**Monkton Church of England Primary School**

**Behaviour in School**

**The Rewards and Sanctions Policy**

Lead Person: Chris Marston

Policy Date: September 2023

Review Date: September 2024

Signatures:

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Chair of Governors Executive Headteacher





**Behaviour**

**Introduction:**

This document is a statement of the aims, principles and strategies for Monkton C of E Primary School.

DFE guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEND Policy, Anti-Bullying Policy, RSHE Policy, Safeguarding Policies, Home learning Policy and the Policy for Teaching and Learning to establish the general ethos of the school.

**Aims:**

This document provides a framework for the creation of a happy, secure and orderly environment in which children can flourish as a learner and as a person. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

It aims:

* To ensure appropriate behaviour and language throughout the school
* To encourage and praise greater effort in both work and behaviour
* To ensure high quality in the standards of education in and out of the classroom, including homework
* To prevent bullying
* To promote good citizenship
* To promote self-discipline
* To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
* To ensure that parents are informed and are aware of the disciplinary procedures
* To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques

**Principles:**

Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of cooperative teamwork. We welcome and encourage the involvement of the LA, governors, parents and carers and others in the community.

**Responsibilities:**

Teachers have **primary** responsibility for the behaviour of the children in their class but all staff are responsible for the behaviour they encounter in school. All members of the school community – teaching and non-teaching staff, parents, pupils and governors – work towards the school aims by:

* Providing a well-ordered environment in which all are fully aware of behaviour expectations
* Treating all children and adults as individuals and respecting their rights, values and beliefs
* Fostering and promoting good relationships and a sense of belonging to the school

community

* Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
* Encouraging, praising and positively reinforcing good relationships, behaviours and work ethos
* Rejecting all bullying, discrimination or harassment in any form
* Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
* Caring for, and taking pride in, the physical environment of the school
* Working as a team, supporting and encouraging each other.

**Rules:**

The school rules have been devised in consultation with all stakeholders and with our Christian ethos and Christian Foundations of Compassion, Courage and Justice in mind. At the beginning of every school year, teachers will provide an opportunity for their class to discuss the school rule and ensure it is fully understood and accepted. The school rule will be displayed in the appropriate place.

**School Rule**



**Rewards and Sanctions**

At Monkton C of E Primary School, we have developed a system of Rewards and Sanctions that works well in our school environment and enhances our school ethos. **All staff are required to follow our Rewards and Sanctions within this policy, as consistency is vital**.

**Exclusion**

We will ensure that the LA guidelines are followed for exclusions. Parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and agree on a way forward to ensure no repetition of the offending behaviour pattern.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school’s record and one sent to the parent.

**We provide many opportunities for children to discuss their behaviour including:**

* Talking with the class teacher, teaching assistant or senior member of staff
* Access to a counsellor when available
* A programme of personal social and health education set in a moral framework designed to promote mutual respect, self-discipline and social responsibility (see RSHE policy)
* A clear focus for work on relationships and feelings as part of the RSHE work throughout the school
* A programme of Religious Education that includes ethical issues (see RE policy)
* Circle time – an opportunity for open discussion held in class groups at regular intervals
* The agreement of a set of rules by each class at the beginning of Term 1
* Spiritual, Moral, Social and Cultural activities
* The pastoral support team comprising of the SLT, SENCo and Pastoral TA
* Restorative approach including Windows, Mirrors, Doors reflection forms (Appendix 6)

**Liaison with Parents:**

Parents will be kept informed about their child’s behaviour through the Arbor APP/emails, formal parent consultations/letters and informal meetings if and when the need arises. They will also receive a seasonal report which indicates how their child is achieving within our ‘Good to be Green’ system.

Parents will also be informed if their child reaches a RED CARD on the ‘Good to be Green’ system (this is an exit from the classroom to the Head of School, Exec Head or SENCo). Parents will be informed on the day by the class teacher should this happen, but will also be contacted on a more formal basis should it build up to 2 or more in any term to discuss ways to address this issue. This will be with the class teacher initially, but should the behaviours become persistent, then the SLT team will also attend a formal meeting to plan a way forward. Should the behaviours be part of an underlying SEN need the SENCo will also attend the meeting.

**Cross Federation Moves:**

In certain circumstances where a child’s behaviour is putting them at risk of suspension or exclusion, a move between Minster and Monkton schools will be considered as a preventative strategy. This will be at the direction of the Executive Headteacher.

Parents will be clearly notified with the reasons for a cross Federation move. A re-integration meeting will take place with parents and the child before they are re-admitted to the class.

Where all in school strategies have been exhausted, a cross federation move will be put into place for a set number of days.

**Visitors in School:**

The school rules are displayed around the school and if we have any school visitors that wish to know our expectations, they are welcome to read our policy. If visitors have any worries about behaviour, we ask that they consult a member of staff immediately who can address the situation.

**Outside Agencies:**

There are times when the advice of outside agencies will be required. This will be the result of discussion between interested parties such as the parent, class teacher, Inclusion Leader or the Head of School, or as the result of discussion at LIFT (Local Inclusion Forum Team Meeting), which takes place regularly.

Outside agencies can include, Specialist Teacher Service, Educational Psychologist, Teacher for Hearing or Visually Impaired, Speech Therapist, Occupational therapist, Pre-School Advisor, TISS, PIP, School Doctor and Social Services.

**Monitoring:**

In light of this policy, the SLT will continually monitor the behaviour throughout the school. SLT do this through the Arbor app and Class Behaviour Files. SLT also hold a log of all behaviour incidents in school.

**Rewards and Sanctions**

At Monkton C of E Primary School, we believe it is vital to have a clear and consistent approach for both ‘Rewards and Sanctions’ that are used by all members of staff regardless of their role. Although it is consistent, that doesn’t mean it is always the same. The structure should always be followed even if it is adapted to meet the needs of individuals of differing ages, abilities, levels of understanding and those with specific SEN needs such as ASD. A **restorative approach** is used and is directly related to the school rules. This focuses on how children can ‘repair’ their behaviour and give them the toolkit to be able to deal with similar situations in the future effectively. This restorative justice is theologically rooted in our school narrative of The Good Samaritan where Jesus says, ‘Go and do likewise.’ All children at Monkton should be treated respectfully and with compassion, courage and justice.

The important fact is that all staff, whether Teachers, TAs, Cover Supervisors, Dinner Supervisors and Supply Staff, are aware of the rules of our ‘Good to be Green’ procedure and then consistently apply the relative Rewards and Sanctions.

The main aim is to avoid giving attention and time to negative behaviour. We believe that **positive praise** for good behaviour helps to set the standards for all children, aids intrinsic knowledge of how to behave thus developing control over their choices. It also encourages the repetition of such behaviour and provides role models for all children.

**If there are difficulties, either in class or around the school, children must be asked what the problems are and are allowed to voice their feelings and their version of events. This will ensure that children feel they are listened to and this helps them to understand that in school we are fair to all children.** We do this on an informal basis but also through pupil voice, anti-bullying surveys and worry monsters which are in each class.

The most important reward, first and foremost, is **verbal praise** from any teacher or adult that recognises the desired behaviour we want to encourage in school. Either on a one-to-one basis or in front of others. This can be a huge reward and confidence boost for a child. Any child who has behaved exceptionally well (or completed a good piece of work) may be asked to visit the Head of School or the subject lead of the lesson the child has worked well in. The Head of School will give the child a sticker next to their work in recognition of their personal achievement. A small gift will also be received.

**‘Good to be Green’ – (See also G2BG Quick guide - Appendix 1)**

Good to be Green is the cornerstone of our ‘whole school’ policy. Each classroom has a ‘Good to be Green’ chart and each child has a ‘Good to be Green’ card on the chart. The children automatically start with Green at the beginning of every day. The children lose their ‘Green’ status for the day if they have their card turned over (showing the white side – reaching Level -1). At this point, it is important to note that children will be able to get their card turned back to green but only if they have restored their behaviour to the expectations of the school. Each week, children get an alert home if they have been GREEN all week. This ensures that those children who are always well behaved are rewarded and are in control of their behaviour. They act as good role models for the children who need support with their behaviour. We believe that this approach ensures consistency and aids the child’s understanding of expectations regardless of which class or year they are in. It also provides the adults in school with a systematic way to deal with any unwanted behaviour.

**The ‘Good to be Green’ system is used across all classes in the school.**

The children all have a named pocket on the ‘Good to be Green’ chart in the classroom. At the beginning of the day, they all start with the ‘Good to be Green’ showing. If there are issues with behaviour and the usual distraction techniques **(Appendix 2)** or quiet reminders haven’t restored the expected behaviour, the following system is then put in place.

As part of the ‘quality first teaching’ approach, all members of staff should use the techniques and strategies they have developed to control and diffuse any potential behaviour problems as part of the daily expectation. **(See Appendix 2)**

When children go beyond this, after informal warnings and strategies have been used ‘Good to be Green’ comes into play.

|  |  |
| --- | --- |
|  | **Good to be Green** |
| **Start** | Green Card on display at beginning of every day. |
| **Step 1** | A formal verbal warning is given to the child and the ‘Good to be Green’ card is ‘upended.’ A reminder is given that if the behaviour continues their GREEN status will be lost. |
| **Step 2**  -1 on Arbor | If poor behaviour continues, the card is then turned over (so it is white) and the child loses their GREEN status. The child loses **10 minutes** of their playtime/lunchtime. The child will spend their 10 minutes at playtime/lunchtime completing the Windows, Mirrors, Doors reflection form. They will do this with the class teacher. Parents are informed through Arbor and verbally, either at the end of the school day when collecting their child or over the phone. An email should be sent in the event of not being able to speak to the parent. This email must ask just for a call back rather than be the main way of disclosing information. |
| **Step 3**  -2 on Arbor | The next incident of negative behaviour results in the yellow warning card being displayed. Verbal warning that the next time they misbehave they will get a red card and be exited from class. The child loses **their whole playtime (15 minutes) or 15 minutes of their lunchtime.** The child will spend playtime/15 minutes of lunchtime completing the Windows, Mirrors, Doors reflection form. They will do this with the class teacher. Parents are informed through Arbor and verbally, either at the end of the school day when collecting their child or over the phone. An email should be sent in the event of not being able to speak to the parent. This email must ask just for a call back rather than be the main way of disclosing information. **If children are in danger of being exited at this stage a member of the SLT MUST be informed and the pastoral TA contacted to help support.** |
| **Step 4**  -3 on Arbor | Finally, another incident would lead to a red card and exit from class to the Head, Exec Head or SENCo. Parents should be informed by the class teacher that day. The teacher must also fill in Arbor and a behaviour form placed in Class file with a copy given to the Head to log in the school file. |

**Sanctions – Progressing through the levels**

**The class teacher is responsible for the behaviour of all the pupils in their class at all times. The following guide is to be placed on the front of all behaviour folders in each class to ensure clarity and absolute consistency.**

|  |  |  |
| --- | --- | --- |
| **Level** | **Action** | **Consequence** |
| -3 (Red Card)  Persistent -1/-2 actions plus other actions | * Insulting, name calling including racist and homophobic language * Stealing * Damage to property or equipment (including play equipment).   Physical aggression towards children and adults | Reported on Arbor App and recorded on weekly class behaviour chart.  Parents notified instantly.  Behaviour Form filled out and logged in Class File and copy given to the Head of School  SLT notified  Reflection sheet to be filled in with the help of an adult during the time that the child is out of class.  Child is out of class for a prolonged period of time – see below. During this time, the child will be working with a member of SLT.  **Incident in AM – reintegrate to class after lunch**  **Incident in PM – reintegrate to class next day** |
| -2 (Yellow Warning Card)  Persistent -1 actions plus other actions | * Disrespectful to an adult * Encourages others to misbehave * Uses obscene words to offend * Causes hurt intentionally * Verbal abuse of adults * Answering back or constantly questioning adults decision or request * Refuses to obey instruction * Destroys own work * Destroys others’ work * Petty theft * Threatens violence | Reported on Arbor App and recorded on weekly class behaviour chart.  Parents notified at the end of the school day.  Behaviour Form filled out and logged in Class File and copy given to the Head of School  SLT notified  Reflection sheet to be filled in with the help of an adult – WHOLE PLAYTIME MISSED OR 15 MINUTES OF LUNCHTIME  If incident happens in the afternoon, then this consequence is carried to the next school day. |
| -1 (Card turned to white)  Prior warning to be given before turning the card | * Out of seat * Rocking on seat, slouching * Calling out * Not listening/ paying attention * Pushing, shoving in line * Running indoors * In wrong place * Not working * Not clearing up | Reported on Arbor App and recorded on weekly class behaviour chart.  Parents notified at the end of the school day.  Reflection sheet to be filled in with the help of an adult during 10 minutes of child’s playtime or 10 minutes at lunchtime. If incident happens in the afternoon, then this consequence is carried to the next school day. |
|  | | |
| +1 Good Day | Not had card turned – may have had card upended but behaviour has been restored | Reported on Arbor App |
| +2 Star of the Day |  | Reported on Arbor App  Golden Ticket |
| +3 Star of the Week |  | Reported on Arbor App  Certificate presented in CW on Friday  Extra Golden Ticket |

**Distraction/diffusion techniques (See Appendix 2)**

Distraction/diffusion techniques must be employed as part of this policy. An adult who is aware of appropriate techniques that can be used can often quickly limit inappropriate behaviour without having to sanction a child. For example, there may be occasions when the best strategy to use, is to praise and reward the children who are displaying the behaviour required, rather than focussing on the bad behaviour exhibited. To aid staff there is a list in Appendix 2 of possible techniques that can be used.

**Time-out (discretion of the class teacher)**

Time out is a strategy that can be used for any individual where the adult managing the situation feels it is appropriate. A child, who may find it difficult to respond appropriately whilst angry, can be allowed to think quietly about what has happened and then given the opportunity to talk about the situation. Along with distraction techniques, this can result in a calming of the situation without having to go down the route of sanctions.

A child using time out will be expected to return to class and continue their learning after a few minutes. The adult concerned will use their professional judgement as to the length of time a child needs for time out.

**Serious Behaviour Incidents**

Depending upon the severity of the incident, steps in this process may be ‘jumped’. e.g.

* A child who hurts another physically (after investigation) may have their GREEN status removed immediately and depending on the severity, will accrue an additional sanction such as loss of play. This should also be reported to both sets of parents of the pupils involved.
* Children involved in a ‘full-on fight’, may go straight to red and be sent to a member of SLT.

**Exit from the classroom**

On any occasion when a child has to exit the classroom, **the class teacher** will inform the parent as soon as possible; either face-to-face at the end of the day or by phone if a face-to-face meeting is not possible. If the teacher cannot contact the parent they are asked to email, informing the parent that the child has been exited and asking the parent to contact the school (class teacher) as soon as possible.

**Recording Behaviour on Arbor**

**All behaviour** is recorded on Arbor. This includes all positive behaviour e.g. Star of the Week and also all negative behaviour e.g card turned. The behaviour is categorised and will show up on the parental APP.

For more severe incidents, more detail will need adding in the description section, along with what you did to resolve the incident. The detail you add will not appear on the parental APP and is for school use only. Where a more severe behaviour is flagged, an alert will be sent to the relevant SLT member so that they are aware of the behavioural incident. This will ensure support for the staff and that the correct procedure is followed.

If a child has 2 exits from class in any term, the parents should be invited for a formal meeting to discuss the way forward with the class teacher to address the child’s behaviour and attitude. The Arbor form showing the 2 exits, should be printed off and given to the parent at the meeting.

**Outside of the classroom environment**

If incidents happen at playtime, the teacher on duty should deal with it and should also inform the class teacher.

At lunchtime, play leaders are encouraged to use diffusion techniques, the same as in class. Only once these have been exhausted should they move on to the ‘Good to be Green’ strategies. **The class teacher should always be informed** if this is the case, and the overview of the day’s behaviour needs to rest with the class teacher. If serious incidents happen at lunchtime the play leaders should inform the teachers who then may refer to SLT depending on the severity of the incident.

For lunchtime sanctions - **(Appendix 4)**

**What rewards do we have in our school?**

**House Points**

In our school, all children can achieve **house points**. These are the system for rewarding **good learning behaviour and achievement both in lessons and for homework.** Children can earn house points from any adult in school and they can be for wide-ranging achievements, such as a high standard of attainment in any area of their education or for progress and effort. When a child achieves a house point they need to record it on their house point chart. When they achieve the benchmarks of 25, 50, 75, etc (certificate for each increment of 25 points) house points, they receive a certificate in Collective Worship. House point numbers are collected by the Head of Houses each week and these are then displayed in the hall so that the children can celebrate how many house points have been achieved. The winning house for each term will receive the ‘House Cup’.

House points are also given out for other achievements, such as sporting success or inter-house competitions and these are also added to the totals. At the end of the year the house with the most house points, including those from sports day and inter-house tournaments, will receive the overall ‘House Point Trophy’ for the year.

**Weekly Class Behaviour Certificate** – This is a collective award for the class that is based on the number of children achieving green in class all week. The following colour certificates correspond with the number of children who have had their card turned to white during that week. Gold – 0 lost / Silver 1 lost / Bronze 2 lost – Children on specific behaviour programmes will not count in the figures for the class (therefore not disadvantaging them for Gold). This runs from Thursday to Thursday.

**Jar of Good Choices**– Children who demonstrate that they can make good choices, show good manners, be polite, be supportive and caring of others, can receive marbles that go into the Jar of Good Choices. When the jar is filled, children will receive 20 minutes reward time, to learn a playground game, as a reward for filling their class jar. This is decided by the children and the class teacher. For fairness, each class has the same size jar.

**Star of the Day / Week** – A selected child will get a ‘Star of the Day’ golden ticket (linked to Values). These will be your nominees for ‘Star of the Week’. Put on FB/Website in class page weekly. Star of the week runs from Friday to Thursday. If a recipient of Star of the Day receives the Star of the Week prize, they will then receive an extra golden ticket. Golden tickets go into a hat and a prize draw takes place at the end of term.

**Final Points:**

* We want our children to develop control over their own behaviour to ensure they flourish in the wider world, becoming valuable members contributing to our society.
* The class teacher is responsible for the behaviour of all their pupils at all times
* Children should feel the emphasis is on rewards; but also have a clear understanding of the consequences of inappropriate behaviour.
* To aid staff, there is a selection of ‘Quick Guides’ which can be found on the T-drive which summarise essential information.
* This policy should be read in conjunction with all the other school policies stated above
* The word ‘Parent’ has been used throughout this policy to mean any person with the legal guardianship of a child (i.e. Parent/Carer/Guardian etc)
* Playleaders are Teaching Assistants

**Appendix 1**

**Monkton quick guide to............**

**Good to be Green**

As part of quality first teaching, all members of staff should use the techniques and strategies they have developed, to control and diffuse any potential behaviour problems as part of the daily expectation.

When children go beyond this, after informal warnings and strategies have been used ‘Good to be Green’ comes into play.

**Sanctions**

**The class teacher is responsible for the behaviour of all the pupils in their class at all times.**

On the playground, playleaders are encouraged to use diffusion techniques the same as in class. Only once these have been exhausted should they move on to the ‘Good to be Green’ strategies in consultation with the class teacher at the end of play. If the behaviour is rude or aggressive the child’s class teacher should be informed who will communicate with SLT. The class teacher should always be informed if this is the case, and the overview of the day’s behaviour needs to rest with the class teacher.

### Serious Behaviour Incidents

Depending upon the severity of the incident, steps in this process may be ‘jumped’. E.g.

* A child who hurts another physically (after investigation) may have their voucher removed immediately.
* Children involved in a ‘full-on fight’, may go straight to red and be sent to a member of SLT.
* If a child self-exits on a persistent basis, then teachers should use their professional judgement on which colour their card is turned to, based on the circumstances (eg: rude/defiant=red)

If incidents happen at playtime the playleader on duty should deal with it and should also inform the class teacher. They should use their professional judgement as to whether SLT needs to be informed.

If serious incidents happen at lunchtime the play leaders should inform the child’s class teacher who then may refer to SLT depending on the severity.

**Appendix 2**

**A quick guide to........**

**Diffusion Techniques – Classroom Management**

***Depending on the child and the circumstance, these are strategies to be used prior to card turning***

* Verbal warnings
* Praise another child next to them  If you do this then I will ask you...
* Strategic positioning
* TA’s sat with difficult children in teacher input
* Pausing
* Visual clues – e.g. zip lip
* Signs – thumbs up etc
* ‘The Look!’
* Egg timer
* Tone of voice
* Seating arrangements
* Catching somebody being good
* Targeted questions
* Removing things they are playing with
* Fiddle toys
* Peer pressure
* Raise voice
* Direct language but polite
* Knowing and using names directly
* Special Job
* Lolly Sticks
* Clapping patterns
* Brain Gym
* “If you waste my time.......”
* “I like the way you are........” – positive  Time out for teachers!
* Ignoring
* Class rewards

**Appendix 3**

**Monkton quick guide to............**

Rewards and Sanctions

Our school behaviour system is **‘Good to be Green’**. Below are some of the additional rewards and sanctions that run alongside this.

**Rewards**

**Weekly update for G2BG** – All children that have not had their card turned will get an APP alert sent to their parents

**Weekly Class Behaviour Certificate** – This is a collective award for the class (Gold – 0 lost / Silver 1 lost / Bronze 2 lost) – Children on specific behaviour programmes will not count in the figures for the class (therefore not disadvantaging them for Gold). This runs from Thursday to Thursday.

**Jar of Good Choices**– Children who demonstrate that they can make good choices, show good manners, be polite, be supportive and caring of others, can receive marbles that go into the Jar of Good Choices. When the jar is filled, children will receive 20 minutes reward time, to learn a playground game, as a reward for filling their class jar. This is decided by the children and the class teacher. For fairness, each class has the same size jar.

**Star of the Day / Week & Golden Tickets** – A selected child will get a ‘Star of the Day’ golden ticket (linked to Values). These will be your nominees for ‘Star of the Week’. Put on FB/Website in class page weekly. Star of the week runs from Friday to Thursday. If a recipient of Star of the Day receives the Star of the Week prize, they will then receive an extra golden ticket. Golden tickets go into a hat and a prize draw takes place at the end of term.

**Sanctions**

* All sanctions should happen in line with the G2BG system.

**The class teacher is responsible for the behaviour of all the pupils in their class at all times.**

|  |  |  |
| --- | --- | --- |
| **Level** | **Action** | **Consequence** |
| -3 (Red Card)  Persistent -1/-2 actions plus other actions | * Insulting, name calling including racist and homophobic language * Stealing * Damage to property or equipment (including play equipment).   Physical aggression towards children and adults | Reported on Arbor App and recorded on weekly class behaviour chart.  Parents notified instantly.  Behaviour Form filled out and logged in Class File and copy given to the Head of School  SLT notified  Reflection sheet to be filled in with the help of an adult during child’s breaktime and lunchtime lost.  Child is out of class for a prolonged period of time – see below. During this time, the child will be working with a member of SLT.  **Incident in AM – reintegrate to class after lunch**  **Incident in PM – reintegrate to class next day** |
| -2 (Yellow Warning Card)  Persistent -1 actions plus other actions | * Disrespectful to an adult * Encourages others to misbehave * Uses obscene words to offend * Causes hurt intentionally * Verbal abuse of adults * Answering back or constantly questioning adults decision or request * Refuses to obey instruction * Destroys own work * Destroys others’ work * Petty theft * Threatens violence | Reported on Arbor App and recorded on weekly class behaviour chart.  Parents notified at the end of the school day.  Behaviour Form filled out and logged in Class File and copy given to the Head of School  SLT notified  Reflection sheet to be filled in with the help of an adult – WHOLE PLAYTIME MISSED OR 15 MINUTES OF LUNCHTIME  If incident happens in the afternoon, then this consequence is carried to the next school day. |
| -1 (Card turned to white)  Prior warning to be given before turning the card | * Out of seat * Rocking on seat, slouching * Calling out * Not listening/ paying attention * Pushing, shoving in line * Running indoors * In wrong place * Not working * Not clearing up | Reported on Arbor App and recorded on weekly class behaviour chart.  Parents notified at the end of the school day.  Reflection sheet to be filled in with the help of an adult during 10 minutes of child’s playtime or 10 minutes at lunchtime. If incident happens in the afternoon, then this consequence is carried to the next school day. |
|  | | |
| +1 Good Day | Not had card turned – may have had card upended but behaviour has been restored | Reported on Arbor App |
| +2 Green all week |  | Email sent to parents |
| + 3 Star of the Day |  | Reported on Arbor App  Golden Ticket |
| +3 Star of the Week |  | Reported on Arbor App  Certificate presented in CW on Friday  Extra Golden Ticket |

**Appendix 4**

**Monkton quick guide to............**

## Lunchtime Playground Sanctions

At Minster we expect all children to enjoy a safe and happy playtime. Obviously, at times, their behaviour may not be acceptable and we need tools to help them learn to manage their behaviour and also sanctions to use when appropriate. No child should be on the playground without playleader supervision. Below is a quick guide:

Rough Play

**If children are playing roughly in any area and they do not listen when asked to stop, ask them to leave the playground area/equipment for the rest of the session.**

**What can we do?**

If, despite asking a child to stop, the behaviour carries on:

* Remove the child from the situation.
* Assess what has sparked the incident to determine how to proceed - sometimes all that will be required is that the child spends some time with a playleader away from the group
* If a child is upset due to an incident, the class teacher is called upon to assist
* Children may need to be removed to lunch club either to calm down or as a sanction. The class teacher should be made aware that the child has been off the playground. The Pastoral TA must be sought after before this sanction is put in place.
* If there has been a physical altercation, all children involved need to be spoken/listened to, to determine how to proceed. The pastoral team is to be called so that a playleader does not have to leave the playground. **Teachers need to be informed in order to make a decision on Good to be Green.**
* Any cause of concern MUST be reported back to the class teacher. Our children do go home and talk to their parents and if an incident has not been shared, this can cause confusion, should a parent wish to discuss it with the teacher.

**Appendix 5**

**RSHE and Circle Time**

Circle time is a class discussion on a more formal basis, when the teacher may ensure that all children have an opportunity to speak and that their contribution is valued. How circle time is organised in every class is left to the teacher’s discretion, but it is important to have circle times regularly (i.e., at least once a week) and to limit the time available for discussion to ensure that participants don’t talk too much.

Circle time could be used at the end of the day to discuss the progress of a small group of pupils. Issues can be raised naturally, but also there is room for set topics to be discussed at a given time e.g., behaviour at play-time.

Circle time has an obvious role to play in the National Curriculum, as an opportunity for speaking and listening, and as fulfilling an essential part of the spiritual and moral development of young people.

Circle time can provide a forum for discussion of important issues; relationships, equal rights, friendship, freedom, justice, and acceptable behaviour.

Circle time brings together the teacher and children in an enjoyable atmosphere of co-operation. It is a time set aside when children and their teacher sit together and may take part in games and activities designed to increase self-awareness, awareness of others, self-esteem, co-operation, trust and listening skills. The activity helps everyone to understand what is important to them and their friends. Children become more able to express their feelings and it encourages greater tolerance.

**Appendix 6 – Windows, Mirrors, Doors Reflection Form**

