Ysgol Penygaer Primary School

It's Good to be Green Behaviour Policy | A guide for parents

September 2026

In November 2025 to ensure consistency and clarity about appropriate sanctions for inappropriate behaviour, staff and children agreed the following guidelines for the new ‘It’s Good to be Green’ Policy

These apply to behaviour always- in class, around the school and at playtime.

We also sought parents’ opinions in a survey in November 2025.

The pages below is a guide for parents for the new policy.

The policy was implemented on 1st December 2025 and reviewed September 2026.

Next renewal date: 2027

It’s Good to be Green Behaviour Policy - A Guide for Parents

The ‘Good to be Green’ scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school’s expected behaviour code (see Relationship Policy on School Website). The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management always - ‘Good to be Green’ is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- ‘It’s Good to be Green!’ and the children soon learn to associate being on Green with a feeling of having done the right thing.

If they are still on Green by the end of the day, Early Years children will be given a sticker and all other children will earn Class dojos.

If, during the day, in lessons, or at break times, a child must be warned of inappropriate lowlevel behaviour, then a Stop and Think Card will be displayed as a visual reminder to contemplate their behaviour. The warning gives the child the opportunity to reflect, consider and review their behaviour.

The next level of warning will be a Yellow Warning Card which is a level 2 behaviour. (mainly for Level 1 and 2 behaviours- see Relationship policy and photos below). Sometimes, just the warning of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child will be moved to Red. Persistent Level 2/ level 3 behaviour (see photos below).

Persistent Level 3 or Level 4 behaviour could result in a temporary/ permanent exclusion which is a red consequence plus card. A child who has received regular red cards, would be a cause for concern, and parents will be called into school for a meeting.

Teachers and staff respond to inappropriate behaviour using the ‘Good to be Green’ scheme. The photos below gives examples of some kinds of behaviour which are levelled according to ‘severity’ (taken from the School’s Relationship Policy).

To try and ensure consistency and clarity about appropriate sanctions for inappropriate behaviour, staff and children have agreed the following guidelines: (See photos below)

These apply to behaviour always- in class, around the school and at playtime.

We also sought parents’ opinions in a survey in November 2025. In the Appendix at the end were the main summaries and we have sought to include your ideas/opinions in the scheme.

Your behaviour = Your choice

Level 1



- Out of seat
- Rocking on seat
- Calling out
- Not listening/ paying attention
- Pushing, shoving in line
- Running indoors
- In wrong place
- Not working
- Not clearing up
- Bouncing a ball or equipment in corridor
- Going to the toilet without permission

Possible sanction

- Informal gesture: eye contact, frown, gesture.
- Moving the child to a different seat.
- A private reminder about the behaviour we wish to see - inviting them to make the right choice.
- Repetition of task/ completion of work in own time.
- Missing two to five minutes of play

Your behaviour = Your choice

Persistent Level 1 & Level 2



- Distracts others
- Throws small objects to distract – not to hurt
- Inappropriate physical contact, e.g. poking, flicking, pulling hair,
- Complains or mutters disruptively/persistently
- Talking at an inappropriate time or asking inappropriate questions to disrupt.
- Hides work or resources.
- Interferes with other's property
- Minor deliberate damage to school property (pencils)
- Leaves the room without permission
- Lies
- Telling lies to get others into trouble
- Persistent rough play
- Not coming straight into class
- Destroying Displays
- Answering adults back
- Being indoors without permission

Possible sanction

- 10 minutes to all of playtime or lunch time and lose 2 Dojos.
- Sent to Headteacher.
- Write letter of apology.
- Message to parents on class Dojo or chat at the gate.

Your behaviour = Your choice

Persistent Level 2 & Level 3



Possible sanction

- Loss of whole of Playtime or Lunchtime Loss of at least 3 Class Dojo points
- Sent to HT
- Parents informed -meeting with Class teacher to discuss
- Follow up letter sent home to parents.
- Child uses 'time' to try to make amends e.g. repairing property; redoing work; apology
- Internal Exclusion
- Temporary exclusion or Lunchtime exclusion
- Possible Reduced Timetable

- Encourages others to misbehave
- Uses obscene words to offend
- Causes hurt intentionally
- Verbal abuse of adults
- Answering back or constantly, questioning adult's decision or request
- Refuses to obey instruction or consequence
- Destroys own work
- Destroys others' work
- Insulting, name calling including racist and homophobic language
- Petty theft
- Damage to property or equipment (including play equipment).
- Threatens violence
- Bullying, Intimidating others (Ganging up)
- Stealing
- Secretly using phones
- Flipping tables or throwing chairs

Your behaviour = Your choice

Persistent Level 3 & Level 4



Possible sanction

- Meeting with parents/and HT with follow up letter home
- Temporary exclusion
- Reduced Timetable
- Police Involvement
- Permanent exclusion

- Physical or violent assault causing injury
- Sexualised behaviour or assault
- Serious damage to property (e.g. vandalism)
- Persistent Bullying including homophobic, racist threats and abuse
- Escaping School

Your behaviour = Your choice



- Always being GREEN.
- Going above and beyond.
- Always trying your best.
- Being a positive role model for others.
- To represent and reflect the high standards of our school.

Rewards

- Raffle ticket.
- Entered in a draw for a reward.
- Drawn each week.



Your behaviour = Your choice



- Being quiet when the teacher is talking.
- Listening and sitting nicely.
- Concentrate in class —try your best not to be distracted.
- Be polite and always use good manners.
- Be helpful and work well together.
- Always be where you are supposed to be.
- Call people by their given names.
- Look after school equipment.
- Respect all adults —treat them all in the same way.
- Care for each other.
- Share.
- Walk sensibly around the building.
- Invite lonely children to join in games.

Rewards

- 2 Dojo's daily for staying on green.
- 1 Dojo if you have worked your way back to green.

Procedures for dealing with inappropriate behaviour

Sometimes children forget our aims for good behaviour. They will then be reminded of the school's expectations.

- Children will not be allowed to use the words 'only', 'just' and 'because' when giving their accounts of event. (e.g. I was just kicking, I was only shouting, because it was boring. These words lessen and self-excuse the action). There can be no excuse for violence, aggression or disrespect to others.
- Children will always be encouraged to apologise. They will be encouraged to empathise with other people's points of view and to consider the consequences of their actions.
- Should a pupil regularly be reaching RED status their parents will be informed, and an appropriate sanction will be applied. It may be felt appropriate that the pupil may be given a support plan and if the child is to be put on reduced timetable a PSP (Personalised Support Plan) will be put in place to encourage the pupil to conform to the school behaviour code.
- Pupils who regularly get Red Cards for not following teachers' instructions cause a health and safety risk to all. They will be prevented from attending internal and out of school clubs including off-site school visits.
- We want to be clear: while we understand that some children may face challenges that affect their behaviour, persistent oppositional conduct that disrupts learning or threatens safety will be addressed firmly and fairly. Our approach remains rooted in compassion, but also in accountability.
- There may be incidents that occur that are so extreme in nature it is felt that these must be referred immediately to the Head teacher. Each case will be considered carefully and dealt with in a way that is felt fair to the needs of the individuals involved and to the school community. In these cases, fixed term or permanent exclusion may be immediately applied.

As a Parent/Carer could you please complete the online form below to commit to the Good to be Green Policy.

https://forms.cloud.microsoft/e/UhguPM2rAB

Signed: Mrs Helen Conway (Headteacher)	
Signed: Mr Richard Samuel (Chair of Governors)	

Appendix

Parent Feedback Report: Good to Be Green

Behaviour Policy Better communication with parents

Parents want regular updates on their child's behaviour, e.g., weekly reports to help reinforce positive behaviour at home.

Peer support and social inclusion

Suggestions include introducing friendship benches and playground pals to help shy children and promote positive role models.

Stricter consequences for serious behaviour

Some parents recommend harsher punishments for severe incidents, ensuring fairness and safety.

Fairness and consistency

Parents emphasised the need for the policy to be applied consistently across all pupils, maintaining trust and respect.

Opportunities for fresh starts

Parents appreciate chances for pupils to reset after a bad day, reinforcing the importance of second chances and reflection.

Positive reinforcement

Rewards like stickers and treats are seen as motivating, but parents suggest ensuring these remain meaningful and inclusive.