Thorncombe St Mary's
School Specific Behaviour Ladder - Hierarchy of Behaviours /Sanctions Linked to Behaviour Policy

		Level 1	Level 2	Level 3	Level 4	Level 5
			FORMAL RECORDING ON CPOMS			
	SANCTIONS	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
BEHAVIOUR DESCRIPTOR	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 approp) ●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 suspension ●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 fixed-term suspension or permanent exclusion ●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.				