



Good to be Green Behaviour Policy - A Guide for Parents (April 2017)

Our ethos is to notice good behaviour and give attention to children making right choices. This is very effective in encouraging children whose inclination might be to misbehave, to be noticed for doing the right thing!

We have a very positive attitude towards discipline, awarding children individual stickers or house points for good effort and attitude and linking in to our 'Good to Be Green' policy with rewards such as pencils, erasers, postcards and letters home.

How do we promote good behaviour?

Children are given clear guidelines of the appropriate behaviour and expectations, and we underpin these by following essential principles:

- Praising good behaviour
- Building good relationships
- Developing good home/school links
- Planning for effective classroom and school management
- Involving all staff

Good to be Green Behaviour Scheme

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code (see Behaviour Policy).

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day, the child is awarded a House Point.

If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then a Yellow Warning Card will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is already on a Yellow Warning Card, and they have to be told again of inappropriate behaviour, then there are consequences.

A yellow card would equate, for example, to 5 minutes off playtime (see Behaviour policy and table below). Sometimes, just the threat of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Yellow Warning Card will be moved to the back of the pocket and the Red Consequence Card will be displayed. Persistently poor behaviour (see table below) would equate to a red card which

would then have a consequence of loss of playtime or lunchtime. Further examples of challenging behaviour could result in a temporary/ permanent exclusion. A child who has received three red cards in a half term would be a cause for concern, and parents would be notified.

Teachers and staff respond to inappropriate behaviour using the 'Good to be Green' scheme. The table below gives examples of some kinds of behaviour which are levelled according to 'severity' (taken from the School's Behaviour Policy).

Low level behaviours (those requiring non-verbal strategies or reminders)	Range of Possible Sanctions
Shrugging shoulders Moaning/complaining Making silly noises Huffing/puffing/tutting Eye rolling Talking over other people Messing in the cloakroom/toilets Wandering around the classroom/off task Throwing a piece of equipment across the table to someone Running indoors Stamping feet Play fighting at break time/getting too boisterous Snatching/not sharing with others Putting heads down/no eye contact (not listening)	Informal gesture: eye contact, frown, gesture. Moving the child to a different seat. A private reminder about the behaviour we wish to see- inviting them to make the right choice. Repetition of task or completion of work in own time.
Yellow card	Range of Possible Sanctions
Inappropriate language used when talking with peers Giving cheek/back chatting General disobedience after a first warning Stealing (minor) Ignoring instructions given Making rude gestures/signals Being unkind to others (name calling) Damaging school equipment Going out of the classroom without permission from an adult Continual chatting during lesson time	Sent to Assistant Head or DHT Sent to HT- recorded in Behaviour Book/ Child put 'on report' for a period of time Loss of whole of Playtime or Lunchtime Write letter of apology Follow up letter sent home to parents. Child uses 'time' to try to make amends e.g. repairing property; re-doing work; apology Lunchtime exclusion
Red card	Range of Possible Sanctions
Fighting Stealing (major) Insolence and defiance Deliberate and continual disruption Theft Deliberate vandalism Bullying Threatening adults Running away from adults Arguing with adults Inappropriate language used to offend/hurt others Throwing things in anger which could cause harm Deliberately hurting/injuring another child or member of staff Leaving school without permission	Parents informed- meeting with Class teacher to discuss Children write a letter to parents informing them of the inappropriate behaviour that they have been engaged in. Meeting with parents/and HT with follow up letter home. Fixed term exclusion Lunchtime exclusion Permanent exclusion

Equally, pupils will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Pupils also have the opportunity to be rewarded for very good behaviour by being awarded house points or stickers. In addition, there are a wide range of school initiatives and programmes which reward appropriate/ good behaviour, and these are outlined in the School Behaviour Policy.

Some rewards for GREEN behaviour include:

House points

Class rewards

Rewards for pupils such as – stickers, praise pads, certificates, badges and postcards home.

Termly rewards and end of year treat for those who stay GREEN all year (without any red or yellow cards).

In addition to this each class will have further systems in use to reward good behaviour, this may be the use of raffle tickets for a draw at the end of the day or week, or the opportunity to do other activities during the day or at lunchtimes.

Procedures for dealing with inappropriate behaviour

Sometimes children forget our aims for good behaviour. They will then be reminded of the school's expectations.

- Children will always be encouraged to apologise to their victim and where appropriate help their victim. They will be encouraged to empathise with other people's points of view and to consider the consequences of their actions.
- Should a pupil regularly be reaching RED status their parents will be informed. Their behaviour record will be analysed and an appropriate sanction will be applied. This may lead to the pupil having either an in-school exclusion or even a fixed term exclusion. It may be felt appropriate that the pupil may be added to the Special Educational Needs register and be given an IEP (Individual Educational Plan) which details any additional strategy that may be used to encourage the pupil to conform to the school behaviour code.
- Pupils who regularly get Red Cards for not following teachers' instructions cause a health and safety risk to all. They will be prevented from attending out of school clubs and off site school visits.
- There may be incidents that occur that are so extreme in nature it is felt that these must be referred immediately to the Headteacher or Deputy Headteacher. Each case will be considered carefully and dealt with in a way that is felt fair to the needs of the individuals involved and to the school community. In these cases, fixed term or permanent exclusion may be immediately applied.

