

Greenpark School Behaviour Plan

The Greenpark School behaviour plan helps foster positive behaviour, strengthen relationships and increases student wellbeing by creating caring, inclusive learning environments.

Purpose

The purpose of the behaviour plan is to assist in providing a safe and positive, physical and emotional environment for students, staff and caregivers.

The Greenpark Way

At the centre of plan are our foundation values, *The Greenpark Way*. These values provide a clear picture of the school wide behavioural expectations. (See attachment 1. This framework was designed with input from staff, students and the community.)

Rewards

Classroom, syndicate and school wide rewards have been designed to encourage and reinforce the behaviours as outlined in *The Greenpark Way*.

Consequences

Minor and major behavioural flow charts have been designed to provide clear pathways for consistent implementation and monitoring of negative behaviours. (See attachment 2 Minor behaviours and attachment 3 Major behaviours).

Reset Room

Any major behaviours that require a restorative conversation with the duty teacher will be held in Room One. The behaviour reflection sheet will be completed and a copy sent home to parents. (See attachment 4 Behaviour Reflection.)

Representing the School – Sports Code of Behaviour

We have expectations for spectators, players, coaches and parents. (See attachment 5). These are to be followed, failure to do so may result in withdrawal from teams or venues at the discretion of the school representatives. Management will be informed of any withdrawals.

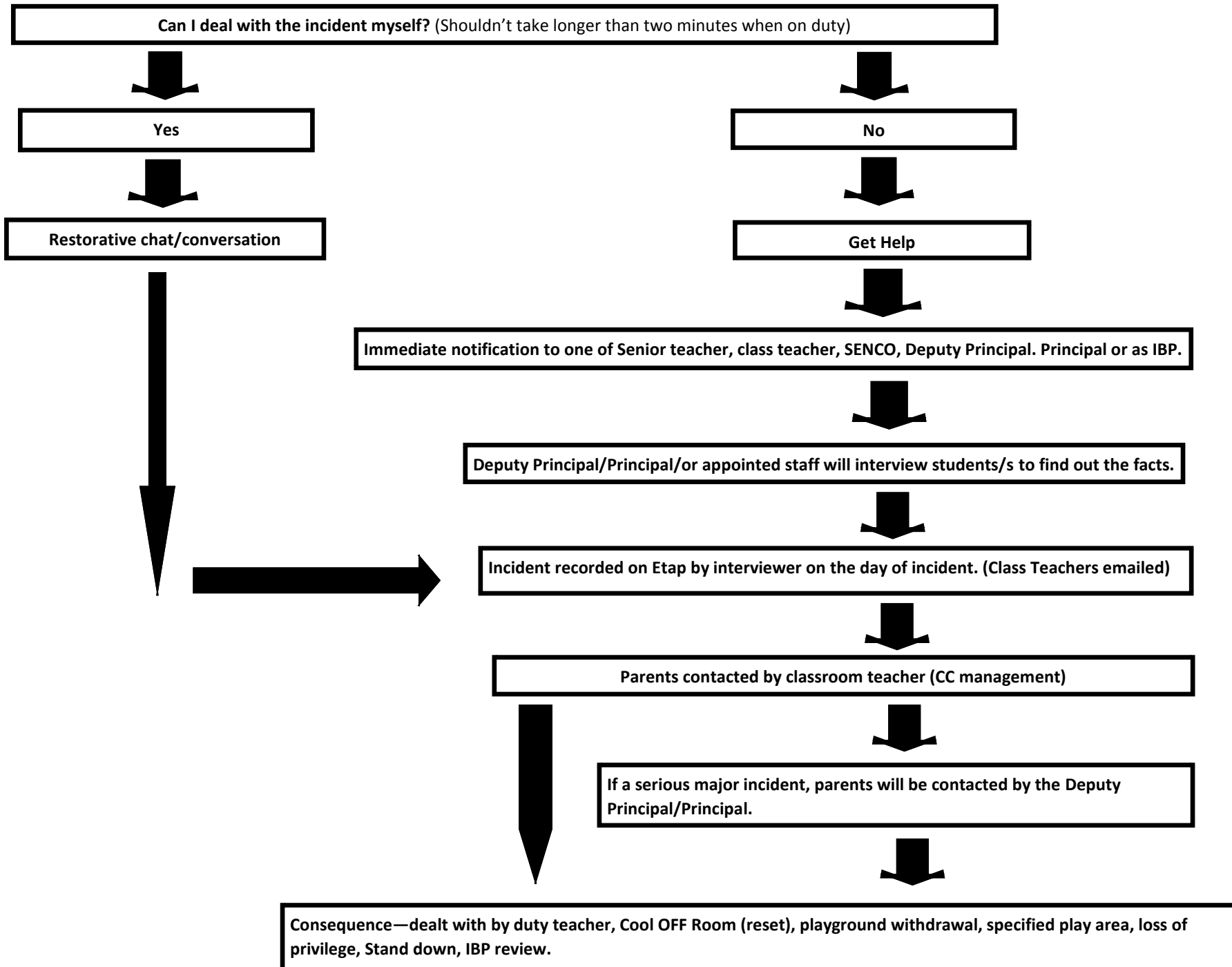
Guidelines on Behaviour Management

1. All students at Greenpark School will be treated fairly, equitably and with dignity which respects the rights of the individual.
2. Cognisance will be taken of each student's ethnic and cultural background.
3. Discipline is to be delivered in a manner that preserves personal dignity and follows concepts of natural justice.
4. Behaviour management is intrinsically lined with pastoral care, the school will provide supportive pastoral care and guidance to those students who need support.
5. The senior management team is responsible for establishing behaviour expectations.
6. The school expectations will be clearly published to the staff, student, and parent body included in the school prospectus.
7. The school expectations will be reinforced at weekly assemblies.
8. Any breaches of the expectations will result in consequences according to the severity of the breach.
9. Teachers are responsible for classroom management and will be expected to meet the requirements of the professional standards, follow the schools general values and beliefs, use appropriately positive reinforcement and encouragement techniques and follow the agreed behaviour management process within the school.
10. For more serious offences and where students are causing concern, teachers may refer them to other staff or in very extreme situations to management staff.
11. Teachers may take reasonable steps to protect themselves or other students against physical aggression by a student. Such reasonable steps include physical restraint of the student, using minimal force necessary to curtail the incident. *(Refer to guidelines on physical restraint.)*
12. Use collegial support including whole staff support when dealing with difficult children. If staff are well informed a child cannot 'play' one teacher off against other.
13. Keep the Principal and your senior teacher well informed of important incidents. The Principal, or yourself with the Principal's knowledge can keep parents informed and solicit their support.
14. Stand-downs, suspension and exclusion may be implemented following the Ministry of Education '*Guidelines for Principals and Board of Trustees on Stand-downs, Suspensions, Exclusions and Expulsions.*'

Attachment 1. The Greenpark Way

Respect For	All Settings	Classroom	Assembly	Playground	Toilets	Out of School
Self	<p>(All 1) *I speak up and tell my point of view.</p> <p>(All 2) *I put my belongings in the best place</p> <p>(All 3) *I keep my body healthy – clean, eat, sleep, exercise.</p> <p>(All 4) *I like myself/take pride in myself.</p> <p>(All 5) *I present myself (ready) for learning.</p>	<p>(C1) *I am organised for learning.</p> <p>(C2) *I have all the equipment I need and I look after it.</p> <p>(C3) *I ask for help if I need it.</p> <p>(C4) *I persevere</p> <p>(C5) *I do my best work all the time.</p>	<p>(A1) *I arrive at assembly on time.</p> <p>(A2) *I participate in assembly to the best of my ability.</p>	<p>(P1) *I use words to solve problems.</p> <p>(P2) *I sit and take my time to eat in the correct area.</p> <p>(P3) *I try to eat a healthy lunch.</p> <p>(P4) *I wait to be released by a duty teacher.</p>	<p>(T1) *I use the toilet appropriately.</p> <p>(T2) *I ask permission to go during class time.</p> <p>(T3) *I wash my hands.</p>	<p>(O1) *I listen to the adults in charge.</p> <p>(O2) *I follow all safety rules.</p> <p>(O3) *I let an adult know where I am at all times.</p>
Others	<p>(All 6) *I am considerate of others.</p> <p>(All 7) *I speak politely to others – please, thank you, sorry.</p> <p>(All 8) *I take care of others.</p> <p>(All 9) *I respect others.</p> <p>(All 10) *I respect others rights to be safe and happy.</p> <p>(All 11) *I show appropriate body language.</p> <p>(All 12) *I accept others cultures and genders.</p>	<p>(C6) *I listen when the teacher is speaking.</p> <p>(C7) *I choose my words wisely.</p> <p>(C8) *I encourage and help other students.</p> <p>(C9) *I keep my hands and my feet to myself.</p> <p>(C10) *I use a quiet voice.</p>	<p>(A3) *I listen and participate with my whole body.</p> <p>(A4) *I walk in and out of assembly quietly.</p> <p>(A5) *I keep my hands and feet to myself.</p> <p>(A6) *I celebrate others successes.</p> <p>(A7) *I am respectful of speakers and performers.</p>	<p>(P5) *I listen to adults.</p> <p>(P6) *I play fairly.</p> <p>(P7) *I work with my peers.</p> <p>(P8) *I share and take turns.</p> <p>(P9) *I keep my hands and feet to myself.</p> <p>(P10) *I use words to solve problems.</p>	<p>(T4) *I respect the privacy of others.</p> <p>(T5) *I tell an adult if someone needs help.</p>	<p>(O4) *I am polite and use my manners.</p>
School	<p>(All 13) *I wear the correct uniform.</p> <p>(All 14) *I take care of equipment and use it for the correct purpose.</p> <p>(All 15) *I keep my school clean and tidy.</p> <p>(All 16) *I move around the school safely and respectfully.</p>	<p>(C11) *I look after all classroom equipment.</p> <p>(C12) *I walk inside.</p>	<p>(A8) *I wear the correct uniform correctly for assembly.</p> <p>(A9) *I participate respectfully in the singing of the national anthem.</p>	<p>(P11) *I stay in school boundaries.</p> <p>(P12) *I put my rubbish in the correct place.</p>	<p>(T6) *I tell an adult if the toilet needs cleaning.</p> <p>(T7) *I leave the toilet clean and tidy.</p>	<p>(O5) *I represent my school with pride: wearing correct uniform, taking care of equipment, respect the environment.</p> <p>(O6) *I demonstrate acceptable sportsmanship at all times: I play by the rules, I accept the officials' decisions, I show self-control if frustrated, I cooperate with the coach and my team and support all participants.</p>

Attachment 3. Major behaviour flow chart



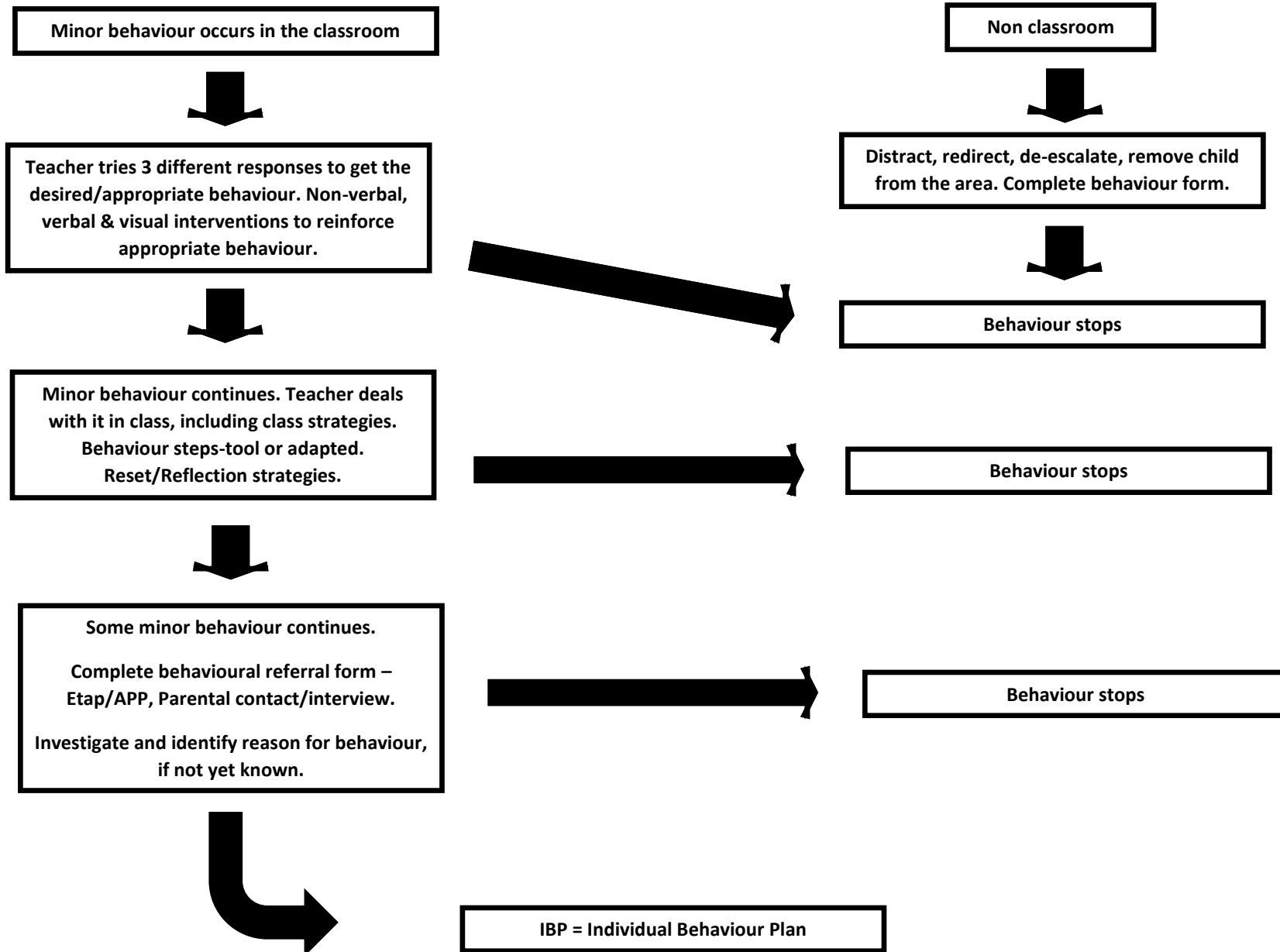
Greenpark School

School Wide Behaviour

Major problem behaviour	Definition
Fighting/physical violence and aggression	Student engages in serious contact where injury may occur – hitting, punching, kicking, spitting, biting, fighting. Inappropriate sexual touching.
Abusive language	Student delivers verbal messages that include swearing, personal insults, name calling or use of words in a threatening way to incite violence. Culturally insensitive language.
Intentional, repeated non-compliance Overt defiance	Student engages in refusal to follow directions, talks back, is rude verbally, in body language or using gestures. Running out of the classroom.
Non-verbal violence	Student delivers disrespectful messages to another person. Raising fist, sexual action, intimidation.
Leaving school grounds	Leaving the school property.
Harassment	Student delivers disrespectful messages (verbal or gestural to another person that include threats and intimidation, obscene gestures, pictures or written notes).
Vandalism and theft	Blatant disregard for property and equipment. Graffiti, permanently etching offensive words or pictures into property. Stealing property.
Lying	Student delivers messages that are untrue.
Serious electronic violation	Student intentionally uses electronic gear outside of GPS usage guidelines i.e inappropriate sites, deleting files, accessing staff and personal information.
Use/possession of weapons	Student in possession of knives or weapons (real or look alike), or other objects readily capable of causing bodily harm.
Banned substances	Student in possession of alcohol/cigarettes/drugs of any kind.
Bullying	Repeated physical, mental and/or emotional unwanted behaviour with the intent to cause harm.

Teachers – use your discretion depending on the child and the situation in which the behaviour occurs.

Attachment 2. Minor behaviour flow chart



Greenpark School

School Wide Behaviour

Minor problem behaviour	Definition
Playing in non-play areas	Toilets, cloak-bays, hall, car parks, resource rooms, classrooms, climbing trees.
Inappropriate language and gestures	Unintentional slip up in language-low level of inappropriate language, gestures or name calling. Low level non-thought through racial actions.
Back chatting	Questioning (negative tone), arguing, not thought through non-compliance.
Defiance	Student fails to respond to or comply with instruction or request.
Disruption	Student interrupts, distracts other students' learning. Calling out, yelling out across the room, talking when others are talking, tapping, banging. Disrupting a game.
Late/Tardiness	Student late to school regularly or late in after breaks, hands in requested work late (homework).
Scootering/Biking	Scootering, biking.
Running on the concrete	
Unwanted physical contact	Kissing, licking, hugging, poking, prodding.
Dropping rubbish	
Dress code Incorrect uniform	Student wears clothing that is near but not within the dress code guidelines defined by the school.
Property misuse	Student shows lack of respect for property and equipment, e.g. graffiti, throwing a book.
Electronic misuse	Student uses electronic gear outside of the GPS usage guidelines. i.e. inappropriate sites.
Other	Engages in any other minor problem behaviours that do not fall within the above categories.

Attachment 4. Behaviour Reflection

Childs Name: _____ Room: _____ Year: _____ Date: _____ Time: _____

Teachers Explanation of event

Teachers Name: _____

Students Explanation of event

What were you doing? What happened?

What is the school expectation about that? (See 'The Greenpark Way')

How is it affecting (hurting, upsetting, distracting...) others?

What is the best choice you can make now?

Restorative conversation with: _____ **Date:** _____

Parents informed by phone/email/conversation: _____

Send a completed copy of this form to take home.

Attachment 5. Greenpark School Sports Code of Behaviour

Spectators Code of Behaviour

- Children play organised sports for fun. They are not playing for the entertainment of spectators only nor are they mini professionals.
- Applaud good performances and efforts by your team AND the opponents. Congratulate both teams upon their performance regardless of the outcome.
- Respect the official's decision. If there is a disagreement, follow the appropriate procedure in order to question the decision and teach children to do likewise.
- Never ridicule or criticise a child for making a mistake in a competition. Positive comments are motivational.
- Condemn the use of violence in any form., be it by spectators, coaches, officials or players.
- Show respect for your team's opponents. Without them there would be no game.
- Encourage players to play according to the rules and officials decisions.
- Demonstrate appropriate social behaviour by not using foul language, harassing players, coaches, officials or players.
- Show respect to your team's opponents. Without them there would be no game.
- Encourage players to play according to the rules and officials decisions.
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Players Code of Behaviour

- Play for the fun of it and not just to parents and coaches.
- Play by the rules.
- Never argue with an official. If you disagree, have your Captain or your Coach approach the official during a break or after the game.
- Control your temper. Verbal abuse of officials or other players, deliberately fouling or provoking an opponent and throwing equipment is not acceptable or permitted in any sport.
- Work equally hard for yourself and your team. Your team's performance will benefit, so will you.
- Be a good sport. Cheer all good players whether they are in your team or the other team.
- Treat all players as you would like to be treated. Do not interfere with, bully or take unfair advantage of other players.
- Co-operate with your Coach, team mates and opponents. Without them there would be no game.

Coaches Code of Behaviour

- Be reasonable in your demands on young players' time, energy and enthusiasm.
- Teach your players that rules of the game are mutual agreements which no one should evade or break.
- Whenever possible, group players according to age, height, skills and physical maturity.
- Avoid over-playing that talented players. The 'just average' players need and deserve equal time.
- Remember that children play for fun and enjoyment while winning is only part of the motivation. Never ridicule or yell at children for making mistakes or losing a competition.
- Ensure that equipment and facilities meet safety standards and are appropriate to the age and the ability of the players.
- The scheduling and length of practice times and competition should take into consideration the maturity level of the children.
- Develop team respect for the ability of opponents as well as the judgement of the officials and opposing coaches.
- Follow the advice of a physician when determining when an injured player is ready to recommence play.
- Make a personal commitment to keep yourself informed of sound coaching principles and the principles of growth and development of children.

Parents Code of Behaviour

- If children are interested, encourage them to play sport, however if your child is not willing to play, do not force him/her.
- Focus upon the child's efforts and performance rather than the overall outcome of the event. This assists the child in setting realistic goals related to his/her ability by reducing the emphasis on winning.
- Teach children that an honest effort is an important victory, so that the result of each game is accepted without undue disappointment.
- Encourage children to always play by the rules.
- Never ridicule or shout at a child for making a mistake or losing a game.
- Remember that children best learn from your example. Applaud good play by both teams.
- If you disagree with an official, raise the issue through the appropriate channels rather than question the official's judgement and honesty in public. Remember, most officials give their time and effort for your child's involvement.
- Support all efforts to remove verbal and physical abuse from sporting activities.
- Recognise the value and importance of volunteer coaches. They give their time and resources to provide recreational activities for the children and deserve your support.