

Consequences Chart

Level of behaviours	What the behaviour looks like	Consequence	What staff need to do
C1 Unexpected	<p>Calling/shouting out</p> <p>Out of seat/wondering around</p> <p>Not following instructions</p> <p>Refusal to work / Not ready to learn</p> <p>Using unkind/impolite words</p> <p>Disrespectful use of equipment</p>	A friendly verbal reminder of the routine or expectation	<p>Give child a clear concise message that if x happens again then y will happen</p> <p>Move pupil to a different seat where necessary for support</p> <p>Use Script 1</p>
C2 Persistent	<p>Continued incidents of unexpected behaviours</p> <p>Rudeness/arguing /answering back</p> <p>Deliberately preventing others form learning</p>	A verbal warning is given.	<p>A more in depth discussion about the breakdown in routine or expectation.</p> <p>How their behaviour is effecting others around them. A clear message is given what happens next time and the sanction they will receive.</p> <p>Support the pupil to make the right choice.</p> <p>Use script 2</p>
C3 Serious	<p>Unsafe behaviour in or out of class</p> <p>Hurting another child</p> <p>Deliberate refusal to work (From C2)</p> <p>Aggressive or intimidating behaviour</p> <p>Using inappropriate or discriminatory language</p> <p>Leaving the classroom without permission</p> <p>Damage school property</p>	<p>Yellow card is given</p> <p>Time lost in play or lunchtime</p> <p>KS1 – 5mins KS2 – 10 Mins</p> <p>After lunch – sent to partner class, or SLT member for time out for no more than 15 mins.</p> <p>A maximum of 3 yellow cards to be given out in 1 week before escalating to a red card on the 3rd Yellow card. Schools designate where the pupil will go.</p>	<p>Staff administer a first yellow card verbally in class to the pupil then the other two discretely and logged on Scholarpack.</p> <p>Arrange for the pupil to be supervised during their sanction time i.e. playground bench, hut, room</p> <p>Each school has its own arrangements</p> <p>Carry out a restorative conversation using a clam tone and positive phrasing.</p> <p>Use Script 3</p> <p>Yellow cards logged on Scholarpack</p>
C4 Very Serious	<p>Swearing</p> <p>Fighting or hurting another child with intent</p> <p>Serious disruption of the class including tipping tables, throwing items that stops teaching.</p> <p>Reckless/Dangerous play</p> <p>Stealing</p> <p>Racist or bullying behaviour based on protected characteristics.</p>	<p>Red card issued and red letter of communication sent home to parents</p> <p>Sent to SLT if necessary</p> <p>Internal temporary suspension carried out, If needed.</p> <p>Repeated red cards (x3 in a week) – Move to C5</p>	<p>Teacher to use the template letter head to send home communication to parents describing reasons and an invite to meet the teacher to discuss/ and or a phone call home.</p> <p>If the parents want to escalate, then an appointment with the Head or deputy head can be made as per communication policy.</p> <p>Can be used discretionally</p> <p>If temporary suspension put in place – work must be given to do and sent to a work designated place.</p> <p>Up to 15 mins – not logged</p> <p>Over 15 mins – Logged with the Head Teacher</p> <p>Red card logged on Scholarpack</p>
C5 Extremely Serious	<p>Violence or abuse to staff</p> <p>Continued disruption to the class or the running of the school</p> <p>Bringing prohibited items into school</p> <p>Sexual harassment including language or inappropriate touching.</p>	<p>Child sent directly to Head or Deputy Head teacher.</p> <p>Suspension or permanent exclusion where necessary</p> <p>Parents called in immediately</p>	<p>Head Teacher to follow protocols for suspension or exclusion as per the DfE guidance.</p>

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Notes:

1. Each day starts afresh for all pupils. The yellow cards are accumulative through the week.
2. Script for C1 2 and 3 are to be used when delivering the consequence. (To be created)
3. If a red card is issued on a Friday afternoon, then the sanction of internal suspension out of class is carried over to the Monday of the next week and explained to both the pupil and parent.
4. If a pupil receives 3 red cards in a week then the pupil moves into C5.
5. If the level of the behaviour is severe then they go straight to C4 or C5 and bypass the others, this is at the discretion of the member of staff.
6. In the issue of a red card – it is at the discretion of the teacher if a letter of communication is sent home. I.e. is the red card enough of a consequence to deter from further consequences required. If not sent the first time then could be used if a subsequent behaviour is witnessed.
7. **ALL** staff are able to give out consequences at any time – The teacher will be responsible for the logistics of the consequence.
8. If possible, all yellow and red cards are recorded on Safeguard under filters - This is to track trends and patterns in routines/expectation breakdowns and support required.