Purwell School Consequences Chart: It is important that consequences are applied in a consistent manner, by all staff, across the school.

	Difficult/Dangerous behaviours	Behaviour Management strategies and consequences	What might we say and do?
Level 1 *Level one behaviours are supported within class by support and teaching staff.*	Making silly noises Time wasting Talking out of turn Off task e.g. fiddling Out of seat without permission Single incident minor physical aggravation of others e.g. prodding, poking Low level playground dispute non-physical	Use positive phrasing Praising peers who are demonstrating the desired behaviour Model expected behaviours Private reminders Check-ins Limited Choice Class teacher to oversee, (move to be nearer the teacher) **Three strikes accumulated over the course of the morning or afternoon (note: slate cleared at lunchtime, however, poor behaviour that is reported by staff over lunch, will be recorded as the first strike of the afternoon) Three strikes results in time with teacher, to carry out verbal reflection script – on staff lanyards. This might be during breaktime, or, kept back at the end of the school day, if appropriate.**	*Stop! (name the behaviour) Tell them how that behaviour is impacting on others.* *You need to… (name the desired behaviour phrased in positive terms)* *Show me you can… (name the desired behaviour phrased in positive terms)* *How are you feeling now?* *You can work here, or over there.* *Do you need to sit on your own?* *I may have to speak with your parent about this behaviour. What would they say?*
Level 2 *Level two behaviours are shared with senior leaders and/or parents.*	Spoiling others' work Throwing things e.g. books Disrespectful language towards others Persistent work refusal Physical playground dispute fighting. Persistent low-level disruptive behaviours Physical or emotional abuse towards others	**Three strikes accumulated am/pm, as above, this time resulting in completion of reflection form, by child, with adult.** Verbal reporting to parent from class teacher at the end of the day Incident reported to Mr Cano. Educational consequence put in place. Complete roots and fruits and anxiety mapping (to be completed by a SW trained TA)	*You need to reflect on your behaviour. You will be given time to do this, name (where and when).* Use refection form. *You will be completing this at…* (name it, e.g. break/after school). *I will be speaking to your parent after school today about this behaviour.* - Do it! *I will be speaking to Mr Cano about this behaviour.* -Do it! *Let's explore why your behaviour can be dangerous and/or upsetting.* Educational research.

Level 3	Racist/Sexist/Homophobic language	Use of de-escalation techniques	Protective behaviours/pastoral interventions
Level three behaviours are acted upon by senior leaders shared with parent involvement.	Bullying Persistent swearing Children absconding Refusal to follow instructions to keep themselves or others safe Damage to property Peer-on-peer sexualised abuse Violence towards children and staff with intent to cause harm Possession of dangerous items or substances brought into school	Pastoral support Incident recorded on relevant document e.g. SIMS, ROCs, bullying/racism or VIR (violent incident record) Reflection form and restorative conversations may include use of risk reduction plans. Senior leader involvement Parents contacted Involvement of external agencies, where appropriate Consider longer exclusion time, parttime timetable or longer exclusion time.	Regular/daily reporting to parents. Regular reporting to SLT, and SENCO if necessary. *Let's explore why your behaviour can be dangerous and/or upsetting*. Educational research. 'To keep others safe you will need… '(name it)