

Widden Window to Success

Displayed Behaviour	Action to be taken	Recording and Informing
Positive Behaviour linked to: - Listening behaviour - Learning behaviour - Social behaviour - School Values	- Positive Praise - Descriptive Praise (Well done X you are focusing on your task/listening carefully/ you have started the challenge etc) - Use of School wide reward system (Classdojo points, Headteacher and Deputy Headteacher's Award, Weekly Achievement Certificate)	- Recorded on Dojo - Shared with parents/carers.
One-off low-level disruption e.g., calling out, swinging on chairs etc, ignoring instructions, talking and distracting others.	- Whole class verbal and visual expectation reminder - Use of positive descriptive proximity praise (table/row) to encourage expected behaviour (swinging on chair - 'I like the way the back row/table X are sitting sensibly on their seats') - Direct but discreet verbal reminder to pupil (a look, hand gesture, whisper) followed by a positive affirmation.	- Verbal feedback to pupil - Discreet daily Teacher record
Continued low level disruption	- Adherence to SEND pupil's individual plan. or - Allocate time to be spent in another class. - First reflection (15 minutes) in partner class by the class teacher. - Pupil welcomed on return. - Restoration when appropriate	- Record Behaviour on CPOMS - Inform behaviour lead/Pastoral Team/SLT via CPOMS - Inform parents/carers – plan a follow up communication (email/dojo message) to report improvements.
Repeated behaviours to include low level disruption following time spent in partner class - Refusal to work/general defiance - Consistent non-completion of learning - Boisterous behaviour - Unacceptable language - Name calling - Damaging property - Rudeness - Purposeful swearing - Walking out of the class - Inappropriate language without intent - Rough play - Lying	- Adherence to SEND pupil's individual plan. or - Second reflection with phase leader for 30 minutes. - Review of SEND plan & provision with class teacher and pastoral, SENDCO or behaviour lead. - Pupil welcomed on return. - Restoration when appropriate	- Record Behaviour on CPOMS - Inform behaviour lead/Pastoral Team/SLT via CPOMS - Inform parents/carers. - This might lead to a behaviour support plan
Serious Misbehaviour - Persistent Stage 2 - Destroying/damaging property – (not pencils/rulers etc) - Purposeful physical violence (not rough play) with intent to harm - Sexual, inappropriate language or actions (HSB) - Repeated unacceptable language/name calling/aggressive behaviour - Offensive, racist remarks - Bullying	- Removal by SLT on duty - Third reflection with phase lead (rest of the school day) - If appropriate, serious incident investigation form and witness forms completed by children witnesses/ investigating adult/ pastoral team/ SLT. - Safe touch/positive handling paperwork completed if required. - Suspension Decision Checklist - Outcome decision by SLT that could include: Adapted Provision on plan Internal suspension Alternative internal lunchtime provision Fixed term suspension Permanent exclusion - Suspension letter from Headteacher if required. - Welcomed on/if return. - Restoration when appropriate	- Record Behaviour on CPOMS including copies of investigation forms and supporting paperwork. - Formally meet with parents/carers on the day or following day of incident - Minute the meeting. - Set follow up meeting date and/or reintegration meeting date and time. - Discuss outcome decision. - Update any existing SEND plan.