

ST. MARY'S CATHOLIC PRIMARY SCHOOL STAGED BEHAVIOUR MANAGEMENT April 2026

STEP 1	STEP 2	STEP 3
<ul style="list-style-type: none"> • Speaking rudely to staff/answering back • Refusing to work • Answering back • Sulking • Telling lies/getting others in trouble • Leaving the classroom without permission • Name calling • Low level disruption • Unsafe movement around the classroom/school • Any other behaviour that can be managed effectively in classroom by the Teacher/TA. 	<ul style="list-style-type: none"> • Persistence of step 1 behaviour • Incomplete Tasks (Deliberate) • Refusing to work • Defiance • Abuse of property • Stealing/intent to steal • Direct verbal abuse/racial abuse, bad language • Physical contact with the intention of hurting others • Intimidating and threatening behaviour • Bullying (early signs), persistent name calling • Persistent lying 	<ul style="list-style-type: none"> • Persistence of step 2 • Repeated incidents of bullying; including cyber bullying incidents etc • Racial/homophobic abuse • Vandalism of school building • Leaving school premises without consent • Major disruption of classroom activity • Stealing/Intent to steal (Persistent) • Violent hitting, kicking, fighting • Physical abuse of staff or pupils, or threats of physical abuse. • Behaviour deemed dangerous • Possession of items considered to be a threat/danger to others • Inciting unsafe behaviour in others
<p align="center">Actions to be considered</p>	<p align="center">Actions to be considered</p>	<p align="center">Actions to be considered</p>
<p align="center">Managed in class-by-class staff</p> <ul style="list-style-type: none"> • Positive verbal reminder twice • Movement on traffic lights • Move places in class • Reminder of school/class rules • Private discussion with child • Proximity praise • Reminder of good behaviour choices – emphasis put on a child being in control of their own behaviour • Behaviour Chart in appropriate 	<p align="center">Managed in class-by-class staff (Unless deemed significant for pastoral involvement)</p> <ul style="list-style-type: none"> • Incident recorded on CPOMS • Push positive reinforcement where possible • Loss of play time, this may include break and lunch time play. • Parent contacted by class teacher/pastoral were necessary. • Possible LM support explored • Possible internal SEN referral. • Home/school diary • Loss of privileges whilst on report • Use of report – 1 week – Graded each session by CT/TA and shown to Pastoral. Loss of privileges whilst on report 	<p align="center">Dealt with by HT/AHT with support from pastoral team</p> <ul style="list-style-type: none"> • Incident recorded on CPOMS • HT/AHT informed immediately • Parents invited to formal meeting – lead by management • Action plan agreed between school and parents • On report for at least one week on return to school • Pastoral support • Possible internal SEN referral • Risk Assessment if necessary • Individual behaviour contract • Involvement of outside agencies. • Internal seclusion • External suspension fixed. • Permanent exclusion
<p>If behaviour continues move to step 2</p>	<p>If behaviour continues move to step 3</p>	<p>On report for 2 weeks, not able to take part in after school activities</p>