



Aboyne Lodge – Negative Behaviour and Consequences Document

Most of the children at Aboyne Lodge behave very well most of the time. They are Ready, Respectful and Safe, and understand what the expectations are for them throughout the school day – these positive behaviours and expectations are clearly set out in our behaviour curriculum and our behaviour policy. We expect children to be kind and compassionate. Our children are polite, look after and support each other through their words and their actions, so that everyone here feels safe, looked after and is part of our community.

Sometimes we make mistakes and get things wrong. On occasions, this can be shown through negative or unhelpful behaviours. This document aims to support all children, staff and families so that everyone is clear about what we see as negative behaviour and what the consequences of that behaviour is. All behaviours are treated fairly, with compassion and dealt with calmly. This also allows other children who may have been on the end of unpleasant behaviour to feel heard and that something has been done about it. Any consequences are focused on restoration and while they may result in a child missing lunch time or break time, the children will spend this time discussing what has happened and how they can make it better. Children will also get an opportunity to go outside, although this may be after the other children have gone in, depending on the severity of the behaviour displayed.

For extreme, risky or dangerous behaviour the school may refer to the exclusions policy.

Tier 1 - definition	Tier 2 - definition	Tier 3 - definition
Misbehaviour that can be effectively managed within a classroom or dining room by member of staff.	Misbehaviour that is not easily managed within the classroom or dining room or Persistent Tier 1 Behaviour. Notify and inform Senior Leadership team, class teacher and parents.	Misbehaviour, which results in formal involvement of the Senior Leadership team and parents with possible outside agencies or persistent Tier 1 and 2 behaviour.
Tier 1 – Examples	Tier 2 - Examples	Tier 3 - Examples
<ul style="list-style-type: none"> <li>• Rough play</li> <li>• Distracting others</li> <li>• Poor quality of work – no effort</li> <li>• Name calling</li> <li>• Shouting out/ chatting/ talking</li> <li>• Lack of concentration</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour causing risk to self</li> <li>• Swearing</li> <li>• Refuse to cooperate with staff/defiance</li> <li>• Deliberate damage of property</li> <li>• Leaving classroom without permission</li> <li>• Rough behaviour that hurts someone (bite, kick, hit etc...)</li> <li>• Throwing items</li> <li>• Rudeness towards another adult</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent tier 2 behaviours</li> <li>• Bullying</li> <li>• Theft</li> <li>• Discrimination (e.g. Racism or Homophobia)</li> <li>• Behaviour on trips that endanger others</li> <li>• Behaviour that brings the school into disrepute</li> <li>• Threatening the safety of others</li> </ul>
Tier 1 – Consequences	Tier 2 - Consequences	Tier 3 - Consequences
<ul style="list-style-type: none"> <li>• Verbal/non-verbal actions – a look, a pause, a name.</li> <li>• Asked to think about what they can do to make things better</li> <li>• Moved to another place</li> <li>• A reflective conversation at the start of break or lunch considering the behaviour and how to behave differently next time</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate removal from activity/playground</li> <li>• Lunchtime inside – reflection and support to prevent incidents happening again including complete a reflection sheet and restorative discussion and after event coaching/support.</li> <li>• Parents informed and receive information on the support work completed.</li> <li>• Recorded behaviour onto School system.</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate removal from activity/playground</li> <li>• 3 days off the playground including reflection (see Tier 2) and calm activities.</li> <li>• Emotional support and strategies to support future behaviours.</li> <li>• Formal conversation/letter with/from school and parents/carers</li> <li>• Removal from trip/residential – sent home</li> <li>• Recorded behaviour onto School system.</li> </ul>