



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).

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

**Poor 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 Marks:

#### 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.

### Other points based rewards:

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

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

#### 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 to the house total)

The Headteacher gives this award to pupils for exceptional work, commitment to the school or recognition to good behaviour. These are awarded on an ad hoc basis throughout the year. Presentations take place during the fortnightly assembly (Friday). The pupil is presented with a certificate and a small reward/prize. This award adds 15 points to the House total. The points from this award will be added to Schoolbase by the Headteacher's PA. Staff make the request for the award for a pupil directly to the Headteacher. This award is given when exceptional circumstances have been demonstrated.

### Pupil Rewards:

Pupils awarded GHMs are given a certificate in assembly once they have achieved 40 points. Vouchers such as Amazon monetary vouchers are awarded to pupils when they achieve 75, 125 or 200 points.

Towards the end of the academic year, the highest point scorers from each year group will be invited on a rewards trip to a theme park during the summer term. This reward trip will also be offered to all pupils who have 100% attendance for the academic year.

40 points	75 points	125 points	200 points
Certificate in assembly	Amazon voucher	Amazon voucher	Amazon voucher
Summer theme park trip - the highest point scorers from every senior year group.			
Summer theme park trip - offered to all 100% attendance pupils.			

## Total points = Reward Points - Sanction Points

Reward points are recorded on Schoolbase and the points totals are revealed and displayed on a regular basis by Form Tutors. These should be displayed on the Form Tutor board/display in the Tutor base. The pupil points data will be disseminated fortnightly by the Assistant Head for Pupil Voice.

### Future Developments:

- To ensure pupil voice is key in developing the rewards system.
- Future rewards will be developed post discussions with Senior pupils. Pupils will suggest via pupil voice, rewards they deem appropriate. Pupils will be encouraged to make suggestions with justifications as to any changes and additions to the current Rewards policy.
- A simple downloadable rewards app for staff to use will be selected and implemented for use in the academic year 2023/2024. The app will be chosen after collaboration with staff and senior pupils. We are looking to improve our current rewarding system, keeping the ease of use of the rewards' app as a focal point when recording and monitoring rewards.
- The new application will enable staff, pupils and parents to log in via a mobile phone 'app' and easily view live data / updates with regard to pupil rewards. The impact of this will be easily accessible reward data and greater pupil awareness of their achievements / rewards and motivation.
- Ease of use for staff by implementing an app with very limited 'clicks' to reward a pupil and all stakeholders will have an accessible updated 'live' view of rewards for pupils and parents.
- A league table of reward points will be displayed on electronic notice boards, this will commence after October half-term. Depending on what pupils feedback, will dictate what / how the league tables will be filtered/shown. For example, the top 10 in every year group, or the top 20 across the Senior School, or the top 10 in either Cavell, Austen or Nelson.

### Behavioural Sanctions

**Lunch detention** of either 25 or 50 minutes is 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. If a pupil receives four SMT lunchtime sanctions or accumulates 100 minutes over a half-term period, the pupil will be requested to attend an After School Detention from 3:45-4:45pm. This is normally planned for the Friday of each week.

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 2 **After School Detentions** (Friday sessions) in a half-term they will receive a Saturday detention which should include an interview with parents.

If they attend a Saturday detention and continue to receive further lunchtime detentions in a half-term, will result in an internal exclusion with parents asked to come into school. Further lunchtime sanctions 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 reflect significant misdemeanour 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 behaviour affecting others in School or significant disrespect to a member of staff.

## Homework Sanction System

Homework support sessions 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, a lunch work support/detention should be given.

(If pupils are late in returning homework, the pupil needs to attend a department support session which can lead to a 25-minute lunch 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 session to complete the work. Subjects run support sessions on set days of the week seen on the daily notices.
- 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 support session.
- 3 Tutors will inform pupils they have a lunch support session giving the subject and venue. Pupils attending support cannot order hot food for lunch.
- 4 Pupils on support 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 outstanding work will also have an after-school detention to complete outstanding work and parents will be contacted by the tutor. This will be completed in Prep-time (4-5pm in the school library) and supervised by a member of staff.
- 6 During the lunchtime support session, 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 session has been completed it will be recorded on Schoolbase by subject staff.
- 8 Failure to attend a lunch work support session will result in either a 50-minute work support session the following week or an after-school detention (prep-time).
- 9 Failure to attend will result in a 50 minute SMT lunchtime 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 or inappropriate jewellery worn, 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.

## Poor Conduct Marks (PCM) (Deduct 5 / 10 / 15 points from the house total)

Poor Conduct Marks 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 their actions or other circumstances.

Friday detention	-5 house points
Saturday detention	-10 house points
Internal exclusion	-15 house points
Fixed term exclusion	-20 house points

*Suspension and exclusion: please consult a separate policy.*

## Rewards & Sanctions

Reward	Examples	Action
<b>GHM1</b> +1 House Point	Being kind or helpful  Whole class good effort, work or behaviour	Record on SchoolBase by staff giving the reward.  Tutors keep the totals for their tutor group updated regularly.
<b>GHM2</b> +2 House Points	Taking responsibility or showing initiative  Individual work that is above expected quality	A certificate and a prize will be given to the tutor group with the highest points total every term.  The highest point scorers per year group and all 100% attendees to attend an 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	A maximum of one per teaching group.  HODs to enter the pupil data on Schoolbase for the Department. Points are automatically updated in Schoolbase.
<b>Good Conduct Mark</b> +10 House Points	Exemplary help or performance in school  Representation of MHS in the wider community	SMT award Good Conduct Marks (GCM's).  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'  For representing MHS in a positive and rewarding way - including sports, COPs, library and other external events where pupils are chosen to represent the school.	The Headteacher gives this award to pupils for exceptional work, commitment to the school or behaviour.  Headteacher's PA to add to Schoolbase.
Certificate = 40 Points Total Points = GHM Points - PCM Points Vouchers for 75, 125 & 200 Points		

## Sanctions

Sanction	Examples	Action
<p><b>Warning given at teacher's discretion</b></p> <p>Pupils name is recorded on whiteboard</p>	<p>Poor punctuality, uniform or equipment</p> <p>Minor behaviour issue</p>	<p>Discussion with teacher</p> <p>No further action at this stage</p>
<p><b>Lunch incident Detention</b></p> <p>25 mins</p> <p>-1 House Point</p>	<p><b>Warning ignored or repeated offence</b></p> <p>Poor punctuality, littering or unsafe behaviour</p> <p>Disrespectful to staff or others (including not taking sanctions seriously)</p> <p>Eating food in prohibited areas or not handing in phone</p>	<p>Staff giving to complete daily google doc</p> <p>Recorded on schoolBase by SMT during d/t and email sent to parents</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>Further sanctions for repeated offences</p>
<p><b>Lunch incident Detention</b></p> <p>50 mins</p> <p>-2 House Points</p>	<p><b>Second warning ignored or repeated offence</b></p> <p>Ridiculing or jeering when another pupil is being spoken to by staff</p> <p>Chewing gum in school</p> <p>Having a mobile phone on person/failing to hand in the phone during tutor time.</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><b>Lunch Work Support Session</b></p> <p>-2 House points</p>	<p>Failure to hand in or complete homework/ classwork to the required standard after extended deadline</p> <p>Subjects will run homework/support lunch detentions on set days each week</p>	<p>Tutors/staff/DoS to complete support session details on daily google doc for the subject</p> <p>Subject staff to enter completion of the support session on Schoolbase recording a work detention</p> <p>Tutors to inform parents when a pupil has received X3 Work support sessions in a half-term</p>

## Further Sanctions

Sanction	Examples	Action
<b>Friday After School Detention</b>  -5 House points	Accumulated 100 minutes of sanctions during a half-term period  Removed from a lesson for disruption  Refusal to follow instructions  Failure to attend a lunch incident detention without a valid reason  Failure to attend a subject work support/detention  Poor Conduct Mark - SMT discretion	Parents informed by SMT  Parental meeting during/after the d/t arranged by the Pastoral Team  Self reflection completed by pupil  Pupil attending a Friday detention, subject staff will need to provide work  Pupils will complete a reflection sheet
<b>Saturday Morning Detention</b>  -10 House points	Poor Conduct Mark  Removed from X2 lessons for disruption  More than X2 Friday d/t in a half term  SMT discretion	Parents informed by SMT  Parental meeting during/after the d/t arranged by the Pastoral Team  Self reflection completed by pupil  Work to be provided by subject staff
<b>Internal Exclusion</b>  -15 House points	Poor Conduct Mark  Removed from X3 lessons for disruption in a half term  More than X2 Saturday d/t in a half term  SMT discretion	Parents informed (Pastoral Team)  Parental meeting arranged (Pastoral Team)  Self reflection completed by pupil  Work to be provided by subject staff
<b>Fixed Term Exclusion</b>  -20 House points	More than X2 PCM in a half term  SMT discretion	Parents informed (HT/DH)  Parental meeting arranged (HT/DH)  Pupil attends a Return to School meeting.
<b>Warning of Permanent Exclusion</b>		Parents informed (HT)  Parental meeting arranged (HT)
<b>Permanent Exclusion</b>	Head teacher / Trustee discretion	



## 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 on 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 Session

- Lunch work support sessions will be run every day by different departments
- A lunch work support session 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 session 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 HD if any pupil receives X3 or more lunch work support sessions in a half term
- Regular attendance at lunch work support sessions 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 character education These are:

- resilient
- positive
- honest
- respectful
- responsible
- considerate
- creative
- reflectful

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)

PSHE 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 Deputy Head 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 break time and pupils fill in a reflection sheet
- Miss all break and fill in a reflection sheet
- 1 Minus House Mark
- Minus Conduct Mark

In **Pre-Prep** the pupils have a traffic light system. If they receive a warning, their name moves to amber. If they continue to misbehave or they deliberately hurt someone, their name moves to 'red'. This means they miss five minutes of playtime. If this occurs regularly, an email is sent home to parents.

### **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/Gold Book Assembly
- Being nominated for the Magnificence Book/Gold Book
- Special Bounce Back core value certificates
- Headteacher's Award – received in whole school assembly for noteworthy work or behaviour
- Certificates of Merit once a term awarded in the final assembly of term

### **Other Sanctions**

- Pupils may receive a detention if more than 2 Poor 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 behaviour
- Poor Conduct Marks may result in a fixed term exclusion depending on the incident and will be decided in consultation with the Head Teacher.

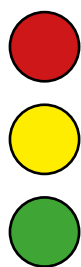
	Commentary	Behaviour Examples	Possible Sanctions	Notes
Pre diamond	A point where we are proactively working to stop behaviours worsening and use as many positive behaviour strategies as is appropriate.	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Being distracted</li> <li>• Interrupting 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>• Disorganised 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>• 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>• Disorganised with equipment</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>• 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>• Disorganised with equipment</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 pupils 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	<p>This is not something that is likely to be reached in class as a MHM is issued for specific inappropriate behaviours. It is important that this is dealt with swiftly and by the adult who is investigating the behaviour.</p>	<ul style="list-style-type: none"> <li>• Willful disobedience of an adult's 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	<p>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</p>	<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>• PCM 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 follows 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

**Punctuality** – Punctuality has a significant impact in behaviour and it is important to be on time for assembly, playtime / lunchtime etc.

**Visual props** – 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.

**Routine** – Marking transitions between classroom activities by consistent 'rituals' and routines. Have daily and weekly routines. Explain them to the children. Stick to them.

**Visual timetable** – 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.

**Manage changes** – 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.

**Carpet seating plan** – For everyone in the class, for every time they are on the carpet.

**Modelling activities** – So that everyone knows what to do, *show them* as well as explaining verbally. Write the task on the board, to support those who didn't listen / understand.

**Be positive!** – Smile, be positive and be warm.

**Praise notes!** – Green praise notes to be used and given out regularly.

**Use the school's behaviour policy** – Stick to the school's agreed behaviour systems. We must have consistency for them to be effective.

**Be well prepared** – Always have something ready from the moment the children walk into the room and more than enough activities to keep them busy right through the session.

**Divide and rule** – 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 / PCM 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 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now, I need to  
\_\_\_\_\_  
\_\_\_\_\_

From \_\_\_\_\_