



Marist Catholic School

PROCEDURE: **BEHAVIOUR MANAGEMENT**

At Marist Catholic School, Herne Bay we set expectations both in the classroom and in the playground that a high standard of behaviour exists following our Marist RICH Values (Respect, Integrity, Courage, and Humility) and our Maori Values of Manaakitanga, Whanaungatanga, Arohatanga.

At MCSHB our RICH Values look like, sound like and feel like:



Our Maori Values connect with our RICH values to build strength in our interactions and regard for one another. This is what our Maori Values look like, sound like and feel like at MCSHB:

Manaakitanga means to uplift and foster mana. Everyone is precious and possesses mana.

- ♥ Bringing out the best in each other by sharing, encouraging and support
- ♥ Showing hospitality and warmth from the first interaction to the last
- ♥ Shared responsibility for preserving the dignity and mana of one another by positive and respectful interaction
- ♥ Celebrating our shared faith journey while valuing our uniqueness

Whanaungatanga means interconnectedness and relatedness, maintaining and fostering relationships.

- ♥ Learning from and with each other (Ako)
- ♥ A sense of belonging for children, parents, staff and the wider community
- ♥ A sense of connectedness through our Catholic faith and shared RICH values to one another and to the wider community (parish/diocese and beyond)
- ♥ Effective communication and partnership between home and school to nurture these relationships
- ♥ Involvement of parents and the wider community in the life of the school
- ♥ Celebrating new comers to the school

Arohatanga means care, respect, love, compassion and the state of being empathetic to others.

- ♥ Inclusiveness
- ♥ Forgiveness
- ♥ Children, staff and parents showing empathy, respect and an appreciation of each others uniqueness.
- ♥ Well being is at the heart of all we do
- ♥ Compassion towards others
- ♥ Celebrations and interactions
- ♥ Acknowledgement of our RICH values by all
- ♥ Treating others as you would like to be treated

MCSHB SCHOOL RULES

1. Do to others as you would want them to do to you
2. Respect yourself, other people, property and the environment
3. Always show our RICH Values in all you say and do
4. Always try your best
5. Leave valuables at home and be responsible for your own property

SUPPORT IN THE PLAYGROUND

If a student is feeling lonely or in need of playground support, they sit on the Friendship Seat as a signal to others they need support. Two Year 6 buddies are rostered on duty each break time. These buddies check on the Friendship Seat and are trained in mediating when needed. They look for students exhibiting the RICH Values and write their name on a ticket. One name is drawn at each Friday Assembly to celebrate positive behaviour.

There are always two teachers in the playground on duty to support students and their behavioural needs with encouragement, warmth and the following procedures where needed.

DISCIPLINE PROCEDURES:

When behaviour is complex, severe or challenging in the classroom or playground and impacts on the right to learn/teach, be safe or respected:

Step One: (Focus and Refocus)

- a. Deal with the child(ren) concerned and primary incident only.
- b. Discuss the misbehaviour with the student and seek their engagement in changing their behaviour or choosing an appropriate behaviour. Ensure the student has understanding of what the misbehaviour was and what is required to rectify it.
- c. Set an appropriate consequence. (See following sheet for examples).
- d. It is hoped that this step will deal with most incidents of complex, severe and/or challenging behaviour in the classroom and playground.

If the unacceptable behaviour continues or a problem occurs;

Step Two: (referred to a team leader/ reflection)

- a. Pupil is interviewed by the senior teacher/team leader. This may be a timely discussion or be part of a formal lunchtime reflection.
- b. Follow the procedures as outlined in step one.
- c. The ideal outcome of this meeting is for the child to show ownership of the problem, accept any consequence or reflective practice, and to then display the appropriate behaviour. If these outcomes are not met then move to step three.
- d. The child's teacher or senior teacher/team leader may informally advise parent(s)/caregivers of the problem.
- e. The Teacher and senior teacher reflect on the teaching programme and classroom management, focusing on strategies or changes that may be required.

Step Three: (Inform the Principal)

- a. Pupil is interviewed by the Principal in the presence of, if appropriate, the classroom teacher.
- b. Follow the procedures as outlined in step one.
- c. Parents/caregivers will be encouraged to come and discuss problem. At this discussion parents will be fully informed of the school Behaviour Management policy and procedures. At this stage an individual behaviour plan may be drawn up or the child referred to the Special Needs Committee.
- d. A review of student progress or intervention will be undertaken no later than six weeks from the date of the initial meeting.

If problems continue:

Step Four: (In school Stand-down)

- a. Pupil given 'in-school suspension' for a cooling off period.
- b. Support agencies will be asked to be part of resolving this child's challenging behaviour.
- c. Parents must come in and meet to discuss the concerns.
- d. A formal in school stand-down (up to a day) can be used in consultation with the principal.

Step Five: (Formal Ministry Stand-down & Suspension)

- a. Pupil is given formal stand down and if deemed necessary, a formal suspension. These processes will be in

keeping with Ministry of Education guidelines.

If problems continue:

Step Six: (Exclusion)

- a. Pupil is excluded from the school. This process will be in keeping with Ministry of Education guidelines

2. What is deemed to be complex, severe and/or challenging behaviour:

In the event of one of the following inappropriate behaviours, the teacher will use their discretion as to whether the child will go to Step Two or Step Three.

- Hitting, Kicking and Fighting
- Defiance of a teacher/staff member
- Swearing
- Bullying of other children
- Intentional damage of property
- Other serious behaviour or actions which endanger themselves or others.

3. Appropriate Consequences:

Some of these will only be appropriate for classroom punishments and others for playground punishments. Some will be appropriate for both.

- Apology letter
- Letter to parent explaining behaviour which parent must sign
- Oral, pictorial or written reflection on: 'What they did, what they should have done, what they will do next time'(Supervised reflection during which time the child reflects on their inappropriate choice and sets goals)
- Time Out (this may involve withdrawal from the space where the problem occurred to a quiet space, buddy class or senior teacher)
- Make up time (Remember a child must have a drink, something to eat, be able to use the toilet and be supervised.)
- Removal from a desired activity, game, trip etc
- Restricted to a certain area – in the playground the bench under Room 1 windows
- Picking up rubbish (gloves provided)

4. When Behaviour in the Playground is unacceptable:

- Duty teachers will carry a belt bag which will contain plasters, pen, first aid gloves, FirstAid passes
- The belt bag will be kept in the office and the Office Assistant on duty will be responsible for restocking the bag.
- The person on duty will consider the context and evaluate the seriousness of any misbehaviour. In the event of a minor problem it may be appropriate to encourage children to seek peer mediation, or indeed to sit down together (perhaps in the teacher's company) and attempt to solve it themselves.
- If deemed 'complex, severe and/or challenging' then this will almost certainly result in the child being referred to the 'Reflection Time' space (the bench under the windows of Room 1).

5. Using Physical Restraint:

Teachers may physically restrain students if the student is going to hurt themselves or others. The "NZEI Guidelines for Physical Contact with Children" will be strictly adhered to.

New rules for using physical restraint in schools August 21st 2017

New rules have come into force covering the use of physical restraint in schools and there is a new requirement on schools to report to the Ministry of Education whenever physical restraint is used. The rules were signed last week.

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 or 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.

For the guidelines for schools on the physical restraint of students please follow this link or see the document in our Health and Safety Procedures shared Google Folder.

<https://drive.google.com/drive/folders/0B46FoHF94B3-SlpaUko5RTVQS1U>

Physical restraint is a serious intervention and when it is used schools now need to notify the Ministry of Education and the employer (board of trustees, sponsor of a partnership school kura hourua, or manager of a private school). This new requirement will allow us to provide support to schools and students and update the rules and guidelines if needed to address emerging issues.

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.

Be Safe! Be Strong!

Marist Catholic School Herne Bay has zero tolerance of bullying. Bullying is defined as **deliberate and hurtful behaviour which is repeated over a period of time**, and demonstrates behaviours such as:

- Deliberate hitting, biting or kicking, threatening, coercion
- Name calling, insults, put downs or racist, homophobic, transgender, sexual remarks; sending hurtful digital communications
- Taking another's property, destroying person's property
- Spreading nasty stories
- Continuous exclusion from groups, leaving out of games

If you are bullied at School

- Report it to a Teacher who can help
- Choose good friends to play with
- Play in the appropriate places
- Try not to react – walk away and join some other children. See the buddies or duty teacher.
- Try to speak up and stand up for yourself e.g. by saying in a strong voice 'Stop it, I don't like it'
- Try saying 'NO' and walking away

If you see bullying at School

- Be an upstander not a bystander - Take responsibility – speak up and stand up for the person being bullied. Can you solve this problem?
- Support the victim to tell a Year 6 buddy mediator or teacher
- Be kind and supportive by showing our RICH values

For Parents

- At home practise the steps above with your child to develop assertion skills
- Advise children to tell a staff member about bullying incidents
- Encourage children to take positive action, not retaliation
- Model appropriate behaviour
- See your child's teacher in the first instance if you feel the steps haven't resolved the issue. The matter may then be referred to our Deputy Principal as per 'Dealing with Complaints' Policy

Internet Safety – Websites to Visit

www.wiredsafety.com

www.cyberkids.co.nz

www.police.govt.nz/service/yes/nobully