

A culture of certainty: “Although staff share many values, those that relate to behaviour can be tricky. Each staff member can hold their values dear. Therefore the school has to broker an acceptable compromise that appeals to the greater good. By everyone compromising a little, we can deliver an utterly clear message to all children and have all adults committed to a common set of values for the good of everybody.” Paul Dix





TIERED CONSEQUENCES OVERVIEW








The meaning of consequence is “something that happens as a result of a particular action or set of conditions.”
Consequences are an important element in maintaining “good order & discipline” (Ofsted) within a school setting.





This is our whole-school consequences overview. **It is based on a 3R approach – be responsible for our actions & the consequences, repair the harm we have caused and work to restore relationships.**

Examples of LOW TIER CONSEQUENCES	Examples of MID-TIER CONSEQUENCES	Examples of HIGH-TIER CONSEQUENCES
Partial or full loss of break-time play Partial loss of lunch-time play Loss of class privilege for a period of time Time spent in parallel class’ classroom (check first if a sibling is in this class)	Full loss of lunchtime play - & eat in phase area Loss of a school privilege e.g. not participating in after-school clubs, worship buddies, house captains. Not represent the school at next sporting fixture, miss out on a house-team celebration, loss of a club session Time spent in Phase Leader’s classroom (check first if a sibling is in this class)	CONNECT to CORRECT: restorative conversation session with senior lead Engagement in restorative justice exercise Regular/routine attendance at lunchtime club A “chunked” lunchtime arrangement Internal supervision with school lead (school time) – preventative work Internal supervision (after-school) restorative actions e.g. school community service

Although the 4 steps of the Consequence Overview may be summarised onto an A4 flowchart, it is very important for staff to remember that allocating consequences is an extended process/pathway and not a singular response There is an expectation that staff will spend much more time and resources on Steps 1 & 2 rather than on Steps 3 & 4. There is an expectation that all staff will ensure that all reasonably & anticipatory supportive measures are routinely in place for those pupils where problematic behaviour has been identified.

	Consequence	Purpose	Who	When
STEP 1	INITIAL POOR CLASS-BASED BEHAVIOUR  Restorative Conversation dojo Loss of time, the child ‘owes themselves two minutes.’	1. Following on from a 30-Second Script (see prompt sheet) to reinforce behaviour expectations, the child 'owes 2 minutes' of their time. They stay behind at break time or lunch to have a quick restorative conversation (see reverse of lanyard) with the Class Teacher/HLTA/Teaching Assistant. 2. Staff can persist with the use of a couple more, quick restorative conversations during the day to reinforce behaviour expectations. A restorative dojo should be sent home. 3. The teacher/HLTA/TA can use the Restorative Conversation dojo to communicate with parents on this low-level behaviour. 4. If low-level behaviour is recurring daily despite repeated use of scripts & quick restorative conversations, then staff can decide to progress to Step 2	Class teacher & HLTAs supported by TAs	Daily
	INITIAL POOR PLAYTIME BEHAVIOUR  Playtime slip dojo Reporting slips	1. At lunchtime or breaktime, adults on duty should use the 30-Second Script (see prompt sheet) to reinforce behaviour expectations. 2. Staff can follow up with the use of a quick restorative conversation (see reverse of lanyard) during the break to reinforce behaviour expectations. 3. If the supervising member of staff feels that the behaviour is not changing/improving, they should deal with the incident and then fill in a playtime reporting slip. The reporting slip is put into the slip box in each classroom. 5. The class teacher will decide if the incident warrants a playtime slip dojo point to communicate with parents on this low-level behaviour. 6. The slips are retained by the class teacher & will be monitored by the phase leader. 7. If low-level behaviour is recurring daily despite repeated use of scripts, quick restorative conversations and the related dojo points, then the teacher can decide to progress to Step 2	Supervising adults during breaktimes	Daily
STEP 2	FURTHER POOR CLASS-BASED BEHAVIOUR All CPOMS records should be written as if the parent is reading the information over your shoulder  Teacher contact with parent/carer CPOMS  ‘Needs Work’ Dojo specifying unwanted behaviour.	1. The use of 30 second scripts & quick restorative conversations is to continue. 2. The class teacher meets with the parent(s)/carer(s) to discuss the need for home & school to work more closely and that if the behaviour continues then that the child will experience some or all of the following consequences; - receive regular ‘Needs Work’ Dojos - receive low/mid-tier consequences - have future incidences routinely recorded on CPOMS 3. The class teacher should make the parent/carer aware of the various behaviour-related tabs on CPOMs – Category: Behaviour- Low Level; Behaviour Problematic Social Interaction; Behaviour Violent & Aggressive, Bullying- Actual Bullying and Potential Bullying; Hate Crimes; Sexual Harassment, Violence or Abuse; Sexualised Behaviour - choose relevant sub category.	Class teacher & HLTAs supported by TAs & Inclusion Manager Phase Leader to be kept informed	Daily Weekly monitoring by Phase Leader

	<p>(Refer to CPOMS report prompt sheet)</p>	<p>Low/mid-tier consequence</p> <p> Start of formal CPOMS record keeping to phase leaders</p> <p> Record which low tier consequence the child received</p>	<p>4. The class teacher is to email notes from the meeting to parents(s)/ carer(s), and to then copy & paste this email onto on CPOMS (click on either Behaviour Low Level; Behaviour Problematic Social Interaction or Behaviour Violent & Aggressive- Teacher/Parent Meeting and share with Phase Leader.</p> <p>5. Formal behaviour record keeping will now begin.</p> <p>6. The class teacher will work with the Inclusion Manager to:</p> <ul style="list-style-type: none"> - Identify triggers and early warning signs - implement positive behaviour support strategies (see Appendix 2 in BfL policy) to help avoid behaviour management moving up to Step 3 e.g. individual emotional scales, a T.H.I.N.K. strip, re-positioning in classroom (temporary/permanent/for specific part of class day/class activity). <p>7. The phase leader is to monitor CPOMS entries and dojo points in relation to the child.</p>		
	<p>FURTHER POOR PLAYTIME BEHAVIOUR</p>		<p>1. Same steps as above.</p> <p>2. The class teacher must record information about playground slips on CPOMS on a weekly basis.</p> <p>3. The phase leader is to monitor CPOMS entries & dojo points s in relation to the child.</p>	<p>Supervising adults during breaktimes</p>	<p>Daily</p>
<p>STEP 3</p>	<p>CONTINUING POOR CLASS-BASED OR PLAYTIME BEHAVIOUR</p>	<p> Phase Leader contact with parent/ carer CPOMS</p> <p> 'Needs Work' Dojo specifying unwanted behaviour.</p> <p>High-tier consequence</p> <p> Record which high-tier consequence the child received</p> <p> Phase leader contact with parent/ carer CPOMS</p> <p> Inclusion Team referral</p>	<p>1. The use of 30 second scripts & quick restorative conversations is to continue.</p> <p>2. The issuing of 'Needs Work' Dojos is to continue.</p> <p>Where there is a continuing trend of problematic behaviour (reporting slips, 'Needs Work' Dojos), the class teacher is to discuss with the parent(s) and make them aware that the phase leader will now be involved with the class teacher/HLTAs /TAs/LSAs in managing the child's behaviour. The class teacher should make the parent/carer aware of the various behaviour tabs on Category: Behaviour- Low Level; Behaviour Problematic Social Interaction; Behaviour Violent & Aggressive, Bullying- Actual Bullying and Potential Bullying; Hate Crimes; Sexual Harassment, Violence or Abuse; Sexualised Behaviour - choose relevant sub category.</p> <p>3. The class teacher is to email notes from the meeting to parents(s)/ carer(s) including the number of 'Needs Work' Dojos and/or playtime slips), and to then copy & paste this email onto on CPOMS (click on either Behaviour Low Level; Behaviour Problematic Social Interaction or Behaviour Violent & Aggressive- Phase Leader/Parent Meeting and share with Phase Leader.</p> <p>4. The class teacher, supported by the Inclusion Manager and phase leader, will implement a personalised Fellowship Plan with strategies as outlined in Appendix 5 in BfL policy, e.g. sensory grab bag, Making It Right prompts/resources, doodle book.</p> <p>5. If the behaviour still continues, then the child will experience some or all of the following consequences:</p> <ul style="list-style-type: none"> - Receive high-tier consequences e.g. regular attendance at lunchtime club, chunked lunchtime arrangements - Engage in recorded, restorative conversations (see RC form) with class teacher, which can be scanned and uploaded onto CPOMS <p>6. Where the child is not responding to class-based behaviour management, the phase leader will contact/meet with the parents/carers to discuss the need for home & school to work more closely and that if this level of behaviour continues then that the child will experience some or all of the following consequences</p> <ul style="list-style-type: none"> - Internal supervision & restorative conversation session or social story work with phase leader/senior leader - Work with the child on verbal cues or visual images (e.g. communication fan) to help him/her engage with consequences i.e. Making It Right (in a safe space), Ready for Planned Change, Ready for Sudden Change, See A Familiar Face, Time for Social Story - Engage in a restorative justice exercise, if relevant <p>7. The phase leader is to email notes from the meeting to parents(s)/ carer(s) and to then copy & paste this email onto on CPOMS and click on either Behaviour Low Level; Behaviour Problematic Social Interaction or Behaviour Violent & Aggressive- Phase Leader/Parent Meeting. It may have been decided at that meeting that it is in the child's best interest for referral to be made to the Inclusion Team for additional support/intervention. If this is the case, then the phase leader will also click on the CPOMS Category: Inclusion Referral.</p>	<p>Class teacher & HLTAs supported by TAs, Inclusion Manager & Phase Leader</p>	<p>Daily</p> <p>Weekly monitoring by Phase Leader</p>
<p>STEP</p>	<p>RECURRING DYSREGULATED BEHAVIOUR</p>	<p>In cases of more significant misdemeanours the teacher may need to 'fast-track' the process. The definition of a serious breach of discipline depends upon the context, the level and the complexity of the behaviour in question but could include sustained refusal to work, sustained refusal to comply with adult instructions or directions, severe disruptive behaviour, extreme rudeness, verbal abuse, physical abuse or assault, deliberate damage to property, leaving (or repeatedly attempting to leave) the school premises without permission. The school will seek to make all reasonable adjustments within the parameters of a main-stream setting to ensure that each child remains as included as possible within our school community and mainstream education</p>			

		 <p>'Needs Work' Dojo specifying unwanted behaviour.</p> <p>Bespoke-tier consequence</p>  <p>Inclusion Team (or senior leader) CPOMs</p>	<p>1. The use of 30 second scripts & quick restorative conversations is to continue.</p> <p>2. The issuing of 'Needs Work' Dojos is to continue.</p> <p>3. The use of tiered consequences is to continue. (This can be personalised to best fit with the child)</p> <p>4. The class teacher and the Inclusion Manager are to meet with the parents/carers to:</p> <ul style="list-style-type: none"> - Initiate the use of a bespoke PRAG timetable. - Complete a behaviour risk assessment which will continue to be updated based on the frequency and/or severity of pupil behaviour - Engage with external support agencies <p>The Inclusion Manager (or senior leader) is to email notes from the meeting to parents(s)/ carer(s) and to then copy & paste this email onto on CPOMs (click on the Category: Parent Contact and share with Phase Leader</p>	<p>Class Teacher, Parent, Phase Leader and Inclusion Manager</p>	<p>Recurring dysregulated behaviour after support offered at Stage 1, 2 and 3.</p>
	<p>SIGNIFICANT PUPIL BEHAVIOUR INCIDENT e.g. aggression, violence, derogatory language, bullying, discrimination – (racism, homo/transphobism etc), sexual harassment & abuse,</p>	 <p>'Needs Work' Dojo specifying unwanted behaviour.</p> <p>High-tier consequence</p> <p>CPOMS reporting to all teams/groups</p> <p>Senior Leader contact with parent/carers CPOMs</p>  <p>Record which consequence the child received</p>	<p>1. A 'Needs Work' Dojo is to be issued.</p> <p>The class teacher will investigate the incident, report back to a member of the Leadership Group and record the incident under one of the behaviour-related tabs on CPOMs - Category: Behaviour- Low Level; Behaviour Problematic Social Interaction; Behaviour Violent & Aggressive, Bullying- Actual Bullying and Potential Bullying; Hate Crimes; Sexual Harassment, Violence or Abuse; Sexualised Behaviour - choose relevant sub category.</p> <p>2. A member of the Leadership Group (phase leader if the HT/DHT/AHT is not available on the day) and the class teacher will meet with the parents/carers with the parent(s) to discuss the incident and to outline some or all of the following consequences</p> <ul style="list-style-type: none"> - Extended, internal supervision & restorative conversation session or social story work with phase leader/senior leader - A short or extended "chunked" lunchtime arrangement - Engagement in restorative justice exercise including a Making It Right activity - Suspension (This could be a lunchtime suspension) 	<p>Class Teacher Leadership Group Parents</p>	<p>Significant Behaviour incident. Leadership Group to discuss severity if incident.</p>