

Step 1 Misbehaviour that can be effectively managed within a classroom environment by the teacher and/or TA.	Step 2 Class teacher to inform parents, notify other relevant staff. Involvement of Behaviour Lead. Incidents recorded on CPOMS.	Step 3 Very serious behaviour. Formal involvement of Headteacher/parents. Other outside agencies may become involved. Incidents recorded on CPOMS.
• Speaking rudely to staff/other class members • Answering back • Not on task • Shouting out • Verbal abuse, minor bad language • Low level disruption • Sulking • Telling lies/getting others into trouble • Unsafe movement around the classroom/school • Unsafe behaviour • Careless damage • Destruction of property (first time) • Playtime incident (first occurrence and depends on severity) • Deliberate distraction • Deliberately causing others to be angry or upset • Lying • 3 reds in 1 week	• Persistence of Level 1 • Incomplete tasks (deliberate) • Refusing to work • Defiance • Abuse of property • Stealing/intent to steal • Direct verbal abuse/racial abuse, bad language • Physical contact with the intention of hurting others • Intimidating and threatening behaviour • Bullying (early signs), persistent name calling. • Persistent lying	• Persistence of Level 2 • Major disruption of classroom activity • Vandalism of school building/property • Stealing/Intent to steal (persistent) • Repeated incidents of bullying including text messages, cyber incidents etc. • Persistent bad language and verbal abuse • Racial abuse • Violent hitting, kicking, fighting • Physical abuse of staff or pupils, or threat of physical abuse • Dangerous refusal to obey instruction. • Leaving school premises without consent • Possession of items considered to be of threat/danger to others • Truancy • Inciting unsafe behaviour in others
Actions	Actions	Actions
Dealt with in class by class staff • Positive verbal reminder twice • Use of Choice Wheel in class to modify behaviour • Movement on traffic lights • Move places in class • Reminder of school/class rules • Private discussion with child • Proximity praise • Loss of part or whole playtimes (managed by class teacher/TA) • Reminder of good behaviour choices - emphasis put on the child being in control of their own behaviour. • Think sheet/Restorative approach used and apology made • Behaviour chart if appropriate • Possible loss of playtime/freetime	Dealt with by class teacher initially with further support from Inclusion Manager/Family Support/Learning Mentor if needed. • 'Think sheet' completion during 'Time-out' followed by restoration • Incident recorded on CPOMS • IBP introduced • Parent contacted by class teacher, informal meeting, discussion with parents. • Home/School Diary introduced - for limited time • Loss of playtime during 'Time Out'. • Possible sessions with learning mentors • Possible internal exclusion for a limited time. • Possible loss of privileges whilst on report.	Support from Inclusion Manager/Family Support/Learning Mentor • Headteacher/Deputy Headteacher informed immediately. • Serious Incident Book • Formal chat with headteacher (child) • Time out /Internal exclusion • Parents invited into school for formal discussion with Headteacher and class teacher. • Action plan agreed involving school and parents. • Involvement of outside agencies. • Weekly sessions with Nurture team to address any management or specific behaviour issues • Lunchtime time-out whilst on report • Possible loss of privileges while on report. • Suspension/Permanent Exclusion
3 reds in 1 week = Step 2	On report for 1 week - report graded each session by TA/class teacher and shown to Learning Mentor	On report for 2 weeks including loss of lunchtimes for the duration - report graded each lesson by class teacher and shown to HT/DHT twice in the week. Reintegration period - Children can be allowed onto the playground if an improvement in behaviour is shown. To be decided by class teacher.

