

Napier Central School



NAG 1.2 – Curriculum

Behaviour Management

Rationale

- One of the central tasks of any school is to manage and if necessary, modify pupil behaviour - social and learning. This is viewed as a partnership - sharing responsibility between the school and home or even the community in some instances.
- It is possible that disruptive behaviour can begin from learning programmes and classroom environments that are not conducive to learning and/or not effectively meeting pupils' needs in order that they achieve success.
- Disruptive behaviour in the classroom is viewed as an equity issue and the rights of all other learners must be kept in mind, in dealing with disruptive behaviour.
- The rights and needs of teachers not to be physically or verbally abused will be recognised.

Purposes

- To establish a system for the effective management of difficult children within the school environment.
- To promote effective modification of disruptive pupil behaviour through staff and parental consultation and intervention programmes.
- To examine class programmes, environment and management within the room, as a first step in solving disruptive behaviour patterns.
- To develop individual education or social plans for disruptive pupils. Consult parents about such plans.

Procedures

Child Causing Concern

Level 1

1. Class teacher attempts to solve problem, and may keep anecdotal records
2. Consultation with syndicate leader
3. Class teacher to contact and discuss with parents
4. Class teacher to keep syndicate leader informed, teacher informs Principal. Noted in B.M. Book
5. Child spoken with
6. Strategies planned for immediate implementation in class
7. Parents notified by Principal (Principal's discretion) - consultation

Problem Still Exists

Level 2

1. Teacher shares problem - Syndicate sharing meeting (colleague support).
2. Indirect Special Education Service, RTLB (Onekawa) or Health Nurse participation with Principal's consent, and after advising parents and gaining consent.
3. Additional professional advice and assistance, as decided through discussion with Principal and Senior Staff.
4. Agencies work through problem solving steps in consultation with class teacher.
5. Teacher acting as liaison person while intervention is operating. Parents informed of action - progress reports.
6. Return to staff sharing for follow-up and evaluation - problem solved.

Problem Not Solved

Level 3

1. Direct intervention - Special Education Service or RTLB.
2. Contract drawn up by class teacher in consultation with Principal and parents.
3. Child withdrawn from all school or class activities if behaviour causing concern - "Time Out".
4. Child returned to class but agreement needs to be reached to ensure pupil understands the disciplinary commitment.
5. In this school, by virtue of its nature and the characteristics of its pupils, extreme circumstances would need to exist for the requirements of stand-down and suspension of students to exist. Ministry of Education procedures will be strictly observed in any such case.

Behaviour Management Book

In instances when staff believe further action is necessary, or a behaviour should be recorded as a consequence of a pupil's inappropriate behaviour, they may make an appropriate entry in the Behaviour Management Book kept at the school office.

The entry should include:

Pupil's name, date, reason for reporting, teacher action already taken, and staff members name.

The Associate Principals should be made aware of entries in the book and any follow up action seen as necessary which will involve the Principal, and/or Associate Principals.

Further action taken, and by whom will be recorded.