

'Good to be Green' has the following aims:

- To encourage children to monitor their own behaviour and stay at 'green'.
- A visual, colour system that is the same in every class with the same increments if poor behaviour occurs
- A fair structure for rewarding consistently good behaviour
- A clear warning system to the children of the expectations and the consequences of poor behaviour
- Clear information to parents/carers to enable them to praise their child for good behaviour and discuss with their child their expectations if behaviour has not been good enough that day
- To set out clearly when poor behaviour will be dealt with by the class teacher and when it will be dealt with by the head teacher.

'Good to be Green' is based on traffic light colours where 'Green' is the colour to be so that everyone can get on with their learning, yellow indicates a warning and red indicates either 'one off' very poor behaviour or repeated poor behaviour.

The child starts each day on green. If the child is not following the class behaviour code this is what will happen:

1. The child is reminded about the expected behaviour. A visual prompt in the class room shows this reminder.

Hopefully this is sufficient and no further action is needed. If further poor behaviour occurs then

2. The child is reminded again **and** moved in the classroom or has time out in another classroom

This should be enough to give the child notice to improve their behaviour. If further poor behaviour occurs that day then

3. The child is given a yellow warning. This will mean 15 minutes of lost play at lunch time and a yellow letter home from the class teacher to inform parents/carers of the behaviour that has led to this warning. Parents/carers are asked to sign a slip at the foot of the letter and return this to the teacher.

A record of the warning is kept in school in the pupil narrative.

Red cards are given if a child has received several yellow cards in any half term or for an incident of aggressive or very poor behaviour that is dealt with by the headteacher. If a red letter is sent home this will arrange for parents/carers and the child to meet with the headteacher to discuss the incident.

Repeated red cards will lead to either internal or external temporary exclusion.

This is recorded in Pupil Narrative.

Children who are 'green' all week will have 'golden time' on a Friday and certificates etc for sustained good behaviour.

### **Support for children with special needs**

We know that some children require support to help them maintain good behaviour eg. Sitting closer to an adult, visual prompts, fidget mats etc. Indeed, Ofsted praised our support in their last report, but having support does not take away the responsibility of the child to self monitor their own behaviour and of the family and school to encourage good behaviour.

If the class teacher anticipates or becomes aware of individual support needed this is discussed with the Inclusion Leader and the child's parents/carers.

Strategies such as visual timetables, behaviour prompts, splitting the day in to shorter sessions, reward charts etc can be used to support the child's inclusion in 'Good to be Green'.

### **Teacher**

Agreed outlines for disruptive behaviour:

Even before the steps are employed the teacher will use a range of best practice class management and behaviour strategies. These include:

- Management of class seating/lining up arrangements
- General reminders of expected behaviour in a particular context
- Praise to children following expectations
- Facial and body signals to individual children
- Support from other adults in the classroom

Where the child is not following the class code the following steps will take place:

1. The child is directly told about how their behaviour is not following the code of conduct. A reminder is given to the child about how they should be behaving. At this stage emphasis placed on child to resolve the problem. The word 'reminder' is used so that the child is aware that they are at step one
2. Teacher intervention, a bigger reminder!— child moved and made aware of the behaviour that has taken them to step 2 and that it is imperative that they change their behaviour if they are to avoid being given a 'warning'.

At this stage the teacher is supporting the child in following the expected behaviour. **This will include moving the child** and may include some thinking time, sitting by themselves, a timeout in another classroom etc. teachers plan and negotiate where this will be.

3. Yellow card – the child places a yellow warning card in their name pocket and a yellow letter is sent home. This includes **all** the behaviour that has led to this warning. A note is made of this in the pupil narrative. The child loses 15 mins. at lunchtime. There is a sheet for the child to complete to enable reflection on what went wrong and how to put this right. (see appendix)

## **Lunchtime**

The class teacher informs the lunchtime staff of any children who have had reminders etc.

Before any steps are employed the lunchtime staff use a range of best practice strategies. These include:

- Management of play /lining up/ seating arrangements
- General reminders of expected behaviour in playground or dining hall context
- Praise to children following expectations
- Facial and body signals to individual children
- Support from other adults in the room or on the playground

The steps are then employed as in the class room. At step 2 the child will be moved if in the dining room or given particular space to play if on the playground/field.

At the end of lunchtime the class teacher is informed of any reminders given.

At lunchtime an '**extra step**' will be employed. This may be during the lunch hour, for example a reminder that the lunchtime staff know about reminders during the morning and that this is an 'extra reminder' **or** the teacher may use the extra reminder during the afternoon to remind the child that they know about behavior that occurred at lunchtime.

## **Supply teachers**

Supply teachers will use their own behaviour strategies. If behaviour is a concern the supply teacher is asked to alert the head teacher or assistant head teacher at an early stage so that supportive measures can be taken.

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