

Appendix 1 - Behaviour Ladder Hierarchy of Behaviours /Sanctions

	Level 1	Level 2	Level 3	Level 4	Level 5
	FORMAL RECORDING ON CPOMS				
SANCTION	Non-verbal / verbal rule reminders Sanctions linked to class-based systems	Minor sanctions and informal contact with parents as appropriate Class Teacher to action	Escalating sanctions and informal contact with parents as appropriate Class Teacher to action	Formal behaviour support plan, sanctions and contact with parents as appropriate Head of School to action	Most severe sanctions, possibly exclusions, and greater involvement with parents Head of School to action
		Persistent Level 1 behaviours	Persistent Level 2 behaviours	Persistent Level 3 behaviours	Persistent Level 4 behaviours
REFUSAL	Not sitting on chairs properly Not listening Making a poor effort Not following uniform/jewellery policy	Initial refusal to follow an instruction Wandering around classroom Telling lies directly to an adult to exonerate yourself	Leaving the classroom without permission, but staying within the supervision of adults Refusing to do work/avoiding work Refusing to come out of toilets/hiding place Telling lies directly to an adult to get another in trouble	Leaving the classroom without permission, not staying within the supervision of adults Refusing to follow any instruction from any member of staff	Leaving the school site without permission
VERBAL	Calling out Interrupting Inappropriate chattering	Answering back/ Interrupting rudely Swearing to make people laugh Name calling / Unkind remarks Insulting families or loved ones	Using language which offends others Swearing to release frustration/ Swearing under breath/indirectly	Swearing directly to intentionally hurt or abuse someone Racist, sexist and homophobic abuse as a singular incident	Serious verbal abuse Racist, sexist and homophobic abuse, taunting or harassment.
PROPERTY	Interfering with the property of others Accidental damage to school or personal property	Defacing own work Minor deliberate damage to property Deliberately throwing or flicking small items	Defacing others work Deliberately damaging school or personal property	Proven stealing of school or personal property Substantial damage to school property	Arson Serious deliberate damage to school or personal property
DISRUPTION	Distracting others Fiddling with things Not sitting on the carpet properly	Encouraging others to misbehave by laughing at their poor behaviour choice	Disrupting the class so that learning is affected Manipulating others to make a poor behaviour choice	Persistent, significant disruption to learning Using threats to force others to make poor behaviour choices Extortion	Persistent, significant disruption to learning despite numerous strategies engaged to de-escalate
PHYSICAL	Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space.	Play-fighting, leaving an injury	Threatened violence Deliberate minor physical assault: including hitting, strangling, punching, pinching, kicking and biting Spitting on things	Possession of an object that could be used intentionally to harm someone Serious fighting Deliberate serious physical assault: including hitting, strangling, punching, pinching, kicking and biting Spitting at someone	Deliberate serious wounding Causing serious injury by biting (age appropriate) Sexual misconduct
SUBSTANCE					Smoking Alcohol or substance abuse Inappropriate use of prescribed drugs Possession of illegal drugs Drug dealing
BULLYING			Selective friendships Deliberate exclusion Name calling Persistent alienation of specific children	Monitoring for bullying with regularly targeted behaviour incidents from one child to another Repeated malicious/threatening name calling	Proven and persistent bullying
POSSIBLE CONSEQUENCES	Classroom Choices Chart Non-verbal reminders - adult proximity, hand on the shoulder, smile, thumbs up/down, frown Verbal reminders	Controlled choices - Do work at another time Change of position in the classroom Re-do work Loss of privileges - e.g. part of breaktime, lunchtime. This is individual for different children Informal contact with parents	Own individual resources within the classroom (i.e. own table / individual timeline etc) Parents MUST be informed (informal meeting) Removal of privileges - loss of entire break time / no clubs Removal from classroom Individual space to calm down Working restoratively - mediation between children Possible referral to the SENCO for 1:1 support	Referral to external agencies in liaison with the SENCO A formal meeting with parents Internal exclusions No trips / parental supervision for trips Behaviour support plan completed Safety and support plan completed Changes to curriculum / timetable Possible part-timetable Possible increased adult support Structured lunchtime/breaks	External exclusions - suspension or permanent Pastoral support plan completed Headteacher meeting with parents Formal recording with LA, Report to police (where appropriate)
	Reflect, repair, restore should be completed for all behaviour choices. Consequences should be decided with children during reflective discussions after de-escalation.				