

# Shinewater Behaviour Guide for Parents

At Shinewater Primary School we work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour emphasising recognising good behaviour, praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration at all times.

The school's Rainbow Rules are on display around the school and in the classrooms. The rules are regularly referred to in assemblies and throughout the school day. They support the pupils' understanding of 'Good to be Green' behaviour expectations:

We are honest

We listen

We have good manners and walk sensibly around the school

We look after property

We are gentle and calm at all times

We are kind with our words and actions

We work hard



## Whole school positive behaviour system: 'Good to be Green'

### The principles behind this system are:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate the 'Good to be Green' system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are recognised and rewarded

### The system allows for:

- A consistent approach that can be used by all staff
- Whole class and individual rewards
- Behaviour to be managed with limited disruption
- Teaching of specific behaviours and routines



### 'Good to be Green' rewards

- A privilege card can be given for a range of positive behaviours and examples of work that demonstrate a clear understanding of the school's Rainbow Rules. These can be awarded by all members of staff.
- Each child that receives a privilege card will visit the senior leaders to be awarded a badge and a certificate. The child will also choose a prize from the treasure box which should be put in their bag until home time.

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## Good to be Green staged approach

- At all stages, staff should encourage a child always to make the right choices in order to improve their behaviour and move back to a green at the earliest opportunity.
- However a child will still have to complete their consequence if they have reached **Stage 3**.

## All children begin each school day with a green card



### Stage 1 (Verbal warning)

- A verbal warning is given to the child. The child is reminded about the Rainbow Rule they have broken and they are given the opportunity to make the correct choice.



### Stage 2 (Yellow Warning Card)

- If this inappropriate behaviour continues then a yellow warning card is issued. The child is reminded about the Rainbow Rule they have broken and they are given the opportunity to make the correct choice to return their card to green.
- KS1 children reset cards after play and lunchtime. KS2 children after lunch



### Stage 3 (Red Card)

- If a child continues to demonstrate unacceptable behaviour in class once they have received a warning card then a red consequence card will be given.
- A yellow slip is issued with the Rainbow Rules that have been broken and the child is sent to Mrs Rigby, Assistant Headteacher or a member of SLT in her absence.
- When a child receives a *Yellow Slip*, it will be fully investigated by Mrs Rigby or a member of SLT in her absence, including whether the positive behaviour policy was consistently and fairly applied.
- In the event that the Yellow Slip is warranted, the child's behaviour will be recorded electronically and parents will be informed in the form of a green, amber or red letter depending on the amount of incidents in a short term. .

### Fast Track Automatic Red letter

- Children will be automatically sent to Mrs Rigby, Assistant Headteacher, or a member of SLT in her absence for incidents of swearing, physical assault/violent behaviour towards children or adults, fighting, stealing, discriminatory behaviour and verbal abuse towards peers or a member of staff.
- Mrs Rigby or a member of SLT in her absence, will investigate the incident fully and decide on the type of internal seclusion.
- For a playtime/lunchtime seclusion the child will stay in isolation supervised by a member of SLT and asked to reflect on their behaviour choices and the impact this has on others.
- For a one day internal seclusion, the child will work in isolation supervised by a member of staff. The child will also be asked to reflect on their behaviour choices and the impact this has on others.
- Parents/carers will be advised of their child's behaviour. They will receive a letter outlining what happened before the incident and the child's undesirable behaviour with the type of seclusion

### Suspension

- In extreme circumstances where the behaviour requires a fixed term suspension, Mrs Kaufman or in her absence Mrs Evason, Miss Wilson or Mrs Rigby will fully investigate the incident and if necessary a fixed term suspension will be issued.
- Parents will be informed of their child's behaviour and be informed of the suspension process including reintegration.

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## Letters

Our behaviour letters are colour coded depending on the amount of incidents a child has been involved in during a short term.

### **If a child receives one Red Consequence Card during one short term**

- The child will be given a verbal warning and reminded of the Rainbow Rules by Mrs Rigby or a member of SLT in her absence.

### **If a child receives two Red Consequence Cards during one short term**

- **A Green Letter** will be issued to parents/carers explaining what happened.
- The letter will explain that the child has already received consequences for previous unacceptable behaviour and they have been reminded about the school's Rainbow Rules.

### **If a child receives three Red Consequence Cards during one short term**

- **An Amber Letter** will be issued to parents/carers explaining what happened and to request a meeting between the class teacher, SLT and parent/carer.

### **If a child receives four Consequence Cards during one short term**

- **A Red Letter** will be issued to parents/carers explaining what happened.
- This will be followed up with a telephone call from a member of SLT.
- A review of the class-based intervention will take place
- The SENDCo/Thrive Practitioner will observe the child in class or on the playground, depending on where the main issues have occurred.
- The alternative consequence will usually take the form of a one day 'internal seclusion.'

## Special Educational Needs and Disability (SEND) and Vulnerable Individuals:

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in our behaviour policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Individual Behaviour Plans.
- Timetabled Thrive Practitioner intervention.
- Support from the Special Educational Needs Coordinator (SENDCo) or support staff.
- Counselling to offer 1:1 support to develop self-esteem and social skills
- Lunchtime Nurture Group sessions.
- Additional English or mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Adjusted curriculum provision.
- An adapted timetable with an agreed timescale.
- Pastoral Support Meeting with parents and carers
- Facilitated multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals and referrals to outside agencies
- Strategies recommended by professionals are consistently implemented.