

# Promoting Positive Behaviour

## Procedure

1. **When behaviour is complex, severe or challenging in the classroom and impacts on the right to learn/ teach, be safe or respected:**

**Step One: (Focus and Refocus)**

- a. Deal with the child(ren) concerned and primary incident only.
- b. Discuss the misbehaviour with the student and seek their engagement in changing their behaviour or choosing an appropriate behaviour. Ensure the student has understanding of what the misbehaviour was and what is required to rectify it.
- c. Set an appropriate consequence. (See following sheet for examples).
- d. It is hoped that this step will deal with most incidents of complex, severe and/or challenging behaviour in the classroom.

***If the unacceptable behaviour continues or a problem occurs;***

**Step Two: (referred to a team leader/ reflection )**

- a. Pupil is interviewed by the senior teacher/team leader. This may be a timely discussion or be part of a formal lunchtime reflection.
- b. Follow the procedures as outlined in step one.
- c. The ideal outcome of this meeting is for the child to show ownership of the problem, accept any consequence or reflective practice, and to then display the appropriate behaviour. If these outcomes are not met then move to step three.
- d. The child's teacher or senior teacher/team leader may informally advise parent(s)/ caregivers of the problem.
- e. The Teacher and senior teacher meet to reflect on the teaching programme and classroom management, focusing on strategies or changes that may be required.

**Step Three: (Inform the Principal)**

- a. Pupil is interviewed by the Principal in the presence of, if appropriate, the classroom teacher.
- b. Follow the procedures as outlined in step one.
- c. Parents/caregivers will be encouraged to come and discuss problem. At this discussion parents will be fully informed of the school Behaviour Management policy and procedures. At this stage an individual behaviour plan may be drawn up or the child referred to the Special Needs Committee.
- d. A review of student progress or intervention will be undertaken no later than six weeks from the date of the initial meeting.

***If problems continue:***

**Step Four: (In school Standown)**

- a. Pupil given 'in-school suspension' for a cooling off period.

- b. Support agencies will be asked to be part of resolving this child's challenging behaviour.
- c. Parents must come in and meet to discuss the concerns.
- d. A formal in school standown (up to a day) can be used in consultation with the principal.

**Step Five: (Formal Ministry Standdown & Suspension)**

- a. Pupil is given formal stand down and if deemed necessary, a formal suspension. These processes will be in keeping with Ministry of Education guidelines.

***If problems continue:***

**Step Six: (Exclusion)**

- a. Pupil is excluded from the school. This process will be in keeping with Ministry of Education guidelines

**2. What is deemed to be complex, severe and/or challenging behaviour:**

In the event of one of the following inappropriate behaviours, the teacher will use their discretion as to whether the child will go to Step Two or Step Three.

- Hitting, Kicking and Fighting
- Defiance of a teacher/staff member
- Swearing
- Repeated baiting
- Bullying of other children
- Intentional damage of property
- Other serious behaviour or actions which endanger themselves or others.

**3. Appropriate Consequences:**

Some of these will only be appropriate for classroom punishments and others for playground punishments. Some will be appropriate for both.

- Apology letter
- Letter to parent explaining behaviour which parent must sign
- Oral, pictorial or written reflection on: 'What they did, what they should have done, what they will do next time'(Supervised reflection during which time the child reflects on their inappropriate choice and sets goals)
- Time Out (this may involve withdrawal from the space where the problem occurred to a quiet space, buddy class or senior teacher)
- Make up time (Remember a child must have a drink, something to eat, be able to use the toilet and be supervised.)
- Removal from a desired activity, game, trip etc
- Restricted to a certain area
- Picking up rubbish (gloves provided)
- Detention (After 4 reflections)

**4. When Behaviour in the Playground is unacceptable:**

- Duty teachers will carry a belt bag which will contain plasters, pen, first aid gloves, First Aid passes and a H.U.S.H card
- The belt bag will be kept in the office and the Office Assistant on duty will be

responsible for restocking the bag.

- The person on duty will consider the context and evaluate the seriousness of any misbehaviour. In the event of a minor problem it may be appropriate to encourage children to seek peer mediation, or indeed to sit down together (perhaps in the teacher's company) and attempt to solve it themselves.
- If deemed 'complex, severe and/or challenging' then this will almost certainly result in the child being referred to the 'Reflection Time' space (The room where a senior teacher will be in attendance for overseeing the reflection).

#### 5. Reflection/ Detention:

- A record is to be entered by the **Staff Member** in the 'Guidance and **Reflection**' Document (Google Doc) and a log made by the **leadership member** in the 'Guidance' section of our electronic database (e-tap).
- A copy of any written reflections or letters to/from home will be made and filed in a folder kept in the office.
- The **Principal** will regularly look at these names to establish the frequency of the names being presented and where the situation occurred. This information in turn may initiate further discussion or planning around solutions or strategies around improving student behaviour.
- Children receiving 4 reflection in any single term will receive an after school detention and may not be eligible to participate in special events and rewards.

#### 6. Valuing Responsible Behaviour:

The duty teacher(s) will take every opportunity to praise or note positive playground behaviour (e.g. "Come here you boys! You boys are really playing responsibly. I like the way you're using the stairs and not climbing up the slide when there is someone waiting. Give me a high five" I'm going to let all the other staff know about your responsible behaviour"

#### 7. Classroom Reward System:

- There may be a separate classroom reward system to acknowledge and encourage positive behaviour in class. This system is up to individual teachers to develop and it may vary over the year for interest. Some possible systems are listed below:
- 'Marble jar'.
- Group points for prize.
- Class economies.

#### 8. Using Physical Restraint:

Teachers may physically restrain students if the student is going to hurt themselves or others. The "NZEI Guidelines for Physical Contact with Children" will be strictly adhered to.

#### Related Documents/Links:

● Policy 5.4	● School Duty Expectations
● Reflection Sheet	● Health Consultation Statement and

	Programme
<ul style="list-style-type: none"> <li>• <a href="http://www.minedu.govt.nz/Parents.aspx">http://www.minedu.govt.nz/Parents.aspx</a> (Web Information for Parents)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Education Rules about Suspension, Stand-downs and Exclusion</a></li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">NZEI- Physical Contact with Children</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Administration Guidelines V (NAGs)</li> </ul>

### Definitions:

#### What is a stand-down?

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

[From Stand Down Advice to Parents PDF](#)

#### What is a suspension?

A suspension is the formal removal of a student from a school by the principal until the board of trustees decides the outcome at a suspension meeting. At this meeting, the board may decide to: lift the suspension without conditions, or lift the suspension with reasonable conditions imposed, or extend the suspension with reasonable conditions imposed, or exclude or expel the student.

[From Suspension advice to parents PDF](#)