Choices for Success

A FAIR AND CONSISTENT BEHAVIOUR APPROACH

Core Principles

1. **Consistency is key –** follow the stages in order and apply expectations fairly to all pupils; do not skip steps except in cases of serious incidents.
2. **Positive framing –** behaviour conversations always link back to our values: Kind, Proud, High Aspirations and Respectful
3. **Assertive choice direction –** use clear "either… or…" language to provide children with a positive route back to success.
4. **Narrate the consequence –** calmly explain the consequence that will follow if behaviour does not improve.
5. **Short regulation window –** when giving an assertive choice, always allow a brief moment for the child to redirect and regulate before moving to the next stage.

In Class Actions

STAGE 1 – Reminder of Expectations

Children are given a reminder of the school values or the requirement
(**I notice you are…. You need to be….**

Teacher clearly states this is Stage 1

STAGE 2 – Verbal Warning

Teacher clear states this is a verbal warning and Stage 2.

Narrate the consequence if behaviour continues

STAGE 3 – In Class Intervention

Teacher clearly states this is Stage 3 and an in-class intervention is needed

This may involve moving seats or adaptations to accessing the lesson

STAGE 4 – Social Time Consequence

Teacher clearly states this is stage 4

The student will miss 15 minutes of their next social time for reaching this stage

Senior Leader Support

STAGE 5 – SLT Intervention

Contact a member of SLT for support to discuss consequences of their actions

Child will remain with SLT for the remainder of that lesson

STAGE 6 – Informal Parental Contact

Class teacher to conduct an informal meeting with parents to discuss behaviour

May take place face-to-face or via phone call

Structured Intervention

STAGE 7 – Individual Behaviour Plan

A formal meeting will be held with the class teacher, head teacher, parent and child.

At this meeting, targets will be agreed upon for child, home and school to work upon.

Consistency is Key



ESTABLISH THE RANGE OF FORMAL CONSEQUENCES | USE ASSERTIVE CHOICE DIRECTION | NARRATE THE CONSEQUENCES | MAINTAIN THE PRINCIPLE OF CERTAINTY OVER SEVERITY | USE CONSEQUENCES JUDICIOUSLY

West Meadows School Values

Kind: We treat others with care, using gentle words and actions, and help people feel happy and included.

Proud: We celebrate our achievements, feel good about who we are, and take care in everything we do.

High Aspirations: We always try our best, believing we can improve and work hard to achieve our goals.

Respectful: We listen carefully, use polite words and treat people, places and things with care.