



**FAIRCHILDES  
ACADEMY  
COMMUNITY  
TRUST**

**Monks Orchard Primary School  
Good to be Green  
Reviewed: March 2022**

## **Green Points**

Children start **every** session with a green card on the Good to be Green chart. Children earn a green point if they are on green at the end of a session.

Additional Green Points may be awarded over the week to children who go “above and beyond,” general behaviour expectations.

Green points will be recorded on ClassDojo.

### **Y1 to Y3**

All children in Y1 to Y3 will have a Green Point Book. For each 15 Green Points a child earns, a Green Point Stamp will be placed in their Green Point Book.

Y6 Prefects will run a Green Point Shop. Once per week children will have the opportunity to exchange Green Point Stamps for a variety of rewards at the Green Point Shop. 1 Green Point Stamp = 1 reward.

Green Point Stamps will be signed and dated by the Y6 Prefects running the Green Points Shop, once they have been exchanged for a reward.

### **Y4 to Y6 (and Y3 from the summer term)**

Each class will have a 15/20 minutes extra playtime at the end of the week. All children will have this playtime. However, children who have received 3 or more red cards during the week will miss the extra playtime.

Class teachers and support staff will give whole class Dojos. Each class will have a class monster set up on ClassDojo, named after their class author, to record whole class Dojos. Staff can give negative whole class Dojos, but may not give negative individual Dojos.

When the class have collected 60 Dojos they earn a movie and snacks afternoon.

Class teachers have their own systems for rewarding individual children’s Green Points, and may continue to use these.

## **Yellow and Red Card Consequences**

Teachers must keep accurate records of red cards in the behaviour file. This is important as the records are required as evidence to support further and/or more serious action with individual children.

### **Yellow Card (Warning)**

When children are not following the class rules or school values, a yellow card is placed by their name on the Good to be Green Chart. Staff must clearly tell the child what they are doing that is unacceptable and what they need to do to get back to green, providing them with the opportunity to start making the right choices. Staff must look for opportunities to move pupils back to green as soon as possible. As a general rule, children should not remain on yellow for more than 15 minutes – they must either move back to green or move on to red.

### **1<sup>st</sup> Red Card in a day, 15 min reflection time in another class** (record on class record sheet)

If a child continues not to make the right choices, they are moved to a red card. The child completes a 15-minute time out in another class. If a pupil completes the time out successfully, they return to their class, have a brief conversation with their class teacher about expectations and how to get back to green, and are moved back to yellow.

### **2<sup>nd</sup> Red Card in a day, miss 15 min of next play or lunchtime**

(record on CPOMS, referring to 1<sup>st</sup> red card and including sanction)

Children to stand against fence in the playground for 15 min at next play or lunch time. Teachers let staff on duty know children who are missing time via a Google Chat message. Teacher lets parent/carer know via a ClassDojo message, using agreed text.

### **3<sup>rd</sup> Red Card in a day, miss whole of next lunch time and class teacher calls parent/carer**

(record on CPOMS, including sanction and notes re conversation with parent)

Class teacher phones parent/carer at the earliest opportunity, before the end of the day (or speaks to parent/carer if they know they are going to pick them up). Explaining behaviour that led to the red cards and that they will be missing their next lunch time. Teacher arranges with SLT for child to sit outside an SLT member's office for next lunchtime.

### SLT Involvement

(record on CPOMS)

If the unacceptable behaviour continues, the child refuses to comply with the above stages, or the incident is sufficiently serious, an SLT member may be required. **The child must not be sent**, a phone call should be made, or two trusted children sent, to the main office where the office staff will contact the appropriate SLT member (Phase Leader, if available). The SLT member will come to the classroom, speak to the teacher/support staff and decide what action will be taken, in consultation with the class teacher and the child, with a view to one of three outcomes.

#### A. Time out with member of leadership team.

Pupil thinks of strategies to repair the situation and reports back to the member of the leadership team at the end of the day. Pupil returns to class to aim to get back to green.

#### B. Lunchtime detention

SLT member will discuss and agree one or more lunchtime detentions with class teacher.

#### C. Phone call or letter home.

Parents/carers are informed of the situation, steps required for improvement and next steps if there is no improvement in pupil behaviour. Pupil returns to class to aim to get back to green.

#### D. Parent/carer meeting.

This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan. The Class Teacher must record the outcome in the class behaviour file.

### Repeated Red Cards

For the vast majority of children, the Good to be Green system should work effectively. But some children, though their behaviour may not be extreme, may receive repeated red cards for low – level behaviours. In these cases:

1. The class teacher tells the child "I've noticed you have had ... red cards/ spent a lot of time in X's class. The next time you get a red card for ..... you will miss a playtime/the fits 15 minutes of lunchtime." And then moves straight to the 2<sup>nd</sup> red card consequence for a limited period (max 1 week).
2. Liaise with SLT to arrange lunchtime detention.
3. The class teacher calls the parents/carers, tells them about the repeated behaviour, explaining they are getting a lot of red cards/missing playtime, and asks for support.
4. The class teacher arranges to meet the parent/carer, with the child.
5. The class teacher and phase leader meet the parent/carer together, with the child, to agree next steps, which may include an Individual Behaviour Plan

### Stay on Green at play/lunchtime

This system can be used in the playground as follows:

#### Consequences

Yellow	Warning given
Time Out	Time out (max. 10 minutes in designated space). Brief conversation with class teacher at end of break/lunch, decide together whether to give Red card in class, or further sanction
More than 1 time out	Playtime - Refer to class teacher Lunchtime – Refer to SLT

### Specific Behavioural Difficulties

A small number of children may have specific, persistent behavioural difficulties and the Good to be Green may not be appropriate for some of these children. For these children class teachers must work through the following process:

Class teacher	<ol style="list-style-type: none"><li>1. Provide appropriate reminders and support for child</li><li>2. Initial discussion with parents/carers</li><li>3. Additional reminders and support/differentiation (eg. visual cues, individual Green Point record, etc.)</li><li>4. Further discussion with parents/carers to agree behaviour targets/focus and parental support</li></ol>
Class teacher and Phase Leader	<ol style="list-style-type: none"><li>5. Discussion with Phase Leader (for support, advice and guidance)</li><li>6. Meeting with parent/carer, Class Teacher and Phase Leader</li></ol>
Class teacher and Inclusion Manager	<ol style="list-style-type: none"><li>7. Discussion with Inclusion Manager for further support, advice, guidance</li><li>8. Meeting with parent/carer, Class Teacher and Inclusion Manager</li><li>9. Inclusion Manager to support Class Teacher with creation and implementation of Individual Behaviour Plan, including parent/carer support; to be reviewed regularly (time between reviews to be decided on an individual basis, between 1 week and a half term)</li><li>10. Referral to appropriate external agency/ies for further advice (eg. Early Help)</li></ol>

Class teachers must keep evidence for each stage of this process, in their class Behaviour File, before moving to the next