



The Card System

You will hear about green, yellow, orange and red cards.

A green card shows a child s/he has demonstrated one of our 3Rs. S/he may share the good news with the principal or senior staff member. Celebration!

A yellow card signals repeated unacceptable behaviour, and the Learning Team leader follows up the situation.

An orange card indicates a child has been mean or hurtful. A 'time out' at playtime will take place and restorative actions will follow.

A red card means there have been repeated incidents, or something very serious has happened. This is usually followed up by the Principal or Deputy Principal and you will certainly be involved.

To find out more see your child's teacher or learning team leader!

CARTERTON SCHOOL

is a **P**ositive
Behaviour
4
Learning School



How does our behaviour management system work?

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The 3Rs...

The 3Rs are our 'school rules'. They describe what is important to us as we work and play together.

They were designed after consultation with our school community, when we started our PB4L work with the Ministry of Education.

Students and teachers have worked together to devise detailed descriptions of what it will look like, sound like and feel like if the 3Rs are demonstrated in every school setting.

3R postcards are posted home to families to celebrate a member of staff noticing a child being super respectful.

What is 'PB4L'?

Positive Behaviour 4 Learning is a Ministry of Education supported approach to managing behaviour in school. Many primary and secondary schools around the country are PB4L schools. Carterton School is one of them.

PB4L is based on current research into how children learn appropriate behaviours.

When a child finds it difficult to read we teach them. When a child finds it difficult to write we teach them. When a child finds it difficult to do maths, we teach them. At a PB4L school, when a child finds it difficult to behave, we teach them.

Shared and clear expectations, rewards and corrective consequences are at the heart of PB4L.

We work together as a school to make sure everyone here understands what these expectations are.

When things go well we all feel great!

When children meet our school expectations and demonstrate our '3Rs' (see the back of this leaflet) they receive a range of positive rewards to make sure they realise they are doing the right thing.

In class, teachers and learning teams may use a range of small rewards to acknowledge appropriate behaviour, eg words of encouragement, stickers, class dojo, some free time, special reward time.

At playtime the adults on duty have special tokens to distribute to children who are doing the right thing. These accumulate to earn a class some extra playtime.

Each child also takes part in a school wide cumulative reward system.



When things go wrong

We know that sometimes children will find it difficult to keep our 3Rs, especially while they are learning what is acceptable here.

We use a restorative approach to fixing up issues when things have gone wrong. It is important that the person who has made a mistake understands the effect of their actions, and has a chance to put things right with the others involved.

There may be corrective consequences for behaviours. For example, time out at lunch time, separate work or play areas for a while, missing an activity, an after school detention. If the situation is serious, or a repeated behaviour, your child's teacher will make contact early on, so we can all work together to put things right.

The deputy principal or principal may be involved quickly if serious behaviours eg bullying, vandalism occur.