



# Consequences Ladder

We have high expectations for **everyone** in our school so that they can be the best versions of themselves; growing well and flourishing together.

We **support** and **guide** everyone towards making positive choices but have **clear, predictable procedures to follow** for those who do not.

If a child is not following our school rules, so is being unsafe, disrespectful or is not ready to learn, the below system is followed. At all stages, it should be very clear to the child what it is they should be doing and why.

Consequence Neutral (Not recorded on Arbor)	<p>Non-verbal and/or verbal <b>reminder</b></p> <p>1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause.                  2. Unnamed: 'We're tracking. Just waiting for 100%. We need one person ... and 100%.'                  3. Named: 'David, we listen so we can learn. Thank you.'</p> <p>Initially a teacher will use good models of behaviour to modify unwanted behaviour and reflect on the characteristics of learning and the school's Christian values.</p>
Consequence 1 (C1) (Recorded on Arbor)	<p><b>Verbal warning</b></p> <p>Class based time out / move to another seat</p> <p>Warnings will be issued using a similar format to the one below and should be carried out through a 30 second intervention.                  "This is your first warning. You have chosen to distract others while they are learning. Is there anything I can help you with? Please focus on what you've been asked to do."</p> <p>30 second intervention:</p> <ul style="list-style-type: none"> <li>* Gentle approach, personal, non-threatening, eye-level or lower</li> <li>* State behaviour that was observed clearly and which rule was broken/ which value they are not demonstrating</li> <li>* Clearly state the consequences for continued poor behaviour choices</li> <li>* Refer to previous examples of when the child has made positive behaviour choices</li> </ul> <p>*Walk away from the child, allowing them time to decide what they are going to do next.</p> <p>Calm space with possible opportunity for child to reflect with restorative practice questions and timer. Child will need to catch up with any missed work in the time. If this happens twice in a week, class teacher to speak with parents.</p>
Consequence 2 (C2) Yellow card (Recorded on Arbor)	<p>Child sent to complete learning in another classroom for 15 minutes.</p> <p>Warnings will be issued using a similar format to the one below and should be carried out through a 30 second intervention.                  "This is a yellow card. You have chosen to persistently disrupt others while they are learning. You now need to take your work to complete in Y' / with Miss".</p> <p>Opportunity for child to reflect with restorative practice questions: reflection time / loss of some break time.</p> <p>Dialogue with parents - class teacher informs parents of behaviour either with chat at end of day / phone call / email and discusses steps forward to avoid repeated behaviour.</p>
Consequence 3 (C3) Red card (Recorded on Arbor by class teacher or SLT)	<p>If poor behaviour choices continue during stage 2 or after stage 2, child is sent to a member of the SLT to complete independent learning for the remainder of the session or until the child is ready to return to class learning.</p> <p>Reflection time / loss of break time / staggered break time - our well being team may support in this moment if needed.</p> <p>Loss of privileges</p> <p>Formal conversation with parents from a member of the SLT and class teacher.</p> <p>Consider behaviour support plan with class teacher / SENDCO / SLT</p>
Consequence 4 (C4) (Recorded on Arbor by SLT)	<p>If a child reaches stage 3 twice in one week, parents are invited into school to discuss with class teacher and member of SLT.</p> <p>Possible internal / external suspension                  (number of days to be decided by the Head of School) *taking into account the needs / age of child</p> <p>Consider behaviour support plan with class teacher / SENDCO / SLT</p>
Consequence 5 (C5) (Recorded on Arbor by Head of School)	<p>Suspension/Permanent exclusion</p> <p>Behaviour support plan</p>

Scripted Intervention for behaviour choices	Discussing a child's behaviour choices is very important so that they can understand the impact and how to make alternative ones next time.	Consistency of Adult Behaviour
<p>We do not ask the child why they have behaved in a certain way.</p> <ol style="list-style-type: none"> <li>1. We check in with ourselves first- are we ready to have the conversation?</li> <li>2. We speak with the children</li> <li>3. We apply the consequence</li> <li>4. We ignore and support any defensive reactions from the child</li> </ol>	<ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking when it happened? What zone were you in?</li> <li>3. What did you feel inside when it happened?</li> <li>4. How are you now?</li> <li>5. Who else has been effected?</li> <li>6. What do you need to feel better? (ZofR toolkit)</li> <li>7. What needs to happen to put it right?</li> </ol>	<p>All adults strive to:</p> <ul style="list-style-type: none"> <li>• Keep calm</li> <li>• Listen</li> <li>• Be positive</li> <li>• Follow the code of conduct</li> <li>• Carry out consequences</li> <li>• <b>Be consistent</b></li> </ul>

NB: Some children in our school have reasonable adjustments made to their behaviour. Any specific approaches are identified in their Inclusion Support Plan, created by the teacher and SENDCO.

NB: Behaviour choices which are severely disrespectful, unsafe or harmful to others follow the Significant Incident Procedure. NB: Any bullying or discriminating behaviour is dealt with immediately as per our Anti-Bullying policy.