



Durham Dales Federation

'Good to be Green' Behaviour Policy - A Guide for Parents

In our schools, we use the 'Good to be Green' behaviour tracker. 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 federation's expected behaviour code (see Behaviour & Anti-bullying 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 always important to promote a positive message regarding behaviour management - '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 choices or has broken a school rule, then a Blue 'Stop and think' 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 'Stop and Think' Card, and they are spoken to again about inappropriate behaviour, they will receive an amber 'Warning' card and receive a consequence. An amber card would equate, for example, to 5 minutes off playtime (mainly for persistent low-level unexpected behaviours- see table below). If a child has received a 'Stop and Think' or 'Warning' card for unexpected behaviour and then subsequently makes good behaviour choices later in the day, the child will be given a fresh chance and their 'It's Good to be Green!' card will be returned.

Sometimes, just warning a child that they might move onto a red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Warning Card will be moved to the back of the pocket and the Consequence Card will be displayed. Any serious unexpected behaviours (see table below) would equate to a red card which would then have a consequence of loss of playtime or lunchtime. The most serious unexpected behaviour could result in a suspension/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'. To try and ensure consistency and clarity about appropriate sanctions for inappropriate behaviour, staff and children have agreed the following guidelines, which apply to behaviour always- in class, around the school and at playtime.

| Low-Level Unexpected Behaviours | Possible Consequences or Sanctions |
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| <ul style="list-style-type: none"> • Not listening to or following directions of staff • Not working hard and to the best of their ability during lesson time • Rocking on chair • Pushing in line • Speaking unkindly to others (child is unaware of hurt they may cause) • Leaving other children out of games • Running indoors • Not tidying up | <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. • 'Stop and Think' card may be given  |
| Persistent Low-Level Unexpected Behaviours | Possible Consequences or Sanctions |
| <ul style="list-style-type: none"> • Disrupting learning for other pupils • Throwing small objects to distract • Inappropriate physical contact e.g. pulling hair, poking • Talking at inappropriate time or asking inappropriate questions to distract • Being untruthful to get others into trouble • Persistent rough play • Minor deliberate damage to equipment, e.g. snapping pencils | <ul style="list-style-type: none"> • 'Warning' card given • Time out at playtime or lunchtime (may be asked to write a letter of apology or listen to a social story) • Sent to another member of staff • Sent to the Headteacher or Deputy Headteacher • Incident logged on Good to be Green records • Parents may be informed depending on frequency of unexpected behaviours.  |

| Serious Unexpected Behaviours | Possible Consequences or Sanctions |
|--|---|
| <ul style="list-style-type: none"> • Encouraging peers to misbehave • Swearing • Causing hurt intentionally to peers • Verbal or physical abuse towards staff • Threatening to hurt pupils or staff • Answering back or constantly questioning adult's decision or request • Refusing to follow instructions • Destroying own work or others' work • Insulting name calling including racist and homophobic language • Damage to equipment • Bullying • Stealing | <ul style="list-style-type: none"> • 'Consequence' card given • Parents informed (follow up meeting with class teacher or SLT may be required) • Sent to the Headteacher or Deputy Headteacher • Incident recorded in behaviour log • Time out at playtime or lunchtime (may be asked to write a letter of apology or listen to a social story) • Child to write a letter to parents informing them of their inappropriate behaviour • Loss of whole playtime or lunchtime • Temporary suspension • Internal exclusion for the remainder of the day • Lunchtime exclusion • Child using time out of class to make amends e.g. repairing model, writing apology letter <div data-bbox="1040 1010 1216 1178" style="text-align: center;"> </div> |
| Most Serious Unexpected Behaviours | Possible Consequences or Sanctions |
| <ul style="list-style-type: none"> • Physical or violent assault causing injury • Sexualized behaviour • Serious damage to property • Persistent bullying including homophobic, racist threats or abuse | <ul style="list-style-type: none"> • Meeting with parents and Headteacher and follow up letter home • Temporary suspension • Lunchtime exclusion • Permanent exclusion |

Some rewards for **GREEN behaviour** include:



Positive behaviour will be rewarded with:

- Verbal praise
- Stickers (completed **Good to be Green** bookmark will enable child to select an item from the rewards box)
- Special certificates – awarded to pupils with consistently good behaviour
- Headteacher's awards
- Special mention in Celebration Assembly
- Emails/Weduc message/postcards to parents or conversations at pick-up time to celebrate a pupil's success



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).
- Violence, aggression or disrespect to others is not acceptable.
- 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 IBP (individual behaviour plan) which details any additional strategy that may be used to encourage the pupil to conform to the school behaviour code. School may need to make a referral to the Behaviour Intervention / Emotional Wellbeing and Effective Learning Teams for additional advice and support.
- Pupils who regularly get Red Cards for not following teachers' instructions cause a health and safety risk to all. Consideration will be given as to whether they can attend 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. 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, suspension or permanent exclusion may be immediately applied.