



Behaviour Management

‘Teachers have the right to teach and children have the right to learn’.

We are a safe and caring community of learners. All of our actions are based on:

- Choices – we make the right choices
- Responsibility – we are responsible for our own behaviour and learning
- Respect - we respect ourselves, others, their property and the environment

Term 1, 2011

Positive Behaviour Code

- Follow instructions.
- Maintain an appropriate working atmosphere.
- Allow other children to work undisturbed at all times eg: keep feet, hands and objects to yourselves.
- Acceptable behaviour and virtues are taught through the school's Virtues Programme.
- Sound routines, clear expectations and regular positive reinforcement from day one.
- Be prepared before classes begin and ready to work when the bell rings.
- Address peers and teachers / adults appropriately at all times ie no teasing, name calling, swearing etc.
- Consideration for others when speaking eg: raising your hands
- Good manners are expected eg please, thank you, excuse me
- Be provided with positive feedback for good behaviour eg: house points, sticker charts

Playground Behaviour Rules

- Sit down while eating at interval until dismissed by the duty teacher
- Sit down while eating at lunchtime until dismissed by the duty teacher.
- We operate a 'Caught being Good' programme in the playground.
- Use appropriate social behaviour (appropriate social behaviour does not include bullying, teasing, name calling, swearing and bad language, interference with property and games of others, fighting etc).
- Use equipment appropriately (in a manner that will not cause damage or injury to yourselves, others or the equipment).
- Remain in the playground at all times unless you have a teacher's permission to leave the grounds (includes climbing the fence to retrieve equipment, climbing onto the roof).
- Respect the school environment (including buildings, vegetation, sports equipment)
- Year 1-4 children can use the Junior playground. Year 5-8 children can use the Senior playground. Any child can play on the field.

Overview

1. All members of the school community are expected to abide by the Positive Behaviour Code and Playground Behaviour Rules.
2. Parents / caregivers may be involved when a child's behaviour is causing concern to enable their co-operation. However, it is not appropriate for parents to talk to other children / parents about a child's behaviour.
3. A clear set of disciplinary steps will be taken to deal with behaviour that is causing concern.
4. The Positive Behaviour Code is applicable during the school day, coming to and going from school, on school trips, on the bus and at all events organised by the school.
5. The Ministry of Education guidelines for 'Stand-downs, Suspensions, Expulsions and Exclusions' will be used when behaviour dictates.
6. All children will be treated equally, within their rights, with respect and within Natural Justice.
7. We are a 'Cool School'. Peer Mediators deal with minor playground issues. They are identified by green vests. Peer Mediators must be shown respect by fellow pupils.

Strategies

Our children will be taught to use their WITS:

Walk away

Ignore the behaviour

Tell someone who can help you

Say an 'I statement'

A child who uses their WITS and has no success should then seek assistance from a teacher.

Children have the right to:

- Have a teacher who is clear / calm and in a position to, and who will, provide the child with positive support for his / her appropriate behaviour.
- Be in a 'safe' environment.
- Choose how to behave and know that consequences will follow.
- Be told what their inappropriate behaviour is.
- Be given a chance to share their side of a story.

Teachers have the right to:

- Establish a classroom structure and routine that provides the optimal learning environment.
- Determine and request appropriate behaviour from the children which meets their needs and encourages the positive social and educational development of the children
- Ask for help from parents/caregivers, the Principal, RTLB, SENCO etc. when they need assistance with a child.

In return, Teachers will:

- Help any child who approached them for assistance at any time and any place.
- Never tell a child to "Go away and sort it out themselves"
- Be proactive in dealing with behaviour situations – do not turn a blind-eye.
- Display a consistent approach when dealing with any child and situation.
- Act as positive role model for behaviour and when dealing with behaviour.
- Use positive strategies (eg WITS), listening to children and helping develop their use of Virtues (such as resilience, flexibility, honesty and caring)

Specific Situations

Bullying

Bullying of any form (physical, verbal, sexual, racial, text) will not be tolerated.

- All reported / suspected bullying will be addressed by the Teacher and / or Principal.

Consequence: The bully and victim will be provided with support / strategies / programmes to overcome the issue, such as: RTLB , 'Volcano in my Tummy' resource.

Buses

It is a privilege as opposed to a right for children to travel to school by bus. Behaviour on the bus must be of a high standard. Any behaviour by the children that distracts the driver is unsafe for all road users.

- Behaviour on the bus to and from school is subject to the Positive Behaviour Code and Bus Contract – (Bus Contract must be signed by all children / families who use the bus).
- Children must line up in the appropriate place and at the appropriate time for their bus.
- Children must be quiet while the bus roll is called.

Consequence: Failure to adhere to the Positive Behaviour Code / Bus Contract could result in a child being removed from the bus for a period of time. This will be decided by the Principal.

Children inside buildings during non-teaching time

- Children are generally not allowed to be inside a building / class during lunch / play times. If they are, their names must on the board and this must be signed by the teacher.
- Children are able to use the library appropriately when it is open for children's use.

Consequence: Failure to adhere to the Positive Behaviour Code and above guidelines could result in a child being removed from the classroom / playground for a period of time. This will be decided by the duty / classroom teacher.

Wet Days

- Two rings of the bell (in) will signify children must go into a classroom. Three rings of the bell (out) will signify children are allowed outside to play.
- Children inside before school, during lunch / play times are to be sensible.
- Children may play sensible games in covered areas outside of the classroom (not under sunshades or in the playground).
- Senior children will assist in middle / junior classes as Wet Days Monitors. Their role is to promote positive games / activities in the class.
- Lunch will be eaten in the child's classroom. **Note:** The teacher or Wet Day Monitors must be present if the children eat in their own classroom.

Consequence: Failure to adhere to the Positive Behaviour Code and above guidelines could result in a child being removed from the classroom / playground for a period of time. This will be decided by the duty / classroom teacher.

Level of Incidents and Consequences

Classroom: If a child chooses to break a rule, the behaviour will be managed, in the first instance, by the classroom teacher in a manner appropriate to the situation.

- Teachers may simply talk with the child, identifying the rule and re-focus the child.
- Pupils may be put in time out, or be sent to another classroom for a period of time.
- Children may be kept in during break times to complete work.
- Parents may be contacted by the teacher about these issues.

Playground: If a child chooses to break a rule, the behaviour will be managed, in the first instance, by the duty teacher in a manner appropriate to the situation. The classroom teacher should be informed by the duty teacher of serious behaviour involving a child in their class.

- Teachers may simply talk with the child, identifying the rule and re-focus the child.
- Removal from the playground to time out area – for a specified time.
- Child may lose break time privilege and be asked to assist in a community service.
- Parents may be contacted by the teacher about these issues.

Ongoing misbehavior / patterns of behavior: If a child chooses to regularly break the rules they will be identified and the issue will be addressed. These children will have had previous teacher intervention but the behaviour / incidents will continue to occur. This will be now be referred to the Principal.

- Consequences may include the development of a plan or contract, counseling, loss of privilege, referral to outside agency and / or family conferences
- Parents will be contacted by the Principal or teacher about these issues.

Serious Incidents: These will be referred immediately to the Principal. These include gross misconduct (physical / verbal abuse, smoking etc) or continual disobedience.

- The Ministry of Education guidelines for 'Stand-downs, Suspensions, Expulsions and Exclusions' will be used.

Note:

- Incidents will be recorded in the school Student Management System (MUSAC).
- Writing lines / dictionary / yelling at a child / using put downs are not forms of Behaviour Management our school adopts.
- No child should be kept in after school without permission of the parents/caregivers.
- All parties should be given time to calm down from a situation before being talked to.
- The teachers / school need to know about a behaviour incident to be able to act upon it.
- Restorative justice may be used as a consequence.
- Financial compensation for property damage may be sought when appropriate.