

## Rewards and Sanctions

Good behaviour is rewarded by **house point tokens**.

Children are given a house at the start of the academic year and house points are awarded in class and around school for high standards of behaviour and positive attitudes to learning. The house with the most points at the end of each half term receives an afternoon reward. Stickers, certificates and praise are also used to reward positive behaviour.

## Our Houses

We have chosen these houses to represent diversity in line with the Equality Act 2010.



## SEAL

SEAL stands for Social and Emotional Aspects of Learning. We believe that supporting all aspects of social and emotional development encourages good behaviour in school. The SEAL room has been adapted to support social and emotional aspects of learning and is the old assistant head's office.

## Unstructured times

There are the same behaviour expectations during more unstructured times such as break and lunch time. House points are awarded, red lunchtime tokens count as double points.

In the event of poor behaviour choices at break and lunchtime the following measures are put in place:

In the event of a child being hurt by another child at lunchtime or a serious breach of school rules taking place, an investigation takes place and the Senior Mid-day Supervisor notified of the details. At break time one of the adults on duty will investigate in the first instance and pass the information on to the Behaviour lead.

If a child has an injury, the information will always be passed onto the teacher.

If a consequence is required children can be brought to the SEAL room and the behaviour lead notified. Consequences and actions taken will be recorded and people notified as necessary.

**Blue cards** are used as a system of recording behaviour. In this system a child receives a warning and if the behaviour does not improve a second warning. If further reprimands are required this will be recorded on the blue card, leading to a missed break with the teacher. If a child receives a second record in the same day, they have some time out of the classroom to reflect on their behaviour. This may be in another classroom, in the SEAL Room or with a member of the senior leadership team. If children receive a third record in a day, parents are notified by a member of the Senior Leadership Team as appropriate. All reprimands will take place in private.

When poor behaviour is identified, sanctions are implemented consistently and fairly.

These sanctions include:

- Verbal warnings leading to a blue card record if repeated
- Phone call home to parents leading to a meeting in school where necessary
- Staying in at playtime or lunch to complete missed learning
- A letter of apology written during play times
- Loss of privileges e.g. school clubs
- Time out in SEAL room
- Remaining in school for a short time at the end of the day to complete missed work. In these circumstances, the parent will be asked to join the child completing the learning
- Behaviour monitoring charts/books
- Work sent home together with an 'Imposition Letter' informing parents of the need to make up lost learning time at home.

Where children have a lunchtime consequence they will be given reasonable time to eat, drink and use the toilet.

While sanctions are used, we recognise that behaviour management is best promoted by positive behaviour reinforcement. We work carefully with a child experiencing difficulty, investing in their individual needs to find a solution. You are an important part of this process and your support is invaluable.



**READY, RESPECTFUL,  
SAFE  
Behaviour  
Management at  
Green Meadow  
Primary School**

This leaflet will give you an overview of our school behaviour policy and procedures. If you would like more information please read the full version of the school Behaviour Policy; a copy can be found on the school website. You may request a paper copy from the school office.

## Information for Parents & Families

### Aims and Ethos

At Green Meadow Primary School we recognise that children's behaviour is central to the learning process and is an intrinsic element of our education here. As a school, we recognise the importance of having clear values and shared beliefs among all staff which underpin expected standards of behaviour and quality of relationships.

We acknowledge the relationship between low levels of emotional literacy and poor behaviour. We therefore believe in promoting self-esteem, self-discipline and a responsibility to others. The behavioural environment is key and we are constantly working to improve the context in which our children learn. We seek to develop emotional intelligence as a key to help our children become socially and educationally successful.

Fundamental to our school's ethos is our commitment to supporting children to make the right choices and to encourage children to express their emotions appropriately.

Bullying of any description will not be tolerated. Further details of how the school works to combat bullying can be found in the Anti-bullying policy.

### Our Values

At Green Meadow we aim to promote positive attitudes and respect through our three values:

**Ready**  
**Respectful**  
**Safe**

Staff use these values to highlight the behaviour they want to see around school. These simple values ensure rewards and sanctions are applied consistently. Expectations are reinforced through assemblies and in the way that staff and pupils interact throughout the school.

## Green Meadow Primary School School Values

Be:

- Ready
- Respectful
- Safe



## Strategies for Pupils

It is important to always focus on the behaviour which is unacceptable. When dealing with incidents, staff differentiate between the behaviour and the pupil and, as such, a child is never called 'naughty'.

At Green Meadow Primary School children who make good choices get attention. Each classroom has a **Recognition Board** to recognise each individual's effort towards a common goal. These boards celebrate effort (rather than achievement) and should recognise each individual within the classroom – the aim is to have everyone's name on the board by the end of the day.

Children who have gone over and above the behaviour expectations will be nominated for **Hot Chocolate Friday**. The Senior Leadership Team will pick a selection of names out of the nomination box to share hot chocolate with on Friday each week.

Hot Choc Friday- Going above and beyond



## Our Recognition Board

On task behaviour  
Taking it in turn to speak  
Staying in your seat  
No shouting out

At Green Meadow Primary we:

- Use praise generously with young pupils, but are more discriminating with older children so that praise has value.
- Catch the child being good and so deliberately look for good behaviour.
- Give praise early. Show approval early in the lesson so that the tone is set and then kept to so that typically well-behaved children are acknowledged.
- Avoid actions that could spoil the effects of praise. It may be beneficial not to give a reprimand to a child, but to give praise to a child nearby who is working well.
- Ensure that praise informs by describing the behaviour we are praising.
- Praise for effort and social acts as well as academic achievement.
- Use praise to communicate the message "I know you can do it!"
- Relay favourable remarks from other classes or adults.
- Be genuine.
- Some praise may be in private for a child who has reported a bully, or for a child who may become embarrassed.



