

St Mary's Catholic Primary School



*'With Jesus, we learn together
through faith and love'*

Behaviour Policy Appendix

'Wrong-Choices'

Consequences in the classroom

I am working hard in class following all of our Class Rules.



GREEN TRAFFIC LIGHT: Silent warning



AMBER TRAFFIC LIGHT: 5 mins missed



RED TRAFFIC LIGHT: 10 mins missed



Independent work: I will work on my own on a separate table or the teacher's table



Buddy Room: I will be sent to another class to work independently



I will be sent to a senior member of staff (this could be the Head Teacher or Deputy Head)

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For serious cases of misbehaviour my teacher will send for the Head Teacher or Deputy Head immediately.



Pupil Behaviour Consequences

Pupil Playground Chart



I am playing nicely outside -
following all of our Playground
Rules.



Verbal Warning or rule reminder
-Make sure you make the right choices now
that you know what they are



'Wrong-Choices' Book
- Get book from class.
-Quiet area/bench 5 mins.
-Put your peg on the traffic light.



If I need to be spoken to again about my
behaviour then Mr Ellis or Miss
Shevlin will be informed and will talk with my
teacher about it.



The ' Wrong-Choice ' Steps

Procedure for Managing Classroom Misbehaviour

(NON-VERBAL) WARNING: Put child's peg onto green without any disruption to learning environment. If necessary gesture towards the traffic light if the child hasn't noticed. Child waits until everyone else has left for break time and discusses being on green with teacher.



(VERBAL) WARNING: (Missing 5mins of break) - Strategies at this stage, may include identifying another child making the 'right choice' allowing the child to correct his/her misbehaviour. Child should be informed of what will happen next should 'wrong-choices' continue to be made.



1. NAME IN BEHAVIOUR BOOK (Missing 10mins of break) If staff attempts to encourage the student to make right-choices have failed, student's name goes in 'Consequence Tracking Book' with them witnessing it.



2. Independent work Student is still disruptive so staff places him/her on a table of their own if there is one available. If not then a teachers table is used ideally with the individual facing away from peers. The student continues to do class work. Student returns to own desk after making right choices for a time deemed suitable A reminder at this stage that the student has a choice (right and wrong,) and needs to make better choices about behaviour. Child will still have 10mins of break missing.



3. BUDDY ROOM Student continues to disrupt and fails to comply with teacher requests - sent with note & work package to Partner Room to work in their thinking spot for set time. Student needs to complete '**Behaviour Explanation Form**' at break time in own class. KEEP IN MIND - This level of the process should not be **used or seen** as passing the problem onto a colleague. It is part of the student's 'choice' process, as the disrupting student can comply with partner room procedures (sit by self, take no part, work quietly,) or proceed to the next level of the Daily Consequence Process.



4. SMT REFERRAL Sent with 'Consequence Tracking Folder' to a member of the SMT if disruptions continue either in partner room or when student returns to own classroom. SMT may call parents or isolate student for a longer period of time in a suitable location which does not breach duty of care requirements. Further consequences may include suspension or other sanctions as deemed necessary.

SEVERE DISRUPTION (SD) for severely disruptive behaviour Separate from the 1-5 steps. The class teacher would move straight to this stage and send for the HEAD/DEPUTY. Another student is sent to Head/Deputy with a red card (found in every room) requesting assistance. SD incident form completed and action.

CONSEQUENCE PROCEDURE

- Any child that goes into the consequence book must have their parent informed

Name:

Weekly Behaviour Tracking

Date	Level	Behaviour code						Behaviour	Any triggers?	Staff in.
		Verbal	Physical	Disresp	Chattin	C. rules	S. rules			
MON	1 2 3 4 SD									
TUES	1 2 3 4 SD									
WED	1 2 3 4 SD									
THUR	1 2 3 4 SD									
FRI	1 2 3 4 SD									
Wk Beg Date	Level	Behaviour code						Behaviour	Any triggers?	Staff in.
		Verbal	Physical	Disresp	Chatting	C. rules	S. rules			
MON	1 2 3 4 SD									
TUES	1 2 3 4 SD									
WED	1 2 3 4 SD									
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THUR	1 2 3 4 SD									
FRI	1 2 3 4 SD									

