



Menu of Natural Consequences



Behaviour

What to try...

Graffiti/property damage

- Help clean, repair, or repaint.
- Write a letter to repairs/cleaning team to apologise.
- Create posters to put around the school reminding of the Malvern Wells Way – looking after God’s creation.
- Give the job of Resources Manager – child in charge of setting up lessons etc (if appropriate and it will feel like a chore rather than a treat).

Name calling/put downs/gossiping about peers

- Write a letter of apology to the individual(s) harmed.
- Write a reflection paper on how it feels to be put down or gossiped about.
- Circle time with a small group if needed (during collective worship if needed).
- Research the word used and present back the meaning to the person hurt with the reason why the person does not feel/think that any more

Classroom disruption

- Verbally apologise to the teacher and students with a request for ideas as to how they can contribute more positively in the future from the rest of the class.
- Spend time helping the teacher with jobs/chores to pay back learning time lost.
- Complete incomplete work in their own time or at home
- Child to observe in their class or another class by using a checklist to look for certain behaviours e.g. Does everyone have their legs crossed? Are children using hands up? Debrief after.

Creating a mess/being disrespectful to LTSs

- Help to clear dinner hall, give out knives and forks to another year group as long as not losing learning time.
- Create a sorry card in own time and present back.
- Be sure to offer repair opportunities if directly linked to a person.

Pushing/messing around in the line

- Pupil walks in with the teacher. Holding hands if smaller child.
- Child to back of line.
- Build up to - Child acts as noise monitor/spotting good behaviour.
- Temporary loss of privileges. Eg – cannot be line leader/register monitor if they show they cannot be responsible for their own behaviour.



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Behaviour

What to try...

Racial Slurs, putting down an individual or group

- Write a letter of apology to the person harmed and his/her family. Include research about the person's community or culture to educate themselves.
- Write about 3 famous people who changed the world of the community targeted and share with the harmed person to illustrate how views have been changed.
- Ensure harmed person feels a sense of friendship and belonging by learning how to say sorry and be welcoming in their home language when presenting the above.

Misusing resources

- Loses the right to access the resources during that session and completes it in their own time.
- Teaches another member of the class/buddy class how to use the resources correctly identifying what could happen if used incorrectly.
- Cleaning/tidying/sorting resources in own time.

Fighting

- All parties involved to work together to prepare and deliver a speech or presentation to the class/younger class about how to negotiate with words rather than fists.
- Research positive role models and why they are good role models - share with those harmed.
- If clothes have been dirtied, harmer to clean and fold clothes to return to harmed.

Hurting someone's feelings

- Participates in "an apology of action" by writing a note, including the hurt child in a friendly activity.
- Children building something out of lego to repair relationship and spend time together, negotiating.
- Provide an opportunity for the children involved to do something creative together. Child to bring resources.
- Asking children if it's a low-level issue or big problem. If little problem, ask them to go and sort it out themselves or facilitated by Stars.
- Set up book reading with the younger pupils and read to them at break/lunchtime.
- Facilitate a circle with younger children and play a game at break/lunchtime.

Inappropriate showing of body parts

- Create our own 'PANTS' poster and share with the class. <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>