



Taking Children beyond Expectations!

Policy on: Behaviour Management

Rationale:

Matakana Board of Trustees has a responsibility to provide a safe physical and emotional environment for students and staff (NAG 5.2). This policy has been developed by the Board, with Staff and community input, to protect both students and staff. This provides a framework for action and accountability.

The effective management of behaviour is the responsibility of each staff member and is an integral part of developing a positive school culture built on the motivation of 'Matakana Magic'.

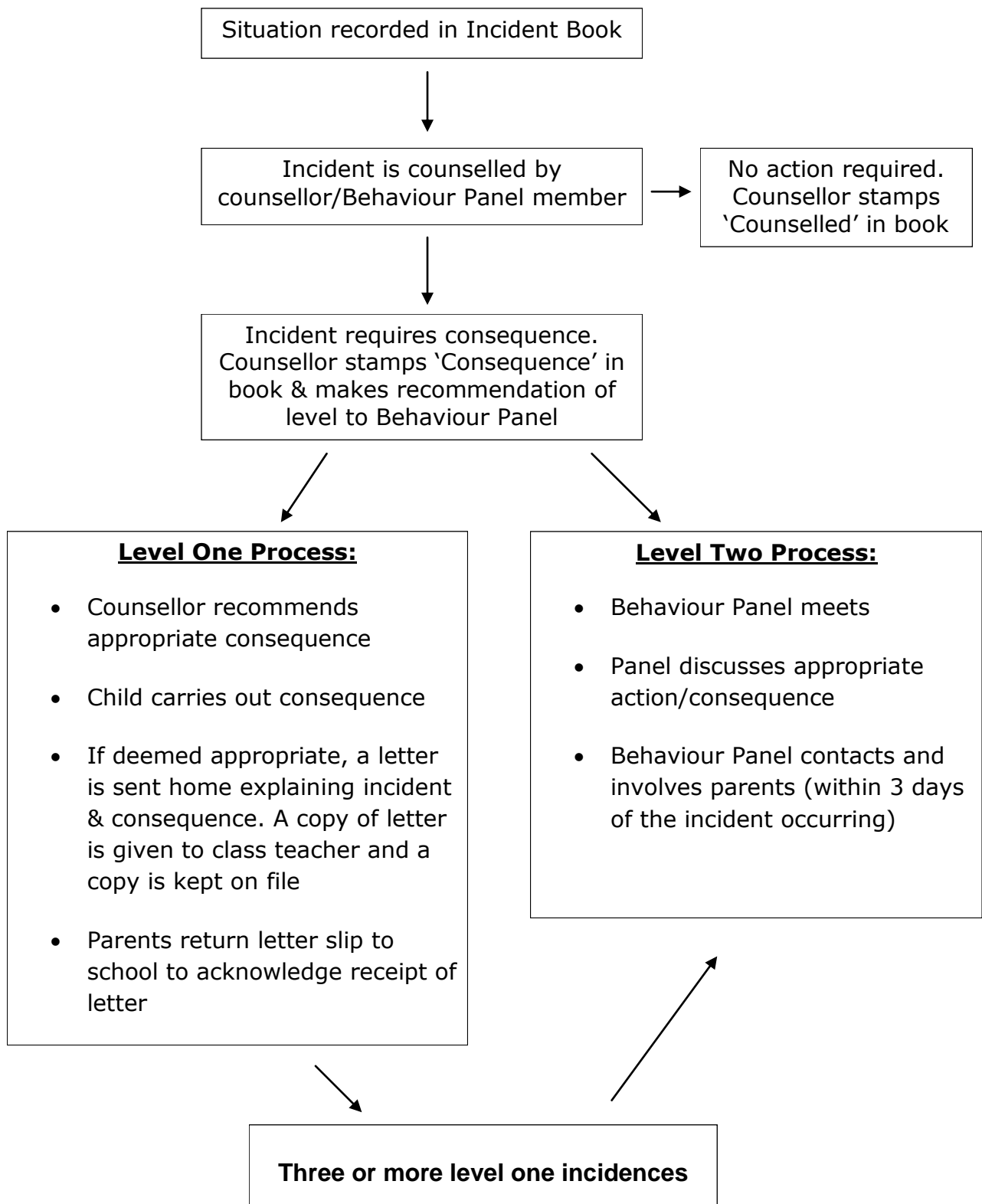
Purpose:

1. To encourage the use of praise, positive reinforcement in the development of intrinsic motivation in managing behaviour
2. To promote respect for others and their right to learn in a non-disruptive classroom
3. To facilitate an orderly school environment
4. To provide emotional and physical security for children teachers and parents.
5. To maximise opportunities for learning
6. To develop self esteem and self discipline
7. To encourage children's responsibility for their own actions by learning to accept the consequences of their own behaviour
8. To provide a standard course of action for children whose behaviour causes concern

This policy is intended to be consistent with the requirements of the Privacy Act 1993

Date Reviewed and Date of Next Review	Date Adopted	Signed – BOT Chair
7/03/2011	28/3/2011	
March 2012		

Related Procedures: Behaviour Management Action Plan



Related Procedures: Behaviour Management Procedures

Expectations

We expect that children will:

- Look after the feelings and safety of themselves and others
- Look after property and the school environment

Mistakes

We recognise that everyone makes mistakes and it's a normal part of the learning process. In dealing with those mistakes we will teach the students the strategies for solving problems and rectifying mistakes.

We support children to:

1. Recognise their mistakes
2. Reconcile by saying sorry
3. Resolve the problem with the others involved through discussion and role play of the situation

Consequences

We understand that reconciling and resolving problems may involve any of the following short-term consequences. We believe it is better to keep the application of the consequences flexible.

Level 1

- Withdrawal of a privileges eg: events, trips, outings etc
- Supervised work around the school
- Write out school rules/apology and identify area of concern
- Phone call home
- Meeting with parents
- Zoning(Restricted playing areas)
- 'Hot Spot' (Placed in specific monitored spot)
- Restoration of damaged property

Level 2

- Parent Meeting with Principal and BOT to discuss concerns
- Daily Communication with parents/caregivers
- In school suspension
- Outside Agencies Involved eg: RTLB, Social Support Agencies
- Stand Down
- Suspension