

# Victoria Avenue School Behaviour Plan/Guidelines

*To be used in conjunction with School Policy*

## **People's Rights and Responsibilities**

- All members of the Victoria Avenue School community have the right to be safe and secure in their learning environment while accessing quality learning
- All members of the Victoria Avenue community have the responsibility to ensure they respect the rights of others in the school community

## **Encouraging Appropriate Behaviour**

At Victoria Avenue School we aim to encourage positive behaviours, that align to our school values, and are proactive about preventing challenging behaviours. We recognise that “one of the most important factors that contributes to children or young people becoming motivated and successful learners is the quality of the relationship with their teacher” (MOE, 2014).

### **Examples of strategies used to teach positive behaviour**

- Promoting on-task behaviour through a range of class reward systems
- Establishing a universally understood signal for children to give the teacher their full attention
- Listing in advance reminders of expected behaviours
- Moving closer to children and young people whose behaviour you are concerned about
- Moving throughout the room as a ‘roving reinforcer’ of behaviour
- Co-constructing a set of values or a code of rights with children and young people and deciding on ways to recognise when they engage in behaviours that show these values
- Providing discussion time for children and young people to talk about their experiences of school life and suggest strategies for areas they consider need improving
- Developing and reinforcing strategies with students to address social conflict
- Restorative conversations

# **Management of Inappropriate Behaviour**

## **Responding to an Incident**

### **Immediate Response**

- Stay calm, give direction and give the child the chance to move out of the situation or away from other children, with dignity
- Support the child to calm themselves
- Seek assistance from another staff member, if you think it will help rather than aggravate the child more
- Help the child or young person to do the right thing - What is it you want them to do instead of what they're doing now?
- Calmly tell the child or young person what you want them to do, giving them a choice and allowing them to make that choice - NB - Use their name in the instruction

### **Give them four chances:**

- tell them what you want them to do
- tell them and show them what you want them to do and use their name
- tell them what you want them to do and what will happen if they don't comply
- provide an incentive to comply

### **Follow Up Restorative Conversation**

Once an incident has been investigated and the child has admitted fault the teacher is to have a restorative conversation with the wrongdoer in order to repair the harm to relationships and respecting the dignity of individuals involved.

- What happened?
- Who do you think has been affected?
- What do you need to put this right?
- How can we make sure this doesn't happen again?

### **Recording of Incidences**

All behaviour incidences must be recorded in either....

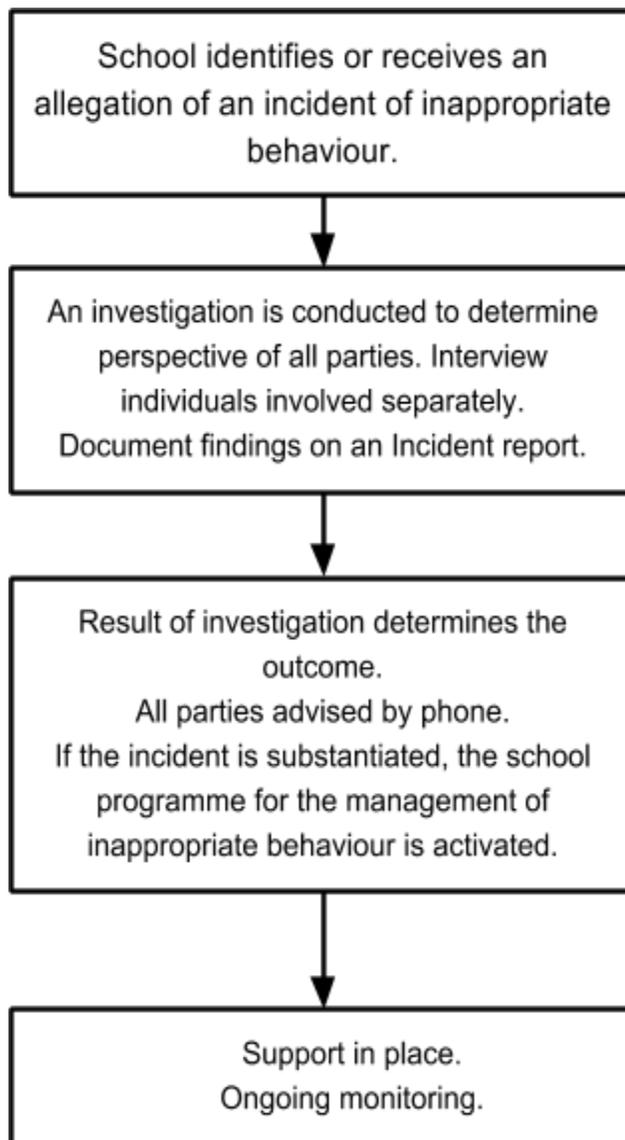
- The syndicate behaviour book held by the Senior Teacher
- An ABC for children on Behaviour Plans
- An incident report for more Stage 2 and Stage 3 behaviours

The following table indicates a progression of identified inappropriate behaviours and proposed actions.

	<b>Minor Incidences</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>
Who?	<b>Duty Teacher Classroom Teacher</b>	<b>Classroom Teacher Team Leader</b>	<b>Assistant Principal Deputy Principal</b>	<b>Principal</b>
What?	Out of bounds Kicking balls in inappropriate areas Unfair play Disrupting the learning of others Non compliance	High frequency occurrence of minor problems Swearing Intimidation/Threats Answering back Spitting Defiance Minor physical contact	Reoccurrence of Stage 1 incident Fighting Vandalism Physical Violence Bullying Stealing Prohibited substances Dangerous weapons	Reoccurrence of, or extreme, Stage 2 incident
Response	Deal with it – Limit setting Direct child/children to appropriate actions Record incident if necessary Move on	Immediate walk with duty teacher or sit with class teacher Restorative conversation with classroom teacher <u>or</u> while walking with duty teacher Name to be recorded by Team Leader for further follow up if required Class teacher is informed	Instant removal from playground/classroom to Senior Management Incident report completed <b>Parent informed by phone</b> Appropriate restorative consequence put in place Class teacher is informed	Instant removal from playground/classroom to Senior Management Incident report completed <b>Parent informed by phone</b> Class teacher is informed Behaviour Recovery Programme and/or withdrawal put in place

# Process For Investigating a Behaviour Incident

Stages 2 & 3



## **Behaviour Recovery Programme**

When incidences of severe behaviour occur a meeting between the student, family, teacher and Senior Management is arranged to develop ways to address the behaviour. This may involve setting up a behaviour plan which would include regular dialogue, reporting, monitoring systems and reinforcement schedules. Should the behaviour not improve sufficiently, a referral may be made to an external agency. It is possible that should the behaviour not improve, then the student may be excluded from class trips and/or special events. This decision will be made by Principal in conjunction with the family.

## **Withdrawal System**

If no progress occurs as a result of restorative practices or a behaviour plan the student will move to the withdrawal stage. This is the last step before stand down or suspension and will be reserved for extreme behaviour that has not responded to interventions. In the most serious cases of vandalism, physical violence, bullying, fighting or threats of physical violence a student may be fast-tracked to the withdrawal stage.

## **Not Recommended Responses**

**Ignoring** - This can be appropriate with minor misbehaviour and as a planned response but not with extreme behaviour. It sends a confusing message about what is and is not acceptable. It could also lead to deterioration in behaviour.

**Reasoning** - In a highly emotional state, children and young people are often unable to reason and understand situations. The time for this will come later when they have calmed down.

**Reprimands** - Because a child or young person is emotional and less rational they are unlikely to respond positively to lectures, reprimands, or arguments.

**Punishing** - Meaningless punishments such as keeping students in after the bell or writing out lines contradicts our restorative approach to behaviour management.

**Sarcasm and public humiliation** - The child or young person will feel they have nothing left to lose and their behaviour might escalate. It is also likely that they and the other children will learn these techniques and use them on more vulnerable children. This response is also a breach of the requirement for schools to provide emotionally and physically safe environments for all children and young people.

**Sending out of the room** - Removing a child or young person from the room is only appropriate in situations of extreme violence (damaging property or hurting others) to ensure the safety of others. If necessary remove the rest of the class.

**Threatening to inform parents/caregivers** - It is appropriate to inform and involve parents, families and whānau when you're working as a team to come up with solutions, not as a threat to behave.

**Restraint** - If you need to use restraint because people are being hurt, follow the Behaviour Plan for that child or young person. Ensure parents and whānau know of and have had input into the Safety Plan. Avoid using restraint if there is any doubt about the teacher's physical ability to safely restrain the child or young person. If in doubt, make the environment safe and seek help. Restraint must conform to school and national policy.

**Informal suspension** - Informal suspension is sending a child or young person home during school time without following the suspension regulations. This deprives the child or young person of their rights to an education and is illegal under the Education Act 1989.

# Bullying

## Victoria Avenue School

Victoria Avenue School implements a “zero” tolerance to bullying at Victoria Avenue School, both in and outside of the school grounds.

Bullying behaviour is identified by the following five common features:

- It is a deliberate, hurtful behaviour
- it is often repeated over a period of time
- it is difficult for those being bullied to defend themselves
- it is often difficult for those who bully to learn new social behaviours
- the person who bullies has, and exercises power inappropriately over the victim

We acknowledge there are three main types of bullying:

- **physical** – hitting, kicking and taking belongings
- **verbal** – name calling, insulting, racist remarks
- **indirect/emotional** – spreading nasty stories, excluding from groups

*(Stop Bullying! Guidelines for Schools – 2009)*

All incidences of possible bullying are investigated, responded to in accordance with our School Behaviour Plan, recorded and monitored.

### Internet and Text Bullying

Although the culture at Victoria Avenue School does not foster the use of cell phones nor text messaging, we recognise that in future text or Internet bullying may become an issue. Incidents of internet or text bullying will be managed by the school in the same manner as other types of bullying. Education programmes around digital citizenship are encouraged to promote positive use of the Internet. In order to eliminate the possible use of inappropriate material, which may in turn be used by potential bullies, Victoria Avenue School Primary utilises filtering through Network for Learning.