

## Homerswood's Behaviour Ladder

This Ladder should be used at all times when dealing with behaviour. Staff are advised to use their professional discretion with regard to the intention and force of the behaviour when deciding which level to apply. If in doubt staff members should always consult with a more experienced colleague before deciding a level.

| <b>Type</b>                | <b>Examples of Behaviours</b>  | <b>Rewards/Sanctions</b>  |
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| <b>Well above expected</b> | Learning Zone 5<br>Well being 4 +<br>Taking a leadership role inside classroom<br>Taking a leadership role inside the school<br>Taking a significant step in your learning through resilience                            | Visit Headteacher or letter/postcard home<br>Achievement shared in assembly by Headteacher<br>Considered for Star of the Year<br>Marvellous Me<br>Share with family |
| <b>Above expected</b>      | Learning Zone 5<br>Well being 4 +<br>Supporting others in solving problems<br>Showing resilience personally or in learning   | Star of the week<br>Work shared with other classes<br>Work shared on the blog/website<br>Marvellous Me<br>Share with family   |
| <b>Expected behaviour</b>  | Learning Zone 4<br>Well being 4<br>Follow the vision and code<br>Keeping up to date on target sheet<br>Self-regulating own behaviour<br>Truth and honesty<br>Being reciprocal in relationships<br>Successful team member | Shooting stars<br>A class reward<br>Marvellous Me   |
| <b>Warning 1</b>           | Pushing in<br>Teasing<br>Spoiling other's games  | Reminder of Vision and Code<br>Capture future pro-social behaviour as reference for child   |

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| <p><b>(not recordable on CPOMs)</b></p>                 | <p>Telling Tales<br/>Wasting time<br/>Being too noisy<br/>Avoiding work</p>  | <p><b>**Dealt with swiftly as part of normal teaching practice</b></p>  |
| <p><b>Warning 2</b></p>                                 | <p>Answering Back<br/>Interrupting learning<br/>Rudeness to others<br/>Swearing at peers<br/>Covering up the truth<br/>Hitting another child in retaliation<br/>Not following instructions<br/>Avoiding work<br/>Sitting under tables or hiding</p>  | <p>Verbal warning given<br/><br/>Discussion with adult dealing with issue about why<br/><br/>Apologising to others and accepting responsibility<br/><br/>Loss of freedom related to behaviour for rest of session ie working alone, less area to work in<br/><br/><b>**Dealt with by adult directly</b></p>   |
| <p><b>Warning 3</b></p>                                 | <p>Damaging property<br/>Kicking others<br/>Scratching/Biting others<br/>Stealing from others<br/>Hitting/Spitting another person without provocation<br/>Verbal threats to staff/pupils<br/>Confrontational behaviour<br/>Disruptive behaviour that affects the whole class<br/>Not following adult direction</p> | <p>Discussion with SLT about why – possible completion of 3 R’s sheet*<br/><br/>Apologising and Repairing relationships with those affected<br/><br/>Loss of freedoms related to behaviour over period of time. – Earn responsibility back<br/><br/><b>**Dealt with by SLT (Depending on severity class teacher may be asked to manage)</b><br/><br/><b>Recorded on CPOMS</b></p> |
| <p><b>Expectation of Parent/ School Partnership</b></p> | <p>Parents will be contacted so that there is an ongoing, open dialogue maintained at all times. School will make sure they fully investigate all Level 3 incidences before writing home.<br/>Parents should trust that the policy has been followed to this point.</p>  |   |
| <p><b>Warning 4</b></p>                                 | <p>Not following adult direction that undermines safety of child or others<br/>Leaving a learning space without permission<br/>Serious harm to another child or adult</p>  | <p>PSP or Risk Reduction Plan to be put in place<br/><br/>Discussion with SLT about why – possible completion of 3 R’s sheet<br/><br/>Loss of freedom to learn within the classroom – earn responsibility back</p>  |

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|  | Swearing at staff<br>Physically abusive to staff<br>Verbally abusive to staff<br>Coming onto school premises with malicious intent<br>Bringing the school into disrepute at an event  | Arrangements for Exclusion or isolation in place and reported to parents<br><br><b>**Dealt with by HT, DH, AH or member of staff in charge.</b> |
| <b>Expectation of Parent/School Partnership</b>  | Parents will agree to meet with HT and/or SENCo to discuss behaviours and underlying issues.<br><br>Parents are expected to work in partnership with the class teacher, SENCo and SLT to ensure that a consistent message is received by the child.<br><br>The school will ensure that part time timetables/exclusions/ Risk Reduction documents are ready for parents to view at the earliest convenience and readily available at all times for parents.<br><br>Parents are to ensure that any additional support offered by external agencies is discussed openly and failure for a family to take this support may result in a Children's, Schools and Families referral. |   |
| The reoccurrence of Level 4 behaviours over time may result in .....   |   |   |
| Removal from the class area on a more regular basis<br>Higher Adult to child ratio<br>Organisation of a safe space/safe adult for pupil to access<br>Support in self-regulation strategies<br>Possible reduced timetable<br>Referral to The Park or The Behaviour Base<br>Possible managed move. |   |   |