

# Appendix 1

## Traffic Light Behaviour System



## Traffic lights

The basic philosophy behind this form of classroom behaviour management is to empower the pupils with the ability to control their learning environment.

In the traditional classroom the teacher is the supreme ruler. He or she manages **all** behaviours, be they small or large. If a pupil encounters a conflict situation the teacher is the first port of call. '**Traffic Lights**' reverses this situation by putting the pupil back in the driver's seat. The '**Traffic Lights**' system provides the pupil with the basic foundation on which to build successful strategies for dealing with inappropriate behaviour that they do not like or that may be interfering with their learning and the learning of others around them. It provides the pupils with the language of '**Conflict Management**.' If the '**Traffic Lights**' system is carefully implemented into a classroom and becomes an integral part of the classroom culture then 95% of the potential **conflict situations** are diffused before they even reach the teacher.

For this system to be implemented successfully the classroom environment must be **safe and conducive to risk taking**. Pupils must be confident that they will be supported with their decisions *when dealing with off task behaviours*. The pupils must be made aware that all class members require different things around to them in order to learn and therefore need to learn to be tolerant of others needs. This may take a number of weeks to create and the classroom facilitator needs to be patient and supportive while the pupils learn to differentiate between off task unacceptable behaviour and personal idiosyncrasies.

Pupils need to have the opportunity to discuss personal differences and establish a collaborative set of guidelines that all pupils are expected to abide by. The classroom facilitator needs to initiate discussions that look at behaviours of pupils and not individuals. Pupils **must** be made aware of the fact that it is the behaviour that others do not like and not them.

A pupil has **three options** when they encounter off task behaviour or behaviours that interfere with their learning or the learning of others:

- ◆ **Ignore the behaviour** (By not doing anything the pupil is saying "**What you are doing is OK**")
- ◆ **Join in with the behaviour** (Become a part of the problem)
- ◆ **Do something about it** (Model the appropriate behaviour, speak to the teacher)

A grievance procedure needs to be in place that provides the framework on which pupils can build their conflict resolution skills. This provides the foundations on which pupils can develop appropriate and assertive dialogue which addresses behavioural issues in the classroom.

With the '**Traffic Lights**' if an adult/pupil sees that another pupil is off task they ask the question:

**"Do you understand the task?"**

If the pupil answers "**Yes**" They reply "**Then why are you not working?"**

If the pupil continues with the off task behaviour the pupil goes to **grievance (warning)** and the pupil twists their green card knowing that next steps are vital.

If the pupil replies "**No**" then it is the responsibility of the requesting adult/pupil to assist the pupil to understand the task.

A yellow card tells the pupil that he/she has been warned but not made appropriate changes to their behaviour. A red card results in a message being sent home to parents to inform them of the pupils poor behaviour. During lessons they may be asked to leave the group and spend time in **class Time-Out (on their own) or in serious cases sent to work with another class**.

Half termly parents will receive letters for any children who have received a red cards ensuring they are fully aware of the actions in school. For pupils who have repeated letters or incidents then an appointment will be made with the Head Teacher, Class Teacher and the SENCO.

At the end of each day all the pupils take part in a reflection of the day's behaviours. They will discuss which of the British Values were followed and the teacher discusses strategies to avoid further incidences with children who have received yellow/red cards. **All cards will be returned to green, ready for the start of the next day**. Children will also reflect on the positive behaviours of pupils and nominate a 'Star of the Day'. This child will take home a green card to inform parents.

### **Gold Card**

A gold card can be awarded if a pupil is nominated for prolonged outstanding behaviour. A Gold card can only be awarded to pupils that go above and beyond their normal classroom work or behaviour. A Gold card nomination must state how that particular child is going above and beyond and all pupils must agree with the nomination in order of the award to be achieved. The child awarded with the Gold card will be recognised in assembly and receive a reward at the end of term.