

## Behaviour -A Graduated Response 2023-2024

Gainford CE Primary and Preschool is a **Character Education** school promoting a set of values that we want everyone within it to share and to live their lives by. Two of our key values are focused on being **RESPECTFUL** and **CARING**; we treat each other with respect and we care for each other in our school community. It is **everybody's responsibility to model our values** at all times, helping children make respectful, caring choices in their lives. Staff do not shout they are calm, respectful role models using praise and dojo team points to promote the values we all want to see in Gainford Primary and Preschool and beyond.

Character Charts: Each class has a chart broken into four areas: **READY, RESPECTFUL, REJOICE and REFLECTION**, children start the day in the **Ready** section and if they make respectful, caring choices or are inspiring within the classroom they can move round to **Respectful** – children who are living the school's values can even move up to **Rejoice**. Children who end the day in Rejoice have an excellent opportunity to receive an award during our Friday Celebration. Children not reaching our high expectations, **not making respectful, caring choices** may end up in the **Reflection** section, these children will need a restorative conversation with teaching staff at break or lunchtime, hopefully a reminder of our values will help them to get back on track with their day. For those where this is not enough the following graduated response will need to be used with parents involved where indicated.

### Reflection Level 1

The child has been **disrespectful or uncaring** (they have not made respectful choices) in class or on the playground towards adults or other children, this may include not following instructions.

Action: Child will spend some time reflecting at the **Reflection Space** in their classroom or on a Reflection Bench outside. Teaching staff will conclude this period (no longer than 10 minutes) with a **restorative conversation**. If the child understands what they need to do through the Honesty and Forgiveness values then they are placed back in Ready and continue with their day.

Parents do not need to be involved

### Reflection Level 2

The child **continues to be disrespectful or uncaring** (they have not made respectful choices) having already spent time in Reflection, or they have been involved in a **minor physical or verbal incident**

Action: Child will spend time reflecting at the **Reflection Space** in their classroom (no longer than **30 minutes**). The child will, where appropriate, complete a **Reflection Letter** that focuses on the values they should have used and how they will change their behaviour in the future – particular emphasis on Caring, Respectful, Honesty and Forgiveness. Teaching staff will conclude this with a **restorative conversation**. If the child understands what they have done and what they need to do differently in the future they are placed back in Ready and continue with their day.

**Teaching staff to notify parents.**

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### Reflection Level 3

The child continues to be **disrespectful or uncaring** (they have not made respectful choices) **having been in Reflection Level 2** earlier that day or having been **disruptive for three days during a week**, or they have been involved in a **physical or verbal incident** .

Action: Child will spend time reflecting at the **Reflection Zone** in Headteacher's Office or Year 6 Classroom (no longer than **30 minutes**). The child will, where appropriate, complete a **Reflection Letter** that focuses on the values they should have used and how they will change their behaviour in the future – particular emphasis on Caring, Respectful, Honesty and Forgiveness. A **senior leader** will conclude this with a **restorative conversation**. If the child understands what they have done and what they need to do differently in the future they are placed back in Ready and continue with their day.

**Class teacher to consult parents** and agree two **value based targets** with the child to be monitored at the end of the week

### Reflection Level 4

A child is **highly disrespectful or uncaring** (they have not made respectful choices) in class or outside using **verbally abusive or physically threatening** behaviour towards adults or other children. They may have already been in Reflection Level 3 and have **value targets** to meet which they have **broken**. Their actions are **seriously disruptive to learning or threaten the wellbeing of others**.

Action: Child will spend time reflecting at the **Reflection Zone** in the Headteacher's Office or Year 6 Classroom for an extended period of **internal exclusion** (that is working away from their peers for an **entire morning or afternoon in KS2 and for one entire lesson in KS1**). The child will, where appropriate, complete a **Reflection Letter** that focuses on the values they should have used and how they will change their behaviour in the future – particular emphasis on Caring, Respectful, Honesty and Forgiveness. The **Headteacher or Deputy Headteacher** will conclude this with a **restorative conversation**. If the child understands what they have done and what they need to do differently in the future they are placed back in Ready and continue with their day.

The **Headteacher or Deputy Headteacher with the Class Teacher** will meet with **parents** and child to complete **two value-based targets the child MUST comply with over the following two weeks** to avoid an external exclusion,

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### Reflection Level 5

A child is so disrespectful or uncaring in class or outside using **verbally abusive (including swearing) or physically threatening behaviour towards adults or other children** so that they are **considered a threat to the safety of others**. They may have already been in Reflection Level 4 and have value targets to meet which they have **broken**. Their actions are **seriously disruptive to learning and threaten the wellbeing of others**, it is **impossible for them to continue at school for the day**.

Action: Child will be **externally excluded** for a period determined by the **Headteacher or Deputy Headteacher**, they will work from home during this time under the supervision of family members. The child will, where appropriate, complete a Reflection Letter that focuses on the values they should have used and how they will change their behaviour in the future – particular emphasis on Caring, Respectful, Honest and Forgiveness. The **Headteacher or Deputy Headteacher** will **meet** with the **child and their family on their return to school** and review the letter with a restorative conversation. If the child understands what they have done and what they need to do differently in the future they are placed back in Ready and continue with the new day.

The **Headteacher or Deputy Headteacher** will meet with parents and child to complete **two or three value-based targets** the child **MUST comply with for the next three weeks** and avoid a more **permanent external exclusion**,

### Reflection Level 6

A child has been very disrespectful or uncaring in class or outside using verbally abusive (including swearing) or physically threatening behaviour towards adults or other children so that they are considered a **threat to the safety of others over a period of time**. They may have already been in Reflection Level 5 and have value targets to meet as which they have **broken repeatedly**. Their **actions are seriously disruptive to learning and threaten the wellbeing of others, it is impossible for them to continue at school fulltime**.

Action: Child may be **externally excluded for a fixed long term period**. The Headteacher will meet with the child and their family at the end of this period to see if is possible for them to return to Gainford CE Primary School .