

Kilbirnie School

Behaviour Management Procedures



Purpose:

In line with National Administration Guidelines, Kilbirnie School will ensure a physically and emotionally safe learning environment so that students develop a strong sense of belonging in a happy, secure and safe environment. The school will be free from verbal, emotional and physical harassment, and respect of self, others and property will be apparent.

Scope:

This procedure applies to all staff and students at the school. It also provides information for parents and caregivers, related to school procedures and practices.

Responsibilities:

Principal and Management team:

Responsible for school-wide monitoring of programme and ensuring effective practices and programmes are in place.

Teachers:

Responsible for ensuring effective class routines and practices are in place, as well as during duty supervision, and for implementing steps in the behaviour management procedure as required.

Students:

Responsible for ensuring they interact in a positive and safe manner with fellow school members

Parents:

Responsible for ensuring their children interact in a positive and safe manner, as well as supporting the school in their similar endeavours

Procedures:

The school curriculum includes the development of attitudes, values (C.A.R.E.), skills and knowledge that exist in building responsible self-managing students. This includes peer-mediation (Cool Schools), anti-bullying (Kia Kaha) and other social skills programmes (such as Keeping Ourselves Safe).

Each teacher, with the co-operation of students, will develop a set of class behaviour expectations and will develop and promote systems to monitor and improve student behaviour.

The school will implement consequences when students fail to meet appropriate behavioural expectations through the formation of progressive steps that will apply to in-class and out-of-class activities and circumstances.

Incidence of serious physical or verbal abuse perpetrated by a student will be recorded digitally using the incident register on eTap. Less serious but recidivist behaviour may also be recorded in this manner.

Playground incidents will be dealt with initially by the duty staff member who witnesses the incident or has it reported to them. This staff member will convey the details of the incident to the classroom teacher. The classroom teacher will decide if follow up actions are required. The two staff members will at times concur that no further action is required. Should it be necessary to issue a Thinking Sheet, contact parents (via email or phone) or log the incident in eTap, the classroom teacher will do this.

The school will have procedures in place for training staff in how to recognize victims, bullies and approaches to using learning programmes and classroom management techniques to address bullying. It is recognized the anti-bullying programmes will also focus on racist bullying, bullying of students with special needs, homophobic bullying as well as sexual harassment. Bullying by way of electronic communications is of particular importance. Ongoing monitoring, by staff, parents and students will be undertaken.

Parents will be well informed and involved in the management of their child’s behaviour.

When individual students’ behaviour is complex and/or challenging, it may require individualised specialist support and management. These students may require an individualised programme and, at times, may require referral to other services such as Ministry of Education, Special Education (GSE), Resource Teachers Learning and Behaviour (RTLb), or other student support agencies.

In the event of suspension or exclusion, the Board of Trustees through the principal will follow the guidelines on the statutory and procedural requirements promulgated by the Ministry of Education.

Teachers follow an assertiveness discipline stance. Teachers “say what they mean and mean what they say”
Teachers take the following stance:

- ✚ no child will stop me from teaching for any reason
- ✚ no child will stop another child from learning for any reason
- ✚ no child will engage in behaviour that is not in their best interest or in the best interest of others for any reason

The school, when dealing with behavioural concerns, follows the procedures set out in the accompanying chart:

| | |
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| 1. Teacher Strategies | <ul style="list-style-type: none"> ✚ General class management techniques ✚ Verbal and/or written apologies ✚ Peer mediation in the playground ✚ Child talked to so they realise consequences of actions ✚ Deprivation of privileges - usually minor ✚ Senior teacher and/or principal called in for support |
| Parents involved from this stage: | |
| 2. School Strategies | <ul style="list-style-type: none"> ✚ Detentions given for verbal or physical abuse ✚ Deprivation of privileges - more major such as missing out on class activities ✚ Time-out and isolation within the class ✚ Contract system |

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|---|---|
| 3. Support Agencies | <ul style="list-style-type: none"> ✚ Resource Teacher Learning Behaviour (RTLB) involvement ✚ Group Special Education involvement ✚ Anger management programmes ✚ Counselling and guidance programmes |
| 4. Parental Responsibilities | <ul style="list-style-type: none"> ✚ Parents and principal discuss further strategies such as increased parental Supervision during school day |
| 5. Stand-downs, Suspensions, Exclusions and Expulsions | <ul style="list-style-type: none"> ✚ Specified suspension for up to three days directed by the principal Refer Ministry of Education Guidelines published June 2003, flowchart and Guidelines available on request from Principal. |
| <p>Please note that a child causing particularly serious verbal or physical abuse at any stage may be issued with an immediate suspension.</p> | |

Behaviour Management Procedure Guidelines

1. Teacher Strategies

- ✚ Teachers, often without the need for further action, deal with by far the majority of behavioural concerns. All teachers use a variety of general management techniques.
- ✚ Simple verbal or written apologies are very effective in the majority of situations.
- ✚ Peer Mediation is most effective. Our senior pupils solve many of our minor playground altercations that arise from time to time
- ✚ Teachers often spent a great deal of time talking with individual pupils or groups about the consequences of their actions and how similar situations could be avoided in the future.
- ✚ Some children may miss out on part of playtime or minor privileges if misbehaviour continues
- ✚ All teachers on duty must be highly visible at all times by constantly moving, particularly senior area
- ✚ Timeout area at bottom of staffroom steps or inside admin area if wet
- ✚ Behaviour Think Sheets to be filled out, or School Rules/Code of Conduct to be copied
- ✚ Alternative to the above would be to verbalise an apology or send card/letter

2. School Strategies

- ✚ Teachers often receive advice from other teachers, senior teachers and the principal
- ✚ If a detention is given it is given for 30 minutes after school the next day, after a note of explanation has gone home to the parents – this is for **any** form of physical abuse
- ✚ Some pupils who are persistently misbehaving may miss out on specific class activities or trips
- ✚ In order to continue the dialogue between home and school a notebook system is often used so that the parent and the teacher are aware of the problem
- ✚ A pupil may be moved to an isolated area of the class, especially if the behaviour is influencing others
- ✚ A contract is an agreement between the teacher, the pupil and the parent as to the type of desirable behaviour required as well as any consequences

3. Support Agencies

- ✚ This is the stage when the school seeks support from other agencies, such as RTLB or Ministry of Education.
- ✚ These two services are often able to provide advice and guidance.

4. Parental Responsibilities

- ✚ At this stage the school is seeking more assistance from the parents and expecting the parents to take increased responsibility for the behaviour of their child, particularly if the well-being of others is at stake

5. Stand-down, Suspensions, Exclusions, and Expulsions

- ✚ This is the point where the school is saying that it has exhausted all possibilities and that the pupil is served with a three-day suspension. At this stage the parent must pick the pupil up from school and keep them home for the next three consecutive school days.
- ✚ If the misbehaviour of the pupil continues then the school, after the Board of Trustees has been informed, may serve an "Unspecified Suspension". The Board of Trustees, after meeting with both the parents and the principal, may either decide to reinstate the pupil at the school or continue the suspension, indefinitely.
- ✚ In all situations under the above suspension procedures, the school and the Board of Trustees would adhere strictly to the relevant sections of the 1989 Education Act, Sections 13 – 16, Guidelines as per Ministry of Education June 2013.

School Rules/Code of Conduct:

Treat others with respect

- Use acceptable manners and language
- Share and take turns with equipment
- No teasing, put downs or bullying
- No violence
- Accept responsibility for your own actions

Be in the right place

- Stay within the school boundaries
- Keep away from the back of the senior block and the carpark
- Sit in the allocated lunch areas
- Permission is needed to be inside during intervals and lunchtime

Ensure the safety of self and others

- No rough play, fighting, or play-fighting
- Touch rugby only on top field, no bull rush
- No climbing on buildings, fences or trees
- Take care when running around corners

Treating property with care

- Use sports equipment for the purpose designed for
- Return equipment at the end of interval and lunchtime

Caring for the school environment

- Put all rubbish in the bins provided
- No graffiti on buildings or school equipment

ROOM — THINKING SHEET 2015

WHAT CLASS TREATY AGREEMENT DID I BREAK?

WHY DO WE HAVE OUR CLASS TREATY AGREEMENT?

WHAT WOULD THE CLASS BE LIKE IF WE DID NOT HAVE THESE VALUES?

WHAT AM I GOING TO DO TO STOP MYSELF FROM BREAKING THESE VALUES NEXT TIME?

SIGNED _____ Date: _____

ME.....

TEACHER.....

PLEASE NOTE:

Thinking sheets have a minimum of 100 words and must be in your best hand writing. If not done well they are to be repeated in your time!