

 **BEHAVIOUR POLICY**

**2020**

**OUR SCHOOL VALUES:**

**In our school we are kind, respectful, happy, responsible, proud and resilient and we work together to help everyone adhere to these values. More so than ever, we’ll all be living and learning by these values in our school.**

**Introduction**

In light of the current guidance and expectations for all stakeholders in schools, including children, staff, parents and governors, we’ve had to review our Behaviour Policy through Covid-tinted spectacles. Much of how we manage behaviour will remain unchanged, but there are a number of considerations that we’ll have to deal with on a day-to-day basis. These will be mentioned in this policy where needed.

Two main changes will be as follows:

1. *It will be carefully explained to children that unless very important, they should not touch each other for the foreseeable future, both in or out of class. If there are any incidences that occur with regard to physical contact, staff will have conversations with the children about the reasons why this shouldn’t happen and if this is repeated, parents will be spoken to. If children are physically aggressive at any point, the headteacher or deputy headteacher will speak to the children involved and immediately contact their parents.*
2. *In the unlikely event of any incidents around Covid-19 symptoms (i.e. children pretending to cough/breathe over each other), these children will be taken to the headteacher or deputy headteacher immediately and parents will be called straight away. Sanctions will be in line with this policy.*

At Urmston Primary School we have a positive, restorative approach to behaviour which is based on several key principles, reflecting our school ethos and our relationships with the children. This will not change in the current climate, although certain health and safety issues will be considered. Restorative practice is underpinned by our values and is weaved into all of the processes set out in this policy and the day-to-day running of our school. *Appendix 1 explains in full detail how and why a restorative approach is used.*

Key principles:

* To work positively with each child to help their personal, social, physical and emotional development
* To encourage our children to be ‘active’ in their good behaviour rather than passive
* ***Through means including restorative practice…***
	+ ***To encourage our children to be independent and take responsibility for their own actions***
	+ ***To encourage our children to reflect on their behaviour and consider the impact that it has on others in our school community***
* To respond positively to appropriate or improved behaviour rather than to focus on unacceptable behaviour
* To reward appropriate or improved behaviour in line with a focus on a growth mindset and resilience
* To provide a consistent approach to behaviour management throughout the whole school
* To provide good adult role models who consistently model our school values
* To work with parents on all aspects on behaviour management

**How do we encourage good behaviour?**

* Everyone will follow the school values of being **kind, respectful, happy, responsible, proud and resilient;**
* In all areas of school life, all staff will take responsibility for embedding our school values and positively promoting the expectation that these be adhered to;
* Class and year group assemblies (as well as remote whole school assemblies) will be used to promote our values and the behaviours associated with these;
* Children will be encouraged to recognise positive behaviours in both themselves and others;
* School and classroom rules along with our ethos will be frequently revisited and discussed with the children;
* Improvements/achievements in behaviour will be noticed and communicated to the child and his/her parents.

**Active good behaviour**

At UPS, we believe that good behaviour comes in two forms: ***active*** and ***passive***. We understand that our children have their own personalities and behaviours and we celebrate

their uniqueness. Nonetheless, we will always praise active good behaviour.

Passive good behaviours in the classroom might be exhibited by those children who are quiet and don’t interrupt, whereas active good behaviour is illustrated by those learners who engage in the lesson, ask and answer questions, leading and supporting other learners.

Passive good behaviour in the playground might be shown by someone who doesn’t drop litter, whereas the action of removing the litter is positive in itself, especially in the influence that it can have upon others. We feel that promoting and encouraging active good behaviour will help our community to thrive…and make the world a better place! Our children relate this to part of our motto, of ‘being more’.

**Managing Behaviour**

**Rewards**

Children will be praised for positive behaviours. Common language and behaviours based upon our values will be used around school. We will place great emphasis on the children following our school values and behaving positively for its own sake – being **kind, respectful, happy, responsible, proud and resilient,** and the impact these values can have on others, is reward in itself.

*Nonetheless, children will be rewarded accordingly through a variety of means, based upon the age of the children and the teachers’ discretion on what else might motivate them.*

**In EYFS**

The focus of our behaviour management will be on positive reinforcement and rewarding good behaviour using Dojos.

Children can be awarded Dojo points throughout the day for ‘being more’ and then all children will receive a Dojo point at the end of the day to reward good behaviour for that day.

Once X number of dojos have been received, that child can move their name one step up the rainbow. Once they have reached the top, they will receive a rainbow certificate in assembly. Nursery children will receive a certificate in class. (Stickers may also be given with each move up the rainbow).

There will be 4 coloured circles displayed on the wall representing each stage of sanction for negative behaviour. Children will be given verbal reminders before moving to the first stage. Children’s names can be written on the coloured circles but will be removed at the end of each day.

 Child will not receive a dojo at the end of the day.

 Child has 5 minutes of time out.

 Child speaks to Mr Doherty, Mr Parker or SLT.

 Parents are involved.

**In Key Stage 1**

A system of rewards has been introduced to clearly establish positive behaviours amongst our youngest children. Throughout our Infant Department the ***Rainbow Reward Chart*** is used.

Everyone starts at the bottom of a rainbow that is displayed in each classroom. Teachers move children’s names up the rainbow when they feel that they have shown positive behaviours in line with our school values.

When a child reaches the top of the rainbow, they receive a rainbow sticker that they can place on their rainbow charts. They then move to the bottom of the rainbow once more. Once a child receives 5 rainbow stickers, they can come and collect a small prize at assembly. Children who have received 5 stickers will also receive a special treat during Golden Time of that week.

***Values Bookmarks*** are also used and given to those children who demonstrate that they have ‘been more’ in displaying our school values. The children are awarded stickers that can be placed on a Values bookmark and they collect a UPS keyring when they have collected them all.

**In KS2**

Each class in the Junior Department has its own system for managing the behaviour of their children in class and are used as each class teacher deems appropriate. However, consistency in managing behaviour is maintained through the whole school sanction system. (See Appendix 2)

Examples of rewards across the school might be:

* Verbal praise
* Stickers
* Certificates
* ‘Stars of the Week’
* ‘Bee Award’
* Allocation of monitor roles
* Choosing time
* Extra playtimes
* Speaking to parents
* Golden time
* Sending postcards/ notes / parentmail messages home
* Sending to other staff for positive attention
* Peer praise

In addition, Values Badges are awarded to children for when they have demonstrated ‘being more’ with a particular value. When they collect all of these badges, they receive a UPS keyring.

Teachers say what they **like** about what the child is **doing**, as opposed to saying what they dislike.

Proximity praise (praising a child for good behaviour and ignoring the child next to him who is misbehaving) is regularly used as a means of giving clear examples of acceptable behaviour to children who need regular reminders.

**Golden Time**

Children are rewarded at the end of each week for showing our school values with up to half an hour of ‘Golden Time’. Children are encouraged to suggest activities. In the infants, a rota of Golden Time activities to be enjoyed by the different classes is drawn up at the start of each ½ term. The activities can be anything from computer activities, Parachute, to painting or games, book making, maths games, drawing, construction, topic or display work, cooperation games or role play. In the juniors, options for the children are a little more fluid and may change depending on preference and circumstance. Each class has their own system of reminding children to stick to our values and of displaying a warning to children who are in danger of losing some or all of their golden time. It is seen as an important part of the practice that the ultimate sanction is kept for children who have made a deliberate choice to break the rules. Obviously, social distancing measures will need to be adhered to during this time.

**Managing Out of Class Behaviour**

We believe that every effort must be made to ensure that the values and expectations of the classrooms are echoed around the school and at lunchtimes and playtimes. Children are expected to move around the school buildings quietly and calmly, showing respect for their surroundings.

In the infants, good behaviour at playtimes is rewarded with a ‘Golden Ticket’. All tickets are placed in the Golden Box near the school office. During Friday’s Good News Assembly, six tickets are drawn to choose the following week’s Playground Buddies. The Playground Buddies take responsibility for the playtime equipment and are friends to everyone.

Mid-day assistants are seen as a very important part of the school team. They have a supply of Golden Tickets and stickers that they can give out to the children for positive behaviour. They are encouraged to discuss behaviour issues with the children’s teachers and with the Deputy Head and Headteacher.

In the juniors, midday assistants let teaching staff know those children who are displaying active good behaviour and our school values in the playground.

Across the school, if children are aggressive at play times and physically harm another child, they will immediately be sent to the headteacher or deputy headteacher and their parents called straight away.

Restorative champions will assist staff at playtimes to help resolve any minor disagreements or arguments.

Lunch staff also name one pupil per year group who will be awarded at the end of Friday’s lunchtime for showing our school values. As well as the Head and Deputy Head, being available, there is a rota for teaching staff to be a point of contact for mid-day assistants to ensure consistency and make sure pupils are aware that high standards of behaviour, particularly respect, responsibility and kindness, are maintained throughout the school day.

**Circle Time/Class assemblies**

All classes, including the Nursery, participate in regular Circle Time or ‘class assemblies’. These provide opportunities to reflect upon our ethos and to raise children’s self-esteem.

All circle times/class assemblies have a clear structure. This includes games to encourage positive relationships; activities that focus on our school values; problem solving which encourage children to listen to each other and celebration of successes. Circle Time/class assemblies occasionally focuses on lunchtime behaviour.

**Special Educational Needs**

Some of our pupils have special educational needs and some of the sanctions and rewards may need to be adapted to accommodate their needs. This will be done in consultation with the SENCo (Special Needs Co-ordinator) and disseminated to the rest of the staff as soon as possible.

**Equality Incidents**

All racist, homophobic or sexist incidents are treated in a serious manner. The school’s procedures for dealing with racist incidents are set out in Appendix 1 of the school’s Race Equality Policy.

***Everyone shares the responsibility to ensure good behaviour is maintained in our school.***

**Children’s Responsibilities**

* Be ***kind*** to everyone
* Treat everyone with ***respect***
* Take ***responsibility*** for your own mistakes
* Be ***resilient*** in learning from your mistakes!
* Support everyone in being ***proud*** of themselves
* Realise that others do make mistakes and help them to put them right
* Work to the best of your abilities, and allow others to do the same
* Follow the positive example set by the school staff
* Take care of and ***respect*** property and the environment - in and out of school
* Co-operate and work together with other adults

**Staff Responsibilities**

* To actively promote our school values
* Be ***kind*** to everyone, especially yourself!
* Treat everyone (both children and adults) fairly and with ***respect***
* Raise the self-esteem of others (both children and adults) and help them to be the best that they can be
* To encourage and praise ‘active’ good behaviour and ‘being more’
* To use key active listening skills, especially when considering the restorative approach
* Provide a challenging, interesting and relevant curriculum that keep all children engaged and excited by their learning
* Create an environment that is both physically and emotionally pleasant, safe and secure
* Use rewards and sanctions fairly and consistently
* Be a positive role model, showing active good behaviours and praising those in others
* Foster relationships with parents so that all children can see that the key adults in their lives share a common aim
* Recognise that each person is an individual
* Be aware of each child’s needs

**Parent’s Responsibilities**

* To remind children of our school values
* To make children aware of appropriate behaviour in all situations
* To encourage and praise ‘active’ good behaviour and ‘being more’
* To encourage independence, ***responsibility*** and self-discipline
* To show an interest in what their child does at school
* To foster a relationship with the school so that all children can see that the key adults in their lives share a common aim
* To be aware of the school values, rules and expectations
* To support the school in the implementation of this policy

**Sanctions**

No child thrives on punishment. However, although positive behaviour is emphasised, unacceptable behaviour, particularly in the current climate, has to be dealt with by using appropriate sanctions. Sanctions need to be seen to be fair but there is a need for some flexibility to account for individual circumstances. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a pupil or pupils. At UPS, every effort will be made to enable pupils to understand the impact that their behaviour has had on others and to be pro-active in putting it right for themselves rather than because they are forced to.

It should be noted that not all sanctions are made common knowledge. There are times where discretion is key and both children and parents should acknowledge that they might not find out about all of the actions taken against others following poor behavioural choices.

Our school uses the principles of Restorative Practice to find a child-appropriate resolution to problems and poor behavioural choices.

There are five stages that UPS staff might go through when dealing with pupils’ poor behavioural choices. These are based upon the following:

**Inappropriate behaviour (not exhaustive) –** *May get no further than Stage 2 unless persistent*

* Wasting resources
* Wandering around the classroom inappropriately
* Not completing learning tasks
* Dropping litter, throwing or flicking objects in the classroom
* Mistreating playground equipment
* Deliberately distracting others
* Calling out or shouting in class
* Unsocial behaviour at the lunch table
* Telling lies
* Swearing as part of general conversation
* Teasing or deliberately ‘winding up’ other children
* Answering back
* Unhelpful, uncooperative behaviour

**More serious incidents –** *May go straight to Stage 3*

* Blatant refusal to accept adult’s instructions
* Vandalism, including writing graffiti on walls, desks or books
* Leaving the classroom without permission
* Spoiling other children’s work, including making fun of another child’s work
* Misuse of toilets and wash areas
* Interfering with another person’s property
* Threatening or intimidating behaviour to peers, including swearing at another person
* Arguing with an adult, including walking away when adult is talking
* Inappropriate physical contact. E.g. pushing, elbowing

**Very serious incidents -** *Straight to stage 4*

* *See Point 1 and 2 at the fore of this policy*
* Theft
* Running out of school
* Physically violent behaviour (fights and physical attacks on others)
* Racist, homophobic language or behaviour
* Inappropriate touching
* Bullying (i.e. repeated and persistent threatening, intimidating or harming behaviour)
* Refusal to follow safety instructions, serious misuse of equipment
* Stone throwing or any dangerous play

Sanctions should be applied consistently and fairly. All members of staff are responsible for promoting good behaviour across the school and must, therefore, be responsible for not accepting inappropriate behaviour. The following stages are followed by staff at UPS.

***Restorative practice procedures may take place at any stage as the teacher sees fit. Indeed restorative dialogue will often, but not always, involve pupils deciding upon their own appropriate sanctions.***

**Stage 1**

* Reminders of the expected behaviour
* The child should be given a choice to stop the inappropriate behaviour or be given a sanction
* Refer to agreed codes of conduct

**Stage 2**

* Being asked to move away from other children
* Missing 5 minutes of play or lunchtime

**Stage 3**

* Miss a whole playtime
* Being sent to another teacher or a member of the Senior Leadership Team
* Inform parents in person or by telephone

**Stage 4**

* Send child to headteacher or SLT
* Children may be asked to write down their reflections in line with the restorative approach
* Consider whether a behaviour target card or behaviour action plan is needed.
* Meet with parents

**Stage 5**

* The headteacher will request parents’ attendance to discuss incidents and sanctions. Sanctions may include internal exclusion (removal from class / playground), fixed term or permanent exclusion.

Inappropriate behaviour should be discussed individually with the child and where appropriate, logged on the school’s online communication system, CPOMS. If children have shown either repeated poor behavioural choices or have been involved in an incident of inappropriate behaviour, they may be asked to complete a restorative thought sheet during Golden Time, providing them with the opportunity to reflect upon their actions with a view to putting things right. The class teacher should discuss repeated behaviour issues with the Deputy Head or the Headteacher. Repeated or serious inappropriate behaviour should be discussed with parents. Parents and the school will work together to help the child improve their behaviour. This may include daily feedback, targets charts or behaviour action plans**.** In extreme circumstances the sanction discussed with parents may be exclusion. Should this need arise, school will follow National Guidelines and liaise with the Local Authority. Where children need additional support to help manage their behaviour, provision is established through consultation with the child, parents and class teacher. This may also include advice from the school’s SENCO or external agencies. This support is also available for staff requiring guidance in managing behaviour. The consistent school approach ensures effective transition between schools and other institutions. However effective strategies for managing the behaviour of individual children will be passed to the next teacher and receiving school.

**Conclusion**

At Urmston Primary School we see behaviour as encompassing all aspects of school life. We do not see it as an area which is ‘bolted on’ to the curriculum, or as a separate part of school life, but part of our positive culture and the following of our school values throughout our curriculum. We believe that all people involved with our school - teaching and support staff, children, parents and governors - share a responsibility for the effective implementation of behaviour strategy at Urmston Primary School. If this responsibility is acknowledged by all it will undoubtedly lead to a better standard of education and quality of experience for all our pupils at Urmston.

It is our aim that children leave our school with strong values, take responsibility for their own actions and learn from them. We hope that they move on to secondary school making their own choices because they are right ones, rather than because they might get into trouble if they don’t follow the rules. We hope that the empathy that we aim to embed will enable children to reflect and realise the impact that their positive and negative behaviour has on others in society. Furthermore, it is our hope that we can nurture empathy amongst our pupils for those whose behaviour can be poor and even aggressive. We intend to do this by reminding our children that we all have our own stories…we don’t always know what is going on in each other’s lives to make us act the way we do.

**Our Vision for the Education of the children in Urmston Primary School**

At the centre of all we do are our children. We are committed to recognising the important and unique nature of their needs at this, the start of their learning journey, and we aim to provide them with the best possible start to their education, preparing them for their future. Expectations of everyone are high and the careful planning of a rich and diverse curriculum, tailored to the distinct needs of our children, allows all to meet challenges, reach their potential and to achieve success. The learning, teaching, achievement and attitudes of every child matter regardless of individual talents and limitations.

We are a learning community with a vision shared by all and a commitment to providing a caring and happy environment in which children can learn and develop. Our children have only one childhood and it is our duty to make their learning experiences vivid, real, challenging and enjoyable.

***This policy should be read in conjunction with our policies for safeguarding, equality, anti-bullying and e-safety.***

**Date of policy: September 2020**

**Review date: September 2021**

**Headteacher: *Simon Parker***

**Chair of Governors: *Derek Brown***

***Appendix 1***

**What is Restorative Practice?**

Being ‘Restorative’ focuses on building positive relationships based on our school values, particularly in being ***responsible*** for our actions and showing ***respect*** for others. In turn this creates a community that is supportive, accountable and respectful and supports our children in making positive choices because it is right, not because they’ll get into trouble if they don’t! We believe that every individual is responsible for their own behaviour. The Restorative framework is based upon ‘knowing the effect that I have on others’. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together. We understand the importance of modelling positive language and behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

A restorative approach encourages children to reflect upon their behaviours and the impact that it has on others. Through facilitated dialogue and negotiation (done in a socially distant manner as appropriate), relationships can be repaired and apologies can be made. As a result, the needs of all of those involved are met and important learning through sharing thoughts and feelings takes place.

***What skills are needed to facilitate and partake in restorative dialogue?***

The dialogue that takes place requires the ability to:

* Establish a respectful rapport with people;
* Listen and respond calmly, empathically and without interruption or judgement to all sides of an issue;
* Inspire a sense of safety and trust;
* Encourage people to express their thoughts, feelings and needs appropriately;
* Appreciate the impact of people’s thoughts, feelings, beliefs and unmet needs on their behaviours;
* Encourage those involved in the problem to find their own solutions.

**The Restorative Approach - Dealing with inappropriate behaviour**

Incidences of negative behaviour are dealt with in a fair, ***respectful*** and appropriate way, with the key focus on individuals taking ***responsibility*** for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. ***All members of staff and children will know that issues will be dealt with fairly with a ’no blame’ approach.*** When there have been incidences between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask ‘Why?’ something has happened but to determine what has led up to an issue and resolve it in a positive way. Those involved in an incident are taken through a ***restorative dialogue*** and are therefore supported in coming to understand the harm that has been caused to all parties. These dialogues will often be facilitated by a member of staff as soon as possible after the event.

This learning framework can be used in a wide range of contexts:

* A one way conversation with one person listening and asking questions and the other talking;
* A two way conversation, with both people taking turns to ask and answer questions;
* ***A small meeting when one impartial person – a facilitator – poses questions to two people who have had a difficulty, or when harm has been done, and who want to repair their relationship;***
* A larger, facilitated meeting involving children, parents/carers, colleagues or others who have an important role to play (a ‘Restorative Conference’);
* A facilitated circle involving part of or all of a class, a staff team or a group.
* These contexts may be led by any member of teaching staff and responsibility may often be passed on to a member of the Senior Leadership Team.

**The Restorative Questions:**

Although restorative dialogue involves sharing thoughts and feelings and being listened to, the conversations are very much based upon a structure which allows all staff members to be consistent and fair in their facilitation, using the relational skills mentioned previously. Restorative dialogue will include the following questions which have been shared and discussed with staff:

***What happened?***

Drawing out each person’s story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

***Why did it happen?***

Giving each person the opportunity to explain the motivations and reasons for the incident with a key focus on each taking responsibility for the part that they played.

***How do you think this person feels about what has happened?***

***What do you think and feel about that?***

Enabling each person to state what they were thinking and feeling at the time, before and since, who has been affected and how?

***How do you feel now after listening to how your actions have made this person feel?***

Encouraging reflection and how actions affect others.

***Who else has been harmed/affected and how by your actions?***

Encouraging children to think about the wider implications of who has been affected (e.g. families)

***How do you feel about what this person has said?***

Encourages further dialogue and offers the person affected the chance to respond.

***What do we need to feel better, move on, repair harm and rebuild relationships?***

***What do you think needs to happen next/to make things right with each other and with the school community?***

Empowers children further in considering what any next steps/sanctions might include.

**How do those people agree and negotiate meeting the needs identified above and what support might they need to do this?**

Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can consider how they can make appropriate amends in line with the values of our school community and the sanctions set out in our behaviour policy. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are empowering and supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

**The Restorative Approach and use of consequences**

When using consequences at Urmston Primary School, the child(ren) should always be involved in a restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment. We aim to help the children look out at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour. Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. ‘Time outs’ can be offered to children before an incident is dealt with.

**Implementation of the Restorative Approach – Practicalities**

At Urmston Primary School, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil’s age and level of understanding. When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs are all used to support the pupils’ understanding and development of empathy. This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

**Note: Restorative ‘conferences’ will occur in line with social distancing measures outlined in the school’s risk assessment.**

***Appendix 2***



These are some of the things you may have your name written down for:

Yellow:

* Not playing nicely or not using equipment well.
* Calling out or shouting in class
* Telling lies
* Swearing
* Teasing
* Answering back
* Unhelpful, uncooperative behaviour

Pink

* Not following instructions
* Spoiling other children’s work
* Pushing or hurting others
* Not looking after the things in our class and school.
* Repeating yellow behaviours

Red:

* Really hurting others
* Inappropriate touching
* Bullying
* Really dangerous play
* Stealing
* Repeating pink behaviours