

AXMINSTER Specific Behaviour Ladder - Hierarchy of Behaviours /Sanctions linked to Behaviour Policy

Adopted: **1st May 2025** Review cycle: **Annual** Next review due by: **April 2026**

		Level 1	Level 2	Level 3	Level 4	Level 5
		FORMAL RECORDING ON CPOMS				
SANCTIONS		Non-verbal / verbal rule reminders Sanctions linked to class-based systems	Minor sanctions and informal contact with parents as appropriate Class Teacher to action	Escalating sanctions and informal contact with parents as appropriate Class Teacher to action Possible internal suspension	Formal behaviour support plan, sanctions and contact with parents as appropriate Head of School to action Possible suspension	Most severe sanctions, possibly exclusions, and greater involvement with parents Head of School to action
BEHAVIOUR DESCRIPTORS			Persistent Level 1 behaviours	Persistent Level 2 behaviours	Persistent Level 3 behaviours	Persistent Level 4 behaviours
	R E F U S A L	Not sitting on chairs properly Not listening Making a poor effort Not following uniform policy	Initial refusal to follow an instruction Wandering around classroom Telling lies directly to an adult to exonerate yourself	Leaving the classroom without permission Refusing to do work/avoiding work Refusing to come out of toilets/hiding place Telling lies directly to an adult to get another in trouble Refusing to leave the classroom when requested by an adult	Leaving the school building without permission Refusing to follow any instruction from any member of staff	Leaving the school site without permission
	V E R B A L	Calling out Interrupting Inappropriate chattering	Answering back/ Interrupting rudely Swearing Name calling / Unkind remarks Insulting families or loved ones Using verbal noises/language to make others laugh or to distract	Using language which offends others Swearing to release frustration/ Swearing under breath/indirectly	Swearing directly to intentionally hurt or abuse someone Racist, sexist and homophobic abuse as a singular incident	Serious verbal abuse Racist, sexist and homophobic abuse, taunting or harassment.
	P R O P E R T Y	Interfering with the property of others Accidental damage to school or personal property Misuse of any property in lesson time	Defacing own work Minor deliberate damage to property Deliberately throwing or flicking small items	Defacing others' work Deliberately damaging school or personal property	Proven stealing of school or personal property Substantial damage to school property	Arson Serious deliberate damage to school or personal property

D I S R U P T I O N	Distracting others Fiddling with things Not sitting on the carpet properly	Encouraging others to misbehave by laughing at their poor behaviour choice	Disrupting the class so that learning is affected Manipulating others to make a poor behaviour choice	Persistent, significant disruption to learning Using threats to force others to make poor behaviour choices Extortion	Persistent, significant disruption to learning despite numerous strategies engaged to de-escalate
P H Y S I C A L	Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space.	Play-fighting, leaving an injury	Threatened violence Deliberate minor physical assault: including hitting, strangling, punching, pinching, kicking Spitting on things	Possession of an object that could be used intentionally to harm someone Serious fighting Deliberate, sustained serious physical assault: including hitting, strangling, punching, pinching, kicking and biting Spitting at someone	Deliberate serious wounding Causing serious injury by biting (age appropriate) Sexual misconduct
S U B S T A N C E/ w e a p o n s					Smoking/vaping Alcohol or substance abuse Inappropriate use of prescribed drugs Possession of illegal drugs Drug dealing Use of or bringing weapons onto the school site.
B U L L Y I N G			Selective friendships Deliberate exclusion Name calling Persistent alienation of specific children	Monitoring for bullying with regularly targeted behaviour incidents from one child to another Repeated malicious/threatening name calling	Proven and persistent bullying

CONSEQUENCES	<p>Classroom Choices Chart Non-verbal reminders - adult proximity, hand on the shoulder, smile, thumbs up/down, frown Verbal reminders</p>	<p>Controlled choices - Do work at another time Change of position in the classroom Re-do work Loss of privileges - e.g. part of breaktime, lunchtime. This is individual for different children Informal contact with parents</p>	<p>Own individual resources within the classroom (i.e. own table / individual timeline etc) Parents MUST be informed (informal meeting) Removal of privileges - loss of entire break time / no clubs / Removal from classroom Individual space to calm down Working restoratively - mediation between children Possible referral to the SENCO for 1:1 support</p>	<p>Referral to external agencies in liaison with the SENCo A formal meeting with parents Internal exclusions No trips / parental supervision for trips Behaviour support plan completed Safety and support plan completed Changes to curriculum / timetable Possible part-timetable (Inclusion team to be consulted) Possible increased adult support Structured lunchtime/breaks</p>	<p>External exclusions -suspension or permanent Pastoral support plan completed Headteacher meeting with parents Formal recording with LA, Report to police (where appropriate)</p>
ACTIONS TO BE CONSIDERED	<p>ABC Chart Informal chat with SENCo Possible completion of Cause for Concern Ascertain if hearing check undertaken</p> <p>For SEN children – discuss with SENDCo and adapt My Plan if required.</p>	<p>Behaviour Support Plan to be written with child’s input (if applicable) and shared with parents/carers Cause for Concern form to be completed and passed to SENCo SENCo to undertake an observation</p> <p>For SEN children – discuss with SENCo and adapt My Plan if required</p>	<p>Boxall profile to be undertaken and intervention implemented if necessary</p> <p>For SEN children – discuss with SENCo and adapt My Plan if required</p>	<p>For SEN children – discuss with SENCo and adapt My Plan if required</p>	
	<p>Reflect, repair, restore should be completed for all behaviour choices. Consequences should be decided with children during reflective discussions after de-escalation. Persistent shall be deemed as occurring on 3 or more consecutive occasions whilst taking into account the individual needs of the child.</p>				