



Goldenhill Primary Academy

'Everyone Shines at Goldenhill'

Behaviour Pathway



Pathway	Behaviour Description	Example Physical Behaviour (✓ if observed)	Typical Response / Action	Time in Breaktime (Class) Lunchtime (SLT)	Frequency (✓)
0 Focused	Ready to Learn	Sitting smartly, facing the speaker, Equipment ready (pencil, book, ruler out), Tracking the speaker, Hands up to speak, listening without interrupting, starting work straight away, following instructions first time, working independently or cooperatively, showing pride in work, Encouraging others	Specific praise, Dojo points / rewards, Public recognition (PIP), Positive narration, Celebration in class / assembly		Each lesson / day / week
1 Low-level	Minor off-task	Chatting quietly, fidgeting, brief distraction, tapping pencil, looking around room, slow to start work, whispering to a peer, mild daydreaming, swinging on chair	Non-verbal cue, proximity praise, quiet reminder, point to rules, praise nearby pupils, reset countdown, positive narration	Managed in Class	NA
2 Repeated low-level	Ongoing disruption	Repeated calling out, continued talking after reminder, not following simple instructions, distracting others, turning around, moving seats, making noises, off-task use of equipment	Clear verbal warning, re-teach expectation, move seat, tactical ignore then reinforce, remind of choices, behaviour tally, brief private check-in	Managed in Class	NA
3 Defiance	Refusal / Poor attitude	Backchat, arguing, ignoring adults, slow compliance, eye-rolling, sighing, muttering, refusing to start work, blaming others	Choice language ("You can choose A or B"), restorative chat, 30-second reset, consequence reminder, de-escalation script, reflection question, record on Arbor	1-5 mins (Breaktime: Staff)	Once
4 Disruptive	Negative Impact on Learning	Walking away, slamming items, leaving seat repeatedly, refusing to move, throwing small objects, disrupting group work, tearing work, shutting down	Time-In, structured reflection task, Time-In issued, remove audience, SLT check-in, record on Arbor, calm-down space, parent contact	5-15mins (Lunchtime: SLT)	1-3 Dependent on how many occasions
5 Non-Physical Aggressions	Intimidating behaviour (Non-Physical)	Shouting, swearing, threatening language, invading personal space, throwing objects, aggressive gestures, intimidating peers, kicking furniture	Immediate removal, SLT intervention, restorative meeting later, parent contact, Time-In	15-30mins (Lunchtime: SLT)	1-3 Dependent on how many occasions
6 Physical Aggressions	Intimidating behaviour (Physical)	Hitting, kicking, punching, biting, running out of class, throwing heavy objects, self-harm risk, extreme emotional outbursts	Safeguarding procedures, senior leadership response, safety plan, Immediate removal, restorative meeting later, parent contact	Internal Suspension,	1-5 days Dependent on how many occasions
Extreme / Dangerous	High risk	Persistent and/or severe: Hitting, kicking, punching, biting, running out of class, throwing heavy objects, self-harm risk, extreme emotional outbursts	Immediate removal Risk assessment, external agency referral, exclusion process, safeguarding procedures, parent contact, safety plan	Fixed term suspension, Permanent exclusion	1-5 days Dependent on how many occasions

During Lunchtime a reflection conversation will be held and where appropriate a written reflection from the pupil will be completed

****Behaviour responses will be personalised and informed by any identified needs, including SEND, trauma or wellbeing factors.****