



Highwood Primary School: Consequences Ladder

Promoting Resilience, Achieving Potential



Behaviour Structure	
<i>All staff</i> are expected to manage behaviour effectively to ensure a good and safe learning environment	
<i>All staff</i> must take responsibility for promoting good and courteous behaviour in classrooms and around the school	
<i>All staff</i> must have high expectations of behaviour using praise, consequences and rewards consistently and fairly	
<i>All teachers</i> must have clear rules and routines for behaviour in classrooms	
<i>All teachers</i> must manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
Restorative Conversations should include reference to the Golden Expectation that has not been followed	

	Examples of Poor Behaviour Choices	Consequences
Level 1 	Classroom <ul style="list-style-type: none"> Calling out/ Distracting others Disrupting the class/ Talking off topic Not co-operating with peers Not completing tasks set/ Stopping staff from teaching Moving around the classroom unnecessarily 	<ol style="list-style-type: none"> Non- verbal warning Verbal warning: STEPs language Thinking face Restorative conversation + educational consequence e.g. completing task at break Five minutes Lost GT optional alternative (SIMs: CT)
	Playground/Field/Corridor/Assembly/Office Area <ul style="list-style-type: none"> Disrupting a game/ Not co-operating with peers Not following instructions about where to play Not stopping when the whistle sounds/ Talking in assembly Pushing, shouting, running in the corridor 	<ol style="list-style-type: none"> Verbal warning: STEPs language Restorative conversation + educational consequence e.g. apologies, sitting out of game for 5 minutes Five minutes Time Out optional (SIMs: HT/Office)
Level 2  Individual consequences to be recorded on SIMs	Classroom <ul style="list-style-type: none"> Continued Level 1 behaviours Not following adult instructions Rudeness/ Answering back/ Defiance Name calling/ Unkindness towards peers Pushing furniture or equipment/ Slamming doors Deliberately pushing other children Racism- first time 	<ol style="list-style-type: none"> STEPs language + thinking face Thinking table 5/10 minutes + Reflection Sheet Sent to Phase Leader for restorative conversation (+ stay until next break) (SIMs: CT) Sent to Y2/Y6 Assistant Head for restorative conversation + educational consequence (SIMs: HT/Office) Consider withdrawal from Highwood after school clubs
	Playground/Field/Corridor/Assembly/Office Area <ul style="list-style-type: none"> Continued Level 1 behaviours Not following adult instructions Rudeness/ Answering back/ Defiance Name calling/ Unkindness towards peers Pushing equipment/ Slamming doors /Deliberately pushing peers Racism- first time Climbing on walls, playhouse/ Play fighting/Disrupting assembly 	<ol style="list-style-type: none"> STEPs language + restorative conversation + educational consequence 10 minutes Time Out optional (SIMs: HT/Office) Inform member of SLT on Lunch Duty Inform Class Teacher Class teacher to inform parents + maintain dialogue (meeting if behaviours don't improve) Juniper outside area (optional): discuss with NM Consider withdrawal from Highwood after school clubs

	Examples of Poor Behaviour Choices	Consequences
<p>Level 3</p>   <p>Individual consequences to be recorded on SIMs</p>	<p>Classroom</p> <ul style="list-style-type: none"> Continued Level 2 behaviours Swearing Shouting out to distract class Aggressively pushing or throwing equipment Minor damage to property Hurting another child by hitting, punching, kicking Persistent name calling including repeated racism 	<ol style="list-style-type: none"> Thinking Table + Reflection Sheet (15 minutes) (SIMs: CT) Sent to SLT + parents informed + Restorative conversation + Educational Consequence (SIMs: CT) Internal exclusion (SIMs: HT/Office) 'Stay ok for the day' report card Consider Individual Risk Management Plan Meeting with parents Not to be selected for participation in Highwood after school clubs or teams
	<p>Playground/Field/Corridor/Assembly/Office Area</p> <ul style="list-style-type: none"> Continued Level 2 behaviours Swearing Aggressively pushing or throwing equipment Minor damage to property Hurting another child by hitting, punching, kicking, pulling to the ground Persistent name calling including racism Not telling the truth Refusing to leave the play areas 	<ol style="list-style-type: none"> STEPs language – to manage situation Restorative conversation + Educational Consequence + 15 minutes Time Out (SIMs: HT/Office) Call/Inform SLT Inform parents Internal exclusion at break and/or lunch time (SIMs: HT/Office) Further period of time spent in Juniper/Juniper Outside area Not to be selected for participation in Highwood after school clubs
	Examples of Poor Behaviour Choices	Consequences
<p>Level 4</p>   <p>Individual consequences to be recorded on SIMs</p>	<p>Classroom/ Playground/Field/Corridor/Assembly/Office Area</p> <ul style="list-style-type: none"> Continued persistent defiance Significant damage to property Hurting another child by punching, kicking, headlock Deliberate fighting Physical assault <p>Individual consequences to be recorded on SIMs</p>	<ol style="list-style-type: none"> Call for/Send to SLT + parents informed Internal Exclusion (SIMs: HT/Office) External exclusion (SIMs: HT/Office) Further period of time spent in Juniper 'Stay ok for the day' report card Consider Individual Risk Management Plan Meeting with parents Not to be selected for participation in Highwood after school clubs

STEPs Language					
Positive Phrasing	Limited Choices	Disempowering the behaviour	Consequences	De-escalation script	De-escalation body language
Stand next to me Put the pen on the table Walk in the corridor Switch off the computer screen Walk with me to the library Stay seated in your chair Come and sit next to me for a story Please/thank you	Where shall we sit and talk, here or in the library? Put the pen on the table or in the box I am making a drink, orange or lemon? Are you going to sit on your own or with the group? Are you starting your work with the words or a picture? Would you like to sit on the chair or the beanbag?	You can listen from there You can listen to the story from there Come and find me when you come back Come back into the room when you are ready	We will check you understand the story/complete the task/ tidy the room/clean the area before going out for break/lunch time	Child's name I can see something has happened I am here to help Talk and I will listen Come with me and....	Outside of an outstretched arm (distance away) Sideways stance Leaving an open door Relaxed hands Managing height (same height as child)