

St Catherine's Catholic Primary School

Graduated Approach to Behaviour

Stage	Examples of behaviour	Possible sanctions	Next steps for staff
1	Swinging on chair Interrupting/calling out Not being on task Ignoring instructions Running inside the school building Silly noises Pushing in line Rough play at playtime/lunchtime Rudeness e.g. smirking/ answering back/ walking away from adult.	Quiet reminder Verbal warnings Non-verbal signals Change of seating	Class teacher to respond to all stage 1 behaviours. In class behaviour system to be used to support with stage 1 behaviours. – recognition board Class teacher to reflect on what else can be put in place to avoid this happening in the future. Often praising good behaviour so it has a positive effect on those misbehaving.
2	Persistent stage 1 behaviour Low level Swearing Disrupting the class affecting other pupil's learning Inappropriate remarks to other pupils Minor challenges to authority (refusal to comply) Damaging school's/pupil's priority Leaving class without permission Harmful/offensive name calling Continuous rough play at playtime/lunchtime Repeated incidences of playing unkindly at playtime/lunchtime Targeted behaviour towards the same child repeatedly	Missed minutes of playtime either with the class teacher or other identified adult. (Maximum of 5 mins) Time out in another classroom with work (Up to a maximum of 15 mins)	Class teacher to complete A,B,C, grids to identify triggers and communication. Class teacher to use a behaviour checklist to identify specific behavioural needs. Class teacher to talk to/ phone parents to inform them of persistent stage 1 behaviour or stage 2 behaviours. Incidents to be recorded (scholar pack) Phase leader to speak to pupil. Playtime incidents to be reported to the class teacher Parents to be contacted if child has evidence of stage 2 behaviour 3x or more in a half-term Review provision in place and see if further intervention or resources are needed. Class teachers to support pupils learning and behaviour needs.
3	Persistent stage 2 behaviour Persistent swearing Throwing objects with intent to harm Harming someone so they need medical help Continued or more serious challenge to authority Stealing Repeated refusal to do a set task Highly offensive remarks to children Leaving class without permission Persistent rough play	Sent to member of the SLT In person or Telephone call to inform parents Loss of playtimes/lunchtimes time with member of SLT At the discretion of the HT and severity of incident, internal exclusion	Behaviour to be logged/ reported on scholar pack by class teacher and SLT member with further actions noted and implemented. Behaviour Checklist to be used to identify priority areas for improvement to support formulation of an IBP. Individual Behaviour Plan (IBP) to be created by class teacher, pupil and SENCo/IHT which indicates targets and sanctions. IBP to be put in place.

			<p>IBP to be shared with the pupil's parents.</p> <p>IBP to be reviewed by Classteacher, SLT member to attend the review.</p> <p>Pupils to be placed on a report card system.</p>
4	<p>Persistent stage 3 behaviour</p> <p>Bullying</p> <p>Fighting</p> <p>Racism/homophobic comments</p> <p>Very serious challenge to authority</p> <p>Leaving school without permission</p>	<p>Classteacher / SLT member to investigate and then pupil to be sent to meet with the Headteacher.</p> <p>Meeting scheduled with parents</p> <p>Loss of playtimes/lunchtimes time with member of SLT</p> <p>Fixed period of internal exclusion or external inclusion to be applied</p>	<p>Situation to be monitored by teacher and SLT.</p> <p>External Agency support to be sought to provide additional support and guidance.</p> <p>IBP's to be continued as in stage 3.</p> <p>After school 45-minute detention with SLT member with parental consent.</p> <p>Pupils to be placed on a report card system. Monitored daily.</p>
5	<p>Persistent stage 4 behaviour</p> <p>Persistent verbal abuse to a member of staff</p> <p>Physical abuse to any member of staff or pupil</p> <p>Malicious physical assault on another pupil or member of staff</p>	<p>Exclusion for a fixed term</p>	<p>Situation to be monitored by teachers, SLT and Headteacher.</p> <p>Team around the child meetings.</p> <p>IBP's to be continued as in stage 3.</p> <p>Pupils to be placed on a report card system.</p>
6	<p>Repeated stage 5 behaviours</p>	<p>Governor disciplinary subcommittee convened</p> <p>Permanent exclusion from school</p>	<p>Same as stage 5.</p>

All the above sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully considered when sanctions are applied.

The ABCs in more detail

All ABC charts record the core components of antecedents, behaviours and consequences.

Antecedents

Antecedents are the events that directly precede the observed behaviour and are also known as 'triggers'. They may include:

- Being asked to stop or start specific tasks or activities, e.g., task transition.
- A particularly easy or difficult assignment/activity.
- Independent work.
- Group work.
- Being told 'no'.
- Loud noises or bright lighting.
- A comment or action from another child.
- Absence of attention (e.g., teacher diverted to another student, or peers working quietly and not looking at the child).
- Being in 'free-play' (no instructions or guidance).
- Praise.

It is also important to consider antecedents that are not immediate and include the wider environment. These 'slow' triggers are noted at the start of a recording session, and could include:

- Time of day (influencing hunger and energy levels/tiredness).
- Medication.
- Routine disruption.
- Family events such as new sibling or bereavement.
- Specific people/children being present.

Consequences

Consequences may serve to maintain, decrease or increase the frequency of behaviour depending on whether they are positive or negative. Typical consequences could include:

- Repeat of request by teacher or another adult.
- Being given a choice.
- Behaviour being ignored (no action).
- Item or toy taken away/received.
- Time-out/sent out of class.
- Reprimand by teacher or other adult (negative attention).
- Praise or reassurance from a teacher or other adult (positive attention).