



# Stebbing Primary School



## Behaviour Expectations

### Be ready, respectful, safe and kind

- Looking after property
- Arriving at school on time
- Coming to school everyday unless ill
- Bringing the right equipment to school e.g PE kit
- Thinking of others in the school community
- Respecting others in the school community
- High behaviour expectations of self

#### Difficult Behaviour: Stage 1

#### Difficult Behaviour: Stage 2

#### Difficult Behaviour: Stage 3

#### Harmful Behaviour: Stage 4

- Distracting other pupils
- Disagreements at breaktime/lunchtime
- Low-level behaviour during class time
- Anti-social behaviour such as deliberately burping
- Dropping litter/food
- Talking in assembly
- Ignoring adult instruction
- Refusing to engage with lesson
- Minor misuse of classroom equipment
- Lack of respect
- Getting out of their seat
- Calling out

- Persistent stage 1 behaviour
- Play fighting
- Swearing in a non-aggressive way
- Misuse of classroom equipment
- Disrespectful behaviour towards another pupil or member of staff
- Minor vandalism (with minimal impact to the school community)
- Inappropriate online behaviour between pupils
- Physical contact (e.g. pushing another pupil in the line)

- Persistent stage 2 behaviour
- Verbal aggression
- Swearing in an aggressive way
- Threatening behaviour
- Anti-social behaviour
- Spreading unkind rumours about another child
- Deliberate damage to another person's property

- Persistent stage 3 behaviour
- Physically aggressive towards adults or other children and young people (including pushing, punching, kicking, biting, scratching, spitting, head-butting).
- Verbally abusive (and may include racist/homophobic/sexist abuse).
- Destructive, including destruction of property and the environment.
- Self-harming, including head banging, scratching, hitting, kicking, biting and poking
- Striking another adult/child or young person with an object.
- Leaving the school premises without consent.
- Racial or minority ethnic behaviour.

#### Possible consequences

#### Possible consequences

#### Possible consequences

#### Possible consequences

- Follow the stepped approach outlined below
- Possible loss of break/part of lunchtime

- Follow the stepped approach outlined below starting from step 2.
- Parents informed if appropriate
- Incident recorded on CPOMS
- Possible loss of privileges
- Possible loss of break/part of lunchtime
- Letter of apology/made to apologise

- Follow the stepped approach outlined below starting from step 2.
- Parents informed and a meeting arranged with teacher and if appropriate senior leadership team/headteacher
- Passed to senior leadership team to investigate and sanction
- Time out
- Miss break/part of lunchtime
- Loss of privileges
- Letter of apology/made to apologise
- Emotional support plan/Reintegration plan including report card
- Possible lunchtime isolation

- Isolation
- Passed to headteacher to investigate
- Parents informed and a meeting arranged with Headteacher
- Fixed term exclusion
- Permanent exclusion
- Emotional Support plan

## Behaviour Stepped Approach

Step 1	A reminder of the classroom expectations delivered privately where possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
Step 2	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outline the consequences if they continue. Use the phrase, <i>'The behaviour I am seeing is not OK. I expect you to...'</i>
Step 3	<p>Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Make use of the 30 second behaviour script:  <i><b>You need to understand that every choice has a consequence and as a result you have lost 5 minutes of your break/lunchtime. If you choose to do the work, that would be fantastic. If you choose not to do the work, then you will have to complete the unfinished work at lunch time. I'll leave you to make your decision.</b></i></p> <p>If you have got to this stage, the student owes 5 minutes of their breaktime/lunchtime due to lost learning time where the teacher has a restorative conversation. If this takes place in the afternoon, the child will miss 5 minutes of break/lunch the following day.</p> <p><i><b>For break and lunch:  You need to understand that every choice has a consequence. If you choose to behave as we expect that would be fantastic. If you choose to continue to display unacceptable behaviour then you will need to see (Miss M/Mrs C/Mr L)</b></i></p>
Step 4	Offer a 3 minute time out to look at the situation from a different perspective and compose themselves. If they choose not to engage when they return to the classroom, continue to step 5.
Step 5	<p><i><b>"As your teacher, are you refusing to follow my instructions?"</b></i></p> <p>If a child continues to refuse to follow instructions, repeat the question, "As your teacher, are you refusing to follow my instructions?"</p> <p><i><b>"I can see that you need my time but I can't give that to you at the moment so I am going to get someone else."</b></i></p>
Step 6	<p>A member of SLT called to speak to the child, <i><b>"Are you refusing to follow your teacher's instructions?"</b></i></p> <p>Repeat the question, <i><b>"Are you refusing to follow your teacher's instructions?"</b></i></p> <p>No - <i><b>"Excellent, I am pleased to hear that. I will pop back at the end of the lesson."</b></i></p> <p>Yes - <i><b>"Your behaviour is not OK, you are going to come and complete your work with me for the rest of the lesson."</b></i></p> <p>If the child completes their work, the child returns to the class teacher to show them their work and have the 5 minute restorative conversation at break/lunch/assembly.</p> <p>SLT to contact parents and additional consequences arranged.</p> <p><b>ANY HARMFUL BEHAVIOUR SLT NEED TO BE CALLED AND THIS IS WHERE THE DISCUSSION BEGINS</b></p>
Step 7	<p>If the child refuses to leave the classroom, the rest of the class are removed from the class. SLT member to remain with the child until they agree to leave the classroom. Every 5 minutes, ask the child if they are ready to leave the classroom with no further communication.</p> <p>If the child completes their work, the child returns to the class teacher to show them their work and have the 5 minute restorative conversation at</p>

	break/lunch/assembly with the teacher - who will inform the child of any consequence. .
Step 8	If, after half an hour, the child continues to refuse to leave, inform the child that their parents will be contacted to come to school to discuss their behaviour. Parents contacted to explain that the child will be isolated for the rest of the day and arrange a meeting first thing the next day to discuss the consequences and reintegration plan.

**CONTACT Senior leadership IMMEDIATELY FOR THE FOLLOWING:**

- A child leaving the classroom
- Any harmful behaviours shown in stage 4.

SLT (senior leadership team)