

Wesley Methodist Behaviour System

Our ethos is to notice good behaviour and give attention to children who are making right choices. This is very effective in encouraging children whose inclination might be to misbehave, to be noticed for doing the right thing! We have a very positive attitude towards discipline.

All children belong to one of four school Houses, Blue (Sharks), Green (Bears), Red (Lions) or Yellow (Tigers). They will be in the same house as their sibling(s). This will stay the same throughout their time here at Wesley.

Good to be Green Behaviour Policy



The importance of good behaviour

At this school we encourage our children to develop spiritually, socially, personally and academically. To do this good behaviour from all pupils is essential.

How do we promote good behaviour?

Children are given clear guidelines of the appropriate behaviour and expectations in all areas based on our 'Good To Be Green Values' which all staff expect the pupils to abide by.

The policy is applied equally to; before school activities, playtimes, lunchtimes, lesson times, school trips and clubs that happen after school and during holidays.

The behaviour policy is supported through a variety of different strategies which include our:

- planned curriculum work
- SEAL (Social and Emotional aspects of Learning) curriculum
- planned assemblies
- teaching and learning styles
- well organised school routines
- high expectations and consistency from all staff
- specific support for those experiencing difficulty

Wesley code of 'Good To Be Green' rules.

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

We always listen to others carefully and do not interrupt.

We look after our school and belongings.

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

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

We always tell the truth.

"This makes us a winning team."

The 'Good to be Green' system

- Each child has a pocket on a wall chart that contains three coloured cards, GREEN, YELLOW, RED.
- At the beginning of each time day the pupils start by being 'GREEN' on their chart.
- Should a pupil do something that is unacceptable they are given a verbal warning which should be sufficient to remind the pupil what is expected.
- If the pupil continues to behave unacceptably they are issued with a Half YELLOW or Full YELLOW card. It is pointed out to the pupil that they have a choice about how to behave.
- If the pupil corrects their behaviour (makes the right choice) they can revert to GREEN status.
- A RED card is issued if the pupil's unacceptable behaviour continues. The pupil will lose the golden time on a Friday and parents will be contacted if required by the class teacher.
- There are rewards for the pupils who sustain being GREEN (the 'always' children).

Some rewards for GREEN behaviour include:

- Earned 'Golden Time' – Every Friday
- House points
- Class rewards
- Rewards for pupils as they achieve each 30 GREEN day milestone – certificates and a prize.

End of half term treat for the children who have **not** had a red card.

Procedures for dealing with inappropriate behaviour

Sometimes children forget our aims for good behaviour. They will then be reminded of the school's 'Good To Be Green Rules'.

- 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*). There can be no excuse for violence, aggression or disrespect to others.
- Children will always be encouraged to apologise to their victim and where appropriate help their victim. They will be encouraged to empathise with other people's points of view and to consider the consequences of their actions. Should a child tell the truth and apologise a lesser sanction may be given.
- Should a pupil regularly reach a RED status their parents will be asked to come into school to speak to the class teacher. Their behaviour record will be analysed and an appropriate sanction will be applied. The pupil will have either an in school exclusion or even a fixed term permanent exclusion if needed. It may be appropriate that the pupil may be added to the Special Educational Needs register and given an IEP (Individual Educational Plan) which details any additional strategy that may be used to encourage the pupil to conform to the school behaviour code.
- A second red card will mean a parents meeting with one of the SLT to discuss the child's behaviour.
- Pupils who regularly get Red Cards for not following teachers' instructions cause a health and safety risk to all. They will be prevented from attending out of school clubs and off site school visits including any residential visits.
- There may be incidents that occur that are so extreme in nature it is felt that these must be referred immediately to the senior leaders. 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 fixed term or permanent exclusion may be immediately applied.

Filling in the chart.

If a child has a green day he/she will get a tally on their chart.

It is the child's status at the end of the day which is recorded.

Once 30 green days have been achieved this results in a prize.

If they have a yellow card by the **end of the day** a Y will be put on the chart.

A red will be an R.

If a child is recorded as a yellow at the end of the day, three or more times within a week, a red card will automatically be issued.

If a child is green all week they will get a sticker to take home and a sticker for their chart.

Gold award.

The winner will get a sticker and the privilege to sit on the top table for lunch. Their names will be put on the website, (Starting soon)

Lunchtime Good Behaviour draw

This will happen on Friday in the ‘Celebration Assembly.’

Level 1 Warning or half yellow/yellow card	Range of Possible Sanctions
Out of seat Rocking on seat, slouching Calling out Not listening/ paying attention Pushing, shoving in line Running indoors In wrong place Not working Not clearing up.	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. Movement down the ‘ladder’.
Persistent Level 1 & Level 2 – Half Yellow Card or Yellow Card	Range of Possible Sanctions
Distracts others Throws small objects to distract – not to hurt Inappropriate physical contact, e.g. poking, flicking, pulling hair, Complains or mutters disruptively/persistently Talking at an inappropriate time, or asking inappropriate questions to disrupt Hides work or resources Interferes with other’s property Minor deliberate damage (pencils) Leaves the room without permission Lies(older pupils) Telling lies to get others into trouble <ul style="list-style-type: none"> • Persistent rough play 	5 minutes off playtime or lunch time. Sent to Assistant Head or DHT Missing whole/ part of a breaktime or lunchtime Write letter of apology
Persistent Level 2 & Level 3 – Yellow Card or Red Card	Range of Possible Sanctions
Encourages others to misbehave Uses obscene words to offend Causes hurt intentionally Verbal abuse of adults Answering back or constantly questioning adults decision or request Refuses to obey instruction Destroys own work Destroys others’ work Insulting, name calling including racist and homophobic language Petty theft	Parents informed- meeting with Class teacher to discuss Children write a letter to parents informing them of the inappropriate behaviour that they have been engaged in. Sent to HT- recorded in Behaviour Book/ Child put ‘on report’ for a period of time Loss of whole of Playtime or Lunchtime Follow up letter sent home to parents. Child uses ‘time’ to try to make amends e.g. repairing property; re-doing work; apology

Damage to property or equipment (including play equipment). Threatens violence Bullying stealing	Temporary exclusion Lunchtime exclusion
Persistent Level 3 & Level 4 – Red Card	Range of Possible Sanctions
Physical or violent assault causing injury(which leaves a mark), or persistent violent behaviour Sexualised behaviour or assault Serious damage to property (e.g. vandalism) Carrying a weapon with the intention to wound (e.g. knife) Persistent Bullying including homophobic, racist threats and abuse Leaving grounds Carrying, supplying or abusing drugs	Meeting with parents/and HT with follow up letter home Temporary exclusion Lunchtime exclusion Permanent exclusion

If the behaviour is deemed to be more serious e.g. physical fighting, running out of school etc, further consequences will occur and the children are dealt with by a member of the SLT.

Similarly to in school, positive behaviour is also rewarded out on the yard. All play workers and lunchtime staff have access to our Good to be Green resources and they reward them to children who are following our rules.

In the Playground – specifically lunchtime

Stage 1

Child is given a chance to change their behaviour.

Stage 2

If the behaviour persists, the child takes time out and will be sent inside to the behaviour support worker for 5 mins. In the locker area.

Stage 3

If the behaviour persists, the child will miss the rest of lunchtime/ breaktime for a longer period of time.

Stage 4

Continued inappropriate behaviour or high level behaviour (see above) in the playground results in an immediate referral to the SLT and removal from the area.

Lunchtime supervisors will confer with class teachers when issuing cards.

Positive behaviour.

Lunch sticker will mean two house points.

Merit raffle ticket – very good behaviour – into the post box. Draw will happen weekly.

All of the good to be green behaviour treats will connect to celebration worship.

Homework

No child should receive punishment for not bringing in homework or spellings and should not be given any form of card. Children may receive dojos for bringing in homework.

PE Kit – Children will not be given cards for forgetting PE Kit.

M Lonsdale - 2017