



St Nicholas

Appendices to Behaviour Policy

St Nicholas Behaviour for Learning Flow Chart

READY RESPECTFUL SAFE

LEVEL 1

- Not being **ready** for learning
 - Not Actively listening
 - Wandering around the classroom
 - Distracting others
 - Fiddling with things e.g. rulers
 - Returning from playtime/lunch late
- Not showing **respect**
 - Calling out in class
 - Not listening to adult instructions
 - Interrupting others or talking over others
 - Muttering or answering back
 - Inappropriate chatting
 - Interfering with the property of others
- Not being **safe**
 - Throwing or flicking small objects e.g. rubbers
 - Choosing to behave in an unsafe way e.g. using school equipment unsafely

LEVEL 2

- Play fighting & boisterous behaviour
- Refusal to follow adult instructions
- Disrespectful behaviour e.g. imitating adults
- Pushing or shoving
- Defacing own or other's work
- Encouraging others to misbehave
- Inappropriate physical contact e.g. poking, inappropriate gestures
- Minor deliberate damage of property
- Refusal to follow school rules
- Name calling
- Lying (depends on severity)

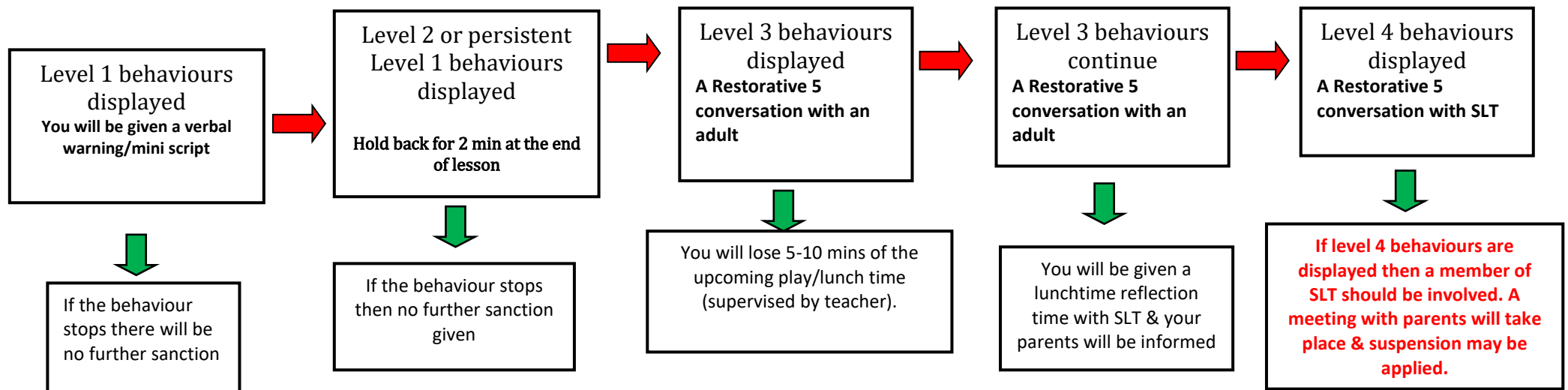
LEVEL 3

- Aggressive play fighting & boisterous behaviour (child on child)
- Swearing or offensive language
- Proven theft
- Dangerous conduct liable to injure someone e.g. stone throwing
- Bringing non-permitted substance into school
- Deliberate damage to property
- Persistent disruptive behaviour
- Deliberately provoking others
- Lying (depends on severity)

LEVEL 4

- Verbal abuse against a child or adult
 - Threatening behaviour against a child or adult
 - Fighting
 - Hurting a child or adult deliberately
 - Damaging or destroying property
 - Putting themselves or others in danger
 - Carrying a weapon
 - Bullying
 - Racism
 - Truancy
- If level 4 behaviours are displayed then a member of SLT should be involved. A meeting with parents will take place & a fixed term suspension may be applied.**

Sanctions for inappropriate behaviour



If you are given a reflection time you will be asked to complete a reflection task. This will help you consider your actions, consequences and how to move on

Staff MUST complete log an incident via ARBOR for any Level 3 or 4 behaviour

St Nicholas Behaviour for Lunchtime Flow Chart

READY RESPECTFUL SAFE

LEVEL 1

Not being **ready**

- Not stopping when the 1st bell sounds
- Not lining up quietly

Not showing **respect**

- Not listening to adult instructions
- Interrupting others or talking over others
- Muttering or answering back
- Inappropriate chatting
- Not showing good manners

Not being **safe**

- Throwing or flicking small objects
- Not playing safely on or off equipment

LEVEL 2

- Persistent incidents of level 1 behaviour
- Refusal to follow instructions from an adult
- Disrespectful behaviour e.g. imitating adults
- Play fighting & boisterous behaviour
- Going inside without asking permission
- Pushing or shoving
- Inappropriate physical contact e.g. poking, inappropriate gestures
- Minor deliberate damage of property
- Refusal to follow school code of conduct

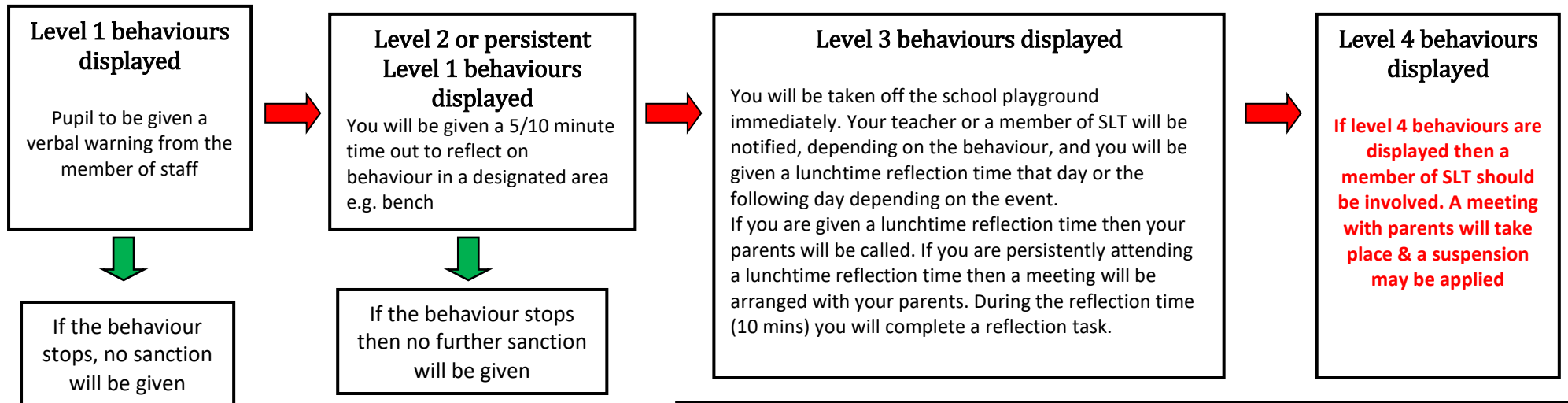
LEVEL 3

- Persistent incidents of level 2 behaviour
- Refusal to follow instructions from an adult
- Aggressive play fighting & boisterous behaviour (child on child)
- Swearing or offensive language
- Proven theft
- Dangerous conduct liable to injure someone e.g. stone throwing
- Bringing non-permitted substance into school
- Deliberate damage to property
- Persistent disruptive behaviour
- Deliberately provoking others
- Lying (depends on severity)

LEVEL 4

- Verbal abuse against a child or adult
- Threatening behaviour against a child or adult
- Fighting
- Hurting a child or adult deliberately
- Destroying property
- Putting themselves or others in danger
- Carrying a weapon
- Bullying
- Racism

Sanctions for inappropriate behaviour



Staff MUST complete ARBOR for any Level 3 or 4 behaviour

Appendix 1: Stages of de-escalation

Early warnings signs	Escalating behaviours	Crisis	Recovery	Depression	Follow-up
Physical agitation Facial expression Eye contact Body posture Facial colouring Tone of voice Verbal challenges Change of position in classroom Rapid mood swing Over sensitivity to suggestions and/or criticisms	Belligerent, shouting, abusive Making personal and offensive remarks Withdrawing from group Refusing to speak /dismissive Refusing to co-operate Hiding face in hands or bent over/under table Breaking basic rules & refusing to comply with routines "I will not" & "You can't make me" Indirect/direct physical threats Clenched fists Low level destruction of property	Confrontational threatening body posture Shouting, loud intense voice Running around room Climbing furniture Climbing out of window Throwing, tearing, pounding, stamping on objects Pushing, shoving hitting & punching kicking other people Biting & scratching Hair or clothes grabbing verbal abuse	The child will need at least 45 minutes for the physiological changes in their body to take place for them to return to a calm state. You will also need time! <i>Where will the child calm after the crisis – who will support them? How is the adult released from class to have time to calm?</i>	<i>What do they need for recovery (how do we help them to re-enter the classroom?)</i>	<i>What script will be used to discuss the incident? How are peers (witnesses) supported?</i>
Distraction Relocation of child Change of activity Physical proximity Humour Communication- important for a child to feel listened to Relaxation, eg calm Kids breathing techniques, progressive muscle relaxation and visualisation techniques, eg Garden of Dreams	Use planned responses – see BSS cards Pause to calm yourself before responding (count to five) Use self-talk ('I can handle this', 'I will not shout') Move gently to the side of the child Use non-threatening body language <ul style="list-style-type: none"> • Hands by side • Slow movements • Avoid making direct eye contact Steer the child away from an audience by the way you position your body Speak quietly, calmly and assertively Ignore secondary behaviours Acknowledge the child's feelings Offer choices Allow 'take-up time' Repeat, calmly stating consequences (taken from the school's good behaviour policy) Use consequences after take-up time expires	Remain controlled Locate and move towards exits Send for help (pre-arranged) Remove any audience Remove others if they could be in danger Remove potential weapons Keep at a safe distance (personal space/circles of danger) Assume the person will calm quickly Take your time Keep using appropriate stage 1 and 2 strategies	Create a safe place Give pupil time and space to calm down Calm box activities, eg <ul style="list-style-type: none"> • Pizza on the back • Square breathing • Visualisation <i>See information on Calm boxes</i> This is the longest part of the cycle Further peaks can easily be triggered Keep using stage 1 and 2 strategies as appropriate Offer something practical, eg a drink of water	Support, reassure and monitor Respond to any signs that they want to communicate Show concern and care (no consequences yet) Seating plan/ classroom layout Buddy system	Listen and learn (eg through use of Restorative Practices questions) Update Risk Assessment/De-escalation Plan Follow up any consequence Circle time with class

Anxiety / Trigger

Crisis

Recovery

Depression Follow up

Name _____

KS1 Reflection task

Date _____

Draw or write what happened



What were you feeling?



What do you need to do to make things better?



I shared this reflection task with _____ (adult)

Name.....

KS2 Reflection Task

Date.....

What happened?



What were you thinking?



Who else was affected by what happened?



What were you feeling?



What do you need to do to make things better?



What do you need to do to stop this from happening again?

*Think about our school rules, **Ready, Respectful and Safe** and our Christian Values, **Friendship, Peace, Perseverance, Forgiveness, Truthfulness and Thankfulness.***



I shared this reflection with (Adult)