

Step One and Two

Behaviours	One or more things an adult can do	Support offered	
Wondering around the classroom/ school	<ul style="list-style-type: none"> ○ Non- verbal gestures <ul style="list-style-type: none"> ✓ Eye contact ✓ Frowns ✓ Finger clicks 	<ul style="list-style-type: none"> ○ Class teacher talk with child 	
Calling out or interrupting the class			<ul style="list-style-type: none"> ○ Look for, and reward with stamps, the correct behaviour
Ignoring instructions			
Making silly noises	<ul style="list-style-type: none"> ○ Planned ignoring 	<ul style="list-style-type: none"> ○ Playground green cards 	
Talking when asked to be silent	<ul style="list-style-type: none"> ○ Remind children of expectations in Marish Primary School. Remind children of the Three Diamond Rules. 	<ul style="list-style-type: none"> ○ Stamps, certificates, stickers, class rewards (bouncy balls) 	
Pushing in line			
Swinging on the chair			
Running in the corridor	<ul style="list-style-type: none"> ○ Change of seat 		
Being noisy around the school (movement between lessons/ breaks)	<ul style="list-style-type: none"> → 		

Care for Everyone and Everything.

Show Good Manners at all times.

Follow instructions straight away.

Step Three

Behaviours	One or more things an adult can do	Support offered
Repeated step 1 behaviour	→ Time out in classroom in which they need to complete a reflection sheet about their behaviour. → If persistent (three in a week), letter to be sent home requesting a meeting with parents to discuss behaviour with class teacher and Phase Leader → ECM slip to be completed if child is persistently receiving step 3	<ul style="list-style-type: none">○ Class teacher to talk with child○ Rewards for good behaviour choices (stamps, stickers, certificates...)○ Playground green cards○ If persistent (three in a week), child to be put on a limited time behaviour monitoring program with set goals agreed by child, class teacher, phase leader and parent.
General refusal to do anything including class work.		
Throwing objects in temper (i.e. pens, pencils, books...)		
Physically or verbally hurting someone		
Being rude/ disrespectful to an adult		
Lying		
Swearing		
damaging classroom property (graffiting books or tables; snapping rulers...)		
Poor conduct whilst wearing school uniform (i.e. on a school trip)		

Step 4

Behaviours	One or more things an adult can do	Support offered	
Repeated step 3 behaviour	→ Sent to designated classroom in the school, with a reflection sheet to be completed	<ul style="list-style-type: none"> ○ Assistant Head to talk with child ○ Rewards for good behaviour choices (stamps, stickers, certificates...) ○ Playground green cards ○ If persistent (two in a week), child to be put on a limited time behaviour monitoring program with set goals agreed by child, class teacher, phase leader and parent. 	
Leaving the classroom or teachers supervision without permission			
extreme rudeness			
intentional spitting at another person	→ If persistent (two in a week), letter to be sent home requesting a meeting with parents to discuss behaviour with class teacher and Assistant Head		
extreme physical or verbal abuse towards another person			
throwing dangerous objects			
stealing	→ ECM slip to be completed if child is persistently receiving step 4 (more than 3 times in a half term)		
encouraging physical aggression in others			

Care for Everyone and Everything.

Show Good Manners at all times.

Follow instructions straight away.

Step 5

Behaviours	One or more things an adult can do	Support offered
Repeated step 4 behaviour	→ Teacher to complete Step 5 slip and child is to accompanied to the front office	<ul style="list-style-type: none">○ Member of SLT (Assistant Head or Deputy Head) to talk with child○ Rewards for good behaviour choices (stamps, stickers, certificates...)○ Playground green cards○ Learning Mentor
Serious challenge to authority	→ Exclusion from the class and playground for rest of the day. Reflection sheet to be completed and filed with teacher's Step 5 slip	
Dangerous acts of vandalism	→ Parent to contacted and meeting arranged. Letter to be sent home confirming meeting and reasons for meeting. Behaviour targets to be discussed and set at meeting.	
Bullying (persistent and targeted physical or verbal acts)		
Comments that are racist, homophobic or related to physical disabilities		
Physical abuse to a member of staff	→ Child to be placed on a behaviour monitoring program for a set period and reviewed at the end of this period.	
Leaving school site without permission		
Extreme behaviour that is violent or dangerous	→ ECM slip to be completed	