

## 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 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 (mainly for Level 1 and 2 behaviours- 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. Persistent Level 2/ level 3 behaviour (see table below) would equate to a red card which would then have a consequence.

<b>Level 1</b>	<b>Range of Possible Sanctions</b>
<ul style="list-style-type: none"> <li>• Out of seat</li> <li>• Rocking on seat, slouching</li> <li>• Calling out</li> <li>• Not listening/ paying attention</li> <li>• Pushing, shoving in line</li> <li>• Running indoors</li> <li>• In wrong place</li> <li>• Not working</li> <li>• Not clearing up</li> </ul>	<ul style="list-style-type: none"> <li>• Informal gesture: eye contact, frown, gesture.</li> <li>• Moving the child to a different seat.</li> <li>• A private reminder about the behaviour we wish to see- inviting them to make the right choice.</li> <li>• Repetition of task/ completion of work in own time.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Persistent Level 1 &amp; Level 2</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Range of Possible Sanctions</b></li> </ul>
<ul style="list-style-type: none"> <li>• Distracts others</li> <li>• Throws small objects to distract – not to hurt</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes off playtime or lunch time.</li> <li>• Sent to Assistant Head or DHT</li> <li>• Missing whole/ part of a breaktime or</li> </ul>

<ul style="list-style-type: none"> <li>• Inappropriate physical contact, e.g. poking, flicking, pulling hair,</li> <li>• Complains or mutters disruptively/persistently</li> <li>• Talking at an inappropriate time, or asking inappropriate questions to disrupt</li> <li>• Hides work or resources</li> <li>• Interferes with other's property</li> <li>• Minor deliberate damage (pencils)</li> <li>• Leaves the room without permission</li> <li>• Lies(older pupils)</li> <li>• Telling lies to get others into trouble</li> <li>• Persistent rough play</li> </ul>	<p>lunchtime</p> <ul style="list-style-type: none"> <li>• Write letter of apology</li> </ul>
<p><b>Persistent Level 2 &amp; Level 3</b></p>	<p><b>Range of Possible Sanctions</b></p>
<ul style="list-style-type: none"> <li>• Encourages others to misbehave</li> <li>• Uses obscene words to offend</li> <li>• Causes hurt intentionally</li> <li>• Verbal abuse of adults</li> <li>• Answering back or constantly questioning adults decision or request</li> <li>• Refuses to obey instruction</li> <li>• Destroys own work</li> <li>• Destroys others' work</li> <li>• Insulting, name calling including racist and homophobic language</li> <li>• Petty theft</li> <li>• Damage to property or equipment (including play equipment).</li> <li>• Threatens violence</li> <li>• stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Parents informed- meeting with Class teacher to discuss</li> <li>• Children write a letter to parents informing them of the inappropriate behaviour that they have been engaged in.</li> <li>• Sent to HT- recorded in Behaviour Book/</li> <li>• Child put 'on report' for a period of time</li> <li>• Loss of whole of Playtime or Lunchtime</li> <li>• Follow up letter sent home to parents.</li> <li>• Child uses 'time' to try to make amends e.g. repairing property; re-doing work; apology</li> <li>• Temporary exclusion</li> <li>• Lunchtime exclusion</li> </ul>

A child who has received three red cards in a half term would be a cause for concern, and a phase leader would notify SLT. Equally, pupils will often display behaviours where they go out of their way to be friendly, welcoming or helpful. There are a wide range of school initiatives and programmes which reward appropriate/ good behaviour and these are outlined in the School Behaviour Policy.

Updated: Date: January 2022

Review Date: September 2023