

TAPANUI SCHOOL

BEHAVIOUR MANAGEMENT PROCEDURES



"Together we learn and grow."

Purpose:

- To encourage children to take responsibility for their behaviour.
- To provide a safe environment for children to learn and play.

Tapanui School will use a positive, assertive discipline system where students are encouraged to consider the needs and feelings of others, exercise self-control and self-discipline, be honest in their dealings with others as well as learning to use non-violent, conflict-solving skills.

Students will be expected to behave in a way that reflects the school's values including Perseverance, Excellence, Equity and Respect. These values are modeled and explored with students regularly throughout the year. Classes may develop their own definitions as provided in the framework within the Tapanui School-based Curriculum.

Explanation:

- There is an emphasis on "doing the right thing" using praise, modelling and positive reinforcement.
- In the instance of inappropriate behaviour, students are given an opportunity to correct the wrong that they have done through a 'Restorative Chat' or Conference. If they do not do this then further consequences may apply.
- Teachers may record classroom incidents of inappropriate behaviour in the form of anecdotal notes.
- The duty teacher may record (Duty Bag Notebook) and deal with behaviour incidents in the playground. Teachers may use their discretion as to whether a restorative chat is enough or whether the incident needs to be referred to the DP or Principal.
- Teachers may use their discretion as to what sanctions and the level to which it is applied. This will depend on the severity of the incident. Bullying, racist or sexist behaviour will not be tolerated.
- The Principal will keep a file containing details of serious behaviour in the Office.
- Parents may be contacted by phone or by letter regarding incidents that involve their child. This may be about either positive or poor behaviour, so that positive reinforcement of acceptable behaviour can be noted and rewarded and inappropriate behaviour dealt with in partnership with the student's family.

Consequences:

Consequences for unacceptable behaviour may include the following:

- Restorative Chat or Conference to 'make it right'
- Varying degrees of timeout
- Withdrawal of a privilege or removal from a particular activity
- Restitution where damage has been caused
- A phone call to parents keeping them informed
- Extra tasks around the school

The use of force to curtail behaviour is NOT an option, except in extreme circumstances involving threat of imminent harm to either others or themselves – see below. Methods such as: providing options for the student, time or time out, talking through issues once the child is calm, or those listed above are options that are encouraged.

Use of Physical Restraint

The use of physical restraint is relatively rare in our schools and should be avoided wherever possible. There are however times when things risk getting out of control, other options have been exhausted and someone needs to step in.

[Section 139AC of the Education Act \(Update\) Amendment Act 2017](#) says that a teacher or authorised staff member can use physical restraint if they reasonably believe the safety of the student or of any

other person is at serious AND imminent risk, and the physical restraint must be reasonable and proportionate in the circumstances.

Situations where it may be appropriate include:

- Breaking up a fight
- Stopping a student from moving in with a weapon
- Stopping a student who is throwing furniture close to others who could be injured
- Preventing a student from running onto a road.

The rules have requirements for schools to notify, monitor and report on the use of physical restraint. You must notify the Principal who will notify the Board and the Ministry.

Schools need to use this [Incident of Physical Restraint form](#)[DOCX, 53KB] if they have an incident of physical restraint at their school. The completed form should be sent to physical.restraint@education.govt.nz. You can also email any queries about the rules to the same address.

Investigating

In situations where it becomes necessary to investigate a situation or incident the following steps are designed to provide some guidelines for Staff:

- To avoid the possibility of co-constructing stories remove those involved to separate places
- Interview students one at a time
- Keep an open door, be visible or have another adult present when interviewing
- Keep a record (document) each child's account
- If considering conducting a search, keep in mind provisions for search and seizure in the Surrender, Retention and Search Procedures
- Involve parents early, especially if the matter is serious
- Keep the Principal or the DP informed, or if deemed appropriate, involved
- Give yourself time to make a decision or consider what to do next – time to reflect, time to think, time to talk through with colleagues

Involving Outside Agencies

Consideration may sometimes be needed to involve helping agencies outside the school. A list of those most likely are shown here:

- CAFS – Child, Adolescent and Family Mental Health Service
- NZ Police / Police Education Officer
- RTLB Service
- Special Education – Behaviour Service / IRF (Interim Response Funding)

If an incident is to be escalated to involve an outside agency, consideration needs to be given to the effect such an escalation would have on the child, their family and the school.

The involvement of NZ Police in relation to student behaviour should only be done in consultation with the Principal and having advised the student's parents/caregivers.

The involvement of the other agencies listed above requires the consent of the student's parent/caregiver.

Other procedures to refer to include:

- Non-Custodial Parents
- The Care and Protection of Children

Informing the Board

- If it is deemed that the school, teachers or students are at risk the Board Chair is to be advised

Escalation Points:

In instances where the teacher dealing with it cannot resolve a situation, then the following may apply:

1. Referral to the DP or Principal
2. An interview with the student and their parent(s) / caregiver
3. The introduction of an Individual Behaviour Plan (IBP)
4. Stand down, Suspension or Exclusion (as per MOE provisions)

Other related Procedures:

Surrender, Retention and Search of Property

Playground Supervision

Stand downs and Suspensions Procedure [NAG 6]