



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, whānau, 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. Will be dealt with as per the classroom behaviour management plan established in collaboration with the students at the beginning of the year.

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 will be put in time out so that they are removed from the situation.
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, RESILIENCE, CONFIDENCE, SELF-MANAGEMENT, MANAAKITANGA.
- 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. Determine how they can fix the situation going forward.

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.
- 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 from 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."

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.

Verbally arguing with another child.
Interfering with another child's learning tools.
Not owning up to own behaviour.
Bullying.

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

