BEHAVIOUR MANAGEMENT POLICY

Rationale

The school recognises that students and teachers have a right to a safe, pleasant working and learning environment. Students and staff need also to be responsible for their own actions and to show courtesy and respect for others, for the property of others and for the environment.

The school seeks to assist students to develop appropriate social skills and modes of personal behaviour.

Purpose

1. To develop an environment in which mutual respect is a chief tenet.
2. To help students to appreciate the rights of others to learn in a safe secure environment.
3. To help students appreciate the consequences of their actions.
4. To learn and teach alternative behaviour management strategies.

Guidelines

1. The school will follow the School Code that is known and understood by the whole school and its community.
2. All members of the school community are expected to abide by the code.
3. Parents/caregivers, where necessary, will be involved when a child's behaviour is causing concern to enable their co-operation.
4. A clear set of disciplinary steps will be taken to deal with behaviour that is causing concern.
5. The School Code is applicable during the school day, coming to and going from school, on school trips and at all events organised by the school.
6. The School Code will be laminated and displayed in every classroom with frequent reference to it by staff and students.
7. If a student breaches the School Code, the seriousness of the breach shall determine the procedures.
8. Teachers are responsible for monitoring and managing the behaviour of pupils to reflect the School Code.

School Code

At Pukekohe East Primary School we ensure:

**Teachers can teach
Children can learn
We show respect
School is a safe place**

Procedures and Interventions:

Descriptors of the School Code:

Teachers can teach:

I will:
- Leave other children alone.
- Sit and stay in my own space.
- Actively listen to the speaker.
- Put my hand up and wait to be asked to speak.
- Stop immediately when the teacher wants my attention.
- Be responsible for my noise level.

Children can learn:

I will:
- Have my school equipment organised for the day.
- Stay on task.
- Be focused on my learning tasks.
- Attempt all learning tasks.
- Think about others and their learning.
- Children take learning risks.

School is a safe place:

I will:
- Keep my body under control.
- Speak kindly to others.
- Accept that it is okay to make mistakes.
- Accept responsibility and consequences for my actions.
- Self-manage my decisions and actions.
- Use "I statements when feeling unsafe".

We show respect:

I will:
- Treat others how I would like to be treated.
- Take care of property.
- Take care of others, the environment and myself.
- Use good manners.
- Use appropriate language when speaking to others.
- Respect all adults.
- Respect myself.

Students who breach the code:

1. Investigations will ensure all relevant material is collected before any action is taken.
2. Individuals will have the opportunity to tell their story and be listened to in a non-judgemental manner.
3. Consequences will be appropriate and reasonable, with the emphasis on learning rather than punishment.
4. Students will be offered a range of support strategies to help modify their behaviours.

5. Serious breaches or repeat offences that show a student's inability to adopt the Code will result in the student meeting with the Principal and his/her parents/guardians, to determine suitable consequences and future directions.

Stage 1 – Class based

Class teacher has concerns about students learning and or behaviour. This may be indicated by

- low performance
- lack of motivation
- calling out
- unexplained absences
- walks out of class

disruptive behaviour
inattention
lack of equipment
late to school
lethargic

Teacher
- Identifies particular concerns and/or incidents,
- Makes anecdotal notes – accurate, written, dated.(Classroom Manager)
- Institutes in class support/discipline procedures
- Shares concerns with colleagues, DP/AP
- Tries alternative strategies
- Adapts resources
- Changes learning environment
- Uses buddy support

Stage 2 – Consultation and Collaboration

Teacher
- Consultation with AP/DP
- Continues to monitor and keep anecdotal notes. (The Edge)
- In class observation by AP/DP
- Further consultation
- Information is shared, and options are considered:
- Further class based strategies
- Collegial support to teacher and or student
- Conference with parents/caregivers

Stage 3 – School Based Assessment and Intervention

Teacher and AP/DP
- Share information with DP/AP
- In consultation with parents/caregivers consider options for
  - Further class based strategies
  - Support for class teacher
  - LSP (Learning Support Plan)
  - BSP ((Behaviour Support Plan)
  - Support for students
  - Cool Schools techniques
- School based interventions
  - Incident Report – Include in Classroom Manager System
  - Thinking Plan – Scan and include in classroom Manager System
  - Daily Report
  - Time out
  - Class transfer (rarely)

Stage 4 – Referral to Outside Agency/Interventions

The Principal, DP/AP in consultation with class teacher, SENCO teacher, parents/caregivers
Referral to outside agency
- Truancy Services
- Resource Teachers for Learning and behaviour (RTLB)
- Group Special Education (GSE)
- Correspondence School
- Public Health Nurse (PHN)
- Whirinaki (SAHB)
- Child Youth and family services (CYFS)
- Other specialist services.

Referral forms need to be completed.
Requires teacher support
Requires relevant factual data, notes etc.
Actions as considered necessary by agencies

Stage 5 – Severe or Persistent Behaviour Concerns

<u>**Disciplinary Action Plan**</u>

1. Review of documentation (Anecdotal notes, Thinking Plans, Incident Report.) Parents contacted. Support for involved parties documented.
2. Interview with parents and BOT notified of action taken.
3. The Principal may
- Stand down
- Suspension
    - BOT - allows return with conditions
    - BOT - continues the suspension
    - BOT – Exclusion

Reviewed
10 December 2008

RESTORATIVE PRACTICES

At Pukekohe East Primary School, we wish to build and reinforce Restorative Practice procedures as part of our Behaviour Management system.

Many other schools have adopted restorative practices as a way of working with students who behave inappropriately. This creates an atmosphere where students can learn and behave better, as relationships between victims and the offenders are 'restored'.

HOW DOES THE RESTORATIVE WAY WORK?

1. Those who do wrong are able to:
   - take responsibility for their actions
   - think about their reasons for doing wrong
   - understand how others are affected by their actions
   - restore something positive in the relationship and start again, having learnt from mistakes made;

2. Those who are hurt are able to:
   - have a say about what happened
   - address the causes of their hurt
   - have their hurt feelings amended in a dignified way.

WHAT ARE THE ADVANTAGES OF RESTORATIVE PRACTICES?

1. The School is seen to be fair because of the way it deals with problems
2. Victims express how they feel and have their needs met in a safe way
3. Offenders see the effects of their actions and have a chance to amend things / restore the relationship with the victim.

AT SCHOOL –

Classrooms have a 'Thinking Space' where students go to think about their behaviour or their feelings.
There are some basic questions to help them work through their problem or the teacher may ask the questions:
1. What happened?
2. What was I thinking at the time? / What were you thinking at the time?
3. Who have I hurt? / Who do you think was affected by what you did?
4. How can I fix things? / What do you need to do to put things right?
5. Who can help me? / What can I do to help you?

When the teacher asks the questions, this is called a 'restorative chat'. It may occur with or without the victim present.

For serious behaviour a high level conference may be necessary but the restorative philosophy is the same.

THE RESTORATIVE CHAT

To the Wrong doer

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who do you think has been affected by what you did?
- In what way?
- What do you need to do to put things right?
- How can we make sure that this doesn't happen again?
- What can I do to help you?

To the victim
- What did you think when it happened?
- What have you thought about since?
- How has it affected you?
- What's been the worst of it?
- What's needed to make things right?
- How can we make sure that this doesn't happen again?

Person conducting chat – some helpful tips
- Was it the right thing or the wrong thing to do?
- Was it fair or unfair?
- What exactly are you sorry for?
- You didn't answer my question.