

Shirley Primary School

Reaching for the Star in Everyone - whāia te iti kahurangi

Shirley Primary School Behaviour/Relationship Management

CLASSROOM

Positives:

- Consistent, appropriate feedback both verbal and written to students
- Whanau base, Hapu and Assembly Awards
- Principal Awards - card to the Principal between 2pm and 3pm each day and name in newsletter
- 20, 40, 60, 100 Star Cards and Superstar Board
- House Points
- Teams will have their own systems operating - Mahuri Superstar Time, Reward Time, Playground time
- Remind those who receive Star cards that we do honour & respect their behaviour/attitude

Step System:

1. Verbal warning. Name may be recorded.
2. If it continues a Blue Thinking card may be offered to student.

Blue Thinking Card	
Examples of Behaviours:	<ul style="list-style-type: none">• Silly noises / Calling out• Tripping/touching other children• Pulling faces/putdowns/telling tales/hijacking others games• Not using equipment as intended• Being in the wrong place at the wrong time• Throwing stuff; bark, sticks, stones, food• Leaving the room without permission• Not following instructions/expectations/rules• Being defiant, talking back to adults or showing disrespect, eye rolling• Lying• Moody, sulking, emotional reaction to situation• Not packing up as requested, not using correct resources/apps, noisy during transitions, pushing at the drinking fountain• Not looking after the environment• Spitting on the ground• Getting others to misbehave• Swearing - muttering under breath
Aim:	<ul style="list-style-type: none">• To allow student an opportunity to manage his/her own behaviour by requesting 'thinking time'.• To give student an opportunity to 'think' about his/her behaviour (preventative) or <ul style="list-style-type: none">• To de-escalate possible inappropriate behaviour
How it works:	<ul style="list-style-type: none">• Student may be given, or request, a blue thinking card• Student/teacher may utilise an appropriate space where they can monitor the child for an appropriate period of time• Student may use the calm down kit• Teacher will meet with the student in the next available break or prior if able to to discuss the thinking time• Teacher may record in eTap

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2.

Yellow Card	
Examples of Behaviours:	<ul style="list-style-type: none"> • Ongoing Blue card behaviours
Aim:	<ul style="list-style-type: none"> • Timeout or natural consequence with Team Leader • To ensure that learning within the environment is not disrupted • To de-escalate possible inappropriate behaviour • To allow for extra 'think time' or calm down that may be needed (Team Leader discretion)
How it works:	<ul style="list-style-type: none"> • Takes the form of a second warning, teacher sends student with a yellow card to the Team Leader • Team Leader guides the student to an appropriate space or may use proximity control (keep the student close to them). If the Team Leader needs to send the student somewhere they will use another designated team member or another Team Leader • As soon as possible team leader may talk with the student to ascertain what the cause is, or distract if appropriate • Appropriate action or natural consequence may be implemented, this may include a reflection sheet • Restorative conversation with necessary parties may be held • Whanau base teacher informed as soon as appropriate • Details recorded on eTAP by whanau educator and forwarded to leadership and team • Parents may be informed by whanau teacher • Student may make up time spent out of learning • Refusal to go to Team Leader or Deputy Principals or persistent yellow cards may result in the student automatically moving to STEP 3
Follow up:	<p>3 Yellow Cards in one week requires a contact between the the whanau educator & parents. If a phone call has already been made then a meeting between the whanau educator & parents may be held to discuss the behaviours and a plan going forward. This meeting may include the team leader as well.</p>

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Orange Card	
Examples of Behaviours:	<ul style="list-style-type: none"> • Spitting at someone • Vandalism • Hurting others physically (dependent on severity move to RED) • Stealing • Deliberately breaking the cyber safety agreement • Continued non-compliance • Continued taunting or threatening • Destruction of the learning space • Swearing at • Targeted racist comment or action • Repetitive yellow behaviour • Throwing stuff; bark, sticks, stones, food - deliberate & vicious
Aim:	<ul style="list-style-type: none"> • To ensure the safety of student and other learners in the learning environment • To de-escalate possible inappropriate behaviour
How it works:	<ul style="list-style-type: none"> • The Team Leader within the space will send an orange card to the Deputy Principal • Deputy Principal may collect the student • Deputy Principal may have discussion with the student or distract them • Restorative conversation with necessary parties may be held • Student may be returned to class by the Deputy Principal who will establish a connection with the appropriate teacher or release that teacher for a short period while they reconnect with the child • The student may make up time spent out of learning environment if appropriate completing work or a reflection sheet • The student may be removed from the playground environment if appropriate or if they have been physical • The student may make up time walking with the duty teacher • Whanau base educator informed as soon as appropriate • Parents will be informed of the consequence by the whanau educator • Details recorded on eTAP - by Deputy Principals • Student may be precluded from attending significant events • Refusal to accompany Deputy Principal and the student may automatically go to STEP 4
Follow up:	<p>3 Orange Cards in one week will result in a meeting between the whanau educator, team leader, parent/caregiver, Deputy Principal and any lead professionals working with the student. This meeting may result in an alternative behaviour system being created which is managed by the whanau educator, Team Leader or designated 'check in person' for the individual student.</p> <p>Individual behaviour plan - see template</p> <p>All staff will be made aware of the alternative behaviour/safety plan at our regular pastoral care meeting.</p>

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4. Extreme behaviour

RED CARD	
Examples of Behaviours:	<ul style="list-style-type: none"> Running away from school grounds - as per the absconding plan that was communicated in the newsletter Complete destruction of the learning space/out of control Sexualised behaviour and language Repetitive orange behaviour Hurting others physically - biting, kicking, punching - if teacher involved and not stopping Continued non-compliance impacting on others Destruction of the learning space Strangling someone during a game Spitting at someone Swearing at adults Targeted racist comment or action
Aim:	<ul style="list-style-type: none"> To ensure the safety of student, other learners and staff within the learning environment To de-escalate inappropriate behaviour The student may be withdrawn immediately
How it works:	<ul style="list-style-type: none"> A teacher within the space takes a Red Card to the Deputy Principal/Principal The student may be isolated and monitored from a safe distance (if necessary) Deputy Principal/Principal may collect the student and/or assess situation, safe removal (if possible) to the Deputy Principal or Principal's office There may be a discussion with the student to ascertain course of action Restorative conversation with necessary parties may be held May have withdrawal time with Deputy Principal/Principal Loss of break time/s where appropriate Student may be returned to class by the Deputy Principal/Principal Parents are contacted by the Deputy Principal / Principal Whanau base teacher/Team Leader informed as soon as appropriate Details recorded on eTAP by the Deputy Principal / Principal Student may be precluded from attending significant events A lockdown may be initiated if necessary Parents may be called to collect due to a stand down / suspension Ministry of Education Guidelines for Stand Downs, Suspension & Exclusion will be applied as required
Follow up:	<ul style="list-style-type: none"> Meeting will be held between the whanau educator, team leader, parent/caregiver, Deputy Principal and any lead professionals working with the student to create an IBP or review a current IEP. Ministry of Education may be contacted for support through IRF or behaviour support