

BEHAVIOUR MANAGEMENT PLAN

INTRODUCTION

All children and staff have the right to be safe. Wherever possible, there will be a focus on positive behaviour and incentives linked to the values of the school. Corporal punishment will not be used and staff will adhere to the rules as laid out in the Education (Physical Restraint) Rules 2017.

PURPOSE

1. To allow learning to take place with a minimum of disruption.
2. To provide a safe and secure place at school.
3. To provide students, staff and community with assurance that there are incentives for positive behaviour and that there are a set of procedures and consequences which will be followed in disciplinary matters.

EXPECTATIONS:

These expectations are to be displayed in every classroom and discussed regularly.

1. We stay in safe areas
2. We speak nicely to others
3. We have the right to learn
4. We do as we are told straight away
5. We keep hands and feet to ourselves
6. We look after equipment and property

Rewards

Houses

Every class has a House Reward Chart. Please promote this and use consistently. At the beginning of each year children will be placed in to Houses: even distribution of boys, girls, year groups and split any "challenging" children and leaders. Some children may end up in a different house each year but this will be kept to a minimum. The school houses and their background will be promoted through out the year. There will be 2 Year 6 House Captains each year.

Stewart- Blue

Mulgan- Red

Gledstones- Yellow

Macmillan- Green

Points

During class time children can receive a tick on their house chart for excellent behaviour, great work, following a value, positive attitude etc. Points are added up each Friday. Every class will be allocated a Y6 Leader who will come around before assembly to collect a tally of the points. The points are added up and the winning house for the week will be announced by the House captains and congratulated at Assembly. The bulletin board by the resource room will have the houses displayed with points, photos etc. At the end of each term the winning team is treated to an afternoon's celebration with the Management team.

ERIC Awards

These are available to give out in class and during duty to recognise special effort.

Teachers are to tick the house and value on the certificate. Under the House chart there will be 4 bags, boxes or envelopes for the ERIC awards to be put in to. At the end of the week teachers are to draw one name from each house. The 4 names go in to the house box over by DP's office. A draw for a prize from each house is presented on Friday assemblies. Other examples of certificates to celebrate success are kept in the photocopy room.

Parent Contact

Every effort is made to contact parents for positive behaviour. Be mindful of the "invisible" children that you may not have had particular input with. Ascertain from your class the type of praise/ reward they like- stickers, book marks (computer generated and laminated), kind words, phone call home, notes home to parent/ child, special privilege (computer time, lunch with the teacher, read a special book, play a special game, choose a buddy to do something special with), special seat, have special jobs of responsibilities etc. LOLLIES are not to be used as a reward at any time. They can be used occasionally for class party treats.

Principal Awards

Teachers to fill in a Principals certificate each week for a child who has displayed any aspect of ERIC. These are awarded at assembly. Child's name goes in to a weekly draw for a prize.

Values and Key Competencies

Along with the school expectations children are to be immersed in the school values and competencies. These are to be visually represented in classrooms, referred to regularly and part of the school culture. Staff and children are encouraged to **accentuate the positive** eg: You are excellent! You are being a great friend! I see that you are being a great role model! ERIC thinks you are a great citizen! Yes- You can do it! You are special. What good choices you are making.

The examples of questions below are a guide to help children reflect on and take responsibility for their behaviour.

VALUES

What would ERIC say to you? What would ERIC think? (boys) How would ERIC feel? (girls)

Excellence- We show excellence by aiming high, achieving our personal best and having the "I can" attitude

Respect- we respect ourselves, others and the world around us

Integrity- We show integrity and empathy by being trustworthy, honest, responsible and reliable.

Citizenship- We show we are good citizens by appreciating how special and unique we are, being actively involved in our school and a part of our community

KEY COMPETENCIES

Managing Self

Katikati Kids Can Do!!!

Are you being a RESPONSIBLE person?

- I can set my own goals for my behaviour and reflect on these regularly
- I listen well, I make good choices about my behaviour

- I take responsibility for myself in my behaviour, actions and in my communication with others

Relating to Others

Are you being a FRIENDLY person?

- I respect and celebrate the different cultures of children at our school
- I can get on with other children- Be friends or be friendly
- I am aware of how my words and actions affect others
- I know when I work and play well with others it helps my learning

Thinking

Are you being a THINKER?

- I can reflect on my behaviour with the help of my peers and my teachers
- I use feedback to help make better choices with my behaviour

Participating and Contributing

Are you being the BEST person you can be?

- I can participate actively and appropriately in any activity
- I can contribute to and reflect on my own behaviour and that of others
- I am actively involved and belong in my school and community
- I have rights, roles and responsibilities at school
- I make the most of my opportunities, both by myself and with others at school

QUESTIONS:

The following questions are to be used school wide to help restart a child after any misbehaviour or misdemeanour. This gives consistency across the school.

1. What did you do?
2. What expectation has been broken?
3. How will you fix it?

Teacher is to discuss a plan of action with child. Child needs to apologise or make right to anyone upset by their actions. Teacher involved needs to do some repair and rebuild with the child when appropriate.

CLASSROOM MANAGEMENT:

An Issue Sheet is used throughout the school where teachers record any notable behaviour incidents from Step 2 and 3. This is collected every Monday by the Senior Roll Monitors and given to DP to put on Student Manager to collate data on individuals. The form is returned to teacher for their records.

Behaviour Steps

Classroom Intervention strategies-

- Proximity
- Non verbal interjection
- Inclusiveness
- Distraction
- Give "The Look"
- Hand signals
- Establish boundaries, give choice.... When you have done... then you can etc etc.
- Ignoring
- Humour
- Mention the off task child's name while teaching
- Use an "I" statement... "I Love the way...."
- Buddy child up with an appropriate peer
- Regularly scan children to monitor behaviour

Child can use SAFE SPACE at any time within the classroom. This is an area which has been determined by the class for "reflection time". It can be used for a short period of time 1-3 mins to refocus for learning.

Step 1

Rumbling stage:

Child's name goes on to Step 1 of the Issues sheet. First cross on sheet

Give first verbal warning explaining the behaviour that is inappropriate. If child does not respond put their name on Issue sheet and first cross.

Step 2

Escalating Behaviour

Child's name goes on to Step 2 on the Issues Sheet

Time out to Area Leader. This can be between 5-10 mins. Request that child returns to work when ready to comply. Child must have at least 2 minutes of silent reflection time. Area Leader to monitor situation and support class teacher as necessary. Children in Year 5 or 6 will attend Senior Detention room on the nearest lunchtime of the offence. They will take home a letter explaining their behaviour. This has to be signed by parent and returned to school the next day.

Children from year 1-4 will complete work that has been missed in the 10 minute eating time. Teacher to monitor this. Issue sheet to be filled in.

Step 3

Reaching "boiling point"

Child's name goes on Step 3 of Issues Sheet.

Orange card is sent to DP requiring immediate assistance or child can be sent to DP with a buddy if appropriate. Child to go to Restart Room. As soon as possible teacher to send work to Restart Room. Child is to fill in apology form during the 10 minute eating time at the next break, supervised by classroom teacher. Teacher to ensure that apology has been carried out and given to recipient. Teacher to fill in Issue sheet and contact parent.

FAST TRACK

In cases of extreme behaviour:

- Verbal abuse
- Physical abuse
- Outright non compliance
- Deliberate acts of vandalism
- Bullying or threatening behaviour

An orange card is sent to DP. Child goes to Restart Room. Behaviour discussed and BMC given. BMC form filled in- copy to Class teacher. Child to stay in Restart room to complete any work sent by class teacher. BMC to be completed on day of offence or the next day.

Consequences

At the beginning of every year while expectations are being set, discuss with your class the consequences for behaviour that is not suitable. This will include the consequences you will give within your classroom. Where possible the consequence should fit the misdemeanour.

It is not acceptable to write lines or collect rubbish if this doesn't reflect the poor choice of behaviour.

The questions below are to be used in any class or playground incident when the child has calmed down. The aim is for the child to have an opportunity to speak without being interrupted and to take ownership of their problem.

The 10 minutes of supervised lunch eating time is for any child to complete work that has been missed or write an apology. Child can eat lunch outside class at 1.10.

Teacher Responsibility

For children displaying regular poor choices with behaviour, at any of the 3 stages, it is expected that the teacher will have taken interim measures themselves eg:

- Identifying triggers for behaviour and set up a plan accordingly. Use the expertise of Area Leader and/or DP if necessary.
- Contact parents to outline concerns and discuss measures to be taken.
- Have regular contact with parents for positive and negative behaviour.
- Use Issue Sheet and ERIC rewards system consistently
- Send to DP/ Principal regularly for recognition of ERIC award or improved work
- Set up a daily notebook or Positive Behaviour Chart. This can be shown to DP/ Principal at the end of each day.

DP Responsibility

BMC- Behaviour Modification Consequence

This is seen to be a consequence for extreme behaviour or consequence of escalating class behaviour, that has been discussed with DP and class teacher.

When child is calm enough DP will discuss behaviour using the following questions

1. What did you do?
2. What expectation has been broken?
3. How will you fix it?

- BMC form to be completed that includes highlighting values and expectations that have been broken. Form sent home to parents for them to sign. Parents are informed by the teacher, duty Teacher or DP as indicated on the form. Form

returned to DP on the following day. Apology note is to be written to those affected by behaviour and delivered.

- If behaviour has been escalating through the term an IBP (Independent Behaviour Plan) meeting will be arranged with child, parents, teacher and DP. Plan is closely monitored by teacher and DP and reviewed each term, modified or halted as required.

Playground Management

At morning break and lunch time, duty teacher is to collect "bum bag". Each bag has a notebook to write any incidences. Leave notebook in DP cubby hole or on their desk. DP will follow up on incident.

Step 1

Use diversion tactics similar to classroom interventions.

Get child to accompany you until they are ready to reconvene sensible play

Use standard school questions to redirect child.

Step 2

If child will not calm down send to Time Out area. These are marked with yellow paint

Area 1 – Tree outside Principals office and seat outside Room 1

Area 2 – Pavement between room 8 and Computer suite

Area 3 – Raised board on western end of the Senior Adventure playground

Child to stay for 5 minutes to calm down.

Duty teacher to monitor this intervention.

Use standard school questions to ascertain if child is ready to play again.

FAST TRACK

In cases of extreme behaviour:

Verbal abuse

- Verbal abuse (swearing with intent)
- Physical abuse (fighting)
- Outright non compliance (eg: if child refuses to go to Time out area)
- Deliberate acts of vandalism
- Out of school grounds
- Bullying or threatening behaviour
- Repeated incidences in Duty Incident Notebook (discussed prior with DP)

An orange card is sent to DP. Child goes to Restart Room. Behaviour discussed and BMC given. BMC form and apology form filled in. Child to stay in Restart room until ready to comply and return to class. Apology form delivered to persons affected by behaviour. BMC to be completed on day of the nearest break time. Copy of BMC goes to Class teacher.

Children that have to have support in the playground will be identified by DP.

These children will report to her daily to receive lunchtime instructions and **RED** card.

Child to take card to Sport Duty Teacher- Teacher is to rate child's behaviour.

Card returned to DP cubby hole.



Behaviour Modification Consequence Form

For: _____ **Year:** _____ **Room:** _____ **Date:** _____
Term: _____
BMC Number 1 2 3 4

Dear _____

Today I did not follow the highlighted SCHOOL EXPECTATIONS.

- We stay in safe places
- We speak nicely to others
- We have the right to learn
- We do as we are told straight away
- We keep hands and feet to ourselves
- We look after equipment and property

I made a wrong choice when I

In future I need to choose to follow the highlighted SCHOOL VALUES

- EXCELLENCE
- RESPECT
- INTEGRITY
- CITIZENSHIP

My behaviour will improve because I will

I will discuss this with my parents/ caregivers and return this form signed, tomorrow.

Child _____

Teacher _____

Parent/ Caregiver _____

Thank you for your support in this matter. If you have any further queries please ring the school on 5490105.



Date _____

Dear _____

I am sorry when I

The SCHOOL EXPECTATION I need to follow is:

The SCHOOL VALUE I need to follow is:

I know my behaviour is unacceptable.

I hope you accept my apology.

Signed: Child _____

BMC/ Class Teacher _____

TEACHER MEMO- Restart Room

Name:

Room: Date:

Please **bring** the named child to Restart Room after they have eaten at

11.10

1.10

Consequence

- Directed to Teacher on back field for supervised sport

TEACHER MEMO- Restart Room

Name:

Room: Date:

Please **bring** the named child to Restart Room after they have eaten at

11.10

1.10

Consequence

- Directed to Teacher on back field for supervised sport

EXAMPLES OF GREEN AND RED MEMO CARDS

TEACHER MEMO- Restart Room

Name:

Room: Date:

Please **bring** the named child to Restart Room after they have eaten at

11.10

1.10

Consequence

- Directed to Teacher on back field for supervised sport
- BMC

TEACHER MEMO- Restart Room

Name:

Room: Date:

Please **bring** the named child to Restart Room after they have eaten at

11.10

1.10

Consequence

- Directed to Teacher on back field for supervised sport
- BMC



ERIC AWARD

For _____

Room _____

Date _____

You have displayed the following value:

- 👍 Excellence
- 👍 Respect
- 👍 Integrity
- 👍 Citizenship

The House you are in:

- 👍 Stewart
- 👍 Mulgan
- 👍 Gledstanes
- 👍 Macmillan



ERIC AWARD

For _____

Room _____

Date _____

You have displayed the following value:

- 👍 Excellence
- 👍 Respect
- 👍 Integrity
- 👍 Citizenship

The House you are in:

- 👍 Stewart
- 👍 Mulgan
- 👍 Gledstanes
- 👍 Macmillan

PARENTAL CONCERNS REGARDING STUDENTS' BEHAVIOUR

Any parental concerns about an incident at school should be addressed to the class teacher in the first instance. If the matter cannot be resolved through the class teacher, it should be referred to a member of the senior leadership team.

PHYSICAL RESTRAINT

- Katikati Primary School has clear procedures in place for managing student behaviour and guidelines around the care and management of students. Physical restraint will only be used as a last resort.
- Physical restraint is described as a school staff member using their own body to deliberately limit the movement of a student (Education Physical Restraint Rules 2017). The following are **not** counted as physical restraint: temporary physical contact such as a hand on the arm, back or shoulders to remove a student from a situation to a safer place; holding a student with a disability to move them to another location or to help them get into a vehicle or use the stairs; holding the hand of a young child who is happy to have their hand held or "shepherding" a group of younger children from one place to another. Picking up a child to comfort them briefly is also not restraint.
- Staff members have been trained in preventative and de-escalation techniques.

- Physical restraint is a serious intervention and will only be used when there is 'imminent danger of physical injury' to other students, staff, the child themselves, or others. It may be necessary to move people out of the area to de-escalate the situation and keep them safe.
- The guidelines as laid out in the Education (Physical Restraint) Rules 2017 will be followed if restraint is warranted.
- The level of restraint will be proportional to the level of risk the student or their behaviour poses, and will end as soon as the safety of everyone involved is assured.
- Ideally, physical restraint should only be applied by staff trained in its safe use.
- The student and the person who applied the physical restraint will be monitored for signs of distress or shock in the aftermath of an incident. The Ministry of Education forms will be used when debriefing after an incident. The forms will be completed within 24 hours.
- The forms will be kept on file and the MOE will be notified. The Board will be notified of any incident involving physical restraint at the next available BOT meeting or earlier if deemed by the Principal to be the correct course of action.
- Parents/caregivers whose child was involved in the incident will be notified on the same day, as soon as practically possible. They will be invited to offer suggestions to avoid the use of restraint in the management of their child's behaviour. Any complaints from parents will be dealt with through the school's complaints process, and the Ministry of Education or School Trustees Association will be contacted for advice, if necessary.
- Students with high-risk behaviours will have an Individual Behaviour Plan in place. Key staff members and parents/caregivers will be involved in the development of the plan. All staff working with the particular student will be briefed on the agreed protocols in the plan, and all staff made aware that there is an Individual Behaviour Plan in place for the student.

MONITORING THE USE OF PHYSICAL RESTRAINT

- The principal, or delegate, will monitor the use of physical restraint and collate information about any incidents. The principal will share this information with the board in a public-excluded session.

TIME-OUT AND SECLUSION

- Seclusion is defined as placing a student, involuntarily, into a room by themselves for any amount of time, where they cannot leave of their own will. The use of seclusion is prohibited in New Zealand schools.
- Time-out is different from seclusion, and can be used at school. In time-out, a student may be asked to go to a specified area, either within the classroom or in another part of the school, in order to calm down or may voluntarily take themselves to an agreed space or unlocked room. In these situations, the student may be separated from others, but is not secluded. Any student in time-out is checked regularly by staff.