Spindle Point Primary School- Levels of Behaviour & Responses

- Not on task
- Disrupting another child, chatting in class
- Distraction, interruption
- Answering back/squabbling
- Not taking instruction
- Telling lies/getting others into trouble
- Verbal abuse, minor bad language
- Unsafe movement around classroom/school
- Unsafe behaviour
- Careless damage
- Destruction of property (first time)
- Playtime incident (first occurrence)

Level 1 (low level) Misbehaviour that can be effectively managed within a classroom environment.

This level can be managed in class using the following responses and consequences: Warnings given and reminder of rule the child has broken. Redirect to another activity. Talk to the child – discuss what has happened. Discuss in groups or whole class. Move the child from the group to work on their own. Remind child of the rules

- Persistence of level 1
- Incomplete tasks (deliberate)
- Refusal to work
- Leaving lesson without consent
- Defiance
- Deliberate destruction of another child's work
- Minor vandalism
- Stealing/intent to steal
- Direct verbal abuse/ racial abuse
- Threatening behaviour
- Isolated acts of violence – kicking, hitting, thumping etc.
- Bullying, persistent name calling.

Level 2 More serious behaviour that is not so easily managed within a classroom environment.

This level can be managed in class using the traffic light system: Child is put on amber and the consequence is to stand with a member of staff for 5 minutes at break time. The child is reminded at that time about personal conduct. The child is placed back on green following the consequence.

- Persistence of level 2
- Major disruption of class activity
- Vandalism of school buildings/ property
- Stealing or intent to steal (persistent)
- Repeated incidents of bullying

Level 3 Frequent and repeated serious behaviour that is not so easily managed within a classroom environment or outside

Behaviour at this level needs to be recorded on an incident sheet and reported to the Headteacher every time it happens. Teachers need to liaise with the SLT and then may be advised to speak to parents if a child exhibits these behaviours. If a child is repeatedly exhibiting these behaviours then a discussion is needed with the HT/ SENCO and the child may well need an IBP. Other responses/consequences: Meeting with child and senior leader. Behaviour targets for weekly behaviour report, involvement of the behaviour support team. IBP for behaviour. Temporary isolation during dinner time, HT to send warning letter home.

- Persistent bad language and verbal/ racial abuse
- Violent hitting, kicking, fighting
- Aggressive violent behaviour, causing deliberate injury
- Abuse/ threatening behaviour towards staff/ parents
- Dangerous refusal to obey instruction
- Leaving school premises without consent
- Deliberate refusal to follow safety rules

Level 4 Very serious misbehaviour or persistent level 2 behaviour.

This behaviour will require immediate removal from the classroom/ playground by a member of staff trained in Team Teach (see Challenging Behaviour Policy) Each incident needs recording in the Team Teach file and reporting to the Headteacher. Level 3 behaviour is rare and most of our level 3 behaviour is down to persistent level 2 behaviour. At this point the parents will have been heavily involved and there will have been a referral to behaviour support and possible referral to the Forward Centre. At this level, school will be looking at alternatives to permanent exclusion and fixed term exclusions may be necessary.