

Anthony Curton and Tilney All Saints Graduated Response to Behaviour				
Behaviour Stage	Examples	Consequence	Action to be taken by school	Support
1	Child is going above and beyond. For example, Tidying up cloakrooms Litter picking Helping others	N/A	Reward good behaviour with praise, housepoints, shout outs, certificates and own classroom reward system.	N/A
2	Child following all rules.	N/A	N/A	N/A
3	Low level disruption Fiddling Playing with equipment Shouting Sitting inappropriately Not sharing/snatching Talking over others Invading personal space Pushing Refusing to tidy Throwing small items Wearing jewellery Wearing make-up Has phone in school bag Name calling Unkind words	Verbal Warning Reminder of what child should be doing. Praise children who are following rules – pointing out good examples of behaviour. Tell child to remove jewellery/make-up	Confiscate items if necessary – to be kept safe in room and returned to child at the end of the day.	All Staff within class to follow guidance and support each other in implementation.
4	Repetition of the above same day.	Miss minutes of break time/dinner with teacher.	Teacher to supervise children.	If applicable, teaching assistant to remind child how to follow rules for the rest of the day and be positive, pointing out positive behaviour.

5	<p>Refusal to complete tasks or work.</p> <p>Swearing directed at a person.</p> <p>Non-compliance to requests of instructions</p> <p>Disrespectful</p> <p>Lying</p> <p>Offensive gestures</p> <p>Answering back</p> <p>Encouraging misbehaviour in others</p> <p>Hiding other people's possessions</p> <p>Stealing</p> <p>Dangerous play</p> <p>Inappropriate play</p>	<p>Teacher to inform parents.</p> <p>Miss minutes of break time/dinner with teacher.</p>	<p>Teacher to call parents or talk to them at the end of the day.</p>	
6	<p>Persistent stage 5 behaviour</p> <p>Extreme or persistent anti-social behaviour</p> <p>Damaging equipment by reckless behaviour</p> <p>Deliberate humiliation</p> <p>Defiance</p>	<p>SMT to discuss behaviour with child in office and discuss consequences.</p> <p>Internal isolation – for time appropriate to behaviour (determined by SMT).</p> <p>Loss of break and lunch– for time appropriate to behaviour (determined by SMT).</p>	<p>SMT to be notified by class teacher.</p> <p>Parents to be notified by phone at earliest opportunity by class teacher.</p> <p>If necessary SMT to meet with parents to discuss behaviour and consequences.</p> <p>Behaviour logged on CPOMS.</p>	<p>Implement protective consequences with adults in class.</p> <p>If necessary, write risk assessment and share with all staff.</p> <p>If necessary, external bodies contacted for support.</p>

7	<p>Attacking a pupil. Attacking a member of staff. Persistent stage 6 behaviour. Behaviour that puts themselves or others in danger. Deliberately hurting another child. Pinching, biting, grabbing. Vandalism with intent. Racial/homophobic language. Prejudice related comment. Inappropriate touching of others. Violent or aggressive behaviour. Using an item as a weapon.</p>	<p>Fixed term suspension.</p> <p>Repetition of stage 7 behaviour will result in extended fixed term suspensions.</p> <p>For repeated behaviour breaches or for a more serious breach a Permanent Exclusion might be considered, in line with the school's behaviour policy.</p>	<p>Parents contacted immediately by SMT/office staff. Suspension paperwork completed by office/SMT Parents to collect child ASAP from school. Parents and child asked to attend a reintegration meeting with SMT. Logged on Pupil Asset and CPOMS</p>	<p>Implement protective measures.</p> <p>Risk assessment written and in place for safe return on child.</p> <p>External agencies contacted for school support.</p> <p>Support for behaviour offered to families by external agencies.</p>
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Please note: This graduated response will be used for the majority of children in order to uphold high expectations of behaviour. If a child has an individual need/SEN, this behaviour plan will be adapted for the individual with a view to integrating the child into this plan when appropriate.