

Behaviour/s demonstrated	Appropriate action
<p>Protocols are being followed, no behaviour concerns</p>	<p>Regular verbal praise, praise points awarded, and feedback to home.</p>
<p>Stage 1</p> <ul style="list-style-type: none"> • Calling out • Chatting (in class or in line / assembly) • Wasting learning time (not completing the expected amount) • Distracting others (making noises, stopping others learning) • Swinging on chair 	<ol style="list-style-type: none"> 1. Reminder – this may be enough 2. Non-verbal cue (look, raise of eyebrow etc.) Show 'Thinking card' 3. Repeat if necessary <p>RESET AFTER LUNCH – start stages again</p>
<p>Move to STAGE 2 if shown 'Thinking' card twice after a reminder</p> <p>Stage 2</p> <ul style="list-style-type: none"> • Continuation of Stage 1 behaviours within the same day staff to monitor if there are patterns e.g., always in maths etc to explore further <p>OR straight Stage 2 if:</p> <ul style="list-style-type: none"> • Non-compliance with whole school protocols • Being disrespectful to adults (answering back, eye rolling, mimicking adults / children, talking under breath etc) and/or children (low level) • Not listening to and following instructions • Rough play / play fighting (no intention to harm) • Not completing learning tasks / or to an acceptable standard in a lesson <p>If a repeat of stage 2s across four weeks – parents to be contacted for a meeting to discuss behaviours and put informal targets in place</p>	<ol style="list-style-type: none"> 1. Show 'Time-out' card – class reflection table whilst continuing to engage with lesson (EYFS: age/minutes equivalent KS1/2 10 minutes) 2. Equivalent is lost in own time (lunchtime in music room with SLT) 3. Negative dojo (Stage 2) given and message home <p>If breaktime, stand on wall for relevant time</p> <p>If lunchtime, send to SLT for relevant time</p> <p>RESET AFTER LUNCH – start stages again (still inform parents if behaviour improves but s2 reached AM / lunch)</p> <p>If a straight Stage 2 incident: Inform parents via Dojo plus negative dojo (Stage 2)</p> <p>If accumulation: Inform parents via Dojo plus negative Dojo</p>
<p>Stage 3a</p> <ul style="list-style-type: none"> • Continuation of Stage 2 behaviours across four weeks <p>OR straight to Stage 3 if:</p> <ul style="list-style-type: none"> • Challenging adults inappropriately ('what?' / disputing adult's account / refusing to accept responsibility for own actions) • Deliberately leaving the room or going to the toilet without permission • Use of inappropriate language: swearing / discriminative remarks / sexualised comments that are said through thoughtlessness • Refusal to complete any learning tasks across a day • Harmful physical contact (hitting, pinching, biting, pushing, tripping) • Stealing from pupils or adults in school (as well as school property) <p>Move to Stage 3b if 'Reset' card shown frequently across two weeks (See further information of 3b for next actions)</p>	<ol style="list-style-type: none"> 1. Reset card shown – 15 minutes in partner classroom 2. Conversation with child about reasons for behaviours 3. Any missed learning to be completed at lunchtime with SLT 4. Negative dojo Stage 3 given 5. Accumulation over time, stage 3b to be actioned <p>If breaktime, send in to MM</p> <p>If lunchtime, child completes form with SLT at lunch and loses 10 minutes of their time – if at the end of lunchtime then reflection form to be completed in class PM</p> <p>RESET AFTER LUNCH IF ONLY ONE RESET CARD ISSUED – If x2 then continue on Stage 3 for the rest of the day</p> <p>If a straight Stage 3 incident: Negative dojo (Stage 3) Dojo and phone call with parents to discuss next steps</p> <p>If 3 incidents of Stage 2 results in Stage 3 (accumulation): Dojo parents</p>
<p>Stage 3b</p> <ul style="list-style-type: none"> • Continual and repeated incidences of a stage 3 (for 5 days in one week / several incidences over a week/s) <p>Targets to be assessed after two weeks and if not progress, move to a stage 4 and begin report.</p>	<ol style="list-style-type: none"> 1. Contact parents to inform them that their child is at risk of moving to a stage 4 and explain the consequence of this (behaviour report) 2. Use an ABC behaviour chart to ascertain patterns in behaviour 3. Phase leader, teacher and child (FSW if appropriate) to hold a 'Step, Back & Chat' to look at potential causes of behaviours – set a review date – send a summary to parents (ABC chart to continue) See behaviour files for format of this meeting 4. Next step Stage 4 – Behaviour report if no improvements
<p>Stage 4</p> <ul style="list-style-type: none"> • Continuation of behaviours despite the 'Step Back & Chat' and no improvement within agreed time frame <p>OR straight to Stage 4 if:</p> <ul style="list-style-type: none"> • Fighting or targeted physical assault towards staff or pupils (punching / kicking with intent) • Intimidation towards staff (in personal space or through words) • Aggressive / offensive / discriminatory / degrading language that is used to target and deliberately cause harm • Bringing the school into disrepute (actions outside of school) • Deliberately damaging school property (buildings etc) Graffiti etc <p>Move to Stage 5 if repeat of Stage 4 incidents in a day / week</p> <p>OR if no progress on report across a half term</p> <p>Loss of afterschool clubs / sporting clubs / potential loss of trips / Y6 residential</p>	<ol style="list-style-type: none"> 1. Pupil sent / referred to phase leader* who will complete an investigation and record on My Concern. (*on teaching days – MM to initiate) 2. Detention / internal exclusion appropriate to incident 3. Negative dojo issued (Stage 4) 4. Parents to attend meeting with class teacher and phase leader 5. Restorative conversation arranged with appropriate staff / children - supported by class teacher <p>If breaktime, send to phase leader or MM if unavailable</p> <p>If lunchtime, send to SLT member</p> <p>Accumulation: Implementation of a behaviour report for repeated incidents (or if x2 Stage 4 incidents) after a Step Back & Chat meeting. See behaviour files for format and template for this meeting</p> <p>If no improvement after review: part time timetable / Learning away from class / external support / nurture team intervention</p> <p>If a straight Stage 4 incident: follow procedures as set out above.</p> <p>If frequent incidents across two weeks Stage 3 results in Stage 4 (accumulation) phase leader to use stage 3b before arranging a meeting with teacher / parents / pupil to form a behaviour report</p>