

Pompallier Catholic School

Behaviour Management Procedure

All children are made in the Image of God. At all times when dealing with children that have not shown the school values their Christ light must be allowed to shine. Children need to be able to learn and adjust their behaviour so that they again 'walk closer to Christ'. Starting fresh with children everyday is important and 'forgiveness' is the way that Christ taught.

Vision:

That every child is able to learn and take risks in a safe Christ centred environment that focuses on family and community values.

Love / Integrity / Mercy / Truth

Introduction:

This programme has been developed to ensure that all students can work effectively within the school as per Pompallier Schools Behaviour Policy.

Rationale:

- Our behaviour is our choice
- We own our own behaviour
- We can change our behaviour

Goals:

- Respect for self and others
- To enhance students physical and emotional well-being / wairua
- Ownership of behaviour
- Tolerance and reverence of others

At the beginning of each new school year:

- Each class will negotiate class rules with their class focusing on rights and responsibilities. "The Pompallier Catholic School Way".
- The negotiated rules will form a "classroom treaty" which will be signed by all in the class as a form of grievance to abide by the negotiated rules. The treaty will then be displayed prominently in each room.
- Rules will be praised in a positive manor such as "we will" rather than "don't" and will be written in simple language students will understand.
- There will be no more than 6 to 7 rules.
- When correcting students behaviour teachers will refer to the class rules, asking the students to identify the rule they have broken and what they will do next time.

Consequences:

1. Verbal correction by the classroom teacher.
2. Verbal student-teacher conference at the first convenient break in learning.
3. Teacher to use Think Sheet.
4. Principal to use the Think Sheet.
5. Principal will approach parents / RTLB and other agencies for student behavioural support in consultation with the classroom teacher
6. Stand down (Stand downs must be supported by stringent follow through, targeted at problem solving and the restitution process with the key participants and stakeholders).
7. Exclusion (Exclusion is a serious behavioural consequence, however a student cannot be allowed to continue to jeopardize the safety and welfare of the school. In some cases the student may effectively be holding the school to ransom. This cannot be allowed to continue. If a student has continued to flout the school's behaviour management plan and refuses to work with supportive measures the school must protect the safety and learning rights of the rest of the students and act accordingly).

Notes:

- a. Teachers may fast track to step 4 at their discretion in consultation with the Principal.
- b. All approaches to parents / caregivers and outside agencies will be made by the Principal.
- c. All parties will work in collaboration to ensure that all students can work effectively within the school. The Principal may fast track to step seven as per the Ministry of Education Stand-down, Suspension, Exclusion, and Expulsion Rules 1999 (a copy is available at the school office.).

Outcomes:

- Caring for others
- Physical and emotional well-being / wairua
- Visible Gospel values
- Family / Whanau atmosphere within the school
- Safe happy working environment

Supplementary documentation (available at the school office):

- Think sheet
- Behaviour Policy
- Ministry of Education Stand-down, Suspension, Exclusion, and Expulsion Rules 1999.