

## Behaviour flowchart

| <b><u>Behaviour</u></b>  | <b><u>Sanction</u></b>  |
|--|---|
| <b>Step 1</b><br>Talking, distracting others, slow to complete work, arguing with peers, calling out.  | <b>Verbal warning</b><br><br>Offer regulation time in the Zen Den (for up to 10 minutes) to key pupils and pupils in the Yellow Zone of Regulation<br><i>I have noticed...are you ok?</i>   |
| <b>Step 2</b><br>Rudeness to adult, rudeness to peers, continual talking, refusal to follow instructions.  | <b>Purple card (as little interaction as possible)</b><br><br>5 minutes (at breaktime/lunchtime/end of the day – dependent upon timing of sanction)<br><br>EYFS * minutes time out instantly<br>( * 1 minute = 1 year)<br><br><i>Use their name...</i><br><i>Your behaviour is...</i><br><i>You know the school rules are to be ready/respectful/safe...</i><br><i>If your behaviour continues there will be a further consequence...</i>   |
| <b>Step 3</b><br>Extreme rudeness to adult, extreme rudeness to peers, throwing equipment, continual talking, leaving the classroom, refusal to follow instructions.<br><b>(Disruption to learning)</b>  | <b>Pink card (as little interaction as possible)</b><br><br>15 minutes (at breaktime/lunchtime/end of the day – dependent upon timing of sanction)<br><br>Meeting with Headteacher. Parents carers informed (via Dajo message)<br><br>A behaviour record of the child will be made<br>Restorative sheets completed<br><i>Use their name...</i><br><i>I've noticed that...</i><br><i>Your behaviour is...</i><br><i>You know the school rules are to be ready/respectful/safe...</i><br><i>If your behaviour continues there will be a further consequence...</i><br><i>Thank you for listening...</i> |
| <b>Step 4</b><br>Continuation of Step 2/3 offences.<br>Threatening violence towards adult/peers, deliberate physical violence towards peers, bullying behaviour, racist behaviour, ableism, upturning furniture, theft, vandalism/damage to property, climbing on school property, swearing, refusal to follow Step 2/3. | <b>Internal separation within the classroom for a full day (loss of breaktime and lunchtime)</b><br><br>Meeting with Headteacher and parents/carers<br><br>A behaviour record of the child will be made<br>Restorative sheets completed   |

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|--|---|
|  | <p>Use their name...</p> <p>I can see you're angry...</p> <p>You could make this right by...</p> <p>My expectations are that you ...</p> <p>Give 2 options</p>  |
| <p><b>Step 5</b></p> <p>Five internal separations (half-termly).</p> <p>Physical violence towards adult, leaving the school grounds, dangerous behaviour that may endanger the safety of others, sexual harassment, sexual violence, continued bullying behaviour.</p> | <p><b><u>Issued by Headteacher</u></b></p> <p><b>Fixed term suspension</b></p> <p><b>Permanent exclusion</b></p> <p>Meeting with Headteacher and parents/carers</p> <p>A behaviour record of the child will be made</p> |