










Wordsworth Primary Consequences as Learning Points






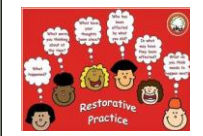


Every day low level classroom behaviours (Low-medium for EYFS)	Repetitive low level classroom behaviours	Major behaviour incidents- in or out of class
<div>Examples</div> <div>Calling out, talking when the teacher is talking, distracting others, wandering around, not listening, chattering, tapping.</div>	<div>Already been at step 4 three times in a week</div> <div>Calling out, talking when the teacher is talking, distracting others, wandering around, not listening, chattering, tapping.</div>	<div>Verbal abuse, deliberate acts of violence, destroying school property, physically assaulting a pupil.</div>
<div></div> <div>Step 1. Adult to give child reminder of the expected behaviour A nudge in the right direction to get the child back on track. Adult to praise other children showing the expected behaviour BEFORE the reminder is given.</div>	<div>Initial Step: Phase Leader Meeting Class teacher will refer their concerns to the Phase Leader. Phase Leader to meet child at break time or lunch time, unpick the behaviour, reinforce rules and expectations and plan how to support their next steps. Empathy Draw. Caution them about the consequences if they continue. Logged on CPOMS. Parents informed.</div> <div> Final Step: School Leadership Team If child is still struggling to correct their behaviour, the class teacher and Phase Leader will refer the matter to a member of the Senior Leadership Team. At this point, a formal meeting between SLT, parents and teacher will be called to look at long term solutions and targets. Logged on CPOMS.</div>	Respond. Alert. Refer Adults present to make sure everything/ everyone is safe. Class teacher to be informed if not present. Refer to Phase leader.
<div></div> <div>Step 2. Child's name to go on the reflection board... This will give them time to think about, and reflect on their behaviour. What steps should they take to turn their behaviour around? The reflection board needs to be kept in a non -public place and telling the child that they are going on the reflection board should be discreet.</div>		Phase Leader Referral The Phase Leader will make a decision as to whether this needs to be referred straight to the Senior Leadership team or whether they will resolve it depending on circumstances. Logged on CPOMS. Parents informed.
<div></div> <div>Step 3. Child to have some quiet time with an adult check in... Child will move to another place in the classroom, to give them a chance to find their focus again. An adult will needs to talk quietly to them about how to turn things around and caution them about the consequences if they continue.</div>		<div>Senior Leader Referral Senior Leaders will consider the most appropriate course of action according to the individual circumstances. This may involve taking statements from individuals. It may result in a formal letter or a suspension. Parents will be involved. There will be a future action plan with targets. Sometimes this will take time to investigate and resolve.</div>
<div></div> <div>Step 4. Child to miss some break/lunch time for Restorative chat. This will have to take place the next day if occurs after lunch. During this time, the class teacher needs to speak to the child about their behaviour, and help them come up with ways to turn the negatives back into positives. Empathy Draw completed. Caution them about the consequences if they continue. Logged on CPOMS</div>		
<div></div> <div>Step 5. Teacher will talk to Parents Teacher to talk to parents about the behaviour as soon as possible. Targets and actions planned to support the child in turning their behaviour around. Logged on CPOMS</div>		
** ALL consequences are refreshed at lunchtime and end of day **		

Hamwic Incident form must be completed.





Wordsworth Primary Consequences as Learning Points

Playtime/Lunchtime low level non-physical behaviour	Playtime/Lunchtime repetitive low level incidents (non-physical and physical)	Playtime/Lunchtime physical Incidents
<div></div> <div>Examples</div> <div>Friendship issue, falling out, football disagreement, name calling (not including discriminatory- see policy.)</div>	<div>Already been at step 3 three times in a week</div> <div></div> <div>Friendship issue, falling out, football disagreement, name calling</div>	<div>Rough play, play fighting, football tackles/ incidents</div> <div></div> <div>First aid</div>
<div></div> <div>listen</div> <div>Step 1: Listen and Refocus... The adult must listen to everyone and refocus the children in another game or role model a game. Remind</div>	<div>Initial Step: Phase Leader Meeting If child is struggling to correct behaviour at break and lunchtimes, class teacher will refer their concerns to the Phase Leader. This will mean a meeting with Phase Leader at break time or lunch time, and a plan in place to support next steps. Empathy Draw completed. Reminder of expectations and consequences. Logged on CPOMS. Parents informed</div> <div>Phase Leader may decide a lunchtime community service is needed. </div>	<div>Restorative chat in the moment... This is held outside led by an adult. Follow up action agreed e.g. redirect/ change of game. Logged on CPOMS by the adult who has led this.</div> <div><ul style="list-style-type: none">First aid for those who need it.For accidents the Welfare Officer will call parents and complete an incident form.For non-accidental minor physical incidents (e.g. an injury sustained by a bad football tackle the teacher will inform parents.)For a physical incident that is deemed 'major' refer to Major behaviour incidents.</div>
<div></div> <div>restorative practice</div> <div>Step 2: Restorative chat in the moment... This is held outside led by the adult. Follow up action is agreed with the children. Logged on CPOMS by the adult who has led this.</div>	<div>Final step: SLT Referral If the playtime/ lunchtime problems continue the Phase Leader will refer their concerns to the Senior Leadership Team. Parents will be called for a meeting. Logged on CPOMS.</div> <div></div> <div>SLT School Leadership Team</div>	
<div></div> <div>Step 3: Refer... The adult outside will refer the issue to the Class teacher. The teacher will talk to all of the children involved outside of learning time (unless urgent) Empathy Draw completed. Parents of all children involved will be informed. Actions logged on CPOMS.</div>		
<div>School Rules: 1. We make safe choices 2. We show respect to each other 3. We follow instructions 4. We look after our school environment 5. We reflect and repair</div>	<div>What happened? How were you feeling when it happened? How are you feeling now? How do you think X felt? What do we need to do to make it better? What could we do differently next time?</div>	<div>WINE Statements to support de escalation Notice - I notice you are (Label) Empathise - It must be so... Imagine - I imagine it makes your... Wonder -I wonder what could be making you feel this (sad/cross/angry/etc)?</div> <div>Language for Reporting Heightened, escalate/ deescalate, struggling to regulate, finding it difficult to..., in crisis, unable to engage, making unsafe/ unsuitable choices</div>



Wordsworth Primary Consequences as Learning Points