



St Johns Hill School

Behaviour Management

OUR MISSION

St Johns Hill School will provide a quality education where children develop respect for themselves, others and the environment and aim for excellence in all endeavours.

OUR VISION

Confident, happy, lifelong learners and caring citizens, who contribute positively to a sustainable world.



We promote...

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HEALTH & SAFETY POLICY

Behaviour Management

RATIONALE

Within a community each individual has rights; but these rights must be reflective of the collective rights of that community.

In the context of the school situation it is necessary to have a programme that recognises individual differences, while reflecting the best interests of others.

PURPOSES

To have a happy, secure and safe environment.

To establish a programme for effective management of pupils.

To enlist the support of parents/caregivers in the implementation of the programme.

To recognise the rights of all children to firm, fair and consistent treatment.

To encourage pupils to develop conflict resolutions, that will help them throughout their lives.

GUIDELINES

1. The success of the programme is dependent on a consistent approach, by all staff members, throughout the school.
2. Staff will be supported in the implementation of the programme through the behaviour management strategies.
3. A representative group of staff, BOT, PTA and parents will be involved with the development and review of the Behaviour Management programme (Attached). All parents will be given the opportunity to become familiar with the programme. This could be published as an insert in the school newsletter / website.
4. Positive reinforcement of desirable behaviour is essential at all levels and classroom management strategies will reflect this.
5. The pupils 'Code of Behaviour' provides the basic guidelines for expected standards of behaviour.
Using these guidelines pupils are expected to take responsibility for their own actions.
6. Year 6 pupils will operate in the playground as Peer Mediators as per the 'Cool Schools' programme.
7. Inappropriate behaviour will be managed by following the 'Steps Programme'. (See Behaviour Management Booklet)
8. For more serious behavioural issues, it may be necessary to move directly to step 6 or beyond, depending on the circumstances.
9. Parents or guardians will become involved in both the process and the outcomes from step 3 onwards and even earlier. If a letter is sent to the parent a copy will be given to the DP.
10. On occasions when it is necessary to interview a pupil formally concerning a disciplinary issue teachers should note:
 - The interview should take place in an appropriate setting.
 - The door should remain open, unless complete privacy is essential.
 - There should be 2 adults present, preferably 1 male and 1 female. Parents to be present where possible.
 - If there is concern, parents to be advised first
11. For consistently disruptive or unacceptable behaviour, the school has recourse to outside agencies. A referral to RTLB service can be made. RTLB will assist the school and advise other services if required.
12. Non participation in a school activity should only be undertaken when safety [self/others] and/or the successful functioning of the activity are seen as major factors. In such cases parents must be informed and reasons explained. There may be an option whereby the pupil can participate, as long as a parent is in attendance and takes responsibility.
13. Provide children with the opportunity to formulate guidelines/rules in relation to crazes such as cards, toys and certain games. This assists with the development and practise of the Key Competencies.

Behaviour Management Policy cont...

14. Bullying:

- Zero tolerance.
- Use steps programme. If persistent request interview.
- Always keep parents of child being bullied, informed of action taken.
- Also keep parents of the bully informed.

Note: Bullying is targeted and repetitive incidences of emotional, verbal or physical abuse.

15. Co-ordination of punishments.

- When pupils are being dealt with by more than one staff member, the DP should be aware and co-ordinate to avoid any duplication of punishments.

EXPECTED OUTCOMES

Pupils will be aware of the boundaries and expectations and will develop appropriate behavioural and social skills in a happy, secure and safe environment.

Policy amended by: Kevin Booth,

APPROVED:  (Chairperson)

DATE: 10.06.2015

To be Reviewed: 2018

Overview of Behavioural Management System

| Stage | Classroom | Team Syndicate | School-wide |
|-------------------------------|--|--|--|
| Prevention | <ul style="list-style-type: none"> Establish routines, high interest programmes. Reinforce good behaviour Set good examples Encouraging, model and promote the virtues programme See examples listed in the attached sheet | <ul style="list-style-type: none"> During team assemblies re-emphasise standards and goals for good behaviour and successful learning. Encouraging, model and promote the virtues programme. Reward good choices via positive role models | <ul style="list-style-type: none"> During school assemblies promote social skills, good citizenship and a work ethic and 'living above the line' through the virtues programme and Key Competencies. Groups to promote virtues foci and KC's in assemblies Recognise achievements and successes via the Star Cards and Womble box draws (acknowledge in Newsletter). |
| Minor Problems | <ul style="list-style-type: none"> Teacher strategies Dealing with issues promptly Support from team leaders. Support from DP's if behaviour continues. Refer to the attached list of consequences. | <ul style="list-style-type: none"> Team / Syndicate strategies Conflict resolution, 'Cool Schools' Promotion and modelling the peer mediation process Support from DP's | <ul style="list-style-type: none"> Peer mediation programme (Yr 6) Year 6 teachers to train pupils and demonstrate at assembly. Buddy system and at times monitor playground activity. Minor games for juniors Star cards handed out at playtimes and acknowledged at assemblies—link to virtues. Support staff as supervisors at breaks. Support from DP and Principal. |
| More Serious Problems | For severe behaviour problems children are referred to the DP. Every attempt will be made to normalise the situation and to modify the offending behaviour. The Child will be placed on the Steps programme. Parents will become involved and if necessary support from outside agencies will be sought. The Principal will be kept informed. | | |
| Special Needs Students | <p>The condition these students have impact on their ability to learn and / or behave in the same manner as mainstream students. When determining consequences, it is expected that teachers will be understanding of these students individual needs. It is important that the child's teacher and SENCO discuss the issues to determine the most appropriate strategy that may modify his/her behaviour.</p> <p>Students who have identified special needs should have regular I.E.P. (Individual Educational Programme) meetings to ensure learning and behavioural needs are reviewed.</p> <p>I.E.P.'s may contain details regarding behaviour management.</p> | | |

THE STEPS PROGRAMME

| STEP | PROCEDURE | RESPONSIBILITY |
|---|--|--|
| Step 1 Positive Reinforcement | “Catch them while they are good”. Research shows that one of the most effective methods of modifying behaviour is to regularly reinforce the desirable behaviour. Purposefully looking for opportunities to reward positive behaviour in a child who needs to make changes, is essential. | Classroom Teachers |
| Step 2 Warning | Name recorded temporarily in classroom or, if a significant behaviour arises in the playground the duty teacher will inform the classroom teacher on that day. Under scrutiny and monitored closely in classroom and playground. Inform team leader if recurring. | Classroom Teachers Duty Teachers Teacher Aides |
| Step 3 Classroom Action | Most matters can be dealt with effectively within the classroom. Teachers are advised to address issues in the early stages and talk with parents informally about concerns. Child could carry out supervised completion of work at play or lunch times or playground duties such as sweeping, [refer to the attached suggestions for appropriate actions]. If you suspect the behaviour pattern is going to continue, begin the reflective log to record actions taken. Phone parents to share the particular concern/behaviour | Classroom Teachers Team Leaders Parents / Guardians |
| Step 4 Team Support | For students repeatedly causing concern, share this with the team leader. It may be decided that the child is not responding to the class consequences so may be sent, with work, to the team leader or other colleague for them to reinforce agreed messages. | Classroom Teachers Team Leaders |
| Step 5 Invite Parents to discuss around the table | If behaviour persists a letter will be sent home, entitled ‘Living above the Line’, [refer to letter format]. This will be signed by the child at school along with the teacher and team leader and returned to school with the parent’s signature the following day. Teachers are expected to make contact with the parent by phone to discuss and illicit their help and support with the issue. The child can be sent to DP in the interim, with work to do. | Classroom Teachers Senior Teachers Deputy Principal Parents / Guardians |
| Step 6 Parent Interview | Parents called in for conference where contracts are set and behaviour monitoring programmes put in place. DP can be invited to attend this meeting. Teacher to make regular contact with the parent and inform DP of progress. If satisfactory progress is not being made, a second meeting will be arranged, in consultation with DP. Involve outside agencies if deemed appropriate. | Deputy Principal Teacher concerned Parents / Guardians |
| Step 7 Internal Stand-down | Optional before stand-down. This is when the pupil is at school but limited to specific places during both class and interval times, e.g. confined to either Team Leader’s or DP’s office. The pupil is at school but limited to books and workbooks | Deputy Principal Principal |
| Step 8 Stand-down | The child is removed from the school by the Principal for a specified period. Stand-down cannot exceed 5 days in any one term, or 10 days in a year. | Principal Deputy Principal BOT Chairperson |
| Step 9 Suspension | The formal removal of the child from the school until the Board decides the outcome of a suspension meeting. | Principal B.O.T. |
| Step 10 Exclusion | Exclusion is for children under 16 years of age. The child is removed from the school and has to enrol at another school. | Principal B.O.T. Ministry of Education |

THE IT STEPS PROGRAMME

| STEP | PROCEDURE | RESPONSIBILITY |
|--|--|--|
| Step 1 Positive Reinforcement | “Catch them while they are good”. Research shows that one of the most effective methods of modifying behaviour is to regularly reinforce the desirable behaviour. Purposefully looking for opportunities to reward positive behaviour in a child who needs to make changes, is essential. Use of Hapara Highlight to monitor for Years 4-6 Years 0-3 -T monitoring | Classroom Teachers |
| Step 2 Warning | Name recorded temporarily in classroom or, if a significant behaviour arises learner will be under scrutiny and monitored closely in classroom. Inform E learning team members if recurring. Names entered into cyber safety log - (could be accidental) for inappropriate sites. | Classroom Teachers E learning Team |
| Step 3 Classroom Action | Most matters can be dealt with effectively within the classroom. Teachers are advised to address issues in the early stages and talk with parents informally about concerns. Team leader to be advised. Phone parents to share the particular concern/behaviour Continuous offending regarding changing settings, inappropriate site access/comments/messaging. Hapara control over site access. Two week controlled access. Parents notified. | Classroom Teachers Team Leaders Parents / Guardians |
| Step 4 Invite Parents to discuss around the table | Deliberately and repeated access to inappropriate sites or bullying. (targeted and repeated) Parents called in for conference where cyber safety contract is revisited. DP to attend this meeting. Teacher to make regular contact with the parent and inform DP of progress. If satisfactory progress is not being made, a second meeting will be arranged, in consultation with DP. Involve outside agencies if deemed appropriate. Access is suspended by the classroom teacher immediately. An appropriate period of time set in consultation with parents. | Classroom Teachers Senior Teachers Deputy Principal Parents / Guardians |
| Step 5 No access | Optional before stand-down. This is when the pupil is at school but limited to specific places during both class and interval times, e.g. confined to either Team Leader's or DP's office. The pupil is at school but limited to books and workbooks E Learning leaders will remove access to their account. | Deputy Principal Principal Parents / Guardians |
| Step 6 Rehabilitation. | Once agreed time has been served, learner re enters at Step 3. | |
| | Social Media Abuse: Use of Instagram, Snapchat, Facebook or similar through private accounts will be considered as deliberate and accountable actions and will be addressed as of concern and actioned using the SJHS Steps Programme. | Deputy Principal Teacher/s concerned Parents / Guardians |

IT Minor Issues:

Off Task - e.g. playing with screen saver, changing desk top,
Accessing material that doesn't support the task at hand
Repeat offending - Contact parents for support

Major Issues:

Searching for inappropriate material.
Inciting others to do so
Deleting history to cover tracks
Continuously / repeatedly using chrome book inappropriately Possible
Stand down from IT for a period of time

consequences to be constructed in consultation with parents:

Values in the School Curriculum

Values are internalised sets of beliefs or principles of behaviour, held by individuals or groups and expressed in the way in which people think and act. They are based on our cultural, philosophical and spiritual traditions, and on current critical reflection, dialogue and debate.

St Johns Hill School encourages/models and explores values through:

Skills

Through the curriculum children will develop their ability to:

- express their own values
- examine with empathy, the values of others
- critically analyse values and values-based actions
- discuss and negotiate values differences
- make ethical judgements and decisions and act on them
-

Attitudes

Through the curriculum the children will be supported to value:

- Diversity - the unique cultures and heritages of Aotearoa New Zealand
- Community - quality relationships, generosity of spirit and participating for the common good
- Respect and Care - of and for: self, others, beliefs and human rights
- Equity - fairness, social justice and equal opportunities for all
- Integrity - honesty, responsibility, accountability and being ethical
- Environmental Sustainability - respect and care for the earth and its interrelating eco-systems
- Inquiry and Curiosity - creative, critical and reflective thinking
- Excellence - achievement, perseverance and resilience

| Values/Value Cluster | Associated Concepts and Ideas | Virtues - Gifts of Character | |
|--|--|---|--|
| Diversity [Rereketanga] | Respect for others and their views, beliefs and cultures Tolerance, inclusion, cultural safety, wairua, spirituality | <i>The 'Language of Virtues'</i> | |
| Community [Porihaanga] | Community - belonging, civic mindedness, connectedness, participation, justice, peace, whanau, unity, reconciliation, citizenship, cooperation, hospitality | Assertiveness Caring Cleanliness Commitment Compassion Confidence Consideration Cooperation Courage Courtesy Creativity Detachment Determination Diligence Enthusiasm Excellence Flexibility Forgiveness Friendliness Generosity Gentleness Helpfulness Honesty Honour Humility Idealism | Integrity Joyfulness Justice Kindness Love Loyalty Moderation Modesty Orderliness Patience Peacefulness Perseverance Purposefulness Reliability Respect Responsibility Self-discipline Service Tact Thankfulness Tolerance Trust Trustworthiness Truthfulness Understanding Unity |
| Respect and Caring [Manaki/Awhi] | Dignity, individual rights, personal autonomy, aroha, compassion, concern, empathy, self-esteem, respect for self, others and property, emotional well-being | | |
| Equity/Fairness [Tika/Pono] | Social justice, fairness, equity (race, gender, age); equal opportunities | | |
| Integrity [Ngakau tapatahi] | Responsibility, accountability, reliability, commitment, honesty, truthfulness, trustworthiness, ethical, doing right, moral courage | | |
| Environmental Sustainability [Kaitiakitanga] | Care for the environment, harmony with nature, care of living things, guardianship, sustainability, interdependence | | |
| Inquiry/Curiosity [Pokirehau/Wakamatemate] | Inquiry, curiosity, truth, wisdom, openmindedness, flexibility, adaptable, aesthetics, innovation, entrepreneurship, creativity, beauty | | |
| Excellence [Hiranga] | Achievement, excellence, doing your best, perseverance, resilient, striving, competition | | |

PUPIL CODE OF BEHAVIOUR

| HONESTY | RELIABILITY | RESPECT | TOLERANCE | FAIRNESS | UNDERSTANDING | CARING | MANNERS |
|---|--|---|---|---|---|---|---|
| Be honest | Be reliable, friendly and helpful | Show respect towards yourself, other people and property | Be tolerant | Be fair in your work and play | Show understanding towards others | Look after the environment | Use good manners at all times |
| <ul style="list-style-type: none"> with ourselves with our friends with our families with our teachers with our coaches with other adults | <ul style="list-style-type: none"> help one another think before you act set a good example carry out your duties behave when the teacher is out of the room. | <ul style="list-style-type: none"> be courteous show consideration look after your own and others' gear look after the school environment | <ul style="list-style-type: none"> be patient wait your turn be a good listener put up your hand when asking a question | <ul style="list-style-type: none"> treat others as you would like to be treated play games by the rules try to solve problems peacefully | <ul style="list-style-type: none"> look after those new to the school respect people of other cultures and races show respect to people of the other sex help disabled people | <ul style="list-style-type: none"> keep the school litter free keep yourself tidy keep your desk tidy look after all trees and plants | <ul style="list-style-type: none"> be respectful be polite speak nicely to other people consider other people's needs |
| <p>We will feel good about ourselves.</p> <p>We can be trusted</p> | <p>We can be given responsibilities.</p> <p>Our changes to achieve will improve.</p> <p>We will develop happy successful relationships</p> | <p>We will develop good friendships</p> <p>Other people will trust us.</p> <p>We will have a well run school.</p> | <p>We will develop self control.</p> <p>Everybody will get a chance.</p> <p>We will have a safe and friendly environment.</p> | <p>We will enjoy playing team games.</p> <p>Group activities will work out successfully.</p> | <p>We will give a feeling of security to those needing kindness.</p> <p>No one will feel left out.</p> <p>We will develop a sense of goodwill.</p> | <p>Our school will have an attractive environment.</p> <p>We will develop good attitudes towards the environment.</p> <p>We will be proud of our school.</p> | <p>The school will have a pleasant atmosphere.</p> <p>We will be happy to be with each other.</p> <p>Visitors will feel welcome.</p> |
| <p>Our school is a place where we can enjoy learning and playing safely with our friends. We care for one another and for our school environment</p> | | | | | | | |

Behaviour Management:- Reflective Log **Student:**_____

| Positive Reinforcement Provided "Catch them when they are Good" | | | |
|--|----------------------|--------------|------------------------|
| Date | Behaviour Reinforced | Action Taken | Childs response/change |
| | | | |

Information for Behaviour referrals

| Classroom behaviours that are of concern: | Daily | Weekly | Other |
|---|-------|--------|-------|
| defiance uses profanity/ foot stomping/ verbal abuse/ Other: | | | |
| off-task take-up time/ verbal protest/ lacks motivation/ disruptive/ Other: | | | |
| non-completion of work task too difficult/ lacks motivation/ refusal/ Other: | | | |
| work avoidance strategies wanders/ talks/ lacks motivation/ Other: | | | |
| short concentration span easily distracted/ lack of recall/ disinterested/ Other: | | | |
| non-compliance disruptive/ refusal/ aggressive/ Other: | | | |
| aggression – verbal/ physical Profanity/ intimidation/ throws things/ hitting others/ Other: | | | |
| lacking social skills unable to ask for help/ impatient/ low tolerance/ Other: | | | |
| Playground behaviours that are of concern: | | | |
| aggression repeated yelling or screaming/ sustained yelling/ Other: | | | |
| physical abuse hitting/ punching/ kicking/ hair pulling/ scratching/ spitting/ throwing objects/ Other: | | | |
| verbal abuse inappropriate language/ sustained swearing/ profanity/ Other: | | | |
| bullying harassment/ pushing/ shoving/ Other: | | | |
| poor play skills (specify) e.g. non-compliance | | | |
| What are the antecedents? What triggers the behaviours? When is it likely to occur? | | | |
| change in programme | | | |
| mornings/ afternoons | | | |
| recess times | | | |
| during transition times | | | |
| during structured activities/ independent | | | |
| during mat time | | | |
| during a difficult task | | | |
| during unstructured activities | | | |
| during group work | | | |
| after a demand or request | | | |

Joe's ladder

All playtime
All lunchtime

Playtime
Lunchtime 1:00 to 1:30

Playtime

No play
No lunch break



Joe' s Ladder Rules

I need to work my way up the ladder.

To stay at the top of the ladder, I have to play happily and peacefully with children in the playground. I will not enter the classroom or cloak bay during class or break times without permission. I will respect others belongings. If I have a problem I will see the Duty Teacher.

Jobs to do at play and lunch.

Weeding the gardens

Sweeping the ramp

Sweeping in front of the chook house

Watering the gardens

Picking up litter

Jobs for Mr Fitzgerald and Mr Booth

I AM LEARNING TO LIVE
ABOVE THE LINE

ST JOHNS HILL SCHOOL
BEHAVIOUR MANAGEMENT PROGRAMME

Letter from your child _____ Date: _____

Dear _____

I am writing to you today because I have misbehaved at school.

This is what I did.

I will take ownership.
I accept I did it.

I will be accountable.
I will do something about it.

To make sure this does not happen again these are the things I am going to do so that it does not happen again.

I will act responsibly.
It is up to me to put it right.

The Line

I wont blame.
It was someone else, not me.

(Child) _____

(Teacher) _____

(Team Leader) _____

I wont make excuses.
It wasn't my fault because...

Please sign this so that I can take it back to school tomorrow.

Parent's / Caregiver's Signature: _____

I wont deny.
I don't know anything about

Your child's teacher will be ringing tonight to discuss this issue.

Comments:

*I will aim to live above the
line at all times.*

Behaviour Contract

These are my goals: *To be completed by pupil and parents.

1. To respect my Teacher, classmates and class rules and not distract or interrupt others from their work.
2. To listen carefully to instructions and finish all my work neatly.
3. * _____

These are my consequences if I don't meet my goals:

To be seated by myself away from my classmates or sent to another area to work and be isolated at playtimes.

Complete work properly in my playtimes

* _____

These are my rewards if I meet my goals:

Plan an activity for 30 minutes on Friday that the whole class can enjoy

* _____

My contract will be reviewed on:

I will also (a) make sure my desk is tidy.

(b) make sure my books and stationery is ready for the day.

(c) do something to help a teacher before school.

Signatures: Pupil : _____

Parent/Caregiver: _____

Teachers: _____

REINFORCEMENT IDEAS SUITABLE IN CLASS, SYNDICATE AND SCHOOL

1. **Within classes**

- Grouping— points, rewards and competitions
- Giving responsibilities
- Leadership roles
- Stamps, stickers
- Good work acknowledged, e.g. sent to Principal or other teacher
- Sports / team participation
- Promoting, modelling, exploring and practising the Key Competencies
- Promoting, modelling, exploring and practising the Virtues
- Self / peer assessment
- Health units, e.g. Keeping Ourselves Safe
- Lucky dip box
- Verbal praise
- Free choice times
- Special person of the day

2. **Within syndicates**

- Weekly assembly certificates related to KC's and virtues
- "Living above the line"
- Role playing positive behaviour and good choices

3. **School wide**

- Virtues morning tea with Principal
- Clear communication lines with parent community
- Assembly recognition- 'star card' box draw
- Recognition at end of year awards assembly
- Green team - Womble awards
 - Recyclers awards
- Peer mediation programme
- Class interaction - buddy reading / buddy tasks
- School wide 'family groups'
- Senior leadership roles: Green team, recyclers, wet day lunch monitors for junior classes, peer mediators, house leadership, librarians, sport shed monitors, traffic wardens, etc

REFERRAL AGENCIES AND SUPPORT GROUPS IN WANGANUI

Professional and Counselling Services

- ACC Registered Counsellors –Wanganui
- Barnardos New Zealand
- Birthright (for single parents)
- Child Adolescent Mental Health Services (CAMHS)
- Child Youth and Family (CYF)
- Family Works Wanganui –Presbyterian Support Central
- Jigsaw Whanganui
- Life to the Max
- Open Home Foundation
- Registered psychologists
- Relationship Services Aotearoa
- Resource Teachers Learning and Behaviour (RTLB)
- Special Education
- Sexual Abuse Healing Centre Wanganui

Health

Wanganui Public Health

- Public Health Nurse
- Social Worker

BUILDING FRIENDSHIPS

With peers

- **Being kind.**
- **Helping others having difficulty.**
- **Speaking nicely, praising, supporting, no put downs.**
- **Being humble, not acting superior.**
- **Being consistent, not only occasionally.**

With adults (parents, teachers, coaches, relatives, others)

- **Being respectful.**
- **Being polite.**
- **Helping out.**
- **Being cooperative.**
- **Being understanding.**

The benefits

- **You will gradually make new friends.**
- **Others will want to be around you.**
- **Your parents will be proud of you.**
- **Teachers will have a high opinion of you.**
- **You will feel good about yourself.**

Possible Consequences

- **Joes' Ladder**
- **Complete work in own time with supervision**
- **Limited to particular playground areas**
- **Sweeping/weeding/cleaning or tidying**
- **Writing letters**