

## Behaviour steps (April 2023)

	Behaviour Shown	Actions by staff	Support
1	<p>Low level behaviour not showing readiness, respect or safety  <i>eg - class disruptions, ignoring instructions, not starting work, running/ talking in corridors, swinging on chairs, failing to freeze when bell sounds</i></p>	<p>Polite reminder of expectations</p> <p>Warning to change behaviour if persisting</p> <p>Time out from break or lunch for 2 minutes</p>	<p>Praise given to other children for meeting expectations</p>
2	<p>Deliberate of more serious incidents of not showing readiness, respect or safety  <i>eg name calling, hurting other children, not showing respect to staff, refusal to do class work, persistent interruptions in class, lying , damaging property, bringing school into disrepute while wearing uniform, first homophobic or racist behaviour, repeated Step 1's</i></p>	<p>Step 2 Restorative conversation slip completed and sent to office</p> <p>Email sent home same day informing parents and slip filed in behaviour file</p> <p>Restorative conversation in next break or lunchtime with member of staff who issued Step 2 (class teacher/SLT may accompany less experienced staff to support)</p> <p>Use Zones of Regulation resources and Restorative conversation resources (visual prompt sheet for younger children).</p> <p>EYFS to communicate verbally with parents.</p>	<p>Issues arising frequently in class made a focus for the class praise board for the week</p>
3	<p>Persistent (class teachers to discuss with phase lead) step 2 incidents over a day, week or a one off more serious incident not showing readiness, respect or safety  <i>eg second homophobic or racist incident, dangerous behaviour endangering own or others safety, dangerous or</i></p>	<ul style="list-style-type: none"> <li>● Restorative conversation with child and phase leader or member of SLT(ideally same day). Step 3 recorded on CPOMS.</li> <li>● Internal exclusion from class for one</li> </ul>	<p>Behaviour support team to be called for advice and support if required</p> <p>Team around the child or family referral to take place where</p>

	<p><i>serious intentional harm to others or property, extreme rudeness and/or highly offensive language, bullying, stealing, wanton vandalism, spitting</i></p>	<p>session or loss of playtime and lunch depending on nature of incident.</p> <ul style="list-style-type: none"> <li>• Parents to be informed by phone that Step 3 has been given and letter sent home requesting a meeting. At this meeting (with class teacher and phase lead) an initial 2 week home/school joint Pastoral Support Plan to be put in place. This will be reviewed after 2 weeks and will continue if necessary. Parents to receive updates every 5 days from date Pastoral Support Plan began. 'Daily record' sheet to be sent home daily with targets and record of ongoing behaviour in every session (pre break, after break, playtime and lunchtime and after lunch).</li> <li>• Individual support from class teacher (supported by phase lead and /or SLT) to improve behaviour</li> </ul>	<p>appropriate.</p> <p>SENCO consulted if necessary.</p> <p>Participation and exclusions team informed if child is excluded.</p>
4	<p>Pupil does not respond sufficiently to efforts to support and improve behaviour or has a repeat of the Step 3 behaviour that put them on the Pastoral support Plan and continues not showing readiness, respect or safety</p> <p>Persistent Step 3 behaviour</p> <p>Serious challenge to authority (hitting staff, extreme rudeness towards staff or not responding to a request from a member of SLT or Headteacher)</p> <p>Extreme physical aggression towards other pupils.</p>	<ul style="list-style-type: none"> <li>• Temporary exclusion for 1 or more days, proportionate to the behaviour.</li> </ul>	
5	<p>Step 4 exclusions are having no impact.</p>	<ul style="list-style-type: none"> <li>• Longer internal or external exclusions</li> <li>• Permanent exclusion</li> </ul>	<p>Participation and exclusions team informed if child is excluded.</p>