



MAYVILLE  
HIGH SCHOOL

*Founded in 1897*

# Rewards and Sanctions Policy

*Reward is a much more effective way of changing behaviour than punishment.*

We aim to develop self-discipline within the pupils, but extrinsic motivation is used to motivate and enforce and enhance performance and behaviour.

## **Pre-Prep & Junior School**

### **Overview of Rewards & Sanctions**

**Good Work Stars** - are awarded for work that has been completed to a particularly high standard by the pupil.  
*(1 point is added to House total).*

**Good House Marks.** - will be awarded for behaviour which is particularly praiseworthy, e.g. assisting a member of staff without being asked to do so; taking on additional duties willingly; ensuring a fellow pupil with a problem receives assistance; tidying a classroom or other area of the school.  
*(1 point is added to House total).*

**Bad House Marks** - these are given for serious or repeated breaches of the code of conduct e.g. failing to wear the correct uniform, wearing jewellery which is not permitted, failing to hand-in homework on time, failing to behave appropriately etc. These are recorded in homework diaries by the awarding teacher/form teacher & in the Pre-prep, slips are sent home to parents.

*(Deduct 1 point from the house total).*

**Golden Tickets** - are awarded for completion of work that is of an exceptional standard or demonstrates good team work, attitude or behaviour.

*(Postcard written by teacher and sent home and 5 Positive House Marks/5 points added to House total).*

**Good Conduct Marks** *(Add 10 points to the house total)*

GCMs are only awarded by the Headteacher, Deputy Head or Pastoral team and are for representing the school, exceptional acts of kindness, good manners or good behaviour. A GCM adds 10 points to the House total.

**Bad Conduct Marks** *(Deduct 5/10/15 points from the house total)*

PCMs are only given by the Headteacher, Deputy Head or Pastoral team and are for serious breaches in the code of conduct. Parents are informed immediately. If a pupil receives a PCM, a Friday after school, Saturday detention or internal exclusion will be given, depending on the severity of the offence or other circumstances.

**Certificates of Merit** *(Add 10 points to the house total)*

Merit certificates are awarded by class teachers for an excellent term's work either in terms of attainment, progress, effort or behaviour. These are awarded during the assembly on the last day of each term. They add 10 points to the House total.

**Headteacher's award** *(Add 15 points to the house total)*

The Headteacher gives this award to pupils for exceptional work, commitment to the school or behaviour. These are awarded on an ad hoc basis throughout the year. Presentations take place during the weekly Monday assembly. The pupil is presented with a certificate and a small prize. Parents are informed. This award adds 15 points to the House trophy.

(Further information contained in separate Junior School Behaviour policy in appendix.)

## Senior School

### **Good House Mark 1** *(Add 1 point to the house total)*

GHM 1 is awarded for work, effort or behaviour which is particularly praiseworthy and may be part of a whole group.

GHM 1 also awarded for being kind or helpful to a member of staff, another pupil or a member of the public.

### **Good House Mark 2** *(Add 2 points to the house total)*

GHM 2 is awarded for individual work that is above the expected quality.

The criteria for excellent work /excellent effort in producing a piece of work is set by the relevant HoD and is closely allied with the 7-1 attainment policy in KS3 and GCSE grading in KS4.

GHM 2 are also awarded for pupils taking responsibility or showing initiative.

Pupils awarded GHMs are given a certificate in assembly once they have achieved 40 GHM points, Vouchers are given once they achieve 75, 125 or 200 points.

### **(Total points = Positive Points - Negative Points)**

GHMs are recorded on Schoolbase and the points totals are revealed and displayed on a regular basis by Form Tutors.

**Bad House Marks** *(Deduct 3 or 1 point from the house total)*

BHMs are given for the following breaches:

**BHM-Behaviour** - failing to behave appropriately according to the School's rules and principles of mutual respect or disrupting the learning of other pupils. Serious transgressions will be subject to higher sanction, as recorded below. *(Deduct 3 points from the house total)*

**BHM-Work** - Non completion or late homework without reasonable excuse, or producing a piece of work which fails well below minimum expected standards, without a reasonable excuse. *(Deduct 1 point from the house total)*

**Lunch Incident Detention** *(Deduct 1 or 2 points from the house total)*

Lunch detention of either 25 or 50 minutes are given for minor breaches of school rules. These include after a warning has been given: poor punctuality, uniform or equipment. Unsafe behaviour around the school, littering, not handing in mobile phone and any other minor breach of school rules at the discretion of SMT. The Lunch detention will run every day and will be staffed by SMT. A daily google doc will be used to manage pupils attending.

**Good Conduct Marks** *(Add 10 points to the house total)*

GCMs are only awarded by the Headteacher, Deputy Head or Pastoral team and are for representing the school, exceptional acts of kindness, good manners or good behaviour. A GCM adds 10 points to the House total.

**Bad Conduct Marks** *(Deduct 5/10/15 points from the house total)*

BCMs are only given by the Headteacher, Deputy Head or Pastoral team and are for serious breaches in the code of conduct. Parents are informed immediately. If a pupil receives a BCM, a Friday after school, Saturday detention or internal exclusion will be given, depending on the severity of the offence or other circumstances.

### **Certificates of Merit** *(Add 10 points to the house total)*

Merit certificates are awarded by class teachers for an excellent term's work either in terms of attainment, progress or effort. These are awarded during the assembly on the last day of each term. They add 10 points to the House total. The HoD should enter the names of recipients on Schoolbase. A maximum of one certificate to be given for each teaching group

### **Headteacher's award** *(Add 15 points from the house total)*

The Headteacher gives this award to pupils for exceptional work, commitment to the school or behaviour. These are awarded on an ad hoc basis throughout the year. Presentations take place during the weekly Monday assembly. The pupil is presented with a certificate and a small prize. Parents are informed. This award adds 15 points to the House trophy.

### **Behavioural Sanctions**

When a pupil has 3 BHMs Behaviour in a half term or 5 lunch detentions - they receive a detention with the Pastoral Team held on a Friday afternoon between 3.45-4.45pm. It may be possible to vary the night of detention to meet parental requirements. This detention period may also be used for immediate response to particular transgressions, such as lower level physical aggression or lower level damage to school fabric. All detentions and their causes will be advised to parents by the Pastoral Team and they will be invited into school to discuss concerns.

Detention tasks will include a constructive contribution to the School, self-reflection and an interview with one of the Pastoral Team.

If a pupil receives 6 BHM behaviour in a half term they will receive a Saturday detention which should include an interview with parents.

9 BHM behaviour in a half term will result in an internal exclusion with parents asked to come into school. Further BHM behavior will result in a fixed term exclusion.

Any pupil removed from a lesson due to the disruption of other pupils learning should receive a Friday detention. Two removals in a half term will result in a Saturday detention with parental interview. Three removals in a half term will result in an internal exclusion. Further removal from lessons in a half term will result in a fixed term exclusion.

### **Saturday Sanctions (*Deduct 10 points*) & Internal Exclusion (*Deduct 15 points*)**

Saturday morning detention or internal exclusion may only be issued by the Headteacher, Deputy Headteacher or Pastoral Team. These are very serious sanctions which reflects significant misdemeanor and the need to involve the Headteacher, Deputy Headteacher & Pastoral Team. The sanction will only ensue after full investigation and discussion with parents. Transgressions might include highly offensive online behavior affecting others in School or significant disrespect to a member of staff. They will also be given if the number of BHM Behaviour in a half term is higher than 6.

### **Academic Sanction**

When a pupil has 3 BHMs – Work they receive a Lunch incident detention which are held every day

## Homework Sanction System

Homework support/detentions are provided to ensure that homework or classwork set has been completed to an acceptable standard. If a pupil fails to hand in homework on time without a reasonable excuse, or it has been completed without sufficient effort or quality, they should be told to hand it in the next day. If the homework/work is not handed in the next day lunch work support/detention should be given.

(The sanction for the late homework/work is to give the pupil a BHM work which can lead to a 25 minute Lunch incident detention).

1. Pupils, who have not completed their homework or work after the second deadline, will be told by the subject teacher they have a lunchtime support/detention to complete the work. Subjects run support/detention sessions on set days of the week.
- 2 The subject teacher must complete the google doc on the daily notices with details of the work to be completed and the venue for the detention.
- 3 Tutors will inform pupils they have a Lunch support/detention giving the subject and venue. Pupils on detention cannot order hot food for lunch.
- 4 Pupils on support/detention should report to the subject venue at the beginning of the lunch break with their lunch in order to have sufficient time to complete the homework/work task(s).
- 5 Pupils with more than 3 pieces of work outstanding will also have an after school detention and parents will be contacted by the tutor.
- 6 During the lunchtime support/detention the pupil's homework diary will be checked to ensure the correct recording of homework. A discussion will also take place regarding the reasons for non-completion of homework or poor quality work.



- 7 Once the support/detention session has been completed it will be recorded on Schoolbase by subject staff.
- 8 Failure to attend a lunch work support/detention will result in either a 50 minute work support/detention the following week or an after school detention.
- 9 Failure to attend the after school detention will result in a Saturday detention.

### **Uniform**

The correct wearing of School uniform is a matter of discipline, pride and (self) respect. The School expects a high standard of appearance, and tutor groups and classes should be checked for neatness of appearance on entry to and departure from each lesson or tutorial. Duty staff should also be vigilant, though there is a wider sense in which all staff are always on duty with regard to the quality of pupils' appearance.

Any concern about uniform or appearance should be raised and corrected by polite request to the pupil in the first instance. Repeated observations of breaches of uniform rules, such as untucked shirts, open collars and lowered or short ties on boys, incorrect items of uniform, or shortened) skirts, untied hair or cosmetics on girls, a 25 minute lunch detention should be issued and the daily google doc should be completed. The tutor will also discuss and check correct uniform standards with the pupil concerned.

### **Lateness**

Punctuality is a matter of discipline, safety, progress and respect. The School expects high standards from all its members. In order to maintain punctuality during the working day, teaching staff should be careful to dismiss pupils from lessons on time and to ensure timely crossing where appropriate. Staff should also have clear expectations about punctuality. If a pupil is significantly or unreasonably late to a lesson, the teacher should note the time and raise the matter with the pupil. If the circumstances give cause for query or concern, the teacher

should contact the teacher of the previous lesson or relevant duty staff to establish the veracity of an account. If no satisfactory reason is given a 25 minute Lunch detention should be issued if a previous warning has been given.

If a pupil is more than 10 minutes late to a lesson the teacher should phone the office to report the absence. A 50 minute Lunch detention should be issued if no reasonable excuse is offered.

Late by up to half a lesson or more without reasonable justification: Friday after school detention.

Pupils who are late to School for registration should be challenged by their tutor. A tutor call to parents should ensue if there is any question of credibility, safety or routine to discuss or if there is evidence of nascent regularity or persistence. A 25 minute lunch detention should be issued after reasonable warning about punctuality.

## **Responsibilities**

- It is the responsibility of all teaching staff to make sure that pupils are rewarded in a fair and consistent way on a regular basis, within and across departments.
- Tutors should check Schoolbase on a weekly basis to view the progress of their tutor group, discussing sanctions with individual tutees and liaise with the Pastoral Team when 2 negative marks, behavioural or academic, are accrued in order to discuss reasons, find solutions and avert further sanctions. Tutors should reveal points totals on a regular basis. The Deputy Headteacher and Pastoral Team will have an overview of the whole system, making sure that the records are accurate, holding detentions when required and making regular tallies of the House points so that they can be read out in assembly once a month.

*Suspension and exclusion: please consult separate policy.*

## Rewards & Sanctions

Reward	Examples	Action
<b>GHM 1</b> +1 House Point	Being kind or helpful  Whole class good effort, work or behavior	Record on schoolBase by staff giving  Tutors to keep totals for group updated weekly
<b>GHM 2</b> +2 House Points	Taking responsibility or showing initiative  Individual work that is above expected quality	Certificate for the highest Points total for each Tutor Group every half term  Two highest girl & boy point scorers per year group and 100% attendees to attend end of year trip to a Theme Park
<b>Certificate of Merit</b> +10 House Points	End of term recognition for achievement, effort or progress in each subject	Maximum of one per teaching group  Staff who give CoM to enter pupils on schoolBase.

<b>Good Conduct Mark</b> +10 House Points	Exemplary help or performance in school  Representation of MHS in the wider community	Given via SMT.  SMT to add to schoolBase.
<b>Head Teacher's Award</b> +15 House Points	Outstanding work or performance  Outstanding display of the 'spirit of MHS'	Given via Headteacher  Headteacher/Office staff to add to schoolBase.
<b>Certificate = 40 Points                      Total Points = GHM Points - BHM Points</b>  <b>Vouchers for 75, 125 &amp; 200 Points</b>		
<b>Sanction</b>	<b>Examples</b>	<b>Action</b>
Warning given at teacher's discretion	Poor punctuality, uniform or equipment  Minor behaviour issue	Discussion with teacher  No further action at this stage

<p><b>Lunch incident Detention</b></p> <p>25 mins</p> <p><b>-1 House Point</b></p>	<p><u>Warning ignored or repeated offence</u></p> <p>Poor punctuality, littering or unsafe behaviour</p> <p>Eating food in prohibited areas or not handing in phone</p> <p>X3 BHM work for failure to hand in work on time</p>	<p>Staff giving to complete daily google doc</p> <p>Recorded on schoolBase by SMT during d/t</p> <p>Tutor informed and monitor patterns of behaviour</p> <p>Parental contact by Tutor if more than 3 in a half term</p> <p>SMT &amp; Tutor discussion with pupil</p>
<p><b>Lunch incident Detention</b></p> <p>50 mins</p> <p><b>-2 House Points</b></p>	<p><u>Second warning ignored or repeated offence</u></p> <p>Ridiculing or jeering when another pupil is being spoken to</p> <p>More than 10 mins late to a lesson without a reason</p> <p>Failure to attend 25 min lunch detention without a valid reason</p>	<p>Further sanctions for repeated offence</p>
<p><b>BHM Behaviour</b></p> <p><b>-3 House Points</b></p>	<p><u>Warnings having been given:</u></p> <p>Continual failure to follow school expectations</p> <p>Disruption to the learning of others</p>	<p>Staff to enter details on schoolBase and email tutor</p> <p>Phone call/email home by Tutor if X2 BHM</p> <p>Tutor discussion with pupil</p>
<p><b>BHM Work</b></p>	<p><u>Warnings having been given:</u></p>	<p>Staff to enter details on schoolBase and email tutor</p>

<b>-1 House point</b>	Failure to complete homework or other work Missing a deadline	Tutors to contact parents if X3 BHM work in a half term and give a 25 minute lunch detention
<b>Lunch Work Support/Detention</b>  <b>-2 House points</b>	Failure to hand in or complete homework/classwork to the required standard after extended deadline  Subjects will run homework/support lunch detentions on set days each week	Tutors/staff/DoS to complete lunch detention details on daily google doc for the subject  Subject staff to enter completion of d/t on schoolBase recording a work detention  Tutors to inform parents when a pupil has received X3 Work support/ detentions in a half term

## Further Sanctions

<b>Sanction</b>	<b>Examples</b>	<b>Details</b>
<b>Bad Conduct Mark (BCM)</b>	Serious breaches of the code of conduct  SMT discretion	Given by SMT - Parents informed  Friday, Saturday or internal exclusion

<p><b>Friday after school detention</b></p> <p><b>-5 House Points</b></p>	<p>Accumulated 3 BHM behaviour in a half term or 5 lunch detentions</p> <p>Removed from a lesson for disruption</p> <p>Refusal to follow instructions</p> <p>Failure to attend a lunch incident detention without a valid reason</p> <p>Failure to attend a subject work support/detention</p> <p>Bad Conduct Mark - SMT discretion</p>	<p>Parents informed by SMT</p> <p>Parental meeting during/after the d/t arranged by the Pastoral Team</p> <p>Self reflection completed by pupil</p> <p>Pupil attending a Friday detention, subject staff will need to provide work</p> <p>Pupils will complete a reflection sheet</p>
<p><b>Saturday morning detention</b></p> <p><b>-10 House Points</b></p>	<p>Bad Conduct Mark</p> <p>Accumulated 6 BHM behaviour in a half term</p> <p>Removed from X2 lessons for disruption</p> <p>More than X2 Friday d/t in a half term</p> <p>SMT discretion</p>	<p>Parents informed by SMT</p> <p>Parental meeting during/after the d/t arranged by the Pastoral Team</p> <p>Self reflection completed by pupil</p> <p>Work to be provided by subject staff</p>
<p><b>Internal Exclusion</b></p>	<p>Bad Conduct Mark</p>	<p>Parents informed (Pastoral Team)</p>

<p><b>-15 House Points</b></p>	<p>Accumulated 9 BHM Behavior in a half term</p> <p>Removed from X3 lessons for disruption in a half term</p> <p>More than X2 Saturday d/t in a half term</p> <p>SMT discretion</p>	<p>Parental meeting arranged (Pastoral Team)</p> <p>Self reflection completed by pupil</p> <p>Work to be provided by subject staff</p>
<p><b>Fixed Term Exclusion</b></p> <p><b>-20 House Points</b></p>	<p>More than X2 BCM in a half term</p> <p>SMT discretion</p>	<p>Parents informed (HT/DH)</p> <p>Parental meeting arranged (HT/DH)</p>
<p><b>Warning of Permanent Exclusion</b></p>		<p>Parents informed (HT)</p> <p>Parental meeting arranged (HT)</p>
<p><b>Permanent Exclusion</b></p>	<p>Head teacher / Trustee discretion</p>	

### **Daily Lunch Incident Detention**

- Lunch detention will be staffed by SMT. Attendance will be recorded on SchoolBase by the SMT staff on duty and tutor emailed at the same time
- A lunch detention google doc will be available every day with the daily notices for staff to complete pupil details
- The venue for lunch detention will be L9



- Pupils will attend the 25 minute lunch detention either Lunch A or Lunch B depending if they are first or second lunch sitting
- Pupils with a 50 minute lunch detention will need to bring their lunch or order a packed lunch if they have a hot dinner
- All pupils need to bring some work to complete, their diaries and equipment. All pupils will complete a reflection sheet

## **Lunch Work Support/Detention**

- Lunch work support/detention sessions will be run every day by different departments
- A lunch work support/detention google doc will be available every day with the daily notices for staff to complete pupil and work details
- If any homework or other work is not completed satisfactorily after one warning, lunch work support/detention can be set
- Subject staff running the session to enter the pupil details on SchoolBase and email the tutor at the same time when a pupil has attended
- Parents must be informed by Tutor or HoD if any pupil receives X3 or more lunch work support/detentions in a half term
- Regular attendance at lunch work support/detention may result in a requirement for the pupil to attend prep after school

## **APPENDIX**



## MHS Junior School Behaviour Policy

### Our values

Our Behaviour Policy encourages pupils to follow the 8 core values of 'Bounce Back'. These are:

- Honesty
- Fairness
- Responsibility
- Support
- Co-operation
- Acceptance
- Respect
- Inclusiveness

We use our core values as a framework to support good behaviour across the school and take a positive approach to helping children learn how to make good choices and behave well. Our goal is to lead children to want to behave well rather than to force them to behave through coercion.

### Restorative Approach

This is a process of conflict resolution that ensures all parties have their say and agree on the way forward. When resolving any disputes or falling outs at school we commit to using the following language to resolve the conflict for all parties:

- What happened?
- What were or are you thinking and feeling?
- Who has been affected and how?
- What do you need to feel better?
- What needs to happen now and what can you do to make this happen?

### Pupil Voice

We aim to work with our pupils through Pupil Surveys, Class conversations and School Council to ensure that adults' perceptions of behaviour in school are informed by how pupils are thinking.

### **Personal, Social, Health Education (PSHE)**

The Bounce Back programme and other PHSE resources are used to support good behaviour within the school. Class work is supplemented by small group work for those children who have been identified as needing additional support. Class teachers should raise concerns with the SENCO and the Assistant Heads of the Junior School. Children identified as having special needs in social and emotional development may need to receive small group support; have allocated time with a teacher; be referred to the counsellor; or need specialised, individual behaviour support.

### **Consequences: Rewards & Sanctions**

The main focus of our behaviour work is on positive reinforcement. ‘Catching the children doing good’ should be where the emphasis is. Praise and celebrating good work and behaviour are used constantly to promote self-esteem and a positive attitude. We believe that sanctions should be clear, consistently administered and be proportionate to the behaviour. Staff should start off by using low key responses to encourage the desired behaviour. These would include non-verbal messages using eyes or hands, praising a child who is demonstrating the desirable behaviour or stating the undesirable behaviour to the child e.g. X you are talking whilst I am trying to talk. Usually these methods will halt the undesirable behaviour.

### **Individual Behaviour Plan**

If a child is identified as needing more support, an Individual Behaviour Plan will be drawn up. This will involve the Junior SMT, the parent, the child and the class teacher. The plan will be reviewed after about a month.

### **In-class Rewards and Sanctions Chart**

At Mayville High School we use the following visual representations to clearly communicate to pupils where they are in relation to rewards and sanctions. The focus on this policy is on positive behaviour management and avoiding escalation where possible. Pupils will move up or down the ‘Diamond’ by showing positive or negative behaviours in lessons and around the school. Pupils will reset to the middle of the ‘Diamond’ at the end of each session. This will usually be marked by a break time although it may also reset if a pupil moves to another location for a lesson (i.e ICT, PE, drama etc).

Behaviour rewards are recorded on the green part of the ‘Diamond’. These include:

- Verbal praise
- 1 Good Work Star
- 2 Good Work Stars
- 1 Good House Mark
- Golden Ticket (postcard home and 5 Positive House Marks)
- Good Conduct Mark

Behaviour sanctions are recorded on the red part of the 'Diamond'. These include:

- Final warning
- Relocation
- -5 minutes of breaktime and pupils fill in a reflection sheet
- Miss all of break and fill in a reflection sheet
- 1 Bad House Mark
- Bad Conduct Mark

### **Other Rewards**

- Class teachers may use class rewards such as marbles in a jar or points on a wall chart, towards an agreed whole class reward such as cooking, a parachute game, extra playtime etc.
- Class teachers may use one off work rewards such as 'star of week' or 'table of the week'.
- Email parents to celebrate achievements
- Show work to SMT
- Whole school reward for promotion of great behaviour across the school linked to house points.
- Receiving the Role Model Cup in U3, which is awarded weekly for exceptional behaviour
- Receiving the DLEU Trophy for fantastic attitude to DLEU lessons
- Receiving House Mark Badges and Work Star certificates in our weekly Magnificence Assembly
- Being nominated for the Magnificence Book
- Special Bounce Back core value certificates
- Headteacher's Award – received in whole school assembly for noteworthy work or behavior
- Certificates of Merit once a term awarded in the final assembly of term

### **Other Sanctions**

- Pupils may receive a detention if more than 2 Bad House Marks are received in a short time
- Pupils may require an individual behaviour plan (see appendix)
- Pupils may need to have indoor break times to support them with their behaviour and then receive support to enable them to reintegrate into playtimes

- Pupils may be banned from using some playtime equipment for set times if they are not using them appropriately and this is leading to bad behavior
- Bad Conduct Marks may result in a fixed term exclusion depending on the incident and will be decided in consultation with the Head Teacher.

**Written: April 2019**

**Reviewed - September 2021**

	Commentary	Behaviour Examples	Possible Sanctions	Notes
Pre diamond	A point where we are proactively working to stop behaviours worsening and use as many positive behaviour strategies as is appropriate.	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Being distracted</li> <li>• Interrupting teacher / other pupils</li> <li>• Making noises</li> <li>• Pushing in line</li> <li>• Being slow to settle</li> <li>• Low level playground behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Reminders</li> <li>• Eye contact</li> <li>• Facial expression</li> <li>• Change of seating plans</li> </ul>	<ul style="list-style-type: none"> <li>• Use of positive praise / good role models</li> <li>• Expectations reinforced</li> <li>• Dealt with by class teacher / teaching assistant</li> <li>• Suggested responses to behaviour strategies</li> </ul>
Final warning	This is a time to intervene proactively to avoid the behaviour escalating. This would include distraction, naming the correct behaviour and would be accompanied by a commentary to the child to say 'You are on the white part of the triangle I don't want to have to move you. This is a final warning'.	<ul style="list-style-type: none"> <li>• Continuing to call out</li> <li>• Distracting others</li> <li>• Repeated infringement of rules</li> <li>• Being continually slow to settle</li> <li>• Low level playground behaviours</li> <li>• Disorganized with equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Move to 'Final Warning' part of the red diamond</li> <li>• Quiet conversation with the pupil to explain the behaviour that needs changing</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil / teacher to write name on the 'Final Warning' part of the diamond as a visual reminder to the pupil</li> </ul>
Relocate and reflect (R&R)	This is the time when teachers need to be most active in deescalating any potential behaviour. Only put a child onto this section of the diamond if you have tried the above. The pupil will either need to be moved to a quiet, separate area of the classroom or another classroom altogether for 10 minutes. Pupils should take their work with them to complete independently. If they are unable to complete it because they were not focused, they will have to complete it in their own time (in arrangement with class teacher). This is not a punishment; it is a chance for the pupil to have some time and space to refocus and come back to class with an improved attitude.	<ul style="list-style-type: none"> <li>• Not responding to adult instruction</li> <li>• Not focusing on the task in hand after reminders</li> <li>• Repeated warnings for calling out / interrupting</li> <li>• Distracting others</li> <li>• Continual disorganization with equipment</li> <li>• More frequent low-level playground behaviours (not taking turns, purposefully leaving people out, rough play, not treating equipment with respect)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil takes their work to another desk / classroom to complete</li> <li>• Work may need to be completed at home if they have not been able to complete the work due to their lack of focus during the input stage</li> </ul>	<ul style="list-style-type: none"> <li>• The class teacher will need to have a brief 1:1 chat with the pupil to explain the behaviours that were unacceptable</li> </ul>
Miss 5 mins play time	Ideally, this would be the lowest level of the diamond that a pupil would reach within a session. If poor choices continue to be made then a pupil will miss 5 minutes of their next play time and complete a reflection sheet in order for them to focus on their behaviours that needed changing.	<ul style="list-style-type: none"> <li>• Same as above if pupils have returned to the classroom after R&amp;R and are still making poor behaviour choices</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to stay in a classroom with another adult at the next possible playtime</li> <li>• Pupils use this time to fill in a reflection sheet</li> </ul>	<ul style="list-style-type: none"> <li>• The class teacher will need to have a 1:1 chat with the pupil to explain the behaviours that were unacceptable</li> <li>• Reflection sheets to be placed in tray in Junior Office</li> <li>• If a pupil gets to this section in the afternoon and cannot miss a play time that day, they will take the reflection form to complete at home and miss minutes from playtime the next day.</li> </ul>

Miss all of play time	It would be hoped that very few pupils would reach this section of the diamond in a lesson. With teachers / teaching assistants taking proactive steps, pupils will hopefully have reflected on their poor choices and begun to correct them at this point.	<ul style="list-style-type: none"> <li>• Same as above if pupils have not corrected their behaviours once at the -5 minutes stage if the diamond</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to stay in a classroom with another adult at the next possible playtime</li> <li>• Pupils use this time to fill in a reflection sheet</li> </ul>	<ul style="list-style-type: none"> <li>• The class teacher will need to have a 1:1 chat with the pupil to explain the behaviours that were unacceptable. If a pupil is getting to this level repeatedly across a period of weeks, then the class teacher should inform SMT so that they can support.</li> <li>• Reflection sheets to be placed in tray in Junior Office</li> <li>• If a pupil gets to this section in the afternoon and cannot miss a play time that day, they will take the reflection form to complete at home and miss minutes from playtime the next day.</li> </ul>
MHM	This is not something that is likely be reached in class as a MHM is issued for specific inappropriate behaviours. It is important that this id dealt with swiftly and by the adult who is investigating the behaviour.	<ul style="list-style-type: none"> <li>• Willful disobedience of an adults' request</li> <li>• Inappropriate physical behaviour</li> <li>• Silliness on a minibus / out on a trip</li> <li>• Leaving the classroom without permission</li> <li>• Challenge to authority</li> <li>• Persistent disregard for sanctions applied so far</li> <li>• Misuse of social media / devices</li> <li>• Verbal taunting / name calling</li> <li>• Inappropriate use of school equipment</li> </ul>	<ul style="list-style-type: none"> <li>• MHM issued by adult who dealt with incident</li> <li>• MHM letter issued to child</li> <li>• Parent(s) informed</li> </ul>	<ul style="list-style-type: none"> <li>• MHM to be issued by the teacher / teaching assistant who is dealing with the behaviour in question.</li> <li>• If pupil is not in your class, you may wish to consult the class teacher / SMT before issuing the MHM</li> <li>• Issuing adult to write MHM letter and hand to the pupil's class teacher to be sent home</li> <li>• Email / message / phone call home by the class teacher to communicate the MHM</li> <li>• 2x MHM in a week or 3x MHM in a half term will result in an after-school reflection with WS / HC</li> <li>• Class teacher may choose to discuss the pupil with SMT in order to think of strategies to minimise future issues with the pupil receiving the MHM</li> </ul>
PCM	This cannot be reached in class alone as the behaviour required is of such an inappropriate nature, that it will need some investigation by members of SMT	<ul style="list-style-type: none"> <li>• Inappropriate language / swearing</li> <li>• Fighting</li> <li>• Bullying</li> <li>• Racist / sexist / homophobic comments or incidents</li> <li>• Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil to be sent to SMT</li> <li>• BCM issued by SMT</li> <li>• SMT contact parents and arrange meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Only SMT to issue</li> <li>• Reflection after school with WS / HC</li> <li>• SMT to contact home</li> </ul>

**Pre - prep**

Pre - prep follow a similar approach using a traffic light system.



All children start each lesson on the green light.

**Amber** - children will move to amber for the following behaviours:

- Calling out
- Being distracted
- Interrupting teacher / other pupils
- Making noises
- Pushing in line
- Being slow to settle
- Low level playground behaviours

**Red** - children move to red if they continue with such behaviours or they deliberately hurt another child. They then miss five minutes of playtime. If this continues within the same session another five minutes will be deducted from playtime and if necessary the whole of playtime will be missed. During this time they either write lines or finish missed work in the classroom. If children move to red in the afternoon, they sit in another classroom for five minutes or they miss five minutes of their playtime the following day. If children are regularly on red they must have a separate individual behaviour plan, which will follow a similar approach as the diamond model personalised to the individual.

For children who remain on green for the whole week they will get a certificate in Gold Book Assembly.

For children who remain on green for the whole half term a golden ticket will be sent home and displayed in the classroom.

Good Work Stars will be issued by individual teachers for good work, this includes specialist subjects. Good House Marks will be issued for exceptional behaviour. Children are awarded badges in assembly for Good House Marks.



## Proactive classroom management strategies

<b>Punctuality</b>	Punctuality has a significant impact on behaviour and it is important to be on time for assembly, playtime/ lunchtime etc.
<b>Visual props</b>	Have cards with signs or photographs to hold up when you give instructions like “sit down” or “listen”. You don’t have to say too much – just give the instruction in clear simple language and hold up the prompt.
<b>Routine</b>	Marking transitions between classroom activities by consistent ‘rituals’ and routines. Have daily and weekly routines. Explain them to the children. Stick to them.
<b>Visual timetable</b>	Clear, simple timetable of the day’s events for everyone to see. Talk through it at the beginning of the day and refer to it again at the start of each session, so children know where they are.
<b>Manage changes</b>	If there have to be changes in the routine (if you are going to be out on a course, if games has to be swapped etc.) help children to manage their feelings of anxiety or disappointment by telling them in advance and reminding them that they will get their reward (e.g. games session) at another time – say when.
<b>Carpet seating plan</b>	For everyone in the class, for every time they are on the carpet
<b>Classroom roles</b>	Children love to help and take responsibility. Have a chart showing who the monitors
<b>Modelling activities</b>	So that everyone knows what to do, <i>show them</i> as well as explaining verbally. Write the task on the board, to support those who didn’t listen/ understand.
<b>Be positive!</b>	Smile, be positive and be warm.
<b>Praise Notes!</b>	Green praise notes to be used and given out regularly.
<b>Use the school’s behaviour policy</b>	Stick to the schools agreed behaviour systems. We must have consistency for them to be effective.
<b>Your position</b>	Be where you can see (and praise) everyone, even when working with a group.
<b>Be well prepared</b>	Always have something ready from the moment the children walk in to the room and more than enough activities to keep them busy right through the session.
<b>Divide and rule</b>	Don’t put children who find it difficult to make good behaviour choices in the same group, on the same table or next to each other in the line/ on the mat/ in assembly.

- The ‘look’
- Proximity praise (praising a child nearby who is behaving appropriately)
- Moving towards the child or group while talking, using non-threatening body language
- Rule repetition/restatement of request
- Use of individual’s name within sentence, to remind them of the behaviour you want to see
- Repetition using ‘Name ... pause ... direction’
- The use of privately understood signals
- Tactical ignoring
- Reminding the child of the consequences if they continue to show inappropriate behaviour, and the opportunity they have to make a different choice
- The use of humour (but never sarcasm) to defuse or deflect challenges
- Refer to our Faith ID as appropriate

### **Responses to higher-level challenges**

- Using lower-level strategies to begin with
- Moving to the child (not shouting across the room)
- Calming oneself before action is taken
- Speaking quietly, calmly and assertively
- Refocusing on the task, asking if the child needs any help
- Continuing to use the language of choice – being clear with children that they are able to make choices in managing their behaviour

## Questions and Answers

### ***Can a child be on the red and green part of the triangle at the same time?***

In one session, this issue is unlikely to happen often. If a child is on the green part of the diamond, then they can always be moved down to the red part if their behaviour suddenly changes. If a child has got up to the green part of the diamond (i.e Work Star) in an attempt by the teacher to reward a good attitude at the start of the lesson and then that pupil has ended up on the Final Warning / R&R part, the teacher may wish to award the Work Star earned at their discretion in an attempt to reinforce the positive choices that the pupil did make in the lesson. A child cannot 'earn off' their consequence from the red part of the diamond.

### ***What is a Golden Ticket and who does what with it?***

This is a special postcard sent home if a pupil is consistently performing well on the diamond / has done some exceptional work. This is not limited to, but may include:

- A fantastic project / piece of work / homework
- Made some exceptional progress
- Is deserving of a special recognition for some hard work / achievement
- Has been an exceptionally positive role model
- Has demonstrated fantastic 'Bounce Back' values

Golden Tickets are kept in the Junior Office and can be completed by the issuing teacher and put in the office tray to be posted.

### ***Are there still rewards for House Marks and Work Stars?***

Yes, there are the usual rewards.

### ***Am I going to be spending a lot of time doing paperwork?***

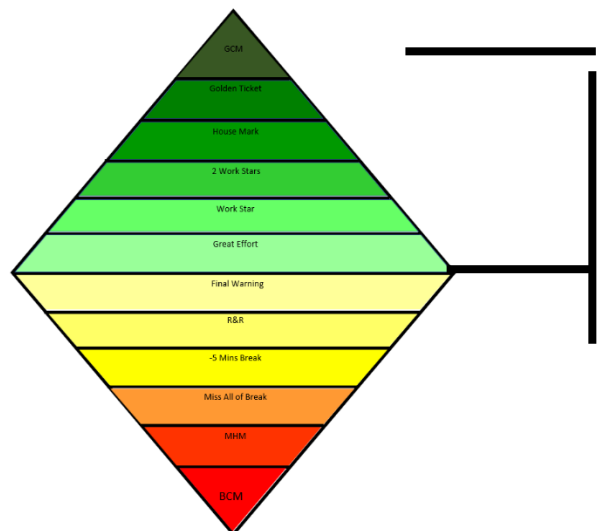
Not at all. Most of the sanctions are likely to be ones that require no paper work. Pupils will need to complete a reflection sheet if they miss minutes of play time, but apart from that it will only be the usual paperwork for MHMs.

### ***Which parts of the diamond should I be using within a lesson?***

Generally, the vast majority of pupils should not be getting beyond these sections of the diamond

### ***When should SMT be involved?***

Ideally it would be when a MHM / BCM are issued. However, SMT are always available to support class teachers with any behaviour concerns in their class as long as the teacher has spoken with the child 1:1 initially to discuss their concerns with the child's behaviour.





# Reflection Sheet

Date: \_\_\_\_\_

Dear \_\_\_\_\_

I missed some of my playtime because

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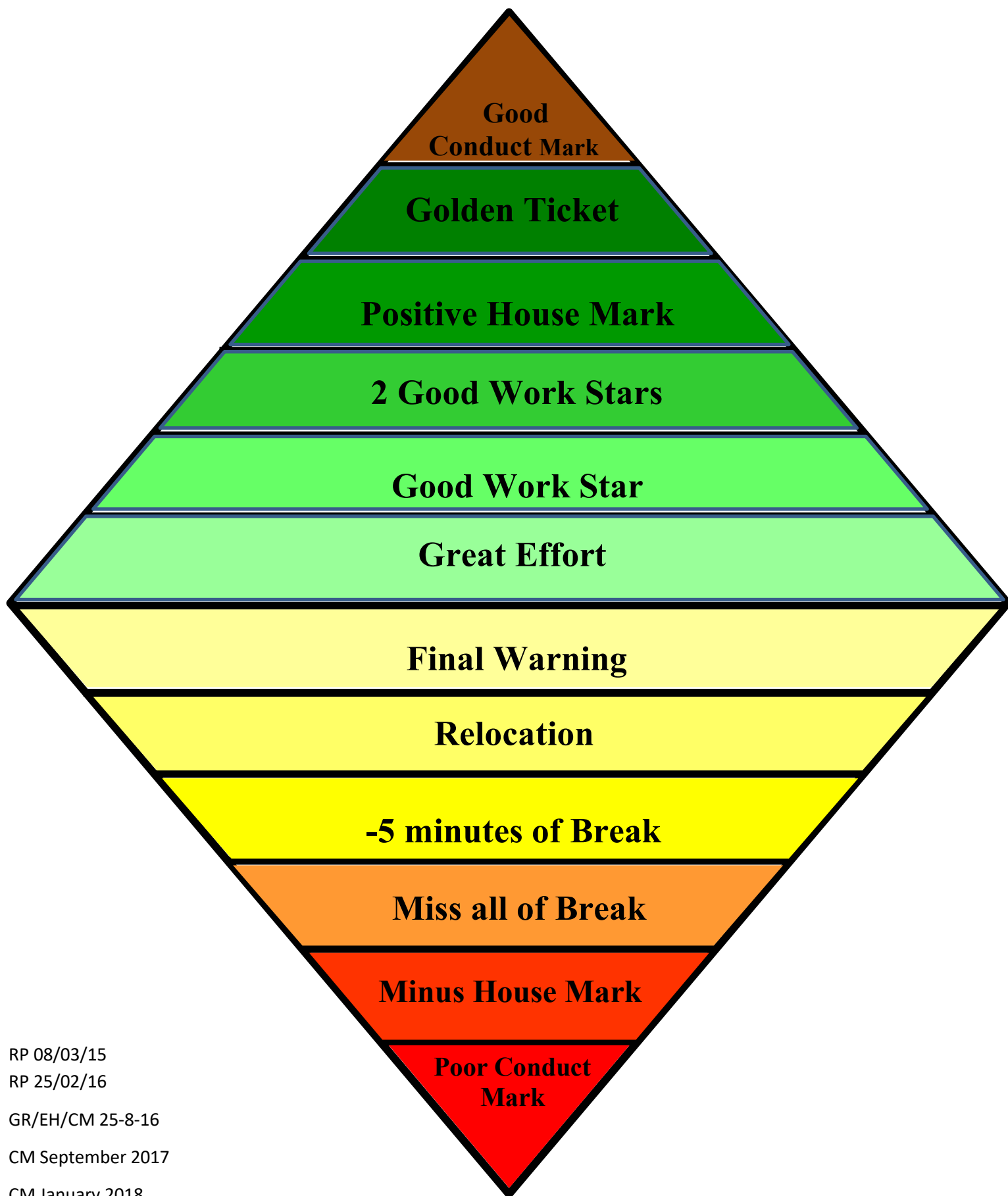
Now, I need to

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From \_\_\_\_\_



RP 08/03/15

RP 25/02/16

GR/EH/CM 25-8-16

CM September 2017

CM January 2018

CM September 2018

CM August 2019

RP August 2020