

SEMH Behaviour Appendix



3. Consequential Behaviours in school are as followed:

Low level misbehaviour	Disruption in lessons, in corridors between classes, and at break and lunchtimes Non-completion of classwork or homework Poor attitude Sport disputes Breaking school rules
Moderately Serious misbehaviour	Persistent disruption in studies, & corridors Ignoring/refusing an instruction Calling out in class repeatedly Swearing Spitting (younger children/children with ASD) Pushing over furniture (one small item with no injury or harm to others) Repeatedly breaking school rules Fighting (no harm/injury caused)
Serious misbehaviour	Bullying, Homophobic abuse, Racism, Sexism, sexual comments, inappropriate touching, interfering with clothing (sexually/racism), sexting, or any other form of discriminative or harassment behaviour (these may take place at school or online) Running around school / exiting via

	Windows Truanting Smoking/substance abuse Spitting directly at someone Throwing items with the intent to harm someone Answering an adult back Physically assaulting someone leaving a mark Theft of expensive item Possession of any prohibited items (weapons, pornography, any item that is not age appropriate) Intentional vandalism Fighting (harm/injury caused) Throwing furniture in a threatening manner Aggressive spitting (older children) Persistent refusal to complete learning task/come to class (if the child has a significant SEND then discuss the case with the SENDco, or Head Teacher when considering consequence)
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Note: Peer on peer abuse MUST be taken seriously. All staff understand the importance of challenging inappropriate behaviours between downplaying certain behaviours can lead to a culture of unacceptable behaviours. In the worst-case scenario, a culture that normalises abuse leads to students accepting it as usual and not coming forward to report it.

A consequence(s) will be selected from the list.

Level One			
Behaviour Evidence	Action & Consequences	How Should the Behaviour be Recorded	Who Should be Involved & Informed
Not settling to task (low level – one-off) Swearing//Rude gestures (not a usual occurrence for that child) Low level falling out Running through the school	Use restorative approach questions Verbal correction of behaviour Missed a percentage of free learning, playtime Apology note	Class Charts	
Level Two			
Behaviour Evidence	Action & Consequences	How Should the Behaviour be Recorded	Who Should be Involved & Informed
Persistent disruption in class (Including anti-social behaviour) Persistent failure to follow free time rules Persistent disrespect to staff Fake allegations Answering back to adults Swearing at other children Lying Swearing at adults	Use restorative approach questions Verbal Correction of behaviour Missed a percentage of free learning, playtime. Impact on after-school clubs Behaviour report Parents informed Pupil support plan (SENDco/SLT support) Sometimes parent/carer support with home consequences can be another way of helping the child. Class Teacher meeting with a parent/carer	Class Chart	Inform mainstream school via phone or email.
Level Three			

Behaviour Evidence	Action & Consequences	How Should the Behaviour be Recorded	Who Should be Involved & Informed
Stealing Vandalism (Broken items/someone could get hurt) Spitting with intent Bullying – gang culture Racism Homophobic Sexual misconduct Persistent aggressive fighting / extreme physical violence Extreme threatening behaviour towards children/adults Any aggressive (intimidating) behaviours Aggressive behaviour towards school property (intent to cause damage) Aggressive physical behaviour	Use restorative approach questions Refer to the wider agency, i.e. Social services/police where needed Parallel learning Loss of free learning time within SEMH Parents informed Lessons actioned around the behaviour Fixed-Exclusion	Class chart	Class Charts Nurture staff (if the child attends nurture sessions) Phase SLT / Head Teacher Parents informed Mainstream school informed /incident form shared Letter home Is social care are involved then information passed onto the family support worker/social worker

Appendix Two:

Our school rules:

EYFS/KS1	KS2
• We listen and do as our grown-ups ask us • - We always have kind hands, feet and words • We work without disturbing our classmates • We help to keep the school tidy • We always do our best • We are respectful of the school building and resources provided (books, stationery etc.)	• We follow instructions given by adults promptly • We are respectful and treat others with kindness • We are responsible for our actions and words at all times. • We help to create an environment in which everyone can learn. • We use our character muscles to help us always do our best. • We are respectful of the school building and resources provided (books, stationery etc)