



Goldenhill Primary Academy

'Everyone Shines at Goldenhill'

COLOUR-CODED BEHAVIOUR PATHWAYS

Pathway 0 – Focused

Ready to learn



Pathway 1 – Low-level

Minor off-task behaviour (Managed in Class)



Pathway 2 – Repeated low-level

Ongoing disruption (Managed in Class)



Pathway 3 – Defiance

Refusal / attitude (1-5mins)



Pathway 4 – Disruptive

Learning impact (5-15mins)



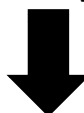
Pathway 5 – Non-Physical Aggression

Intimidating behaviour (15-30mins)



Pathway 6 – Physical Aggression

Intimidating behaviour (Internal Suspension)



Dangerous

High-risk behaviour

(Fixed term suspension, Permanent exclusion)





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COLOUR-CODED BEHAVIOUR PATHWAYS

EYFS / KS1



Pathway 0 – Focused

😊 Happy / Ready ("I'm ready, calm and learning!")



Pathway 1 – Low-level

😐 Slightly distracted ("Oops, I need a reminder.")



Pathway 2 – Repeated low-level

😐 Not focused ("I need help to get back on track.")



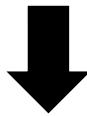
Pathway 3 – Defiance

😐 Upset / unsure ("I'm finding this tricky.") (1-5mins)



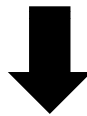
Pathway 4 – Disruptive

😡 Angry ("I need time with an adult to calm down.") (5-15mins)



Pathway 5 – Non-Physical Aggression

😡 Very angry ("This behaviour is not safe.") (15-30mins)



Pathway 6 – Physical Aggression

😱 Distressed ("Adults need to help keep everyone safe.") (Internal Suspension)



Dangerous

High-risk behaviour (Fixed term suspension, Permanent exclusion)





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COLOUR-CODED BEHAVIOUR PATHWAYS KS2



Behaviour Example

Response / Action

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.

Pathway 0 – Focused

Ready to Learn

Specific praise, Dojo points / rewards, Public recognition (PIP), Positive narration, Celebration in class / assembly

Chatting quietly, fidgeting, brief distraction, tapping pencil, looking around room, slow to start work, whispering to a peer, mild daydreaming, swinging on chair.

Pathway 1 – Low-level

Minor off-task behaviour
(Managed in Class)

Non-verbal cue, proximity praise, quiet reminder, name on board for focus, point to rules, praise nearby pupils, reset countdown, positive narration

Repeated calling out, continued talking after reminder, not following simple instructions, distracting others, turning around, moving seats, making noises, off-task use of equipment.

Pathway 2 – Repeated low-level

Ongoing disruption (Managed in Class)

Clear verbal warning, re-teach expectation, move seat, tactical ignore then reinforce, remind of choices, behaviour tally, brief private check-in

Backchat, arguing, ignoring adults, slow compliance, eye-rolling, sighing, muttering, refusing to start work, blaming others

Pathway 3 – Defiance

Refusal / attitude (1-5mins)

Choice language ("You can choose A or B"), restorative chat, 30-second reset, consequence reminder, de-escalation script, reflection question, record on Arbor

Walking away, slamming items, leaving seat repeatedly, refusing to move, throwing small objects, disrupting group work, tearing work, shutting down.

Pathway 4 – Disruptive

Learning impact (5-15mins)

Time-In, structured reflection task, Time-In issued, remove audience, SLT check-in, record on Arbor, calm-down space, parent contact

Shouting, swearing, threatening language, invading personal space, throwing objects, aggressive gestures, intimidating peers, kicking furniture.

Pathway 5 – Non-Physical Aggression

Intimidating behaviour (15-30mins)

Immediate removal, SLT intervention, restorative meeting later, parent contact, Time-In

Persistent: Hitting, kicking, punching, biting, running out of class, throwing heavy objects, self-harm risk, extreme emotional outbursts.

Pathway 6 – Physical Aggression

Intimidating behaviour (Internal Suspension)

Safeguarding procedures, senior leadership response, safety plan, Immediate removal, restorative meeting

Persistent: Hitting, kicking, punching, biting, running out of class, throwing heavy objects, self-harm risk, extreme emotional outbursts.

Dangerous

High-risk behaviour

Immediate removal Risk assessment, external agency referral, exclusion process, safeguarding procedures, parent contact, safety plan

(Fixed term suspension, Permanent exclusion)

