

RAUMATI SOUTH SCHOOL



PUPIL WELFARE AND DISCIPLINE – RELATIONSHIP MANAGEMENT PROCEDURES

PUPIL WELFARE AND DISCIPLINE **RELATIONSHIP** **MANAGEMENT PROCEDURES**

INTRODUCTION

Raumati South School is committed to providing a caring environment where all children are safe and to be working in partnership with our community to make this happen.

The Board of Trustees policy states that the Board will provide a safe physical and emotional learning environment for students and staff.

For some years the school has been working to build determined, resilient learners. In 2008 we refocused our vision to building caring, innovative, resilient learners. We have been working with Group Special Education, The Police and Health, Counselling and Resource Teachers to understand and eliminate all forms of bullying so this vision can be achieved. This booklet sets out our procedures for managing pupil welfare and discipline. It states our expectations for relationships at school and with the community.

PUPIL WELFARE AND DISCIPLINE – RELATIONSHIP MANAGEMENT PROCEDURES

Core Values and Beliefs

At Raumati South School we believe in:

- Caring for others, our environment and ourselves.
- Embracing diversity and understanding differences in ourselves and our community.
- Encouraging and supporting each other to challenge and extend ourselves.
- Providing an environment where we can take risks and learn to recover when things go wrong.
- Creativity and innovation.
- The uniqueness and value of every individual, their gifts and abilities.
- Providing a professional and supportive climate that enables effective teaching practice and learning.

Our behaviour plan has been written with these values in mind.

We have Five “Golden Rules” for the whole school and these are:

We are Kind, Gentle and Helpful
We are Honest
We Work Hard
We Stop, Look and Listen
We Look after our Property

These rules will be displayed throughout the school and used as a basis for all classroom rules. Working along side these rules are Quality Circle Time and Golden Time and Right Choice Time.

At Raumati South School we believe that children and adults have rights that form the basis of a cooperative caring community, and that the welfare, discipline and individual needs of pupils is a shared home, school and community responsibility.

To ensure that children and adults of this school have their rights recognised and respected the following guidelines and procedures have been developed.

Adults and children share the right: -

- to be treated as individuals
- to be accepted
- to feel wanted
- to be cared for
- to be heard – tell their side of the story
- to be treated fairly and with respect
- to enjoy playing safely
- to know their property is secure.

Implementing positive relationship management programmes requires clear communication and commitment to carrying out whatever has been agreed to by members of the school community.

Within the Golden Rules are some specific rules for the Farm Area and for the use of Bikes, Scooters and Skateboards. These rules have been written in consultation with the children (2008). See appendix 1 for detail of rules.

Programme Guidelines **Teacher Obligations:**

1. Golden Rules must be clearly displayed around the School.
2. Good effective teaching techniques must be used to meet children's needs. This must include: -
 - (a) Planning;
 - (b) Monitoring;
 - (c) Modelling;
 - (d) Communication;
 - (e) Positive reinforcement.
3. Provide opportunities that encourage teacher / child communication by:
 - encourage inter-staff communication so that all teachers are aware of children with specific needs and appropriate strategies used – it is not just one person's problem.
 - make children aware that in confrontation situations it is the behaviour and not the child that is unacceptable.
 - teachers need to explore options for dealing with situations to avoid potential confrontations.
 - give all children the opportunity to tell their side of the story
 - promote the use of Peer Mediators as one option for solving playground disputes.
4. Encourage a sense of pride in our physical environment. '*Student Council, Go Green Team and Health Promoting Schools Team*'
5. Provide out of class activities with an emphasis on staff/ student participation for example:
 - opening the library for recreational activities.
 - encouraging awareness of suitable wet day games and activities, *including the use of Year 7 and 8 Wet Lunch Monitors in the Junior Rooms.*
 - ensuring playground equipment is available at all times *Room 16 Lunch time PE Shed.*
 - Providing special lunchtime theme days. '*Student Council, Go Green Team and Health Promoting Schools Team*' could coordinate.

As well as continual and ongoing positive praise and encouragement, rewards for good behaviour may include: -

- Certificates/stickers/tokens;
- Free time (while considering the rights of other classes!!);
- Games/extra computer time;
- Participation in Right Choice Activities;
- Acknowledgement at school assembly—Positive Pupil awards

The Playground

Positive playground behaviour will be rewarded by a positive comment of praise, by the duty teacher. Positive Pupil Awards will also be issued to children for a range of positive playground "behaviours".

As with the classroom the playground behaviour is managed with the "Five Golden Rules". The Duty Teacher is to ensure that these rules are followed. Some specific rules are in place for different areas see Appendixes for these.

Playground Incidents

Once incident or break time has finished the following needs to occur:

- Classroom Teacher needs to be informed of the incident
- Duty record slip from duty copied by office staff to Class Teacher and Syndicate Leader
- Follow procedure on class discipline sheet.
- Classroom teacher sends incident letter home for serious or unresolved incidents
- Parent will be notified according to procedure on class discipline sheet if incidents continue.
- Call for help from Senior Teachers, other syndicates – SENCO, Deputy principal, Assistant Principal.
Notify Principal if you have serious concerns

The general rule is that if you break a Golden Rule then you lose at least Five Minutes of Golden Time. This will be recorded on a slip inside the Duty Teacher's Pack.

Parent Information Slips

We have four slips that we use to inform parents about student's behaviour.

Blue slip is used to inform parents of an incident and that it will be followed up by the teacher as soon as possible.

Green slip is used to inform parents that their child has been involved in inappropriate behaviour and to inform of the consequences set.

Yellow slip is to inform parents of the victim of inappropriate behaviour and the consequences set for the child / children causing the problem.

Pink slip is to inform parents that their child has lost two golden times for breaking the golden rules and is at risk of not attending right choice day.

Behaviour Consequences

Classroom Behaviour Plan

- School Playground Behaviour Plan

1. Warning
2. Class discipline plan / loss of golden time.
3. Refer to Senior Teacher if ongoing. Time out of class. Home contact.
4. Loss of right choice option.
5. Refer to D.P. / A.P. May refer to agencies.
6. See Principal.

1. Warning
2. Loss of golden time.
3. Removed from area— Benched. Complete Think Sheet.
4. Behaviour contract Home contact Play area restrictions Home / School note-Book
5. Loss of Right Choice options.
6. Refer to Senior Staff Help from agencies.
7. See Principal.

Fast Track—for serious incidents consequences will be fast tracked in consultation with senior staff.

Referrals to Deputy/Assistant Principal

Students can be referred to D.P./A.P. if they are guilty of repeated disruptive behaviour in class, which interferes with the teachers right to teach and the students right to learn.

D.P./A.P. can put students on the **Discipline Trail** if discipline problems continue in the classroom or in the playground.

Discipline Trail

A student can be placed on the discipline trail for the following reasons;

Movement through class discipline sheet.

4 referrals to D.P./A.P.

Stand down of student results in placement on the discipline trail upon return to school.

Serve clause—extreme behaviour that warrants fast tracking.

Contract will be set up by D.P./A.P.

Regular meetings will be held by the D.P./A.P. and the student during this time and regular contact will be maintained with parents.

Consequences for being on the trail may be;

Removal from class to work in a space monitored by D.P./A.P.

Removal from the playground during set breaks.

Lunch/after school detentions.

Loss of privileges.

Student must behave appropriately for one month to come off the discipline trail.

Severe School Wide Discipline

There are occasions when students exhibit behaviours that are extreme, warranting immediate punishment which falls outside the day to day school discipline systems. If any students behaviour is such that they harm themselves, other students, teaching staff they will be removed from the class room/playground and the Principal, D.P./A.P. will oversee.

REFERRALS TO OUTSIDE AGENCIES

Resource Teachers of Learning and Behaviour RTLB.

The RTLB's are the first agency we use for children where we have ongoing concerns about learning or behaviour.

POLICE

In all cases where a "crime" has been committed such as an assault, theft, vandalism or arson the Police will be contacted. We work especially closely with Community Constable John Stewart, Police Education Officer Amanda Parsons and Detective Sergeant Gary Fowler.

GSE - GROUP SPECIAL EDUCATION

We refer severe behaviour cases to GSE after working with the RTLB service. GSE are also involved in cases where students are in danger of being excluded from our school or need support to be placed in our school.

COUNSELLING

If for home, school or personal reasons a student needs to access counselling we can help parents to make a referral. Counselling is available from The Kapiti Safer Community Trust or Child and Adolescent Family Health Service.

CYFS - CHILD YOUTH AND FAMILY SERVICES

We work with CYFS when they contact us because they are working with or investigating children and / or families. We also refer cases of suspected abuse to them.

BIKE RULES

- I only touch and ride my bike at school.
- I can ride bikes around the edge of the farm.
- I walk my bike in the base pit, on the bottom court or on the driveway.
- I walk my bike in and out of the school grounds and across the crossing.
- I am mindful of other riders, people and bases.
- I wear a helmet whenever I am on my bike.

SKATEBOARDS, SCOOTERS, SKATES RULES

- I am mindful and take care of others and the school property when using skateboards, scooters and skates.
- I must have wheels to use the ramps.
- I only go up and down the ramps one at a time.
- I only go when the ramp is clear.
- I use appropriate language.
- I always wear a helmet.
- I ride safely at all times.
- I ride on the concrete courts.
- I know where to skate and keep within the boundaries when using skateboards, scooters and skates.
- I use the ramps away from buildings.
- I do not use my skateboard before school.

FARM RULES

- I am part of a team in the base.
- We negotiate the rules together.
- All members of the base have the same rights and responsibilities.
- I use sticks, tyres and sand appropriately when on the farm.
- I ask the teacher if I can dig a hole.
- We wait at the gate for the duty teacher and leave when the teacher blows the whistle.
- I wear footwear at all times on the farm.
- We respect others bases and the environment.
- We use tyres only for building and we keep tyres within the boundaries.
- I respect the Golden Rules and use appropriate language etc.