

**Victoria Avenue School**  
**Behaviour Plan**  
*To be used in conjunction with School Policy*

**Implementation**

The School Behaviour Plan is available at the school office and on the school website.

**People's Rights and Responsibilities**

- All members of the Victoria Avenue School community have the right to be safe and secure in their learning environment while accessing quality learning
- All members of the Victoria Avenue community have the responsibility to ensure they respect the rights of others in the school community

**Teaching Appropriate Behaviour**

At Victoria Avenue School there is a **VAS Values** statement that outlines expectations of all in terms of behaviours. The **VAS Values** are displayed in a visible place in each class and is used to explicitly encourage positive behaviours. All students should be aware of the **VAS Values** expectations. Teachers, monitor and review these weekly.

In addition individual classes may develop their own 'treaties' to establish appropriate behaviour and class expectations. Additional programmes, focussed on promoting appropriate behaviour in a range of circumstances, are integrated into the class programme during the course of the year under our whole school Health programme, which is being developed for 2010.

We encourage our children to:

**"Do the right thing, in the right place, at the right time"**

Rather than a list of school rules, by making clear our expectations of the children and by focusing on this statement and our **VAS Values** we aim to create a safe, secure and happy environment for all at Victoria Avenue School.

**Supporting Appropriate Behaviour**

Reinforcement and rewards are used to ensure the long-term presentation of the desired behaviours. If students' behaviour is consistent with the **VAS Values** and the school's expectations of them, they will be acknowledged and reinforced at all levels:

- Within the individual class
- Within the syndicate
- Within the wider school community

Acknowledgements and reinforcements may take the following form:

- Verbal (*eg: Individual recognition, praise, visit by Syndicate Leader/Principal*)
- Non Verbal (*eg: Smile, nod, displaying work, choose a special activity*)
- Collectibles/Tangibles (*eg: Stickers, certificates, House points, star charts*)

It is recognised that reinforcers and rewards need to be:

- Consistent in each learning environment
- Appropriate to the age group
- Appropriate to the individual
- Immediate and frequent

**Positive Behaviour Initiatives at Victoria Avenue School**

- **Peer Mediators** - To encourage self-reliance and problem solving, Victoria Avenue School has trained Peer Mediators on duty at morning tea and lunchtime. Children experiencing differences/difficulties are encouraged to seek assistance from these mediators who will attempt to resolve their differences before they escalate. Peer Mediators are encouraged to initiate contact when they observe potential conflict. Strategies used by Mediators are promoted with all students as part of the classroom programme.
- **Merit awards** are awarded by the classroom teacher and presented at syndicate assembly, recognising positive classroom behaviour or academic initiative. Children are encouraged to share their work at their assembly.
- The **House System** is a great vehicle for encouraging cooperation throughout the school, particularly vertical with younger and older students working together. In 2010 the school is giving a member of staff a particular responsibility for remodelling our House System to make best use of its potential. New initiatives such as
  - Regular House 'Challenges'
  - New House Points and House Sports competitions
  - House Assemblies
  - Greater visibility of Houses both with students and teachers
  - House PE Shirts (as part of the new sports uniform appropriate House Colours will be integrated into each shirt)
- Strategies and procedures are working to help our students feel safe in the playground and identify areas of concern or need, or when intervention is required. Senior Management will conduct a **Playground Survey** annually (in Term Two) amongst students in Years 4 to 6 as a preemptive move to gauge the students' perception about the school behavioural culture at Victoria Avenue School and to identify any issues or areas of concern. Teachers in all classes will devote class 'talk time' to promote discussion of playground behaviour and to help identify any at risk students.

### Management of Inappropriate Behaviour

The VAS Values will underpin the behavioural expectations of students at Victoria Avenue School. Constant positive reinforcement and role-modelling of these values throughout the school will, we hope, enable students to behave positively at all times.

When inappropriate behaviour is noted it is important in the first instance to refer the child to the VAS Values and consider their behaviour in light of them. In most cases early intervention and individual discussion with the child will be sufficient to stop the inappropriate behaviour.

It is impossible to make an exhaustive list of all possible inappropriate behaviours, and possible consequences, but the school uses various programmes to deal with issues that require further intervention.

#### 1. Chances Programme

The chances programme operates on three levels

- Chances One – For lower level problems. The team leader, who may set an appropriate consequence for repeated behaviour, will monitor student behaviour. Preferably consequences are of a restorative nature (eg: tidy classroom, weed garden). We do not set lines as a form of discipline. Students will not be withdrawn at Interval, lunchtime or after school, by the classroom teacher, without Senior Management or parental consent.
- Chances Two – For repeated lower level behaviours or more serious incidents a member of the Senior Management Team (SMT) will automatically be involved; parents will be informed and an incident form completed.

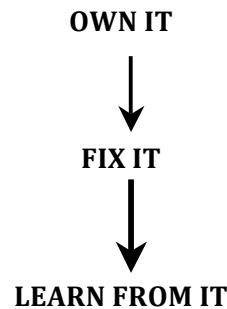
- Chances Three – The most serious incidents. Behaviour Recovery Programme and/or withdrawal will be put in place. The Principal will be involved.

At all times proactive interventions will be implemented to prevent escalation of the behaviour.

## **2. Restorative Practices Programme**

**RATIONALE:** To develop ethical, caring children who aspire to care about themselves and those around them.

We believe that when our kids make a mistake they need to:



Restorative practice involves victims, wrongdoers and the school community in efforts to put things right

In particular we believe that the Restorative Practice is an effective way to deal with inappropriate behaviour and Bullying of all forms (see Bullying description on page 5) and as such will form the basis of tackling behaviour of this nature.

## **3. Behaviour Recovery Programme**

When incidences of severe behaviour occur a meeting between the student, family, teacher and Senior Management is arranged to develop ways to address the behaviour. This may involve setting up a behaviour agreement which would include regular dialogue, reporting, monitoring systems and reinforcement schedules. Should the behaviour not improve sufficiently, a referral may be made to an external agency. It is possible that should the behaviour not improve, then the student may be excluded from class trips and/or special events. This decision will be made by Senior Management in conjunction with the family.

## **4. Withdrawal System**

If no progress occurs as a result of restorative practices or a behavioural agreement, the student will move to the withdrawal stage. This is the last step before stand down or suspension and will be reserved for extreme behaviour that has not responded to chances or interventions such as agreements or weekly reports. In the most serious cases of vandalism, physical violence, bullying, fighting, threats of physical violence and such-like behaviour, a student will be fast-tracked to the withdrawal stage.

## **Bullying**

### **Victoria Avenue School**

Victoria Avenue School understands that bullying remains a problem endemic to our society and we actively promote and seek to implement a “zero” tolerance to bullying at Victoria Avenue School, both in and outside of the school grounds.

Bullying behaviour is identified by the following five common features:

- It is a deliberate, hurtful behaviour
- it is often repeated over a period of time
- it is difficult for those being bullied to defend themselves
- it is often difficult for those who bully to learn new social behaviours
- the person who bullies has, and exercises power inappropriately over the victim

We acknowledge there are three main types of bullying:

- **physical** – hitting, kicking and taking belongings
- **verbal** – name calling, insulting, racist remarks
- **indirect/emotional** – spreading nasty stories, excluding from groups

*(Stop Bullying! Guidelines for Schools – 2009)*

#### **Internet and Text Bullying**

Although the culture at Victoria Avenue School does not foster the use of cell phones nor text messaging, we recognise that in future text or Internet bullying may become an issue. Incidents of internet or text bullying will be managed by the school in the same manner as other types of bullying.

#### **Internet Protocol**

In order to eliminate the possible use of inappropriate material, which may in turn be used by potential bullies, Victoria Avenue School Primary utilises a two-tier Internet safety watchdog which effectively screens out sites with inappropriate language and visual material. We also ban sites on our Intranet that the school is notified about through the Ministry.