

Step +3: 2 marbles towards the class prize	
Step +2: 5 dojo points	
Step +1: Reward sticker at the end of the day	
Start:	
Step -1: Reminder and support A calm reminder of the expectation is given. The adult may use a brief conversation, visual cue, change of position or other appropriate support to help the child successfully return to learning.	

Step -2: Clear choice and opportunity to reset

If the behaviour continues, the adult will clearly explain what needs to change and give the child an opportunity to reset. Where helpful, the child may have a short regulation break or supportive change of space.

Step -3: Reflection and consequence

If difficulties continue, a proportionate consequence may be used. This may include a short period of missed social time, complete interrupted learning or spending supported time in another appropriate space. The purpose is to help the child regulate, reflect and return successfully.

Step -4: Additional adult support

Where behaviour continues or has a significant impact on others, a senior member of staff will become involved. Parents or carers will be informed. The child will be supported to understand what happened and what needs to happen next.