

Appendix 2

CtS Class Behaviour Management Strategies

Reception and KS1

Behaviour	Response
Mild	
Speaking/interrupting others during whole class teaching	<ol style="list-style-type: none"> 1. Verbal/non verbal warning 2. Verbal/non verbal warning 3. Choice with consequence e.g. moved, loss of golden time, conversation about behaviour at break time
Child not on task	
Moderate	
First occasions of swearing (verbal and non verbal) or inappropriate language	<ol style="list-style-type: none"> 1. Speak to child one – one basis with consequence if repeated 2. the child is referred to SLT with loss of golden time. 3. class teacher informs parent <p>Subsequent occasion parents are invited to speak to SLT and plan created</p>
Repeated occasions of swearing (verbal and non verbal) or inappropriate language	
Name calling, hitting, pushing Physical/non-physical hurting feelings	Speak to child individually then include other child/ren involved to explain feelings
Ignoring instructions given by an adult Refusing to accept instructions from an adult	<ol style="list-style-type: none"> 1. Repeat instruction and praise others 2. Repeat instruction and praise others 3. Give choice and consequence e.g. moved, loss of golden time, conversation about behaviour at break time
Carelessly causing damage to school property or things that belong to others	<ol style="list-style-type: none"> 1. Speak to child individually then include other child/ren involved to explain feelings 2. child is referred to SLT with loss of golden time. 3. class teacher informs parent <p>Subsequent occasion parents are invited to speak to SLT and plan created</p>
Repeated behaviour	
Serious	
Purposely hurting other children/adults, leaving a mark (e.g. punching, kicking biting)	<p>Child is escorted to SLT and parents informed</p> <p>Immediate sanction e.g. isolation from other child, activity, exclusion from playtime/lunch time dependent on timing of behaviour for reflection</p>

	Apology to other child
Inability to calm down (e.g. running around, refusing to listen to adults)	<ol style="list-style-type: none"> 1. Calmly give instruction to calm down 2. Given choice of behaviour 3. SLT comes to the classroom and removed from the environment and given time out to reflect on behaviour. <p>Immediate sanction and situation clearly explained to child e.g. isolation from other children, activity, exclusion from playtime/lunch time dependent on timing of behaviour for reflection, parents informed</p>
Shouting/being rude to an adult	<ol style="list-style-type: none"> 1. Calmly explain to the child that behaviour is unacceptable consequences explained if behaviour was repeated 2. Sent to SLT and immediate sanction and situation clearly explained to child e.g. isolation from other children, activity, exclusion from playtime/lunch time dependent on timing of behaviour for reflection, parents informed
Wilfully causing damage to school property or property that belongs to others	<p>Child is escorted to SLT and parents informed</p> <p>Immediate sanction e.g. isolation from other child, activity, exclusion from playtime/lunch time dependent on timing of behaviour for reflection</p>
Inappropriately moving around	<ol style="list-style-type: none"> 1. Calmly give instruction to calm down 2. Given time out space to reflect on behaviour - a couple of minutes 3. SLT comes to the classroom and removed from the environment and given time out to reflect on behaviour. <p>Immediate sanction and situation clearly explained to child e.g. isolation from other children, activity, exclusion from playtime/lunch time dependent on timing of behaviour for reflection, parents informed</p>
Lost golden time in a week	Sent to Duty Teacher

CtS Class Behaviour Management Strategies

Year 3 and Year 4

Behaviour	Response
Mild	
Calling out	<ol style="list-style-type: none"> 1. Reminder of class rules/agreement about putting up hand/listening to others 2. Use visual reminders, revisit expectations and remind child/ren of rules etc. 3. Loss of golden time
Repeated calling out	Follow up conversation with child Individual target set Parents informed
Child not on task	<ol style="list-style-type: none"> 1. Verbal/non verbal warning 2. Verbal/non verbal warning 3. Choice with consequence e.g. moved, loss of golden time, conversation about behaviour at break time
Moving about inappropriately	<ol style="list-style-type: none"> 1. Verbal/non verbal warning 2. Verbal/non verbal warning 3. Choice with consequence e.g. moved, loss of golden time, conversation about behaviour at break time
Moderate	
Disrupting/stopping other children from learning or continuing with an activity	<ol style="list-style-type: none"> 1. Reminder and explanation about appropriate behaviour 2. Verbal/non verbal warning 3. Choice with consequence e.g. moved, loss of golden time, conversation about behaviour at break time
Repeated disruptions	Follow up conversation with child Individual target set Parents informed
Ignoring instructions given by an adult	<ol style="list-style-type: none"> 1. Reminder and explanation about appropriate behaviour 2. Verbal/non verbal warning 3. Choice with consequence e.g. moved, loss of golden time, conversation about behaviour at break time
Carelessly causing damage to school property or things that belong to others	<ol style="list-style-type: none"> 1. Reminder and explanation about appropriate behaviour 2. Verbal/non verbal warning

	<p>3. Choice with consequence e.g. moved, loss of golden time, conversation about behaviour at break time</p>
<p>Serious</p>	
<p>Causing harm to other children – physical or verbal e.g. hitting or name calling</p>	<p>Child is escorted to SLT by an LSA or other member of staff Child encouraged to reflect on their choice of behaviour and impact on others Immediate sanction and situation clearly explained to child e.g. isolation from other children, activity, exclusion from playtime/lunch time dependent on timing of behaviour for reflection, parents informed</p>
<p>Using inappropriate language - swearing/inappropriate language (including non verbal)</p> <p>Repeated occasions of swearing/inappropriate language (including non verbal)</p>	<p>1. Speak to child one – one basis with consequence if repeated</p> <p>2. The child is referred to SLT with loss of golden time.</p> <p>3. SLT informs parent</p> <p>Subsequent occasion parents are invited to speak to SLT and plan created</p>
<p>Inability to calm down (e.g. inability to listen to adults, running around, refusing to move/cooperate)</p>	<p>1. Reminder and explanation about appropriate behaviour 2. Verbal/non verbal warning 3. Choice with consequence e.g. moved, loss of golden time, conversation about behaviour at break time</p>
<p>Shouting/Adult rude to an adult</p>	<p>Sent to SLT and immediate sanction and situation clearly explained to child e.g. isolation from other children, activity, exclusion from playtime/lunch time dependent on timing of behaviour for reflection, parents informed</p>
<p>Refusing to accept instructions from an adult</p>	<p>SLT sent for and immediate sanction and situation clearly explained to child e.g. isolation from other children, activity, exclusion from playtime/lunch time dependent on timing of behaviour for reflection, parents informed</p>
<p>Wilfully causing damage to school property or property that belongs to others</p>	<p>Child is escorted to SLT and parents informed</p> <p>Immediate sanction e.g. isolation from other child, activity, exclusion from playtime/lunch</p>

	time dependent on timing of behaviour for reflection
Stealing from school or others	Child is escorted to SLT and parents informed Immediate sanction e.g. isolation from other child, activity, exclusion from playtime/lunch time dependent on timing of behaviour for reflection
Lost golden time in a week	Sent to Duty Teacher

CtS Class Behaviour Management Strategies

Year 5 and Year 6

Behaviour	Response
Mild	
Calling out	<ol style="list-style-type: none"> 1. Reminder of class rules/agreement about putting up hand/listening to others 2. Loss of golden time
Repeated calling out	Follow up conversation with child Individual target set Parents informed
Fiddling with objects on desk and around classroom	<ol style="list-style-type: none"> 1. Verbal warning given 2. Loss of golden time
Moving about inappropriately	<ol style="list-style-type: none"> 1. Reminder of class rules/agreement about putting up hand/listening to others 2. Loss of golden time
Swinging on chair	<ol style="list-style-type: none"> 1. Reminder about health and safety 2. Loss of golden time
Moderate	
Disrupting/stopping other children from learning or continuing with an activity	<ol style="list-style-type: none"> 1. Verbal/non verbal warning 2. Choice with consequence e.g. moved, loss of golden time, conversation about behaviour at break time
Repeated disruptions	Follow up conversation with child Individual target set Parents informed
Persistently talking at inappropriate times in lessons	<ol style="list-style-type: none"> 1. Verbal/non verbal warning 2. Choice with consequence e.g. moved, loss of golden time, conversation about behaviour at break time
Ignoring instructions given by an adult	SLT sent for and immediate sanction and situation clearly explained to child e.g. isolation from other children, activity, exclusion from playtime/lunch time dependent on timing of behaviour for reflection, parents informed
Carelessly causing damage to school property or things that belong to others	<ol style="list-style-type: none"> 1. Reminder and explanation about appropriate behaviour 2. Choice with consequence e.g. moved, loss of golden time, conversation about behaviour at break time
Serious	
Causing harm to other children/adults - verbal or non verbal e.g. hitting or name calling	Child is escorted to SLT by an LSA or other member of staff

	<p>Child encouraged to reflect on their choice of behaviour and impact on others</p> <p>Immediate sanction and situation clearly explained to child e.g. isolation from other children, activity, exclusion from playtime/lunch time dependent on timing of behaviour for reflection, parents informed</p>
Using inappropriate language - swearing/inappropriate language (including non verbal)	<ol style="list-style-type: none"> 1. Speak to child one – one basis with consequence if repeated 2. the child is referred to SLT with loss of golden time. 3. SLT informs parent <p>Subsequent occasion parents are invited to speak to SLT and plan created</p>
Repeated occasions of swearing/inappropriate language (including non verbal)	<ol style="list-style-type: none"> 1. Reminder and explanation about appropriate behaviour 2. Choice with consequence e.g. moved, loss of golden time, conversation about behaviour at break time
Inability to calm down (e.g. inability to listen to adults, running around, refusing to move/cooperate)	Sent to SLT and immediate sanction and situation clearly explained to child e.g. isolation from other children, activity, exclusion from playtime/lunch time dependent on timing of behaviour for reflection, parents informed
Arguing with a teacher	SLT sent for and immediate sanction and situation clearly explained to child e.g. isolation from other children, activity, exclusion from playtime/lunch time dependent on timing of behaviour for reflection, parents informed
Wilfully causing damage to school property or property that belongs to others	<p>Child is escorted to SLT and parents informed</p> <p>Immediate sanction e.g. isolation from other child, activity, exclusion from playtime/lunch time dependent on timing of behaviour for reflection</p>
Loss of golden time in a week	Sent to Phase Leader