

5. "STAFF TO HANDLE" MINOR BEHAVIOURS

Staff to Handle (minors)	Definition	Example
Off Task	Students not working towards given expectations.	<ul style="list-style-type: none"> - Not prepared for learning after Meet and Greet - Not on task after breaks - Non-completion of tasks - Disrupting others when set a task
Disrespect	Students do not respect themselves, others and property and not following the school's expectations – MAC, WITS, O4L.	<ul style="list-style-type: none"> - Calling out - Making Noises - Yelling - Arguing (talking back) - Talking over top of others - Breaking equipment - Excluding others - Annoying other students
Late Back to class	Students arrive at class after the bell.	<ul style="list-style-type: none"> - Not in class within a reasonable time after the bell rings (ie 5min).
Inappropriate Physical Behaviours	Students engage in non-serious but inappropriate physical contact.	<ul style="list-style-type: none"> - Play fighting, pushing, shoving, spitting, biting, bumps into others without causing harm, unnecessarily touching, threatening physical behaviours (ie kick chairs of other students)
Property misuse	Students misuses property in minor ways	Destroying - work books/Library books/desks/drawing on walls <ul style="list-style-type: none"> - Pencils, Pens, Rubbers, Rulers - Ipads (break or inappropriate usage) - Playground equipment / environment. - Playing in toilet areas.
Inappropriate language	Students engage in low intensity of inappropriate language	Language is not directed at a staff member, or student directly – severity is very dependent on context. - shut up, name calling.
Uniform not being worn	Students not wearing correct uniform	Students are required to wear: <ul style="list-style-type: none"> - School sunhat (no caps) - T-shirt - Blue or black shorts, skorts, longs - Vests and polar fleece - Gym shoes / sandels or jandels / gumboots with slippers to change into. (Some discretion may be required – but reinforce school uniforms as the ideal.)

Procedures for responding to “Staff to Handle” (minor) behaviours

Anywhere in the school: class or playground:

Prompt:

- Have clear instructions/expected behaviour been provided – do the students know what is expected.
- Have the students understood the expected behaviour/instructions - confirmation of understanding by student(s)
- Acknowledged students who are following the expected instructions/behaviour.
- Actively supervise students.

Undesirable Behaviours Occur:

Step 1: Redirect:

Provide a brief, clear, restatement of the expected behaviour – it must emphasis the “what” of the behaviour instead of why. (E.g.: Please begin your writing assignment / Please stay off the grass today.)

Re teaching:

Reviewing the desired expectation/behaviour.

Provide Choice:

Direct the student to choose between the desired behaviour or a less preferred alternative – provide of uptake and then praise for choosing wisely.

Check:

Check back with the student after uptake to ensure all is going well.

Step 2: If behaviour continues: (at this point an minor incident report is required) Then:

1) Warning

Sit away from other class members (set time age appropriate - but still in own classroom).

If behaviour continues or is serious then:

2) Take Five

Student to leave their classroom and go to a buddy classroom or sit outside Room Mataura. staff personnel responsible for monitor take five. If Take Five is implemented during play or lunch time, student name, date, reason, place are to be entered into playground behaviour book in duty pouch.

A Buddy can escort the student to a buddy classroom or to outside Room Mataura.

Buddy Teacher to set timer for “five minutes or age appropriate timing” – when time is up – ask student to go back to their own Room. Buddy rooms must have a clearly defined space for students to go to – teach/show them before they every have to use.

Buddy teacher is not to enter into discussion as to why the student is in their room. (As the buddy classroom you don’t know the whole story and a question: who’s problem is it?)

“Take five” is the calming down phase – Teacher who sent out is the one to decide if there is a conversation to be had or not on students return to their own classroom.

3) Continued Disruptive Behaviour – on return from Buddy Room.

If student continues to be disruptive – follow major incident procedures – this can be from the buddy room or student’s own classroom or outside Room Mataura.

Documentation:

- Take Fives must be recorded by Teacher so that a record can be kept of for trends – this information will be shared at staff meetings on a Monday.
- For a Major incident – major conversation sheet must be completed and entered on to etap and parents contacted by the end of the school day. If the incident is deemed “serious” and could result in a stand down or a complaint from a parent, then a formal Incident Report **must be filled in** and information put on etap by the end of day the incident occurred. Both forms must be handed to the Principal for record keeping.
- Sometimes we don’t know what it happening at home and this can reflect what happens at school. Keeping them informed at this stage is informal, can be a conversation at the gate, a quick email, or a phone call. But get in first – if you engage wth parents early you may get their support rather than waiting until behaviours escalate.
- Three repeated minor incidents in one day – conversation sheet (major).

Fresh start after each break – slate clear - ie: 9:00 to 11:00am / 11:20 to 12:40 / 1:20 to 2:45pm – nevertheless staff need to watch for patterns or trends.

5. DEFINING SENIOR MANAGEMENT (MAJOR) BEHAVIOURS

Senior Management (Majors)	Definition	Example
Physical aggression and harassment towards staff, students. *Bullying – charts asking Is it Bullying? displayed in each classroom.	Physically hurt or use body to intimidate others. Bullying can happen anywhere, at any time, and can be verbal, physical or emotional. It can happen in person or online, and it can be obvious or hidden. It is on-going not a one off situation.	<ul style="list-style-type: none"> - Fighting, hitting, threatening, misuse of technology, cyber bullying, verbal abuse, swearing, throwing furniture, destroying school property. - Harassment. - Any behaviour that is ongoing and can be classified as bullying.
Non-compliance/ insubordination	Not following expectations.	<ul style="list-style-type: none"> - Blatant defiance and disrespect. - Not adhering to staff requests. - Leaving school grounds without permission.

Procedures for responding to “Senior Management Handled (major) behaviours

Any where in the school

First and foremost – Staff and other Student safety must come first – then:

- Phone principal or send for help.
- Remove other students to a safe environment.
- Do not physically restrain a student unless:

Under section 139AC of the Education Act (Updated) Amendment Act 2017 – a teacher or authorized staff member can use physical restraint if they reasonably believe the safety of the student or of any other person is at serious or imminent risk, and the physical restraint must be reasonable and proportionate in the circumstances. Situations may include: breaking up a fight; stopping a student from moving with a weapon; stopping a student who is throwing furniture close to other who could get injured; preventing a student from running onto a road.

Physical restraint is a serious intervention and it is a legal requirement that any physical restraint be reported to the MOE and the School Board. Refer to Support Document 8: Guidelines for Registered Schools in New Zealand on the use of Physical Restraint – August 2017 for guidelines and reporting forms in the appendix, Plus School Severe Behaviour Document 8. Formal Reports are to be sent to: physical.restraint@education.govt.nz, the include: Incident Report, Information for MoE/Employer report, Staff reflection form, Defrieffing form for staff involved, Debriefing form for parents or caregivers.

Full updated guidelines are available on the Education website or Support Document 8 as noted above.

- Follow the de-escalation procedures in the guide, page 8.
- Parents to be called if situation continues – Senior Management only to make this call.
In extreme cases Police can be called to assist with the situation.
- Once calmed down then conversation with child and parents to occur and conversation sheet filled in.
- Major incident report filled out and data entered onto etap by staff member where the incident started.
- Remember – it is only the Principal who is legally allowed to implement stand-down or exclusion procedures – if Principal off-site, phone on cell phone.

Behaviours that fall within the “Senior Management to Handle (Major)” bracket may require interventions through support agencies. They will require an Independent Behaviour Management Plan to be put in place and monitored.

*In responding to bullying – go to Support Document 26 – A guide for schools.

5. FLOW CHART FOR STAFF TO HANDLE BEHAVIOUR/RESPONSES
 (*refer to procedures for guidance)

