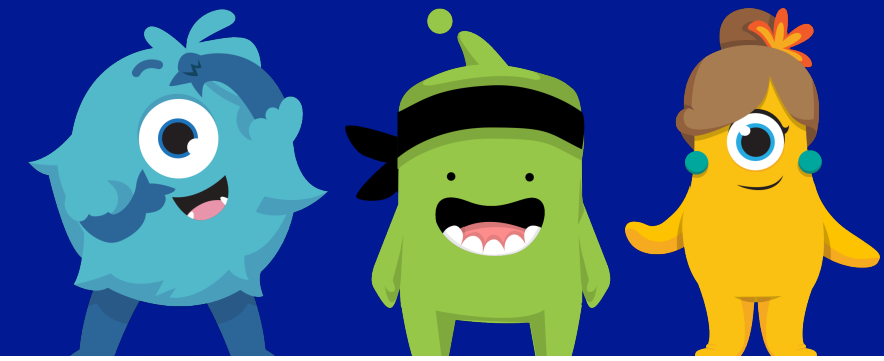


FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

MANAGING POOR BEHAVIOUR

IF YOU CAN DREAM IT, YOU CAN DO IT!



Stages	Action/Behaviour	Consequences/Process
Stage 1	<p>Actions may include (but not limited to):</p> <ul style="list-style-type: none"> - swinging on chairs - distracting others - shouting out - talking at the wrong time - unkind remarks/bickering - telling lies/tales - not looking after equipment - other silly behaviour 	<ul style="list-style-type: none"> - The child will be given a warning/verbal reminder and reminded of our expectations for behaviour. - Any warnings will be followed by positive reinforcement/praise for demonstrating the expected behaviours. - If the behaviour persists, a Dojo point may be removed. The child may be asked to sit elsewhere in the classroom/dining hall or asked to temporarily leave the classroom, with a member of staff who will discuss their behaviour with them. Staff should seek support from our Pastoral/Safeguarding Team. - A restorative conversation will be held with the child/children involved. - Pupils will be issued with a natural consequence in line with the severity of the incident. - If the behaviour continues after these consequences have been enforced, the matter may be escalated to a Stage 2.
Stage 2	<p>Actions may include (but not limited to):</p> <ul style="list-style-type: none"> - repeated incidents identified at Stage 1 - fighting - stealing - being disrespectful to staff - refusal to cooperate - answering back - intentionally making someone feel uncomfortable (including on social media) - inappropriate language including swearing - intentionally damaging property 	<ul style="list-style-type: none"> - The child will be removed from the environment/situation by a staff member and taken to a member of our Senior Leadership Team, other than the Headteacher. - The child may be isolated for a specified amount of time with a senior member of staff or a member of our Pastoral/Safeguarding Team and a restorative conversation will be held with the child/children involved. - A consequence will be issued and the child's parents/carers contacted and informed by phone, face to face or via Class Dojo by the class teacher. - Pupils will be issued with a natural consequence in line with the severity of the incident. Privileges may be removed - for instance the loss of a prized responsibility, not being able to participate in a class reward or miss a playtime. - Reflection time will be used during the pupil's break or lunch time. This is to be overseen by the class teacher, with the support of a Senior Leader if necessary. - Work may be completed until it meets the required standard, in the pupil's own time. - Staff dealing with the behaviour must log any incidents and actions on CPOMS. - If the behaviour continues after these sanctions have been applied, the matter may be escalated to a Stage 3.
Stage 3	<p>Actions may include (but not limited to):</p> <ul style="list-style-type: none"> - repeated incidents identified at Stage 2 - serious assault - complete disregard for school rules - extreme physical or verbal threats - racist or homophobic remarks - leaving the school grounds without permission - child-on-child sexual violence and sexual harassment - repeated bullying behaviour - inappropriate online behaviour - inappropriate use of mobile phones 	<ul style="list-style-type: none"> - The child will be immediately referred to the Headteacher or a member of the SLT in the Headteacher's absence. - A restorative conversation will be held with the child/children involved. - Privileges will be removed in line with the severity of the incident. - The child's parents/carers will be contacted and invited into school to discuss the incident and/or consequences which may include: <ul style="list-style-type: none"> - a behaviour contract, - involvement of the school's Pastoral Team, SENCo, Designated Safeguarding Lead and/or external agencies, - internal isolation, - a suspension, - a permanent exclusion, - other reasonable and appropriate sanctions discussed and agreed with parents/carers. - Further work with external agencies and/or social inclusion may be necessary and this will be discussed and agreed with the pupil's parents/carers.

	Who deals with the incident initially?	Process/Consequence	When this would be passed on...	Passed on to...
Stage 1	Support staff and class teacher	Verbal reminder followed	When pupils' display repeated Stage 1 incidents in a short space of time e.g. the same day.	Pastoral or safeguarding staff.
Stage 2	Class teacher with the support of a Phase Leader	<p>Removed from the environment/ isolated for a specified amount of time.</p> <p>Restorative conversation.</p> <p>Parents' contacted by the class teacher (or passed on in more severe cases).</p> <p>Privileges removed.</p> <p>Natural consequence issued.</p>	<p>When pupils' display repeated Stage 2 incidents. E.g. the same day or week.</p> <p>Class teachers may seek support from non-class based staff to help deal and report incidents when they have a teaching responsibility.</p> <p>If staff are unavailable because they are teaching, children need to be brought back at break time. If this cannot wait, please escalate the issue to the next available member of staff.</p>	<p>In this order...</p> <p>Phase Leader</p> <p>Behaviour Lead</p> <p>Deputy Headteacher followed by the Assistant Headteacher</p> <p>Persistent or severe Stage 2 behaviour must be referred to a member of the Senior Leadership Team.</p>
Stage 3	Senior Leader and our Headteacher or a member of the SLT in the Headteacher's absence	<p>Privileges will be removed.</p> <p>Parents/carers will be contacted and invited into school to discuss the incident and/or consequences with the Headteacher.</p>	In the absence of the Headteacher.	A member of the SLT or Governing Body.