APPENDIX 4: HFS BEHAVIOUR STEPS GRID SEPTEMBER 2026 – STEP 1

Irritating Behaviour (Not Recorded)	**One or More Things an Adult Can Do**	**Support Offered**
a) Wandering about	a. Non-Verbal gestures ▪ Eye contact ▪ Frowns ▪ Finger clicks ▪ Tap on the desk a. Proximity ▪ Putting hand on shoulder a. Planned ignoring b. Remind children of expectations b. Verbal warning with reason (because you did …) c. Loss of Golden Time minute/s d. Change of seat	• Class teacher talks with child • Praise for correct behaviour • Certificates/Stickers/ Class Rewards for improvement
b) Calling out and interrupting in class		
c) Interrupting/annoying other pupils		
d) Ignoring instructions		
e) Talking when class asked to be silent		
f) Making silly noises or fidgeting		
g) Pushing in line		
h) Swinging on chairs		
i) Throwing objects		
j) Not following the school rules for the end of playtime Bell 1: Children stand still Bell 2: Move quickly and safely into line Bell 3: Stop talking		

APPENDIX 4: HFS BEHAVIOUR STEPS GRID SEPTEMBER 2026 – STEP 2

Less Serious Behaviour (Recorded by class teacher)	**One or More Things an Adult can do**	**Support Offered**
a) Persistent Step 1 Behaviour (More than twice in a session)	a. Loss of some or all of playtime in order to write a letter of apology or to complete work/ write lines or to complete a Think Sheet after discussion with teacher b. Separation from the rest of the class but within the class; on the playground being kept with an adult c. Teacher to inform Phase Leader (Three Step 2 entries in a week) d. If a child receives a high number of Step 2's in any half term parents should be informed by class teacher (Three Step 2 entries) e. Parents must be informed if children swear, act in a dangerous manner or make derogatory comments about another child's appearance.	• Class teacher talks with child • Rewards for improved behaviour: class rewards/stickers/certificates/ letter or phone call home • Individual coaching • Playground behaviour stickers • Circle Time and role play led by class teacher, teaching assistant or ELSA
b) Not responding to an adult's repeated request		
c) General refusal to do anything including classwork		
d) Throwing objects in temper e.g. pens, pencils, books		
e) Hurting someone – pushing etc		
f) Hurting someone with words		
g) Dangerous behaviour/lack of common sense e.g. climbing high fence on playground or on toilets/doors		
h) Being rude to an adult and answering back		
i) Telling lies		
j) Swearing		
k) Spitting/biting		
l) Damaging property e.g. classroom equipment such as rulers and pencils		
m) Aggressive football play		
n) Bringing our school into disrepute whilst wearing school uniform		

APPENDIX 4: HFS BEHAVIOUR STEPS GRID SEPTEMBER 2026 – STEP 3

More Serious Behaviour (Recorded by class teacher)	Action to be Taken By an Adult	Support Offered
a) Persistent Step 2 Behaviour (Four entries in a week) b) Leaving class without permission c) Extreme rudeness (includes swearing at a member of staff) d) Comments that are disrespectful towards a protected characteristic or cause deep emotional hurt. e) Intentional spitting at someone f) Intentional physical harm to others – leaving a mark g) Intentional damage to property h) Inappropriate personal exposure (self or others) i) Inappropriate touching of bodies or clothing (self or others) j) Use of (or exposing others to) explicit or inappropriate language/gestures in relation to their age k) Selling anything or asking others for money l) Taking and/or sharing photos without consent	a. Inform Phase Leader a. Loss of lunchtime (detention) a. Class teacher speaks to parent b. Exclusion for one session to another year group (organised by the class teacher) b. Step 3 letter home to parents by Class Teacher requesting their attendance at a meeting and copy placed in SLT monitoring file. (Teachers must speak directly to a parent at the earliest opportunity. Often this will be at the end of the day, as a letter is handed to a parent. Face to face meetings are preferred but if convenient times cannot be scheduled then phone communication **must** take place) c. If three Step 3 letters are sent in any half term period then targets **must** be set and a Daily Report **must** be created by the class teacher. The SENCO is given a copy of targets set and the head teacher informed. Teachers **must** meet parent and child together to discuss behaviour targets, agree weekly communication and arrange to review after a six week period. At this six week review it will be decided if support is needed from the SENCO, head teacher or SEBDOS.	• Behaviour Targets set with parents and monitored via a Daily Report by parents and teacher • Rewards for improved behaviour: class rewards/stickers/certificates • Individual coaching/talking therapy • Circle Time/social skills group led by class teacher, teaching assistant or ELSA

APPENDIX 4: HFS BEHAVIOUR STEPS GRID SEPTEMBER 2026 – STEP 4

Very Serious Behaviour (Recorded by class teacher)	**Action to be Taken By Phase Leaders**	**Support Offered**
a) Persistent Step 3 Behaviour (four in a half term) b) Running out of school c) Throwing dangerous objects d) Serious challenge to authority (this includes not responding to a request from a member of SLT or HT) e) Dangerous acts of vandalism f) Stealing g) Bullying (persistent victimisation whether physical or verbal) h) Extreme unprovoked physical aggression to other pupils i) Child-on-child abuse including; • Taking and/or sending sexually explicit photographs or messages via mobile phone or other media • Use of explicit or inappropriate language/sexual gestures in relation to their age (or exposing others to) including sexual jokes, comments, remarks or taunting • Second instance of personal exposure, inappropriate touching, sexualised language or gestures to self or others • Entering an occupied toilet cubicle or looking over/under an occupied cubicle door • Initiation/hazing type activities involving repeated unwanted communication or humiliation used as a way of initiating a person into a group, including online j) Explicit, verbal abuse to staff k) Extreme, unwarranted lesson disruption	a. Loss of playtimes and/or lunchtimes for two days monitored by teacher or teaching assistant in classroom **or** imposition of a task eg picking up litter, tidying a classroom, helping clear up the dining hall b. Exclusion from the class to another year group for 2 sessions (organised by teacher or Phase Leader) b. Serious Incident Report form completed c. Step 4 letter to be sent to parents requesting their attendance at a meeting the following day. Copy of letter and Serious Incident Report to be saved in pupils records. d. Behaviour Targets to be set in an Individual Behaviour Plan with parents, teacher and Phase Leader. Targets monitored daily by class teacher. Reviewed after 6 weeks by class teacher and Phase Leader. e. Risk Assessment to be completed as part of the Behaviour Support Plan with victim's views taken into account. f. Parents or carers of child affected informed by Phase Leader and advised re support offered	• Rewards for improved behaviour: class rewards/ stickers/ certificates • Personal motivating rewards are agreed whenever an Individual Behaviour Plan is created • Individual coaching/talking therapy • Circle Time • Early Help or SEBDOS referral • Additional PSHE and/or RSHE focus in class and/or assemblies • Support offered to person affected and person carrying out action in cases of child-on-child abuse eg. class teacher regular check-ins, session with appropriate adult (TA or ELSA/Mental Health Champion)

APPENDIX 4: HFS BEHAVIOUR STEPS GRID SEPTEMBER 2026 – STEP 5

Extremely Serious Behaviour (Recorded on Pupils Individual Record)	**Action to be Taken By Leadership Team**	**Support Offered**
a) Two Step 4 Behaviours in a half-term b) Extreme danger or violence c) Physical abuse to any member of staff	a. Exclusion from the class and playground (for one day) into another year group. (Organised by Phase Leader) a. Member of SLT to contact the parents for a meeting at 8.30am the next morning and a letter to be sent home at the end of the day confirming the meeting a. Copy of letter and Serious Incident Report Form to be placed in child's file a. Behaviour Targets to be set on a daily report format monitored daily by Senior Leadership Team (SLT) or b. Behaviour Support Programme Meeting arranged by Phase Leader or head teacher including parents and SEBDOS (Slough Emotional and Behavioural Difficulties Outreach Service).	• Rewards for improved behaviour: class rewards/ stickers/ certificates • Individual coaching • Circle Time • Referral to SEBDOS (Slough Emotional and Behavioural Difficulties Outreach Service) to enable school to meet a child's specific needs