

# 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 there will be clearly apparent respect of self, others and property. The behaviour of all people in the school will represent the school CARE values, the positive culture expressed in the school graduate profile and the principle of Manaakitanga. Students will be encouraged to consider the needs of others, adults will actively model this disposition.

Behaviour management practices in the school will be focused on preventative approaches. When expectations for positive behaviour are not met, our focus moves to the consistent school-wide application of restorative practices and appropriate consequences.

## 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:

### Board:

Responsible for managing Stand-downs, Suspensions, Exclusions and Expulsions in conjunction with the Principal.

### Principal and Management team:

Responsible for school-wide monitoring of procedures 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 other students, staff and parents.

### Parents:

Responsible for encouraging their children to interact in a positive and safe manner, as well as supporting the school in their similar endeavors.

## 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 establish class behaviour expectations and will develop and promote systems to monitor and improve student behaviour. Our intention will be to prevent incidents of negative and unsupportive conduct as much as possible.

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. Restorative practices will be used when and where appropriate and useful.

Incidents 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, use other classroom based systems or initiate a restorative process the classroom teacher will do this. Should the surrender and retention of property or student searches become necessary this will be discussed with senior staff and the rules and regulations set out in the Education Act will be followed.

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 an issue to monitor. Ongoing monitoring, by staff, parents and students will be undertaken when required.

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

When an individual student's behaviour is complex and/or challenging, it may require individualized specialist support and management. These students may require an individualized programme and, at times, may require referral to other services such as Ministry of Education, Learning Support, 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.

When preventative approaches have failed to preclude an incident of inappropriate behaviour, staff will consider the value of conducting restorative practices including restorative conversations between the students involved. The value of applying additional consequences in response to the negative behaviour will also be considered. Appropriate consequences may be applied.

The school, when dealing with behavioural concerns, is guided by the procedures set out in the following table and guidelines and flow chart.

<b>1. Teacher Strategies</b>	<ul style="list-style-type: none"> <li>• General class management techniques including proactive prevention of challenging behaviours eg. Class treaty, established incentive/reward systems, explicit teaching and practice of targeted expectations.</li> <li>• Discussions with previous teacher/s regarding strategies that were used with particular students.</li> <li>• Thinking Sheets.</li> <li>• Verbal and/or written apologies</li> <li>• Peer mediation in the playground</li> <li>• Restorative practice conversation. Students encouraged and supported to realize consequences of actions</li> <li>• Withdrawal of privileges - usually minor</li> <li>• Senior teacher and/or principal called in for support</li> </ul>
<b>Parents involved from this stage.</b>	
<b>2. School Strategies</b>	<ul style="list-style-type: none"> <li>• Withdrawal of privileges - more major such as missing out on class activities.</li> <li>• Contract system targeting problem behaviours</li> </ul>
<b>3. Support Agencies</b>	<ul style="list-style-type: none"> <li>• Resource Teacher Learning Behaviour (RTLB) involvement</li> <li>• Ministry of Education Learning support involvement</li> <li>• Anger management programmes</li> <li>• Counselling and guidance programmes</li> </ul>
<b>4. Parental Responsibilities</b>	<ul style="list-style-type: none"> <li>• Parents and principal discuss further strategies such as increased parental reinforcement and involvement</li> <li>• Supervision during school day</li> </ul>
<b>5. Stand-downs, Suspensions, Exclusions and Expulsions</b>	<ul style="list-style-type: none"> <li>• Specified suspension for up to three days directed by the Board. Refer Ministry of Education Guidelines published June 2003, flowchart and Guidelines available on request from Principal.</li> </ul>
<b>Please note that a child causing particularly serious verbal or physical abuse at any stage may be issued with an immediate suspension.</b>	

# 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 in the playground available for reflection.
- Behaviour Think Sheets to be filled out
- Alternative to the above would be to give a verbal apology or send card/letter

## 2. School Strategies

- Teachers often receive advice from other teachers, senior teachers and the principal
- Some pupils who are persistently challenging may miss out on specific class activities or trips
- To continue the dialogue between home and school a notebook system may be used so that the parent and the teacher are aware of the problem. This can also be via email.
- 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 Learning Support.
- These two services are often able to provide advice and guidance.

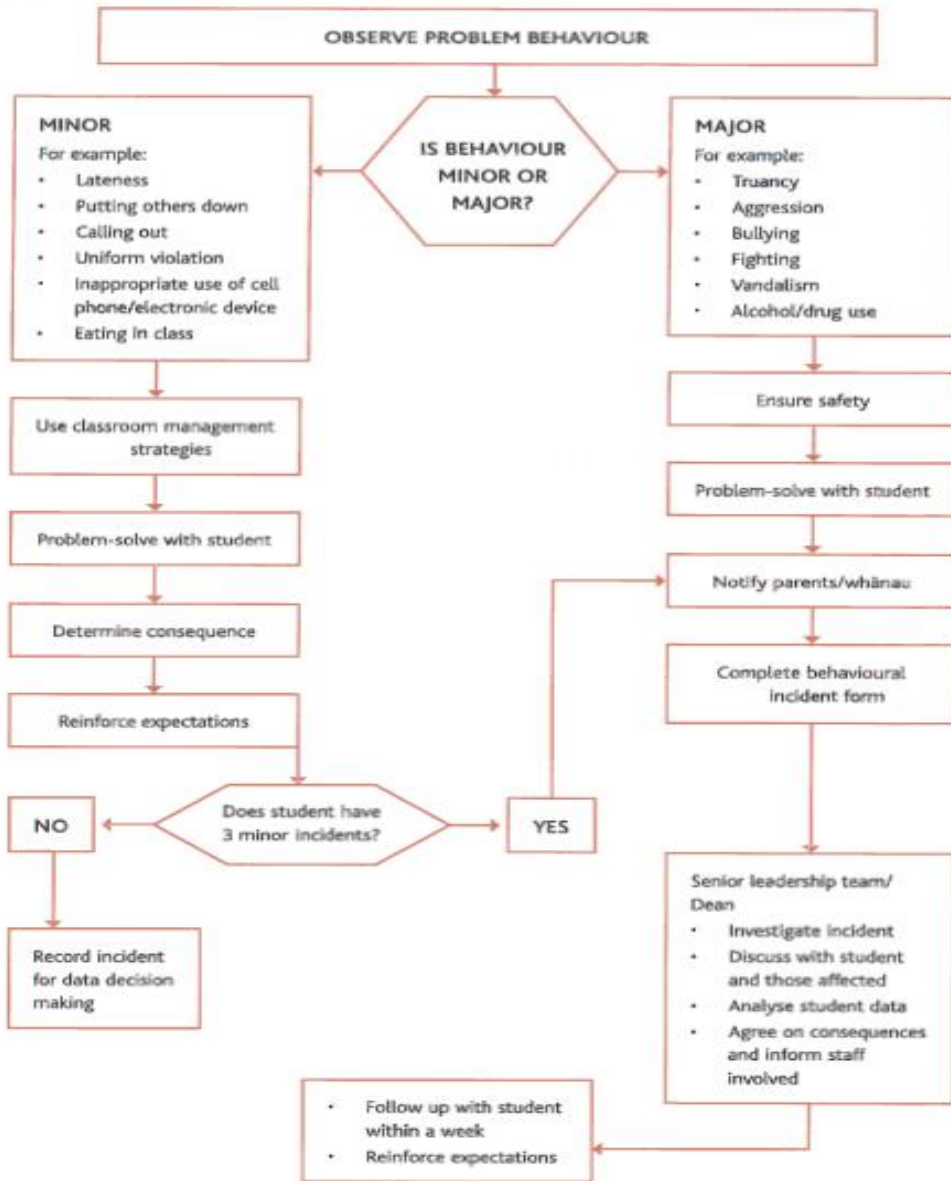
## 4. Parental Responsibilities

- At this stage, the school is seeking more assistance from the parents and expecting the parents to work with the school to modify the behaviour of their child.

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

- In all situations where stand down or suspension procedures are required, 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.

**PROCEDURAL FLOW CHART: EXAMPLE 2**



Document Control

Version	Status/change	Date
v1.0	Reviewed by Kilbirnie School principal	
v1.1	Formatted and minor editing	May 2017.
v1.2	Reviewed by Kilbirnie School principal, RTLB and all staff.	June 2018.