

CPS Behaviour Flow Chart

Stage	Behaviour	Action
Stage 1	<ul style="list-style-type: none"> • <i>Calling out</i> • <i>Low level disruption of teaching and learning</i> • <i>Chatting</i> • <i>Not following instructions</i> • <i>Not sharing resources</i> • <i>Being unkind to a peer</i> 	<p>Verbal Warning Time out for a set period of time which is shared with the child KS1 directed to classroom workstation to continue class work</p> <p>Held back after the end of class or playtime– teacher/adult counsels with child for 1-2 minutes using restorative justice question prompts</p> <p>Repeat unsatisfactory work to the expected standard or completing work to required amount.</p> <p>Verbal apology to staff member or peer</p>
Stage 2	<ul style="list-style-type: none"> • <i>Continuation of poor behaviour following initial warning</i> • <i>Rude to an adult or peer</i> • <i>Refusal to complete work</i> 	<p>Miss part or all of break or lunch (KS1 miss 5 minutes of break or lunch) This could be used to discuss behaviour, to complete work missed, or put right the consequences of the poor behaviour.</p> <p>Thinking time in another classroom (usually in a parallel class) to discuss behaviour, lose a privilege or to complete additional work. Class teacher to inform parents and log on CPOMS.</p> <p>Written or oral apology to a staff member or peer if appropriate.</p>
Stage 3	<ul style="list-style-type: none"> • <i>Bullying</i> • <i>Racist comments</i> • <i>Persistent defiance</i> • <i>Physical assault (punching, kicking, spitting)</i> • <i>Stealing</i> • <i>Intentional damage to property</i> • <i>Swearing</i> • <i>Fighting</i> • <i>Sexually abusive language</i> • <i>Non-compliance</i> 	<p>Sent to a member of the senior leadership team. Parents informed and the incident logged on CPOMS.</p> <p>Completion of a reflection sheet then discussion with a member of staff (KS1 to have reflective discussion if more appropriate). Reflection sheet to be attached to CPOMS entry.</p> <p>Racist Incident Report form completed.</p> <p>Emotional support for victim and perpetrator for example ELSA. Possible additional learning to focus on an issue using Jigsaw scheme</p> <p>Written apology to staff member or peer where appropriate</p> <p>Loss of a significant privilege (for example loss of a responsibility or temporary/permanent expulsion from representing the school in sport)</p> <p>Extra work or imposition of a school-based community service task (e.g. picking up litter at lunch time, tidying a classroom)</p> <p>Daily behaviour report for a period of up to four weeks. The parents will be informed and invited to discuss the behaviour issues. The child will be set two or three simple responsible behaviour targets to achieve. The aim is close monitoring and positive support to re-establish responsible behaviour. The class teacher, parents and head teacher will review the behaviour record book daily</p> <p>Internal exclusion from break/s and / or lunch break/s</p> <p>Internal exclusion for a fixed period of learning</p> <p>External exclusion for a fixed period</p>

*De-escalation at CPS: **STAIRS***

