

# Maidensbridge Primary School

## Good Behaviour Policy



**Ratified by the full Governing Body:** September 2021

**Next review:** September 2022

Version 3

This policy complies with articles 3, 4, 12, 15, 19, 20, 23, 28, 29, 31, 37 & 40 of the United Nations Convention on the rights of the child.

## **Introduction**

At Maidensbridge Primary School we aim for all children to achieve their potential. For all to have the right to engage in non- disruptive learning in an environment where mutual respect is a core value and the environment is one which enables effective learning.

Children in Maidensbridge Primary School will feel safe, secure and valued and there will be a culture where achievement at every level will be celebrated.

Our expectation is that good behaviour is the norm as it is a pre-condition for effective teaching and learning to take place, as well as reinforcing our caring and courteous ethos. To this end the school will work with parents as partners to teach the children acceptable behaviour to enable them to make appropriate decisions about their behaviour and remain good citizens throughout their lives.

The adults at Maidensbridge also understand that any behaviour is communication and value the importance of finding out the reason for the behaviour.

The provision of this policy will follow the guidance included in the General Data Protection Regulations with regarding to the safeguarding and disposal of data held.

### **COVID-19 Updates and Amendments**

**\*\*This policy has also been updated to reflect the need for children to comply with protocols that will be required in order to keep all members of the school community safe and healthy during the COVID-19 crisis. The update will also outline the consequences in the event of serious breaches of these protocols\*\***

**Amendments to this policy to cover this period of emergency will be highlighted in grey.**

## **Aims of the policy and procedures**

To promote an ethos where:

1. Agreed expectations are established and acted upon fairly and consistently.
2. Adults understand that all behaviour is communication.
3. Good behaviour, manners and effort are encouraged, rewarded and used as a model for others to follow.
4. Property is respected and pride in the school and each other is nurtured.
5. Negative attitudes and behaviour are dealt with promptly and are not tolerated.
6. Where children's individual rights are respected.
7. Parents are involved in the process of promoting high standards of behaviour.
8. Children are helped to understand that they have a responsibility for their own actions and that they affect others.

## **Guidelines**

1. All adults are responsible for the behaviour of **all** children and not only those that they have been assigned to. Adults should act as good role models and this **includes the style and tone of language used to children.**
2. The ethos of the school should comply with the United Nations Convention on the Rights of the Child.
3. School and classroom rules and rewards need to be shared and displayed as constant reinforcement of good behaviour.
4. Children should know and understand their rights and understand that they have responsibilities for upholding the rights of others.
5. Children need to be encouraged to become self -disciplined, to be responsible for their own actions, in order to develop their confidence and independence.
6. Children need to know the consequences of negative behaviour. They also need to understand that they can improve their behaviour and make a new start.
7. Parents need to be informed of school expectations and should be informed at an early stage when problems occur.
8. Work within classrooms must take account of individual ability. Provision must be suitable for all children's needs to avoid behaviour incidents.
9. Poor behaviour needs to be monitored with notes and dates recorded (confidential) on the school's CPOMS systems.

Behaviour will be monitored by use of charts, books, or similar which will be kept by the teacher or other adult who will record significant incidents, these will be monitored by the Headteacher. We have a well-established and consistent behaviour system. This is known as the "Good to be Green" scheme. Guidelines for staff as to the way to use the "Good to be Green" scheme are included as **Appendix 1** to this policy.

Individual behaviour books or charts may also be used to track the behaviour of individual children. They may go home at the end of each day or week where appropriate to be signed by parents. The Headteacher or SENDCo will monitor them as necessary.

Where class teachers notice a change in behaviour, wave 1 implementations will be made to find out the reason for the behaviour and alter the provision for the child to cater for their needs. If there isn't an improvement in behaviour, the class teacher will engage the advice of the Key Stage leader and the SENDCO is necessary. If there are still concerns, then outside agencies will be sought.

Following the involvement of internal school support, outside agency support and parents, if there is no further improvement then the Headteacher will refer to the Local Authority Behaviour Pathways and may engage the Pupil Access Team for further support and to avoid exclusions.

### **Rewards and Sanctions**

We aim to promote good behaviour in school by giving children who behave well a high profile in school. We will praise children who do complete work to a personal high standard due to applied motivation and concentration and these will be rewarded. Good behaviour and effort are encouraged and rewarded, publicised and then used as a model for others to follow. Examples of good behaviour will be consistently highlighted and acknowledged by a system of rewards.

Rewards help to identify positive aspects of each child's behaviour and making them aware of their abilities and qualities and so building self -esteem.

### **Rewards include:**

- Praise – when children reach or surpass the adults' expectations.
- Telling parents: phone call home or letter/good news postcard home
- Written comments on work.
- House Points awarded (See below)
- Badges/stickers to stick on to work or to wear.
- Recognition in front of the group / class / school.
- Recognition at an assembly
- Certificates to reward work or behaviour
- Good to be Green Time – At the end of the school week.
- 'Afternoon Tea' event with the Headteacher on Thursday afternoons.
- Responsible jobs around school (**Not during COVID-19 restrictions**)
- Achievement awards – Praise Assembly
- Star Pupil/Person of the week award

Each class may have its own system to reward good behaviour and work but this will work in tandem and contribute to the "Good to be Green" scheme. Lunchtime Supervisors play an important role in maintaining good discipline at dinnertime. They may also inform the class teacher to alert incidents of children showing good behaviour.

### **House Points**

House points will be awarded to individual children for demonstrating good work, effort and conduct in their lessons. In the most part, house points will be given in children's books to instantly value and celebrate the child's achievement. Individual house points will be recorded within classrooms as part of a weekly team competition. House points will be totalled and collected weekly (in class bubbles) and will contribute to an overall total for their team.

### **Sanctions**

Before investigating an incident, it is important to give all involved time to calm down and it is important not to react too quickly to decide upon the sanction. It is important that all positive encouragement strategies are used to attempt to get the child to avoid the need for sanctions. It is also important that the adults understand that the behaviour is a form of communication and that adaptations may be needed in provision to avoid future situations.

- Ensure all the antecedents are explored
- Listen carefully to all parties.
- Offer all parties strategies for the future. Teaching and modelling the ability to find a resolution and complete restorative work if necessary
- Check that all parties understand that the handling of the situation is being handled fairly.

### **Available Sanctions**

N.B. Always explain the behaviour that you **do** want (Correction conversation).

Key behaviour techniques and whole school systems include:

- Explain that the action seen is not acceptable but try to find out the reason
- Whenever possible reprimands should not be public. Concentrate on the behaviour rather than the child. All behaviour is communication.

- Each class teacher must have class rules displayed in their classroom.
- Each class teacher must have Good to be Green chart in their classroom
- Explain to children that their behaviour is unacceptable and **what will happen next.**
- The child can be given extra or alternative tasks as a diffusing strategy within the designated area of school.
- Loss of privileges.
- Letter of apology or writing what happened during an incident. **'Lines' or other meaningless punishments should never be set as a sanction.**
- Parents should be spoken to at the end of the day if at all possible or a letter/note sent home outlining a serious incident-this communication is very important. Please seek the agreement of either HT/DHT/AHT before doing this.
- If a child has to leave their classroom due to poor behaviour, then the class teacher must inform the Headteacher, who will also inform the parents/invite the parents in.
- Refer to the Deputy or Head. A member of staff should radio for Mrs Thomas, while child remains in the bubble as much as possible.
- In the case of severe or extreme incidents the situation should immediately be brought to the attention of the Headteacher or Deputy Headteacher see list below.
- A child may be asked to miss social time (break or lunchtimes); standing by their teacher in the playground. Children should still have access to their toilet break, break-time snack/drink and their lunch. Teacher should spend this time talking to the child about their behaviour and starting restorative work for the future (a correction conversation).
- The child may lose their 'Good to be Green' time if they have had received a red card or two yellow cards in a given school week. This will also require them to complete a behaviour reflection and target sheet.

**The following behaviours should be referred to the Headteacher and will be recorded:**

- Violations of the Anti-bullying Policy.
- Racist/homophobic name calling
- Repeated violence (any violent incident should be recorded)
- Children exploring themselves or being involved in inappropriate play/action of a sexual nature.
- Fighting
- Inappropriate language directed at others. Damage to property
- Stealing
- Threatening behaviour to an adult
- Insolent/disrespectful behaviour to an adult
- Swearing
- Blatant refusal to follow instructions / work
- Violations of the school's E-Safety and/or Mobile Phone/Device Policy.
- A serious and/or deliberate breach of protocols designed to maintain adequate social distancing and separation for all members of the school community. Refer to Headteacher or Deputy Headteacher.

### **Exclusions**

In the current climate, health and safety considerations in controlling any transmission of COVID-19 between children and adults is paramount. Therefore, any behaviours demonstrated by children that put the health of the children and staff of the school at risk will receive an appropriate exclusion. Behaviours warranting an exclusion will be:-

- Persistent/deliberate breach of the health and safety rules put into place by the school to protect both children and adults.
- Deliberate and intentional coughing/sneezing in the direction of another person.
- Deliberate and intentional spitting whilst on school premises/grounds.

Occasionally, there will be children who seriously breach the terms of this Good Behaviour Policy and who may be considered for a period of exclusion from the school.

Before considering excluding a child, the school will always ensure that:-

- The appropriate strategies and interventions have been in place to ensure the child's needs have been met. This may also include a productive partnership between home and school, as well as a multi-agency intervention. **See sections regarding Behaviour and SEND.**
- If appropriate, the school will have engaged with the local authority's behaviour pathways and will have sought the advice of the Pupil Access Team.
- There are lawful, reasonable and fair grounds to exclude the child from school.
- An assessment is undertaken to gauge the impact on the education and welfare of the pupil and other children if they remain in the school.

Excluding a child from school for a fixed period (or permanently) is a decision that is not taken lightly and serves as the final sanction available to the school.

The decision to exclude a child will be taken by the Headteacher or the Deputy Headteacher in the event of their absence.

Parents will be contacted by the Headteacher to inform them of the decision and this will be confirmed in writing to them. **See Appendix A**

Parents have the right to appeal their child's exclusion and independent advice on following the procedure by contacting the local authority. Details to do this will be issued on the exclusion letter to parents.

In relation to exclusions, the school refers to the DfE statutory guidance document '**Exclusions from maintained schools, Academies and Pupil referral units in England** (July 2017, Ref: DFE-00184-2017).

## **Behaviour and SEND**

When a pattern of poor behaviour, disruption, anti-social behaviour emerges within school involving pupils with a SEN (behaviour/emotional), the following stages need to be followed;

### **Intervention Strategy**

- Parents made aware that there is concern about behaviour.
- Class teacher will inform parents of a concern and implement a personalised response for the child, making sure all agency advice is carried out
- Class teacher will meet with SENDCo

- Senior Leadership Team awareness for monitoring purposes
- Changes for provision will be implemented to ensure the child's needs are fully met
- Circle of friends/circle time use to create a supportive environment and increase of self esteem
- Individual behaviour book kept which records positive behaviour as well as difficulties. This will be monitored weekly by class teacher.

If the above does not significantly improve behaviour then a referral to other agencies may be made for more specialist support and advice, this will be done in collaboration with parents, the SENDCo and the class teacher where appropriate, a risk assessment will be completed.

The school SENDCo will gain consent from parents to access support from the following external agencies:

- Educational psychologist
- Behaviour Support Service Team / The Sycamore Centre Outreach
- Child & Family Service
- CAMHS
- School Nurse
- Any other appropriate agency e.g. counselling service, family social workers.
- Pupil Access Team

## Appendix A – Model letters to be issued to parents in the event of their child’s exclusion.

### Model letter 1

**From Headteacher/principal (or teacher in charge of a PRU) notifying parent of a fixed period exclusion of 5 school days or fewer in one term, and where a public examination is not missed.**

Dear [*Parent's/Carers Name*]

I am writing to inform you of my decision to exclude [*Child's Name*] for a fixed period of [*specify period*]. This means that he/she will not be allowed in school for this period. The exclusion begins on [*date*] and ends on [*date*].

I realise that this exclusion may be upsetting for you and your family but the decision to exclude [*Child's Name*] has not been taken lightly. [*Child's Name*] has been excluded for this fixed period because [*reason for exclusion*].

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion from [*specify dates*] unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for [*Child's Name*] to be completed on the days specified in the previous paragraph as school days during the period of his/her exclusion when you must ensure that he/she is not present in a public place without reasonable justification. [*Detail the arrangements for this*]. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body/management committee of [*School/Academy/PRU*]. If you wish to make representations please contact [*Name of Contact*] on/at [*contact details — address, phone number, email*], as soon as possible. Whilst the governing body/management committee has no power to direct re-instatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>. Making a claim would not affect your right to make representations to the governing body/management committee.

You have the right to see and have a copy of your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you.

- Chris Warner, Exclusion Officer, Dudley LA on 01384 814394.
- You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0345 345 4345 or at <http://www.childrenslegalcentre.com>. The advice line is open from 8 am to 8 pm Monday to Friday, except Bank Holidays and 24 December to 1 January.
- Dudley SENDIASS (formerly Parent Partnership) on 01384 818097/98.

**[Child's Name]**'s exclusion expires on **[date]** and we expect **[Child's Name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

**[Name]**

Headteacher (teacher in charge in case of a PRU)

cc Child's school file

Model letter 2

**From the Headteacher of a school/academy (or the teacher in charge of a PRU) notifying the parent(s) of that pupil's permanent exclusion.**

Dear **[Parent's Name]**

I regret to inform you of my decision to permanently exclude **[Child's Name]** with effect from **[date]**. This means that **[Child's Name]** will not be allowed in this school/academy/PRU unless he/she is reinstated by the governing body/the discipline committee (management committee in case of a PRU).

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded because **[reasons for the exclusion - include any other relevant previous history]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion from **[specify the precise dates]** unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for **[Child's Name]**'s education to continue will be made. For the first 5 school days of the exclusion we will set work for **[Child's Name]** and would ask you to ensure this work is completed and returned promptly to school for marking. From the 6<sup>th</sup> school day of the exclusion onwards, from **[specify the date]**, the local authority will provide suitable full-time education.

**[Where Child lives in a local authority other than the excluding school's local authority]** I have also today informed **[name of officer]** at **[name of local authority]** of your child's exclusion and they will be in touch with you about arrangements for **[his/her]** education from the 6<sup>th</sup> school day of exclusion. You can contact them at **[give contact details]**.

As this is a permanent exclusion the governing body (or management committee in case of a PRU) must meet to consider it. At the review meeting you may make representations to the governing body/PRU management committee if you wish and ask them to reinstate your child in school. The governing body/PRU management committee have the power to reinstate your child immediately or from a specified date or, alternatively, they have the power to uphold the exclusion in which case you may appeal against their decision to an Independent Review Panel. The latest date by which the governing body/PRU management committee must meet is **[specify the date - the 15th school day after the date on which the governing body/PRU management committee was notified of the exclusion]**. If you wish to make representations to the governing body/PRU management committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details - address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body/PRU management committee of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the governing body/PRU management committee.

You have the right to see, and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you.

- Chris Warner, Exclusion Officer, Dudley Local Authority on 01384 814394 or at [Christine.Warner@dudley.gov.uk](mailto:Christine.Warner@dudley.gov.uk)
- You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0345 345 4345 or at <http://www.childrenslegalcentre.com>. The advice line is open from 8 am to 8 pm Monday to Friday, except Bank Holidays and 24 December to 1 January.
- Dudley SENDIASS (formerly Parent Partnership) on 01384 818097/98.

Yours sincerely

**[Name]**

Headteacher (teacher in charge in case of a PRU)

cc Clerk to Governors' Discipline Committee

### Model letter 3

**From the clerk to the governing body (management committee in case of a PRU) to parent upholding a permanent exclusion.**

Dear **[Parent's name]**

**Child's Name    DOB**

The meeting of the governing body/management committee at **[school/academy/PRU]** on **[date]** considered the decision by **[ Headteacher/teacher in charge]** to permanently exclude your son/daughter **[name of child]**. The governing body/PRU management committee, after carefully considering the representations made and all the available evidence, has decided to uphold **[name of child]**'s exclusion.

The reasons for the governing body/management committee's decision are as follows: **[give the reasons in as much detail as possible, explaining how they were arrived at.]**

Within a legal timeframe you have the right to ask for the decision to be reviewed by an Independent Review Panel. You can also apply to the first tier Tribunal (Special Educational Needs and Disability) for disability discrimination or the County Court (for other forms of discrimination) who have the jurisdiction to hear claims of discrimination under the Equality Act 2010.

The legal time frame for an application to the Independent Review Panel is:

- Within 15 school days of receipt of this letter (**specify a date**).
- Where an application has not been made within this timeframe but within 15 schools days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to exclusion.

You must set out the reasons for requesting a Review in writing and send this to, the Democratic Services Manager, Clerk to the Independent Review Panel, Legal and Democratic Services, Council House, Priory Road, Dudley, DY1 1HF.

You have the right to request the attendance of a Special Educational Needs (SEN) Expert at the Review, regardless of whether the school recognises that your child has SEN. If you have not lodged your request within the legal time frame you will lose your right to apply.

You may, at your own expense, appoint someone to make written and/or oral representation to the panel or bring a friend to the review.

Please advise the Clerk, Democratic Services Manager, if you have a disability or special needs which would affect your ability to attend the hearing. Also, please inform the Clerk if it would be helpful for you to have an interpreter present at the hearing.

Your request will be heard by an Independent Review Panel (IRP), which can also hear disability discrimination claims. A 3 or 5 member panel will comprise of a serving, or recently retired (within the last 5 years), Headteacher, a serving, or recently serving, experienced Governor and 1 lay member who will be the Chair person. The IRP will rehear all the facts of the case - if you have fresh evidence to present to the IRP you may do so. The IRP must meet no later than the 15th school day after the date on which your appeal is lodged. In exceptional circumstances the IRP may adjourn the hearing until a later date.

In determining your appeal, the Panel can make one of three decisions.

- they may uphold your child's exclusion decision
- recommend that the Governing Body reconsiders their decision
- quash the decision and direct that the Governing Body considers the exclusion again.

For your information the following sources of advice are available to you.

- Christine Warner, Dudley Local Authority Exclusion Officer on 01384 814394.
- You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0345 345 4345 or at <http://www.childrenslegalcentre.com>. The advice line is open from 8 am to 8 pm Monday to Friday, except Bank Holidays and 24 December to 1 January.
- Dudley SENDIASS (formerly Parent Partnership) on 01384 818097/98.

Yours sincerely

**[name]**

Clerk to the Governing Body (or clerk to the Management Committee in case of a PRU)

cc Headteacher

## Appendix 1 -Behaviour- rewards and sanctions overview for staff 2021

- Each class teacher must have class rules, Good to be Green chart displayed in their classroom. This is so that the relevant points can be physically pointed out to remind children, often without a verbal clue.
- All attempts should be made to praise and reward children as often as possible, maintaining motivation.
- It is important to remind children of what is expected at the start of a session or at frequent intervals. Try to be explicit in your instruction rather than general as this helps to avoid misunderstanding of expectation.
- If frequent gentle reminders do not seem to be working a warning should be given as a 'last chance' before the sanctions start to be used.
- If a child is required to leave their classroom due to poor behaviour on more than one occasion, then the class teacher must inform the Headteacher, who will also inform the parents. This must also be recorded on the schools CPOMS system.
- Home-school contact may be arranged to support class rewards/sanctions.
- If an individual child has an EHCP or IBP, support may be required to help them comply with the class rules, extra rewards and sanctions may be put into place for these children to support them. Extra home-school agreements may be organised. Any child who has had a temporary exclusion should have a reintegration meeting, where a plan will be developed and changes to provision made to ensure the child's needs are fully met and agreed by parents and school.
- If a child is vulnerable due to additional needs and may not fully understand the adapted school rules in the current climate of hygiene and social distancing then the school will have liaised with parents to risk assess their time in school.
- If a child exhibits any of the following behaviours then the child may receive an initial **WARNING** with a **YELLOW CARD** issued if behaviour or attitudes to learning haven't modified:
  - Failure/refusal to respond to instructions given by an adult in their best interests, despite every efforts made by the adults to ensure the instructions are clear and understood, particularly if the child has additional needs.
  - Not showing a good level of concentration in order to be an effective learner.
  - Demonstrating behaviours that impact on the learning of others as well as themselves.
  - Conducting themselves in a way that is unsafe manner that would likely cause harm to themselves and/or others.
  - Conducting themselves in a manner that is considered impolite and uncaring.

**Sanction** (YELLOW only): Missed next available social time (break or lunch time). This will involve the child having to stand by their teacher (or other adult) in the playground. Missed 'Good to be Green' time (if it is the **second** Yellow card in a given school week).

***All children receiving a yellow card must have a 'Correction Conversation' to enable the child to reflect on their behaviour and think about how they can make better choices in the future.***

If a child doesn't modify their behaviour after they have received a yellow card, they will then receive a **RED CARD**.

**Sanctions:** Missed next available social time (break or lunch time). This will involve the child having to stand by their teacher (or other adult) in the playground. Missed 'Good to be Green' time. A time out (if appropriate) managed within the class bubble. Behaviour is recorded on the schools' CPOMS system.

- If a child exhibits any of the following behaviours may warrant an instant **RED CARD** and be sent straight to the Headteacher/Deputy Headteacher:
  - Bullying
  - Racist/homophobic name calling
  - Any form of sexual harrasment
  - Repeated violence (any violent incident should be recorded)
  - Children exploring themselves or being involved in inappropriate play of a sexual nature
  - Fighting
  - Inappropriate language directed at others.
  - Damage to property
  - Stealing
  - Threatening behaviour (including the use of threatening language) towards an adult
  - Serious insolent/disrespectful behaviour towards an adult
  - Serious violations of the schools E-Safety and Mobile Phone/Device Policies.
  - A serious and/or deliberate breach of school protocols in ensuring the safety of the school community during the COVID-19 crisis.

**Sanctions:** Instant removal from the classroom/playground etc. by a senior leader. Contact/meeting with parents. Missed 'Good to be Green' time. Possible Fixed term exclusion.

***All children receiving a red card must have a 'Correction Conversation' to enable the child to reflect on their behaviour and think about how they can make better choices about it in the future. This will also enable the adult to find out the reason behind the behaviour and make adaptations to provision if necessary.***

### **'Good to be Green' time**

This will be a period of thirty minutes where children will be rewarded for their good behaviour throughout the school week. This will take place on Friday afternoons following Praise assembly. Good to be Green time activities could include:-

- Supervised play on the playground or on the school field.
- An activity that the children collectively agree with their class teacher.
- Art activity/creative task or project
- Learning a new skill

- Sharing a game with each other

**This should not involve watching a film or TV Show.**

It is intended that this reward time is used differently each week to ensure that the reward remains a positive incentive for the children.

**Children missing 'Good to be Green' time**

Children who receive more than two yellow cards or a red card in a given school week will not be permitted to participate in 'Good to be Green' time. Instead these children will be expected to complete a Behaviour Reflection Sheet during this time with Mr Nolan. This will enable the child concerned to reflect on their behaviour, how it made them feel and give them the opportunity to consider setting a target for their conduct in the future.