



BEHAVIOUR MANAGEMENT POLICY

Rationale

Each child has rights, however these rights must be reflective of the collective rights of the school community. It is essential to have in place a programme that recognises individuals' differences, while reflecting the best interests of others.

Purpose

The Board of Trustees Behaviour Management Policy is designed to:

- a. Ensure Long Bay College provides a friendly, caring and safe environment in which to learn and work.
- b. Provide clear and high expectations regarding behaviour.
- c. Ensure that students and members of our community are well informed of expectations for behaviour.
- d. Ensure students are treated fairly, consistently and with compassion.
- e. Ensures the disciplinary process at Board level is clear.

Guidelines

1. The success of the effective behaviour management programme is dependent on a consistent approach by all staff members.
2. The key to effective classroom management is teaching and practicing routines and self-help strategies. Restorative practice can be used at all levels.
3. The Board of Trustees has a Disciplinary Sub Committee with power to act for the whole Board in cases of serious student misconduct and/or continual disobedience.
4. The guidelines for Principals and Boards of Trustees on stand-downs, suspensions, exclusions and expulsions (Part 1 and 11) Ministry of Education 2009, will be adhered to.
5. The Board has behavioural expectations which are set out in the Long Bay College School Expectations in the Student Guide.
6. Specific procedures for not meeting expectations shall be set out in the Staff Handbook dealing with poor behaviour. New members of the Long Bay College community should be informed of the College's expectations for behaviour. Training will be provided for new staff as part of their induction.
7. The Board delegates authority to suspend or stand down a student, to the Principal of the College (or a person with the delegated authority to act as Principal as stated in Section 14(1) of the Education Act.
8. The Disciplinary Sub Committee holds a meeting to decide the outcome of a suspension as stated in Section 17(B) of the Education Act. Parents/caregivers are given copies of any relevant documentation.
9. The Board operates within the principles of natural justice and ensures the College rules, guidelines and relevant information are followed. The Board will ensure that the necessary advice, guidance and counselling is available to the student and family.
10. The Board decides on the process that it will use to arrive at its decision on the outcome of a suspension meeting. The Board will ensure the best interest of students and other stakeholders are considered in the final decision-making process.
11. Any trustee, who knows the student concerned on a personal level or who has any other personal association with the circumstances of the suspension declares this at the outset of the meeting. The Board considers whether a member's prior knowledge is likely to unfairly influence the outcome of the suspension.
12. The framework for college behaviour management applies at all College related and sanctioned activities.

Bullying Behaviours

No tolerance at all towards bullying behaviours. Use Restorative practices, but if persistent, request interview with parents. Always keep parents of children being subject to bullying behaviours informed of action taken. Also keep parents of those demonstrating bullying, informed. It is good practice to involve the Guidance Department.

Physical Force by Staff

Staff will only use reasonable physical force to restrain or restrict a student who is in immediate danger of extreme injury to self or others. See attached appendix for guidelines.

Physical Restraint

Physical restraint is a serious intervention and when it is used Long Bay College will notify the Ministry of Education and the employer (Board of Trustees). The following methods of communication will be used: [Incident of Physical Restraint form](#). The completed form should be sent to physical.restraint@education.govt.nz.

Seclusion of Students

No student will be involuntarily placed alone in a room at any time or for any duration, from which they cannot freely exit. The door may not be locked, blocked or held shut. This may occur in any room that is lockable, or even if not locked, where a level of authority or coercion leads to a student believing that they must not, or cannot, exit the room in which they are confined.

Complaints Procedures

Complaints will follow the guidelines in the Ministry of Education book, Good Practice - 1 Stand-downs, Suspensions, Exclusions and Expulsions 1 2009 Page 34.

In general:

1. Parents may ask to meet with the Principal to make a complaint about a staff member, another student, an incident or a school event.
2. It is good practice for the Principal to treat all complaints seriously and make time to meet with parents, if possible.
3. It is a good idea to have somebody else, other than the Principal, attend a complaint meeting. They can help take notes of the key points discussed and record a course of action and/or any agreed outcomes. A copy of these notes can be given to the parent at the end of the meeting. A copy should also be retained by the school as they may be needed at a later time (Refer Section 3.11: Documenting processes).
4. It may be appropriate to take some time to consider the nature of the complaint and speak with other relevant parties. (Refer Section 1.3 Involving other people when managing student behaviour). It is good practice to let parents know when you will get back to them.
5. All complaints should be investigated and the Principal will decide the next steps (Refer Section 1.6 Investigation and interviewing). This may include recommendations for future action. It is good practice to document this decision and send a copy to parents.

Expected Outcomes

Students will be developing appropriate behaviour and social skills in a happy, safe and supportive environment.

Review

To be reviewed biennially.

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

New/Reviewed	Tabled	Adopted	Signed
New policy	1/5/18	5/6/18	Robyn van der Sande, Chairperson
Amendment	5/3/19	5/3/19	Kevin de Jong, Chairperson

Guidance for New Zealand Schools
on Behaviour Management to Minimise Physical Restraint
October 2016

What is physical restraint?

Physical restraint is when a school staff member uses their own body to deliberately limit the movement of a student.

Match physical restraint to the situation

- Only use physical restraint where it is justifiable in the particular circumstances. The guide provides scenarios where it may be justifiable, but school staff need to use their judgement to decide when physical restraint is warranted.
- Respond only proportionately to the level of risk.
- Use the minimum force necessary to respond to the risk of imminent danger.
- Use physical restraint only for as long as is needed to prevent the imminent danger of physical injury and ensure the safety of everyone involved

You may need to physically help students.

The following are not examples of physical restraint.

- Temporary physical contact, such as a hand on the arm, back or shoulders to remove a student from a situation to a safer place.
- Holding a student with a disability to move them to another location, or help them to get in a vehicle or use the stairs.
- The practice of harness restraint, when keeping a student and others safe in a moving vehicle, or when recommended by a physiotherapist or occupational therapist for safety or body positioning.

Younger children, especially in their first year of school, sometimes need additional help. For example, you may "shepherd" a group of younger children from one place to another. You may hold the hand of a young child who is happy to have their hand held for a short time.

You may pick a child up to comfort briefly. This is also not restraint.

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Identifying when you may need to apply physical restraint

Use physical restraint only where there is "imminent danger of physical injury".

Physical restraint is a serious intervention. If you have an alternative to physically restraining a student, use it. Resort to physical restraint only when:

- The student's behaviour poses an imminent danger of physical injury to other students, staff, themselves or others.
- You have used preventative and de-escalation techniques and not been able to reduce the risk of injury.

What is "imminent danger of physical injury"?

You will need to use your professional judgement to decide what constitutes "imminent danger". These situations are examples:

- A student is moving in with a weapon, or something that could be used as a weapon, and is clearly intent on using violence towards another person.
- A student is physically attacking another person, or is about to.
- A student is, for example, throwing furniture, computers or breaking glass close to others who would be injured if hit.
- A student is putting themselves in danger, for example, running onto a road or trying to harm themselves.

These situations do not pose imminent danger

Avoid using physical restraint to manage behaviour in these situations:

- To respond to behaviour that is disrupting the classroom, but not putting anyone in danger of being hurt.
- For refusal to comply with an adult's request.
- To respond to verbal threats.
- To stop a student who is trying to leave the classroom or school without permission.
- As coercion, discipline or punishment.
- For damaging property, unless this could cause injury.

For additional information, refer to ***Guidance for New Zealand Schools on Behaviour Management to Minimise Physical Restraint October 2016***