

## Logical Consequences - Lunch Time

Step	Unwanted/unhelpful/anti-social behaviour	Duty Staff Actions (use language of choice and restorative approach)	Pupil's Consequence	Class teacher Action
<b>Step 1: Step and Think actions</b>	<ul style="list-style-type: none"> <li>● Running in the hall</li> <li>● Shouting in the hall</li> <li>● Interfering with other's food</li> <li>● Not clearing away trays/purposely dropping food</li> <li>● Not sharing equipment</li> <li>● Minor misuse of property and resources</li> <li>● Not stopping to help someone who is hurt</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal cue</li> <li>● Private verbal reminder</li> <li>● Private conversation</li> <li>● Recall child/inform person on playground to send back in</li> <li>● Language of choice</li> <li>● Verbal cue</li> <li>● Reflective discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Go back and walk</li> <li>● If repeated, repositioned</li> <li>● Apologise to victim</li> <li>● Return to tidy up</li>   <li>● Supported to share</li> <li>● Repair damage/tidy up</li> <li>● Apologise to child not helped</li> </ul>	No direct action - teaching points if notified of a problem.
<b>Step 2: Yellow Card actions</b>	<p><b>Persistent step 1 conduct</b> <i>(more than 2 warnings in one session)</i></p> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>● Intentionally spoiling a game</li> <li>● Refusal to follow instruction</li> <li>● Telling lies</li> <li>● Disrespectful comments</li> <li>● Spitting (impersonal)</li> </ul>	<ul style="list-style-type: none"> <li>● Remind to use self-help strategies</li> <li>● Reflective conversation</li> <li>● Verbal interventions</li> <li>● Language of choice</li> <li>● Reposition</li> <li>● Reflection conversation</li> <li>● Differentiated playing areas</li> <li>● Discuss with pupils: appropriate apologies and change of conduct required</li> </ul> <p><b>Write out a yellow card slip and pass to the class teacher - inform the child</b></p>	<ul style="list-style-type: none"> <li>● Apologise to victim</li> <li>● Moved away from game, equipment or seat</li>   <li>● Assist with any repairs/cleaning/tidying</li> <li>● Assist with wellbeing of hurt child</li> </ul>	<p>Monitor cards and behaviours during break times.</p> <p>Take preventative measures.</p> <p>Follow Logical Consequences.</p>
<b>Step 2 Yellow Card actions</b>	<p><b>Persistent step 2 conduct</b> <i>(more than 2 warnings in one session)</i></p>	<ul style="list-style-type: none"> <li>● Discuss with pupils: appropriate apologies and change of conduct required.</li> </ul> <p><b>Ask the Pastoral Lead to have a reflective conversation to avoid further escalation.</b></p>	<ul style="list-style-type: none"> <li>● Time out (1 minute for each year of their age)</li> </ul>	

<p><b>Step 3 Red card</b></p>	<p><b>Persistent step 2 conduct</b> <i>(more than 2 yellow cards in a day), or</i></p> <ul style="list-style-type: none"> <li>● Swearing</li> <li>● Inciting others to behave in a poor/antisocial manner</li> <li>● Physical contact when play fighting</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss with pupils: appropriate apologies and change of conduct required.</li> <li>● Time out</li> </ul> <p><b>Write out a red card slip and pass to the class teacher - inform the child</b></p> <p><b>Pass the slip to the Pastoral Lead if it is swearing.</b></p>	<ul style="list-style-type: none"> <li>● Self help strategies from Zones of Regulation</li> <li>● Time out for the remainder of the break</li> <li>● Restorative conversation with any victims</li> </ul>	
<p><b>Step 4 Isolation</b></p>	<p><b>Persistent step 3 conduct</b> <i>(more than 2 red cards in a week), or</i></p> <ul style="list-style-type: none"> <li>● Physically hurting another through play fighting/football/playground games</li> <li>● Stealing</li> <li>● Taking money or food from another child</li> <li>● Spitting (personal)</li> <li>● Deliberate misuse of property and resources, resulting in damage, disruption or harm</li> <li>● Indecent exposure</li> </ul>	<ul style="list-style-type: none"> <li>● Inform Pastoral Lead, SLT in their absence. Complete a behaviour incident log.</li> </ul>	<ul style="list-style-type: none"> <li>● Child to leave play area.</li> <li>● In-line with main Logical Consequences once the incident has been investigated</li> </ul>	
<p><b>Step 5 Internal Suspension</b></p>	<ul style="list-style-type: none"> <li>● <b>Persistent step 4 conduct</b> <i>(more than 2 isolations in a half term)</i></li> <li>● Verbal threats of violence</li> <li>● Intentional physical violence resulting in harm</li> <li>● Racist language</li> <li>● Targeting another child; <b>bullying</b></li> <li>● Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>● Inform Pastoral Lead. and SLT in their absence.</li> <li>● Complete a behaviour incident log.</li> </ul>	<ul style="list-style-type: none"> <li>● Child to leave play area.</li> <li>● In-line with main Logical Consequences once the incident has been investigated</li> </ul>	

	<ul style="list-style-type: none"> <li>● Deliberate acts intended to cause harm to people, e.g. pulling a chair away</li> <li>● Verbal abuse towards staff</li> <li>● Physical abuse towards staff</li> <li>● Leaving the school premises without consent</li> <li>● Smoking/substance abuse on school premises</li> <li>● Cyber bullying</li> <li>● Sexting</li> <li>● Up-skirting</li> <li>● Intentional sexualised behaviour or language</li> <li>● Verbal sexual harassment/assault</li> </ul>			
<p style="text-align: center;"><b>Step 6</b></p> <p><b>Suspension from school site</b></p>	<ul style="list-style-type: none"> <li>● <b>Persistent step 5 or conduct (<i>more than 2 internal suspensions in a half term</i>)</b></li> <li>● Physical violence resulting in serious physical harm, or threat of such.</li> <li>● Sexualised actions resulting in serious physical or emotional harm.</li> <li>● Repeated discriminatory behaviour</li> <li>● Repeated intentional harm</li> <li>● Intentional, malicious allegations</li> </ul>	<p><b>INFORM THE HEADTEACHER IMMEDIATELY</b></p> <p><b>HEADTEACHER DECISION ONLY. This responsibility can be delegated in the headteacher's absence to a member of the Senior Leadership Team. Outcome will be personalised based on previous behaviour, severity, response from pupil(s).</b></p> <p>Follow Exclusion Policy to decide which exclusion is appropriate and the process to follow:</p> <ul style="list-style-type: none"> <li>● Fixed short term exclusion (up to 5 days per year)</li> <li>● Fixed long term exclusion (up to 45 days per year)</li> <li>● Permanent Exclusion</li> </ul> <p><b>PASTORAL ACTIONS</b></p> <p><b>Confer with the headteacher for the decision as to the length of suspension. A permanent suspension would not happen with immediate effect. Time would be needed for a full</b></p>		

	<ul style="list-style-type: none"> <li>● Actions which significantly affect the health and safety or learning of members of the school community</li> </ul>	<p><b>investigation before a final decision could be made. Parents must be notified if the suspension is to enable a full investigation and the outcome could lead to a permanent exclusion.</b></p> <ul style="list-style-type: none"> <li>● Exclusion letter, standard for Essex, sent to parents and Essex Local Authority.</li> <li>● Inform parents. Letter to parents from headteacher.</li> <li>● Incident form completed for discriminatory incidents.</li> <li>● Re-integration letter, meeting and support. Or, meeting to review the headteacher's decision as to if the child is to be permanently excluded.</li> </ul>
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Sexual peer on peer abuse will be investigated by the Headteacher, and subsequent sanctions will be dependent on the severity, regularity, child's age, and any identified learning needs. The minimum sanction level is step 5, however, the Headteacher (or person deputising) may determine the sanction to be step 7.