

SUTTON OAK CHURCH OF ENGLAND PRIMARY SCHOOL

Positive Behaviour Policy 2021



“Believe, achieve and grow together in Christ.”

Vision

Believe achieve and grow together in Christ.

Mission

Inspiring a love of learning, love for one another and faith in God

Overview

By working together in partnership with each other, with parents and carers and with the wider community, our children will begin to understand, learn and display the socially acceptable behaviours which are required of them in our school and which will continue to support them throughout their developing lives. Our principles, policies and practices are centred on Christian values, beliefs and faith in Christ. The Positive Behaviour Policy reflects this ethos which is a core element in all we do here at Sutton Oak Church of England Primary School. Children across the school are encouraged and supported to display outstanding behaviour and attitude to learning at all times which follows the example and teachings of Jesus.

Our core Christian values adopted in school are: -

Friendship, compassion, forgiveness, respect, truthfulness, trust, perseverance and thankfulness.

Information provided throughout this policy will outline the individual and collective responsibilities of all stake holders; it will promote a consistency of approach and allow a clear understanding of the procedures which we at Sutton Oak C of E Primary School believe will lead to outstanding behaviour, enjoyment, safety and a love of learning.

Aims

- Create an ethos of good positive behaviour and discipline in school so our children feel safe and secure.
- Encourage a calm, purposeful and happy learning environment.
- Foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
- Provide opportunities to all of our children which will support and develop their independence, self-discipline and a sense of responsibility towards themselves and others.
- Develop a consistent approach for promoting positive behaviour and discipline throughout school.
- Establish a coherent and fair reward system that acknowledges and celebrates good behaviour and discipline.
- Establish procedures which determine clear and consistent approaches to manage and deal with any form of unacceptable or disruptive behaviour and poor discipline in and out of the school.
- Raise all pupils' self-esteem and confidence and teach positive behaviour through the content and delivery of the curriculum.
- Ensure that the development and progress of all our pupils including those who may be identified as having Special Educational Needs and Disability (which also includes behavioural difficulties) are regularly reviewed with staff, parents/carers.

- Effectively manage any incidents which may fall into the categories of bullying, sexism, racism or homophobia (see Anti Bullying Policy and Race and Equality Policy).
- Ensure that our staff will always act in a way which is reasonable and proportionate to the circumstances they are presented with.
- Ensure all relevant staff are appropriately trained in Team Teach de-escalation techniques.

Roles and Responsibilities

The Role of Governors

It is the responsibility of Sutton Oak Church of England Primary School Governing Body under section 175 of the Education Act 2002 to oversee our school's Positive Behaviour Policy and to monitor its effectiveness.

The Governing Body should:

- Ensure that the Schools Positive Behaviour Policy and procedures fall in line with Local Authority guidance, locally agreed inter-agency procedures and legislated Government guidance on behaviour, discipline and safety.
- Ensure that the Positive Behaviour Policy is available for parents/carers to access.
- Ensure that the school has procedures in place for dealing with allegations of abuse against staff including the Headteacher and volunteers to school which comply with guidance from the Local Authority.
- Ensure that a member of the school's Senior Leadership Team is designated to take lead responsibility for behaviour management.
- Ensure that all staff has regular opportunities to participate in Positive Behaviour management training.
- Review their own policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.
- Ensure that the school's Positive Behaviour Policy is reviewed annually and communicate any new updates relating to behaviour, discipline and safety to all school staff, Parents and Carers and pupils.

The Role of the Headteacher

Under the School Standards and Framework Act 1998, it is the Headteacher's role to:

- Implement the schools Positive Behaviour policy consistently throughout the school.
- Report to governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school is paramount.
- Support the staff by implementing the policy, by setting the standards of positive behaviour and by supporting staff in the implementation of this policy.
- Ensure that incidents of poor behaviour are recorded and parents notified of the fact.
- Give fixed-term exclusions to individual children for serious acts of misbehaviour.
- Consider permanent exclusion for repeated or serious acts of anti-social behaviour.
- Notify the school Governing Body of any actions of exclusions.

The Role of Staff

All staff should:

- Follow the hierarchy of rewards and sanctions
- Make children aware of appropriate positive behaviour in all situations.
- Be aware of all children's behaviour in class and around school, and deal with every incident appropriately, giving mutual support to colleagues.
- Work in partnership with parents, in dealing with behavioural issues and reporting about the progress of each child in line with whole-school policy.
- Act as a role model for desired positive behaviour, treating all adults and children with respect.
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good positive behaviour and achievements.
- Be punctual in collecting classes.
- Work closely with senior leaders and external agencies, implementing advice and strategies in dealing with a child's needs.
- Implement the processes and procedures for managing the behaviour of pupils in line with the schools Positive Behaviour Policy.

The Role of Parents

All parents should:

- Support the school's hierarchy of rewards and sanctions.
- Support the Positive Behaviour Policy by reinforcing to their child/children their need to behave in a responsible manner when in school, and for them to show consideration, courtesy and respect for other pupils and staff at all times.
- Respond to reflection texts when sent from school about the poor behaviour of their child/ children if it arises by talking to them about making positive choices.
- Help their child / children to understand the school rules and the need for them to retain an ordered society.
- Ensure that their child / children attend school regularly and punctually and to notify the school as soon as possible if their child / children will be absent.
- Ensure that their child / children have appropriate school uniform, PE clothing and footwear so that they can fully participate in all school activities.
- Adhere to the Home-School Agreement.

Responsibilities of Pupils

All children who attend Sutton Oak Church of England Primary School have individual and collective responsibilities relating to constant positive behaviour, self-discipline and the safety of themselves and their peers. This also applies when travelling to and from school.

The School Council through debate and consultation adopted the following guiding principles for all pupils to follow:

- Always work to the best of your abilities and to allow other pupils to do the same.
- Treat others with care and respect.
- Respond appropriately to the instructions given by staff and other adults working in school.

- Take care of and respect property which may belong to themselves, school or someone else and to also take care of and respect the environment in school and around the community.
- Co-operate with and respect other children and adults in all aspects of school life.
- Always move sensibly and quietly in and around school, whilst respecting the personal space of others.

Rules and Procedures

The school rules and procedures follow the guiding principles established by the school council.

We have established 3 main school rules which incorporate our Christian Values; they have a clear message and are easy to follow. The school rules must be consistently applied and enforced by both staff and pupils, with ongoing support from parents / carers.

Our school rules:

- **Listen to instructions given by staff.**
- **Show respect at all times.**
- **Tolerate each other because we are all different.**

Uniform, P.E. Kit, Jewellery and Hairstyles *(Please read the Uniform section in our prospectus)*

- School uniform is to be worn at all possible times unless parents have been notified. For example; non-uniform day, book day or residential weekend.
- P.E. kit should consist of shorts, t-shirt and pumps and should be in school every day ready for lessons. For outdoor sessions, trainers and track suits can be worn.
- Jewellery should not be worn in school. This includes stud earrings.
- No false nails or nail varnish
- No make-up
- Only conservative hairstyles are permitted in school. No Mohican styles or shaved patterns. Large/elaborate hair accessories are not permitted.

Lunch Time Supervision

The children know that they are to extend the same respect to Lunch Time Supervisors, parent helpers, students and all visitors to school. The LTS's are aware of the procedures for rewarding good behaviour and the sanctions for inappropriate behaviour. They work in partnership with the school and have been equipped with strategies to manage behaviour on the playground through induction and training.

Implementation

- The School website informs parents about rules and expectations, followed by appropriate correspondence throughout the year.
- Parents are required to sign a Home School Agreement to promote positive attitudes and behaviour in school. *(See Appendix 1)*
- Children are constantly reminded about expectations of positive behaviour through worships and PSHE activities.

Behaviour Off-Site

Pupil's behaviour on school business, for example trips, sport fixtures, residential visits, is subject to the school's Positive Behaviour Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school and the child's parents will be notified in line with the procedures within the Positive Behaviour Policy.

E-Safety

Any incidents of inappropriate online behaviour (social media/texts etc.) reported to the school will be dealt with in line with the Local Authority procedures, which is reflected in the schools E Safety Policy.

The Positive Behaviour Management Process

At Sutton Oak Church of England Primary School, Positive behaviour management starts with positive rewards.

We believe that pupils will respond effectively to praise, an acknowledgement of good progress and to their achievements. Children will be encouraged to treat others with dignity and respect and manage differences of opinion. This will be facilitated by adults being positive role models.

All staff utilise strategies of positive praise, smiles, sensitivity and empathy to pupils. This is supported by the display of good body language, good communication and a readiness to listen and show respect to pupils.

The school celebrates and rewards positive behaviour and excellent attitude to learning.

Attitude to Learning

We believe in developing resilient and committed learners who take pride in their achievements. To enable us to support the pupils with their attitude to learning there are recognition boards in every classroom. Recognition boards can take any form which can be adapted to the classroom environment and the focus changes weekly or fortnightly at the teacher's discretion. The board focuses on a relevant attitude and when pupils display this attitude their name is put on the board. Once their name is on the board, it cannot be removed. A name can be put on the board by a member of staff or by another child through discussion with the teacher. If all children are on the board at the end of the specified time, a treat can be offered to the children by the teacher (i.e. extra play).

In addition to recognition boards, pupils in Reception and KS1 collect pom poms in jars to support their understanding of the different attitudes required of them.

Rewards for Appropriate Behaviour

Seesaw will be used by all teachers as a way to communicate positive behaviours to parents/carers.

KS1

- Stickers will be given out to pupils who consistently demonstrate an outstanding attitude to learning and positive behaviour or who have displayed excellent effort when completing a task.
- 1 child from each class can be awarded the 'Hall of Fame' each week in celebration assembly by the child's teacher. Their photographs will be displayed in the hall and they will receive a certificate to take home.

- Proud cloud. There will be a 'proud cloud' in all KS1 classrooms as part of the displays. The children will be moved onto the proud cloud when the adults working with them are proud of their work, effort or attitude.
- Marvellous Me award - The school values that are in place reflect and support the Christian Ethos of the school. They are vital attributes and play a crucial role in the development of "Good Citizens". One pupil from each class, who demonstrate the Christian values taught in worships each half term, will be awarded with a Marvellous Me certificate at the end of each half term.
- Green day system – This is a reward system for pupils who consistently follow our school rules. Children who have stayed on green all week will receive a sticker. (See appendix 2 for the Green Day System)
- Behaviour Treat – At the end of each half term, the children who have remained on green or have less than 10 orange days will take part in a behaviour treat organised by the teachers and teaching assistants in Key Stage 1.
- Good to be Green Enrichment Time – This will take place on a Friday afternoon for children in years 1 and 2. The children who have been on Green all week will be able to take part. The activities will enrich the children's learning and life skills and be decided upon by the KS1 staff.
- Over and Above Club – 1 child per class will have 20 minutes with a member of SLT each Friday afternoon. It will involve a treat for the children and will be for children who consistently go above and beyond our rules and expectations.

KS2

- Raffle tickets (a maximum of one at a time) will be given out to pupils who consistently demonstrate an outstanding attitude to learning and positive behaviour or who have displayed excellent effort when completing a task. The children will be able to buy rewards with their raffle tickets as decided by the School Council. (see appendix 3)
- 1 child from each class can be awarded the 'Hall of Fame' each week in celebration assembly by the child's teacher. Their photographs will be displayed in the hall and they will receive a certificate to take home.
- Christian Values Award - The school values that are in place reflect and support the Christian Ethos of the school. They are vital attributes and play a crucial role in the development of "Good Citizens". One pupil from each class, who demonstrate the Christian values taught in worships each half term, will be awarded with a Christian Values Ambassador Award certificate at the end of each half term.
- Green day system – This is a reward system for pupils who consistently follow our school rules. Children who have stayed on green all week will receive a sticker and 1 raffle ticket. (See appendix 2 for the Green Day System)
- Behaviour Treat – At the end of each term, the children who have remained on green or have less than 10 orange days will take part in a behaviour treat organised by the teachers and teaching assistants in Key Stage 2.
- Over and Above Club – 1 child per class will have 20 minutes with a member of SLT each Friday afternoon. It will involve a treat for the children and will be for children who consistently go above and beyond our rules and expectations.

Sanctions for inappropriate behaviour

Both Key Stage 1 and 2 follow a consistent approach to deal with pupils who display inappropriate behaviour and do not follow our school rules (previously outlined). Following the teachings of Jesus, there is a distinct focus on forgiveness and reconciliation when dealing with inappropriate behaviour. The school rules are displayed in all classrooms. If a pupil breaks a school rule they will be given a “first verbal warning” by the relevant member of staff at the time of the incident occurring and their name is put on the board. If the pupil continues to misbehave and breaks the school rules the pupils name will be moved onto yellow and they will lose their ‘Green Day’. The pupil at this stage will also be given notice that should they continue to misbehave despite having had two warnings then they will incur a reflection sanction. If the pupil continues to break the school rules their name will be moved onto red and a reflection will be issued. If a reflection is issued, the member of staff issuing the reflection must:

- record the incident on CPOMs.
- Ensure parents/carers are informed via a text message.

When a pupil is issued with a reflection, they will miss one playtime which will be the next playtime and will complete a Behaviour Review Activity (see appendix 4) during this time, supervised by the member of staff on reflection duty. SLT will be timetabled to meet with these children each day at 1pm. This gives the child the opportunity to talk about their choices with a member of SLT. Once this meeting has taken place, SLT will sign off the Behaviour Review Activity.

All behaviour reflections are monitored and logged electronically by the behaviour support worker on a weekly basis. Pupils who are recorded on the behaviour monitoring system are tracked on a regular basis by the behaviour support worker to ensure their behaviour is not escalating.

If it is noted from Cpoms and discussion with teachers that a pupil's behaviour is deteriorating, the Head teacher is notified and the pupil's parents / carers will be phoned by school to discuss their child's behaviour and to look at support interventions to help them to make the necessary changes to their behaviour. The child, with the parents' agreement and cooperation with school, will be offered further help and support which could be an involvement with the Pastoral team, SENCO, Behaviour monitoring support chart (Classroom / Free time) Social, Emotional, Behaviour Intervention work (1/1 or group work), the implementation of an IBP / Provision map with specific targets for the child to achieve over a set time, or direct involvement with outside agencies (e.g. BIT- Behaviour improvement Team).

Behaviour Log / Chart – If after discussion, it is decided that the pupil will be placed on a behaviour log / chart, a meeting with the pupil will take place to ensure the child understands how the behaviour log / chart will work. At this meeting, the child, through discussion with the pastoral team and teachers, will decide on up to 3 targets that they need to follow in order to improve their behaviour. It is the child's responsibility to ensure the log / chart is signed and commented on by the appropriate teacher for each session of the school day. At the end of the week, the child has a discussion with the pastoral team about their behaviour that week and whether they can be removed from the behaviour log / chart. The log / chart is then emailed home to parents. This is designed to fix the problems as soon as they arise and each child should only be on the chart for a minimal amount of time.

All behavioural issues related to Bullying, Physical abuse (fighting), Hate crime (incidents of a racist, sexist or homophobic nature) are reported directly to the Headteacher and are investigated thoroughly. These types of incidents are logged and recorded as per all other behaviour incidents; however they are also recorded separately in line with the local authority procedures and reportable to the school governing body.

The consequences set for this type of behaviour are undertaken by the Headteacher due to their nature. Parents/Carers are notified immediately.

Lunch times:

Pupils are expected to reflect and uphold Positive Behaviour at all times during their free time periods. Lunchtime staff will follow the same sanctions as other members of staff.

Lunch time staff will record any misbehaviour on the "Just to let you know" form to ensure teachers are aware of any issues. These forms will then be scanned onto CPOMs.

Time Out:

There are some occasions whereby a pupil may be withdrawn from class for a short period of time due to their presenting nature which could quickly escalate into potential misbehaviour. A time out period may be appropriate to enable the pupil to reflect and have a chat with a member of staff from the pastoral team. A pupil may be given a time out session during free time periods if a member of staff on free time duty feels that there could be an escalating behavioural issue developing.

Escalation:

Similar to the "Time Out" process a teacher may request for a pupil to be withdrawn from their class to discuss their behaviour with the Assistant Headteachers or Headteacher. This action is a further support strategy for the pupil to make them aware that their behaviour is declining and inappropriate and requires them to initiate an immediate change. A child will be placed immediately on red.

R.U.S.H:

Staff are issued with a R.U.S.H. card. This enables them to acquire more urgent / additional help and support from other staff. This can be used when an extreme behavioural incident has erupted within the class that may require the de-escalation of a pupil. A physical restraint is initiated as a last resort when all de-escalation strategies have been used and the situation has not been resolved. Reference will be made to the Physical Restraint Policy. Parents will be informed and the incident logged. Members of staff initiating de-escalation techniques / restraint are qualified via the Team Teach training process.

Social, Emotional, Behaviour Interventions (SEBI):

There may be circumstances where more focused and specific interventions are required with individual pupils in school to promote and to assist them to effect change in their behaviour which is causing significant, serious and exceptional disruptive behaviour both in the classroom and or during their free time periods. These pupils will be identified by the Headteacher in consultation with the Pastoral team, teachers and other staff. They will be timetabled to engage in either one to one or group work sessions for Social, Emotional and Behaviour Interventions (SEBI) which will be delivered and supported by appropriate staff.

Internal Exclusion:

A pupil who has not followed the school rules such as repeated failure to follow instructions, damage to school property, shown aggression towards staff or pupils may be required to work in isolation away from other pupils for the reasons of safety and wellbeing to both themselves and their peers. They will work in the Pastoral Support Room with a delegated member of staff who will supervise and support them with

their learning. They will be required to take break times under supervision and separate from other pupils, the pupil will take their lunch in the dining hall as normal; however they will sit and eat their lunch with the designated member of staff.

Internal exclusions will be decided by the Headteacher or Assistant Headteachers based on the facts and evidence presented in relation to the incident. Internal exclusions will be used for periods of ½ a day to 3 days depending upon the serious nature of the incident. Parents / carers will be informed.

External:-

A pupil who continues to break the school rules, having already received an internal exclusion will **automatically receive an external exclusion**. They will be supervised and educated offsite at the Sutton Academy. Parents would be informed in person by the Headteacher/Assistant Headteachers. In cases whereby a pupil commits a serious disciplinary offence for example: direct physical aggression and violence or direct verbal aggression towards a pupil, pupils and or members of staff, the offending pupil will be excluded from school. This will take the form of fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

Only the Headteacher (or Assistant Headteachers in his absence) has the power to externally exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion if circumstances warrant this. If a pupil is to be excluded, the Headteacher will inform the Parents/Carers immediately, giving the reasons for the exclusion.

Parents/Carers can appeal against the decision to the Governing Body of the school. The school informs the Parents/Carers how to make any such appeal. The Headteacher informs the Local Authority (LA) and the Governing Body of the school of any permanent exclusions and about any fixed –term exclusions beyond five days in any one term. The Governing Body itself cannot exclude a child or extend the exclusion period made by the Headteacher.

The designated staff member for Behaviour Management at Sutton Oak Church of England Primary School is:- **Mr Iwan Williams (Headteacher)**

The Headteacher monitors the policy on a regular basis and will report to the Governing Body on its effectiveness.

The Governing Body reviews this policy every two years. The governors may, however, review this policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved

Signed..... Headteacher

Date.....

Signed..... Chair of Governors

Date.....

Date of policy review: September 2023

Last Updated: November 2021

Appendices

Home School Agreement – Appendix 1

Task	As Parents/Carers we/I will do my best to...	As a Pupil at Sutton Oak C.E. Primary School I will do my best to...	As a school we will do our best to...
Being ready for school	<p>Ensure my child is wearing correct school uniform.</p> <p>Ensure my child has correct P.E. or Games kit when necessary.</p>	<p>Prepare for school by eating breakfast and going to bed early.</p> <p>Pack my bag with everything I need.</p> <p>Arrive in school uniform and be clean and tidy.</p>	<p>Ensure the school uniform is worn at all times.</p>
Attendance and punctuality	<p>Ensure my child attends school on time each day.</p>	<p>Get up in time to arrive in school at the right time.</p> <p>Attend school every day as long as I am well.</p>	<p>Encourage attendance and punctuality in partnership with parents.</p>
Class and Homework	<p>Take an interest in the work of my child.</p> <p>Encourage and support my child to always do their best.</p> <p>Ensure my child completes homework.</p>	<p>Listen carefully, respond and be enthusiastic.</p> <p>Concentrate on tasks and think at all times.</p> <p>Complete and return homework on time.</p>	<p>Provide a high standard of teaching to enable all children to achieve well.</p> <p>Provide a balanced curriculum, set and assess appropriate work.</p> <p>Provide homework which is marked regularly.</p> <p>Encourage and celebrate the achievement of your child.</p>
Behaviour	<p>Encourage my child to have a good standard of behaviour at all times.</p> <p>Support the school rules, sanctions and consequences.</p> <p><i>Discuss your child's behaviour in school if you receive a text notifying you about a reflection</i></p>	<p>Have good manners and follow the school rules.</p>	<p>Encourage your child to be independent, respectful and well behaved at all times.</p>
Pupil care and support	<p>Inform school if there are any problems likely to affect my child's learning.</p>	<p>Let my teacher know if I have any worries.</p>	<p>Listen and respond quickly to any concerns.</p>
Link with school	<p>Attend Parent Evenings.</p> <p>Read letters from school and reply if necessary.</p> <p>Support the school in maintaining discipline.</p>	<p>Take all letters home to parents.</p>	<p>Keep parents informed about pupil progress through the annual written report and parents' evenings.</p> <p>Keep parents informed about general school matters through the fortnightly newsletter and website.</p>
Extra-Curricular events	<p>Support events that the school is involved in.</p>	<p>Participate in those activities I am interested in.</p> <p>To do my best in all these activities.</p>	<p>Inform you of events that the school is involved in.</p>

Signed: Parent..... Pupil..... Teacher.....

Green Day System – Appendix 2

The Green Day System

The Green Day System is a classroom behaviour aid used to improve and enhance behaviour through a simple, yet effective means. As it is visual, children and staff are fully aware of the level each child is at throughout the course of each day. It gives the opportunity for children to be rewarded for following school rules and those children who need a reminder, a visual aid to help them see where they are lesson by lesson. As the green day system is about behaviour, it can also be used at playtime and lunchtime meaning a consistent approach to improving the standards of behaviour by all staff throughout each key stage.

How It Works

Each day, every child in the class will start the day with their name on 'green'

This green could be the green spot of a traffic light for KS1 and FS or to keep it age appropriate, an A3 piece of laminated green card in KS2. Throughout the course of the day, children will remain on the green for following the school rules. Every child still on the green by the end of the day has achieved their green day. This needs to be recorded. At the end of the week, children who have been on green all week will receive a sticker. At the end of each term (KS2) or half term (KS1), children who have not moved off green or have had less than 10 (KS2) or 5 (KS1) orange days will take part in the behaviour treat.

If a child breaks the school rules throughout the day, they will work through the Traffic Light system. A child who is moved to yellow can still earn the right to be moved back to green by the end of the day if they rectify their behaviour.

By keeping a running totals log, it is easy for other staff members or supply teachers covering your class to be consistent with the system. Children will respond better to a consistent discipline system throughout the school as they know the boundaries are the same from staff member to staff member.

On Display

Traffic lights in FS/KS1 - three circles, one green, one yellow, one red. Names on green.

Three A3 pieces of laminated card in KS2 - one green, one yellow, one red. Names on green.

If it is visual in your classroom, you will only need to make a note of the children on yellow or red at the end of each day. Children can even be responsible for moving their own name back to green once it has been recorded. Also, a visual system means visitors to your class can continue with the system in your absence should they be covering for a lesson or short period in the day.

Raffle Ticket Rewards – Appendix 3

- VIP for a week – Wear own clothes, sit next to a friend, sit on a special chair and have a certificate presented in worship: 300 raffle tickets.
- Wear your own clothes and sit next to a friend:
1 day: 130 raffle tickets. 2 days: 160 raffle tickets. 3 days: 190 raffle tickets. 4 days: 220 raffle tickets. 5 days: 250 raffle tickets.
- Wear your own clothes and bring a stuffed toy. 1 day: 115 raffle tickets.
- Wear your own clothes. 1 day: 100 raffle tickets.
- Wear PJs. 1 day: 100 raffle tickets.
- Sit next to a friend in class. 1 day: 30 raffle tickets.
- Use an iPad / laptop at playtime : 40 raffle tickets.
- Use an iPad / laptops at lunchtime with friends (max 6): 20 raffle tickets each.
- Watch a film at lunchtime: 20 raffle tickets per person.
- Play board games at lunchtime: 20 raffle tickets each.
- Teacher's PA: 25 raffle tickets for 1 day or 80 raffle tickets for 1 week.
- Sit on a comfy chair:
1 day: 20 raffle tickets. 2 days: 40 raffle tickets. 3 days: 60 raffle tickets. 4 days: 80 raffle tickets. 5 days: 100 raffle tickets.
- Join your family members for lunch.
1 day: 20 raffle tickets. 2 days: 40 raffle tickets. 3 days: 60 raffle tickets. 4 days: 80 raffle tickets. 5 days: 100 raffle tickets.

Behaviour Review Activity – Appendix 4

Behaviour Review Activity

You have been moved to red on the Good to be Green System. Explain what you did that resulted in your name being moved. What rule did you break?

What will you do in the future so that it doesn't happen again?

What would God suggest that you did now?

You will now meet with a teacher to discuss your behaviour.

SLT member review meeting held by

Date