

Behaviour Management System



S.H.A.R.P

BE SAFE

Kia Haumaru

BE HONEST

Kia Pono

ACHIEVE

Whakatutuki

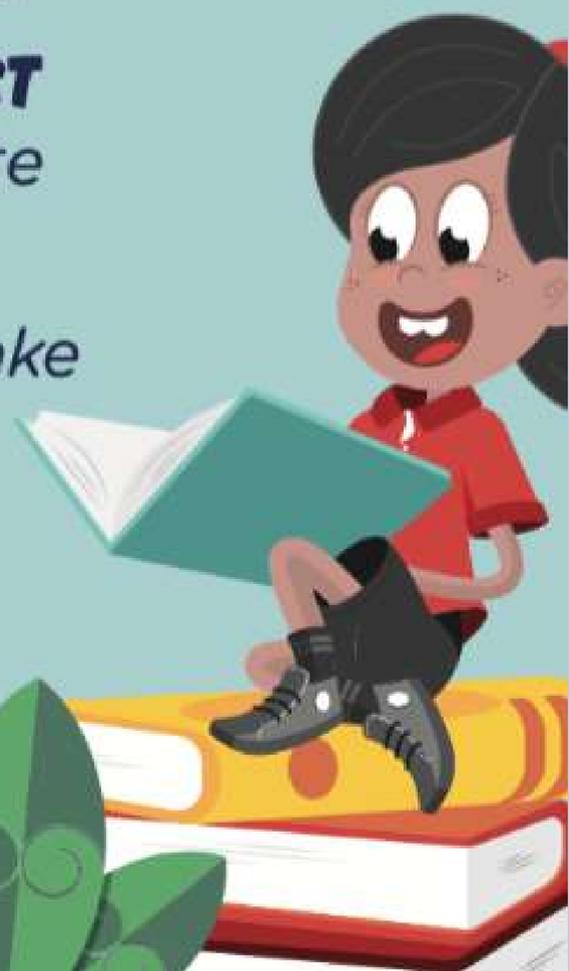
SHOW RESPECT

Kia Whakaute

HAVE PRIDE

Mau Whakakake

Hoki





Managing Behaviour

We aim to create a school where all students experience success academically and socially.

A “Positive behaviour for learning” approach is taken at Greytown School. This is a school wide approach that endeavours to provide a safe, consistent and supportive system. Our focus is to teach and encourage students appropriate ways of behaving.

We have clear expectations for behaviour. These are based around the acronym SHARP

S- Safety

H - Honesty

A- Achievement

R- Respect

P- Pride

All students are familiar with this. It is discussed and referred to regularly through out the year in class and in the playground to reinforce certain behaviours. Appropriate ways for behaving in different settings are taught and discussed. Student’s good behaviour is recognised and rewarded accordingly. Consequences for not following our SHARP expectations focus on learning from our mistakes and developing responsibility for future behaviour.

The classroom teacher and the teacher on duty records class and playground incidents. These are put on a school wide database. Each month the PB4L team meet to discuss the data and look for any patterns in problem behaviour. They then decide what teaching interventions are required to support students in demonstrating the correct behaviour.

Lessons are established and taught in classes by the classroom teacher. The duty teacher and classroom teacher deals with minor incidents in accordance with agreed school consequences

Teachers will contact parents when they feel these behaviours are having an adverse effect on the Childs learning. We also encourage parents to contact the school if there is a need to clarify any issues around behaviour.

Appropriate punishments are given that relate to the behaviour i.e. picking up rubbish around the school for dropping litter.

The Principal or the deputy Principal deals with more serious behaviours. These are generally followed up with a call to parents to discuss the issue and develop appropriate action.

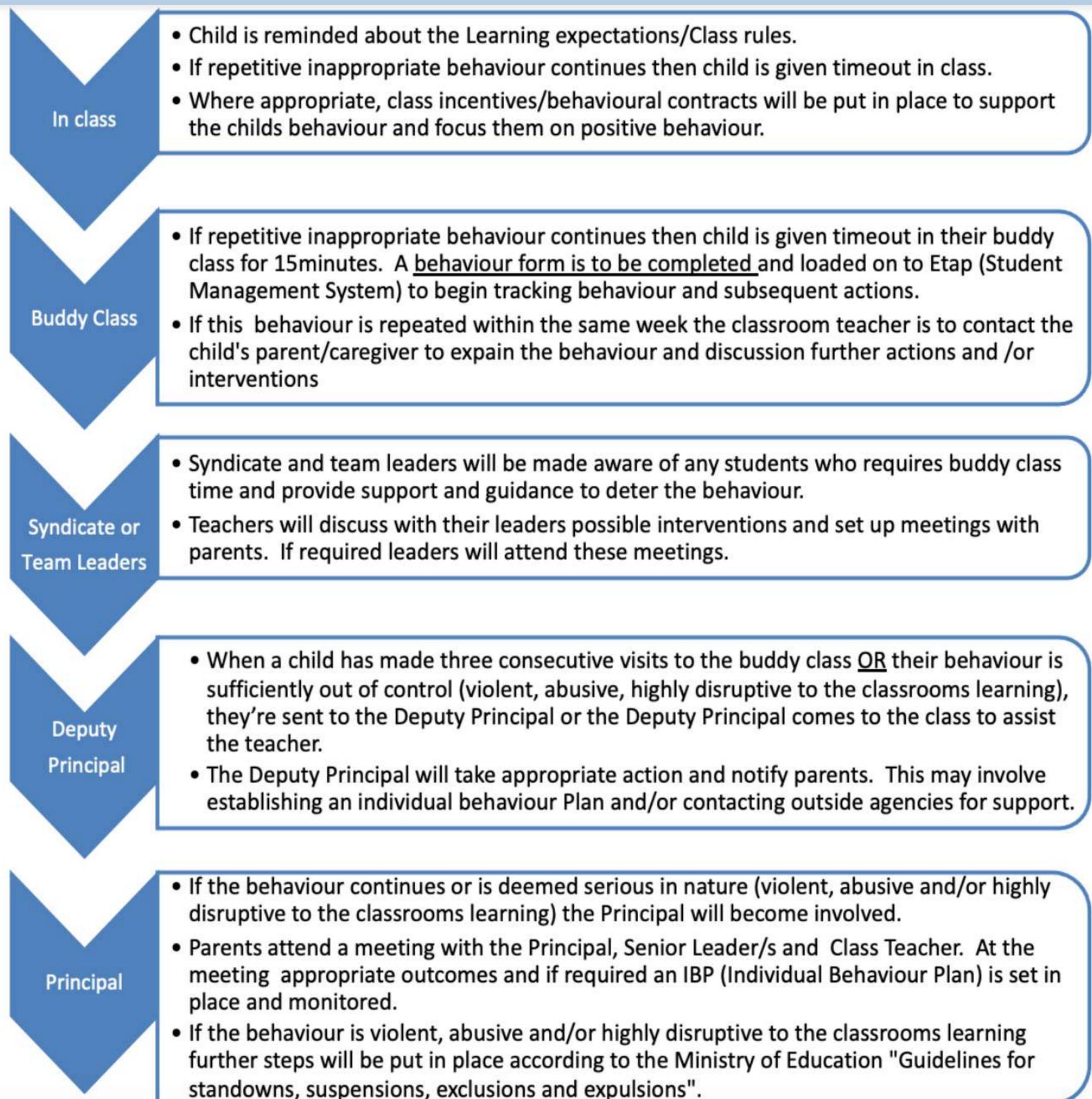
Individual and school wide behaviour is monitored so that we can develop more effective systems and support for students.

GUIDELINES FOR TEACHERS

At Greytown School we expect that teachers are primarily responsible for the behaviour management within their class by:

- building strong relationships with children and their families
- providing children with consistent behaviour and learning expectations that are clearly displayed, taught and reinforced.
- providing a safe class environment with routines and systems to set them up for success.
- teaching children social skills and strategies to make friends and avoid conflict
- providing learning that is accessible, engaging and meaningful to all.
- working in partnership with parents, whanau and other legal guardians.

In the event however of repetitive ongoing issues the following steps will be followed.



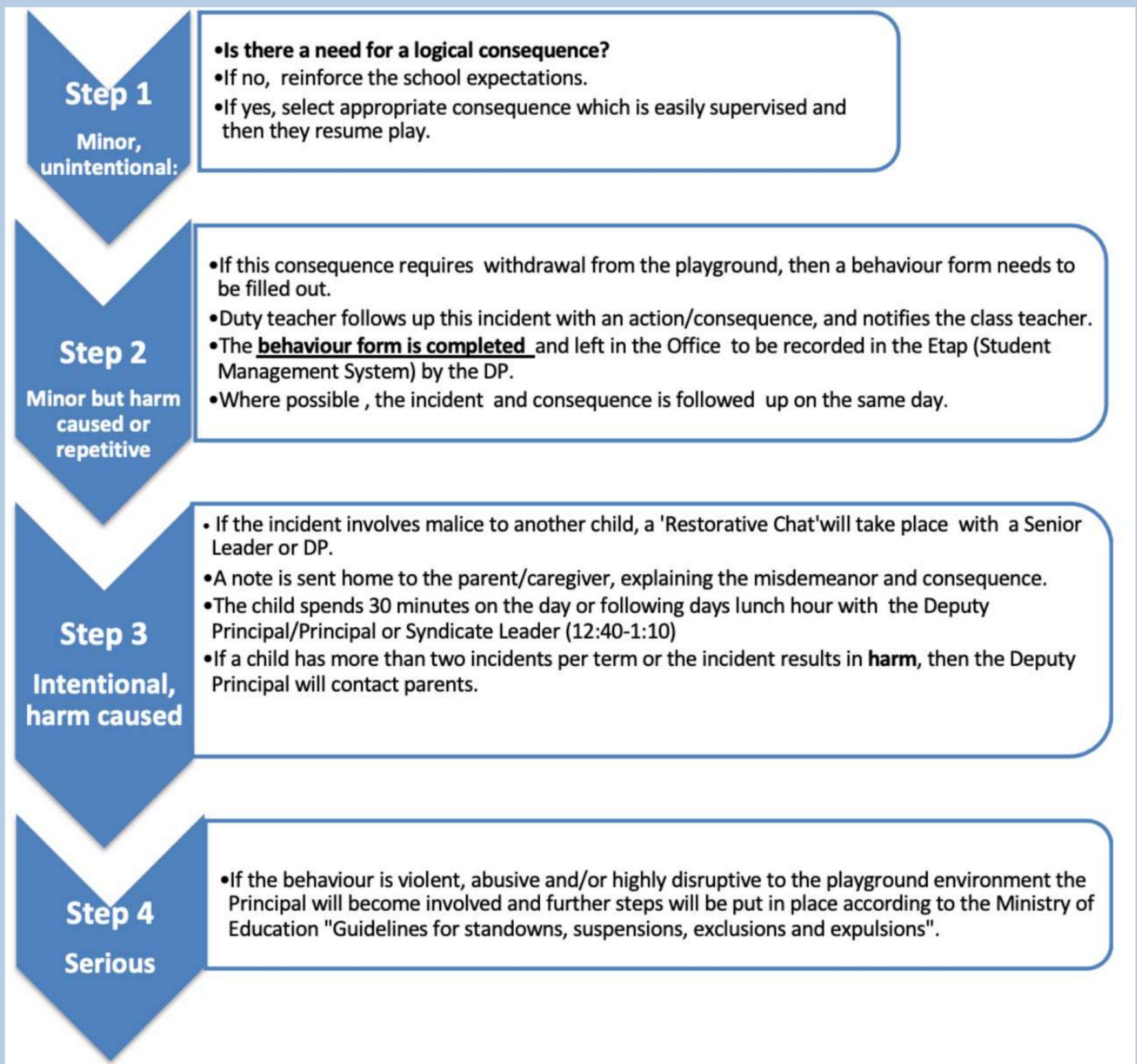
PUPIL BEHAVIOUR PROCEDURES – (PLAYGROUND/SCHOOL ENVIRONMENT) GUIDELINES FOR TEACHERS

At Greytown School we believe in our SHARP values and that our playground should be a safe and happy environment for children to play and learn in.

We encourage this by:

- Having Peer Mediators available to help solve minor disagreements;
- Teachers being active on playground duty intervening with potential problems and instantly addressing inappropriate thoughtless behaviour not done with intent;
- Duty teachers clearly reinforcing school expectations with clear consequences given;
- Following clear procedures for dealing with inappropriate behaviour

As the duty teacher follows the steps they are expected to assess the situation and determine action. It is the Duty Teacher's responsibility to carry out steps 1 and 2.



Greytown School Behaviour Management

Our mission is that Greytown School will produce Inspire Supported Learners. The following procedures are designed to assist with the support required to achieve this mission.

POSITIVE BEHAVIOUR

The school is part of the Positive Behaviour for Learning Initiative. (PB4L).

We have a set of values that was developed by teachers, students and the community which we call SHARP. Teachers promote these values through classroom lessons.

When students demonstrate SHARP behaviour they are acknowledged by Staff through positive feedback and sometimes rewards.

SHARP

The acronym SHARP is a key component of the PB4L initiative



Restorative Practice

Restorative practice is a strategy used in the school by teachers and students that seek to repair relationships that have been damaged. Depending on the seriousness of the incident a restorative approach can be a short chat with individual students, or a restorative conference involving students, parents, teachers and outside agencies. In all of these the language and the outcomes are the same.

BEHAVIOUR MONITORING

Playground incidents are recorded, by teachers in the playground monitoring book. This is then transferred to the discipline register by the DP or Principal

Classroom incidents are recorded by class teachers on the school management system. Parents will be notified in the event of a major incident or if their child has been involved in numerous ongoing minor incidents.

Circle Time

Circle time is a teaching strategy which allows teachers and students to explore issues of concern. These occur every week or as required. There are rules and a formal structure around how the meeting is run. Circle time gives teachers and students time to communicate with each other about issues that promote well being and positive behaviour.

RESTRICTED PLAY

Children who behave in an unacceptable manner in the playground may spend time on a red card in a restricted play area for three days. They will be required to have their card signed at the end of each break by the duty teacher. More serious incidents may lead to the child being withdrawn from the playground for an extended period of time.

Rewards

Students are rewarded for showing SHARP behaviour both in and out of the classroom. Teachers and Blackhats can give out SHARP tickets to students. At the end of each week the students can cash in their tickets for a prize.

Certificates are also given out by teachers to students who have demonstrated good behaviour.

These students are acknowledged at school assemblies

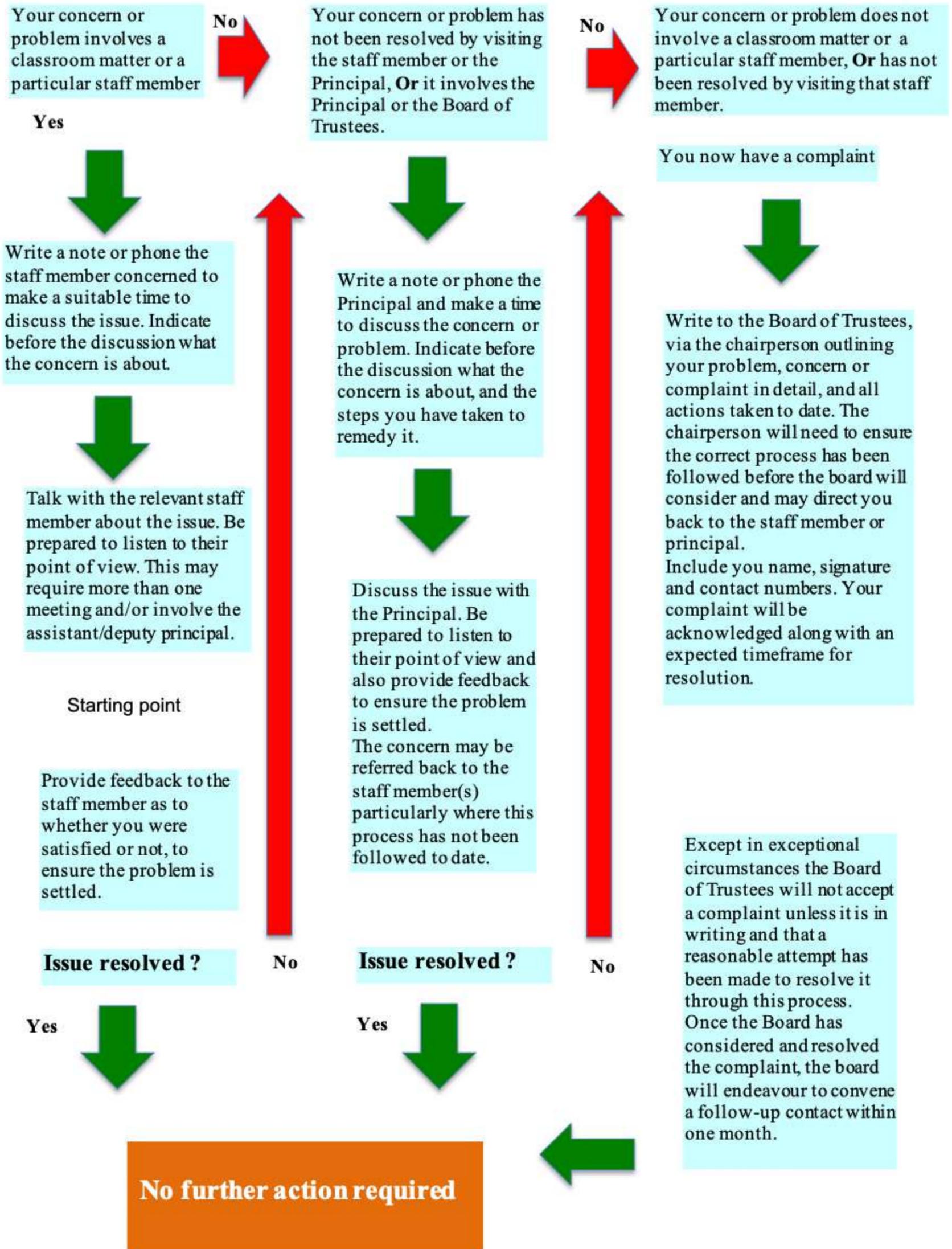
BLACK HATS

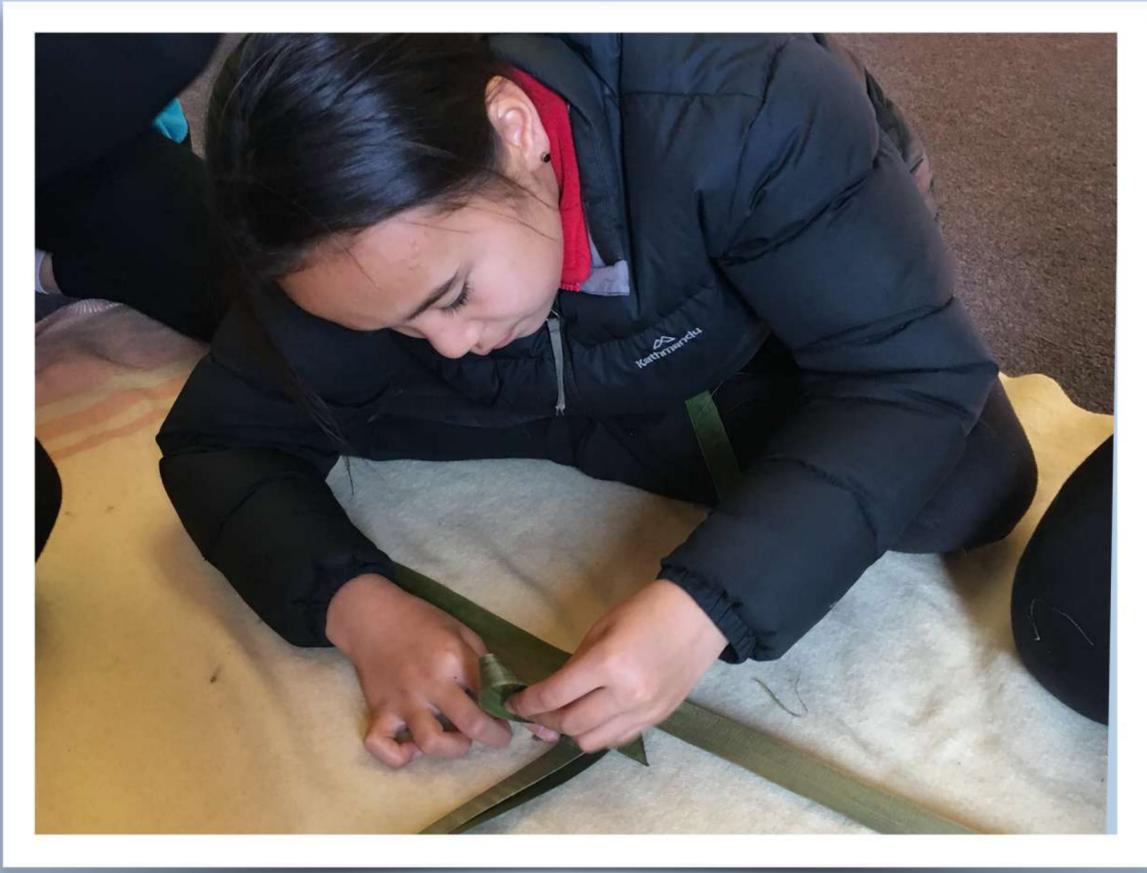
Senior pupils volunteer to help at break times. In this role they assist the duty teachers by caring for children who are having difficulties and alerting teachers to problems. All are trained peer mediators. The Black Hats meet regularly with the Deputy Principal to discuss issues and concerns. Each term one of these meetings is held off site.

BUDDY ROOM

All rooms have access to a Buddy class. This is used when a child needs some time out from his/her own classroom. Time spent in the Buddy class can vary depending on the seriousness of the behaviour. A restorative chat with the teacher is carried out when the student returns to class. Students may also spend time working over in the office.

Greytown School Concerns and Complaints Process





Learners

