

Consequences Protocol at Meadowbrook

Pre-stage One		Lost Golden Time minutes
Praise for positives, cajoling, reminding, re-focusing, meaningful eye-contact etc	For low-level disruption. If actions fail to make a difference, move to stage one.	None
Stage One		Lost Golden Time minutes
Formal verbal warning	<p>Make clear:</p> <ul style="list-style-type: none"> The unacceptable behaviour and the school rule it breaks; The choice the child has (change the behaviour or choose the next consequence); What behaviour you do want to see and what will happen next should the behaviour not change – ie what the next stage is <p>RECORD CHILD'S NAME IN BEHAVIOUR BOOK (NOT ON WHITEBOARD)* <i>Where possible, warnings should be given with regard to child's privacy and respect.</i></p>	None
Stage Two		Lost Golden Time minutes
Move in class**	<p>Script as Stage One;</p> <p>Move to another seat / space in the classroom. This could be for a short period of time or for the remainder of the lesson as per teacher's professional judgement.</p> <p>Note move in class in behaviour book.</p>	5
Stage Three		Lost Golden Time minutes
Move to partner class**	<p>Script as Stage One;</p> <p>Send child to partner class (see over) for fixed period of time (5 – 15 minutes as per teacher's professional judgement) with work</p> <p>Note move to partner class in behaviour book.</p> <p>On child's return, make sure they know what behaviour they need to exhibit to avoid stage four.</p> <p>Teacher must ensure that parents are informed that their child had to leave the class.</p>	10
Stage Four		Lost Golden Time minutes
Send to HT / DH / SLT	<p>Script as Stage One;</p> <p>Senior Leader will act as appropriate, but may involve:</p> <ul style="list-style-type: none"> Losing play time / lunch time Working outside office Contact with parents 	NA
Stage Five		Lost Golden Time minutes
Exclusion	Serious incident will result in internal or external exclusion.	NA

* Use of a behaviour book as opposed to a "sad side" of the whiteboard will be consistent practice in each class. The two main reasons for this change are:

- It provides monitoring evidence of persistent behaviour problems and allows patterns to be seen more easily (see below); and
- It is consistent with our school value of **respect**.

** If this is happening repeatedly it will be picked up by HT / DHT in the behaviour book at Friday's Time-Out, and further intervention (for example meeting with child's parents and / or drawing up a behaviour plan) may follow.