



**St. Mary Abbots School**

# **St. Mary Abbots CE Primary School**

**'Stay on Green'**

Whole School Behaviour Policy

**Policy & Behaviour Lead:** Miss C Scott

**Last Updated:** September 2022

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## **Behaviour Expectations Statement**

At St. Mary Abbots School, we believe positive engagement and behaviour in all aspects of school life are necessary to enable effective teaching and learning to take place. Our school community works to create and maintain a welcoming, calm, supportive and safe learning environment in which every child and adult alike, is valued.

We aim to promote positive attitudes in our children, creating an environment in which good behaviour is expected from all within a climate of trust and mutual respect. We aim to achieve this through a partnership between children, parents and staff, who are all taking responsibility for their actions and modelling clear expectations to each other.

St. Mary Abbots School seeks to develop a strong moral ethos. School rules set out our expectations of all members of the school community to ensure an inclusive and fair environment. Any form of bullying, discriminatory behaviour or aggressive physicality will not be tolerated from any member of our school community. At St. Mary Abbots School, we have adopted the positive behaviour system - 'Stay on Green'. Our approach to school behaviour is grounded in our Christian values and ethos.

## **Introduction**

St. Mary Abbots School believes it is vitally important to promote a caring and supportive environment, to enable all members of the school community to feel secure and respected, and therefore promote good behaviour in others.

This policy follows the guidance set out in the Equality Act 2010.

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016 and the requirements of the current EYFS Framework.

The Headteacher and his staff have the authority to discipline children for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child. Fuller details of sanctions employed by the school and their application are included in this policy. Teachers may discipline children for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016).

Misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity, or
- travelling to or from school, or
- wearing school uniform, or
- in some other way identifiable as a pupil at the school;
- Misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school, or
  - poses a threat to another pupil or member of the public, or
  - could adversely affect the reputation of the school.

## **Whole School Consistent Approach**

At St. Mary Abbots School, we believe that excellent behaviour for learning is the key to an excellent education.

- We work to create a learning environment where everyone feels valued, secure and motivated to learn.
- We firmly believe that every member of our school community, including teaching and site staff, parents and the wider community, has a responsibility to teach children socially acceptable behaviour.
- We aim to promote high standards by modelling positive behaviours at all times. Children learn by watching and observing our thoughts and actions.
- We aim to encourage high standards of learning and behaviour by emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children within our school community treat each other with mutual respect and consideration.

## **Rights and Responsibilities**

Everyone in the school community has rights and responsibilities to ensure that St. Mary Abbots School is a safe place to learn, work and play.

Children have the right to learn, work and play in a friendly, safe and supportive school.

Teachers and staff have the right to teach and work in a positive, safe and satisfying school which is supported by the wider community. All children, adults, parents, carers and families have the right to feel welcome, safe and secure

## **Code of Conduct**

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times. At St. Mary Abbots School, we have adopted a behaviour programme called 'Stay on Green'. In school we work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility. When children are following school rules and behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in the school community, including adults, will aim to show these behaviours at all times. The guidelines for how staff should conduct themselves in order to support this ethos within the school are outlined in the Code of Conduct. Our expectations of staff are grounded in our Christian values and ethos.

## **Aims**

- To support children to develop an understanding of the relationship between their behaviour and our Christian values and ethos;

- To provide a safe environment free from disruption, violence, bullying and any form of harassment;
- To enable children to understand that acceptable behaviour is a result of mutual respect, respect for ourselves, respect for others, and respect for property;
- To promote the values of honesty, trust, fairness, tolerance, compassion and politeness in addition to our Christian values;
- To reinforce and model positive behaviour;
- To ensure fairness of treatment for all;
- To encourage consistency of response to both positive and negative behaviour.

### **General Approaches to behaviour management**

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to:

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanctions that may adversely affect their well-being;
- Work in partnership with parents to ensure that:
  - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child.
  - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for children with SEND;
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of children with SEND;
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances;
- Consider whether the behaviour is related to a potential safeguarding issue that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy;
- Consider if behaviour issues are the consequence of an unmet educational or other need, requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy.

### **Objectives:**

#### **All Adults:**

- To provide a positive role model;
- To have high expectations of themselves and the children;
- To emphasise and reward positive behaviour;

- To respond to, and deal with, unacceptable behaviour in a firm and consistent manner;
- To involve and inform other adults of all aspects of this policy;
- To deal with issues, concerns and complaints regarding behaviour in an appropriate fashion.

**All Children:**

- To understand that they are a valued part of the community;
- To understand their roles and responsibilities in terms of behaviour;
- To discuss and share what constitutes acceptable behaviour e.g. PSHE sessions and assemblies;
- To understand and know what acceptable behaviour is;
- To be responsible for behaving in an appropriate manner;
- To bring any behaviour issues to the attention of an adult who will then deal with it appropriately.

**Why positive behaviour management?**

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices. We also firmly believe that we need to ensure that other children are able to develop strategies to cope, when they observe or are involved in situations where another child is behaving inappropriately.

Our aim at St. Mary Abbots is to create an environment where children feel valued, safe and motivated to learn. We believe that excellent behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere, effective teaching and learning cannot take place. We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. Teachers and parents have a responsibility in setting a good example, as well as ensuring that the rules are followed.

**Consistency**

The school is committed to achieving a consistent response in the management of behaviour. This is achieved through:

- Staff training, support and development;
- The induction of new staff;
- Monitoring of consistency in behaviour management by the Behaviour Lead/SLT;
- Clear consistent boundaries for classroom management developed in conjunction with children;
- Monitoring of logs of administration of disciplinary sanctions

## **Green Behaviours**

The school staff will work to promote 'green behaviours' at every opportunity. School assemblies provide a focal point for talking about and reinforcing aspects of Christian ethos and how this can inform how we conduct ourselves in our daily lives. The SLT holds regular assemblies that link our values to our behaviours, in addition to specific assemblies focusing on 'Stay on Green'.

Class Teachers will discuss 'green behaviours' with their children and ensure that the school rules and Stay on Green behaviour charts are displayed and used consistently. Class Teachers should regularly revisit the green behaviours to ensure that every child is clear about our expectations.

## **School and Classroom Rules**

The green rules are on display around the school and in all classrooms. The rules are regularly referred to throughout the school day as children move around the building. This supports the children's understanding of 'green' behaviour'.

## **Whole School Behaviour Policy: 'Stay on Green'**

The green behaviours apply to all members of our school community and these are at the core of the 'Stay on Green' system.

At St. Mary Abbots School, our Christian values of Friendship, Justice, Forgiveness, Peace, Thankfulness and Hope are complementary to the green rules listed below.

Our green rules which form the centrepiece to our behaviour policy are:

**We are kind, polite, helpful and are aware of others' feelings.**

**We listen carefully to others without interrupting them.**

**We look after our own and other people's belongings.**

**We try our best, work hard and learn from our mistakes.**

**We treat other people the way we would like to be treated.**

**We always tell the truth.**

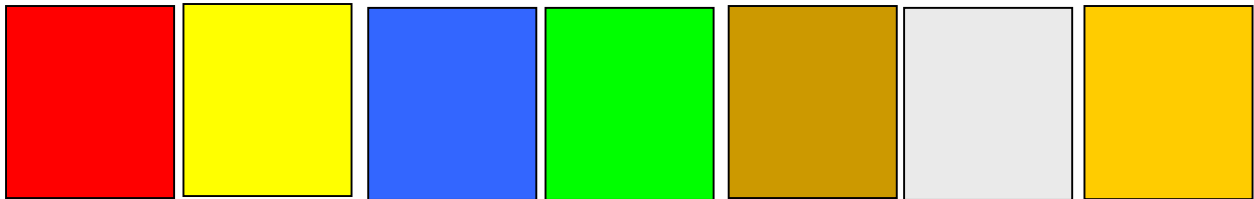
The principle behind this system is:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes;
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills;
- Children who regularly follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff;
- Whole class and individual reward system;
- Least intrusive approaches are used to manage behaviour (Appendix 1);
- Teaching of specific behaviours and routines

### How the 'Stay on Green' system works



**All children start on green**

← Negative choices

Positive choice →

- All children have a pocket with their name on;
- All children start with a green card in their pocket every day;
- If children make positive individual choices about their behaviour or effort the teacher or TA the appropriate coloured sticker (Bronze, Silver and Gold);
- If children make negative individual choices the teacher or TA inserts the appropriate card. If they continue with these choices, the teacher or TA moves the appropriate card down to blue, then yellow and then red. This acts as a clear indicator to the child that he/she will need to consider their behaviour and make positive changes to get back to green.

### Using praise to influence behaviour

When used at the appropriate time and for the appropriate reasons, praise can make a significant difference to enhancing children's behaviour. Equally, overuse of praise can result in children not responding effectively. Practitioners are highly trained and skilled in ensuring that individual children receive the correct level of praise for their thoughts, actions and learning.

#### **Types of Behaviours that could be praised: -**

Keeping the green rules and class rules	Being polite
Continued excellent behaviour	Meeting a target
Completing learning to the best of ability	Remaining on task



Being helpful	Moving around the school sensibly
Being kind or considerate	Listening well
Lining up sensibly	Setting a good example
Showing improvement	Demonstrating a positive attitude

## Rewards

### Individual

The following colours are positive reinforcement:

Level	Behaviour	Outcome
<b>Green</b>	An act of green behaviour clearly demonstrated.	Praise and green point to contribute towards the weekly target set for 'Green Time'.
<b>Bronze</b>	Consistently demonstrating excellent green behaviour throughout a lesson.	A bronze sticker.
<b>Silver</b>	Consistently demonstrating excellent green behaviour throughout a day.	A silver sticker and a note home.
<b>Gold</b>	Consistently demonstrating excellent green behaviour throughout a week or... an act of excellence.	A gold sticker and a gold certificate.

### Collective

The class will work together towards a whole class reward through collecting green points in the Green Marble Jar. Each week the Class Teacher sets a target for the class. The jar is visible to all. Points can also be collected from staff outside the classroom e.g. in assembly, in the playground, during small group work time. If the class reaches the whole class total, they will earn a collective reward which we call Green Time. Green Time includes a 10-minute reward on a Friday afternoon determined by the Class Teacher.

### Whole School

Each week, those children who have received a Gold Certificate will have their name and the reason for their Gold Certificate read out in assembly. It is teacher's responsibility to inform the Behaviour Lead or Headteacher of any children they wish to nominate for the Gold Award by the end of day on Thursday, ready for the Gold Award assembly on Friday.



## Behaviour Support

### **In-Class Behaviour Support**

Teachers use least intrusive skills to redirect behaviour. If they decide to move a child's card down the behaviour chart, they must give a clear reason to the child for doing so and explain what the child can do to change this decision.

Warnings or redirections are always provided for children before any moves are made. Teachers constantly support children to make the right choices, so that they can move their card back to green, and beyond. We show our love and care for the children by supporting them to maintain the highest standards of behaviour.

The following colours are used to support children with their behaviour:

Level	Behaviour	Outcome
<b>Blue</b>	A pupil is unable to follow the green rules and demonstrate green behaviour after an initial warning. This could be for: <ul style="list-style-type: none"> <li>• Any low-level disruption such as, talking in class, not listening;</li> <li>• Constant fiddling with belongings;</li> <li>• Calling out, disturbing others;</li> <li>• Running/carelessness in the corridor;</li> <li>• Arguing with peers;</li> <li>• Littering</li> </ul>	Allocated time given to child to demonstrate green behaviour and get back to green. Amount of time away must be suited to the age of child. Staff look for opportunities to move children back to the green card as soon as possible.
<b>Yellow</b>	A pupil is still unable to follow the green rules and demonstrate green behaviour after being on blue.	Allocated time given to child to demonstrate green behaviour and get back to blue. Staff look for opportunities to move children back to the blue and green. In addition, staff are encouraged to help a pupil with their behaviour and identify strategies to help them improve

		their behaviour. Behaviour is recorded in behaviour log.
<b>Red</b>	<b>Stage 1</b> A pupil is still unable to follow the green rules and demonstrate green behaviour after being on yellow.	Pupil is moved away from the group but remains in class. Allocated time given to child to demonstrate green behaviour and get back to yellow. Teacher welcomes back positively and reminds child of behaviour expectations. Behaviour is recorded in behaviour log
	<b>Stage 2</b> A pupil is still unable to follow the green rules and demonstrate green behaviour after being on Stage 1 Red.	<b>COVID19 Measures:</b> Reflection Time in the classroom for up to 10 minutes. Children will move to the reflection area and complete a reflection form (see Appendix 3a &b). On successful completion of the Reflection Time, the pupil moves back to the yellow card.  <b>Post-COVID19 Measures:</b> Reflection Time will occur outside of class with a Teaching Assistant or in a Buddy Class.
	<b>Stage 3</b> If a pupil is still unable to follow the green rules and demonstrate green behaviour after being on stage 2 red or if they: <ul style="list-style-type: none"> <li><input type="checkbox"/> Hurt another person on purpose (either verbally or physically)</li> <li><input type="checkbox"/> Take something that doesn't belong to me</li> <li><input type="checkbox"/> Use inappropriate language</li> <li><input type="checkbox"/> Use ICT Inappropriately</li> </ul>	Pupil is taken to a member of SLT with a reflection form (see Appendix 3a &b) and their learning. Parent/Carer informed by SLT through a phone call and potential meeting. Next steps discussed with parents, class teachers and child. Incident is recorded in behaviour log.  Two Reds per half term will result in a letter home and a SLT meeting with parents to discuss next steps and potential need for a behaviour plan.

All yellow and red behaviour support will be recorded on a behaviour tracking sheet. This will be collated by the Behaviour Lead on a weekly basis.

At playtime, the 'Stay on Green' system is used in a simplified form which only includes time-outs, yellow and red as behaviour support.

### **Policy on Exclusions and 'Time-Out'**

If a serious incident occurs, children may be excluded by the Headteacher, in line with the Local Authority's 'Exclusion Guidelines'. Fixed-term external exclusions can be for a period of up to five days. Any exclusions beyond that period must be reported to the Local Authority.

'Time out' is a strategy available to staff & includes a short period where a child does not take part in an activity or spends a short period of time outside of their

classroom due to persistent or serious poor behaviour. Parents are informed if a 'Time Out' has had to be used.

In consultation with the Headteacher, a pupil may be excluded internally from the classroom for longer periods of time and asked to work in another classroom. Children may also be excluded from lunchtimes/playgrounds. Afterwards, in these incidences, parents are informed. Any internal or external exclusions will be recorded in the child's school file.

All occasions where children are excluded, for disciplinary reasons, from regular school arrangements are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of 'fixed term' exclusion parents, children and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour plan will be drawn up.

If parents are dissatisfied with the application of this policy, parents should speak to a member of Senior Leadership Team or the Headteacher. Where appropriate, the Headteacher will direct parents to school's Complaints Policy.

### **Vulnerable Children**

During their time at school some children will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable children. All behaviour is tracked by the Behaviour Lead who is then able to provide appropriate support to vulnerable children or children with needs.

The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes. If a pupil is excluded from the school this will be undertaken within the Local Authority Exclusion Guidelines. On return to the school a plan will be developed to support the pupil's reintegration into the classroom.

### **Incident Forms**

Pupil and adult blue incident forms are completed by all staff and passed to the Headteacher. The Headteacher and Senior Leadership Team monitor these. Please see Appendix 5.

### **The Use of Physical Restraint**

In order to maintain firm boundaries of acceptable behaviour and ensure the safety of all staff and children, it may be necessary at times to use approved methods of physical restraint with some children. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted and such measures are necessary to order to ensure safety.

## **Curriculum**

We recognise that well-planned, motivating lessons have a positive impact on pupil behaviour. Whilst holding high expectations, we ensure that lessons are differentiated to meet pupil needs and varying attainment.

Through PSHE, we aim to teach the children a range of social and emotional skills to support their behaviour and learning.

The school will promote positive behaviour through the curriculum integrating the following elements into the school life, lessons, as well as assemblies:

- excellent behaviour
- self-discipline
- respect
- Fundamental British Values

## **Confiscation**

Teachers are authorised to confiscate items which children should not have in their possession at school. In such circumstances, staff may return items to children or parents after a given period of time.

Returning items to children or parents after a given period (where possible at the end of the school day) for example, items banned from school, such as money, mobile phones, specific toys. In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies".

## **Bullying and Racial & Sexual Harassment**

### **Bullying**

Bullying is defined as dominance of one person by another or a group of others over a period of time. It is pre-meditated and part of a frequent pattern, rather than an isolated incident or a few incidences. Challenging behaviour must not be confused with bullying.

Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with the Senior Leadership Team as further action e.g. counselling or referral to social services may be appropriate.

Bullying can take many forms and can happen on a frequent basis over the short-term or continue over a longer period of time.

Some specific ways in which bullying occurs are:

- Repeatedly pushing, shoving, hitting;
- Gossiping, spreading rumours and labelling another person;

- Name calling;
- Damaging, stealing or hiding property;
- Exclusion from groups or games;
- Making personal comments;
- Teasing which goes too far.

These behaviours may happen in person or online.

It is important that all members of staff and the wider school community recognise the above behaviour as potential forms of bullying. Bullying must not be confused with one off or rare incidences which involve a particular person and consideration must be given as to why incidences are happening rather than immediately labelling a child or a group as a bully or bullies.

Victims may also be in need of some pastoral support which would be directed by the Senior Leadership team.

### **Racial, Homophobic and Sexual Harassment**

Racial Harassment is defined as violence which may be verbal or physical. It may include attacks on property or on a person by an individual or group of individuals acting on racial grounds.

Homophobic harassment is defined as violence which may be verbal or physical. It may include attacks on property or on a person by an individual or group of individuals driven by homophobia.

Sexual harassment is defined as violence which may be verbal or physical. It may include attacks on property or on a person by an individual or group of individuals driven by gender grounds.

All reports of bullying, racial and sexual harassment must always be taken seriously, investigated and recorded according to school policy. Staff must always act and be seen to act to protect the victims.

All incidents of racial and sexual harassment should be reported to the Headteacher. The Headteacher is responsible for reporting incidents to the LA if appropriate.

The role of staff in modelling the appropriate behaviour is crucial in promoting positive behaviour in these respects.

The school's PSHE and RSE curriculums should address these issues systematically. Issues should also be addressed through the whole class circle time.

## **Allegations of Abuse against Staff and Other Adults Working in the School**

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. However, because of their role, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance.

### **Malicious accusations**

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour Policy. This includes the possibility of fixed-term or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy.

### **Monitoring and review**

Delivery of the Behaviour Policy will be monitored within the school monitoring cycle and analysis of the tracking sheets. This policy will be reviewed by staff on an annual basis.

Next review date: September 2023

## **Appendix 1: Strategies to help children 'Stay on Green'**

It is important that children recognise that they can play an important role in supporting children to Stay on Green. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- **Tactical ignoring - For short period of time**
- **Tactical pausing - Pause, emphasises attention and focus**
- **Non-verbal cueing - A clear, discussed cue that gives message**
- **Name reminder - Integrate name into teacher talk**
- **Proximity praise - Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour**
- **Behavioural direction - Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief**
- **Rule reminder - Could ask a question 'What is our rule for...?'**
- **When... then... - Keeps focus on the desired outcome whilst allowing pupil to see the next steps.**
- **Partial agreement - Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think... but I would like you to...**
- **Stuck record - I would like you to... The rule is...**
- **Direct questions - 'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.**
- **Directed choices - Within known rules or routines- refer back to rights roles and responsibilities.**
- **Assertive comment / direction / command**


















## Appendix 2a: KS1 Pupil Reflection Sheet

KS1 Pupil Reflection Sheet		
<b>Name:</b> _____	<b>Class:</b> _____	<b>Date:</b> /    /

### What have I done to be on 'Red'?

### What can I do to be 'Green'?

 <b>Being silly in class</b> <small>(Distracting others)</small>	 <b>Talking</b> <small>(Disrespectful Behaviour)</small>	 <b>Fighting</b> <small>(Hurting)</small>	 <b>Be a good friend</b>	 <b>Good listening</b>	 <b>Hand up</b>
 <b>Wasting learning time</b> <small>(Hurting / Disrespectful Behaviour)</small>	 <b>Bullying</b>	 <b>Not looking after things</b> <small>(Disrespecting Property)</small>	 <b>Take care of things</b>	 <b>Work hard</b>	 <b>Sensible in class</b>
 <b>Hurting someone</b> <small>(Hurting)</small>	 <b>Shouting or shouting out</b> <small>(Interrupting the teacher)</small>	 <b>Swearing</b>			

**Additional Teacher Comments:**

**Teacher Signature:** \_\_\_\_\_

**Pupil Signature:** \_\_\_\_\_

**Appendix 2b: KS2 Pupil Reflection Sheet**

<b>KS2 Pupil Reflection Sheet</b>		
<b>Name:</b> _____	<b>Class:</b> _____	<b>Date:</b> __/__/__
<b>What I did/How I have behaved</b> _____ _____ _____ _____ _____ _____ _____	<b>What I was thinking and feeling at the time</b> _____ _____ _____ _____ _____ _____ _____	
<b>Who has been affected by my behaviour?</b> _____ _____ _____ _____ _____ _____ _____	<b>What I am going to do to improve</b> _____ _____ _____ _____ _____ _____ _____	

**Additional Teacher Comments:**

**Teacher Signature:** \_\_\_\_\_

**Pupil Signature:** \_\_\_\_\_

### Appendix 3: Rewards and Consequences of 'Stay on Green'

Colour	Behaviour/ Action	Outcome
Gold	<ul style="list-style-type: none"> <li>Consistently displaying excellent green behaviour over a week</li> </ul>	<ul style="list-style-type: none"> <li>Gold sticker awarded</li> <li>Gold certificate awarded (SA/IP to arrange)</li> <li>Two times achieved in a half-term = Letter sent home (SA to arrange)</li> </ul>
Silver	<ul style="list-style-type: none"> <li>Consistently displaying excellent green behaviour in a day.</li> </ul>	<ul style="list-style-type: none"> <li>Silver sticker awarded</li> <li>Note home (Class teacher to arrange)</li> </ul>
Bronze	<ul style="list-style-type: none"> <li>Consistently displaying excellent green behaviour in a lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Bronze sticker awarded</li> </ul>
Green	<b>FOLLOW OUR "STAY ON GREEN" EXPECTED BEHAVIOUR.</b>	<ul style="list-style-type: none"> <li>In-class praise</li> <li>Green point (marble) awarded. This goes towards the Class Target for each week.</li> </ul>
Warning	<b>Child is reminded of behaviour expectations. Appropriate time given for child to address behaviour.</b>	
Blue	<ul style="list-style-type: none"> <li>Any low-level disruption such as, talking in class, not listening</li> <li>Constant fiddling with belongings</li> <li>Calling out, disturbing others</li> <li>Running / careless pushing in the corridor</li> <li>Arguing with peers</li> <li>Littering</li> </ul>	<ul style="list-style-type: none"> <li>Child made aware of inappropriate behaviour and given a period of time to "get back to green".</li> <li>Amount of time away must be suited to the age of child</li> </ul>
Warning	As above	
Yellow	Still unable to follow the green rules and demonstrate green behaviour after being on blue	<p style="text-align: center;"><b>In-Class Reflection</b></p> <ul style="list-style-type: none"> <li>Child made aware of inappropriate behaviour and given a period of time to "get back to green".</li> <li>Amount of time away must be suited to the age of child</li> <li>Incident is recorded in behaviour log</li> </ul>
Warning	As above. However, if a serious incident occurs a warning does not have to be given.	
Red	Still unable to follow the green rules and demonstrate green behaviour after being on yellow	<p style="text-align: center;"><b>Stage 1 – In-Class Reflection</b></p> <ul style="list-style-type: none"> <li>Child is moved away from the group but remains in class</li> <li>Child is given opportunity to join class and address behaviour</li> <li>If they are successful, they will return to class and onto Yellow.</li> <li>Parental/Carer informed at the end of the day by Class Teacher</li> <li>Incident is recorded in behaviour log.</li> </ul>
Stage 2: Out-of-Class Formal Reflection	Still unable to follow the green rules and demonstrate green behaviour after being on Stage 1 Red.	<p style="text-align: center;"><b>Stage 2 - Out-of-Class Reflection</b></p> <ul style="list-style-type: none"> <li>Reflect outside of the class with a TA by completing a reflection form for a set period of time (However during our COVID provision, in class with TA would be advised).</li> <li>If they are successful, they will return to class and onto Yellow.</li> <li>Parental/Carer informed at the end of the day by Class Teacher</li> <li>Next steps discussed with parents, class teachers and child. (call if unavailable)</li> <li>Incident is recorded in behaviour log.</li> </ul>
Stage 3: Out-of-Class SLT Reflection	Still unable to follow the green rules and demonstrate green behaviour after being on Stage 1 Red or... <ul style="list-style-type: none"> <li>Hurt another person on purpose (either verbally or physically)</li> <li>Taken something that doesn't belong to me</li> <li>Used inappropriate language</li> <li>Used ICT inappropriately</li> </ul>	<p style="text-align: center;"><b>Stage 3 – SLT Reflection</b></p> <ul style="list-style-type: none"> <li>Child taken to a member of SLT with a reflection form and learning.</li> <li>Parent/Carer informed by SLT through a phone call and potential meeting</li> <li>Next steps discussed with parents, class teachers and child.</li> <li>Incident is recorded in behaviour log.</li> </ul> <p><i>Two Reds per half term will result in a letter home and a SLT meeting with parents to discuss next steps and potential need for a behaviour plan.</i></p>