

Brandon Intermediate
Behaviour Management

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Brandon Intermediate Core Beliefs

At Brandon we believe in;

- **a welcoming, well maintained environment**
- **fairness, respect and honesty**
- **students making sensible choices and taking responsibility for their actions**
- **teaching and learning being of the highest quality**
- **parent/ community involvement in student learning**

Brandon Intermediate School

BEHAVIOUR MANAGEMENT POLICY

Rationale

Brandon Intermediate School believes that students learn best in an environment where their behaviour and that of other students is positive and co-operative. Where students need assistance to achieve this they are best helped by high expectations, consistent behaviour management practices and sanctions that are fair and reasonable.

Purposes

1. To establish high expectations for student behaviour.
2. To promote positive student behaviour whenever possible.
3. To ensure that student behaviour is managed consistently across the school.
4. To ensure that there will be a graduated system for managing student behaviour so that stand downs and suspensions are reserved for the most serious incidents or for continual disobedience
5. To ensure that families of students involved in serious incidents, or whose behaviour is consistently below expectations, are involved by the school.
6. To ensure that Brandon Intermediate meets the Ministry of Education's expectations for student behaviour management.

Guidelines

1. There will be an agreed common set of behavioural expectations for students.
Unacceptable behaviour will include but may not be limited to:
 - all physical violence
 - verbal abuse and swearing
 - sexual abuse or harassment
 - theft and vandalism
 - physical and emotional bullying
 - racism and sexism
 - substance abuse.
2. Acceptable standards for student behaviour are clear and explicit so that all students understand what is expected of them.
3. Agreed behaviour management practices are documented and provided to all staff.
4. Teachers consistently enforce standards of behaviour using the agreed practices.
5. Where a student has had to be stood down or suspended, appropriate follow-up action to the incident will be taken on the student's return to school.
6. Where student behaviour is such that external help is needed, this will be sought.
7. All serious behaviour incidents will be documented in line with Ministry requirements.

Documentation

The following documentation must be available in the school:

- Charter values
- Expectations for student behaviour
- Behaviour management practices
- Documentation of stand downs and suspensions

Approved by Board 17 Feb

Signed by Board Chair _____

Date _____

To be reviewed _____

Responsibilities:

At Brandon Intermediate School everybody has **responsibilities**.

We all have the responsibility to care about ourselves, other students, parents, teachers, other people's belongings, our school buildings and equipment

Rules

At Brandon everybody has rules to help protect our Rights and Responsibilities both in and outside the classroom.

- We expect teachers to reinforce these school rules with their students. Teachers are expected to negotiate their own class behaviour contract / Treaty with their students. These rules will form the cornerstone for behaviour management developed at the beginning of each year.
- Teachers may like to give parents a copy of their class behaviour contract / Treaty. This will inform them of what the class has decided as the expected standard of classroom behaviour and the consequence of not meeting these standards

Consequences

We have consequences for students who do not respect our rights, responsibilities, rules and routines.

There is a school procedure to follow when enforcing these consequences.

(See Discipline Flow Chart)

Collegial Support:

Teaching can be a lonely job. It is important that teachers do not struggle with behavioural issues alone.

We will all have extremely difficult children in our classes at some time.

Allow time for sharing during meetings so all staff can feel a sense of teamwork and so that interpersonal support can be promoted.

Some possible collegial support ideas:

- Form a buddy relationship with another staff member
- Chat to a student's previous teacher
- Allow 10 minutes "student Chat Time" at Academy meetings
- Discuss strategies with your Academy Leader
- Develop an action plan with the DP or Principal
- Have organised with another teacher a "Time Out" system

It is vital that we have a process where teachers have the opportunity to be supported in one of the most difficult aspects of student Management.

Positive Behaviour

Positive Behaviour is acknowledged and rewarded through the following:

- | | | | |
|---|--|---|--|
|  stickers |  Star charts |  Praise |  Golden time |
|  Privileges |  Notes/
phone calls home |  Group
points |  Blue
Cards |
|  Caught being
Good Books |  Features in
Newsletters |  Sharing at
Academy Hui |  Brandon
Pride |
|  Principal
Awards /
Stickers |  |  |  |

The "Blue Card" Programme"

Purpose:

1. to encourage and develop school wide behaviour expectations
2. to create school wide culture of 'Good behaviour deserves recognition'
3. to help develop individual responsibility

Criteria

1. Respect for property and environment
2. Respect for self and others
3. Respect for honesty

Guidelines:

Each Monday All staff will be given 24 cards

- These cards can be given to students for meet
- The cards are 'posted' in the letterbox kept in
- At assembly four draws will be made and students choose their choosing
- At the end of the term ALL the cards go back a draw for a substantial prize - (to be determined with student input)



BRANDON INTERMEDIATE SCHOOL
2009
PRI-CHO-RAX
POST ME PLEASE!!

Name: _____
Date: _____
Signed: _____

⇒ RESPECT FOR PROPERTY AND ENVIRONMENT
⇒ RESPECT FOR SELF AND OTHERS
⇒ RESPECT FOR HONESTY

if

Note: A budget has been created Behaviour Management and Reward

Classroom Discipline

All teachers need to consider and develop their classroom discipline plan.

This will reflect how the teacher will manage behaviour in their classroom within the school Behaviour Management Plan.

Key components of each teacher's classroom discipline are:

- Clear classroom Expectations
- Discipline goals
- Curriculum considerations (*groupings/ special needs/buddy support*)
- Seating plans
- Student work requirements, expectations and routines
- A plan for behaviour intervention
- A 'Time Out' plan

Yellow Card

A yellow card can be used when a student is to be sent from one class to another for some 'time out'.

The class teacher will need to have exhausted their own system before a student receives a yellow card.

When a student arrives at another class they will need their own work to be done in a directed area.

Lateness

Students late to school must firstly report to the office.

The times will be noted and a late pass issued.

Patterns of lateness will initially require the class teacher to contact the family - if no improvement or negative response senior management will need to be informed.

Consequence for repeated lateness will be initially dealt with by the Class Teacher.

Example of a successful Behaviour Chart for a Student with concerning behaviours - can be found in:

Brandon / / Teacher / Behaviour

Behaviour Chart:		Week: _____			
Term: _____					
<u>Goals</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
	8.55-9.45	8.55-9.45	8.55-9.45	8.55-9.45	8.55-9.45
	9.45-10.35	9.45-10.35	9.45-10.35	9.45-10.35	9.45-10.35
	10.55-11.45	10.55-11.45	10.55-11.45	10.55-11.45	10.55-11.45
	11.45-12.35	11.45-12.35	11.45-12.35	11.45-12.35	11.45-12.35
	1.20-2.10	1.20-2.10	1.20-2.10	1.20-2.10	1.20-2.10
	2.10-3.00	2.10-3.00	2.10-3.00	2.10-3.00	2.10-3.00
Daily Total					

Scores:

5	Excellent behaviour – no problems	
4	Made a real effort – a couple of slip-ups	
3	Mixed lesson – some effort made but too many slip-ups	Target for the week: _____
2	Not very good – no real effort made	
1	Not a good day.	Total for the week: _____

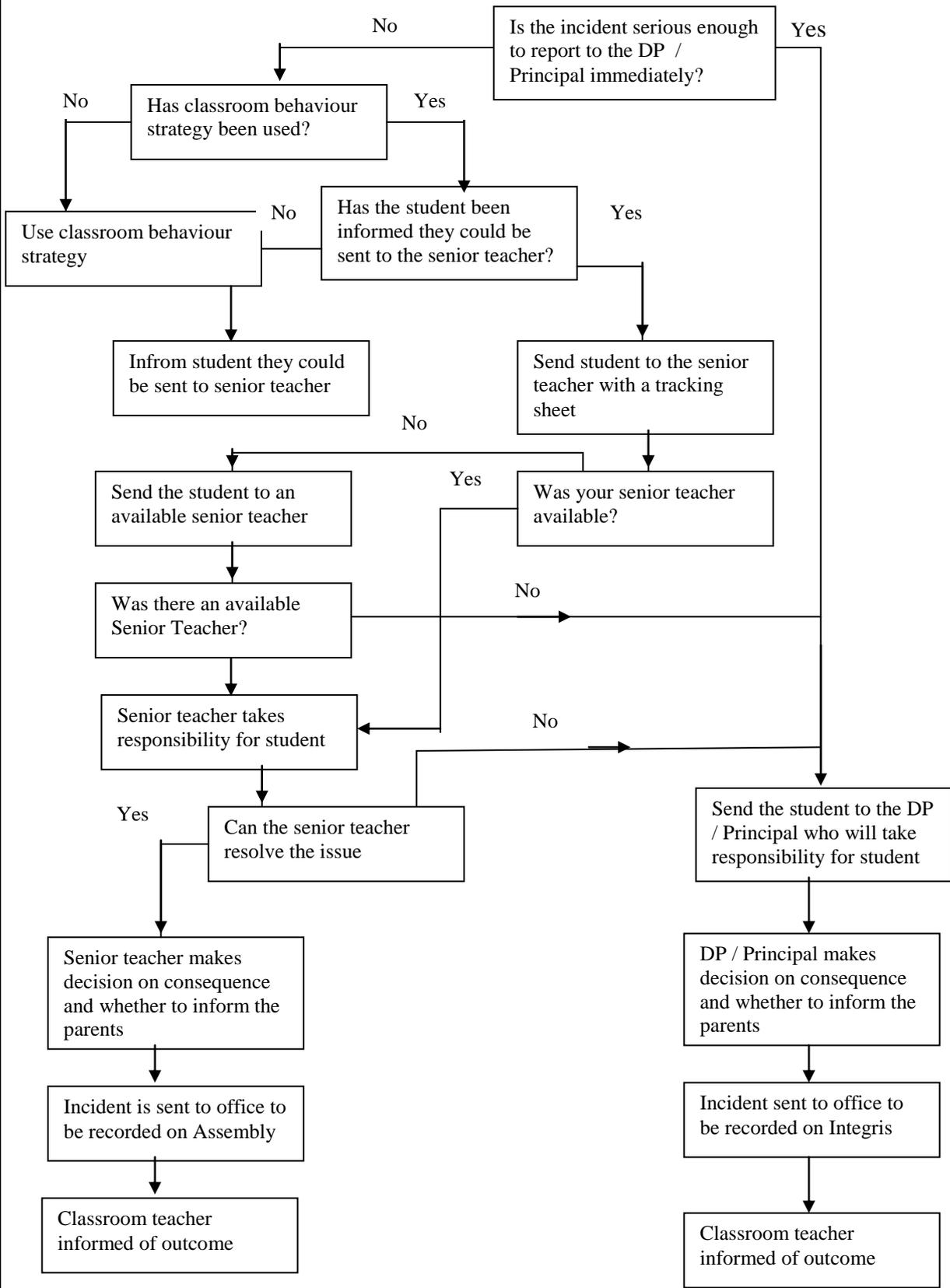
School Wide Duty of Care

ALL teachers have the responsibility of managing **all** students.
ALL students have the responsibility of respecting **all** teachers.

We have a duty to care for all our students.

It is important to treat all our students the same in the way we speak and our consistency of treatment.

Brandon Intermediate In Class Misbehaviour Flow Chart



At any time, a teacher, senior teacher or Principal may refer a student to the Sencom for consideration of a behaviour plan

Playground Discipline

Students need to know that there is an *active* adult presence in the playground helping to keep the play areas safe and happy.

While on playground duty, teachers need to:

- Support student's behaviour that enhances safety, health and fair treatment
- Actively move around the playground, chat with students, encourage and acknowledge positive play and interaction (Blue Cards)
- Require students out of uniform to present a note to explain

The majority of minor incidents in the playground can be dealt with in an informal way *without the need for a Red Card.*

Appropriate strategies to deal with minor incidents include:

- Restating playground rules (*as found on back of Clip Board*)
- Swearing? - "*We don't use that language at Brandon Thank You*"
- Discussing a dispute with students and helping them resolve problem
- Verbal reprimand
- A little on the spot counselling - *restorative chat process*
- Get students to apologise to each other for name calling
- Send student to sit in a particular place for a few minutes (*not the foyer*)
- Sending two students having a disagreement to different areas for the remainder of interval
- A general reminder about behaviour and rules at next assembly (yourself or DP)
- If students are arguing over use of equipment then take it off them for remainder of interval

Strategies or Prevent Major Confrontations

These may be appropriate for some of the very defiant, abusive students - with these students major confrontations in the playground with many other students are best avoided if at all possible. Occasionally this cannot be avoided eg. A student out of control or two students fighting and refusing to stop.

If this is the situation - send for help immediately and ensure the safety of other students and your own. You may be able to get a few 'big' students to help you separate or control upset students.

If the situation is not as desperate try one of the following:

- Remove other students so the student has no audience
- Ask the student to discuss the problem. Listen to the student and adopt a helpful approach. - Getting the student to talk is a good way of defusing the situation
- Ask the student to come and discuss the problem when they are ready
- Redirect the student to another activity
- Don't back the student into a corner if you can help it. Keep options including a path of retreat for yourself and the student. Giving the student choices eg. "You can either come to the office with me now or discuss it with the principal at 1.00"
- Lighten the situation with a bit of humour
- Avoid physically restraining or physically taking a student somewhere unless you are prepared to deal with struggling and swearing that may arise
- Work out beforehand how you might use these strategies and in what situations
- If a student '**runs away**' from school' notify the office and senior management immediately

**While at Brandon these are the:
Rules - for your Safety - and those around you**

1. Uniform must be worn correctly at all times
2. No contact games. (Bullrush, Tackle Rugby, Wrestling etc...)
3. No chasing games (Manhunt, Ball Tag, running around buildings)
4. No play fighting
5. No big Balls in the quad, under verandas or inside classrooms – **(Exception –Volleyball)**

6. Clarify and reinforce out of bounds area
 - a. Car park
 - b. Banks
 - c. Foyer (Students *are not to sit on the seats...Reason? Respect for any visitors*)
 - d. Entrance to the hall is through the side doors – when opened for you
 - e. Over the fence
 - f. A Red Flag on the grass means -“keep off”

7. Respect - Students must show respect
 - No running away from staff
8. Litter
9. Language
10. No rude Gestures

11. No water throwing activities

12. . Skateboards, roller blades etc are only permitted on the back court – **No obstacles to be created**

13. . No riding of bikes in the school grounds. You may ride down the drive but must get off and push the bike from the circular Planter – **Helmets must be worn at all times when on a bike**
Bikes to be stored in the stand and left alone during the day

14. No moving around the school with socks only

15. Sports games must be away from buildings – especially not behind Room 5 to 9.
16. Respect for all school property – for example:
 - No banging on walls
 - Drumming on rubbish bins
 - Swinging off gutters

**Should you break any of these rules.... A Friendly reminder MAY be given - but probably an
INSTANT Red Card**

Red Cards -

Using your Professional judgement a Red Card can be issued for unacceptable behaviour. The detention will be taken in the IT Suite and in Extreme cases in the Library under the supervision of the Duty Team or Principal.

Where practical the consequence will match the inappropriate behaviour

Eg - rudeness will involve written and verbal apology

* Damage to school will involve correcting the damage or equivalent work - (gardening, cleaning)

- Example - BRANDON INTERMEDIATE OFFICE DISCIPLINE REFERRAL FORM

Referring Staff _____ Year Level _____ Date _____ Time _____

/ School time Canteen Front Gate Other _____
 / / Field ICT Suite Parking lot
 / / Astro Playground / Quads On bus
 Library Special event/assembly/ field trip

Block 3 Tech

haviors (check the most intrusive)

	MAJOR		
ate lang.	<input type="checkbox"/> Abusive lang./ inappropriate language	<input type="checkbox"/> Tardy	<input type="checkbox"/> Off School Location
contact	<input type="checkbox"/> Fighting	<input type="checkbox"/> Skip class	<input type="checkbox"/> Vandalism
'disrespect/ non-compliance	<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Forgery/ theft	<input type="checkbox"/> Property damage
1	<input type="checkbox"/> Defiance/disrespect/ insubordination/non-compliance	<input type="checkbox"/> Dress code violation	<input type="checkbox"/> Bomb threat
le	<input type="checkbox"/> Harassment/ tease/ taunt	<input type="checkbox"/> Lying/cheating	<input type="checkbox"/> Arson
gy violation	<input type="checkbox"/> ability <input type="checkbox"/> religious <input type="checkbox"/> racial	<input type="checkbox"/> Tobacco	<input type="checkbox"/> Weapons
misuse	<input type="checkbox"/> gender <input type="checkbox"/> sexual	<input type="checkbox"/> Alcohol/drugs	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Disruption	<input type="checkbox"/> Combustibles	
	<input type="checkbox"/> Inappropriate Display of Affection		
	<input type="checkbox"/> Technology Violation		

rtivation

r attention Avoid tasks/activities Don't know
 It attention Avoid peer(s) Other _____

is/ activities Avoid adult(s)

ived

Individual Behaviour Plan Example (IBP)

Individual Behaviour Plan

Student: Student DOB: 25.02.97 Age: Date: August, 2008	Location: Brandon Intermediate. Present: (classroom teacher) (SENCOM) (RTLB); additionally previous collaborative plan involving (RTLB – key worker) until 2007.
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Purpose of the plan
 To gather recent information on Student and put in place a plan to address key issues surrounding him.

Background / History
 Student was on RTLB roll until December 2007 and his case was closed at the start of 2008. Student enrolled at Brandon Intermediate and was initially placed in Teachers 1 class; later transferred to Teachers 2 class in Term 1 (7 February) 2008. –this placement was at the request of mum to (DP)

Student started at ##### school as a five year old and there were some concerns about his behaviour at that stage. These concerns continued throughout his schooling and involved other agencies including RTLB, SWIS and CYFs.

While attending ##### School Student was suspended in October 2007 for continual rudeness to teaching staff; suspended again at the end of the school year, December 2007.

Positives
 Great ability in acting and performing.
 Good at sports / PE.
 Some leadership potential.
 Can cope with the Academic programme in class which is pitched at Level 2-3

Possible triggers
 Conflict with other students.
 Not wanting to do what teacher asks.
 Out of school issues (coming to school tired and lacking concentration)

Desired or Alternative Behaviour – Objectives

In Class
 Appropriate ways of moving around class and leaving class
 Appropriate behaviours in class – not interfering in others business, or telling tales, no inappropriate gestures in the classroom
 Appropriate interaction with students – keeping hands to himself, keeping inappropriate comments to himself,
 Follows teachers’/adults instructions

In the Playground
 Appropriate interaction with students – keeping hands to himself, making appropriate comments to other students, not sharing spit
 Developed positive strategies for dealing with conflict
 Participates positively with peers during breaks
 Participates in healthy activities – games (supervised and unsupervised), no smoking
 Follows staff members instructions

Behaviours of most concern

In class

Constant calling out.
Out of seat.
Off Task
Sharing incorrect information about other students and teachers (telling tales).
Regularly leaving class without permission.
Uninvited participation in other student/s business
Stand over tactics
Defiant.
Disruptive
Poking other children inappropriately
Spitting
Assaulting students

In the playground

Pushes others.
Taunting other students – name calling eg “you’re ugly”
Defying instructions of other teachers
Some incidents of violent temper where he takes a long time to calm down.
Spitting at others
Poking other children inappropriately – recently pulled down pants of a female student.
Inappropriate gestures
Assaulting students
Assaulting a teacher – kicking and lashing out

Intervention and Implementation plan

Develop a Personal Behaviour Contract
Work 1:1 with a provider to address Anger Management
Develop Social Skills Programme to be run in class (for R2)
Employ a TA for 3 hours per day to
assist with positive interactions in class/in playground
monitor behaviour
ensure safety of himself and others
Meeting weekly with Mum
When a Reliever is in class – a class of a Senior Staff Member will be arranged for him to spend the day in

In Class Strategies

STRUCTURED RESPONSE IN CLASS

(by the Teacher)

- All Expectations need to be taught.
- If expectations not met – RE-TEACH
- If still not met then offer choices -
 - You have 3 minutes to think about this...when I come back....
 - Make a choice – do as I expect or....consequence???
- If still not met then refer to flow chart of process

Useful strategies:

1. Look – stern facial warning
2. Verbal – Warning to be given
3. Time Out – Possibly escorted by TA or Teacher from room for time out of up to 20 minutes – or “*when you think you are ready to be back in class - come in and return to your learning*”

Expectations of a teacher – Your goal is 4:1 (Positive to negative responses)

1. Positive Verbal Reinforcements
2. Positive Feedback at the end of the day – no matter what – always the need the day on a positive note

What the Board expects before a Student is brought before them

Brandon Intermediate School Board of Trustees

Material to be presented to a disciplinary hearing

The Board has a responsibility, which it takes very seriously, to make decisions about the future of students who are suspended and brought before a Board disciplinary hearing.

In order to make the best decision it can, the Board relies on good information being provided in the reports that it receives about the student, the incident(s), the way the matter has been handled, and the options for managing behaviour that have been explored already.

Each case is different. Presented below are two columns. In the first is the information that the Board would expect to have presented to every disciplinary meeting, in the second column is additional information that could be helpful depending on circumstances.

	Information required	May also be relevant
The student	<ul style="list-style-type: none"> • how long at the school • attendance summary • achievement summary • previous behaviour summary 	<ul style="list-style-type: none"> • a report from student's classroom teacher
The incident(s)	<ul style="list-style-type: none"> • on what grounds has the student been suspended • what is the incident/pattern of behaviour that led to the suspension 	
The investigation	<ul style="list-style-type: none"> • who has been interviewed during the investigation • what did they say/report 	<ul style="list-style-type: none"> • if conflicting versions of events how has a decision been reached about what happened
The family	<ul style="list-style-type: none"> • what contact has there been with the family • what has the family's response to the suspension been 	
The options already explored	<ul style="list-style-type: none"> • what has been done already to manage this student's behaviour • what other agencies are involved 	<ul style="list-style-type: none"> • reports from other agencies involved with student or family

GUIDELINES

for Principals and Boards of Trustees of

State and State Integrated Schools

on

STAND-DOWNS, SUSPENSIONS, EXCLUSIONS, AND EXPULSIONS

under sections 13-18 of the Education Act 1989

as amended by the Education Amendment Act (No.2) 1998

See also Education (Stand-down, Suspension, Exclusion, and Expulsion) Rules 1999

The Full document can be found at:

<http://www.minedu.govt.nz/educationSectors/Schools/SchoolOperations/StanddownsSuspensionsExclusionsExpulsions/2004SDSGuidelinesMulti.aspx>

or in Brandon / Teacher / / Behaviour