



Coupe Green Behaviour Policy

Good to be Green

Our Values

Respect

Honesty

Kindness

Love & Equality

Good to be Green Response

1. When behaviour begins to change.

"Is everything ok?" The change in behaviour is recognised and an opportunity to gain support.

2. Verbal Reminder

Values and expectations reinforced. Calm time given.

3. Time to Reflect

Opportunity to reflect away from peers.

4. Remedy

Restorative conversation, followed by a 'fresh start'.

We all have different sized buckets.

We help children learn how to manage their bucket, communicate their feelings safely and find ways to solve problems.

Key Approaches

- Build strong relationships
- Recognise behaviour as communication.
- Listen, observe and restore.
- Set high expectations
- Consistent use of language
- Positive Recognition
- Graduated, trauma informed response

Restorative Conversation

Tell me what happened?
What did you/others do?
What were you thinking at the time?

How did your body feel?
How did this make others feel?

What should we do to put things right?
How can you do things differently next time?

Behaviour Basics

Our High Expectations

Super Sitting
Safe and Sensible

Smart Start
Respectful

Wonderful Walking
Calm and Quiet



Visual Cues and Responses



*'Good to be Green'
Zone*

*Calm and happy -
"Keep it up!"*



*Stop and Think
Zone*

"Is everything ok?"



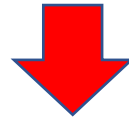
Calm Time

*"Go to the Calm
Corner for 5
minutes to
reset."*



Yellow Card

*Card issued as
a formal
warning.*



Red Card

*Card issued and
5 minutes Golden
Time lost.*



*Removal and Remedy
Phase 1*

*Work in Mrs Cooke's/Mr
Burns' Classroom for a
session.*



Removal and Remedy Phase 2

*Work outside Mrs Littlewood's
office for the remainder of
the session/day.*

*Restricted play/lunchtime.
Parent contacted.*