

# Shinewater Behaviour Policy Quick Guide

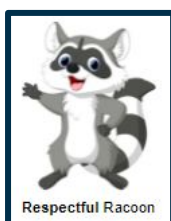
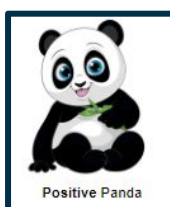
At Shinewater Primary School, we work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour emphasising recognition of 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:



Our school values are interlaced throughout all learning in the school. They are on display around the school and in the classrooms. The values are regularly referred to in assemblies and throughout the school day. Children earn value stickers when they demonstrate the school values.



# Shinewater Behaviour Guide for Parents

## 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 be sent to the SLT offices to select a special prize from the prize box which should be put in their bag until home time. Certificates will be awarded in assembly for achieving 5, 10, 15 or 20 privilege cards over a year.
- The children are also able to earn a Headteacher award. These are awarded for exceptional work.



- Our newest awards are Mrs Evason's Oscars and the Headteacher's tea party. Oscars will be awarded to children who exhibit exceptional behaviour, continuously demonstrate the school values and follow the Rainbow rules.



- Mrs Evason's Tea party happens once a term and a child who has remained 'Good to be Green' all term will be invited to attend from each class



- During playtimes and lunchtimes, Good to be Green stickers are awarded to children who are following the Rainbow Rules and School values. At the end of the term, the class who has collected the most 'Good to be Green' stickers will be awarded an Outdoor Learning party.



# Shinewater Behaviour Guide for Parents

## 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 4**.

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



### Stage 1 (Stop and Think)

- The child is given a 'Stop and Think' card. They are alerted to the fact their behaviour is not following the 'Good to be Green' system and given a chance to turn it around.

### Stage 2 (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 3 (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 4 (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.
- Mrs Rigby, Deputy Headteacher (or a member of SLT in her absence) is informed by the adult working with that child as to which Rainbow Rule/s has been broken.
- The incident is 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 red card 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. .

# Shinewater Behaviour Guide for Parents

## Fast Track Automatic Red letter

- Children will automatically receive an instant red card for incidents of swearing, physical assault/violent behaviour towards children or adults, fighting, stealing, discriminatory behaviour, verbal abuse towards peers or a member of staff or absconding from their learning environment.
- The incident will be fully investigated by the member of staff who has witnessed the incident and a member of the SLT team if appropriate. If the instant red card is upheld, Mrs Evason, Headteacher, will be informed and an internal seclusion will be issued.
- For a playtime/lunchtime seclusion the child will stay in isolation supervised by Mrs Evason or in her absence, a member of the 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, as well as the type of seclusion issued.

## Staged approach

- If a child receives two automatic red cards in a term, the parent/carer will be invited in to school for a Stage 1 meeting held by Mrs Rigby and the child's class teacher. This will be to discuss the child's behaviour and set targets moving forward.
- If a child receives three automatic red cards in a term, the parent/carer will be invited in to school for a Stage 2 meeting held by Mrs Rigby and the child's class teacher. This will be to review the child's behaviour and targets and discuss ways to move forward.
- If a child receives four automatic red cards in a term, the parent/carer will be invited in to school for a Stage 3 meeting held by Mrs Evason and the child's class teacher. This will be to review the child's behaviour and targets and discuss ways to move forward.
- If a child receives five automatic red cards in a term, the child will receive a fixed term suspension.

## Suspension

- In extreme circumstances where the behaviour requires a fixed term suspension, Mrs Evason, or in her absence Mrs Rigby or Miss Crane, 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.



# Shinewater Behaviour Guide for Parents

## 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.'
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## Absconding from learning environments

- If a child leaves their learning environment without permission, a timer will be set for 10 minutes, this time will need to be paid back at either playtime or lunchtime.
- If a child absconds from their learning environment for longer than 10 minutes, work will automatically be sent home to be completed. This process will be applied for every session that the child absconds from.
- If the child refuses to pay back their time owed, either in school or by completing work at home, an automatic red card will be issued. The red card staged approach will then be initiated and followed, inviting parents to attend behaviour meetings.

## 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. These adaptations will be bespoke to each child and discussed with parents on a case by case basis.