

Procedure for responding to difficult and dangerous behaviours (Classroom)

Level	Examples of behaviour	Actions and adult responsible	Recording
Low level	<p>Being unkind: using a put-down (one-off), leaving someone out, spoiling someone's work/model</p> <p>Being disrespectful (to self/people/things): interrupting when others are speaking, drawing on exercise books, not helping to tidy up, answering back, refusing to follow instructions, bad language (one off), telling lies</p> <p>Being unsafe: something that might have caused some harm e.g. throwing a rubber across the classroom, pushing and shoving in the line.</p> <p>Not trying your best with your learning: poor effort, chatting, disruptive noises, wandering around the room, distracting others</p>	<p>Positive tactics (Distract & re-focus, reduce anxiety, ignore secondary behaviours, praise others)</p> <p>Direct (Gain child's attention – pause – direct them to do what you want them to be doing – and why)</p> <p>Warn (Tell them what related consequence will follow)</p> <p>Protective consequence (e.g. 5 minutes time-out or time-in, in class to allow the lesson to continue uninterrupted)</p> <p>Re-include (attempt to re-include the child to the activity)</p> <p>Related consequence given (e.g. clean up mess made, practise lining up, re-do/finish work)</p> <p>Praise right behaviour choice once child has re-engaged in learning</p>	No recording necessary (unless persistent)
Moderate level	<p>Persistent low-level behaviour from any category above</p> <p>Being unkind: deliberate remarks or acts that would upset someone</p> <p>Being disrespectful (to self/people/things): serious mis-use of school property, laughing at someone's contribution or viewpoint</p> <p>Being unsafe: behaviour that could cause harm e.g. pulling a chair away, running around with scissors,</p> <p>Not trying your best with your learning: refusing to work or engage with the lesson</p>	<p>Protective consequence - Continue learning in an alternative learning space (neighbouring classroom or SLT office with class TA) for rest of the session. Send 'learning elsewhere' card.</p> <p>Educational consequences e.g.</p> <ul style="list-style-type: none"> • think sheet completed in child's own playtime. Discuss with class teacher or TA. • opportunities to practise behaviours expected • explore consequences of breaking the rules on themselves, others and the environment. • Mediation/ apology letter 	Record of incident made on CPOMs by the class teacher

<p>Serious</p>	<p>Persistent moderate level behaviour from any category Being unkind: Deliberate physical or emotional harm to others e.g. name calling, kicking, biting, pinching, hitting Being disrespectful (to self/people/things): Swearing at someone (intentionally), vandalism, stealing from a lunchbox Being unsafe: throwing/kicking objects that are likely to cause significant harm, absconding – from the classroom Not trying your best with your learning: inciting other children to misbehave.</p>	<p>De-escalation techniques if needed Immediate protective consequence (Child to be taken to a safe place. SLT informed of incident but not necessarily to deal with incident. Child to stay with a member of staff for emotional recovery time) Reflect, repair and restore to be carried out by CT or member of SLT on call Educational consequences e.g. Think sheet completed in child's own playtime, clean up, letter of apology, work on safety Further protective consequence – may be need for child to work in another class for further sessions or stay in at lunchtime until they show they are able to follow the rule they broke.</p>	<p>Record of incident made on CPOMs by the person who witnessed and dealt with it SLT informed. Parents contacted by class teacher following discussion with SLT</p>
<p>Extremely serious/ Dangerous behaviour</p>	<p>Persistent serious level behaviour from any category Being unkind: persistent and deliberate physical or emotional harm to others e.g. name calling, kicking, biting, pinching, hitting (BULLYING), racism, homophobia One-off incident causing significant physical or emotional harm. Being disrespectful (to self/people/things): as above, vandalism where others could have been seriously harmed, swearing at an adult as an insult, stealing, verbal abuse to an adult Being unsafe: as above, Absconding – from the school site</p>	<p>SLT called for De-escalation techniques if needed Immediate protective consequences Child to be taken to a safe place or made safe where they are. Child to stay with a member of staff for emotional recovery time. Reflect, repair and restore to be carried out by SLT or CT Educational consequences – e.g. think sheet completed in child's own playtime, pay for repairs, plan in place for teaching behaviours Further protective consequences – child to work in another class or play indoors until they show that they are able to follow the rules. Possible exclusion, reduced timetable, intervention from other agencies, intervention form Governors, risk reduction plan.</p>	<p>Record of incident made on CPOMs by the person who witnessed and dealt with it SLT informed. Parents contacted by SLT</p>

Procedure for responding to difficult and dangerous behaviours (Playground)

Level	Examples of behaviour	Actions and adult responsible	Recording
Low level	<p>Being unkind: leaving someone out, name calling (one-off)</p> <p>Being disrespectful (to self/people/things): answering back, refusing to follow instructions, bad language (one off), telling lies, dropping litter</p> <p>Being unsafe: something that might have caused some harm e.g. pushing and shoving in the line, being inside/ on the field/ in the woods without permission</p>	<p>Positive tactics (Distract & re-focus, reduce anxiety, ignore secondary behaviours, praise others)</p> <p>Remind (Gain child's attention – pause – direct them to do what you want them to be doing – and why)</p> <p>Warn (Tell them what related consequence will follow)</p> <p>5-10 mins to sit out (depend on age) before re-joining</p> <p>Related consequence given (e.g. clean up mess made)</p>	No recording necessary (unless persistent)
Moderate level	<p>Persistent low-level behaviour from any category above</p> <p>Being unkind: deliberate remarks or acts that would upset someone</p> <p>Being disrespectful (to self/people/things): serious mis-use of school property, refusal to listen to adult in charge</p> <p>Being unsafe: behaviour that could cause harm e.g. throwing equipment</p>	<p>Use a think sheet (verbally with MSA recording)</p> <p>Sent to or inform CT</p> <p>Make a note of incident</p>	Record of incident made on CPOMs by the class teacher
Serious	<p>Persistent moderate level behaviour from any category</p> <p>Being unkind: Deliberate physical or emotional harm to others e.g. name calling, kicking, biting, pinching, hitting</p> <p>Being disrespectful (to self/people/things): Swearing at someone (intentionally), vandalism, stealing from a lunchbox</p> <p>Being unsafe: throwing/kicking objects that is likely to cause significant harm</p> <p>Not trying your best with your learning: inciting other children to misbehave.</p>	<p>CT to be informed initially</p> <p>De-escalation techniques if needed</p> <p>Child to be taken to a safe place. SLT informed of incident but not necessarily to deal with incident. Child to stay with a member of staff for emotional recovery time</p> <p>Reflect, repair and restore to be carried out by CT or member of SLT on call</p> <p>Educational consequences e.g. Think sheet completed in child's own playtime, clean up, letter of apology, work on safety</p> <p>Further protective consequence – may be need for child to work in another class for further sessions or stay in at lunchtime until they show they are able to follow the rule they broke.</p>	Record of incident made on CPOMs by the person who witnessed and dealt with it SLT informed. Parents contacted by class teacher following discussion with SLT

<p>Extremely serious/ Dangerous behaviour</p>	<p>Persistent serious level behaviour from any category Being unkind: persistent and deliberate physical or emotional harm to others e.g. name calling, kicking, biting, pinching, hitting (BULLYING), racism, homophobia One-off incident causing significant physical or emotional harm. Being disrespectful (to self/people/things): as above, vandalism where others could have been seriously harmed, swearing at an adult as an insult, verbal abuse to an adult Being unsafe: as above, Absconding – from the school site</p>	<p>SLT called for De-escalation techniques if needed Immediate protective consequences Child to be taken to a safe place or made safe where they are. Child to stay with a member of staff for emotional recovery time. Reflect, repair and restore to be carried out by SLT or CT Educational consequences – e.g. think sheet completed in child's own playtime, pay for repairs, plan in place for teaching behaviours Further protective consequences – child to work in another class or play indoors until they show that they are able to follow the rules. Possible exclusion, reduced timetable, intervention from other agencies, intervention form Governors, risk reduction plan.</p>	<p>Record of incident made on CPOMs by the person who witnessed and dealt with it SLT informed. Parents contacted by SLT</p>
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