



## BEHAVIOUR MANAGEMENT PROCEDURE

### Contents

1. Preamble
2. Bullying
3. Disruptive behaviour
4. Extreme behaviour

#### 1. Preamble

In the Primary School, rhythm, form, boundaries and teacher authority, unite to provide a meaningful structure within which the children are held and nurtured. Well prepared lessons, employing a suitable range of teaching strategies, foster a mood of positive discipline. When students are inspired and encouraged to develop specific skills and capacities, while working at a suitable pace and level, conditions are present in which good discipline can flourish. The teacher's quest for self-development and professional excellence provides an important role model for students.

Under the authoritative guidance of the teacher, conditions are laid down for the development of self-discipline in later years. When artistically presenting lesson material, setting tasks and assignments, the teacher has the responsibility to create and inspire structure in classroom management and classroom life. In consciously providing the space, the teacher offers freedom so that there is room in this creative space for dynamic interplay between absorption and assimilation, guidance and discovery, teaching and learning.

School staff should be aware of the behaviour and of the personal relationships among the children.

Signs of a 'behavioural problem' may include:

- acts of violence
- constant disturbance of other children
- a withdrawn stance ... remaining uninvolved
- verbal, physical, emotional abuse
- bullying behaviour – defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally. Bullying can take many forms: from teasing, spreading rumours, excluding individuals, subtle gestures, to pushing someone around and causing physical harm. It often happens in front of other people.

## **2. Bullying**

### **What is bullying?**

Bullying is deliberate – there is an intention to cause physical and / or psychological pain or discomfort to another person.

Bullying involves a power imbalance – there is an actual or perceived unequal relationship between the target and the initiator that may be based on physical size, age, gender, race, social status or digital capability etc.

Bullying has an element of repetition – bullying behaviour is usually not one-off. It is repeated over time, with the threat of further incidents leading to fear and anxiety. Repeated acts of bullying may involve single acts with different targets, as well as multiple acts with the same target.

Bullying is harmful – there is short or long-term physical or psychological harm to the target (eg, as a result of coercion or intimidation).

Bullying behaviour often involves three parties: initiators (those doing the bullying), targets (those being bullied), and bystanders (those who witness the bullying).

### **Procedure**

Our first responsibility is to the physical and emotional safety of every student at our school. After we have identified the presence and practice of bullying in the class or school, we will endeavour to engage in therapeutic education for the initiator of this practice – educating them to a healthier sense of self where they no longer feel the need to act in such ways.

The particulars of each class culture will be investigated to ensure that the class supports the targeted pupil. If the class enables the initiator, then definite steps will be taken to address this issue. College will engage with this process.

### **First Response Procedure**

- 1 Ensure that the hurt party is safe and not “harmed”
- 2 If necessary, send for another adult. If on duty use the ‘duty red card’
- 3 Remove the initiator
- 4 Make a decision about the level of harm

**Level 1** - Normal teacher’s discretionary in class behaviour management strategies. Pre-emptive in class approaches.

If a teacher deems it necessary to send the initiator for time out in another class then a record is kept and the initiator is told that if it happens 3 times in succession a letter will be sent home

**Level 2** -Mild physical or verbal abuse: the initiator will be removed from contact with the targeted pupil. They will miss all free times for the rest of that day. If targeted pupil is in the same class then the initiator will be removed from class for the

## Behaviour Management Procedure

rest of the lesson block (90 minutes). If there is less than 20min left, or if the incident occurs during playtime this will roll over and they will be removed for the next block—in this case a roll over does not need to occur the following day

An incident report will be filled out using the template and sent home with the student and filed in the office.

The incident report that goes home to the parents of both the initiator and targeted pupil will only name the child who takes the note home.

**Level 3** - If the initiator again commits mild physical or verbal abuse within 7 days (a repeat incident of level 2 behaviour), or an incident of moderate physical or verbal abuse occurs for the first time, the following will take place:

1 full day (24h) removal from contact with targeted pupil (again if targeted pupil is in the same class then the initiator will be removed from class). They will miss all free times for the removal period.

Parents will be informed by the principal that the student must be collected from the school office at the end of the school day and a meeting will be set up as soon as possible. The principal will initiate a discussion with the Parents, involved teacher and student (if appropriate). A joint strategy to support appropriate behaviour will be established, documented, and signed by all participants. A full incident report will be completed

A full written report describing the incident will go home to the parents of the targeted pupil, without naming the initiator.

**Level 4** - If the initiator again bullies within 7 days of the previous incident at level 3, or if an incident of serious physical or verbal abuse occurs for the first time then level 4 is enacted. This is the level just below a Stand Down: this is where students end up if they proceed through our Extreme Behaviour Procedure but are not Stood Down.

- a. Three full days removal from contact with targeted pupil (again if targeted pupil is in the same class then the initiator will be removed to another class). They will miss all free times for the removal period.
- b. Parents will be informed immediately by the Principal and a conversation will take to discuss ways to work for a better result with cessation of bullying practice by the initiator).

During this time the teacher(s) will work with students to establish a culture of support for both initiator and targeted pupil. The importance of the responsibility of the bystander will be explored.

The teachers will make an in depth study of the KiVa method of dealing with Bullying over the year 2019 to establish some positive transformative process to deal with patterns of bullying.

A full written report describing the incident will go home to the parents of the targeted pupil, without naming the initiator.

Should another occurrence of level 4 behaviour occur after these measures have been followed, then the Extreme Behaviour procedure will be put in place.

### **3. Disruptive behaviour in class :Procedure**

**Level 0** -Normal teacher's discretionary in class behaviour management strategies. Pre-emptive in class approaches (See appendix).

## Behaviour Management Procedure

**Level 1** – Misbehaviour continues in spite of warning so a final formal warning is given to the student by the teacher.

**Level 2** – If the final warning is not heeded or mild verbal or physical abuse occurs, the student is removed to another class immediately. They will stay in that class for 1 lesson block and 1 free time. If there is less than 20 minutes left in the block when they are removed they will stay on for the next block as well. This applies at the end of the school days as well.

During this period the relocated student will need to engage in a written reflection on their actions that led them to being removed.

An incident report will be filled out using the template and sent home with the student and a copy filed in the office.

On return to their own class the student is warned that a level 3 response will happen if the student's behaviour occurs again.

**Level 3** - If the inappropriate behaviour occurs again within 7 days or an incident of moderate verbal or physical abuse occurs, the student will be immediately removed to another class until the end of the corresponding block the next day. All free times during this time will be forfeited.

Parents will be informed by the Principal that the student must be collected from the school office at the end of the school day. The Principal will initiate a discussion with the Parents, involved teacher and student if age appropriate, that day (if possible). A joint strategy to support appropriate behaviour will be established, documented, and signed by all participants.

The student will be warned that any repeat of the behaviour within 7 days will result in a level 4 response.

**Level 4** - If the behaviour happens again within 7 days or an incident of serious physical or verbal abuse occurs then the student will be immediately removed from class for a period of 3 days. Break and Lunchtimes will also be forfeited.

Parents will be informed immediately and a conversation will take place to establish how we can work together to ensure full commitment to finding a solution to the pattern/nature of behaviour

A full report will be made and shared with the parents and explained to the pupil.

### **Disruptive behaviour in the playground**

All minor misbehaviour in the playground will be dealt with in an appropriate way with teacher intervention/ warning.

Where misbehaviour at a level 2 or 3 occurs and pupils are at risk, the duty teacher will send a reliable child with the red card to the staffroom/ office .

All children in close proximity will be told to stay a safe distance away from the misbehaving pupil.

The staff member will talk with the pupil to quieten the situation and the pupil will be denied playtime activity for 1 to 3 days according to the degree of severity.

When an incident occurs at a level 4 the pupil will be escorted to the office by the staff member who is called (by the red card alert) and the Principal will contact the parents and the situation will be dealt with according to our level 4 procedure.

### **AFTER SCHOOL PROCEDURE**

A teacher will be on Duty until 3.20.

All misbehaviour in this time will be treated in accordance with Behaviour management Procedure.

At 3.20 children and parents will be asked to leave the property.

Children who have not been collected at 3.20 will be asked to wait at the Office.

Organised sport practice will be exempt as it is a supervised activity.

## **4 Extreme Behaviour Procedure**

Extreme behaviour describes behaviour where the pupil or others are in danger and there is no response by the initiator to stop.

1. **If the behaviour occurs in the classroom a Red card is sent to office** by a responsible child in the class to call for a member of staff to assist in the classroom. (If no-one is in office then red card is taken to kindergarten). Teacher remains with class while red card is on the way. **The pupil is then removed** from the class by a member of staff .If this is not possible then the class will be removed and the misbehaving child will stay. **The staff member who was called with the red card will stay with the misbehaving pupil.**
2. If the behaviour occurs in the playground, the duty teacher will send a red card to the staffroom or office. The child will be left alone and all pupils removed to a safe distance if necessary. As above, the called staff member will stay with the pupil.

### **Principal's Decision**

- The witnessing teacher and the Principal will engage in a private discussion of the incident away from any students.
  - The Principal will make the decision around whether the violent action warrants a formal 'Stand Down'.
  - If so then the Principal will call the Parents immediately etc...
  - If not, then the student is immediately placed into level 4 of the school's Behaviour Management Procedure.
  - An incident report will be filled out using the template and sent home with the student and filed in the office.
3. **On the child's return** to school they will spend at least 3 days in another classroom and will engage in a restorative justice process before step 4 can take place. If there is another pupil involved then the parents of that pupil and their parents will be informed of the steps being taken to support the re integration.
  4. **The cooperation of the class will be requested to help the transition**
  5. **Child reintegrated into class**

Parents of both the child meting out violence and the targeted pupil will be fully informed and an incident report produced and provided to the Principal.

## **Appendix 1 Pre-emptive in class approaches**

### **Guidelines:**

The problem and those involved are identified.

Teachers will listen to each individual's point of view and interpretation of the issue.

The teacher will encourage the children to only speak about what they DID.

Actions taken by the teacher may include:

- provide closer contact as appropriate
- provide reassurance
- divert the child into positive activities
- look for positive, caring ways of relating
- initiate turns or sharing if the children cannot come to an agreement without help
- remove child from conflict area if necessary for children's welfare
- Enlist the engagement of a pupil support group to help both targeted pupil and initiator
- to avoid bullying developing, the teacher ensures the children's self respect is high, thereby reducing the likelihood of them becoming targeted pupils. The teacher maintains a strong relationship with the children in their class who know they can approach the teacher on any issue without apportioning blame.
- close supervision in the playground ensures that inappropriate behaviour is noted and acted on.

The teacher will address any ongoing problem in the Primary School Teachers Meeting (weekly) or with the Principal at an earlier opportunity if this is appropriate.

In working with behavior management issues the teachers will at all times adhere to the Registered Teacher Criteria which describe the criteria for quality teaching that are to be met by all fully registered teachers in Aotearoa New Zealand.

The teacher will talk with parents/whanau/caregivers to

- let them know of ongoing difficulties at school
- find out any relevant home-based factors that may be disturbing the child
- offer support to parent if behaviour is a problem at home (eg. importance of clear boundaries, consistency, warmth, objective stance, 'the behaviour' is not wanted; not 'the child' ...)

### **DEFINITION of STAND DOWN**

Stand down means the formal removal of a student for a specified period. Stand downs of a particular student can total no more than 5 school days in a term or 10 school days in a year.

See policy and procedure on stand downs, suspension and expulsion under **Legislation - A Ministry of Education Guidelines document 2009**

## Behaviour Management Procedure

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Signed: \_\_\_\_\_

Print Name \_\_\_\_\_

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_      Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_