

GREAT MASSINGHAM & HARPLEY PRIMARY SCHOOLS FEDERATION

Guidance for dealing with poor behaviour

Living, learning and flourishing together

STAGE	BEHAVIOUR	KS1	KS2	PLAYGROUND
1	Not following instructions Work not completed Calling out Chatting Unfair play Running in school Carelessness with equipment Not listening Throwing rubbish on the floor General non-attention or fidgeting Day dreaming/delay in starting work Swinging on chair/Sliding/rolling on the floor	STATE BEHAVIOUR Verbal Warning Praise someone who is doing what they should Give pupils a look/raised eyebrow Ask them a question (distract them) Ask if they need help Say name, Clap or redirect Stand near them or move them nearer to you Take away object if distracting them	STATE BEHAVIOUR Verbal Warning Praise someone who is doing what they should Give pupils a look/raised eyebrow Ask them a question (distract them) Ask if they need help Say name, Clap or redirect Stand near them or move them nearer to you Take away object if distracting them	STATE BEHAVIOUR Verbal Warning Praise someone who is doing what they should Give pupils a look/raised eyebrow Ask if they need help Say name, Clap or redirect Stand near them or move them nearer to you Ask if they need time to calm
2	CONSISTENT STAGE 1 BEHAVIOUR Disturbing or interrupting others' learning Snatching from other children Lengthy chatting in class/collective worship (CW) Inappropriate CW behaviour One off incidents of teasing or name calling Persistent non-completion of home learning Play fighting	STATE BEHAVIOUR A verbal warning should always be given at this stage Ignore and praise/reward others Move child to another place Diversion tactics Model what to do Discussion about rules Private discussion with child	STATE BEHAVIOUR A verbal warning should always be given at this stage Ignore and praise/reward others Move child to another place Diversion tactics Model what to do Discussion about rules Private discussion with child	STATE BEHAVIOUR A verbal warning should always be given at this stage Ignore and praise/reward others Move child to another place Diversion tactics Model what to do Discussion about rules Private discussion with child
3	CONSISTENT STAGE 2 BEHAVIOUR Refusal to do as asked/non co-operation Sulky attitude (sucking teeth or rolling eyes) Inappropriate dining hall behaviours Extreme rudeness to each other and adults Getting up and leaving task/classroom Disregard for school equipment Consistent play fighting Rude remarks about family etc Answering back	Restorative approaches STATE BEHAVIOUR Informal parent contact by CT TIME OUT in class the same day (Restorative thinking sheet) Personalised behaviour chart	Restorative approaches STATE BEHAVIOUR Informal parent contact by CT Timeout with class teacher the same day (Restorative thinking sheet)	Restorative approaches STATE BEHAVIOUR 'THINKING TIME' for children to calm down or reflect (Restorative thinking sheet) Log behaviour in the diary
4	CONSISTENT STAGE 3 BEHAVIOUR Damage to property Persistent calling out and disruption to learning Kicking, pinching, hitting, hurting others Mimicry of staff member Extreme insolence and rudeness Swearing under breath Stealing Bullying Inappropriate behaviour on a trip/visit Rudeness to adults Being unsafe	Restorative approaches (Restorative thinking sheet) STATE BEHAVIOUR Miss playtime See HTs Letter from HTs Call home Log behaviour in the diary	Restorative approaches (Restorative thinking sheet) STATE BEHAVIOUR Miss playtime See HTs Letter from HTs Call home On school report Log behaviour in the diary	Restorative approaches (Restorative thinking sheet) STATE BEHAVIOUR Miss playtime See HTs Letter from HTs Call home Miss play or lunchtime
5	Fighting Stealing personal property Prolonged bullying Hurting, threatening or swearing at staff Threatening with intent Possession or using an offensive weapon ABH & GBH Causing serious damage/vandalism Extreme refusal Swearing in public	Restorative approaches (Restorative thinking sheet) STATE BEHAVIOUR See HTs Letter from HTs Call home Miss lunch or break with SLT Letter to invite parents in - Restorative conference On report	Restorative approaches (Restorative thinking sheet) STATE BEHAVIOUR See HTs Letter from HTs Call home Miss lunch or break with SLT Letter to invite parents in - Restorative conference On report	Restorative approaches (Restorative thinking sheet) STATE BEHAVIOUR See HTs Letter from HTs Call home Miss lunch or break with SLT Letter to invite parents in - Restorative conference On report
6	Persistence repetition of Stage 1-5 Deliberate racist remarks Deliberate homophobic remarks Extreme violence towards pupil or staff Swearing at staff Extreme and constant refusal	Restorative approaches (Restorative thinking sheet) Restorative conference with parent STATE BEHAVIOUR See SLT Lunchtime detention HTs to phone parent Letter home Behaviour log Outside agencies to be contacted Internal exclusion with SLT Ban on lunchtimes/plays for extended period On report	Restorative approaches (Restorative thinking sheet) Restorative conference with parent STATE BEHAVIOUR See SLT Lunchtime detention HTs to phone parent Letter home Behaviour log Outside agencies to be contacted Internal exclusion with SLT Ban on lunchtimes/plays for extended period On report	Restorative approaches (Restorative thinking sheet) Restorative conference with parent STATE BEHAVIOUR See SLT Lunchtime detention HTs to phone parent Letter home Behaviour log Outside agencies to be contacted Internal exclusion with SLT Ban on lunchtimes/plays for extended period On report
7	STAGE 6 BEHAVIOUR (based on previous incidents)	Restorative approaches (Restorative thinking sheet) Restorative conference Fixed period exclusion Permanent exclusion Police (as appropriate)	Restorative approaches (Restorative thinking sheet) Restorative conference Fixed period exclusion Permanent exclusion Police (as appropriate)	Restorative approaches (Restorative thinking sheet) Restorative conference Fixed period exclusion Permanent exclusion Police (as appropriate)