



# Improving Behaviour at Richmond School The Consequence System



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## The Consequence System

Richmond School has adopted several excellent strategies to ensure good behaviour can take place during lessons. After a while however there is the need to review school practice and reinvent systems to get students back on track.

A whole school behaviour management policy must be complemented by a robust and clear system of rewards for all. The following proposals however attempt to revise the existing structure for when student behaviour is inappropriate or not conducive to good learning in the school.

The practise will be supported by SIMS, our School Information Management System, which can record both behaviour and achievement.

### The Consequence System

The Consequence System for negative behaviour is aimed to provide clarity for the student and allow her/him the opportunity to modify her/his behaviour so that she/he can become engaged in learning. The consequences should be used in relation to the “Classroom Expectations” identified by the students and staff as being common to all good lessons. At each stage class teachers should use a range of in class strategies to avoid the student escalating her/his behaviours to the next stage.

**C1: First Misbehaviour** – Clear Verbal Warning. Note student initials on the board where possible. There is no need to report this stage but a comment should be kept on Lesson Monitor.

**C2: Second Misbehaviour** – Second Verbal Warning. Note student initials on the board where possible. There is no need to report this stage but a comment should be kept on Lesson Monitor.

**C3: Third Misbehaviour** – Final Warning. Note student initials on the board where possible. At this stage the teacher may deem it appropriate to record information in the Student Planner. The teacher may choose to place the student outside the room for up to a maximum of two minutes (Time Out), making it clear that this is a final opportunity for the student to change her/his behaviour and compose her/himself in relation to the Classroom Expectations. Please note it is important to get the student back on track and learning as quickly as possible. This information will need to be recorded as a comment in Lesson Monitor. If this stage becomes repetitive with an individual, please discuss with the Head

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of Subject who may choose to raise the student as a concern with the Head of Year or tutor.

**C4: Fourth Misbehaviour** – Removal to an identified nearby classroom that is able to offer support (e.g. Head of Subject's classroom/departmental base). The class teacher, in discussion with the Head of Subject, will agree an appropriate sanction up to and including a whole school detention. There is no need to complete a full report at this stage though the class teacher/Head of Subject may deem it appropriate to do this using their own professional judgement and therefore should enter the details on SIMS Behaviour Management. The Senior Leadership Team will monitor the information recorded on the School's Management Information System (SIMS).

**C5: Fifth Misbehaviour** – The student will be asked to report to the Internal Exclusion Room. The student will work in silence for the equivalent of a whole school day, including any breaks and lunchtimes. This again must be recorded, which will allow the Head of Year/Pastoral Manager to inform the parent(s)/carer(s) of the behaviour which is inhibiting learning.

**C6: Sixth Misbehaviour** – Headteacher/Deputy Headteacher involved and parental meeting following a fixed term exclusion.

### Notes

- In all classrooms praise should outweigh consequence in a ratio of 80% praise and 20% consequence.
- Between each stage a range of strategies should be used by the teacher to prevent the behaviours from escalating. This is a process of bridging.
- Serious incidents such as a fight between students or swearing directly at a member of staff should be reported to the Head of Year or member of the Senior Leadership Team immediately so that the student can be isolated and the appropriate sanction imposed. The usual sanctions will be fixed term or permanent exclusion.
- Where the procedure has not been followed and the Head of Year or Leadership Team member are called for, they will if necessary place the student back in class.
- The Leadership Team, with relevant support staff, will patrol corridors and be 'on call' to support teachers in ensuring a consistent approach is applied.

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### Consequences Flow Chart

#### C1

First Misbehaviour – Name on board and reminded what is expected

#### C2

Second Misbehaviour – Name on board and **another** reminder.

#### C3

Third Misbehaviour – Name on board and your final warning

#### C4

Fourth Misbehaviour – Issued with a C4 form and sent to the C4 room. You will get an after school detention

#### C5

Fifth Misbehaviour – You will be sent from the C4 room to the Isolation Room, You will spend four lessons in isolation

#### C6

Sixth Misbehaviour - You will be excluded and, upon return, will spend a day in isolation

<b>C1</b> <b>C2</b> <b>C3</b>	<b>E3</b>	A student can be awarded an E3 grade if they have received C3 consequences, but not an E1 or an E2 in a monitoring period
<b>C4</b>	<b>E4</b>	Any student in receipt of a C4 could be awarded an E4 in a monitoring period
<b>C5</b>	<b>E5</b>	Any student in receipt of a C5 could be awarded an E5
<b>C6</b>	<b>E6</b>	Fixed term or permanent exclusion

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**The Consequences of Behaviour** is based on an agreed set of expectations all students have agreed in order to experience a safe, purposeful, happy and successful time whilst in Richmond School. (These expectations are visible in all classrooms and throughout the school – see below). It helps all members of the school community feel secure because we are really clear about what behaviour is unacceptable and what the consequences will be. It makes everyone feel valued because it is a way of making sure all students are rewarded for good behaviour.

### Classroom Expectations at Richmond School

1. Be on time, remove your coat and be prepared and ready to work.
2. Work in the seat or area designated by your teacher.
3. Ensure mobile phones and MP3 players are turned off and out of sight.
4. Listen to others when they are contributing to the lesson.
5. Follow instructions at the first time of asking.
6. Ensure you have all the equipment you need for learning.
7. Respect other people and property at all times.
8. Try your best to complete the task set.
9. If you are stuck or need help ask but do not be afraid to get things wrong.

### C4

A student awarded a C4 will have had at least four reminders in class about appropriate behaviour, leading to the sanction of an after school detention.

The student will be given a note of the detention date to take home. If the detention is completed the matter is over. However an E4 may be awarded at Aiming High.

If a student fails to attend the C4 detention then a C5 is issued and (s)he will be required to do a full day of internal exclusion followed by an after school detention to make up for the missed detention.

### C5

This is a full day internally excluded, including break, lunch and an after school detention until 4.30 pm.

Students awarded a C5 may well be awarded an E5 at 'Aiming High'.

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Any rules broken during the C5 day will result in a C6 being issued. A C6 is either a fixed or permanent exclusion.

Following a fixed term exclusion, students may well be expected to do a complete day on C5. Senior members of staff will make the final decision on this issue.

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