

BEHAVIOUR MANAGEMENT POLICY 2019

NAG 5

RATIONALE:

The Board of Trustees have an obligation to provide a physically and emotionally safe environment for all students, including all those transitioning to school. Behaviour management is seen as a partnership, with responsibility shared between the school, the home and the community.

PURPOSE:

1. To establish a consistent system for the effective management of students.
2. To promote positive role models for successful learning.
3. To promote effective modification of disruptive students through clearly defined procedures.
4. To ensure teachers have collegial support and professional development.

GUIDELINES:

- An effective learning environment is an important means of preventing disruptive behaviour therefore all teachers will operate a positive behaviour management system in their classroom.
- School procedures will give clarity regarding the steps to follow when dealing with disruptive or unacceptable behaviour.
- Teachers will regularly document concerning behaviour directly into the student management system pastoral care section.
- If a teacher has a concern about a student's behaviour it is important that they speak to their team leader as early as possible and plan together to inform the parents/caregivers of their concern.
- Team leaders and/or Deputy Principals have a supportive and advisory role in the first instance. It is important that the initial contact is made by the student's classroom teacher so that a meaningful connection can be made.
- If a major incident has taken place it may be more appropriate for the Deputy Principal or Principal to intervene and manage the situation.
- The RTLB service and MOE Special Education will be used to provide assistance for ongoing problems.
- Students will be involved in target setting to ensure they understand expectations and have a plan to improve behaviour.

The emphasis will be placed on making appropriate choices and understanding the need for consequences if the wrong choice is made. Positive behaviours will be recognised and celebrated.

Date ratified: Sept 2019

Review Date: Sept 2022

Chairperson BOT:



Principal:



Behaviour Management Procedures 2019

School-wide responsibilities

Lunchtime duty

- There is collective responsibility for all children when on duty. The duty teacher has a responsibility to deal with playground behaviours at the time they occur, and inform the class teacher what has occurred and how it has been dealt with.
- Yellow bench guidelines (**not to be used as the primary consequence**) - time-out for 10 minutes at a time and monitored by duty teacher who has sent the child to the bench. The yellow bench is not to be used as a consequence for **classroom misbehaviour**. This is managed by the classroom teacher.
- If the misbehaviour does not require time-out on the yellow bench the alternative of walking around with the duty teacher, for a short while, might be a preferred consequence. This is left to the judgement of the duty teacher.
- At the end of lunchtime the duty teacher will proactively encourage and monitor students as they clear away equipment.
- Students of concern - all teachers will be made aware of students who have specific needs at break times. This will allow teachers to put names to faces and respond to misbehaviours as appropriate to need.

Team responsibilities

Year 5/6 procedures for dealing with in class learning behaviours

- The language of purpose, choice and consequence will be used to develop a sense of student ownership and responsibility. This allows positive interaction between teacher and student.
- 'Head space' will be used for students who require a short time out. Students will be encouraged to take a reflective walk to clear their head and make good learning choices on their return.
- If misbehaviour continues, or the behaviour requires a longer period out of the classroom, time-out in another class will be used at the teacher's discretion according to the severity of the misbehaviour.
- When a child returns to class a restorative conversation will be held between the student and teacher and the 'slate is wiped clean'.
- For serious misbehaviours the student will be sent to the Deputy Principal who will inform the parents of consequences.
- The class teacher is responsible for updating records in ETAP.

- Positive behaviours are rewarded according to the classroom management system in place in individual rooms.
- Once rewards are given they will not be taken away e.g house points.
- Students who are involved in sports and cultural groups will not have these opportunities denied them as a consequence for classroom misbehaviour. Alternative consequences will be given.
- Use of peer mentors and mediators for some situations.

Year 3/4 procedures for dealing with in class learning behaviours

- Positive reinforcement of good behaviour is paramount. Rewards, when appropriate will be according to systems that are in place in each classroom.
- Self management of positive individual behaviour is modelled, practised and developed.
- Students are assisted to understand that every action causes a reaction, and that they are accountable for their inappropriate actions and therefore must accept the consequences.
- Parents will be informed if misbehaviour has affected other children.
- For repeated misbehaviour the student will be sent to the Team Leader.
- Time-out in that class will be used when appropriate and according to the severity of the misbehaviour.
- For severe misbehaviour the student will be sent to the Deputy Principal or Principal, depending on availability.
- At no time will parents talk to other children about inappropriate actions that may have affected their own child.

Year 0/1/2 procedures for dealing with in class learning behaviours

- Use of in class positive management strategies - particular to teachers in their own classes.
- Firm expectations aligned with school and class values that are established at the beginning of the year and enforced throughout.
- Consequences for behaviours are dealt with in class when possible. For repeated misbehaviour teacher discretion is used for student to visit senior leader. For severe and / or sustained misbehaviour student will be removed from class to Deputy Principal.
- Create & use individualised [UBRS charts](#) co-created with other staff and or student if appropriate in an effort to understand and minimise less desirable or persistent behaviours, particularly if behaviour is escalating. Individualise behaviour and consequence plans-see UBRS charts.

It is important that, at all levels of the school, regular communication is maintained with parents if behaviours are of concern. This is the responsibility of the class teacher.

Manurewa Central School: Guidance/Pastoral Care

Teacher Response and Behaviour Investigation Process

- What happened?
- Who made the complaint or informed you of the incident?
- Have they recorded in writing the incident?
- Have you talked to the students-record their account.
- Have the students and witnesses (separately) recorded the incident in writing?
- Have you informed the parents of the incidents-explaining the events and that you are investigating OR the outcomes.
- Phone home or request 1:1 meeting.
- What are the consequences?

Guidance/Pastoral Care on eTAP: PB4L

- All incidents must be entered into Guidance: PB4L section on eTAP as soon as possible (**within 24 hours**)
- Record in Teacher planner until entered online.
- Use PB4L to enter all pupil details and event detail including all consequences and outcomes and follow up dates

Behaviour Management Response

MINOR/MILD Student/School manage response internally with limited intervention	
What does this BEHAVIOUR look like?	<ul style="list-style-type: none"> ● Inappropriate items at school-minor ● Unsafe actions in classroom/playground-first offence ● Off-task behaviours ● Disrupting lessons ● Distracting others ● Incomplete tasks or work/homework ● Disobedience ● Inappropriate language
Response and Actions needed	<ul style="list-style-type: none"> ● Verbal warning ● 'Thinking' timeout strategy ● Discuss with teacher ● Reflection or Think sheet/Thinking Space/Desk

Consequences	<ul style="list-style-type: none"> ● Withdraw from groups-work alone ● Confiscation of item if applicable ● Contact parents where needed ● Teacher initiatives in the classroom where needed ● TEACHERS teach the appropriate behaviours to individuals/class focus
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MODERATE & REPEATED MINOR
Student/school manage response internally with intervention

What does this BEHAVIOUR look like?	<ul style="list-style-type: none"> ● Ignoring school rules continually and persistently ● Teasing, putdowns, mocking ● Bullying-clarify https://www.bullyingfree.nz/ ● Playground actions unsafe or reckless ● Deliberate physical hurt to other pupils ● Rude gestures, abusive language, swearing to/with other students ● Persistent and continued behaviours from Minor
Response and Actions needed Consequences	<ul style="list-style-type: none"> ● Thinking timeout strategy ● Reflection or record actions and what could be done next time ● Discuss with teacher/parents ● Lunchtime duty eg: litterbugs ● 2nd offence within the month-put systems in place such as <ul style="list-style-type: none"> ○ <i>Daily report to teacher</i> ○ <i>Daily report to AP/DP/ST</i> ○ <i>Refer to SLT if continues</i> ○ <i>In-school exclusion/suspension</i> ● TEACHERS teach the appropriate behaviours to individual/class focus. ● Social skills programme-SWiS
Agencies/ Personnel for referral	<ul style="list-style-type: none"> ● Team Leaders ● Senior Leadership Team ● RTLB

MAJOR
School may need to seek external advice and support to manage the response and behaviours.

What does this	<ul style="list-style-type: none"> ● Rude language, verbal abuse or swearing at staff/adults
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<p>BEHAVIOUR look like?</p> <p>May include but not limited to</p>	<ul style="list-style-type: none"> ● Reckless damage to school property ● Stealing ● Graffiti ● Persistent breaking of school expectations/rules ● Inappropriate use of the internet ● Persistent bullying ● Verbal abuse ● Physical abuse of pupils/staff ● Non-compliant or anti-social acts ● Intentional damage to school property ● Dangerous items at school- drugs, weapons, etc. ● Leaving school grounds without permission ● Exposure/ urinating in grounds ● Disrespectful behaviour towards staff/ visitors ● Persistent and Continued behaviours ● Self- harm
<p>Response and Actions needed</p> <p>Consequences</p>	<ul style="list-style-type: none"> ● Record on Class Behaviour Log Sheet ● Phone call or letter to parent - by Team Leader/AP/DP ● Detention for one offence (see below) ● Withdrawal of privileges (see below) ● Total withdrawal in case of safety of others ● Thinking spot/ desk ● Reimbursement for damage caused if applicable ● Meet with parents ● Daily report to Principal/ AP/ DP ● Agency Referral ● Withdrawal to another class/ teacher ● Stand down/ suspension by Principal if deemed appropriate after consultation by Senior Leadership Team and BOT chairperson/representative
<p>Agencies/ Personnel for referral</p>	<ul style="list-style-type: none"> ● Team Leaders/Senior Leadership Team ● Parents/ Principal/ Board of Trustees ● MOE Special Education - 094632839 ● Traumatic Incident Team -0800 848 326 ● Interim Response -09 265 3000 ● Police 111 ● Oranga Tamariki (CYF) -0508 332 774 ● Social Skills Programmes-MOE, Whirinaki, SWiS ● Whirinaki -092654000 ● Netsafe-0508638723

SEVERE

- School may need to seek external advice and support to manage the response and behaviours.
- Stand Down/ Suspension or Exclusion as last resort - MOE guidelines

to be followed	
Severe Behaviours	<ul style="list-style-type: none"> ● Dangerous items at school- drugs weapons etc. ● Physical abuse of pupils/ staff ● Persistent and Continued behaviours - dangerous and harmful to others

Response and Actions needed	<ul style="list-style-type: none"> ● Crisis management MOE support Behaviour Crisis Response ● Interim Response
Consequences	<ul style="list-style-type: none"> ● Stand down/ suspension by Principal if deemed appropriate after consultation by Senior Leadership Team Stand downs & Suspension ● Follow MOE guidelines for stand down and suspension.
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WITHDRAWAL OF PRIVILEGES: Major & Severe Behaviours

(One or more of the following):

- Class special events (on-site)
- Sports events
- School representation
- Team events ie trips and Camp

CONTROLLED SUPERVISION

Supervised by the Deputy Principal (or other Senior Leader) during lunchtime as required

Pupils write letters to parents and Principal, following set outline as provided at Restorative Meetings, or complete appropriate Responsible Thinking material, also provided at Restorative Meetings.