



Carterton School  
for Quality Education

At Carterton School I remember the 3 Rs.  
I...

**R**espect myself ~ Mana Motuhake

**R**espect others ~ Manaakitanga

**R**espect our environment ~

Kaitiakitanga

**Carterton School for Quality Education**



# CARTERTON SCHOOL

## Behaviour Management System

Holloway Street,  
PO Box 214,  
Carterton  
Phone: 379 4010  
Fax 379 4011  
Cell: 027 263 0770  
(for texting absences ONLY)

Email: [admin@carterton.school.nz](mailto:admin@carterton.school.nz)  
[www.carterton.school.nz](http://www.carterton.school.nz)

Holloway St, Carterton  
P.O. Box 214  
Tel: 06 3794010  
Fax: 06 3794011  
Email: [admin@carterton.school.nz](mailto:admin@carterton.school.nz)  
[www.carterton.school.nz](http://www.carterton.school.nz)

## **Introduction**

This booklet will provide you with information about the behaviour management system at Carterton School. As a Positive Behaviour for Learning (PB4L) school our behaviour management system is underpinned by the idea that we teach the appropriate behaviours necessary for learning.

We want every member of our school community to know what behaviour is expected of them while they are part of Carterton School, and how they may be rewarded for meeting these expectations. We want consistent and fair procedures for dealing with behaviour issues.

It is important that you keep us informed when there are family circumstances that may impact on how your child/ren may respond to a particular situation. This allows us to provide supportive pastoral care when required.

We can assure you that when a behaviour issue is brought to our attention we *always* endeavor to get to the bottom of what has happened before giving corrective consequences, as there is often more than one side to the story, or there could be special circumstances that have caused a child to behave in a certain way.

We encourage children to participate and learn in a positive environment. Our behaviour management system supports this, with the emphasis on positive rewards for, and teaching of, specific appropriate behaviour. Support from Resource Teachers of Learning & Behaviour (RTLB) or external support may be accessed if appropriate.

While our behaviour expectations are the same for all children in school there may be individual students, or situations, which require a different approach. It is important that children are honest, and we encourage them to always tell us the truth, even if it means they know they could receive a negative consequence for their behaviour.

Most minor issues are dealt with in class, however communication between home and school is a key aspect of successful behaviour management and we encourage you to contact us if you ever need any clarification.

We thank you for your support in helping Carterton School continue to be a great environment in which to learn and grow.

## **Escalation of consequences**

For child/ren who exhibit unsafe behaviour and/or non-compliance with school expectations, the child may:

- Have a meeting with the Learning Team Leader, Deputy Principal or Principal. **Follow up plan** implemented.
- **Have an after school detention** – 15 min. for Y1-3 students, 30 min. for Y4-8 students. Supervised by Deputy Principal. Parents / whānau informed by a letter / phone call. Activities designed to help child identify alternate ways of responding to events and people around them.
- Be sent to **Learning Team Leader**, or the **Deputy Principal** to work for the **remainder of the day**. Parents / whānau informed.

If there are continued concerns for safety of self, other children / adults or serious breaches of school expectations student may be sent to **work outside the Principal's office for one day**. An Individual Behaviour Plan may be implemented following discussions with parents / whānau.

- **Student works outside the Principal's office for up to 3 days.** A meeting with staff involved (class teacher and Learning Team Leader), parents / whānau, Deputy Principal and/or Principal to determine or review the Individual Behaviour Plan and other alternatives for resolving the child's behaviour.
- **Student is stood down for up to 3 days.** Parents / whānau contacted by phone and letter. Board of Trustees notified. Meeting with the parents / whānau, teacher, student, and principal.
- The most serious behaviours, normally of a repeat nature where warnings and counselling have not been heeded, may result in **suspension or further stand down from school**. If there is a suspension, there will be a meeting with Board of Trustees discipline committee and parents / whānau. Formal suspension steps from the Ministry of Education are followed.

While this suggests a linear progression of consequences, a student may be 'fast tracked' if required.

## **Consequences for not meeting our 3 Rs**

- A. In class / playground episodes of disrespectful behaviour are resolved by teachers / staff / relievers.
- B. If the issue is more serious, it is handled by the Learning Team Leader and / or may require an 'escalation of consequences' (see next page).
- C. Some instances of extremely disrespectful or serious behaviours may be referred immediately to the Principal or the Deputy Principal to take action.

Serious behaviours may include:

- Lying (deliberate)
- Bringing banned items to school
- Stealing
- Threatening
- Physical harm to others
- Verbal harm to others
- Swearing
- Defiance
- Vandalism
- Sexism
- Misuse of equipment (inc. ICT)
- Bullying

**Bullying Definition** Bullying is when a person intentionally imposes their will over others.

There are two aspects to bullying:

- 1) The nature and intent of the actions;
- 2) The response and feelings as a result of the actions of another person.

The school has zero tolerance for bullying.

**Response to any reported incidents of bullying:**

- Reported incidents of bullying are followed up with children to clarify both/all perspectives. When consequences are required, parents are kept informed and a record of incidents is kept.
- We take appropriate action to remove children from unsafe situations.
- We work with children, families and RTLb teachers to identify triggers to prevent repeat incidents and / or strategies for resolving conflict or to build resilience, as appropriate for individual students.

*Some of these situations will require outside, professional expertise to resolve.*

*The school will work with families to resolve stressful situations.*

## **Our beliefs**

- Children, staff and visitors have a right to enjoy their days at school and learn in a physically safe and emotionally secure environment.
- Children will learn best in an environment which is positive, inclusive, warm, open, encouraging and non-threatening.
- Students have a right to expect fair and consistent treatment from school staff.
- School staff members have the right to expect and obtain standards of appropriate behaviour from students.
- Staff and students have the right to have such expectations supported by the principal, parents, whanau, Board of Trustees, and colleagues.

## **Our 3 Rs**

We do not have a long list of 'rules' at Carterton School. We base our behaviour expectations on 'Respect', using the 3 Rs acronym (see below). We have developed a school-wide system of clearly stated expectations to ensure consistency of understanding between all students and staff for the various places around the school and some specific times. This system allows most students to meet our expectations.



## Carterton School Expectations

At Carterton School I:	Wherever I am at Carterton School, I do this by:	This is an example of what happens when these expectations <u>are</u> met. I earn:	This is an example of what happens when these expectations are <u>not</u> met. I may have to:
<b>RESPECT MYSELF: MANA MOTUHAKE</b>  <i>I'm ok to be me. I accept me. I care about me. I keep myself safe.</i>	Always trying my best with everything I do. Keeping myself safe. Taking care of my personal hygiene. Being prepared, on time and being tidy. Speaking nicely and being friendly towards others. Wearing my uniform correctly. Expecting support from others.	<u>Praise:</u> Verbal praise Handshake High five Pat on back Smile  <u>Rewards:</u> Certificates Stickers  <u>Celebrate success</u> with: peer / buddy / class / Team / DP / Principal Special sharing with whanau (invitation)  <u>Privileges:</u> Responsibilities Fun activities Leadership roles Game Free time games  <u>Treats:</u> Go to the park and play Movie time	<u>Consequence:</u> Practice the correct behaviour Work in a withdrawal room for a specific time  <u>Follow up action:</u> Talk through the issue with an adult – this may be the Team Leader / The Deputy Principal - and may be at lunchtime / afternoon break  Lose privileges  <u>Fix it up – make restitution:</u> Immediate consequence as appropriate (e.g. pick up 10 pieces of rubbish for littering). Say sorry Write an apology letter Make monetary compensation  <u>If appropriate:</u> Have a detention Have a reduction of consequence for poor behaviour (if I own up)
<b>RESPECT OTHERS: MANAAKITANGA</b>  <i>I am kind, caring, co-operative, supportive and friendly. I respect other people's feelings &amp; am understanding. I get involved and participate.</i>	Using good manners. Listening to others and speaking politely. Accepting differences. Being a good friend, sharing and taking turns. Being gentle. Encouraging others. Being careful with others belongings. Staying in my own space.		
<b>RESPECT OUR ENVIRONMENT: KAITIAKITANGA</b>  <i>I think about the future: what effect will my actions have?</i>	Recycling. Putting rubbish in bins. Using resources responsibly. Keeping our environment tidy. Looking after equipment & property – my own, others, the school's & the natural environment. Caring for our environment by keeping it clean and tidy.		

We use similar charts to describe specific behaviours required in certain areas or at specific times. These are available on request.

## Rewards for meeting our expectations

Our focus is on praising and encouraging appropriate behaviour. Our whole school reward system recognises and acknowledges that generally most students at Carterton School keep the 3 Rs. We aim to foster children's natural desire to please so respect becomes their normal way of acting.

In **class** to help maintain a positive learning environment each teacher will acknowledge children's mahi pai (good work or behaviour) by giving clicks on their 'click cards'. When completed, these cards earn a tangible reward presented in class or a team assembly. Teachers will develop an in class reward system to support positive behaviour.

In addition, when children consistently demonstrate appropriate classroom behaviour for the two weeks between whole school assemblies their names are entered in a prize draw.

**Playground** rewards will be earned when children get tokens in the playground for meeting our school expectations. Children will put these tokens into a container in the classroom. These will be displayed on a tree or similar display which will be in the school library. Once this is full all children will earn a reward of a longer playtime or a special playtime, e.g. playing at the local playground (supervised). Parents will be informed when this is achieved.

## When things go wrong at Carterton School, we may:

- Give a reminder of expectations or a verbal warning.
- Have a discussion with child / children to identify the issue / problem behind the disrespectful behaviour – this may be during teaching time or the children's break times and may include talking to other children involved or nearby.
- Teach appropriate respectful behaviour or strategies to resolve problem / issues.
- Provide a corrective consequence linked to the disrespectful behaviour aimed at preventing repeat episodes.
- If appropriate talk to families about the problem / issue and discuss ways of supporting their child/ children.
- Work with families and other professionals to provide help and support related to problems / issues.
- Our responsibility is to provide a safe and positive environment for all children at Carterton School. In some situations, this may mean removing children temporarily from their classroom and/or the playground.