period of time. * where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. | | | |