



Creswell C of E Nursery & Infant School Behaviour Ladder – January 2020

These Steps will be used to guide discussion with parents and school staff in determining the support and sanctions that will be followed as a result of a child's inappropriate behaviour. Please note that the steps do not have to be followed sequentially. If an incident is serious enough then the process could start at Step 3, 4 or even Step 5

Positive Sanctions are used as a priority in all cases – please see the behaviour policy for guidance.

Steps	Behaviour (These are some examples of possible behaviour)	Consequences & Actions
Step 1	LOW LEVEL - Amber <ul style="list-style-type: none">Not following the golden rules Minor issues e.g falling out, name calling, rough play/fighting, breakage of small items, pushing, taking small items that don't belong to you <ul style="list-style-type: none">Poor attitude towards Learning	<ul style="list-style-type: none">Use of whole school 'traffic lights' behaviour strategy in classrooms. Name cards moved to identify to passing staff - Display to be visible from door. (Green is good, Amber is warning and Red is step 1 the consequences below). <ul style="list-style-type: none">Loss of dojo points and explanationMay miss playtime if have not followed rule of we work hardAt Midday child to have 5 mins thinking time at the fence, Midday supervisor to record incident in class book given to teacher.
Step 2	MID LEVEL - Red <ul style="list-style-type: none">Re occurrence of above behaviour after above consequences have been put in placeNon-completion of classworkPoor attitude towards learningFailure to follow instructions given by staffRefusal to workSwearingDisruption in classroomSpitting	<ul style="list-style-type: none">Use of whole school 'traffic lights' behaviour strategy in classrooms.Moving child to partner classroom for agreed period.Moving child to SLT classroom for agreed period.1 to 1 discussion between child and HT / PastoralLoss of playtime to complete missed workClass teacher to inform parents of behaviour and look for links outside of school.Class teacher to consider options to support behaviour - positive play, Guardian angel, pastoral care, peer mentor, praise and

	<ul style="list-style-type: none"> • Theft of property which belong to the school, staff members or pupils • Racist, sexist, homophobic or discriminatory behaviour towards pupils or staff 	<p>regular reminders, Boxall profile, Solution Focused Behaviour plan, investigation of medical causes for the behaviour.</p> <ul style="list-style-type: none"> • Specify the consequences and sanctions for the repeated behaviour
Step 3	<p>HIGH LEVEL</p> <ul style="list-style-type: none"> • Repeat of previous behaviour after above consequences. • Threatening behaviour • Swearing • Aggressive behaviour • Sexualised behaviour • Intimidation of another • Disrespect of adults, not doing as asked by adult • Purposeful breakage of equipment • Meaningless throwing of objects and minor damage to school building • Running off in school/playground/trips • Any form of bullying 	<ul style="list-style-type: none"> • Use of whole school 'traffic lights' behaviour strategy in classrooms. • Appropriate apology to be made - written/verbal • Missed work to be completed at break / lunchtime in class with teacher. • Incident logged on CPOMs and followed up by SLT/Pastoral • Class teacher and SLT member of staff to discuss with child/ren • Internal exclusion arranged by HT • HT to inform parents of behaviour immediately • Risk assessment to be considered and completed (particularly for 'runners' for trips.) • SLT / Pastoral to complete half termly review of Step 3 and above children • At Midday, staff to call for support from SLT / Pastoral
Step 4	<p>HIGH LEVEL</p> <ul style="list-style-type: none"> • Repeat of the above behaviour and/or • Repeated breaches of the school rules • Hitting, punching, slapping, kicking, head butting, biting, violently shaking others, throwing objects at others, stabbing others. • Leaving or attempting to leave the school premises 	<ul style="list-style-type: none"> • SLT/ Pastoral staff member to meet with parents and child to discuss repeated behaviour • Fixed Term exclusion - Decision on number of days to be made by HT • Following Fixed Term exclusion a written Transition plan will be produced by HT for the return date and shared with class teacher and parents. The transition plan will incorporate a parent meeting and supported learning time out of class. During the

	<ul style="list-style-type: none"> • Failure to follow repeated instructions given by staff which results to serious consequences or safeguarding • Failure to keep self or others safe. • Any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation • Vandalism • Possession of any dangerous items. • Running from school grounds and not returning 	<p>parent meeting preventative measures will be discussed and recorded.</p> <ul style="list-style-type: none"> • Set a monitoring and review date with parents • Involve outside agencies such as school nurse, behaviour support, Educational psychologist,, social care • Hold a multi-agency meeting and consider creating a MEP- Multi Element Plan or Solution Focused Behaviour Plan for an agreed period of time. • Specify the consequences and sanctions for the behaviour and discuss the use of internal exclusions (working outside of the classroom area) • In instance of running from school and non-return - Police and parents will be called, staff to follow at safe distance if possible
Step 5	A repeat of the above behaviours after consequences	<ul style="list-style-type: none"> • HT to meet with parents and child to discuss behaviour, behaviour policy, exclusion policy and behaviour ladder for school time and lunch times. • Discuss the option of a tailor made package (pathways) • fixed term exclusions (1 day-5 days dependent on behaviour, 15 days in a term can trigger Governors to consider a permanent exclusion). • If a 5 day exclusion is issued meet with parents and a Governor to discuss the incident
Step 6	Continued repetition of the above behaviour, even after home/school support and consequences have been put in place.	<ul style="list-style-type: none"> • HT meeting with governor (due to governor availability this may be after the day of the behaviour) • Permanent Exclusion