



Creswell C of E Nursery & Infant School

Behaviour Ladder Overview



Steps	Behaviour (These are some examples of possible behaviour)	Consequences & Actions (To be selected appropriate to the individual child)
Step 1	<p>LOW LEVEL</p> <ul style="list-style-type: none"> Not following the golden rules <p>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</p> <ul style="list-style-type: none"> Inappropriate language - discretely Poor attitude towards Learning <p>Not listening, non-completion of classwork, disturbing another child's learning.</p>	<ul style="list-style-type: none"> Remind child of positive expectations and motivate to deliver Discrete 1 to 1 discussion with class teacher Review of learning expectations - Are appropriate adaptations in place? Complete work at playtime if have not followed rule of we work hard At Midday child to have 5 mins thinking time at the fence / spend 5 mins holding hand or midday supervisors to use strategies detailed above - discrete discussion reminding of expectations, role model good play behaviours, engage children in play. Midday supervisor to discretely handover to class teacher.
Step 2	<p>MID LEVEL</p> <ul style="list-style-type: none"> Re occurrence of above behaviour after above consequences have been put in place. Failure to follow instructions given by staff Refusal to work Theft of property which belong to the school, staff members or pupils Racist, sexist, homophobic or discriminatory behaviour towards pupils or staff 	<ul style="list-style-type: none"> 1 to 1 discussion between child and SLT / Pastoral in classroom Reflection time and opportunity to put right what has happened 1 to 1 or whole class learning time to address PSHE issues (PANTs, Diversity) Loss of playtime to complete missed work Class teacher to inform parents/carers of behaviour and look for links outside of school. Incident and record of parent conversation to be logged on CPOMs Class teacher to consider options to support behaviour - interventions, Guardian angel, pastoral care, peer mentor, praise and regular reminders, Boxall profile, Individual Behaviour Support plan, investigation of SEND / medical causes for the behaviour. Incorporate consequences / actions / strategies from Behaviour Support / Education Psychologist / Boxall report into Individual Behaviour Support Plan.

Step 3	HIGH LEVEL <ul style="list-style-type: none"> • Repeat of previous behaviour after above consequences. • Threatening behaviour • Swearing at children or staff • Disrupting whole class learning • Aggressive behaviour - hitting, slapping, kicking • 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"> • Child removed from the classroom outside and given opportunity to take actions to deal with frustrations (run, scream) • Member of SLT to discuss with child and follow up with parents/carers. • Work completed and / or mental health and wellbeing activities completed in separate space. • Incident logged on CPOMs and followed up by SLT/Pastoral • Individual Behaviour Support plan Reviewed or implemented if not currently in place. Consider involvement of outside agencies such as school nurse, behaviour support, Educational psychologist, social care. • Risk assessment to be considered and completed (particularly for 'runners' for trips.) • SLT / Pastoral to complete Behaviour Ladder Review for the child with Class Teacher. • At Midday, staff to call for support from SLT / Pastoral • Anti-Bullying policy to be followed. All incidents to be logged on CPOMs and followed up by HT immediately. • Internal or Fixed Term exclusion to be considered - Guidance on the number of days included in the behaviour policy. Adjustments may be made to this by HT if appropriate with reasoning logged on CPOMs.
Step 4	HIGH RISK LEVEL <ul style="list-style-type: none"> • Violent Behaviour towards children or staff with intention to harm and refusal to stop - Hitting, punching, slapping, kicking, head butting, biting, violently shaking others, throwing objects at others, stabbing others. • Spitting intentionally at child or adult • Leaving or attempting to leave the school premises • Failure to follow repeated instructions given by staff which results to serious consequences or safeguarding • Failure to keep self or others safe. 	<ul style="list-style-type: none"> • Fixed Term exclusion - Guidance on the number of days included in the behaviour policy. Adjustments may be made to this by HT if appropriate with reasoning logged on CPOMs. • HT/DHT to meet with parents/carers and child to discuss behaviour leading to fixed term exclusion and confirm Return to school procedure. • SLT, Pastoral and class team to review Independent Behaviour Support plan and risk assessment and agree next steps. These to be incorporated in Return to school Transition plan. As part of the risk assessment, review if extended provision opportunities to be removed (breakfast club, after school clubs, visits) • Following Fixed Term exclusion a Return to school meeting will be held on the morning of the return date with HT or DHT. The Return to school Transition

	<ul style="list-style-type: none"> Any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation Vandalism Possession of any dangerous items. 	<p>plan to be shared. A monitoring and review date will be agreed with parents/carers.</p> <ul style="list-style-type: none"> Copy of any document reviews (Independent Behaviour Support plan, risk assessment) and Return to school Transition Plan to be added to document vault on CPOMs Referral to Behaviour Support services and / or Educational psychologist to be completed by HT or SENDCo as appropriate if not already done so. In instance of running from school and non-return - Police and parents/carers 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/carers and child to discuss behaviour, behaviour policy, exclusion policy and behaviour ladder. 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/carers 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 governors (due to governor availability this may be after the day of the behaviour) Permanent Exclusion