

Behaviour Management

Reviewed:	June, 2023	Next Review:	June, 2026
Applies to:	Junior School, Girls' School, Boys' School		

1 Background

- 1.1 This policy endeavours to ensure the well-being and safety of children and staff attending The Cathedral Grammar School. By following these procedures, the school and staff demonstrate a fair, reasonable and consistent standard of positive interaction with children that is in accordance with the values and special character of the school.
- 1.2 The Cathedral Grammar School provides a safe emotional and physical environment for pupils and staff and this is led through faith, hope and love, our special character, and our four pillars - everyone matters; do the right thing; think, try, reflect, and fearlessly aim high. We focus on a culture of care and protection and prioritise this when managing behaviour and dealing with behaviour incidents.
- 1.3 The Cathedral Grammar School promotes positive pupil behaviour and de-escalation of challenging behaviour. Challenging behaviour can result from distress and we respond accordingly based upon our Reducing Pupil Distress Policy.
- 1.4 We have high expectations for our pupils, staff and school community to set and maintain high standards of behaviour and conduct, and for visitors, parents and whānau to model positive behaviour for pupils.
- 1.5 Bullying and harassment within the school community is taken seriously and is dealt with through our Behaviour Procedure. Our school community is informed of the procedures to follow as per our concerns and complaints policy should the need arise.

2 Objective

- 2.1 To provide procedures for the behavioural management of children which ensures their safety and well-being, develops their social competence and which creates a positive learning environment. Proactive, rather than reactive procedures, will be implemented wherever appropriate and possible.

3 Policy

- 3.1 Every child will be accorded respect and dignity.
- 3.2 Every child will be given positive guidance as to correct actions and reactions which promote appropriate behaviour, having regard to the child's stage of development.
- 3.3 Every child will be given positive guidance using praise and encouragement. Teachers will avoid using harsh language, and/or belittling or degrading actions or words when correcting children.

- 3.4 No child receiving guidance and control will be subjected to any form of physical ill-treatment, solitary confinement, immobilisation, or deprivation of food, drink, warmth, shelter or protection.
- 3.5 Staff manage challenging behaviour appropriately and use de-escalation strategies if the pupil behaviour poses a danger to themselves or others. Physical restraint may only be used by teachers or authorised staff members to prevent imminent harm, and only according to our Minimising Physical Restraint Policy.
- 3.6 Staff will apply a consistent approach that follows the School's Behaviour Procedure. This outlines responses from staff based upon minor, major or extreme behaviours.
- 3.7 For cases of extreme misconduct, continual disobedience and/or behaviour risking serious harm we follow the procedures as outlined by the Ministry of Education for stand-down, suspension or exclusion.
- 3.8 In the Junior School and Prep Schools, tangible rewards and acknowledgment of positive behaviour that aligns with the school values will be formalised and utilised.
- 3.9 Assistance with behaviour modification programmes may be sought from outside agencies.
- 4.0 A written record shall be entered into the behaviour notes section of the student management system (FACTS) for all second occurrences of behaviour, and all meetings with parents will be recorded and filed within the pupil's secured section with FACTS.
- 4.1 Seclusion and corporal punishment is prohibited.
- 4.2 Parents must use the procedures with the concerns and complaints policy should they have concerns about any incidents. They are not to approach pupils, their parents or members of the school community to discuss behaviour issues.
- 4.3 Concerns regarding a behaviour issue that involves a child of a staff member or a board member will be managed by a staff member who is not related to the child or board member.

5 Managing Inappropriate Behaviours

- 5.1 Teachers will focus on isolating the behaviour rather than isolating the child. Links will be made with the School's pillars and special character to enable children to make meaningful connections with managing themselves.
 - Staff are to follow the guidelines and resources linked within the Behaviour Procedure
 - A clear message will be given by the teacher explaining why the behaviour is unacceptable, e.g. a child could hurt themselves, another child, adult or property.
 - The child's name will be used to gain their attention.
 - Children will be encouraged to resolve their own conflicts, but support will be offered from a teacher when required.
 - If required a child will be directed to another area of play and the teacher will remain with the child and discuss their behaviour with them when they have calmed down and are in charge of their emotions.
 - If another child is involved the teachers will initially support them before dealing with the inappropriate behaviour.
 - No child will be put in solitary confinement, immobilised or deprived of food or drink.
 - No child will be spoken to harshly, belittled or degraded.

- Teachers who feel stressed or challenged by the situation will be encouraged to seek support from a colleague.