



RERE SCHOOL
'Flying High'

Our Vision

Rere School will develop the whole child
enabling personal excellence.

Rere School Behaviour Management Guidelines

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Letter to Parents

Rationale Schools are required to provide a safe physical and emotional environment for students – NAG 5(i)

Our behaviour management programme is aimed at empowering children by teaching them the skills they need to manage their behaviour successfully.

At the beginning of the year the children create a class treaty which they all sign to say they will follow. There are rewards for making "GOOD" choices and clear consequences for not following the rules.

Why?

- To allow learning to take place with a minimum of disruption.
- To create an environment in which students feel safe to take risks in their learning.
- To give students specific, consistent rules and goals both learning and behavioural.
- To promote order and organisation in the classroom.
- To promote excellence by having high, but appropriate expectations.

Children with the teachers support produce a set of rules for the playground. The children are aware of the need for these rules and the consequences for not following them. If there is serious misbehaviour or repeated minor behaviours with little sign that the child is making an effort to improve, parents will be contacted.

It is really important that we work together; student—parent—school, if we are to be successful at helping the child to manage their behaviour in a positive way. School can then be a safe place for learning and fun.



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National Administration Guidelines (NAGs)

Schools are required to:

- provide a safe physical and emotional environment for students – NAG 5(i)
- comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees – NAG 5(iv).



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Rationale

Each classroom teacher will have a clear management programme which allows for the smooth running of their classroom. Teachers are to ensure that students are fully informed of the programme.

Why?

- To allow learning to take place with a minimum of disruption.
- To create an environment in which students feel safe to take risks in their learning.
- To give students specific, consistent rules and goals both learning and behavioural.
- To promote order and organisation in the classroom.
- To promote excellence by having high, but appropriate expectations.

How?

- Ensure that discipline practice is in line with the Behaviour Management Plan.
- Class rules are explained and developed with students.
- Ensure routines are established at the beginning of the year.
- Teacher's take responsibility for the children's learning and children take responsibility for their own learning and actions.
- Classroom environments are conducive to learning.



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**It is our intention at Rere School to provide a
supportive behaviour management system.**

Supporting behaviour requires a system of
positive interventions that are based on shared
values, unified and consistent expectations and
consequences, also clearly defined roles and
responsibilities.

This is a team responsibility where everyone works
together - school, whanau, and outside agencies where
necessary. Much of the support is proactive, providing
positive environments in the classroom and playground
and meeting the individual needs of students.

Early identification and intervention will be the focus.

This proactive programme is aimed at empowering
children by teaching them the skills and processes they
need to manage their behaviour successfully.



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Classroom Behaviour Management Plan

Each class will develop their own set of rules appropriate to the level of the students and the management needs of the teacher. These will become the class treaty and will be signed by every child and the teacher.

A classroom system of positive behaviour management and consequences will be established. Individual and whole class rewards for appropriate behaviour will be the focus.

Appropriate learning programmes to meet the needs of the child will be at the centre of any discussions around behaviour management.

Unacceptable behaviour—Minor /Moderate

1. Verbal / Nonverbal warning.
2. Name on board (can be earned off by making **GOOD CHOICES**).
3. Time out writing apology or class treaty.

Where others have been put at risk of physical or emotional injury, or there is persistent behaviour issues with little sign that the child is making an effort to improve;

1. An incident report will be filled out.
2. The child may be put in detention.
3. Parents will be informed by phone call.
4. Hui to determine suitable intervention programme.



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Playground Behaviour Management Plan

Children with the teachers support will be responsible for determining the rules for the playground.

These rules will be based on;

- The School values—RESPECT, HONESTY, RESPONSIBILITY, POSITIVE ATTITUDE, COMMUNICATION.
- The Habits of Mind—Managing Impulsivity, Listening with Understanding and Empathy.
- Key Competency—Relating to Others.

Rewarding positive behaviour and responding to minor / moderate incidents with positive, consistent interventions will be the focus of the whole staff. An effective discipline system will be positive and school-wide but still offer flexibility and responsibility.

Unacceptable Behaviour. Minor / Moderate;

1. Verbal warning— 🖐️ "STOP—THINK before you act"
2. Timed out (age and activity dependent)
3. Teacher discusses rules, rights and responsibilities.
"LIVE ABOVE THE LINE" - take responsibility for what happened.
4. Apology made to the person, verbal or in writing if required.

Serious misbehaviour or repeated behaviours with little sign that the child is making an effort to improve;

- Immediate removal (no discussion, no argument)
- Incident report written up by the Principal. (SMS)
- In school suspension—removal of the privilege to interact socially with ones peers. (Duration age & activity related.)
- Discussions that will help the child to think about the behaviour, the consequences and how to change.
- Parents will be called in to discuss behaviour.



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Rere School Tracking Procedure

When normal management techniques do not correct a behaviour problem a tracking procedure will be implemented.

In all cases where a child is spoken to by the Principal or a staff / community member feels it necessary to bring the behaviour to the Principal's attention, a record will be made of the incident or concern and the action taken as follow up.

If a problem is not solved the student may be withdrawn from all school and class activities. The parent may be required to stay and supervise. The student will only be allowed to return when an agreement has been reached.

Behaviour concerns will also be tracked using the Student management System, where it is deemed important that other agencies or stake holders are aware of the behaviour.

Outside agencies such as the RTLB or SES will be contacted for support to review the documented behaviour and offer ideas/ programmes to make positive change.

According to Board policy some behaviours may warrant immediate Board intervention.

- A child may be stood down / suspended until the Board of trustees decide on an appropriate outcome.
- A child may be excluded form Rere School.



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Managing Extreme Behaviour

Children with extreme behaviour difficulties can cause major problems for schools. This is especially so in small schools where there is not the infrastructure to support successful integration both in the classroom and the playground.

Individual Behaviour Plans;

A student who persistently exhibits severe behaviour and who has not responded to a class behaviour management system, requires an Individual Behaviour Plan for long term behaviour change.

These are to be written in consultation with the team working with the child including parents, caregivers, families, teachers and behavioural specialists.

Safety Plans;

This is also an individual plan but is for responding to incidents of extreme behaviour. Safety plans ensure that everyone, including the student, knows what will happen if incidents occur. The Principal in consultation with behavioural specialists will follow Ministry of Education policy guidelines with the development of these plans.



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Examples of Unacceptable Behaviours

Minor	Moderate	Serious
Stopping Others from Learning.		
Talking while the teacher is. Talking during "quiet" time. Not following Instructions. Making a repeated "noise" Verbally arguing with another child Interfering with another child's learning tools. Not owning up to own behaviour. Bullying.	Deliberately making a noise to disrupt others. Putting down others ideas. Annoying, poking, hitting	Repeated and deliberate defiance of the class treaty. Deliberate putting down of others abilities
	Putting Others at risk of Emotional or Physical Injury.	
	Rough play _____ Purposefully making others angry Negative- aggressive body language Saying mean things Bullying	Physical assault Verbal harassment Victimization Vandalism Sexual harassment Deliberately causing physical harm Bullying includes Cyber
Other		
Swearing. Talking back to staff Not following bus rules. Walking around while eating. Not in shade without hat.	Stealing Out of bounds Lying Defiance Swearing at another child or staff Breaking things.	Being unsafe on the bus, putting myself and others at risk



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Bullying—The No Blame Approach

1. Interview the target and find out how they feel about school. Note: you are not trying to find out the truth about one incident but you may want to find out about how the individual is feeling in general.
2. Get the target to write a poem or story about how they are feeling or draw a picture to show how they feel.
3. Convene a meeting to include all those involved, include peers and friends of the target. About 6-8 children.

DO NOT INCLUDE THE TARGET.

4. Start by explaining that you have a problem and would like them to help solve it. Explain what the target is feeling and show drawing or read story or poem to the group.
5. Explain that no one is going to get into trouble, be punished or blamed.
6. Ask what we can do to solve the problem.
7. Leave it up to them and praise all ideas.
8. Meet again with the group individually and ask how things are going.

The main idea is to keep the target safe.

Watch for body language in the classroom and playground when you are gathering evidence.

Stop asking the target to change in order to stop the bullying

Do not punish

- ineffective agent for change
- Puts the target at increased risk of revenge attacks
- Teach Empathy.



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Bullying

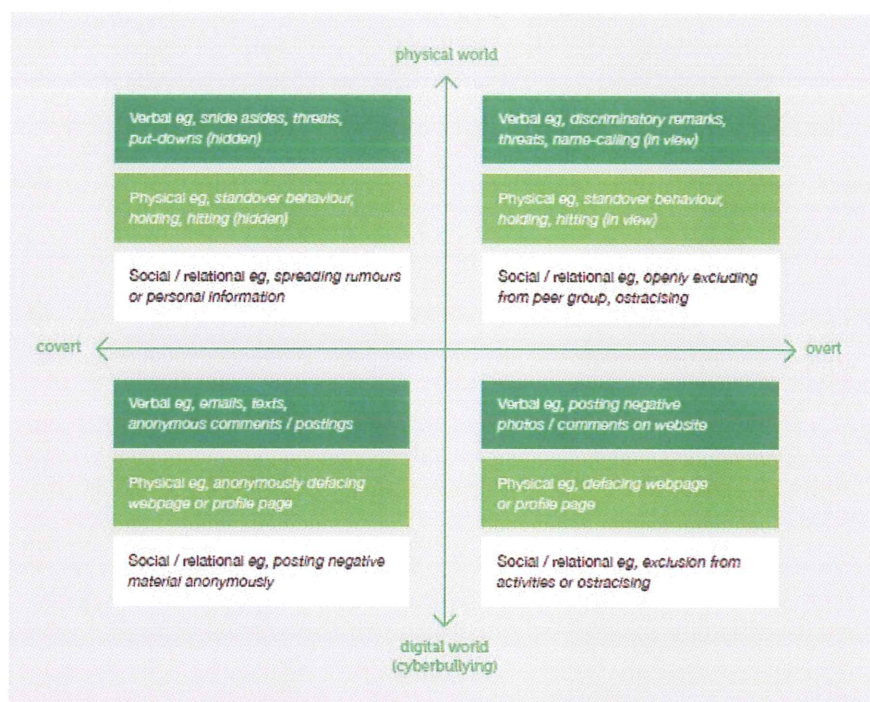
We are committed to taking a stand against bullying in our school. Bullying behaviour harms children and young people and contributes to a range of poor educational life outcomes.

Bullying is one particular form of aggressive behaviour. It can be covert or overt in nature. Most widely accepted definitions of bullying behaviour are based around four characteristics.

- ♦ Bullying is deliberate
- ♦ Involves power imbalance
- ♦ Has an element of repetition
- ♦ Is harmful

Building a school culture where bullying has no place involves modelling and fostering healthy social interactions. It is important that we focus on learning rather than punishment when addressing bullying behaviour.

Figure 1. Types of bullying





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Parents, family, whānau and community.

Bullying incidents need to be managed and responded to whenever they occur. If bullying is affecting a student negatively, family, whānau, and schools need to be informed so the bullying can be effectively addressed.

Quick Reference Guide

Note: Mild incidents of bullying behaviour can be appropriately responded to by students themselves, or by classroom or duty teachers. This quick reference guide is intended to be used with the Bullying Assessment Matrix – partly for incidents that require a higher level of response. It focuses on actions schools may need to take over and above attending to the immediate needs of students and implementing their relevant policies and processes to respond to bullying incidents and ensure safety of students are adequately supported.

1. Organisation/service: _____
Name: _____
Phone: _____

2. Organisation/service: _____
Name: _____
Phone: _____

3. Organisation/service: _____
Name: _____
Phone: _____

4. Organisation/service: _____
Name: _____
Phone: _____



Students

1. BEHAVIOUR MANAGEMENT

Rere School Behaviour Management Program for Successful Students

Schools are required to:

- provide a safe physical and emotional environment for students.
- comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.
- It is our intention at Rere School to provide a supportive behaviour management system.
- Supporting behaviour requires a system of positive interventions that is based on shared values, unified and consistent expectations and consequences, also clearly defined roles and responsibilities.
- This is a team responsibility where everyone works together - school, whanau, and outside agencies where necessary. Much of the support is proactive, providing positive environments in the classroom and playground and meeting the individual needs of students.
- Early identification and intervention will be the focus.

For more information please see the Rere School Behaviour Management Guidelines document.

This proactive programme is aimed at empowering children by teaching them the skills and processes they need to manage their behaviour successfully. In order to maintain a safe, happy and happening learning environment we must consider and include these facets into our Behaviour Management Programme. It will be a focus to maintain positive relationships between Student, School and Community.



a. Classroom Behaviour Management Plan

- Each class will develop their own set of rules appropriate to the level of the students and the management needs of the teacher. These will become the class treaty and will be signed by every child and the teacher.
- A classroom system of positive behaviour management and consequences will be established.
- Individual and whole class rewards for appropriate behaviour will be the focus.
- Appropriate learning programmes to meet the needs of the child will be at the centre of any discussions around behaviour management.

Unacceptable behaviour—Minor /Moderate

- Verbal warning.
- Name on board (can be earned off by making GOOD CHOICES).
- Time out writing apology or class treaty.

Where others have been put at risk of physical or emotional injury, or there is persistent Minor/Moderate behaviour issues with little sign that the child is making an effort to improve;

- An incident report will be filled out.
- The child may be put in detention.
- Parents will be informed by phone call.
- Hui to determine suitable intervention programme.

b. Playground Behaviour Management Plan

Children with the teachers support will be responsible for determining the rules for the playground. These rules will be based on;

- Showing respect for others, self and the environment.
- Keeping themselves and others safe.
- Looking after their and school equipment.
- Rewarding positive behaviour and responding to minor / moderate incidents with positive, consistent interventions will be the focus of the whole staff.
- An effective discipline system will be positive and school-wide but still offer flexibility and responsibility.



Unacceptable Behaviour. Minor / Moderate;

- Verbal warning.
- Timed out (age and activity dependent).
- Teacher discusses rules, rights and responsibilities.
- Apology made to the person, verbal or in writing.

Serious misbehaviour or repeated lesser behaviours with little sign that the child is making an effort to improve;

- Immediate removal (no discussion, no argument).
- Child escorted to the Principal by duty teacher.
- Incident report written up by the Principal. (SMS)
- School detention (supervised time out)—removal of the privilege to interact socially with one's peers. (Duration age & activity related.)
- Child completes a Responsible Thinking plan with staff support.
- Design a poster of strategies to help avoid similar behaviour.
- Parents will be called in to discuss behaviour.



- Positive Learning Environments
- Classes will be stimulating and offer a wide range of experiences to enrich learning.
- All staff will have:
 - i. On-going staff development to ensure they have the knowledge and skills to deal with student behaviour in progressive ways.
 - ii. A consistent set of expectations.
 - iii. A shared understanding for dealing with problem and positive behaviour.
 - iv. Use conflict and resolution skills as well a consequence matrix to consistently manage school behaviour.
 - v. Regular review and individual input into the behaviour management guidelines so that there is acceptance by all of the philosophies behind the programme.
- Whole school activities will provide students with the common goal to meet behavioural expectations.
 - i. Termly we will endeavour to reward all students with a Mystery Friday. If a student has had none or one visit to office for time out they will be able to participate in Mystery Friday, an event that rewards worthy behaviour.
 - ii. This reward will be decided upon by the staff and pre organised with relevant permissions sought as for EOTC. It may require funding from the parents and or school.
 - iii. Those children who were unable to meet the criteria will be expected to continue with a regular day of teaching and learning in the classroom.



- School-Family-Links

Parent relationships

- The school looks to support the learning and behaviour of all learners.
- We will endeavour to communicate concisely and clearly with parents on issues relating to their children.
- In our school there are no students to blame only students who need support on either side of an argument or disagreement.

Community Services Hook up

- The School will maintain and provide support for students through the utilisation of outside Services in the event of intervention.
- The priority for these services will always be the students welfare above all else.
- These services will also ensure that students are supported by the correct agencies that will offer advice to the Student, School or Parents.



- Duty Teacher Duties

Actively monitor student behaviour.

- Verbally reward positive behaviour.
- Look for positive behaviour over inappropriate behaviour.
- Always pass on any relevant playground information to the next duty teacher so they know of any situations that need to be monitored.
- Make sure you can be seen by students.
- Keep an eye out for out of bounds or suspicious activity.
- Approach visitors or parents who come onto school grounds and enquire why they are there or assist them.
- Be aware of the expectation of behaviour documents and use conflict, resolution charts.
- Monitor behaviour from afar.
- Be proactive if you can see where a situation might develop.
 - Make eye contact.
 - State what it is they are doing.
 - "I don't like the way you are behaving."
 - "What could you do that wouldn't"
 - If the situation involves more than one student ensure that all students have an opportunity to speak to their point of view.



• Examples of Unacceptable Behaviours

Examples of Unacceptable Behaviours		
Minor	Moderate	Serious
Stopping Others from Learning.		
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	Putting Others at risk of Emotional or Physical Injury.	
	Rough play. Bullying. Purposefully encouraging others to become angry. Negative- aggressive body language. Saying mean things. Bullying	Physical assault. Verbal harassment. Victimization. Vandalism. Sexual harassment. Deliberately causing physical harm. Bullying includes cyber
Other		
Swearing. Talking back to staff. Not following bus rules. Walking around while eating. Not in shade without hat.	Stealing Out of bounds. Lying. Defiance. Swearing at another child or teacher. → Breaking things. →	Being unsafe on the bus. Putting myself and others at risk.



- Procedure for Physical Violence in the Playground

- Assess the situation. Staff to determine their own safety first. Send another student for back up if necessary.
- Remove the audience.
- As soon as is possible withdraw the student/s from the playground and take them to the Principals Office.
- Principal collects information from all students involved regarding the situation and a course of action will be determined based on the Behaviour Management Guidelines in place.
- In all incidents, parents of the students involved will be informed by the Principal and a time sought for discussion about the situation and suitable outcomes to rectify.
 - In the case of a student that has had their dignity violated they will be able to speak with their parents about the situation and then with the Principal. Depending upon the situation, a time of apology will be made and through a supportive environment they will be able to say how they feel to the student concerned. The offending student will then be able to respond.

- Physical and Mental Abuse and Bullying - Includes bullying between adults in the school and students. Cyber and phone bullying is also included in the definition of bullying.(see Bullying Policy)
- Students are withdrawn from the playground by duty officer and taken to Principals Office.
- Principal collects information from both students regarding the situation and an appointment is made with both sets of parents. The behaviour will be discussed with the child and parent.
- With the parents, attempt to identify the cause of the behaviour. Pinpoint student needs being revealed. Employ specific methods, procedures, and techniques at school and at home for getting the child to modify or change his/her behaviour.
- Outline what victims should do, how staff should respond, parents respond, bystanders respond in the future to prevent reoccurrences in the playground.
- Regular follow up by the Principal or classroom teacher where appropriate.
- Review with students and staff relevant classroom programmes including how to support victims and bullies.
- Continuation of the undesired behaviour will be dealt with as per the Behaviour Management Guidelines.

