

Appendix B

Steps to Success

Steps in sorting out problems in behaviour

Normally the following steps might provide a framework to address misbehaviour. They are not incremental. A child may experience many Step 1s about a range of minor misbehaviours. Whilst a serious misbehaviour, especially one that hurts another child or adult or causes significant damage to property will be addressed by Step 2 or Step 3.

Step 1

When misbehaviour is identified, an adult will discuss it with the child and an appropriate way forward agreed. An appropriate warning or sanction may be implemented.

Step 2

If misbehaviour continues Step 1 is repeated. In addition, parents will be informed, an oral target agreed and review period set. Other adults who interact with the child in the year group will be informed. Behaviour will be reported in the Behaviour log and given to Headteacher.

Step 3

If little progress is being made to improve the behaviour identified as targets within the time frame agreed, or if additional serious misbehaviours of concern occur, in addition to the previous steps, a member of the Leadership Team will become involved. A target sheet will be issued and behaviour recorded. The Headteacher will be informed.

Step 4

Should serious misbehaviours continue, a behaviour plan will be written. The Headteacher will be involved at this stage. Additional appropriate adults within the school will support and monitor behaviour. Guidance may be sought from other agencies and the SENCO who might provide support for the child. A meeting of all interested parties will be held and minutes of the meeting agreed. In addition the following points provide a framework for staff to work within:

Actions to go alongside steps

At Step 1 the following actions may be taken:

Through discussion, children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others.

They may need to write an account of what happened.

They may be reprimanded.

They may need to apologise, either verbally or in writing.

They may need to make a new agreement as to what they will do in future

Sanctions ~ Refer to policy for sanctions

At Step 2 the additional actions may be taken:

Communication with Parents

Staff will need to inform parents if a worrying pattern develops or a specific incident is serious enough. A worrying pattern of behaviour may include repeated bullying, stealing, defiance, tantrums, swearing or disruption of lessons.

A serious enough specific incident may include hurting another person sufficiently so they need treatment, name calling related to racism or sexuality, damage to school property, leaving the school premises.

Parents may be contacted by telephone, letter or through meeting them at the end of the day.

Normally the initial contact would be to invite them in to discuss the matter.

When a parent is contacted the Headteacher will be informed.

At Step 3 these additional actions may be taken:

Pupils may have their behaviour monitored over a period of time and then reviewed.

Pupils may be required to pay for damages caused.

At Step 4 these additional actions may be taken:

Pupils may be excluded from the school at lunch time.

Pupils may receive fixed-term exclusion.

Pupils may be permanently excluded.