

Nag	5
Reviewed	04/2021



ST BRIGID'S SCHOOL

BEHAVIOUR EXPECTATIONS AND MANAGEMENT

Rationale

Children and teachers have a right to enjoy their days at school in a stable and safe environment. Students, staff and parents should be responsible for their own actions and show respect for each other, their property and the environment.

Guidelines

1. The school will affirm and reward positive behaviour and achievements
 - Adults in the school will notice and give affirmation for good choices
 - Certificates at assembly or team hui
 - Positive written feedback
 - Tuakana/teina role modelling and positive reinforcement
 - Adults will “check in” regularly with students who may need additional support
 - Positive feedback to parents - newsletters, Seesaw and in conversation
2. The school will establish clear guidelines and expectations for acceptable behaviour
 - Living our school values and the teachings of the Religious Education programme that underpin our school
 - Class treaties and agreements
 - The teaching of the 3 R's
 - Circle time
 - Reminders and reinforcement of appropriate behaviour

As in all areas of learning some children will need more explicit teaching around expectations and additional support in making good choices

3. The school identifies the following behaviours as unacceptable
 - Disruptive classroom behaviour (eg, constant calling out/talking, being disrespectful, annoying others)
 - Repeated non - compliance
 - Aggressive or violent behaviour
 - Damage to school or personal property
 - Verbal aggression, teasing, racist or sexist remarks, constant putdowns
 - Stealing or dishonesty
4. The school will have in place procedures for unacceptable behaviour, including
 - Time out of the classroom/playground
 - Conversations with team leaders, Deputy Principal or Principal
 - Emailing parents to keep them informed
 - Meeting with parents to discuss a united approach to an issue
 - Behaviours recorded in the school management system
 - Support from external agencies eg, RTLB, Severe Behaviour Team
 - Stand downs or suspensions

The behaviour matrix identifying minor, moderate and major behaviours and the appropriate response is attached. This is used by teachers as a guideline.

5. A restorative approach will be taken when dealing with situations where hurt or harm has been done; this is in line with the school's Special Character
 - The school believes that to change children's behaviours they need to take responsibility for the behaviour and understand and acknowledge the impact that it has on others
 - Restorative chats are used to help children understand about the harm that is caused and to meaningfully restore the relationship between them
 - Children need to have modelled and to practice the words they need to explain their feelings and actions and to repair harm

School Wide Expectations

School wide expectations have been developed by the staff and community to develop and promote respect across the school - respect for self, respect for others and respect for the environment.

Respect for Myself

- I have a positive attitude towards school and other students
- I have good self-management and self-control and know how to ask for help when I need it
- I treat others as I would want to be treated

Respect for Others

- I use kind words and speak positively to other people
- I share with others and include them in my games
- I understand that we are all different but are all made in the image and love of God

Respect for the Environment

- I keep our school clean and tidy by picking up rubbish, putting things away in their right place and keeping the walls and playgrounds free from tagging
- I am careful with school property and tell an adult if something is broken or damaged

Anti Bullying Procedures

Bullying is defined by four elements. It is deliberate, harmful, involves a power imbalance and has elements of repetition. Bullying occurs when one or more persons exercise power over another to threaten or harm them because of their size, difference, gender, strength, invisibility or status. Very few children are actually bullied, with most 'upsets' caused by friendship disputes, playground accidents, or children unable to regulate their emotions.

Prevention is everybody's business including all staff, students, parents, board and the wider community. Further information can be found at www.bullyingfree.nz

Procedures to be followed relating to incidents of bullying:

A victim of bullying may report the incident to any member of staff, a fellow student or a friend.

A child who has been bullied needs to be reassured by staff that it is "OK to tell" and will be protected and supported during an investigation.

Parents raising concerns about bullying will do this to the classroom teacher or Principal.

All cases of alleged bullying will be investigated by staff and serious concerns need to be documented to establish if patterns of behaviour are developing.

When investigating issues staff will be mindful of the rights of the child or children accused of bullying. It is important to determine if the behaviour has arisen from a relationship breakdown that may need an adult's assistance to mend.

In serious cases parents will be informed and asked to attend a meeting to discuss the problem.

Parents will be advised that the school does not condone them approaching the parents of the accused child and under no circumstances are they to approach the accused child.

If necessary, at the discretion of senior staff, external agencies may be involved as appropriate.

The school will investigate alleged bullying that occurs and will include cases of alleged cyber-bullying.

In cases of serious violence or extreme emotional harm the school has authority, and may exercise this authority, to stand-down, suspend or exclude in accordance with its behaviour management policy and Ministry regulations.

NB It is important that children tell a teacher if they feel they are being bullied, or that they are concerned about something. It is equally important that parents come and talk to their child's teacher, so that incidents that are minor can be dealt with before they become serious.

Stand Downs and Exclusions (Suspensions)

Principal may stand down or suspend (exclude) students if satisfied on reasonable grounds that

- a) The student's gross misconduct or continual disobedience is a harmful or dangerous example to other students at the school, or
- b) Because of the student's behaviour, it is likely that the student, or other students at the school, will be seriously harmed if the student is not stood down or suspended for an unspecified time.

Section 14, Education Act 1989

A **stand down** is the formal removal for a student by the principal for a specified period of time. Stand downs for a student total no more than five school days in a term or ten school days in a year.

A **suspension** is the formal removal of a student from school until the Board of Trustees decides the outcome at a suspension meeting.

The principal will ensure that the correct processes are followed and that all stand downs and suspensions are correctly documented and children and their families are treated with respect throughout the process.