

Logical Consequences Chart

Behaviour	Logical Consequences	Support/Follow-Up Needed
Talking over others	Quiet, private conversation + support to write a respectful class rule reminder	Gentle reminder of class expectations; revisit listening skills in a PSHE circle; behaviour log
Name-calling	Guided reflection + create a kind message or gesture for the peer	Monitor relationships; possible class circle time on kindness; alert pastoral lead if repeated; behaviour log
Refusing to work	Complete the task with scaffolding during a calm catch-up time	Check for barriers to learning; re-engage with adult support or small steps; behaviour log
Disrespect to staff	Private restorative conversation + respectful check-in or class job to rebuild trust	Adult consistency; SLT/pastoral informed if repeated; relationship-building check-ins; behaviour log
Pushing / unsafe play	Apologise, sit out to observe safe play, then rejoin with adult support	Re-teach playground safety; may need social stories or modelling; if repeated add to behaviour log
Messing with classroom property	Help tidy or restore what was disturbed; clean-up task linked to impact	Encourage respect for shared spaces; low-key reminder or visuals for expectations
Excluding a peer	Reflect on impact + come up with an inclusive play idea for next time	Support inclusion in future games; consider using buddy systems or play plans; inform parents if necessary; behaviour log
Fighting / Physical aggression	- Separation & regulation time - Restorative conversation with adult - Repair to the person harmed (letter, talk, action) - Temporary removal from group activity for reflection - Re-teaching safe conflict strategies	- Parent/carers contact - Safety plan or behaviour support - Possible support reset with reflection tasks - RIC/therapeutic offer

Behaviour	Logical Consequences	Support/Follow-Up Needed
Bullying (verbal, physical, online)	- Individual restorative session(s) - Supported conversation with those affected - Kindness or inclusion project - Ongoing check-ins - Reflection journal over time	- DSL/SLT involvement - Behaviour and safeguarding review - Communication with parents of all involved - RIC/Therapeutic needs
Swearing at staff	- Calm-down time - Reflective conversation privately - Write or speak a respectful repair message - Time away from class until ready to rejoin respectfully	- SLT involvement - Parent contact - Behaviour plan update - RIC/therapeutic offer
Vandalism / property damage	- Help clean or repair if safe - Write a note of responsibility - Suggest ways to fund or balance the damage (e.g. jobs around school)	- Report incident formally - Risk assessment if serious - Meet with parent/carer - behaviour log & plan - RIC/therapeutic offer
Theft / taking others' things	- Return item with honesty - Apology or explanation (verbal/written) - Rebuild trust with class/school roles	- Monitor for patterns - Family contact - Consider wellbeing needs - RIC/therapeutic offer
Persistent defiance / refusal	- Calm regulation break - Restorative check-in later - Alternative space to complete task - Fix-it plan created with adult	- Escalation if pattern develops - Review of unmet needs/adjustments - RIC/therapeutic offer
Prejudice-based incident (e.g. racism, homophobia, myshogony)	- Restorative dialogue if appropriate - Education piece: reflective task, story, video, discussion - Public or private apology, depending on context - Join an inclusion campaign or task	- Report formally (e.g. racial incident log) - Parent contact - Curriculum or pastoral follow-up - RIC/therapeutic offer - Behaviour log & plan if necessary

