



Good to be Green Behaviour - A Guide for Parents **September 2019**



At Watton at Stone, 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, house points and certificates for good effort and attitude and linking in to our 'Good to Be Green' policy.

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 with all the children
- ☑ Developing good home/school links
- ☑ Planning for effective classroom and school management
- ☑ Involving all staff where we have a consistent approach to dealing with behaviour.

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.

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. Children who have excelled with their behaviour and attitude to learning throughout the day will be recognised as being 'Great to be Gold'. They will receive 2 house points at the end of the day and a certificate. The 10 pupils across the school who achieve the most gold awards during the half term will be invited to the gold club at the end of the half term for a special reward.

If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour (either verbally or using a 'stop and think card'), 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 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 their yellow card will be changed to a red card.

A yellow card would equate to 5 minutes off playtime. After break or lunch time the yellow card will be removed and the child will receive their green card back again.

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. After break or lunch time the red card will be removed and the child will receive their green card back again.

Persistently poor behaviour (see table below) would equate to a **red card which would have a consequence of loss of lunchtime** where they would need to reflect on their behaviour with a member of the senior leadership team. A text will also be sent home to parents/carers informing you of the red card your child has received. You will be able to talk to your child’s teacher at the end of the day to find out the circumstances that led to this being awarded. Further examples of challenging behaviour could result in an internal or external exclusion. A child who has received three red cards in a half term would be a cause for concern, and parents would be notified and invited in for a meeting with the class teacher and Headteacher.



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’.

In the Early years, the staff will be using the language and resources and gradually be enforced as the children settle into the year.

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	Teacher giving an informal gesture: eye contact or frown Moving the child to a different seat. A private reminder about the behaviour we wish to see- inviting them to make the right choice.

<p>Stamping feet Play fighting at break time/getting too boisterous Snatching/not sharing with others Putting heads down/no eye contact (not listening)</p>	
Yellow card	Range of Possible Sanctions
<p>Inappropriate language used when talking with peers Giving cheek/back chatting General disobedience after a first warning 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</p>	<p>Sent to team leader Loss of 5 minutes playtime/lunchtime to catch up on work missed or write a letter of apology (if required)</p>
Red card	Range of Possible Sanctions
<p>Fighting Stealing (major) Insolence and defiance Deliberate and continual disruption 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</p>	<p>Headteacher called to class/child taken to Headteacher. Lunchtime reflection about their behaviour Parents/carers informed by text. Parents/carers can talk to teacher at the end of the day. 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.</p>



