

Managing Student Behaviour

Purpose:

- Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive.
- The strategies also align with the principles of Universal Design for Learning, which promotes a range of options enabling students to participate in learning in ways that work best for them and that are responsive to diversity. The strategies will work best in learning spaces in which student diversity is used effectively as a pedagogical resource and teachers work in partnership with whānau. In such spaces:
 - teachers have high expectations of all learners
 - the climate is inclusive, positive, and celebrates difference
 - students are active participants in curriculum decision making
 - teaching and learning relationships are built on mutual trust, respect, and an ethic of care
 - inclusive language acknowledges diverse perspectives and different ways of behaving, feeling, and knowing
 - learning contexts and resources are culturally inclusive and reflect the diversity of student experience
 - instructional practices nurture and celebrate students' identities, languages, and cultures
- In providing a supportive learning environment Otago Girls' High School has a responsibility to ensure the safety, welfare and educational progress of all students in its care.
- High standards of student behaviour are expected in order to achieve this and therefore systems and principles of good behaviour and of self-regulation are necessary.

Procedures:

- All teaching and school activities will support engagement, participation and learning.
- PB4L and the school values of Respect, Positivity and Integrity underpin all student behaviour.
- Under no circumstances can any intervention involve physical contact. There may be occasions where the use of force is justified to restrain a student from harming others or themselves, and staff will follow the recommendations outlined in the MoE Physical Restraint Rules (2023).
- Emphasis is put on the development of self-regulation and care for others.
- Students are encouraged to take responsibility for their own actions and decisions and to be responsively aware of other's needs.
- Students are rewarded for behaviour that exhibits these school values.

Application

- This policy applies to all Otago Girls' High School students, attending, representing and/or identified as an Otago Girls' High School student.
- The policy is applied through the school's values for learning, and expectations of students are outlined in the School Behaviour Expectations.
- The school values of Respect, Positivity and Integrity form the basis for student behaviour. Common sense, courtesy, being respectful, consideration for and safety of others are paramount.
- The school promotes pre-social behaviours such as disagreeing respectfully, speaking calmly, and listening respectfully.
- Concerns about student behaviour are recorded on the Student Management System and followed up by Deans and if needed, Senior Leaders. Following up can include emails or phone calls home, parent or whānau hui, extra support, either learning or behaviour safety plans, referral to outside agencies.
- Parents or caregivers will be contacted when a student's behaviour causes serious concern or is repeated.
- Serious misbehaviour may lead to consideration of a Standdown or Suspension from school in terms of the Education and Training Act 2020:
 - The student's gross misconduct or continual disobedience is a harmful or dangerous example to others at the school (Section 80(1)(a) of the Education and Training Act 2020); or
 - Because of the student's behaviour it is likely that the student or other students at the school will be seriously harmed if the student is not suspended (Section 80(1)(b) of the Education and Training Act 2020).
- Principles of natural justice must be applied in accordance with (book name?)
- Student and safety needs will dictate the intervention.
- Restorative practice and warm conversations are used to resolve issues between students, providing the person acknowledges the harm they have caused.
 - what happened
 - who was affected
 - how can we restore this and make things right
 - how do we monitor this going forward
- Counselling should be available to support student behaviour, behaviour management and self-regulation at all times.
- PB4L will be universal. Extra supports will be placed for Tier 2 PB4L students, such as frequent contact with home, extra deaning support, check and reflect, and 'time out' strategies. Tier 3 students may also require wrap-around support with outside agencies and frequent parent/whānau contact.
- Individual education programmes and SENCO referral can also help student behaviour
- A school experiencing an incident of student discipline may find the issue becomes complicated as it affects many staff, students and the community and/or involves intense media pressure. When this occurs, Traumatic Incident Teams can support a school's management of the situation.

Signed by Principal - 12.02.2024



Date to be reviewed -

November 2026