

# **TRENTHAM SCHOOL**

## **PLAYGROUND BEHAVIOUR PLAN**

Trentham School builds a culture where we learn and succeed together within an inclusive and supportive environment. We aim for students to develop skills to manage their own behaviour in the classroom and playground, and to support our school vision and values.

We have behaviour plans to ensure that we have the optimum environment to teach, learn and play.

There is a behaviour plan that covers all children in the playground and each syndicate (Koru and Patu) has a classroom plan.

### **School Expectations**

1. We follow directions.
2. We respect people, equipment and property.
3. We work and play cooperatively.
4. We use appropriate language.
5. We think about others.
6. We stay within the school boundaries.
7. We are excellent role models for others.

## **PLAYGROUND BEHAVIOUR PLAN**

When possible (for minor problems) refer the children to the Peer Mediators so that they can resolve the problems themselves.

### **STEP 1**

**A school rule is broken in the playground. Minor infringement of rules.**

Give a verbal warning and discuss the infringement with the child.

Record the child's full name on the data sheet in the duty folder and circle step 1.

### **STEP 2**

**A rule is broken for the second time in a week, or a more serious infringement between children (e.g. name – calling, teasing, swearing, pushing).**

Remind child of next step and discuss alternative ways to deal with their problem. Time out, rubbish collecting, blue lines may be needed.

Child's full name is recorded and step 2 circled on data sheet. Brief details are recorded in incident box.

### **STEP 3**

**A rule broken is broken for the third time in a week, or serious offence (e.g. hitting, blatant swearing, bullying with violent intent).**

Consequence time is given. Record the child's full name and details of the incident in the consequence folder in the staffroom pigeon hole. The child will either be on consequences at lunchtime on the day or lunch time the following day where a reflection sheet will be completed.

When children get onto step 3 of our playground behaviour plan they have to go to consequences for a time of reflection. Step 3 is when a child has broken a school rule three times in a week or has committed a serious offence such as blatant swearing or fighting. With the support of a teacher, the child completes a reflection sheet. The aim is to think of alternative ways to behave in the playground to ensure it is a safe and happy place for all, and to repair relationships that have broken down as a result of the actions.

A copy of the child's reflection sheet will be given to the teacher.

The original is given to the office to be scanned and emailed or posted to the parent.

The child on step 3 may need 'Time out' in Whiteman Block

### **Consequence Procedures for Duty Teacher**

If a consequence is given before school or at playtime, child's name and details of the incident are recorded in the consequence folder (in pigeonhole in staffroom) by 10.50am for that day.

If consequence is given after 10.50am or at lunch time, details are recorded in the consequence folder for the following day.

### **Time Out**

If 'time Out' is needed during lunchtime, the duty teacher will accompany the child to Whiteman Block. The consequence teacher will record the child's name on the Time Out sheet.

### **STEP 4**

#### **3 Consequences (or 'in class consequences') in a term, or gross misconduct.**

A meeting will be held with Class Teacher, Principal, Deputy/Assistant Principal, Parents. The meeting may also include other people e.g. Team Leader, SENCO, RTLB etc.

- Hub Leader must be informed.

#### **Outcome of the meeting could be:**

- A behaviour contract or Individual Behaviour Plan
- Use of a buddy teacher or children
- Use of anger management or social skills training as a class or group.
- Referral to agencies such as SES, GSE, RTLB, Interagency, CAFs, MCOT
- Referral for counselling
- Referral to Police Youth Aid
- Warning that further transgressions could lead to stand-down or suspension

**A time frame to review the child's behaviour must be set at this meeting.**

**\*Teacher responsible for Behaviour Management will record appropriate data at this step.**

### **STEP 5**

#### **Consideration of Stand-down (for a specified period), Suspension (for a reasonable period) or Exclusion.**

This will occur when a student's misbehaviour (defined as gross misconduct or continual disobedience) is harmful, or likely to harm others, or creates a dangerous example to others.

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### **Safe Plays**

Safe Plays are handed out to students who make appropriate choices in the playground. There is a draw at school assemblies for all children who have received Safe Plays and the children drawn are invited to choose a gift from a display set up in the hall.

### **Classroom Rewards**

There is an expectation that each class will have a reward system for good behaviour. This may be syndicate wide.

### **Peer Mediators**

Our Behaviour Plan will be supported by the Peer Mediation programme. Students will be trained early in the year by the designated teacher/teachers.