

Kingsway Community Primary School

Good to be Green Behaviour Policy - A Guide for Parents



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 always - '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 will be given a sticker.

If, during the day, in lessons, or at break times, a child must 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 must 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 Orange 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 of loss of playtime or lunchtime. Persistent Level 3 or Level 4 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).

To try and ensure consistency and clarity about appropriate sanctions for inappropriate behaviour, staff and children have agreed the following guidelines: These apply to behaviour always- in class, around the school and at playtime.

<p>Level 1</p> <ul style="list-style-type: none"> • Out of seat • Rocking on seat • Calling out • Not listening/ paying attention • Pushing, shoving in line • Running indoors • In wrong place • Not working • Not clearing up 	<p>Range of Possible Sanctions</p> <ul style="list-style-type: none"> • 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/ completion of work in own time.
<p>Persistent Level 1 & Level 2</p> <ul style="list-style-type: none"> • Distracts others • Throws small objects to distract – not to hurt • Inappropriate physical contact, e.g. poking, flicking, pulling hair, • Complains or mutters disruptively/persistently • Talking at an inappropriate time, or asking inappropriate questions to disrupt • Hides work or resources • Interferes with other's property • Minor deliberate damage (pencils) • Leaves the room without permission • Lies (older pupils) • Telling lies to get others into trouble • Persistent rough play 	<p>Range of Possible Sanctions</p> <ul style="list-style-type: none"> • 5 minutes off playtime or lunch time. • Sent to HT • Missing whole/ part of a break time or lunchtime (write letter of apology) • Recorded in behaviour log

Persistent Level 2 & Level 3	Range of Possible Sanctions
<ul style="list-style-type: none"> • Encourages others to misbehave • Uses obscene words to offend • Causes hurt intentionally • Verbal abuse of adults • Answering back or constantly questioning adult's decision or request • Refuses to obey instruction • Destroys own work • Destroys others' work • Insulting, name calling including racist and homophobic language • Petty theft • Damage to property or equipment (including play equipment). • Threatens violence • Bullying • Stealing 	<ul style="list-style-type: none"> • 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. • Sent to HT • Recorded in behaviour log • Child put monitored for a period of time • Loss of whole of Playtime or Lunchtime • Follow up letter sent home to parents. • Child uses 'time' to try to make amends e.g. repairing property; re-doing work; apology • Temporary exclusion or • Lunchtime exclusion
Persistent Level 3 & Level 4	Range of Possible Sanctions
<ul style="list-style-type: none"> • Physical or violent assault causing injury • Sexualised behaviour or assault • Serious damage to property (e.g. vandalism) • Persistent Bullying including homophobic, racist threats and abuse 	<ul style="list-style-type: none"> • Meeting with parents/and HT with follow up letter home • Temporary exclusion • Lunchtime exclusion • Permanent exclusion

Some rewards for GREEN behaviour include:

- Earned 'Golden Time'
- Class rewards
- An end of year treat for those who stay GREEN all year (without any red or yellow cards).
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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 not be allowed to use the words 'only', 'just' and 'because' when giving their accounts of event. (e.g. I was just kicking, I was only shouting, because it was boring. These words lessen and self-excuse the action). There can be no excuse for violence, aggression or disrespect to others.

- Children will always be encouraged to apologise. 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. It may be felt appropriate that the pupil may be added to the Special Educational Needs register and be given an PLP (Personalised Learning 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 Head teacher. 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.