

## Consequences

### **Positive consequences**

The school will reward merits to pupils as a positive consequence. These are individual rewards. STARS (of any colour) represent merits but merit stamps will also be provided for teachers to use in books.

These will be recorded on merit charts so that pupils, and teachers, can track their merit totals.

### **Lunchtimes**

A diddi dot represents a merit. The dots should be stuck onto the merit chart so that it is possible to distinguish between stickers given out in class to those given out at lunchtime.

Teachers should speak to parents regularly to share positives. Teachers may have a pupil of the week/star of the week which is separate to the merit system. This is in addition to the 'special mention' certificate given out in family assembly.

### **Reception**

Merits (card stars) are placed in their name pocket. If reception pupils have done something exceptional, they are given the privilege card which means that they go to another teacher to get their merit. Another teacher will give them a sticker too.

During lunchtime, midday supervisors will record pupils's merits in their book which is then passed onto the teacher. When the pupils become more responsible, they may give out circular dot stickers for a merit.

### **KS1 & 2**

The class has a ☆/☺ board and a ☹ board. Merits are awarded to the pupils either verbally, writing their name on the ☆ board or stamping their books with the merit star stamper. They are then recorded on a wall chart so that it is visible to the pupils how many they have. Pupils should be sent to other members of staff to share something exceptional.

**All staff** in the school can award merits through star stickers, writing a name on the ☆/☺board, using a stamp or giving out the gold card stars.

**Stickers** can be used by any adult in the school. These do not represent merits.

Once they've been issued, merits are **never** taken away from a pupil.

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A teacher is expected to give out approximately **3-4 merits** per teaching session as well as merits in books. On average, they should give out a total of **15-20** merits a day. *TAs working in the class may also give out merits but should be aware that they may be working with some pupils more regularly than others. In this case, alternative positive reinforcement may be used including stickers.*

## **Certificates**

**10 merits** – all pupils should reach 10 merits over a half-term. 10 merit certificates are given out in class by the teacher. A class set of 10 merit certificates is given to the class teacher at the start of each ½ term. These certificates are A5.

**25 merits** – approximately ½ of a class should reach 25 merit certificates in a half-term. If a pupil earns 25 merits, their name should be recorded in the special mention book with the date. A silver A5 25 merit certificate will then be made and given out in the team assembly.

**50 merits** – each class should have 2 pupils earn 50 merits (approximately) over a half-term. If a pupil earns 50 merits, their name should be recorded at the back of the special mention book. A gold A4 certificate will then be created and given out during family assembly so that parents can come in.

At the end of a half term, their total merits are ‘banked’ by recording it in the merit record book. This is the responsibility of the class teacher. At the end of the year, the pupils with over 200 merits, are given a platinum certificate and a small reward (decided through school council). Their certificate is given out on multi-coloured metallic paper and awarded during an end of the year celebration assembly. Parents are invited in to see the presentation and a special visitor will hand out the certificate.

**As the school is following the above merit system for positive behaviour, golden time, or reward time, will not be used for *individuals* to reward behaviour.**

### **Whole class/group**

A class may have a whole class target which they are working towards by collecting marbles, stickers etc each time they meet their target as a group. This may result in ***privileges*** such as extra playtime, target time (free time in the classroom). Group rewards should be decided by the teacher in consultation with the class and or team members.

### **Monitoring**

To ensure consistency across the school, classes hand in the total merits at the end of each half term to the Deputy Head. The Deputy Head then works out averages and looks at the certificates awarded so that all pupils are receiving a consistent approach. During the term, team leaders monitor the issuing of merits in their team.

## Negative consequences

We have the following steps when dealing with undesirable behaviour:

### Nursery

Pupils are spoken to by adults in the nursery and stood out of activities as seen appropriate. Where more serious behaviour occurs, the pupil is taken to see the EYFS team leader or member of the SLT.

### Reception

|   |   |
|---|---|
| 1. Warning (verbal or non-verbal)   | Teacher or TA to give warning.  |
| 2. Warning card next to their name  | A <b>warning card</b> is placed next to their name (using a physical face).   |
| 3. Consequence card   | The <b>consequence card</b> is placed next to their name and the pupil misses time from their playtime (5 minutes). Depending on the activity, it may be appropriate to sit the pupil out immediately.  |
| 4. Consequence card taken to SLT  | For more serious incidents, or if a pupil has a second consequence card <b>in a day</b> , the pupil is walked to a <b>member of the senior leadership team</b> who talks to the pupil. The pupil completes their time out by sitting with the teacher from the SLT or sitting with their teacher. |
| The pupil is expected to miss the time as soon as possible after the incident. The pupil is expected to have a fresh start at the start of the afternoon. Therefore, all names should be cleared at lunchtime. If a pupil has received their consequence and missed time, they should immediately start afresh. |   |

**KS1 = quiet room is 10 minutes at playtime**

**KS2 = quiet room is 15 minutes at playtime**

There are times when a pupil is not given warnings. This may be due to serious incident which means that the pupil is given a Quiet Room. E.g. deliberately hurting another pupil by punching them. Equally, some actions will automatically result in 5 minutes lost during the next playtime.

**The start of each lesson MUST be a fresh start for all pupils.** There should be no names on the sad face. E.g. maths in the morning and Joe Bloggs has his name written on the board. Once he comes in for English after break, his name should be rubbed off so that he starts fresh.

| <h2>During lesson time</h2>  |   |
|--|---|
| 1. Warning (verbal or non-verbal)  | Teacher or TA to give warning.  |
| 2. Name on the sad board   | Teacher, TA, to write name on the sad face.   |
| 3. Name is underlined  | Teacher to underline name. The pupil loses 5 minutes of their playtime and should sit <b>inside</b> with the teacher. The teacher should have a discussion with the pupil. There should be a learning experience attached to this consequence.  |
| 4. Name is boxed   | <p>Quiet room. The pupil should be moved within the classroom. Depending on the activity, the teacher can choose to send the pupil to another classroom.</p> <p>The pupil misses their next playtime and is taken to the Quiet Room. Their name is recorded in the Quiet Room book.</p>   |
| 5. Removal   | If the poor behaviour continues, the pupil is removed from the class and taken to a different class, or a senior member of staff, to work for the rest of the lesson. Parents/carers are informed.  |
| 6. Referral to head teacher  | <p>If the poor behaviour still continues, the pupil is sent to, or collected by, head teacher/deputy. The pupil is placed on internal exclusion and is sat outside the headteacher's office. Parents/carers are invited in for a meeting.</p> <p>If the pupil does not follow the instructions, the exclusion policy may be followed, depending on the needs of that pupil.</p> |
| A <b>second quiet room in a day</b> (not including any given at lunchtime) means that the pupil is removed from the classroom.   | The team leader or SLT member then decides whether the pupil goes to another classroom or is given an internal exclusion outside the headteacher's office. It may be appropriate for them to be removed from their class for the rest of the day.   |
| The pupil is expected to miss the time as soon as possible after the incident. If it is 5 minutes, the teacher should supervise the time. If it is their whole playtime being missed, they should sit in the classroom of the teacher who is on Quiet Room duty. |   |
| Lunchtime quiet room: please read 'stages of consequences'   |   |
| <b>Playground</b> – during playtime  | Teacher on duty - if a pupil shows undesirable behaviour, the teacher gives a warning and follows the steps above. If the pupil loses time, they must do the following:<br>5 minutes – if possible, lose the time there and then stand <b>next to the teacher</b> . If at the end of playtime, they lose it during their next playtime.   |

**Lunchtimes**

Each midday supervisor will be asked to record incidents in the book for their area (by sticking in the postit notes). These should be passed onto the class teacher at the end of the lunchtime so that the incident can be recorded

| <b>Lunchtime Reception –Year 6</b>                   |   |
|--|---|
| 1. Warning   | Midday supervisors to give a warning and remember who they have spoken to.  |
| 2. Name recorded                                     | If midday supervisor has to speak to the same pupil again during the same activity/session, their name is recorded on a postit.   |
| 3. Name underlined                                   | If the pupil is spoken to again during the same lunchtime, their name is underlined. This <b>must</b> be fed back to the teacher when they come to collect their class (team leader if the teacher is not available). The postit, with brief details, should be stuck onto the teacher's board or given directly to the teacher.<br>Reception pupils may be issued a time out there and then for 5 minutes. |
| 3. Serious incidents or if poor behaviour continues. | As there is no teacher on duty at lunchtime, the pupil should be taken to see a senior member of staff who can talk to the pupil and decide on the consequence of their actions. E.g. exclusion from the playground, sitting indoors. Wherever possible, the consequences will take place immediately e.g. a 15 minute quiet room will take place for a Y5 pupil.   |

**Keep to the behaviour policy so that consequences to actions are simple, understood and expected by all.**

**All midday supervisors are responsible for relaying the information to staff. If they finish before the pupils are collected, the postit should be given to another member of midday staff.**



### Football Rules

- The adult in charge will choose the teams; the teams will be mixed at all times.
- Pupils are to stay on the team they have been allocated to.
- Team players will wear bands to show which team he/she is on.
- In the MUGA, there should be no more than 10-a-side.
- The adult decides which ball will be used.
- When pupils arrive, the adult decides when they join in, on which team and who comes off to free up the place.
- **Any swearing or racist language will result in players being taken off immediately.** They will be reported to a member of SLT. This is the same as a **red card**.
- Bad tackling will be dealt with by the adult in charge; the adult may decide to show a yellow card as a warning (this is immediately 5 minutes off their next playtime).
- A second warning (another yellow card on the same day) will mean that the player is sent off or shown a **red card**.
- The adult will keep a record of who is shown a yellow or red card.

|  | <b>Communication</b>  | <b>Consequence</b>                                    |
|--|---|---|
| <b>Verbal warning</b>                    | <b>Recorded on postit and handed to the class teacher.</b>                                    | <b>Name recorded on the class behaviour logs.</b>     |
| <b><u>yellow card</u></b>                | <b>Name is underlined on the postit. This is given directly to the class teacher.</b>         | <b>5 minutes lost.</b>                                |
| <b><u>3 yellow cards in one week</u></b> | <b>Each individual yellow card will have been communicated directly to the class teacher.</b> | <b>1 day ban from playing football</b>                |
| <b><u>1 red card</u></b>                 | <b>Pupil is sent off and taken to a member of SLT immediately.</b>                            | <b>Quiet room<br/>1 day ban from playing football</b> |

### **The Quiet Room**

The pupil's name is recorded on the Quiet Room document saved on the school server by the teacher taking quiet room.

The pupil is expected to reflect on their behaviour and have an activity to do. E.g. if they are in quiet room for unfinished work or disruptive behaviour, they should bring their work to complete. If they have been unkind to others, they should reflect on what they have said or done. They may plan what they would do next time; write a letter of apology; draw a picture of what would happen next time or write an account of the incident. This work should be set by the **class teacher**.

### **Further support**

If a teacher/teaching assistant is in a situation where they feel that they need more support with a pupil, they can either phone the school office with a 'red card' or they can send their red card to the school office, or make a phone call to SLT members. The senior leadership staff; inclusion team or staff on PPA are alerted that a teacher needs support so that it can be provided.

### **Monitoring and evaluating**

The Deputy Head has the overall responsibility for collecting the information on negative consequences and identifying where support needs to be given either to pupils, teachers or support staff. Team leaders should monitor behaviour in their team at their team meetings and provide an overview to SLT at the end of each ½ term to review the strategies that have been put in place as well as highlight the next steps.