

NORTHLAND SCHOOL

Health and Safety Procedures Behaviour Management



Northland School's Qualities programme and Charter of Student Rights and Responsibilities guide the school's behaviour management procedures. Programmes that support positive student behaviour and aim to eliminate negative behaviour (including bullying) will be incorporated into the classroom programmes at the appropriate levels, eg:

- Qualities programme
- Kia Kaha
- Keeping Ourselves Safe
- Sexuality Road
- RTLB Social Skills programmes

Procedures are in place to provide an environment where:

- students can feel safe and secure in the school environment
- the freedom to teach and learn within the school is not compromised by inappropriate behaviour
- behavioural expectations are clearly established and understood by teachers, parents and students
- students are encouraged to recognise and display appropriate, positive behaviour
- students will take responsibility for their actions
- staff acknowledge noteworthy, positive behaviour

The Qualities Programme

Using the language of the Qualities programme to acknowledge appropriate behaviour enhances positive reinforcement. The language of the Qualities programme can also be used to redirect inappropriate student behaviour.

The Charter of Student Rights and Responsibilities

The Charter of Student Rights and Responsibilities will be clearly displayed throughout the school and in school publications. At the beginning of each year teaching staff will discuss with students the Charter to ensure that it is understood.

Repeated Incidences of Inappropriate Behaviour

Staff will keep a digital record of incidents where inappropriate student behaviour has been repeated or there is cause for concern. This report will note date, time, incident and follow up. Staff are review notes on a termly basis to identify trends and patterns.

Physical Restraint of Children

If there appears to be a risk of harm to children or staff and the situation cannot be controlled in any other way, the child may be physically restrained as appropriately as possible and other staff assistance shall be sought. For further guidance refer to the “NZEI Guidelines for Physical Contact With Children” (see attachment).

Stand-down, Suspension and Exclusion

There are formal mandatory requirements for the process of suspension that must be followed if the student’s behaviour is serious enough to warrant this action being taken. Refer Education Act 1989 and Education (Stand-down, Suspension, Exclusion and Expulsion) Rules 1999 and the 2003 Handbook for Boards of Trustees.

Refer to the Northland School *Procedures for Stand-down, Suspension and Exclusion* for further details.

Bullying

Bullying, in any form, is not acceptable. Staff will be pro-active in seeking to eliminate this behaviour and be reactive in response to any incidents of bullying. All members of the school community have a responsibility to recognise bullying and to take action when they are advised of bullying occurring.

Refer to the Northland School *Procedures for Dealing with Reported Incidents of Bullying* for further details.

Corporal Punishment

Corporal punishment is unacceptable and unlawful.

Suggested Behaviour Management Strategies

Recognition of Appropriate Behaviour

It is extremely effective for appropriate and desired behaviours to be publicly recognised and acknowledged, especially using the language of the Qualities programme and the Charter of Student Rights and Responsibilities.

Ignore the Behaviour

There is a place for ignoring some inappropriate behaviour that is neither too disruptive to others’ learning or well-being nor worthy of comment. This has the additional benefit of lessening the negative attention that the child receives.

Brief attention to the Behaviour

Either by look, personal connection (e.g. touch on the shoulder), mention of their name or brief pertinent comment. This can be affected without disturbing the teaching and learning activities of the class as a whole.

Communication

Discussing the behaviour, with the student using clear links to the Charter of Student Rights and Responsibilities and the Qualities programme (outside the hearing and sight of the other students whenever possible). The discussion focuses on the behaviour not the person. Emphasis is on personal responsibility and the effect on their and others' learning.

Consequences

Some actions result in consequences for the student in order to reinforce the personal responsibility we all have for our own actions. The consequences should be relevant to the behaviour and appropriate to the age of the child. Consequences should be of value to the team or school.

Time Out

"Time Out" is used for instances of student behaviour that is offensive or that endangers themselves or others. All students are to be aware that when a staff member tells a student "Time Out" no further discussion is necessary. "Time Out" is up to 10 minutes for Years 1 – 4 students and up to 20 minutes for those in Years 5 – 8. The staff member who puts a student into "Time Out" is responsible for releasing the student. A record will be kept of those students in "Time Out" to identify trends and patterns of behaviour.

Out Of Class

If a student is hindering teaching and learning activities they may be asked to work in another classroom, away from their peers, and under the supervision of another teacher.

Referral to Senior Management Team

Teachers may send students to the Principal or Associate Principals when they feel the inappropriate behaviour warrants this attention or when they have made every effort to reconcile a situation themselves without success. The Principal or Associate Principals may follow any of the responses above or may have the student work at the office either until unfinished work is completed or until the student is able to return to the class.

Keeping In

Students may be kept in at morning tea or lunchtime to make up time lost, to complete work or re-do work that is not up to standard. They may be kept in for up to 10 minutes (morning tea) or 30 minutes (lunchtime) and will be supervised by the class teacher. Teachers and parents may agree to send the work home instead.

Parent Contact

Parents will be informed if inappropriate behaviour is serious or repetitive. Contact will be made following discussion with Team Leaders and the Principal or Associate Principals.



Charter of Student Rights and Responsibilities

I have the right to	I have the responsibility to
be included and respected	include and respect others
feel safe at school	be caring and thoughtful towards others to keep them safe
use school facilities and equipment	care for and share school facilities and equipment
work and play in a clean and healthy environment	care for and respect the environment
learn to the best of my abilities	take part to the best of my abilities and allow others to do the same
be treated fairly	treat others fairly
be trusted	show trustworthiness by behaving appropriately
be heard	listen
communicate openly	communicate honestly and appropriately
belong to the school community	work co-operatively with all members of the school community

> GUIDELINES : PHYSICAL CONTACT WITH CHILDREN

All contact should be positive and affirming

Teachers and support staff work in a rewarding, yet challenging, environment. As NZEI members, they accept a commitment to recognise and respect the dignity and rights of the child. They have to be mindful of societal expectations, yet personally involved with individual children. To meet these expectations, teachers (including principals, supervisors, managers) and support staff will have to come into physical contact with children. This is acceptable when carried out in a professional and responsible manner that is age appropriate.

The interactions between all staff and children are important for building caring, inclusive, and cohesive learning communities. Teachers or support staff who withdraw from physical contact of a caring nature and are guarded in their interactions with children may not be acting as positive role models.

Any intentional contact that would constitute child physical and/or sexual abuse, or be potentially harmful to the wellbeing of the individual is inappropriate.

The following are examples of contact that may be professionally appropriate:

- Emotional support, including hugging or placing a supportive arm across a child's shoulders, but only when and where needed. This is especially important in an early childhood setting or with young children when reassurance is required;
- Patting a child on the back or shoulder in a congratulatory manner when praise is due;
- Where custom and practice within cultural observances dictates appropriate physical contact;
- During the delivery of a lesson which necessitates demonstration using appropriate contact;
- Helping with toileting as appropriate;
- Personal assistance with special requirements including lifting, transferring or administering medication;
- Accident or medical emergency situations.

There will be times when, due to extraordinary circumstances, more physical contact and intervention is required. In these situations teachers and support staff may be required to act quickly and decisively to restrain children or remove them from danger.

Building a positive and caring learning environment will involve some physical contact with children. NZEI encourages all schools and centres to discuss situations where physical contact might occur, and to develop procedures and guidelines outlining acceptable boundaries for differing circumstances.

The guidelines

These guidelines cover all members of NZEI Te Riu Roa. Members are encouraged to use common sense in all areas of their interaction with children and be mindful of situations that may expose themselves to unnecessary risk. Ways that this risk can be minimised include:

- Clear school/centre policies on professional conduct and safe practice;
- Ensuring that, whenever possible, the member has another child or adult present;
- Open and frank communication and discussion within the wider school/centre community about what professional conduct and safe practice is appropriate.

Worksite policies around physical contact

When formulating policies and developing safe professional practice, it is important to recognise the various cultural traditions, values and the expectations of different teaching contexts (e.g. early childhood, special education) regarding contact, and to ensure all groups are consulted appropriately.

Such policies should be the subject of ongoing professional development for all employees, be reviewed regularly and should include at least the following:

- Practices which prevent members from being vulnerable to allegations;
- Member awareness and training in the management and prevention of child abuse;
- Visibility in the workplace which protects both members and children;
- The recording and reporting of incidents.

Support for members

Members should be supported by both these guidelines and clear workplace policies on safe professional practice. Members can support one another by discussing, knowing and implementing such guidelines and policies.

Members have access to NZEI Te Riu Roa Field Staff and Member Support Personnel who can assist with professional development and advice.

Employers have a responsibility to provide ongoing professional development which supports safe professional practice and prevention of abuse.