

Behaviour Modification

General

This policy is intended for all students at all times at Gracefield School.

Gracefield School acknowledges that to behave appropriately children need a combination of firm guidelines and positive encouragement. This is the philosophy this document is based on.

Classroom teachers are expected to regularly outline the behaviour expected. School rules are to be displayed in classrooms.

Part 1.

Acknowledging Positive Behaviour

The rewards to be used are as follows:

Gracefield's Greatest

Children who are caught doing something good are nominated to represent their class at assembly on a Friday. The nine children nominated are called to the front and have their photograph taken. This is displayed in the school foyer for all to see. They also receive a certificate to take home.

The Process

- A teacher identifies good behaviour and hands out the nomination slip to the child concerned.
- This is taken to their class teacher, who keeps it in a safe place.
- On a Friday all those children who have been nominated during the week are disclosed to the class. After discussion about what these children have done, one child is selected to represent the class.
- At assembly on Friday, the class representatives go to the front of the hall and their deeds are read out to all children. A photograph is taken of the nine children.
- All of these students receive a Gracefield's Greatest certificate.
- The photo that has been taken is displayed in the school foyer for the week, for all to see. It is placed in a frame with the words "Gracefield's Greatest" engraved at the bottom.

Top Tee Shirt Concept

Every week a class in the school nominates a child who is asked to come forward at assembly and receive a Tee Shirt that has a motif across the front of it stating they are a "Great Gracefield Kid."

Objectives

1. We highlight the types of behaviour we want to see the children achieving.
2. We reward the children who are good all the time.
3. We are visible out there in the community.
4. We allow the children to take responsibility for determining the kind of behaviour they see as good.

The Process

On a weekly rotational basis, a class is able to look closely at its members and see which one of them is able to fit the criteria set, for being a valuable member of the school community.

The attributes are listed on the board and the children then hold a secret ballot to find who their person is to receive the Tee Shirt at assembly. The children are not told the outcome.

Note:

- A child may not receive a tee shirt more than once as a junior (Yr 1 – 3) and once as a senior (Yr 4 – 6).
- Children are encouraged to vote for someone else i.e. not for themselves.
- When the criteria are set, the wording should be positive i.e.
 - * Plays well with other children. (acceptable)
 - * Does not hit other children. (unacceptable)
- Children are encouraged to consider voting for others who are always good. Whether they are popular, bright, good at sport etc, is not important.
- Only children whose behaviour is consistently good should receive this reward.

At assembly it is announced that it was room ?'s turn to hand out the shirt.

The child's name is read out and they come to the front to receive their tee shirt.

The teacher then reads out the points the children used as criteria to choose their winner.

The shirt is theirs to keep and to be worn proudly around the school.

Fun Afternoon

The aim of this afternoon is to reward those children who normally behave well, but get little recognition for it.

All students who have not been on step twice since the last Fun Afternoon, are invited to take part in the next one. This will happen at least twice a term, from 2.00pm – 2.45pm on a Friday.

Teachers will offer children a variety of activities that would not normally be available. These could include:

- Sports activities on the field
- Creative art activities
- Videos in the rooms
- Computer sessions

The Principal will supervise the (step) students not taking part. Students are required to sit quietly at this time and consider what they have to do to take part in the Fun Afternoon next time.

Part 2.

Consequences for Inappropriate Behaviour

Steps

The step system has been designed to make sure teachers, students and parents are aware of the consequences of inappropriate behaviour and to help students make sensible choices in the future.

Before placing a student on a step, a teacher should either:

- *Have witnessed the action.*
- *Have received a verbal confirmation from the student that the incident occurred.*
- *Have interviewed reliable students who witnessed the incident.*

Key Points

1. A student stays on a step for three days (including the date of misbehaviour).
2. If a student is placed on step again within those 3 days he/she will move onto the next step.
3. A student moves back one step at a time i.e. 3 down to 2.

When a student is placed on step 1:

The student's name is recorded on the Steps Clipboard along with the date and the reason for being placed on step.

The reason for being placed on step is clearly explained to the student.

If the student has been involved in an aggressive act, the teacher will attempt to find out what lead up to the incident and records this on the step board.

If another student has been hurt by the behaviour an apology should be given.

At the end of the week (Friday lunchtime) all those who have been on step one will go to the Principal for a conference. This will look at the behaviour that moved the child to step and ways the student can avoid further problems. This is then written into a plan that goes home to be signed by the parent and returned on the following Monday.

When a student is placed on step 2:

A student moves to step two by breaking a school rule within three days of being placed on step one.

The student's name is recorded on the Steps Clipboard along with the date and the reason for being placed on step.

The reason for being placed on step is clearly explained to the student.

The teacher involved informs the principal that the child has reached step two, so a letter can be sent home to parents informing them of the situation. Parents are required to sign and return this to school.

When a student is placed on step 3:

A student moves to step three by breaking a school rule within three days of being placed on step two.

The student's name is recorded on the Steps Clipboard along with the date and the reason for being placed on step.

The reason for being placed on step is clearly explained to the student.

Parents are contacted by the Principal and requested to come down immediately for an interview.

The purpose of this interview is to draw up a contract that specifies:

- The behaviour that is not acceptable.
- The consequences of breaking the contract.

- Positive steps that will keep the student behaving appropriately.
- A date for review of the contract.

A child returns to step zero at the point of a contract being written.

Note: The student will not return to their class until the Parents, Principal and Student agree upon a contract.

When a student is placed on step 4:

A child will progress to step four if they break the contract drawn up during step three. The result of this would be a period of in school suspension agreed upon with the parents.

(In School Suspension)

Student will move his/her desk to outside the Principal's office.

Student to miss morning interval and lunchtime. - If appropriate, the student is shown a copy of the contract to remind him/her of their responsibilities at school.

This detention period is to be supervised by the Principal.

The student makes a phone call to his/her parents explaining the situation.

When a student is placed on step 5:

Should a student not respond after repeated attempts to change his or her behaviour including using appropriate counselling services, then the guidelines stated in the Ministry document titled "Guidance for Principals and Boards of Trustees on Stand-downs, Suspensions Exclusions and Expulsions, July 1999," will be used to determine whether a child should be stood-down, suspended, excluded, or expelled from Gracefield School. The procedures to follow, will also come from this document, should one of the above be an option chosen for child.

On Returning to School

The student will be on a contract written by the Principal.

The student will start back with a clean slate with regard to the step system.

Fast Track

A student can move to step two or three for more severe behaviour. This may include:

- Swearing at a teacher.
- Theft of school, teacher's, or another student's property.
- Wilful damage to school, teacher's, or another student's property .

- Physical violence to a student or teacher.

Teacher must hear or see evidence before fast tracking.

Reparations

When a student causes wilful damage to property this will be:

- Cleaned up where possible.
- Paid for at the discretion of the Principal.

Time Out Area (Outside school office)

This may be used for a short term holding period for the following types of behaviour:

- needing to cool off.
- bullying.
- when a student needs to be removed from the playground for his/her safety, or the safety of others.

Bullying

Children identified as being at risk of bullying, or being a victim, will be helped. Teachers will refer to our Bullying Prevention procedures for guidance.

Runners

If the student has shown that he/she is likely to run away from school, the parents may be asked to sign a document absolving the school from any responsibility while the student is not in the school grounds.

End of Term

At the end of a term, any student on a step will start the following term with a clean slate.

Part 3.

Gracefield's School Rules

Communicate Appropriately

- Only use appropriate names for each other.
- Only use appropriate language.

Respect other people's and school's property

- Only use other people's things with permission.
- Only eat food in specified areas outside the classrooms.

- Play sensibly with school property.
- Large balls are to be kicked only on the field and tennis court.

Think Safety

- Keep others safe by not throwing things, hitting or hurting.
- Stay within school grounds, unless you have permission to leave.
- Use the pedestrian crossing when crossing the road.
- Walk bikes, scooters and skateboards in the school grounds.
- Wear shoes in the playground.
- Walk in and around school buildings.
- Wear sun hats outside in Terms 1 and 4.

Be Conscientious

- Respond quickly when the bell rings.
- Tell a teacher if someone is in danger.
- Tell a teacher if someone is behaving inappropriately.

Approved May 2013

Principal _____

Chairperson _____