

Logical Consequences

Step	Unwanted/unhelpful/anti-social behaviour	Class Teacher Action	Pupil's Consequence	Pastoral/Inclusion Lead Action	Headteacher Action
Step 1	<ul style="list-style-type: none"> ● Disrupting learning/events <i>(calling out, chatting, humming, tapping, whistling, etc)</i> ● Distracting others ● Work avoidance ● Talking over adults 	<ul style="list-style-type: none"> ● Non-verbal cue ● Language of choice ● Stop and Think card ● Reposition ● Support work ● Reflection conversation during break/lunch time (with trusted adult) ● Differentiated teaching space ● Escort for social situations 	<ul style="list-style-type: none"> ● Reflective conversation ● Restorative conversation with victim/s 	<ul style="list-style-type: none"> ● No action, unless requested for a reflective, wellbeing and or restorative conversation 	<ul style="list-style-type: none"> ● No action
Step 2 Yellow Card <i>Record on class monitoring sheet and Arbor</i>	<p>Persistent step 1 conduct (more than 2 warnings in one session), or</p> <ul style="list-style-type: none"> ● Refusal to complete activity ● Refusal to follow instruction ● Telling lies ● Disrespectful comments ● Spitting (impersonal) ● Minor misuse of property and resources 	<ul style="list-style-type: none"> ● Verbal cue ● Language of Choice ● Support for Zones of Regulation self-help strategies ● Reflection conversation during break/lunch time (with trusted adult) ● Blue triangle for pastoral support. ● Inappropriate language letter ● Add to class yellow card log 	<ul style="list-style-type: none"> ● Self help strategies from Zones of Regulation ● Reflection time ● Reflective conversation ● Restorative conversation with victim/s ● Complete activity/work at break time or as homework ● Assist with any repairs/cleaning/tidying 	<ul style="list-style-type: none"> ● Respond to blue triangles. ● Reflective, wellbeing and or restorative conversations 	<ul style="list-style-type: none"> ● No action

<p>Step 3 Red card</p> <p><i>Record on class monitoring sheet and Arbor</i></p>	<p>Persistent step 2 conduct (more than 2 yellow cards in a day), or</p> <ul style="list-style-type: none"> ● Swearing ● Inciting others to behave in an unwanted/unhelpful /antisocial manner ● Leaving an environment without permission ● Physical contact when play fighting 	<ul style="list-style-type: none"> ● Support for Zones of Regulation self-help strategies ● Reflection conversation during break/lunch time (with trusted adult) ● Add to class red card log ● Blue/red triangle for Pastoral support ● Send red card letter to parents, and copy to Pastoral Lead ● Refer to Pastoral Lead if red cards are persistent, or a child has been harmed. Use the Behaviour Incident Log. 	<ul style="list-style-type: none"> ● Self help strategies from Zones of Regulation ● Time out of class (<i>up to 30 mins; with own class work</i>) ● Reflective conversation ● Restorative conversation with victim/s 	<ul style="list-style-type: none"> ● Reflective, wellbeing and or restorative conversations ● Inform victim's and perpetrator's parents ● Send persistent red card letter inviting parents to attend a supportive meeting. ● Inappropriate language letter 	<ul style="list-style-type: none"> ● No action
<p>Step 4 Isolation</p> <p>1 session to one day</p> <p>Outcome will be personalised based on age of pupil, pupil needs, previous behaviour, severity, response from pupil(s) and harm caused.</p>	<p>Persistent step 3 conduct (more than 2 red cards in a week), or</p> <ul style="list-style-type: none"> ● Physically hurting another through play fighting/football/playground games ● Stealing ● Taking money or food from another child ● Spitting (personal) ● Deliberate misuse of property and resources, resulting in damage, disruption or harm ● Leaving the school building ● Indecent exposure 	<ul style="list-style-type: none"> ● Inform Pastoral Lead in writing via Behaviour Incident Record. ● Log on Arbor. 	<ul style="list-style-type: none"> ● Self help strategies from Zones of Regulation ● Working away from others, including break time and or lunch time ● Reflective conversation ● Restorative conversation with victim/s ● Assist with any repairs/cleaning/tidying ● Meeting with school and parents 	<ul style="list-style-type: none"> ● Phone call home and follow up letter. ● Reflective, wellbeing and or restorative conversations ● Send isolation letter to parents ● If persistent: Pupil to go on report 	<ul style="list-style-type: none"> ● Discussion with pupil

<p style="text-align: center;">Step 5 Internal Suspension</p> <p>1 to 5 full days.</p> <p>Outcome will be personalised based on age of pupil, pupil needs, previous behaviour, severity, response from pupil(s) and harm caused.</p>	<ul style="list-style-type: none"> ● Persistent step 4 conduct <i>(more than 2 isolations in a half term)</i> ● Verbal threats of violence ● Intentional physical violence ● Racist language ● Targeting another child; bullying ● Vandalism ● Deliberate acts intended to cause harm to people, e.g. pulling a chair away ● Verbal abuse towards staff ● Physical abuse towards staff ● Leaving the school premises without consent ● Smoking/substance abuse on school premises ● Cyber bullying ● Sexting ● Up-skirting ● Intentional sexualised behaviour or language ● Verbal sexual harassment/assault 	<ul style="list-style-type: none"> ● Behaviour Incident Record. ● Log on Arbor. ● Immediate referral to Pastoral Lead, and or Headteacher. ● Blue/red triangle 	<ul style="list-style-type: none"> ● Self help strategies from Zones of Regulation ● No contact with peers ● Drop off and collection via the office. ● Reflective conversation ● Apology ● Restorative conversation with victim/s ● Assist with any repairs/cleaning/tidying ● Meeting with school and parents ● Agreed Behaviour Contract ● Involvement of police <p>RISK OF EXCLUSION</p>	<ul style="list-style-type: none"> ● Consider reduced timetable/CSS/Managed Move ● Consider a TAF to access other services. ● Consider the need for SEN support to be initiated ● Meeting with parents ● Reintegration meeting <p><i>To consider if a CMP or behaviour contract is needed.</i></p> <ul style="list-style-type: none"> ● Consistent Management Plan or Behaviour contract to be initiated 	<ul style="list-style-type: none"> ● Letter from HT ● Follow up mtg with parents and Pastoral Lead - if persistent conduct
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<p style="text-align: center;">Step 6</p> <p style="text-align: center;">Suspension from school site</p>	<ul style="list-style-type: none"> ● Persistent step 5 or conduct <i>(more than 2 internal suspensions in a half term)</i> ● Physical violence resulting in physical harm, or threat of such. ● Sexualised actions resulting in serious physical or emotional harm. ● Repeated discriminatory behaviour ● Repeated intentional harm ● Repeated, and targeted comments against another's personal characteristics ● Repeated cyber bullying ● Actions which significantly affect the health and safety or learning of members of the school community ● Intentional, malicious allegations 	<p>INFORM THE HEADTEACHER IMMEDIATELY</p> <p>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).</p> <p>Follow Exclusion Policy to decide which exclusion is appropriate and the process to follow:</p> <ul style="list-style-type: none"> ● Fixed short term exclusion (up to 5 days per year) ● Fixed long term exclusion (up to 45 days per year) ● Permanent Exclusion <i>Please refer to our Exclusion Policy for further details.</i> <p>PASTORAL ACTIONS</p> <p>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 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.</p> <ul style="list-style-type: none"> ● Exclusion letter, standard for Essex, sent to parents and Essex Local Authority. ● Inform parents. Letter to parents from headteacher. ● Incident form completed for discriminatory incidents. ● Re-integration letter, meeting and support. Or, meeting to review the headteacher's decision as to if the child is to be permanently excluded.
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Sexual peer on peer abuse will be investigated by the Headteacher (or person deputising), 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 6.

Our approach is to promote prosocial behaviour. Positive correction/reminders are to be used, e.g. walk safely, sit safely, thank you for holding the door, thank you for listening to me, thank you for being respectful, polite manners, etc.

If a child is dysregulated we use a de-escalation script:

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- I noticed that...
- Come with me and ...