



"Good to Be Green"- A Parent Guide

Our ethos is to notice good behaviour and give attention to children making the 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 or class rewards such as stickers; dojos; class rewards for good effort and attitude. Rewards for earning sufficient dojos or class rewards include coming into school in a choice of their own clothes, being given additional play time and having a class party. These are treasured rewards that encourage children to behave well.

Another incentive for good behaviour is our Enriched Curriculum Time on a Friday afternoon where children are able to select activities as a reward and possibly learn a new skill. Children who have made wrong choices during the week will lose time from this. This has proved very successful as children hate losing their Enriched Curriculum Time.

How do we promote good behaviour?

Children are given clear guidelines of the appropriate behaviour and expectations in all areas based on our '**Golden Rules**' which all staff expect the pupils to abide by.

The policy is applied equally and consistently before school activities, playtimes, lunchtimes, learning times, school trips and clubs that happen after school and during holidays.

The behaviour policy is supported through a variety of different strategies which include our:

- Planned curriculum learning;
- Learning for life curriculum (social & emotional) using the **Jigsaw** programme;
- Enriched Curriculum;
- Planned assemblies;
- Teaching & learning styles;
- Well organised school routines;
- High expectations & consistency from all staff;
- Specific support for those experiencing difficulty

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 pupil's Yellow Warning! card will be moved to back of the pocket and the Red **Consequence** card will be displayed.

Persistent Yellow behaviours or Red behaviours would equate to a Red **Consequence** card which would then have a further consequence of **Time Out** away from learning resulting in any unfinished learning leading to attendance at **Catch-Up** club during lunchtime play. Persistent Red behaviours could lead to loss of privileges or even an exclusion.

All staff respond to inappropriate behaviour using the 'Good to Be Green' system. The poster below provides examples of some kinds of behaviour which are coloured coded according to severity.

BEHAVIOUR AT PENYGARN

What does 'green' behaviour look like?

- Listen to the chosen speaker at all times.
- Good listening and sitting nicely.
- Concentrating in class—try and manage your distractions
- Be polite and always use good manners
- Be helpful and work well together
- Always be ready to learn
- Look after school/personal equipment
- Respect all adults—treat everyone the same way
- Care for each other
- Share
- Walk sensibly around the building
- Always consider other children's feelings
- Always use an appropriate voice



What behaviour might lead to a Warning Card?

- Choose to talk at the wrong time
- Walking off without asking
- Spoiling other children's chance to learn
- Distracting others
- Not following instructions
- Saying unkind things to others
- Being rude or answering back
- Not looking after school equipment/environment/own and others property.
- Not lining up/moving around school sensibly

Warning Card

Remember you have already received a  card!

What behaviour will result in a Consequence Card?

- Hurting other children by hitting, kicking, pushing or with our words
- Being defiant—ignoring a direct instruction from a grown up
- Swearing
- Being verbally aggressive
- Deliberately damaging school property
- Taking other peoples belongings
- Behaving dangerously

Consequence Card

What might happen if you get a red card?

- Discussion of behaviour
- Loss of Enriched Curriculum Time
- Visit to the DHT/HT
- Phone call to parents
- Removal of privileges or treats
- Restorative justice

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 a Gold Award (which equates to 5 Dojos) or even a Platinum Award (which equates to a dip in the Head teacher's treat box). In addition, there are a wide range of school initiatives and programmes which reward appropriate behaviour choices, and these are outlines in the school's **Positive Behaviour & Relationships** policy.

Procedures for dealing with inappropriate behaviour

Sometimes children forget our aims and values for good behaviour. They will then be reminded of the school's **Golden rules**.

- Children will not be allowed to use the words 'only', 'just' and 'because' when providing their accounts of the event (e.g. I was just..., I was only shouting, because it was.... These words lesson and self-excuse the action). There can be no excuse for violence, aggression or disrespect to others.
- 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 (Restorative Justice).
- 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 could be a lunch time, fixed or permanent exclusion. It may be felt that appropriate be added to the Additional Learning Needs (ALN) register and be given an IBP (Individual Behaviour Plan) which details any additional strategies that may be used to encourage the pupil to conform to the school's expectations.
- 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 after 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 or Deputy 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.

