



Behaviour Steps Guidance

This document is to be used as a guide and is not an exhaustive list of behaviours therefore, professional judgement needs to be used and advice sought where necessary. For pupils with identified or emerging SEND, behaviour responses may be adapted in line with Appendix X of the Behaviour Policy (SEND, Regulation and Safety Thresholds). Staff should prioritise de-escalation, regulation and safety, recording all incidents accurately.

STEP 1

<u>Low Level Behaviour (Not Recorded)</u>	<u>One or More Things an Adult Can Do</u>	<u>Support Offered</u>
a) Wandering about	<p>A. Non-Verbal gestures</p> <ul style="list-style-type: none"> • Eye contact • Frowns • Tap on the desk <p>B. Proximity</p> <ul style="list-style-type: none"> • Putting hand on shoulder <p>C. Planned ignoring</p> <p>D. Remind children of expectations</p> <p>E. Verbal warning with reason (because you did ...)</p> <p>F. Change of seat</p>	<ul style="list-style-type: none"> • Class teacher talks with child • Praise for correct behaviour • Certificates/Stickers/ Class Rewards for improvement • Circle time
b) Calling out and interrupting in class		
c) Interrupting/annoying other pupils		
d) Ignoring instructions		
e) Talking when class asked to be silent		
f) Making disruptive noises or fidgeting		
g) Pushing in line		
h) Swinging on chairs		
i) Disrespecting the school environment		
j) Not following the school rules for the end of playtime Bell 1: Tidy Up – everyone helping Bell 2: Stand still in position-stop talking Bell 3: Walk in silently		

STEP 2

<u>Less Serious Behaviour</u> (Recorded on Behaviour Tracker and class teacher made aware)	<u>One or More Things an Adult can do</u>	<u>Support Offered</u>
a) Persistent Step 1 Behaviour (More than twice in a single session)	<p><u>Educational Consequences:</u></p> <p>A. Loss of some or all of playtime in order to write a letter of apology or to complete work or to complete a Think Sheet after restorative conversation with teacher or</p> <p>B. Separation from the rest of the class but within the class; on the playground being kept with an adult or</p> <p>C. Reparation of damage</p> <p><u>Additional Actions</u></p> <ul style="list-style-type: none"> • Teacher to inform Phase Leader if three Step 2 entries in a week • If a child receives Three Step 2's in any given week, it becomes a Step 3 and parents must be informed via conversation with class teacher and a follow up letter. • Parents must be informed by class teacher if children act in a dangerous manner (behaviour g) 	<ul style="list-style-type: none"> • Class teacher talks with child • Rewards for improved behaviour: class rewards/stickers/certificates/ letter or phone call home • Individual Support • Stickers/ Sticker chart • Circle Time and role play led by class teacher or teaching assistant
b) Not responding to an adult's repeated request		
c) General refusal to do anything including classwork		
d) Throwing small objects in temper e.g. pens, pencils, books		
e) Being physical (but not inflicting pain) with others – pushing etc		
f) Hurting someone with words (unkindness)		
g) Dangerous behaviour towards self e.g. climbing high fence on playground or on toilets/doors		
h) Being mildly rude to an adult and answering back		
i) Telling lies		
j) Leaving the playground/being inside without permission		
k) Aggressive play		
l) Bringing our school into disrepute whilst wearing school uniform		

STEP 3

For Upper Key Stage 2, some Step 1 and Step 2 behaviours may require a Step 3 action due to the expectations required for these year groups. However, a Phase Leader must be informed prior to the action either via face to face conversation or internal telephone call.

<u>Serious Behaviour</u> (Recorded on Behaviour Tracker and Phase Leader added)	<u>Action to be considered By an Adult</u>	<u>Support Offered</u>
a) Persistent Step 2 Behaviour (3 entries in a week)	<p><u>Educational Consequences:</u></p> <p>A. Loss of lunchtime - time used to 'give back' to the community (e.g. litter pick, jobs for class) or to complete Think Sheet.</p> <p>or</p> <p>B. Move for one session to the next year group (organised by the class teacher)</p> <p>or</p> <p>C. Reparation of damage</p> <p>or</p> <p>D. Restorative Lunchtime Conversation with SLT</p> <p><u>Additional Actions:</u></p> <ul style="list-style-type: none"> • Inform Phase Leader • Phase Leader and Class Teacher speak to parent • Step 3 letter home to parents by Phase Leader, detailing what was discussed in the meeting and any outcomes. Copy of letter to CPOMS (link to incident). • If three Step 3 letters are sent in any half term period then targets must be set by Phase Leader and Class Teacher and a Daily Report booklet must be created by the class teacher. • The SENDCO is given a copy of targets set and the head teacher informed. Teachers must meet parent and child together to discuss behaviour targets, agree weekly communication and arrange to review after a six week period. At this six week review it will be decided if support is needed from the SENDCO and headteacher. 	<ul style="list-style-type: none"> • Behaviour Targets set with parents and monitored via a Daily Report by parents and teacher • Rewards for improved behaviour: class rewards/stickers/certificates • Individual Support • Circle Time/social skills group led by class teacher or teaching assistant
b) Extreme rudeness		
c) Leaving the classroom without permission		
d) Throwing food		
d) Swearing (not in an abusive context)		
e) Derogatory comments that are linked to protected characteristics e.g. race, religion, sexual orientation, disabilities, or cause deep emotional hurt		
f) Intentional physical harm to others – leaving a mark/clearly causing pain		
g) Intentional damage to property/furniture		
h) Inappropriate personal exposure		
i) Inappropriate touching (KS1)		
j) Use of (or exposing others to) explicit or inappropriate language in relation to their age		
k) Sending rude images/messages online		

STEP 4

<u>Very Serious Behaviour</u> (Recorded on My Concern and Phase Leader added)	<u>Action to be considered</u> <u>By adult and Senior Leadership Team</u>	<u>Support Offered</u>
a) Persistent Step 3 Behaviour (three in a half term)	<p><u>Educational Consequences:</u></p> <p>A. Loss of playtimes and/or lunchtimes for two days monitored by teacher or teaching assistant in classroom or imposition of a task e.g picking up litter, tidying a classroom, helping clear up the dining hall</p> <p>or</p> <p>B. Move from the class to next year group for 2 sessions</p> <p>or</p> <p>C. Reparation of damage</p> <p>or</p> <p>D. Restorative Lunchtime Conversation with SLT</p> <p><u>Additional Actions:</u></p> <ul style="list-style-type: none"> • Inform Phase Leader • If physical, Physical Behaviour Letter to be sent to parents • Head or Assistant Headteacher, Phase Leader and Class Teacher speaks to parent on the same day • Step 4 letter home to parents by Head or AHT, detailing what was discussed in the meeting and any outcomes. Copy of letter to My Concern (link to incident). • Behaviour Targets to be set in an Individual Behaviour Plan with parents, teacher and either SENDCO or Headteacher. Targets monitored daily by class teacher. 	<ul style="list-style-type: none"> • Rewards for improved behaviour: class rewards/ stickers/ certificates • Personal motivating rewards are agreed whenever an Individual Behaviour Plan is created • Individual Support • Circle Time
b) Leaving school grounds without permission		
c) Throwing dangerous/heavy objects and furniture (e.g. tables, chairs)		
d) Serious challenge to authority (this includes not responding to a request from AHT or HT)		
e) Dangerous acts of vandalism		
f) Stealing		
g) Serious intimidation (physical or verbal)		
h) Intentional spitting at someone		
i) Bullying (persistent victimisation whether physical or verbal)		
j) Extreme unprovoked physical aggression to other pupils		
k) Sending sexually explicit photographs or messages via mobile phone or other media		
l) Explicit, verbal abuse (including swearing)		
m) Extreme, unwarranted lesson disruption		
n) Inappropriate touching (KS2)		
o) Cyberbullying (targeted and sustained) including sending explicit images and/or abusive messages online at home or school		

STEP 5

<u>Extremely Serious Behaviour</u> (Recorded on My Concern and Phase Leader tagged in)	<u>Action to be considered</u> <u>By Senior Leadership Team</u>	<u>Support Offered</u>
a) Two Step 4 Behaviours in a half-term	<p><u>Educational Consequences:</u></p> <p>A. Exclusion from the class and playground (For one day) into another year group. (Organised by Phase Leader)</p> <p>or</p> <p>B. Member of SLT to contact the parents for a meeting at 8.30am the next morning and a letter to be sent home at the end of the day confirming the meeting</p> <p>or</p> <p>C. Behaviour Targets to be set on a daily report format monitored daily by SLT</p> <p>or</p> <p>D. Behaviour Support Programme Meeting arranged by SENDCo and/or Headteacher including parents and outside agencies as relevant</p> <p>or</p> <p>E. Reparation of damage</p> <p>or</p> <p>F. Suspension</p> <p style="padding-left: 40px;">(1) Letters to be sent to parents</p> <p style="padding-left: 40px;">(2) Letters to be sent to WB and SEND team/Social Worker if needed</p> <p style="padding-left: 40px;">(3) Chair of Governors informed</p> <p>or</p> <p>G. Permanent Exclusion</p>	<ul style="list-style-type: none"> • Rewards for improved behaviour: Class rewards/ stickers/ certificates • Individual Support • Circle Time • Referral to outside agencies
b) Extreme danger or violence		
c) Physical attack on any member of staff		