

Appendix 1 - Behaviours and consequences

Level of Behaviour	Possible Support	Consequence
MISBEHAVIOUR	ALL STAFF	IF BEHAVIOURS CONTINUE
Calling out	Praise the children who are showing positive behaviours. Warnings given to the child, opportunity to be able to speak, given a notepad to write thoughts during lesson. Praise the children who are showing positive behaviours.	Time missed off break/ lunch, conversation between member of staff and child so they are given the opportunity to reflect
Chatting in the classroom	Praise the children who are showing positive behaviours. Warnings given to the child with clear, simple instructions of what you expect but not directed at the child specifically e.g. 'I would be very happy if we could all stay focused and showed good listening'	Time missed off break/ lunch, conversation between member of staff and child so they are given the opportunity to reflect
Being slow to start work/ complete it	Praise the children who are showing positive behaviours. Give the whole class clear instructions of what is expected e.g. 'Work needs to be started with in the next 2 minutes and finished by break time'- give the pupil individual support and offer help where needed and give them tools to be able to continue independently	The child either needs to complete the work missed in the classroom at break/ lunch or be given it to take home and complete - inform parent beforehand where possible.
Not following adult instructions	Praise the children who are showing positive behaviours. Warnings can be given, clear instructions given to the pupil of what it is you would like them to do with an opportunity of processing time e.g. 'I would like you to be sat down in your seat in 1 minute'	Time missed off break/ lunch, conversation between member of staff and child so they are given the opportunity to reflect
Showing a lack of respect to others and staff	Warnings to be given, child to have the opportunity to show how they are feeling on the Zones Of Regulation Chart in the classroom so they can express how they are feeling and staff	Time missed off break/ lunch, conversation between member of staff and child so they are given the opportunity to reflect- in some cases you can use a

	member to provide/ remind child of tools they can use to feel better.	Restorative Script to support this reflective chat
Disruption of others learning	Praise of the pupils who are showing positive behaviours. Give the pupils warnings with clear instructions and processing time e.g. 'I would like you to be sat in your seat in two minutes.' Give the opportunity to let staff know how they are feeling with ZOR. Given the opportunity of a 'brain break' e.g. 2 minutes in the calm corner, reading for 2 minutes, assisted walk with member of staff.	Time missed off break/ lunch, conversation between member of staff and child so they are given the opportunity to reflect- in some cases you can use a Restorative Script to support this reflective chat
Name calling or teasing	Warning given to pupil, time for the pupil to explain how they are feeling on ZOR chart. Time for the pupil to have a Restorative conversation with the other pupil and a member of staff.	Time missed off break/ lunch, conversation between member of staff and child so they are given the opportunity to reflect- in some cases you can use a Restorative Script to support this reflective chat and the opportunity for the pupil to apologise to the other pupil.
Playground incidents – rough play	Warning given by staff, opportunity to stop. Staff member to talk to children about how the rough play could affect them.	Time missed off break/ lunch, conversation between member of staff and child so they are given the opportunity to reflect- in some cases you can use a Restorative Script to support this reflective chat and the opportunity for the pupil to apologise to the other pupil.
Deliberate disrespect of the school's rules/Class Charter	Given warnings and opportunity to make the right choice, clear instructions of what the expectation is	Time missed off break/ lunch, conversation between member of staff and child so they are given the opportunity to reflect- in some cases you can use a Restorative Script to support this reflective chat
Any form of bullying	Pupil given the opportunity to apologise to pupil/ pupils involved.	Internal exclusion Restorative work to be done with pupils involved
Direct verbal abuse against a peer or staff member	Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved.	Half a day internal exclusion- Restorative work to be done with all parties involved

Threat of harm	Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved.	Half a day internal exclusion- Restorative work to be done with all parties involved
Inappropriate sexual behaviour	Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved. Chance to have a conversation about the inappropriate actions	Half a day internal exclusion- Restorative work to be done with all parties involved
Persistent incidents of misbehaviour	Pupil to be placed on a target card to target specific misbehaviours	Internal Exclusion – chance to reflect and create a school agreement with specific targets to meet
Vandalism/ damage to school property	Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved. Chance to have a conversation about the inappropriate actions	Half a day internal exclusion- Clean vandalism where possible
Theft	Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved.	Half a day internal exclusion- property to be given back/ replaced- restorative work to be done if applicable
Any form of behaviour that is dangerous or which has the potential to be dangerous	Staff may need to intervene using Team Teach to help de-escalate behaviours and to support the child to be safe/ keep others safe	Internal/ External exclusion (to be confirmed by a member of SLT) Restorative work to be completed with pupil
Continual bullying		Internal/ External exclusion (to be decided by member of SLT) Restorative work to be done with pupils involved
Racist, sexist, homophobic or discriminatory behaviour		Internal/ External exclusion (to be decided by member of SLT) Restorative work to be done with pupils involved
Possession of any prohibited items or those that are not age appropriate		Internal/ External exclusion (to be decided by member of SLT) Restorative work to be done with pupils involved if applicable- conversation about severity of actions
Fighting, physical assault against peer		Internal/ External exclusion (to be decided by member of SLT) Restorative work to be done with pupils involved
Physical assault against staff member		External Exclusion – Restorative work to be done with pupil and staff member involved on their return to school.

Internal Exclusion

Either moved to different year group Year leader class or with a member of the Inclusion Team.

8.45-9.00am	Morning introduction with year leader, timetable for the day and location explained.
9.00-10.15	Morning work in HUB with either TA or member of Inclusion Team
10.15-10.30	Morning break- snack and walk around mile a day
10.30-11.15	Morning work in HUB with either TA or member of Inclusion Team
11.15-11.20	Brain Break
11.20-12.00	Morning work in HUB with either TA or member of Inclusion Team
12.00-12.45	Lunch for child- eat, activity, mile a day, reading. Adult to be relieved for their break by either TA or Member of the Inclusion Team
12.45-1.30	Afternoon work in HUB with either TA or member of Inclusion Team
1.30-2.30	Restorative/ Reflection work with a member of the Inclusion Team
2.30-3.00	Target setting with member of SLT- targets set - to be reviewed 1 week after exclusion.
3.00-3.15	Talk with class teacher about targets and reflective work to be done.

External Exclusion

Restorative work to be sent home with children along with any work that will be missed.

The meeting should be facilitated by either of the below;

SLT/Year Leader/Class Teacher, Inclusion Team member, Child and Parent

Re-integration meeting check list:

- Greetings.
- Summarize time at home, how they got on with the work set
- Look at reflective/ restorative work and discuss – ask the pupil Restorative Questions
- Create a new 'School Agreement' (if one in place, revise and re-do if needed)- this includes the targets they will be working towards.
- Agreed by everyone.
- Targets discussed will be on a target card for the week
- Discuss timetable for the rest of day

Next steps for the day;

SLT or Year leader to Walk child back to class

If child is not ready and needs more time a member of the inclusion team will assist through providing some cool down/ prep time with the child

Restorative work if needed with member of inclusion team

The targets should be reviewed by a member of SLT a week after.