

Behaviour and Consequences Chart – Classroom

See behaviour policy for further steps to support behaviour.

	Stage	Behaviour	Consequence
Classroom	1	<p>Low level disruption e.g.</p> <ul style="list-style-type: none"> • Calling out/constant chatting • Interrupting/ silly noises • Ignoring instructions • Being silly/pushing in line • Throwing/flicking small objects/being silly • Wandering around the classroom • Not following any other established classroom rule • Refusing to work • Answering back/walking away • Purposeful disruption of teaching and learning • Rude/ inappropriate responses • Taunting/teasing/winding up • Breaking equipment through silliness • Rough play (EYFS/Y1) • Leaving the classroom without permission • Deliberately not telling the truth (lying) 	<p>Application of the behaviour policy.</p> <ol style="list-style-type: none"> I. Non-verbal warning II. Verbal warning III. Visual warning – class-based system - peg down, name on board etc. IV. Visual warning – as above <p>Aligns with Levels 2 and 3 on the Behaviour for Learning Peg Chart</p>
Classroom	2	<ul style="list-style-type: none"> • <u>Repeat occurrence of Stage 1 behaviour after warnings</u> • Rude/threatening gestures or intimidating body language • Name-calling • Repeated refusal to follow instructions from an adult • Verbal aggression 	<p>Aligns with Level 1 on the Behaviour for Learning Peg Chart</p> <p>Time Out – this is both a ‘calm down’ action and /or a consequence. The child will be sent to their Year Leader. A written note will be put in their Home-School Diary and, if this happens more than once, the teacher will record on CPOMs.</p>
Classroom	3	<ul style="list-style-type: none"> • <u>Continued repetition of any of the above during Time Out with Year Leader</u> • Deliberately aiming and throwing objects at someone to cause harm • Deliberately harming someone • Intimidating others • Purposeful damage to property • Swearing (physical or verbal) • Sexist discrimination • Unconscious distressing conduct - Using inappropriate language that staff have reason to believe, the child does not fully understand (<i>see 4.2 of the behaviour policy</i>) 	<p>Involvement of Assistant Principals – one of the Assistant Principals should be informed</p> <p>HUB – The child will be sent to the HUB during the next lunchbreak (15mins EYFS and KS1/30mins KS2)</p>
Classroom	4	<ul style="list-style-type: none"> • <u>Continued repetition of any of the above</u> • Discriminatory Behaviour, including: <ul style="list-style-type: none"> ○ Racism ○ Anti-LGBTQ+ language • Sexualised behaviour • Serious harm to others • Purposefully throwing dangerous objects with the aim of causing harm • Serious damage to property • Threatening physical violence • Stealing • Leaving school premises (absconding) 	<p>Taking into consideration age and additional needs of perpetrator:</p> <p>Principal/Deputy Involvement – likely to lead to further sanctions or support (see Section 8 of the Behaviour Policy)</p> <p>May lead to Internal Suspension or Suspension</p>
Classroom	5	<ul style="list-style-type: none"> • Continued repetition of any of the above • Extremely violent behaviour • Harmful Sexual Behaviour (HSB) • Serious physical abuse to pupils or staff 	<p>Suspension</p> <p>In the most serious cases Permanent Exclusion could follow.</p>