

Stage of Behaviour	Adult strategies
<p>Stage 1</p> <ul style="list-style-type: none"> Calling out Talking to other children on carpet Deliberate irritating or negative attention seeking behaviours. Flicking pencils, etc. General low level disturbance Antagonising others Flitting between activities Frustration towards a task or activity 	<p>Stepped Sanction: Reminder / Caution</p> <ul style="list-style-type: none"> Check child understands the task / activity – offer adult or peer support or a different way of working. Use the 30 second Microscript Intervention. Reward positive behaviours of others and remind children or Wow Wall or texts home. Withdraw adult attention from low level behaviour Distract child with positive outcome, ‘can you find the book about...’ Label the child’s feelings ‘I can see your feeling cross etc.’ and talk about ways to help the child feel better. Use of ‘Now/Next’ language to give clear instructions with ‘next’ being possible incentive. Provide a safe place such as the book corner as a place to calm down and reflect.
<p>Stage 2</p> <ul style="list-style-type: none"> Defiance to adults Continued disruption to teaching and learning after use of stage 1 strategies. Refusing to follow teacher model of how to improve their behaviour. Increased behaviours preventing teaching and learning. Being rude to adults and children. 	<p>Stepped Sanction: Last Chance / Time Out / Year Leader</p> <ul style="list-style-type: none"> Give choices for behaviour clearly stating the positive outcomes if behaviour changes Continue to label the child’s feelings and talk about ways to help the child feel better. Continued use of Now/Next instruction Adult / LSA to take child for a walk for thinking time. Final option: Time Out in Year Leader / Phase Leader Classroom. Teacher to state how long this will be for and what will happen on the child’s return. <p>Go to Stage 4 to support the child repair the situation.</p> <p>The teacher will speak to the child’s parent or carer about what has happened in a sensitive way. Teacher to write CPOMs Log</p>
<p>Stage 3</p> <ul style="list-style-type: none"> Throwing objects Tipping chairs Leaving the classroom Deliberately hurting another person (child or adult). Making the classroom or playground unsafe Being a risk to themselves or others 	<p>Stepped Sanction: Time Out / SLT</p> <ul style="list-style-type: none"> Clear or move other children away rather than moving the child. Move hard or large objects away Call for member of the SLT <p>Teacher or SLT will speak to parents depending of nature of behaviour.</p> <p>Teacher and / or SLT to write CPOMs Log</p>
<p>Stage 4</p> <p>The child will be calm and able to think, talk or draw about what has happened.</p>	<p>Stepped Sanction: Parked Reparation</p> <p>It is important that the member of staff who was directly involved when the child’s behaviour started helps the child to repair what went wrong. Use the 6 Restorative Questions on the One Page Behaviour Policy.</p>

Visible Adult Consistencies

1. Welcoming culture
2. Use children’s names
3. Greet children after every transition – remember a personal statement

Rules

1. Be ready
2. Be kind
3. Be safe

Behaviour Rewards

1. Send at least one text home to a parent each day
2. Use Wow wall daily
3. Whole class reward
4. Gold Star Assembly
5. Head Teacher Tea
6. Positive feedback to parents

Building Bright Futures Together

Remember, ‘DON’T MAKE IT WORSE’

When the adults change, everything changes.

Microscript

30 Second Intervention

1. State the behaviour observed: “I’ve noticed that....”.
2. Refer to previous good behaviour,
3. Make a good choice (label this). I need you to....
4. Thank the child for listening.



Stepped Sanctions



1. Reminder
2. Caution
3. Last chance
4. Time Out
5. Parked Reparation

6 Restorative Questions

1. What happened?
2. What were you thinking/feeling?
3. How did this make people feel?
4. Who else has been affected?
5. What should we do to put things right?
6. How can we do things differently in the future?

Revised with staff September 2020