

# Lunchtime Behaviour Rewards and Consequences

Rewards	
Eg: smart lining up; eating nicely; good manners (please and thank you, table voices); holding door open for someone; walking in line; good listening, sharing,	<b>Verbal Praise</b> Eg Great manners, thank you for lining up quietly
Repeat of the above plus: showing seven life values (Determination; Independence; Confidence; Kindness; Respect; Responsibility; Honesty) 7 Habits	Sticker (this equals 5 dojo points in class)

## Pupil Voice:

### Catch us doing this

- Being kind
- Using our manners
- Saying 'please and 'Thank you to the adults serving lunch
- Lining up nicely and walking to the lunch hall
- Eating our lunch
- Listening to adults
- Listening to each other
- Playing nicely
- Taking turns
- Helping and respecting each other

Consequences	Bridge	Forest	Forest(Year 1)	Who involved?	What to do?
<b>Stage 1 behaviour:</b> Eg: snatching a ball; pushing in the line;	5 minutes time out ie walk next to MDA – sit at allocated zone. Self-Regulation	Timer – 3 minutes time out with timer, walk next to MDA	Timer – 2 minutes time out, walk next to MDA	MDA	MDA to use Self-Regulation cards Direct to Zoned Area for calming and reflecting Talk to children – making different choices
<b>Stage 2 behaviour:</b> Eg: Repeated stage 1 behaviour; not following instructions an adult has given; child deliberately ignoring an adult; poor attitude (eg body language) towards adult; etc <b>NB At this stage, children need to have the option of being asked TWICE to ensure child has the opportunity to self-regulate and change their behaviour</b>	10 min time out Sit at allocated zone in the playground  (if right at the end of lunchtime, the child misses 10 mins the next day)	5 minutes time out (A child may choose to be there longer if needed) Sit at allocated zone in the playground  (if right at the end of lunchtime, the child misses 5 mins the next day)	Timer – 5 minutes timeout, walk next to MDA	MDA / adult on duty	MDA to use Self-Regulation cards Direct to Zoned Area for calming and reflecting Talk to children – making different choices
<b>Stage 3 behaviour:</b> Eg: Repeated stage 2 behaviour; use of swear words to peers and adults; verbal rudeness; spitting	<u><b>Mindful Moments</b></u> Out of playground -30 min (x2) (if right at the end of lunchtime, the child misses 30 mins the next day (Staff member on duty informs YGL of any child attending the behaviour group-alert via CPOMS	<u><b>Mindful Moments</b></u> Out of Playground –20 min (x1) (if right at the end of lunchtime, the child misses 20 mins the next day)	Timer – 10 minutes timeout, walk next to MDA  MDA reports incident to class teacher to record on CPOMS Class teacher communicates with both pupil and parent.	MDA / adult on duty SLT Parents informed by Class Teacher at end of day	Pupils to write up incident report Pupils to reflect and share strategies and better choices with each other – facilitated by staff member on duty Optional PSHEC sheets completed Mindful Colouring Staff member to inform

	NB children attending behaviour group will eat their lunch in the room with SLT				class teacher of incident Class teacher to inform parents
<b>Stage 4 behaviour:</b> Physical behaviour – kicking, punching, barging, head locks, etc; vandalism of school or others’ property; stealing; racism; bullying; homophobia Refusal to go in following a behaviour <b>*All racist, and serious incidents must be alerted to a HOS on CPOMS</b>	<b>Mindful Moments</b> Out of Playground –30 min (x3)  (if right at the end of lunchtime, the child misses 30 mins the next day)	<b>Mindful Moments</b> Out of Playground –30 min (x1)  (if right at the end of lunchtime, the child misses 30 mins the next day)	Timer – 15 minutes timeout, walk next to MDA  MDA reports incident to class teacher to record on CPOMS Class teacher communicates with both the pupil and parent.	MDA / adult on duty SLT Parents informed by CT in a meeting at the end of day (or arrange suitable meeting time as soon as possible) *NB In the event of serious incident YGL or AHT may be asked to join meeting with parent	CT to inform parents (in some instances this will be the CT and /or YGL or AHT.
<b>Headship Team</b> If a child has previously been in Mindful Moments on 2 separate occasions If an incident has occurred in the 30 min outside session. <b>Serious high risk taking</b>	<b>HT/ HOS Office</b> <b>Time</b> at the discretion of the member of the Headship team.	<b>HT/ HOS Office</b> <b>Time</b> at the discretion of the member of the Headship team.	If behaviour is repeated on more than 2 occasions the YGL is to be informed Child remains with year group leader	HOS / SLT to speak to parents	
<b>Following Headship Team consequence : children will be required to support the Woodside Community</b>					

**Weekly review of behaviour Incidents (SLT to complete) on excel spreadsheet -Please share live link with Headship Team**

Week Beginning: \_\_\_\_\_

Day & Date	Name of Child	Class	Stage	Running record of attendance	Form returned by class teacher to file?