



# **It's Good to be green . Guide for Parents**



From September 2011 we introduced a system called 'assertive mentoring' to our school. Assertive Mentoring (AM) aims to 'raise the bar' in all aspects of school life. It has been used in schools with more issues than we have, in terms of behaviour and attitude and it has resulted in a raising of overall standards.

- It aims to improve academic learning, and raise standards for all children.
- It helps children to become more organised and to have a better attitude to school and the children and adults in school.
- It helps to improve behaviour.
- It is something parents can use as a point of reference with children at home.

AM brings together a whole series of initiatives and policies we already have at Springfield Primary, then goes that extra step to improve them!

Your child may already have come home and said 'it's good to be green'. This information should help to explain to you in a little more detail what it means.

The system links in well to the way yellow and red cards are issued to footballers and we have found the children relate well to this.

The key areas for the scheme are;

- Behaviour
- Attitude (including Uniform, attendance and punctuality)
- Homework
- Academic progress (achievement)

Each child now has a very important AM file which will stay with them throughout their time at Springfield. In the mentoring file is stored all the information the staff, children and yourselves need to be aware of in relation to academic achievement, attitude and behaviour.

Mentoring files will be the focus of very important termly mentoring meetings between staff and individual children.

Children in Years 1-6 will meet individually with their new teachers for quality time. Staff have reported it enabled them to get to know each child in their class more quickly and the child seemed to feel more confident following the session.

At the next meeting, staff will acknowledge progress made and highlight areas for development, always sharing high expectations for the child.

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Reception will hold their first 1-1 meeting in the Summer term but they already work very much in this way on a daily basis as part of supporting each child. They will follow the rules as outlined for Key Stage 1 but will not use the card system initially.

# Behaviour

It's good to be green!

Each class has a chart which has spaces to display a green card for every child. Every day starts off with all children having a green card because every day is a fresh start so previous difficulties are not referred to. Children stay green if they follow the rules on the chart( copies attached)

## Yellow card

If in the course of the day they do not follow the behaviour rules for classroom, playtime or dinner time, they will be issued with a yellow card and this will result in a missed playtime or in Foundation/Key stage 1 missing play or sitting on chair for 'thinking time'.

It may be that another member of staff will speak to them to remind them of the rules and to encourage them to 'keep green'.

- Year 1/2 Miss Jones
- Year 3/4 Mrs Brooks
- Year 5/6 Mrs Seddon

Red cards will be issued for serious incidents including name calling, threats, any form of physical aggression, back answering adults. Children will automatically be sent to Mr Davies / Miss Powis for receiving a red card. They will miss a playtime and dinnertime.

Where a child is issued with more than 1 red card in a week they will be sent to Miss Powis who will arrange to see parents. This is where we hope parents will support us and sit and talk with the child and the Headteacher. We need this from parents and this approach is more welcome than parents complaining about their child getting a card. We are operating a system that needs the child, staff and parents working together.

But what about the children who always get green?

It's quite natural to be concerned that it appears children who misbehave are given rewards because they improve, but we all know there are children who always behave so this system rewards them. They can earn a 'privilege card' for outstanding behaviour over time.

But all children who remain 'green' for a week will be given a 'good to be green sticker'.

Children 'green' all term for behaviour will receive recognition;

Autumn;      Good to be green wrist band

Spring;      Good to be green pencil

Summer;      Good to be green invite to a fun activity

Green/yellow and red cards will be recorded in the AM mentoring files, and mentoring meetings will review standards of behaviour.



# Rules

## KEY STAGE 1

### To be 'green'

#### When in the class;

- Show good listening
- Show good sitting
- Use a quiet voice
- Put up your hand without calling out
- Let others get on with their work

#### When outside;

- Always follow the playground rules
- Kind hands, feet and words
- Be polite to adults who are with you

### To get a privilege card

#### Every day you will

- Show politeness and good manners
- Show kindness and help others
- Do your work without chatting
- Always get on well with others

### To get a yellow card;

- You stop others from learning
- You chat too much, make noises or call out (class and assembly)
- You use a loud voice
- You are rude to anyone
- You play about when sent to the toilet

### To get a red card ;

- You do not follow the rules after being given a yellow card
- You use any bad language or signs
- You speak back to an adult
- You fight, name call or bully
- You destroy the property of others
- You break playground rules

## KEY STAGE 2

### To Get A Green Card You Will In Class

- Listen to the teacher
- Use a quiet voice
- Put up your hand when wishing to speak
- Not distract others in ANY way

### Outside

- ALWAYS follow the playground rules
- Get along with others
- Not hurt others with WORDS or ACTIONS
- Show respect to all adults supervising you

### To Get A Privilege Card

- Show politeness, respect and good manners at all times
- Show exceptional kindness or help to others
- Remain on task at all times
- Always get along with others
- Set an outstanding example to others
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- You will get a YELLOW card if you
- Disrupt teaching by persistent Chatting, making noises, getting out of your seat at the wrong time or calling out
- Stop others learning in any way
- Show disrespect
- Use loud voices

### You will get a RED card if you

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- Ignore the rules after being given a yellow card
- use any bad language or rude signs
- Speak back to ANY adult
- Destroy the property of the school or others
- Play Fight
- Name call or bully
- Use physical violence
- Break the playground rules

# Attitude

Whilst the behaviour system is as outlined, we will measure and record children's attitude to school life, and set targets for improvement if they are needed.

Many aspects of our routine come under this heading, for example wearing of correct uniform (school colours, black shoes or trainers (without any other colour) and no unacceptable hairstyles, bringing in to school PE kit, attendance and punctuality.

**Green** To get 'green' scores in these areas it is really important to adhere to the school policies. Children who do this will get a 'green' score for the term and this is recorded weekly in a file not as for behaviour on the wall.

## **Yellow**

Partial compliance with rules, eg not having a PE kit in school from time to time or coming late on a few occasions will merit a 'yellow' score.

## **Red**

Frequent bending of rules will mean a 'red' score and in particular situations like the example below

- Whilst we make allowances after a holiday, children should not attend school with any razored shapes or lines in their hair, Mohican/tail styles with razored sides or long tail at nape of neck. Children risk being sent home if this rule is not adhered to but of course Miss Powis will meet with the parent. However the child would receive a 'red' score for that term.

# Attendance

Whilst we do not want children in school who are ill we have a duty of care to ensure we monitor attendance. Ofsted did advise we needed to improve in terms of children who are 'persistent' absentees or have odd days off.

We do reward good attendance in terms of :

- Individuals who get 100% in a week get a housepoint in Key stage 2 and sticker in Foundation/Key stage 1
- Classes with highest attendance in a week get to have Pippin in class in Foundation/Key stage 1 and Key stage 2 have trophy
- Children who didn't quite make 100% at the end of term are rewarded (95% +) with a turn on the Bouncy castle and we ensured at the end of the Summer all children had a turn because that was an end of year treat whereas termly it is a reward.
- Certificates are given out termly and the end of year with a medal
- We are sensitive to the needs of children with long term/serious medical conditions

# Academic progress

AM targets what a child can do, and what they need to do to move to the next level.

- It allows teachers to set achievable but realistic targets in reading, writing and mathematics each term, and to work with the children to complete these.
- It facilitates sharing these targets with parents so that you can help your child to achieve even more quickly.
- Children know exactly what level they are working at, and what they need to do to move on.
- Marking and feedback to children are very focused and termly mentoring meetings review what has been achieved and what needs to be done next.

It means that whether a child is performing at an average level or above or below that expected for their age, they will be supported and encouraged.

If your child is one that does not have a good attitude to learning and is underachieving this will be pointed out to them at the termly meeting and of course daily as necessary.

# Homework

Although there may be mixed feelings about whether children should receive homework, we believe that it is a way for parents to continue to support their child at home and give an additional opportunity to work on areas being taught in school or to research further.

We have worked very hard to review our homework system and it will now take a different format.

## Type 1

Each child in Year 1-6 will be issued with a yellow file (Literacy) and blue file (Numeracy) and when homework is set it will come home in the folder and all sheets should remain in the folder (completed ones and new).

It will be vital your child returns the homework completed when asked to do so.

- Children who return homework will be recorded as 'green'
- Occasional incompleteness will be 'yellow'
- Regular incompleteness will be 'red' and Miss Powis will speak to the child and maybe the parent.

## Type 2

Projects will be set e.g like the Ice worlds last year with Year 1 and 3

In Key Stage 2 the completion of these projects will be linked to their 'Merit' reward system.

- Each term 4 projects will be set and children are expected to complete a minimum of 3
- They can choose which order they complete the projects
- All projects will need to be completed by a given date.
- 3 completed projects will be awarded 1 merit
- 4 completed projects will be awarded 2 merits
- An additional merit may be awarded for 'outstanding effort'

Merits are recorded and certificates awarded accordingly

- 3 Merits Bronze
- 6 Merits Silver
- 9 Merits Gold
- 12 merits + Diamond and Book prize

## House points

These are awarded for good work

## Key Stage 1

### Book marks

Children are issued with bookmark stickers for;

- Good work
- Completion of homework
- Completion of projects

Bronze, Silver, Gold and diamond certificates are awarded for completed bookmarks

### Foundation children receive stickers and certificates

Across the school Stickers are issued by staff to recognise many positive aspects shown by the children

### Home-school diary Foundation/Key stage 1

Staff will record reading in school and we request parents continue to support reading at home and sign the diary.

### Reading logs

Key Stage 2 have logs to record reading at home and it is important these are returned daily

I hope this leaflet has outlined to you the ways in which we are working to support your child toward positive all round progress and I hope as the Headteacher you will work in partnership to support this initiative.

Miss S Powis  
September 2012