

RIVERVIEW SCHOOL

BEHAVIOUR

MANAGEMENT GUIDE



2009

RIVERVIEW SCHOOL

GUIDE TO BEHAVIOUR MANAGEMENT

Children have the right to learn and play in a safe, secure, happy, and emotionally and physically healthy school environment. In particular, every child has the right to learn in an atmosphere of mutual respect, trust, and fairness.

Aims of this Plan

We want ...

- ☆ To provide a friendly, stimulating, safe, and happy environment for all children and staff.
- ☆ Every child and family to know what behaviour is appropriate at school.
- ☆ Parents to support the school's Behaviour Management Plan.
- ☆ Firm, fair, and consistent behaviour management that reflects the school's policy and procedures, and that prevents discrepancies in the way children are treated.
- ☆ A focus on the behaviour, not the child.
- ☆ To emphasise, encourage, and reward positive behaviour.
- ☆ To encourage children to be self-monitoring and to take responsibility for their behaviour (i.e. to make the right choices).
- ☆ Every child (and family) to know what the consequences are for inappropriate behaviour.
- ☆ High standards of behaviour from our children.
- ☆ Behaviour management through positive means.
- ☆ To recognise those who are consistently well behaved.
- ☆ To not tolerate physical or verbal violence or intimidation or **bullying***. This includes teasing, deliberate social exclusion, and other non-physical forms of intimidation.
- ☆ To not "make mountains out of molehills". Putting it right, rather than negative punishment is preferred. A quick time out to cool off and think about the inappropriate behaviour is often sufficient (e.g. Think Spot; Time Out).

** Note: **Bullying** is considered to be:*

o physical or verbal violence or intimidation that is repeated or sustained over time, whether this is perpetrated against one or several 'victims';

OR

o physical or verbal violence or intimidation that is perpetrated in an organised or coercive manner by a group of students against one or several students.

Notes for Parents

Parents can support the school's Behaviour Management Plan by ...

- actively supporting the school's policies and procedures.
- ensuring their child/ren's regular and prompt attendance.
- insisting upon high standards in *all* aspects of school life.
- working with the school, in a positive way, to modify behaviour, where necessary.

Notes for Staff

It is essential that behaviour management procedures at this school work towards the idea of self-discipline (i.e. children accepting responsibility for their actions). This means providing an environment where:

- children have the opportunity to make decisions and choices;
- appropriate behaviours are recognised and celebrated; and
- inappropriate behaviours are handled sensitively using fair, consistent, and structured procedures.

Notes for Students

Students have the right:	Students have the responsibility:
To be happy	To be friendly
To be spoken to in a polite and friendly way	To speak to others in a polite and friendly way
To know their property is safe	To respect other people's property
To know they will be safe from harm	To make the school safe for others

As students at Riverview School, you will ...

- ☺ follow staff instructions.
- ☺ look after school things.
- ☺ only use welcome touches.
- ☺ talk positively, and use good manners.
- ☺ let other people get on with their work or play.
- ☺ keep safe by staying in the right places.
- ☺ ask before touching things that belong to others.

At Riverview School ...

We want to ...

- ☆ Be positive
- ☆ Praise
- ☆ Thank
- ☆ Congratulate
- ☆ Reward
- ☆ Show aroha
- ☆ Respect
- ☆ Tolerate
- ☆ Appreciate
- ☆ Enjoy
- ☆ Inspire
- ☆ Celebrate
- ☆ Be honest
- ☆ Be happy

Special ways of being recognised:

- ☆ Being praised
- ☆ Being thanked
- ☆ Being congratulated
- ☆ Receiving rewards
- ☆ Gaining privileges
- ☆ Being mentioned at the team/school assemblies
- ☆ Being mentioned in the school newsletter
- ☆ Being on good terms with staff and peers
- ☆ Being given roles of responsibility
- ☆ Receiving HEART nominations - given by class teachers and announced at Assembly
- ☆ Receiving stickers, certificates, awards, HEART Awards
- ☆ Phone calls / letters of praise home from teacher, Team Leader, Deputy Principal, or Principal

At Riverview School ...

We ...

- ☆ Display good manners at all times, and don't interrupt.
- ☆ Treat people and property with respect.
- ☆ Make sensible choices.
- ☆ Take all newsletters and notices home at the proper time, and give them to our parents.
- ☆ Look after our School and equipment.
- ☆ Put all rubbish in the right bins.
- ☆ Care for gardens and plants.
- ☆ Respect our classroom, and keep it clean and tidy.
- ☆ Stay on the school grounds, and out of the bamboo.
- ☆ Manage ourselves, look after our own things carefully, tidy up after Ourselves, and take pride in ourselves.
- ☆ Arrive at school between 8.00 and 9.00 am.
- ☆ Stay on the concrete when the "Keep off the Grass" sign is up, and when we can see the grass is wet.
- ☆ Report any breakages immediately.
- ☆ Use computers and A.V. gear only with permission.
- ☆ Stay off the roof.
- ☆ Stay out of the classrooms during break times, unless we have permission to be there.
- ☆ Follow the roster for the Adventure Playgrounds.
- ☆ Put all equipment back in its proper place, including P.E. equipment.
- ☆ Treat all equipment with care.
- ☆ Have 'helping hands' and 'friendly feet'.
- ☆ Are ready to learn and easy to teach.
- ☆ Are 'good' representatives of Riverview School children, even when out of the school environment.

We behave in and around buildings by ...

- ☆ Using a quiet voice inside.
- ☆ Sitting quietly during assemblies.
- ☆ Moving quietly around the school during class time.
- ☆ Walking around corners, on the concrete, and in corridors.
- ☆ Entering the office and staffroom areas quietly, and waiting quietly.
- ☆ Not throwing objects inappropriately.
- ☆ Knocking on doors to other classrooms and offices before entering.

Know the Playground Rules

We Will ...

- ☆ Obey the bells.
- ☆ Know where and when to play.
- ☆ Get adult supervision when getting a ball from an out-of-bounds area.
- ☆ Be seated for eating until the second bell goes, and talk quietly while we are eating.
- ☆ Wear our hats during Terms 1 and 4.
- ☆ Stay away from the bike area.
- ☆ Stay in the school grounds at all times, and stay out of the bamboo.
- ☆ Obey the Adventure Playground roster.
- ☆ Keep our school clean and tidy by putting rubbish in the right bins.
- ☆ Show consideration and respect for others at all times.
- ☆ Care for other people's feelings.
- ☆ Show good manners at all times.
- ☆ Always speak politely, and address all staff and visitors by their proper names.
- ☆ Follow instructions.
- ☆ Take turns.
- ☆ Have "helping hands" and "friendly feet".

TO KEEP OURSELVES SAFE ...

We Will ...

- ☆ Go home from school the way our parents have told us, immediately after school.
- ☆ Speak only to people we know, when we're walking/biking to and from school.
- ☆ Wait at the hall roundabout when being picked up after school.
- ☆ Wear sun-safe clothing.
- ☆ Wear stud earrings only, one in each ear, for safety.
- ☆ Ride safe bikes, skateboards, or scooters, and wear helmets in the designated 'wheelie' area.
- ☆ Walk our bikes, or carry our skateboards/scooters when in the school grounds.
- ☆ Be well-behaved on all buses, and stay seated.
- ☆ Remain in orderly lines when waiting for the bus.
- ☆ Be able to ride our bikes to school when we are 10, unless other arrangements have been made with the School. This is for our own safety.

At our School, we don't...

- ☆ Interfere with other children's games and activities.
- ☆ Touch the belongings of others without their permission.
- ☆ Touch other people without their permission.
- ☆ Mark furniture, equipment, or buildings.
- ☆ Leave the school grounds without permission.
- ☆ Go into the bamboo hedges without permission.
- ☆ Be inside on fine days unless we are in the Library.
- ☆ Misbehave on the buses.
- ☆ Play tackle games and bull-rush, unless supervised by a qualified person.
- ☆ Chew gum, bring sweets, or fizzy drink to school.
- ☆ Bring special items to school (e.g. toys, jewellery, cell phones, or electronic games).

At our School, we don't BULLY

This means that we DON'T ...

- ☆ **Use threatening behaviour.**
- ☆ **Physically assault others (hit, kick, spit, pinch, throw things, scratch, strangle, punch, shove, pull hair).**
- ☆ **Use name-calling words or tease.**
- ☆ **Make racist comments.**
- ☆ **Continually put others down or insult them.**
- ☆ **Gang up on others (e.g. remove/hide their belongings).**
- ☆ **Leave others out to make them feel bad.**
- ☆ **Get someone else to do something bullying.**
- ☆ **Swear or verbally abuse others.**
- ☆ **Spread rumours.**
- ☆ **Write mean notes, messages, or texts, or graffiti on things.**
- ☆ **Grab or touch anyone's private parts.**

Playground Guidelines

Promoting Good Behaviour in the Playground while on Duty

Treat students with respect:

Create a school climate where all people are respected and accepted and common courtesies apply - insist on it.

Affirm students doing the right thing:

Being positive in the playground will encourage appropriate behaviour and set an example for others to follow.

Rewarding children's positive behaviours:

Praise - say the child's name; give the praise, explaining *why* you are; be sincere. Make a HEART nomination.

Staff, children, and parents are role models:

Everyone needs to display appropriate behaviour - have high expectations, encourage cooperation, insist on common courtesies - manners are important.

Involve the children in as much activity as possible:

Sports gear is available for issue from PE shed. A wide range of supervised sport (run by the Physical Activity Leaders [PALs]) and other extra-curricular activities is usually offered.

While on duty:

- ☆ Talk to as many children as possible, Learn lots of names. Smile. Use humour.
- ☆ Reward appropriate behaviour.
- ☆ Keep moving.
- ☆ Initiate games and activities.
- ☆ Try to be the guardian, not the police officer.
- ☆ Make sure you are wearing a duty vest, and have a duty bag.

Physical Activity Leaders (PALs) are trained to organise and lead games during lunchtimes.

Mediators: Senior students may be trained in the skills of conflict mediation and resolution.

'Steps' Programme

- ❖ **Students needing the 'Steps' programme to assist them, may require further support and guidance if they continue to repeat certain behaviours. Outside agencies (e.g. RTLB) may need to be involved in on-going support.**
- ❖ **If a student is placed on Step 2, it does not mean s/he goes automatically on to Step 3 next time they offend. It depends on the type of behaviour; they could be placed on Step 2 several times.**
- ❖ **The Deputy Principal has responsibility for the programme, working alongside the Principal and Senior Management team. This gives consistency to the programme, ensuring monitoring is effective.**
- ❖ **In-School suspension - a student is placed in another classroom/place for an appropriate time - usually 1 day. This often provides a calm time for the child to reflect.**
- ❖ **Other programmes, such as 'Daily Report' (in which the student is monitored and must report to the Deputy Principal/Principal three times daily), may be implemented if a student fails to respond positively to Steps.**
- ❖ **Students on Steps will be expected to complete appropriate written work that reinforces the positive learning from being on Steps (e.g. an apology, a piece of writing discussing the pros and cons of their action, completing a Behaviour form, reading and/or copying all/parts of the Behaviour Management Booklet).**
- ❖ **Families of children involved in an incident in which a child is hurt, will be informed in writing.**
- ❖ **All behaviour incidents that result in a child being placed on the Steps will be recorded on the eTAP Behaviour Register.**

Monitoring the STEPS Programme

☆ This programme does not replace in-class behavioural development plans or contracts, but can certainly support them if a teacher so wishes. Nor does it replace any Individual Behaviour Plan that, for example, may have been designed in co-operation with the Resource Teacher of Learning and Behaviour (RTLb).

☆ Time will be set aside at staff and team meetings for staff to share concerns about children or school discipline matters.

☆ Parents' concerns should be expressed to the class teacher in the first instance; if not resolved, then Team Leader > Assistant/Deputy Principal > Principal.

☆ The Principal will report to the Board of Trustees regularly, regarding both the implementation of the 'Steps' programme and the school's behaviour management.

STEPS: Consequences to Discourage Misbehaviour in the Playground

<p>Step One: <i>(Warning and / or Supervision)</i></p>	<p>For Minor Incidents and Misbehaviours Give minimal response for inappropriate behaviour. Quietly and unobtrusively talk with the child, clearly stating the problem behaviour. Child apologises where appropriate. If necessary, state the consequence if misbehaviour continues. Record in Duty Book (see Appendix 1).</p> <p>If necessary, student(s) may walk with duty teacher for a short period (2 - 5 minutes) to calm down, or to redirect to appropriate behaviour.</p>	<p>Examples: Climbing trees Impolite language Name calling Not sharing school equipment Littering Non-cooperative problem solving (shouting, not listening to others) Inside without permission Careless use of equipment Out of bounds</p>
<p>Step Two: <i>(Time Out)</i></p>	<p>For Behaviour that is 1. Unsafe; or 2. Negatively Affects Others; or 3. Repeated Minor Misbehaviours within the duty period</p> <p>Interaction as for Step One, but student(s) then sent to Time Out Behaviour Seat for 10 minutes. Record in Behaviour Book (see Appendix 2)/eTAP (the school's online student management system).</p>	<p>Examples: Throwing stones/bark /throwing something at another person Pushing others Swearing Spitting Defiant to teacher request Exclusion or Teasing Graffiti "Borrowing" without permission Out of bounds (if possibly unsafe)</p>
<p>Step Three: <i>(Parents Informed and Behaviour Letter)</i></p>	<p>For Repeated or Serious Misbehaviour Refer immediately to Senior Management Team. Incident recorded as above. Time Out Behaviour seat for remaining play period <i>and</i> loss of next play period. Child completes a behaviour letter to parents (see Appendix 3), and a letter of apology (if necessary), and/or a Think Sheet (see Appendix 4). Parents to be informed at this stage.</p>	<p>Examples: Fighting Intimidation Verbal abuse Insolence Bringing a weapon (e.g. pocket knife) to school</p>

<p>Step Four: (In-school Suspension and Parent Conference)</p>	<p>For Ongoing or Extreme Misbehaviour As for Step Three, and: In-school suspension for three days, and: Involve all those associated with the problem (teacher, parents, child) in a meeting to develop a "change strategy" Behaviour Contract. May possibly involve outside agencies.</p>	<p>Examples: Vandalism Bullying Continued disobedience Stealing Threatening to use a weapon against another person Assault/threatened assault against a student or staff member</p>
<p>Step Five: (Official Stand-down or Suspension)</p>	<p>Gross Misconduct MOE Stand-down or Suspension procedures implemented</p>	<p>Examples: Serious injury assault against a student or staff member Sexual harassment Use of weapons Leaving grounds without permission</p>

N.B. Please record name and incident details (briefly) in Duty Notebook for all incidents. We check the duty books to follow up on "repeat offenders".

Fast Track Provisions

Actions by children involving smoking, drugs, alcohol, violence, vandalism, theft, disobedience, swearing, and blatant antisocial behaviour will require immediate action by teachers and, where necessary, the Principal or the Senior Management Team. In such cases, any of *Steps Three, Four, or Five* should be the first option.

Out of Bounds

Staff carpark, bike racks, the driveway, gardens, on trees, in bamboo, inside classroom without permission (class teacher to write name(s), time, date on whiteboard, and sign it), on fences/gates, outside school boundary fences, on grass areas when "Keep off the Grass" are out.

"Time Out" and "Think Spot" Procedures

When a child is sent to a "Think Spot" inside or outside classrooms:

1. Max. 20 minutes (usually 5-10 minutes) - no talking - sit still in the Think Spot.
2. The teacher who put the child in the "Think Spot" also releases. Talks to child as releasing, focusing on ownership of actions / language, and appropriate behaviour.
3. Teacher must ensure all details are correctly logged in the *Guidance* section of the school student database (eTAP). The office staff and management team will assist with this.
4. If having difficulty getting to bottom of an incident, or it is of a serious nature, send a card with a student runner to the office to get a senior teacher or principal to follow up.

When asking child to go to the "Think Spot":

1. "Please go to the Think Spot." - calmly and quietly.
2. If child refuses, speak more sternly, increase eye contact.
3. If child still refuses, calmly ask another child to get Deputy Principal / Principal / another teacher. That adult goes through process from beginning.
4. Still refuses to go - "Come to Time Out". Each adult takes child by forearm or upper arm and walks child to Time Out (located on seat outside Staffroom).
5. If child runs away, do not pursue (unless off school grounds). Ensure s/he is safe. Child will have to go to Time Out when s/he returns.

Expected Think Spot behaviour

1. Children sit quietly in a think spot, and think about what they could have done instead.
2. If set work to do or a Think Sheet, complete it to the best of their ability.

On-going Monitoring

The Deputy Principal or Principal, and class teacher will discuss with parents and develop a behaviour action plan for any students who

- repeatedly get to Steps 1, 2, or 3 in class, or
- are placed in a Think Spot for playground behaviour three times within a term; or
- are frequently noted in the duty books for minor playground misbehaviour.

Privileges, such as class trips and camps, may be withdrawn for any child who continually misbehaves.

Seeking Help with Extreme Behaviour in Classrooms

Each classroom has two cards, in its Attendance Register folder, that can be sent to the office for help:

A **BLUE** card indicates that help is required of a non-urgent type. A member of the SMT will respond as soon as possible, but it may not be immediate.

A **RED** card indicates that something very serious has happened, and it requires a member of the SMT, or any adult receiving the card to come immediately. It would be unusual to use this card, except in extremely serious situations.

Classroom Guidelines

Each class teacher will have his/her own Behaviour Plan for their classroom which will align closely with the school plan. Following is an example of one such plan:

The class has a chart with colour strips on it. The colours represent the steps outlined below. Each child has a name card that is velcroed to the chart. At the beginning of each day, all name cards start on the first coloured strip (green). The children know and understand what each colour means. New children must be taken through the system.

When children break a school rule in class situations, they need to be asked to change their colour. If they refuse, the teacher will do it for them. No child is to touch any other child's name card or to change the position of their own card unless asked by the supervising adult in the room. The colour changes will be recorded by the teacher as a record to show what is occurring.

Steps 1 - 4 apply on a daily basis. At the end of each day, students' name cards are returned to Green. Steps 5 - 6 apply on a term basis.

GREEN	The children are making the right choices, or have responded to indirect or general reminders.
Step 1 BLUE	Verbal warning about behaviour - reminder to think.
Step 2 YELLOW	Think Spot in class for up to 5 minutes depending on age - student reflects and has brief feedback when released.
Step 3 ORANGE	Time out in another appropriate class for up to 20 minutes. 'Think' sheet to be completed, filed by teacher in student's file.
Step 4 RED	Child to go to one of the management team, may be for remainder of the day - parents informed by a "Red" letter, and invited to an interview with Principal.
Step 5 3 RED LETTERS IN ONE TERM	Meeting with parents/class teacher/ management - outside agencies involved as appropriate.
Step 6 ANOTHER RED LETTER	Follow the suspension guidelines for school.

Notes:

- There should be strong communication with parents (e.g. letters home/notebook).
- Staff members will take the opportunity to reflect with the student(s) on the behaviour, using conflict resolution.
- Any steps may be by-passed, depending on the seriousness of the behaviour.
- Students cannot "undo" steps by subsequent good behaviour.
- For any students who repeatedly get to Steps 1, 2, or 3, teachers should review this with their team leader, deputy principal, or principal, and discuss with parents as appropriate.
- Playground consequences should not be used for classroom behaviours.

RIVERVIEW SCHOOL

HAS ZERO TOLERANCE TOWARDS:

- ❖ SUSPECTED POSSESSION OF ILLEGAL SUBSTANCES ON THE SCHOOL GROUNDS
- ❖ USE OF ILLEGAL SUBSTANCES AND/OR SUBSTANCE ABUSE
- ❖ BULLYING
- ❖ CONTINUAL DISOBEDIENCE
- ❖ ALCOHOL
- ❖ ARSON
- ❖ PHYSICAL ASSAULT ON OTHER STUDENTS
- ❖ VERBAL ASSAULT ON OTHER STUDENTS
- ❖ PHYSICAL ASSAULT ON STAFF
- ❖ VERBAL ASSAULT ON STAFF
- ❖ SEXUAL HARASSMENT
- ❖ SEXUAL MISCONDUCT
- ❖ SMOKING
- ❖ THEFT / STEALING
- ❖ VANDALISM
- ❖ WEAPONS
- ❖ OTHER HARMFUL OR DANGEROUS BEHAVIOUR

ANY STUDENT WHO IS DISCIPLINED FOR ANY OF THE ABOVE MAY FACE STAND-DOWN OR SUSPENSION. NATURAL JUSTICE WILL ALWAYS BE OBSERVED BY THE PRINCIPAL AND/OR BOARD OF TRUSTEES.

**WE ARE TRYING TO ACCENTUATE
THE POSITIVE BEHAVIOUR
OF CHILDREN IN AN EFFORT
TO REDUCE NEGATIVE BEHAVIOUR.**

RIVERVIEW SCHOOL

NAG 5 HEALTH AND SAFETY

BEHAVIOUR MANAGEMENT PROCEDURE

Rationale:

Children have the right to learn and play in a safe, secure, happy, and emotionally and physically healthy school environment.

Every child has the right to learn in an atmosphere of mutual respect, trust, and fairness, which is conducive to on-task learning.

Purpose:

1. To provide boundaries, which are known by children, parents and staff.
2. To ensure that the rights of all children are respected and protected.
3. To encourage children to reflect on their own behaviour and its consequences for themselves and others, and to provide to them with opportunities to make sensible and socially acceptable choices of behaviour.
4. To foster the values of honesty, excellence, aroha, respect, tolerance (HEART).
5. To foster the values of whanau, inquiry, sustainability, and effort (WISE).
6. To encourage parents / caregivers to be actively involved in the shaping of their child's behaviour.

Guidelines:

1. Staff will maintain efficient and personalised instructional and management programmes.
2. Staff will be rostered for playground duty.
3. The school may choose to operate a peer mediation programme, using Year 6 students as the mediators.
4. Positive actions and reactions will be encouraged and / or rewarded, in class, individually, and in school celebration assemblies.
5. The behaviour management plan will be followed.
6. Parents will be informed of behaviour which causes concern, by meeting with the teacher, by phone or by letter, and if the behaviour is consistently impairing the learning opportunities of others. They will also be informed regarding improvements in behaviour or other positive aspects of a child's behaviour.
7. Where circumstances warrant, a meeting may be called between any number of the following: Class Teacher, Team Leader, Assistant Principal, Deputy Principal, parents /caregivers, student, and Principal.
8. Students, staff, and parents will be made aware of classroom/playground school rules.

Expected Outcomes:

Children will work and play in a safe and secure atmosphere.

References:

- (a) Behaviour Management Plan
- (b) eTAP Guidance Menu
- (c) Advice note to Parents
- (d) Children's Self Reflection Think Sheets
- (e) Playground duty roster
- (f) Daily report form
- (g) HEARTWISE programme

Ratified by Riverview School Board of Trustees:

_____ Signed by Chairperson for the Board of Trustees

Date: _____

Appendix 1

Typical page in Duty Notebook

Date	Name	Room	Year level	Behaviour noted	Step	Action	Teacher's initials
17.06.09	John Brown	16	6	Out of bounds - bamboo	1	Spoken to by duty teacher	

Appendix 2

Typical page in Behaviour Book

Date	Name	Room	Year level	Behaviour noted	Step	Action	Teacher	D.P./eTAP
17/6	John Brown	16	6	Out of bounds (bamboo) and refused to comply with teacher's request to stay in bounds.	1/ 2	Spoken to by duty teacher. Sent to Time Out seat. for 10 minutes.		

Appendix 3a

A Typical Behaviour Letter from a student (Years 1 - 2)

Completed by the duty teacher or DP, and signed by the child

Dear Mum and Dad

I am sorry to tell you that, today, I let you and myself down by breaking the school rules. I made a bad choice by choosing to:

I got put onto Step 3, and I had to go to the Time Out seat for the rest of play to think about the choice I made. I also need to spend the next break there, as well, to think about the choice I made.

I know now that the choice I made was wrong. From now on, I am going to try to make sensible choices.

Please talk to me tonight about what I did, and help me think of ways I can make sensible choices in the playground. Please sign this letter so that I can take it back to school to show that we have talked about my behaviour.

From

Appendix 3b

A Typical Behaviour Letter written by a student (Years 3 - 6)

Dear Mum and Dad

I am sorry to tell you that, today, I let you and myself down by breaking the school rules. I made a bad choice by

I got put onto Step 3, and I had to go to the Time Out seat for the rest of play to think about the choice I made. I also need to spend the next break there, as well, to think about the choice I made. As well as writing this letter to you, I also need to write a letter of apology to:

I know now that the choice I made was wrong. From now on, I am going to try to make sensible choices.

Please talk to me tonight about what I did, and help me think of ways I can make sensible choices in the playground. Please sign this letter so that I can take it back to school to show that we have talked about my behaviour.

From

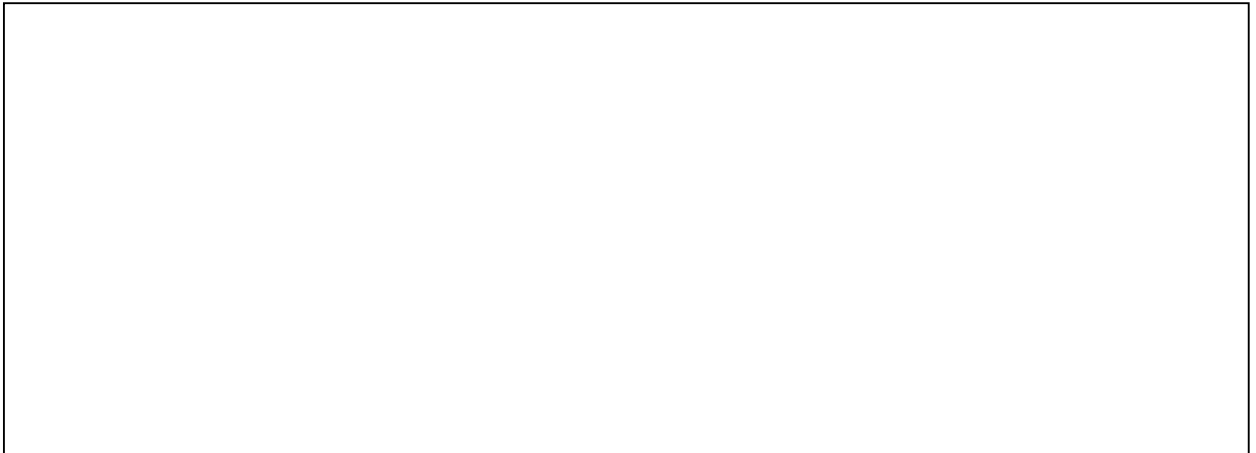
Appendix 4a

Think Sheet (Years 1 - 2)

Name:

Room:

Draw a picture of what happened.



How did you make someone else feel?



What should you do next time? ***Find a duty teacher to help sort out problems.***



Appendix 4b

Think Sheet (Years 3 - 6)

Name:

Room number:

1. What happened so that you got a 'time out'?
2. Who else was involved?
3. How did your actions affect others?
4. Looking back at your actions, was there a time when you could have made a better choice?
5. What should/could you have done?
6. What will you do next time?

Appendix 5a (See SDrive/Behaviour)

Format for Letter to Parents (First incident)

Dear _____

I am sorry to inform you that _____ did not make good decisions today. _____ broke our class/ school behaviour code, and was not able to make positive choices. As _____ behaviour affected the learning and safe environment of others, s/he has been given a 'time out'. 'Time out' involves using a play or lunchtime session to reflect on their behaviour, how it affected others, and coming up with a plan to make better choices next time. If you would like to make a time to discuss your child's behaviour, please feel welcome to make a time with me by ringing the school office.

Appendix 5b

Format for Letter to Parents (Following first incident)

Dear _____

I am sorry to inform you that _____ did not make good decisions today. _____ broke our class/ school behaviour code, and was not able to make positive choices. As _____ behaviour affected the learning and safe environment of others, s/he has been given a 'time out'. 'Time out' involves using a play or lunchtime session to reflect on their behaviour, how it affected others, and coming up with a plan to make better choices next time. If you would like to make a time to discuss your child's behaviour, please feel welcome to make a time with the Principal by ringing the school office.

As this is not the first time _____ has broken the school behaviour code, we would appreciate it if you could make time to come and discuss _____ behaviour. Please make a time to discuss your child's behaviour with the Deputy Principal and/or by ringing the school office.

RIVERVIEW SCHOOL
BEHAVIOUR CONTRACT

I, (student's name) have read and/or talked with my parents about the expectations and consequences outlined in this booklet. I understand that, if I make a wrong choice with my behaviour, there will be consequences.

Signed: _____

Dated: _____

I, (parent's name) have read and/or talked with my child about the expectations and consequences outlined in this booklet. I understand that, if s/he makes a wrong choice with his/her behaviour, there will be consequences.

Signed: _____

Dated: _____

Your comments: