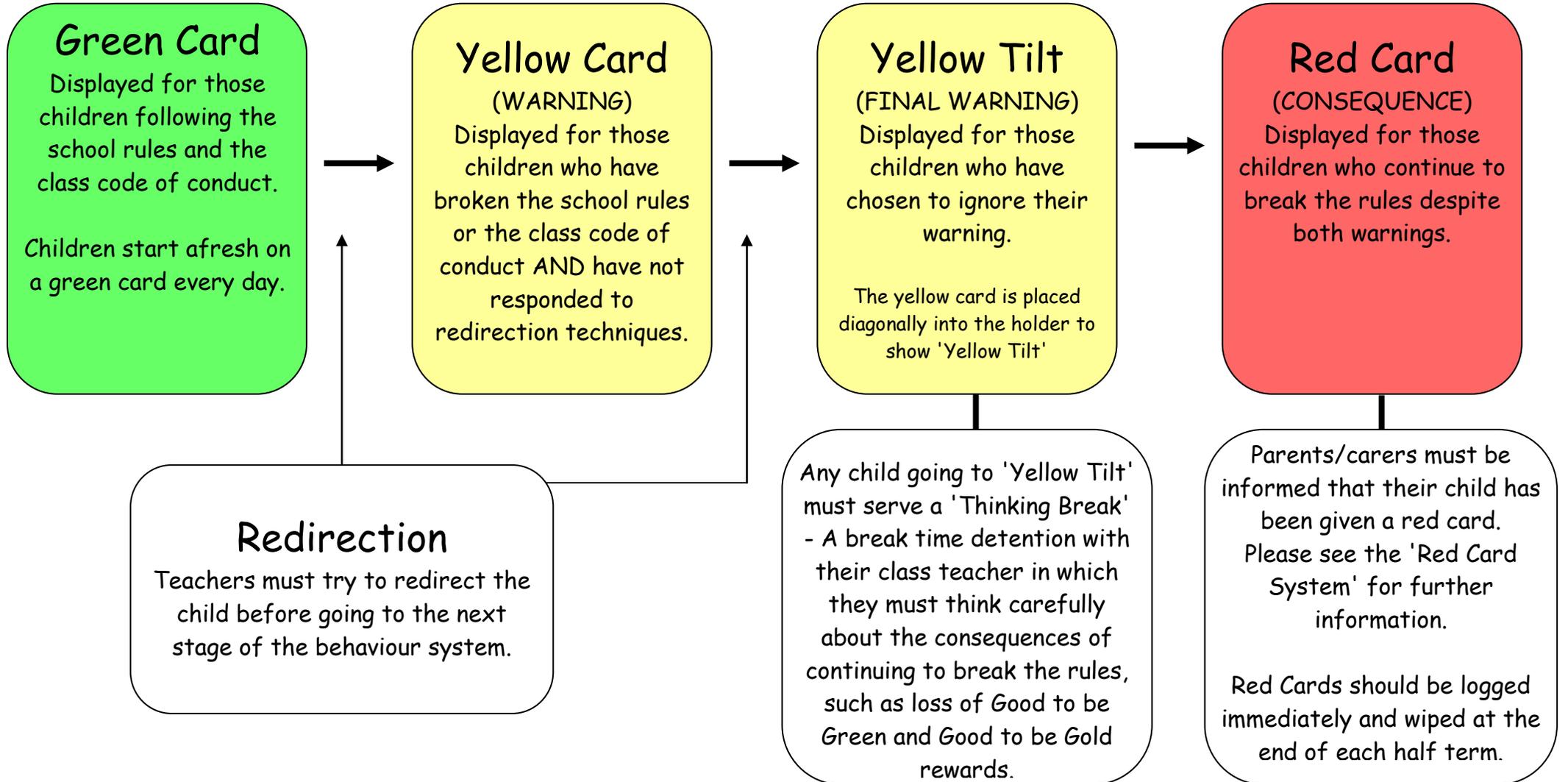




Lingham Primary School 'Good to be Green' Behaviour System

BASIC OVERVIEW





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THE RED CARD SYSTEM

Red cards should not be given out during the first 2 weeks of each new year as children will need time to adjust to their new class, new teacher and new surroundings.

FIRST Red Card

Teacher must speak to the parents or the carers of the child, either at the end of the school day or over the phone, to explain that the child has gone to red for the first time. They must also explain that if the child receives another red card during this half term they will lose both their Good to be Green and Good to be Gold rewards.

If the problem happened during lunch, the child must be placed on bands for a minimum of one week. If the problem happened in class or on the yard, the child must serve 3 detentions with their own class teacher.

THIRD Red Card

Mrs Hutchinson (Assistant Headteacher) and Mr Patterson (Behaviour Coordinator) must speak to the parents or carers about the child's ongoing behaviour issues.

The child must now serve an internal one day exclusion.

At this point, children will need to be monitored for SEN register and a possible IBP (supporting documents needed for this e.g. Behaviour Log).

SECOND Red Card

Teacher and band leader must speak to the parents or carers to explain that their child has gone to red for a second time. The child now loses their Good to be Green reward in the given half term and the Good to be Gold annual reward. These cannot be earned back.

Detentions can also be given out but the loss of both rewards should be enough of a punishment at this stage.

FOURTH Red Card

External exclusion at headteacher's discretion. Supporting documents must be passed to SLT.



Lingham Primary School 'Good to be Green' Behaviour System

REWARDS

Background

Our 'Good to be Green' system is based on the principles of positive reinforcement (B.F. Skinner). The basic idea is that we constantly reward the behaviour that we want to see from our children. If the children know that they will be rewarded for simple things like following the school rules or class code of conduct, they will be more likely to conform.

School Rewards - Good to be Green and Good to be Gold

Children who manage to stay off red for an entire half term will be invited to take part in a whole school reward in the final week of that half term. There will be 6 'Good to be Green' rewards over the year that children can strive to be involved in. A separate 7th reward, called Good to be Gold, will take place in the final weeks of the third term. Only children who have managed to stay off red all year will be allowed to attend this event.

Good to be Green Raffle

The 'Good to be Green' raffle will operate separately from the other rewards to give children who have gone to red for a second time something still to aim for in the remainder of that half term. Raffle tickets can be earned back following a red card if the child's behaviour in the subsequent days is acceptable. Each teacher must put the names of any children in their class who have not gone to red during the week into a special raffle bag. Names should be added to the bag EVERY Friday until the draw at the end of term. As well, teachers can freely add names to the bag during the week to reward good behaviour on the spot. Obviously, the more times a child's name has been put into the bag, the bigger the chance they have of winning. The prize draw will take place in the final assembly of each FULL term.

House Points and other reward systems

In addition to the *Good to be Green* system, teachers are free to use, and encouraged to use, their own class based reward system (raffle tickets, jar fill, stickers, notes home, stamp cards, tick charts, etc.). Rewarding positive behaviour as soon as it has happened is essential for positive reinforcement to work. The house point system will no longer operate so the green discs will be divided up between the classes (could be used as part of a jar fill system). Class rewards for these systems must be organised by the teacher, but could be as simple as 15 minutes extra play or a quick game of heads down thumbs up.

Star of the Week

This system will operate as before but instead of getting a pencil, children will be given a Lingham Sash to wear over the coming week. These may go home (children will want to show their parents) but staff must do all in their power to ensure they come back. At the end of the week, the child who has had the sash must come to the front during the Friday assembly to present it to the new star of the week in their class. Each class will be given 2 sashes but only one will be in use at any one time.



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PROBLEM BEHAVIOUR

All problem behaviours will involve breaking the school rules or the class code of conduct in some way. The consequence that should be given will depend on the severity of the 'crime'. Most problem behaviours will be low level, and for these the system can run as normal. However, very rarely, a child may do something that is completely unacceptable (breaks our school rules and the laws of society), when this happens children can be fast tracked to a later stage in the system. Below is a list of problem behaviours and how they will be dealt with.

<u>Behaviour</u>	<u>Consequence</u>
Low level class disruption (most common)	Follow system
Name calling or teasing	Yellow Card
Swearing generally	Yellow Card
Swearing at a teacher	Red Card 1
Rude or impolite	Yellow Card
Refusal to follow instructions Level 1 <i>Behaviour only affects pupil, for example a pupil just sitting quietly in the classroom</i>	Yellow Card
Refusal to follow instructions Level 2 <i>Behaviour affects others, for example if a child is disrupting the learning of another pupil or refuses to come in to class requiring the redeployment of other staff.</i>	Yellow Tilt
Misuse of school property	Yellow Card
Damage of school property Level 1 <i>Snapping pencils, defacing tables etc</i>	Yellow Tilt
Damage of school property Level 2 <i>Breaking windows, damaging teacher's cars etc</i>	Red Card 4
Play fighting	Yellow Card
Real Fighting	Red Card 2 minimum
Threat of physical harm	Yellow Card
Actual physical harm (assault)	Red Card 2 minimum
Lying	Yellow Card

Copying work	Yellow Card
Theft Level 1 <i>Taking other property because there is a 'want'. Honest when confronted and shows remorse.</i>	Red Card 1
Theft Level 2 <i>Sneaky and intentionally taking other's items (including teacher/adult). Denial when confronted.</i>	Red Card 2
Discrimination <i>Making fun of others based on gender, race or disability.</i>	Red Card 2 minimum
Bullying or ongoing intimidation	Red card 2 minimum and written up in bully book.



Lingham Primary School Behaviour Management Plan

Information Leaflet for Parents and Carers

The aim of this leaflet is to explain how our behaviour management plan works. We endeavour to provide all children with a safe and happy learning environment where good behaviour is constantly rewarded and positivity highly promoted. All members of our school community have the right to be treated with respect and the right to work and learn free from distractions.

Our School Rules

We expect all children to follow our rules at all times of the school day. The rules are taught to the children early on in the year and are displayed around the school building.

Key Stage 1 Rules:

We

- ✓ Work hard
- ✓ Are kind and polite to everyone
- ✓ Help one another
- ✓ Look after our school
- ✓ Make the right choices

Key Stage 2 Rules:

We

- ✓ Work hard and persevere when we find things difficult
- ✓ Treat others properly, respecting one another's possessions and opinions
- ✓ Are tolerant of one another
- ✓ Look for ways to help and support one another so that we can make life enjoyable for everyone
- ✓ Care for our school environment
- ✓ Make the right choices

Good to be Green System

The '**Good to be Green**' approach to behaviour management is an effective way of promoting positive behaviour. The visual/child-friendly resource allows our pupils to easily see how they are behaving in school. It

recognises those pupils who always behave and allows us to keep track of those pupils who find it harder to meet the school's expected behaviour code. The approach supports staff in tracking pupil behaviour and secures consistent approach to behaviour management across the school.



How does the system work?

- ✓ The Good to be Green chart displays every child's name below a pocket containing a green, yellow and red card.
- ✓ Children are encouraged to stay on green through the visual aid and through a variety of rewards - this avoids overlooking those children who consistently behave well.
- ✓ In each class, the class rules (code of conduct) and the school rules are clearly displayed.
- ✓ Children have the chance to start afresh on a green card every day.
- ✓ If a child manages to stay on green (returning from yellow to green is acceptable) for an entire half term they will be rewarded by being invited to a special 'Good to be Green' event.
- ✓ If a child manages to stay on green for the entire year they will be invited to a special 'Good to be GOLD' event in July.
- ✓ If a child chooses not to adhere to the rules they will be asked to display a yellow card (warning) next to their name.
- ✓ If a child continues to misbehave despite the warning they will be asked to tilt their yellow card upwards (represents the final warning stage).

- ✓ If a child chooses to ignore their final warning and still chooses to break the rules they will be asked to display a red card (consequence) next to their name.
- ✓ Should a child be given a red card then we kindly ask parents/carers to attend a short meeting with their child's class teacher to discuss their child's behaviour.
- ✓ **Children will lose both rewards (Good to be Green and Good to be Gold) if they receive 2 red cards in a single half term.**
- ✓ Red cards are logged on an individual behaviour chart but do not affect your child's ability to gain Good to be Green rewards in subsequent half terms.



Lunchtime

- ✓ Consistent praise and redirection techniques to be used by all staff.
- ✓ Teaching assistants deployed to run constructive play sessions.
- ✓ 5 fun lunch time clubs for children to attend.
- ✓ Time out zones for children who breach the school rules at lunchtime.
- ✓ Lunch time detention with a member of the senior leadership team for a serious breach of the school rules at lunchtime.
- ✓ Behaviour incidents will be noted down by lunchtime supervisors and passed to the relevant teacher for them to take appropriate action.

How can you help?

You can help by ensuring that your child knows and understands the school rules. Talk about the *Good to be Green* and *Good to be Gold*

rewards (your child will know the *Good to be Green* reward at the start of each half term). As parents and carers, you have a vital role to play in the education of your child. Teachers, parents/carers and children must work to ensure that school is a safe, happy learning environment for everyone.