



BEHAVIOUR MANAGEMENT and ANTI-BULLYING PROCEDURE

GUIDELINES

The school believes in a positive and redemptive approach to discipline.

We have rules to protect children and property and to ensure that children's behaviour is of an acceptable standard so that our environment can be a pleasant and secure place for all.

Inappropriate behaviour is managed in the following ways:

Classroom

The teacher responds in the context of the classroom setting and established routines. This may include:

- discussion with child
- time out (not isolated)
- behaviour book

Continued inappropriate behaviour or serious misconduct will result in the teacher, DP or Principal being involved and may result in:

- parent meeting
- IEP
- behaviour contract
- stand down
- withdrawal

Playground

The teacher responds in the context of the playground setting. This may include:

- discussion with child
- time out
- diversion
- appropriate consequence

Continued inappropriate behaviour or serious misconduct will result in the teacher or Principal being involved and may result in:

- parent meeting
- IEP
- behaviour contract
- stand down
- withdrawal

Documentation

The classroom teacher records continued or **serious misconduct**, including appropriate action taken in the School Management System (eTAP).

Any major incidents concerning behaviour will be recorded.

SPECIFIC BEHAVIOUR MANAGEMENT GUIDELINES

- Care for others and show them respect
- We use appropriate language
- We look after our school equipment and environment
- We respect the property of others
- We follow directions the first time they are given.

To encourage children to follow the rules in the playground, teachers reward appropriate behaviour with praise.

Children who have followed the class rules consistently during the day may be further rewarded by a visit to the Deputy Principal or Principal.

The Principal is to be kept informed of any concerns staff may have regarding children's behaviour.

CONFISCATION OF STUDENT PROPERTY

Teachers may confiscate items from pupils, temporarily, if they consider this appropriate. The item must be available for the child to take home at the end of the day, unless the item is dangerous, or inappropriate for the pupil to have. If necessary, the parents will be asked to collect such an item from the office. Teachers are responsible for the safekeeping of confiscated items.

Refer also to procedure : ***5.20 Surrender and Retention of Property and Searches***

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ANTI-BULLYING

To provide a comprehensive, universally understood definition of bullying behaviour and to outline strategies for all members of the school community to combat social, emotional, and physical and all other forms of intimidation.

DEFINITION

Bullying usually has these common features:

- It is deliberate
- It is repeated over a period of time.
- It is difficult for those being bullied to defend themselves
- It is difficult for those who bully to learn new social behaviours

There are several types of bullying:

Physical - punching, kicking, slapping, intimidation, fighting, tripping and pushing

Verbal - mocking, hurtful texts or email, swearing or abusing words, writing notes spreading rumours or laughing at someone.

Blackmail / Making Threats - making people buy you things, forcing people to give you things, saying you won't be their friend if they don't do as you ask.

Gesturing - giving people the fingers, poking out tongue, glaring at people and rolling you eyes.

Exclusion - leaving people out of games, snobbing and alienation

Relational bullying - forming coalitions against someone, persuading people to exclude someone.

These may occur within various contexts, including:

- (i) Racist bullying
- (ii) Bullying of students with special needs
- (iii) Homophobic bullying
- (iv) Transgender bullying
- (v) Sexual harassment

GUIDELINES

General:

- All members of the school community have responsibility to recognise bullying and to take action when they see it happening.
- Adults in the school will provide positive role models in their teaching and interaction with children.
- Issues of concern raised by staff, students or parents will be monitored and investigated.
- Emphasis will be put on positive approaches that address the behaviour rather than the person, and to enable children to understand clearly how they need to improve and help them do so. Reasonable attempts will be made to assist identified bullies to change their behaviour.
- Give positive acknowledgement of appropriate behaviours.
- Create a supportive environment so that children will feel secure enough to report incidents of bullying.

Specific Guidelines:

- The Kia Kaha programme will be run at all levels of the school when there is a need for it.
- All staff should treat any report of bullying seriously and take action. Staff will regularly discuss the issue and review strategies and remedial approaches.
- Staff should first listen to the student or students, and make enquiries as may be necessary to clarify exactly what has happened.
- The students should be assured that they have acted correctly in reporting the bullying.
- The staff member should make a written summary of the incident in the School Management System (eTAP).
- The Principal/AP should be made aware of each incident that occurs.
- The emphasis must be on changing the behaviour of the bullying student(s), while providing support for the student who has been bullied.
- The staff member should attempt to give advice on how to deal with any repeat incidents before the intimidation can be dealt with.
- Follow-up should be discussed with the student who has been bullied. It is important that the staff member checks a week or so later with both the student and the Principal/AP.
- An effort should be made to contact the parents of all involved students if deemed serious enough.

Responsibilities and actions:

- The school community will actively discourage and personally abstain from bullying.
- The school will follow up on reports of bullying and assess the seriousness and severity of incidents. This could include a teacher and/or Principal meeting; support agencies (e.g. RTLB, GSE, the school chaplain); imposing of sanctions; interviews with parents and in more serious cases further action will be considered.
- A whole school approach is needed that also involves the school community.
- Prevention and intervention strategies will be used.
- Adopt a zero tolerance attitude to violence and bullying.
- Respond immediately to complaints.

Creating an inclusive culture will depend on the performance in the following areas:

- Acknowledge and identify bullying of all variations –
 - (i) Racist bullying
 - (ii) Bullying of students with special needs
 - (iii) Homophobic bullying
 - (iv) Transgender bullying
 - (v) Sexual harassment
- Train staff in identifying bullying and resolving problems.
- Promote a positive school environment.
- Help students to understand who they can speak to when they need help in this regard, staff and peers.

- Provide students with information on how to deal with the problem.
- Do not make assumptions that everything will always be fine for everybody.
- Celebrate successes.
- Ongoing commitment to achieve the goal in the classroom and whole school environment is needed. The school needs to be seen as a caring community. This will be reflected in our Special Character and values and be integrated with the New Zealand Curriculum.

CREATING A POSITIVE LEARNING ENVIRONMENT

A positive school tone is essential to creating an environment in which learning can occur.

It is essential to provide an atmosphere in which children feel safe, secure and happy, and have maximum opportunities to learn.

The classroom teacher has the prime responsibility for attending to **student wellbeing**, managing, counselling and disciplining the children in their care in accordance with school guidelines. When the classroom teacher needs support with behaviour management, the Deputy Principal will assist and support in more difficult circumstances. When these steps have not rectified the situation the DP/Principal needs to be fully briefed and becomes involved in resolving the matter.

A need to create a positive environment by:

- Assisting children to exhibit suitable forms of behaviour by providing positive reinforcement (rewards) at an appropriate time.
- Establishing a system for the effective management of disruptive students who manifest unacceptable behaviours within the school environment.
- Encourage students to take responsibility for their own behaviour.
- Providing an environment in which learning can thrive.

Essentials of a Positive Learning Environment:

- (i) Positive reinforcement both in class and in the playground are the core of the behaviour management system.
- (ii) Good behaviour management is underpinned by stimulating and interesting classroom programmes.

3. The non-confrontational approach is the preferred style in dealing with students and their behaviour management.

4. A behaviour management system based on assertive discipline principles will operate in both the classroom and in the playground.

5. Rules and consequences are to be displayed in the classrooms. Consistency is the key to the success of this system. Unacceptable behaviours e.g. pushing, hitting, swearing, teasing, bullying, fighting will not be ignored.

6. Students will be encouraged to take responsibility for their own behaviours. Accepting the consequences of misbehaviour should be seen as a choice.

7. If a child was causing concern to such an extent that other children were in danger or a harmful example is being set, removal from school within the Ministry of Education guidelines for stand downs and suspensions will be considered by the Principal.

CONCLUSION

- The school's quality atmosphere may not be broken by any teacher, parent or child's personal whim.
- All discipline matters must be reported to the DP/ Principal if of a semi- serious or serious matter.
- As children have the rights to grow by making mistakes children's misdemeanors are to be corrected, forgiven and forgotten.
- No child's misdemeanors are to be discussed in front of other parents, visitors or children.
- A child who may endanger themselves or others may be physically restrained in accordance with the Physical Restraint procedure (5.22).

Review Responsibility: *Principal & Teachers*

Date Confirmed: 12 May 2021

Principal: *Karla Mitchell*