

STAYING ON GREEN



Our system for recognising Positive and Progressive Learning Attitudes
at
George Tomlinson Primary School

Why Stay on Green?

Our school is a place in which everyone can feel safe, secure and happy! 'Stay on Green' has helped that happen.

Happy:

We care for our health, enjoy learning and celebrate our achievements in a welcoming positive environment

- 'Staying On Green' is helping us to learn. As an inclusive school we want all children to be learning through 'Stay on Green'
- The expectations as part of 'Staying On Green' are about positives. We celebrate positive learning behaviours – this is what we call 'Green behaviour'

Why Stay on Green?

Our Purpose:

Inspire, develop and nurture every child to have the confidence to learn, through high expectations.

The system is designed so:

- That all children have the opportunity to make positive choices about their learning and making progress.
- Children who regularly meet the school's 'Golden Expectations' will get a certificate.
- All adults will look for 'Stay on Green' learning attitudes and behaviour.

How it works...

- In the class you will see 'Stay on Green' display.
- All children have their name on the 'Stay on Green' display.
- Each day, EVERYONE starts with their name on green.
- If children demonstrate a positive attitude to their learning they are celebrated by placing their name onto bronze, silver, then gold.
- If children make wrong choices this is indicated by having to go on blue, then yellow, then red.
- Stay on Green is designed to influence actions, attitudes, behaviours. And if behaviours change (e.g. to be more positive) then YOU can move back towards green (and then towards gold).
- Classes are linked to form 'Buddies'. Children are sent to 'Buddy Class' for positive and negative behaviour.



At home

Try to adopt the similar principles...

Define behaviours

1. The first step in a good behaviour management plan is to identify target behaviours. These behaviours should be **specific** (so everyone is clear on what is expected), **observable**, and **measurable** (so everyone can agree whether or not the behaviour happened).
 - An example of poorly defined behaviour is “acting up,” or “being good.” A well-defined behaviour would be running around the room (bad) or starting homework on time (good).
 - Can you think of two well defined behaviours; one you want to discourage (bad) and one you want to encourage (good)?

At home: triggers

2. Triggers

Learning to anticipate triggers is a useful tool – triggers may lead to good behaviour or bad behaviour.

Triggers to AVOID:

- **Assuming expectations are understood:** Don't assume kids know what is expected of them — spell it out!
- **Calling things out from a distance:** Be sure to tell children important instructions face-to-face. Things yelled from a distance are less likely to be remembered and understood.
- **Transitioning without warning:** Transitions can be hard for kids, especially in the middle of something they are enjoying. Having warning gives children the chance to find a good stopping place for an activity and makes the transition less fraught.
- **Make expectations clear:** You'll get better cooperation if both you and your child are clear on what's expected. Sit down with him/ her and present the information verbally. Even if he "should" know what is expected, clarifying expectations at the outset of a task helps head off misunderstandings down the line.
- **Provide countdowns for transitions:** Whenever possible, prepare children for an upcoming transition. Let them know when there are, say, 10 minutes remaining before they must come to dinner or start their homework. Then, remind them, when there are say, 2 minutes, left. Just as important as issuing the countdown is actually making the transition at the stated time.

At home: consequences

3. Consequences

Consequences to AVOID

- **Giving negative attention:** Children value attention from the important adults in their life so much that any attention — positive or negative — is better than none. Negative attention, such as raising your voice or spanking — actually increases bad behaviour over time. Also, responding to behaviours with criticism or yelling adversely affects children's self-esteem.
- **Delayed consequences:** The most effective consequences are immediate. Every moment that passes after a behaviour, your child is less likely to link her behaviour to the consequence. It becomes punishing for the sake of punishing, and it's much less likely to actually change the behaviour.
- **Disproportionate consequences:** Parents understandably get very frustrated. At times, they may be so frustrated that they overreact. A huge consequence can be demoralizing for children and they may give up even trying to behave.
- **Positive consequences:** When a child dawdles instead of putting on his shoes or picking up his blocks and, in frustration, you do it for him, you're increasing the likelihood that he will dawdle again next time.

At home: consequences

EFFECTIVE consequences:

Consequences that are more effective if you begin with generous attention to the behaviours you want to encourage.

- **Positive attention for positive behaviours:** Giving your child positive reinforcement for being good helps maintain the ongoing good behaviour. Positive attention enhances the quality of the relationship, improves self-esteem, and feels good for everyone involved. Positive attention to brave behaviour can also help attenuate anxiety, and help kids become more receptive to instructions and limit-setting.
- **Ignoring actively:** This should be used ONLY with minor misbehaviours — NOT aggression and NOT very destructive behaviour. Active ignoring involves the deliberate withdrawal of attention when a child starts to misbehave — as you ignore, you wait for positive behaviour to resume. You want to give positive attention **as soon as** the desired behaviour starts. By withholding your attention until you get positive behaviour you are teaching your child what behaviour gets you to engage.
- **Reward charts:** Rewards are a tangible way to give children positive feedback for desired behaviours. A reward is something a child earns, an acknowledgement that she's doing something that's difficult for her. Rewards are most effective as motivators when the child can choose from a variety of things: extra time on the iPad, a special treat, etc. This offers the child agency and reduces the possibility of a reward losing its appeal over time. Rewards should be linked to specific behaviours and always delivered consistently.
- **Time outs:** Time outs are one of the most effective consequences parents can use but also one of the hardest to do correctly.
- **Be clear:** Establish which behaviours will result in time outs. When a child exhibits that behaviour, make sure the corresponding time out is relatively brief and immediately follows a negative behaviour.
- **Be consistent:** Randomly administering time outs when you're feeling frustrated undermines the system and makes it harder for the child to connect behaviours with consequences.
- **Set rules and follow them:** During a time out, there should be no talking to the child until you are ending the time out. Time out should end only once the child has been calm and quiet briefly so they learn to associate the end of time out with this desired behaviour.
- **Return to the task:** If time out was issued for not complying with a task, once it ends the child should be instructed to complete the original task. This way, kids won't begin to see time outs as an escape strategy.

At home: time outs

Why use time outs?

- Research shows that the most effective form of parenting is both warm and firm. That means a lot of affection and positive feedback for kids, but also consistent consequences when they act inappropriately. Time outs help you communicate that behaviour is unacceptable without blowing your top.
- Research show that the most effective parenting is warm and firm.
- And unlike emotional confrontations, time outs give both parties the time and space they need to calm down.
- The point of a time out isn't to shame or punish your child, but to diffuse an emotional situation, to help your child switch gears and learn to manage frustration and regulate his own behaviour.

Here are the basics to making the most out of time outs:

- Advance warning
- A pre-determined place
- A quick response:
- Keep it brief: Pay no attention
- Consistency is key
- No rewarding stimuli
- If a child won't stay in time out put him back.

Thank you for coming!

Make expectations clear

Give warnings

Be consistent

Help your child feel proud of their good behaviour

Celebrate achievements

Try to stay positive

Remember the long term benefits!



Further information

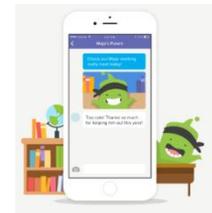
http://www.cafamily.org.uk/media/629551/understanding_your_childs_behaviour.pdf (for parents with disabled children)

Printable reward charts:

- <http://www.rewardcharts4kids.com/>
- <http://www.freeprintablebehaviourcharts.com/behaviourcharts3-10.htm>

Sign up for Class Dojo Points

https://home.classdojo.com/#/signup?_k=rd7h15



Further Detail: time outs

Here are the basics to making the most out of time outs:

- **Advance warning:** Kids need to understand which behaviours are linked to which consequences. Work with your child to establish which behaviours—hitting, for instance, or not complying with instruction from you—lead to time outs so she knows what to expect.
- **A pre-determined place:** Designating a special chair, or a place on the stairs, also helps a child know what to expect. It's also a good idea to label the time out chair just that, and not "the naughty chair" or something similar. Time outs work better when they are focused on teaching children how to behave, not on punishing them.
- **A quick response:** When a kid misbehaves in one of the ways you have discussed, make sure the following time out is immediate, and that you state the reason: "No hitting. Go to time out." Be specific, brief, and unemotional. This helps ensure that the child is able to link her action with its consequence. Delayed consequences are ineffective because kids tend to feel you are just being punitive.
- **Keep it brief:** A standard formula for time outs is one minute per year of age. Some experts recommend a timer so a child can see that the time is being measured
- **Keep it calm:** The goal in a time out is for kids to sit quietly. Some experts recommend not starting the allotted time until your child is quiet. Others feel this is too hard for young children. They require that the child be completely quiet for 5 seconds before ending the time out. This way kids learn to associate good behaviours with the end of the time out and it sends the message to kids that yelling and screaming during a time out won't work.
- **Pay no attention:** Kids in time out should be ignored—no talking to them or about them, not even gesturing in their direction, even if they're whining, crying or protesting. By withdrawing your attention during the time out, you're sending the message that misbehaving is not the way to get what they want
- **Consistency is key:** It's tempting to put kids in time out whenever they're acting inappropriately or pushing your buttons, but using time outs randomly makes it more difficult for kids to make the connection between specific misbehaviours and their consequences. Also, it is important that the time out occurs each and every time the specific target behaviour occurs. If not, you are encouraging the child to think that he might be able to get away with it.
- **No rewarding stimuli:** In the time out chair the child should have no access to television, electronic devices, toys, or games. If you're away from home, pick any spot that removes the child from distracting stimulation.
- **If a child won't stay in time out:** If a child breaks the rules by leaving the time out chair too soon, put him in a backup time out area that he cannot escape from—i.e., a bedroom where there aren't any rewarding stimuli such as television, toys, or games. Briefly explain that he must stay there for one minute and be calm and quiet before he is allowed to leave. Once he does that he should be returned to the time out chair, and the time he must stay there is restarted. If he leaves the chair again, the cycle repeats. Your child should learn quickly that it's in his best interest to stay in the chair until the time is up.
- After the time out
- When kids are given time outs for not complying with your instruction, once a time out is finished, they should be asked to complete whatever task they were asked to do before the time out. This helps them understand that time outs aren't escape routes.
- Once the time out is over, you want to turn the attention back on, tuning in to whatever they are doing/working on/playing so that you can "catch them being good" and specifically praise them for a positive behaviour. For example, if your child completes his time out, and then he plays gently with the dog, you'd want to let him know what he was doing right (i.e., "I love how nicely you're playing with Lucky! You are using such nice gentle hands!") This is reassuring your child that although he had to go to time out, he also is completely capable of doing good and positive things that make you proud and loving toward him.

Spring 2017

Programme	Venue	Day	Time	Age group & number of sessions
Triple P Stepping Stones for Parents of Children with a Disability	Leyton CFC, 215 Queens Road, E17 8PJ	Tuesdays, 21st February - 4th April	9.30am-12pm	Any age up to 12 years Information session + 6 sessions
Triple P Group	Acacia Road/Rowan House (still to be confirmed)	Wednesdays, 1st February - 29th March	9.30am-11.45am	3-11 years Information session + 7 additional sessions
Strengthening Families (SFSC)	Walthamstow Children & Family Centre, 313 Billet Road, E17 5PX	Thursdays, 31st Jan - 28th March	12pm-3pm	3-18 years Information session + 12 sessions

Waltham Forest parenting Courses

Please speak to Parisa (SENDCo) for referrals.

Triple P Stepping Stones – up to 12 years

For parents of children with an intellectual or physical disability. Stepping Stones is based on Triple P's positive parenting strategies. It helps you manage problem behaviour and developmental issues common in children with disability. It also helps encourage behaviour you like, cope with stress, develop a close relationship with your child and teach your child new skills. Parents need to be able to commit to 6 sessions.

Triple P Teen – 11-18 years

Parents or caregivers that benefit from Group Teen Triple P are those who have concerns about their teenager's mild to moderate level of behavioural problems or simply wish to prevent behavioural problems from developing. Parents who have completed lower-level interventions and have not achieved the goals they wanted, may benefit from a Group Teen Triple P intervention. Parents need to be able to commit to 8 sessions

Triple P Primary - 3-12 years

Parents with concerns about their child's behaviour who require intensive training in positive parenting or those who wish to learn a variety of parenting skills to apply to multiple contexts. These parents can commit to 8 sessions.

Strengthening Families Strengthening Communities

SFSC is a universal programme, which helps parents with children aged 3-18 years to think about how their actions and experiences may influence their parenting style. In particular, SFSC helps parents to:

- gain a better understanding of child development
- use positive discipline techniques
- promote children's social skills and self-discipline
- achieve positive change in family relationships
- explore and develop strategies to deal with factors that risk poor outcomes for children, such as harsh and/or inconsistent discipline.