



Behaviour and Anti-Bullying Policy

(including Statement on Behaviour Principles) (Published on website)

Date agreed: Nov 2024

Review Date: Aut 2029

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1. Aims

This policy aims to provide a foundation for excellent behaviour among children at Stepney Park Primary School. It seeks to make clear what behaviour is expected of children, how staff at the school support children to reflect this day-to-day and the systems in place to address behaviour that falls short of what is expected. In particular, this includes:

- Setting out our vision for behaviour management at Stepney Park Primary School
- Summarising the roles and responsibilities of different people in the school community with regards to behaviour management
- Outlining how pupils are expected to behave
- Providing clarity to ensure that behaviour is managed consistently across the school
- Defining what we consider to be unacceptable behaviour, including bullying
- Outlining our system of consequences and recognition of success

2. Related Documents

This policy outlines decisions made by the school informed by advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)

In addition, this policy is informed by:

- Section 175 of the [Education Act 2011](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

This behaviour policy should be read in conjunction with a number of other Stepney Park Primary School policies:

- Exclusions guidance (LBTH)
- [Child Protection Policy](#)
- [Positive Handling Policy](#)
- [Staff Code of Conduct](#)

3. Roles and responsibilities

3.1. The governing body

The governing body is responsible for setting and reviewing the strategic direction of the school, including with regard to behaviour. This includes reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

3.2. The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy and ensure that it is disseminated to relevant stakeholders.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure it is applied consistently.

3.3. Staff

All staff are responsible for ensuring that they understand this policy and that they implement it consistently. Staff are also responsible for modelling positive behaviour to children, recording behaviour incidents as detailed within this policy and working with members of SLT to develop a personalised approach to children with specific behavioural needs where necessary.

The senior leadership team will support staff in responding to behaviour incidents where members of staff require this.

3.4. Parents

Parents are asked to support the school in ensuring that their child understands the behaviour that is expected of them. They are also asked to inform the school of any changes in circumstances that may affect their child's behaviour and discuss any behavioural concerns with the class teacher promptly.

4. Expectations of Children's Behaviours

Pupils are expected to behave in such a way as to protect theirs and others' rights to:

- Be Safe
- Learn
- Be Respected

Our core rights are to be used in all areas of school life to ensure that children have an understanding of the UN Convention on the Rights of the Child and behavioural

expectations. Teachers take steps to ensure that children understand what behaviours are expected from them in order to do this, including by:

- Creating class rules at the beginning of the year.
- Regularly sharing the school's expectations of children's behaviour.
- Where necessary, reminding children of the behaviours the school expected

4.1. Behaviour in Class

Children are expected to behave in ways that foster an environment that will promote their own and others' learning as appropriate for their age and stage of learning. This includes, but is not limited to:

- Listening to teachers' explanations and instructions.
- Avoiding behaviours that may distract or disturb others.
- Making an effort to remain on task wherever possible.
- Making a reasonable effort to ensure school property remains in good condition.

Children are expected to treat teachers and their peers with respect and courtesy.

The school considers as unacceptable any behaviours that endanger the safety and/or wellbeing of other members of the school community.

4.2. Behaviour on the Playground

The playground provides children with important opportunities to develop relationships with peers in a less structured and supervised environment. In line with children's age and stage of development, the school expects the following of children's behaviour on the playground:

- That children behave in ways that do not unnecessarily risk the safety or wellbeing of other children or staff.
- That children treat members of staff and their peers with respect and courtesy.
- That children make a reasonable effort to look after school property.
- That children follow instructions from members of staff.

4.3. Behaviour Online

Children are expected to behave online in a similar way to when on the school site, including with regard to being respectful and courteous and avoiding behaviours that may harm the safety or well being of another member of the community.

The school may choose to apply elements of this policy to behaviour incidents online. This may be the case regardless of whether or not the incident happened during the school day, whether or not it happened using school devices and whether or not it was targeted at other members of the school community.

4.4. Behaviour on Trips

Prior to trips teachers will remind children of the Stepney Park Rights and how they will still apply when off site. Teachers will use their own professional judgement to manage behaviour where a pupil has made poor choices off-site when representing the school.

4.5. Behaviour Outside School

The school may choose to apply elements of this policy to behaviour incidents that occur outside the school. This may include the circumstances below, but this list is intended to be illustrative not exhaustive:

- Online behaviour, including cyberbullying, whether or not the school's devices were used.
- Bullying, including where this has been addressed inside school but continues outside school.
- Circumstances where the child is identifiable as a pupil of the school.
- Circumstances where a child's behaviour may result in reputational damage to the school.

4.6. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our Dealing with Allegations of Abuse against Staff Policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

5. Behaviour Management

5.1. Positive Behaviour Management

Positive behaviour management refers to taking steps to encourage good behaviour with the aim of preventing poor behaviour from happening. At Stepney Park, we take a number of approaches to positive behaviour management:

- Staff take steps to develop positive relationships with pupils:
 - Greeting pupils in the morning or at the start of lessons
 - Establishing clear routines
 - Seeking to conclude the day positively and starting the next day afresh
 - Dealing with behaviour issues in the least intrusive manner
 - Taking time to learn about children's lives and interests.
- We ensure that children understand the behaviours that are expected of them:
 - Staff regularly remind children of the behaviour that is expected of them during a specific part of the day.
 - Staff consistently model behaviour expected from children, e.g. with regard to greetings, manners etc.
 - Staff set and reinforce expectations of behaviour using both verbal and non-verbal communication
 - Teachers regularly share our procedure to support behaviour flowchart, allowing children to understand how we manage behaviour at Stepney Park.
- Staff praise children for making positive behavioural choices by:
 - Giving verbal praise to recognise good behaviour.
 - Giving children a school postcard to celebrate at home.
 - Praising children to their parents
 - Giving children special responsibilities

- Language is used to reinforce the behaviours that the school expects (e.g. 'We walk in the corridors', not 'Don't run')

In addition, to ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) and staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour concerns may be transferred to relevant staff at the start of the term or year in the form of behaviour folders. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

5.2. Managing poor behaviour

Where a child's behaviour falls below the standard that the school expects, there are a range of possible responses to manage this behaviour and promote an improvement in the future. When deciding how to respond, staff will consider (i) the specific context of the child, including their age and any SEND, (ii) the severity of the behaviour, (iii) the frequency of the behaviour to ensure that the response is proportionate. These considerations inform at which of three stages a child's behaviour should be managed (see appendices 2 and 3 for a summary).

Stage 1 - 'lower level'

- Stage 1 behaviours include inappropriate language, using language to show disrespect towards a peer, low level disruption in class (e.g. chatting, distracting other children) or not following school rules (e.g. running in the corridors).
- Stage 1 behaviours are managed by any member of staff who witnesses them.
- Appropriate responses include a simple reminder of the correct behaviour, a warning of possible consequences, loss of privileges (e.g. playing football at lunchtime), completing work at break or lunchtime or some missed break time with the member of staff.

Stage 2 - 'higher level'

- Stage 2 behaviours include any physical violence, discriminatory behaviour (including racist, homophobic, misogynistic language etc), vandalism, stealing and disrespect towards an adult (e.g. wilfully ignoring instructions). If stage 1 behaviours are repeated, they will also be managed at stage 2.
- Stage 2 behaviours can be managed by any member of staff who witnesses them or to whom children report them.
- Appropriate responses include all those listed for stage 1, as well as time in the reflection room at lunchtime or removal from class (in agreement with the HT or DHT).
- Parents will generally be informed if their child is involved in a stage 2 behaviour incident.
- On some occasions, stage 2 incidents may be passed onto a member of SLT to deal with. This may include when a lengthy investigation is necessary. This is to prevent a disruption to teaching and learning.

Stage 3 - Significant concern

- Stage 3 behaviours primarily include the repetition of the stage 2 behaviours where the usual responses do not appear to be resulting in a change to the child's behaviour. Stage 3 also includes sustained bullying and some very serious single incidents, including in instances of their first occurrence (e.g. significant violence).
- Stage 3 behaviours will be managed by the DHT in collaboration with the relevant AHT.
- Appropriate responses to stage 3 behaviours may include all those lists at stage 2, as well as suspension and exclusion. Furthermore, specific incidents may be referred to the police where required.
- At Stepney Park, we acknowledge that some children require extra support for their behaviour. As such, many children whose behaviour is being managed at stage 3 will have a behaviour plan. This details the specific support they will receive in order to improve their behaviour.

In all of the responses to poor behaviour outlined above, staff must avoid undue criticism, sarcasm, ridicule, embarrassment or public shaming. In addition, though there are circumstances where a teacher may need to shout (e.g. to prevent an imminent accident), shouting is not used as a means of responding to poor behaviour.

5.3. Support for Behaviour

During year group meetings, vulnerable children meetings, through daily communication or as a result of reaching stage 3, children may be identified as needing additional support with regards to their behaviour. This support will be planned and recorded using a Behaviour Plan. Additional support could include:

- Alterations to provision, for example during break or lunchtime
- Increased supervision
- Timetable changes (e.g. to allow for regular breaks)
- Support from other members of staff in school: counselling, PCT
- Social stories
- Regular meetings with parents
- Referrals to other agencies: early help, BASS, Educational Psychologist

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will analyse the needs of a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

We accept that reasonable modifications may need to be allowed for children with mental health, social and emotional needs, learning needs or speech and language difficulties (See Equality Policy). At Stepney Park Primary School, these children will be identified and are offered support through behaviour plans, the support of learning, ELSA and additional support both in the classroom and at playtimes. This

will be with the involvement and support from EP, SALT, CAMHS or BASS and in partnership with parents.

A choice wheel has been created using one of our learning characters with the aim of promoting independent strategies to solve behavioural issues on the playground (see appendix 3). This has been shared with children and staff and will be promoted regularly.

In addition to this, we also have a reflection room which is in use during lunchtime. This is primarily used by midday supervisors to support children with stage 2 or high level behaviour incidents. This room is staffed by Senior Leaders and offers midday staff support in dealing with such incidents. SLT members will follow our behaviour procedures when dealing with such incidents.

5.4. Record Keeping

Accurate record keeping of behavioural incidents is essential to monitor the effectiveness of this policy and to identify and address trends or changes over time. At Stepney Park, we use CPOMs to record this information. Incidents of behaviour at stage 2 or stage 3 must always be recorded. Incidents at stage 1 are not generally recorded unless there is a specific reason to do so (e.g. the behaviour is repeated, which would therefore constitute a stage 2 incident; a particular child's behaviour is being closely monitored to look for patterns). However, it should be emphasised that some incidents may constitute a stage 1 incident but represent a safeguarding concern (e.g. a young child using swear words). All safeguarding concerns *must* be recorded in line with the school's safeguarding procedure.

When recording behaviour incidents, staff must be aware of GDPR regulations and must always keep written statements factual, refraining from using emotive language.

6. Searching and confiscation

In a limited number of circumstances, some members of school staff are authorised to search a child and/or confiscate items from them. This is part of the school's wider approach to ensuring a calm, safe and supporting environment conducive to learning. As detailed below, this policy aims to ensure that these steps are consistently proportionate and balance the needs of all children.

6.1. Items from home

At Stepney Park, children are not permitted to bring items that are not required for their education from home into school. The list of such items below provides illustrative examples but is not intended to be exhaustive:

- Toys and games
- Collectable cards
- Balls or other sports equipment
- Sweets or other snacks
- Stationery (because this is provided by school)
- Cosmetics

If a member of staff discovers that a child has brought an item from home into school, they will confiscate this item and return it to the child's parents as soon as

practicable (generally at the end of the same school day). If the member of staff is not the child's class teacher, they will pass the item to the class teacher to return to parents.

It is acknowledged that some children may require such items, for example due to SEND or another particular need. Where this is necessary, an agreement should be made between the parent and a member of SLT.

6.2. When a search may be conducted

A child may be searched in circumstances where a member of staff has reasonable grounds to suspect that a child is in possession of:

- Any prohibited item as listed by law, which include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco or cigarette papers
 - Fireworks
 - Pornographic images
- An item which a staff member suspects may be used to commit an offence
- An item which a staff member suspects is likely to cause personal injury (including to the pupil) or damage to property.
- Other items that are not on the prohibited list but the suspected possession of which may lead to a search of a child include:
 - E-cigarettes and related products
 - Mobile phones
 - Electronic devices

6.3. Conducting a search

All searches should be authorised by the headteacher before being carried out, unless a member of staff believes that such a delay may cause serious harm to a pupil or member of staff. The headteacher will consider a range of factors in determining whether a search is necessary. These include: the age and needs (including SEND) of the children who may be searched, the potential discomfort caused to the child who may be searched, the need to maintain a calm and orderly environment in school and the potential impact if a child is in possession of a particular item.

At Stepney Park, only members of the senior leadership team are authorised to conduct searches, though they will be accompanied by another member of staff to act as a witness. The member of staff carrying out the search will be the same sex as the child wherever possible.

Before a search takes place, staff will explain to the child why, how and where the search will take place and seek their cooperation. If a child does not cooperate, this will be managed as a stage 2 behaviour.

A search will be carried out in a private space, away from the child's peers and may include a search of:

- The child's possessions (including bags)
- The child's outer clothing (including coat, hat, gloves, shoes).
- The child's pockets

Under no circumstances will a search be more intrusive than outlined above.

6.4. Recording of searches

All occasions when a child is searched must be recorded on CPOMs whether or not a particular item was found. The report should include:

- Date, time and location of the search
- Who was present when the search was conducted
- Why the search was conducted (i.e. for what item and the reasonable ground for suspicion).

Parents will always be informed when their child has been searched.

6.5. Searches & Safeguarding

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in antisocial or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. As such, the DSL must be informed of any occasions when a child is searched, including if the search did not result in a particular item being found.

6.6. Confiscation

Whether identified as a result of a search or by other means, if a child is in possession of a prohibited item, any member of staff may confiscate this. Prohibited items must be passed to the headteacher who will determine the appropriate course of action regarding retaining or disposing of the item, returning it to parents or, where necessary, passing it to the police.

Members of staff may also confiscate:

- Any item that presents a risk to the safety of pupils or staff.
- Any item that leads to a disruption of learning in the classroom.
- Any item from home, as described in section 6.1.

7. Positive handling and the use of reasonable force

It is acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate force may be required. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force and prevents the child from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

Further details regarding the use of force can be found in the *Positive Handling Policy* and *Touch Policy*.

8. Anti-Bullying

8.1. Introduction

At Stepney Park Primary School, we are aware that pupils may be bullied in our school as in any educational setting. We recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and wellbeing of our pupils.

In line with the [Equality Act 2010](#), it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fosters good relationships between people who share a protected characteristic and people who do not share it.

At Stepney Park Primary School, we are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.

8.2. Bullying definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

8.3. Types of Bullying

Bullying can include:

Type of bullying	Examples
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Discriminatory	Taunts, graffiti and gestures aimed at someone's race, culture or perceived sexual orientation.
Verbal	Name-calling, sarcasm, spreading rumours, teasing. This can be direct (towards the victim) or indirect (e.g. spreading rumours to third parties).
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

8.4. Vulnerable groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked after children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities within our community
- Children from different religions within our community
- Children entitled to free school meals
- Children who are or are perceived to be LGBT+

Vulnerable children meetings are used to discuss children who may need additional support and this is shared with staff in weekly meetings.

8.5. Prevention

Preventing and raising awareness of bullying, and its impact, is essential in keeping incidents in our school to a minimum. At Stepney Park, we have a clear set of core rights which promote positive behaviours for the wellbeing of all children. Pupils are expected to protect theirs and others rights to:

- Be Safe
- Learn
- Be Respected

During assemblies and PSHEE lessons, children are given regular opportunities to discuss our definition of bullying, how they can seek support if they or someone they know is being bullied and the role of a bystander. E-safety is also integral to our curriculum and children are regularly reminded during computing and other lessons about how to stay safe online. Information for parents is shared in newsletters, our school website and workshops.

8.6. Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- **Physical**, unexplained bruises, cuts, missing belongings, damaged clothes, loss of appetite, stomach aches, headaches

- **Emotional and behavioural**, losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to explain emotions, high level of anxiety, mood swings, tearful, lack of confidence
- **Other signs of bullying**, being alone or excluded from friendship groups at school; a frequent target for teasing, mimicking or ridicule at school; unable to speak up in class and appearing insecure or frightened.

8.7. Responding to Bullying

All incidents of bullying must be recorded on CPOMS and reported to a member of SLT, ideally the AHT for the relevant year group. The following steps will be followed:

- A member of staff, likely the relevant AHT, will seek to establish the facts and build an accurate picture of events over time. This will be done by speaking to the alleged perpetrator(s) and victim(s) as well as possible witnesses, and gathering other sources of evidence if necessary.
- Where behaviour is believed to amount to bullying, it will be managed at stage 3 of our policy. This includes the full range of possible sanctions, including suspension, and the potential for an ongoing behaviour plan to ensure there is no repetition of the bullying.
- In all instances of bullying, the parents both or the perpetrator(s) and the victim(s) will be informed.
- Relevant staff will monitor the situation. Staff will be informed during briefings and midday staff will be made aware of the situation and how to report further incidents.

8.8. Extreme incidents of bullying

Under the Children Act 2004, bullying incidents should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm.' Where this is the case, staff should report their concerns to the DSL in the first instance.

9. Staff Training

Our staff are provided with ongoing training on managing behaviour as well as part of their induction to the school. Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

The effectiveness of this policy will be monitored by the senior leadership team by:

- Visiting lessons and other parts of the school day to observe behaviour.
- Monitoring patterns (e.g. through CPOMS or attendance in the reflection room)
- Conducting surveys (staff, parent and student)
- Discussing behaviour with children, (e.g. school council)
- Holding monthly vulnerable children meetings

This behaviour policy will be regularly reviewed by the headteacher and the governing body. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be regularly reviewed and approved by the governing body.

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Consequences and recognition of success is part of daily practice by staff, in line with the behaviour policy
- The behaviour policy is clearly communicated and therefore understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.
- Pupils are helped to be independent and take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is regularly reviewed and approved by the governing body.

Appendix 2: Procedure to support behaviour management

Positive Behaviour Management. Most children can be supported to behave well using positive behaviour management. This includes (i) taking steps to develop positive relationships, (ii) ensuring that children know what behaviour is expected from them, (iii) praising positive behaviour choices and (iv) Using language to reinforce what the school expects (e.g. "We walk in the corridors" not "don't run".)

Stage 1

'Lower level' behaviours

Examples of behaviours that are likely to be managed at stage 1:

- Inappropriate language
- Disrespect towards a peer
- Low level disruption in class (e.g. chatting)
- Not following school rules (e.g. running in corridors)

How we respond:

Any member of staff can address this behaviour, as appropriate to the age and stage of the child, by:

- Reminding the child of the expected behaviour
- Giving the child a warning of possible consequences.
- Loss of privileges (e.g. football at lunchtime).
- Completing work at break or lunchtime.
- Missing a few minutes of break.

Stage 2

'Higher level' behaviours

Examples of behaviours that are likely to be managed at stage 2:

- Repetition of stage 1 behaviours.
- Physical violence
- Discriminatory behaviour (including racism, homophobia, misogyny etc)
- Vandalism
- Stealing
- Disrespect towards adults

How we respond:

Any member of staff can address this behaviour, as appropriate to the age and stage of the child, by:

- Using any of the responses listed for stage 1.
- Giving the child time in the reflection room.

Remember to: record the incident on CPOMs, add the child's name to the reflection room register (if appropriate) and inform parents (class teachers). You can pass a stage 2 incident to a member of SLT if it requires a lengthy investigation.

Stage 3

Significant concern

Examples of behaviours that are likely to be managed at stage 3:

- Repetition of stage 2 behaviours.
- Single incidents of a particularly serious nature (e.g. significant violence).
- Sustained bullying.

How we respond:

Stage 3 incidents are managed by members of SLT due to their severity.

Responses may include:

- Using any of the responses listed for stage 2.
- Opening a behaviour plan.
- Removal from class (if agreed by HT/DHT)
- Suspension (if agreed by HT).
- Exclusion (if agreed by HT).

Appendix 3: Choice Wheel

