



**STREATHAM  
& CLAPHAM  
PREP SCHOOL**

<b>Person(s) responsible for this policy</b>	<b>Deputy Head Pastoral Prep</b>		
<b>Last review by</b>	<b>J Hayes</b>	<b>Review date</b>	<b>January 2024</b>
<b>Date of next review</b>	<b>January 2025</b>		

## **Stay On Green Positive Behaviour Approach**

**This approach applies to all pupils in the Prep School, including EYFS**

**At the end of this document the following can be found:**

**Appendix 1 Overview of Colours/Steps of 'Stay on Green'**

**Appendix 2 Strategies to help children 'Stay on Green'**

**Appendix 3 Copy of Pupil Reflection Sheet**

## **1. Behaviour Expectations Statement**

In order to enable effective teaching and learning to take place, positive engagement and behaviour in all aspects of school life is necessary. Our school family works to create and maintain a welcoming, calm, supportive and safe learning environment in which every person, children and adults alike, is valued.

We aim to promote a positive attitude in our pupils, creating an environment in which good behaviour is expected from everyone, within a climate of trust and mutual consideration and respect. We aim to achieve this through partnership between pupils, community members, parents and staff who are all taking responsibility for their actions and modelling clear expectations to each other.

SCPS seeks to develop a strong moral ethos. School rules are for the safety and comfort of all members of the school community. Any form of bullying, discriminatory behaviour or fighting will not be tolerated from any member of our school community. At SCPS we have adopted the positive behaviour system - 'Stay on Green'. This policy is intended to be consistently applied although, at times, staff will use their professional discretion.

## **2. A Whole School Consistent Approach**

At SCPS, we believe that good behaviour for learning is the key to a good education.

- We work to create a learning environment where everyone feels valued, secure and motivated to learn.
- We firmly believe that every member of our school community, including teaching and site staff, parents and the wider community has a responsibility to teach children socially acceptable behaviour.
- We aim to promote high standards by modelling positive behaviours at all times. Children learn by watching and observing our thoughts and actions.
- We aim to encourage high standards of learning and behaviour emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children within our school community treat each other with mutual respect and consideration.

## **3. Aims of the Stay on Green Behavioural Approach**

- To provide a safe environment free from disruption, violence, bullying and any form of harassment.
- To enable children to understand that acceptable behaviour is a result of mutual respect; respect for ourselves, respect for others, and respect for property.
- To promote the values of honesty, trust, fairness, tolerance, compassion and politeness.
- To reinforce and model positive behaviour.
- To ensure fairness of treatment for all.
- To encourage consistency of response to both positive and negative behaviour.

#### **4. General Approaches to Behaviour Management**

The goal of this approach is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to:

- Ensure children will not be subjected to sanctions that may adversely affect their well-being.
- Work in partnership with parents to ensure that:
  - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
  - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND.
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND whilst also ensuring the safeguarding of and respect for those pupils.
- Consider whether the behaviour is related to a potential safeguarding issue that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need, requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy.

#### **5. Positive Behaviour Management**

In the world around them children see many different examples of how people behave. We have a responsibility to help our pupils understand that they have choices about how to behave and help them develop the strategies to make appropriate choices. We also firmly believe that we need to ensure that children are able to develop strategies to cope when they observe or are involved in situations where another child is behaving inappropriately.

Our aim at SCPS is to create an environment where our pupils feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

#### **6. Consistency**

SCPS is committed to achieving a consistent response in the management of behaviour, this is achieved through:

- Staff training, support and development
- The induction of new staff

- Monitoring of consistency in behaviour management by the Head/Prep SLT
- Clear consistent boundaries for classroom management developed in conjunction with children
- Monitoring of CPOMS logs regarding the use of disciplinary sanctions.

## 7. Green Behaviours

All school staff will work to promote ‘green behaviours’ at every opportunity. School assemblies provide a focal point for talking about and reinforcing aspects of school ethos. The SLT will hold regular assemblies to revise with the pupils what is meant by ‘green behaviours’ and what this will look like. Class teachers will discuss ‘green behaviours’ with their pupils and ensure that the Pupil Charter and Stay on Green behaviour charts are displayed and used consistently. Class Teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

All Teaching staff should:

- Explain and demonstrate the behaviour we expect to see
- Expect high standards of behaviour, work, honesty and respect at all times
- Be consistent
- Be proactive in their behaviour management by planning routines and pre-empting times which may lead to unacceptable behaviour.
- Regularly review what Green behaviour looks like throughout the school day: Lining up, entering a classroom during learning time, moving around the school, being in the dining hall/assembly.
- Be positive and build relationships.
- Know their pupils as individuals.
- Arrive promptly and be prepared for the lesson – check the Stay on Green spreadsheet ahead of the lesson starting.
- Give praise for acceptable behaviour at every opportunity.
- Deal with poor behaviour according to the agreed behaviour system displayed in class. Either move the child on the classroom display or give the child a coloured card if they are moved off Green to make sure they are aware and are reminded to try to get back onto Green. Ensure the class display matches the spreadsheet for consistency across all lessons.
- Class teachers should record which pupils have not remained on in order to monitor any issues and ensure that pupils are supported appropriately to make good choices.

## 8. REWARDS AND INCENTIVES

A range of strategies will be used which include:

- Awards/Certificates will be given in Merit assemblies for pupils who demonstrate our SCPS values. This may include consistently demonstrating great behaviour, good work or effort. At the end of each term class and specialist teachers presents a Star Pupil award will be given to a child who has gone above and beyond what is expected of them.
- Positive verbal praise.
- Teachers can use members of the Prep SLT and other teachers as an incentive to share successes.

- At the discretion of the teacher, families may be contacted to inform them of particularly good behaviour so that praise can be shared.

## 9. SANCTIONS

Reminders will be given before sanctions are imposed so that children have the chance to make the right choices. Low-level disruption should always be tacked with verbal and non-verbal cues before applying sanctions. There should be a verbal warning before any child is moved from 'green' stating the positive behaviour expected to remain on green.

Staff will emphasise to the child displaying unacceptable behaviour that it is the behaviour we do not like, not the child.

If an official warning needs to be given the pupil will move from Green to Orange. **Concerted efforts to meet behaviour expectations should be quickly rewarded with a return to 'Green' status.** If a child is on Orange and behaviour expectations continue not to be met after a further warning, the pupil should be moved onto Red. Pupils should be reminded of Green behaviours, before being moved onto either Orange or Red. At the next break time a child on Red will lose 5 minutes of play to discuss with the class teacher how they could have met behaviour expectations. Once on Red, a child cannot move back to Green in the current session. If a child is on Red and expected behaviours are still not being met, then the consequences are more serious. At the next break time the child will lose 10 minutes of play and should meet with the Head of Lower/Upper School as appropriate to discuss how they could have met behaviour expectations. They will also complete a reflection sheet. If a child is moved back to Red for a second time, they will need to complete a further reflection sheet and complete a Time Out whether in class or in another class and their family will be contacted. **On returning from any break, where they should have been given time with a teacher to complete a reflection sheet (Appendix 4), any child on Red should immediately return to Green.**

For younger children who move onto Red, the reflection sheet will be completed by an adult during a discussion with the child.

Serious incidents such as physical harm, swearing, fighting, racist language, homophobic language or sexual harassment will be immediately escalated to the Head of Lower/Upper School, or a member of the SLT as required. A child may also be moved to Red for persistent Orange behaviours.

More serious incidents in the Upper School may result in a pupil they will be out of class for up to half a day, including the breaktimes, in accordance with the wider Behavioural Policy. They should work by the Head's office. If a child receives three Red cards – their parents/carers will be invited in to speak to a member of SLT in order to positively move forwards.

Staff will use their professional judgement to decide the level of sanction for a child. They will use the school behaviour policy to guide their judgement.

Regular discussions will take place to ensure that sanctions and levels are being applied consistently by all staff.

At the discretion of the class teacher, persistent movement from Green may warrant discussion with parents/carers. This will be recorded on CPOMs and the Senior Leadership Team will be aware.

**Certain behaviours warrant an immediate escalation beyond the 'stay on green' sanctions.**

- Wilful and aggressive harm to another person or property (physical, verbal or through body language)
- Being disrespectful (intentionally breaking property, overtly refusing to comply with instructions)
- Inappropriate language

Behaviour	Sanction (1st time)	Sanction (2nd time in a week)	Sanction (3rd time in a week)
Aggression Being Disrespectful Inappropriate language	Reflection time with Phase Leader during break (1 minute for each year of age). Head of EYFS, Lower/Upper School records on CPOMS. Parents notified.	Lunch eaten at first sitting then 20 minutes spent inside engaging in reflection activities. Following genuine remorse and engagement in a restorative justice conversation, child returns to the playground for the remainder of lunch. Recorded on CPOMS Parents notified.	Lunch eaten away from dining room. Remainder of lunch break engaging in reflection activities. Reported to Prep SLT. Afternoon spent working out of class. Recorded on CPOMS. Parents notified

## Appendix 1: Overview of Colours/Steps of ‘Stay on Green’

Colour	Behaviour	Action / Outcome
Green	<p><b>FOLLOW OUR ‘STAY ON GREEN’ EXPECTED BEHAVIOUR.</b></p> <p><b>We practise active listening</b> So we can learn from one another.</p> <p><b>We are kind, encouraging and helpful to each other</b> So we can make our school a safe and happy place.</p> <p><b>We strive to always do our best and are responsible for our own learning</b> So we can be proud of ourselves, our learning and the progress we make.</p> <p><b>We include everyone and celebrate everyone’s achievements</b> So that everyone feels that they belong and they are valued.</p> <p><b>We show respect to everyone within our SCPS family, property and our environment.</b> So we can trust and respect each other and have a pleasant place to learn.</p> <p><b>We treat others as they would like to be treated.</b></p>	<p>* In class praise</p> <p>* Merit certificate presented in assembly and logged on CPOMS under the positive behaviour category every week.</p> <p><b>* Every child by the end of school year should have received one.</b></p> <p>* Star Pupil Award announced in celebration assembly each term.</p>
Warning	Child is reminded of behaviour expectations.	Appropriate time given for child to address behaviour, stating that the next time they will move to ‘Orange’.
Orange ‘Thinking Zone’ – Time to reflect	<ul style="list-style-type: none"> <li>* Any low-level disruption such as, talking in class, not listening, rocking on chairs</li> <li>* Calling out, disturbing others * Running / Careless pushing in the corridor</li> <li>* Arguing with peers</li> <li>* Displaying a negative attitude to learning</li> </ul>	<p>* Child’s name moved to the Orange thinking zone on the Stay On Green chart or an Orange card can be placed on their desk.</p> <p>* Child given thinking time to consider their actions, reflect on their behaviour and consider what they need to do to get back to ‘Green’.</p> <p>* Child given the opportunity to verbalise and/or show by their actions what they need to do to get back onto ‘Green’</p>
Warning	As above	
Red	Persistently in the ‘Thinking Zone’ behaviour (Red behaviour could be persistent low level disruption, not making the right choices in the thinking zone, tormenting others, name calling, throwing things down, using inappropriate language, hurting somebody, taking things you know aren’t yours, insulting family members, using negative body language).	<p>* They must be told the reason why they are on Red. They may then be asked to move seats within the classroom or have Time Out of the classroom.</p> <p>* After this time, child returns to their seat/work.</p> <p>* Teacher addresses them positively and reminds child of behaviour expectations</p> <p>* Child is given opportunity to join class and address behaviour</p> <p>* There will always be a conversation with the adult about the behaviours and an expectation that Green behaviours are now demonstrated.</p>

		<p>*A reflection sheet will be completed while the child is missing 5 minutes of the next breaktime.</p>
Warning As above.	<p>However, if a serious incident occurs a warning does not have to be given.</p>	
Red +	<p>Showing persistent 'Red' behaviour. Other examples include:          *Walking out of class/away from an adult without permission          *Intimidating/threatening behaviour or language (including aggressive swearing)          *Bullying          *Offensive language          *Intentionally racist language          *Hurting someone on purpose          *Destroying and deliberately removing property          *Running out of school          *Any other incident deemed to be of a serious nature</p>	<p>* If a child goes on Red +, the class teacher should contact a member of the SLT.</p> <p>*The child will go for out of class reflection - this will involve completing a reflection sheet in the first instance but must always include verbal reflection / discussion. Where possible, reflections should take place in an area where other children are not around. It is for the adult dealing with the reflection to decide how long this will last, depending on the child's attitude, engagement and emotional response. However, due to the serious nature of Red + behaviours in Upper School this may be for up to half a day (an internal exclusion). In KS1 this will be for 10 minutes.</p> <p>*Staff will track incidences of Red + behaviour - on a third incident of Red + behaviour the Head will meet with parents/carers.</p> <p>*Red+ behaviour must be reported to parents on the day. A copy of the reflection sheet and letter will be sent home.</p> <p>*Beyond three incidences – further steps to be taken eg: internal exclusion, missing lunchtimes, etc.</p> <p>*Red Behaviour ALWAYS needs recording on CPOMS (behaviour)* by the teacher.          *Bullying, Racist language needs to be reported via CPOMS          *If Red behaviour continues the Inclusion Team to be involved and support child with a Personal Behaviour Plan          * All pupils start on Green every morning regardless of where the child ended the previous day'.</p>



## **Appendix 2: Strategies to help children ‘Stay on Green’**

It is important that children recognise that they can play an important role in supporting children to Stay on Green. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the

right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring - For short period of time.
- Tactical pausing - Pause, emphasises attention and focus.
- Non-verbal cueing - A clear, discussed cue that gives message.
- Name reminder - Integrate name into teacher talk.
- Proximity praise - Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- Behavioural direction - Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- Rule reminder - Could ask a question ‘What is our rule for.....?’
- When.....then..... - Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Partial agreement - Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
- Stuck record - I would like you to..... The rule is.....
- Direct questions - ‘What’, ‘when’ ‘how’ rather than ‘why’ ‘are you’. Direct the responsibility to the child.
- Directed choices - Within known rules or routines- refer back to rights roles and responsibilities.
- Assertive comment / direction / command

Appendix 3:

Streatham and Clapham Prep School – Stay on Green Pupil Reflection Sheet

Name	Class	Date
What I did:	What I was <i>feeling</i> at the time:	
Who has been <i>affected</i> by my behaviour?	What I am going to do to <i>fix</i> things:	

Teacher Comments and Signature:

Pupil Signature: