



Boulcott School

Next review: Term 2 2025

Behaviour Management

Managing behaviour relies on consistently applying our school's behaviour plan and strategies to promote positive student behaviour. We also expect high standards of **conduct** from our school community, including staff, visitors, parents, and whānau, which involves modelling positive behaviour for students.

Boulcott School is a PB4L School. Positive Behaviour for Learning – School-Wide is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing inappropriate, problem behaviours.

Through implementing preventive and pro-active approaches, well-being of students is prioritised and educational outcomes are enhanced. The framework is based on six key principles as follows:

- Positive behaviour is a prerequisite to improving the engagement and achievement of our young children and people.
- Positive behaviour can be learnt, and difficult and disruptive behaviour can be unlearned.
- Individual students are not a 'problem'. We need to change the environment around them to support positive behaviour.
- Punishing and isolating students does not bring about long-term and sustainable changes in behaviour.
- Behavioural issues which arise provide opportunities for students to learn about resolving conflict. Behavioural change takes time and explicit social skills teaching.
- Restorative Practice tools, for example the Restorative Chat, are implemented by staff to coach students through exploring the harm and repairing relationships.

At Boulcott School

- Staff, including relievers, coaches, and tutors etc, maintain positive learning environments and relationships within the school community.
- We make a clear statement of acceptable and unacceptable behaviour known to all staff, parents, and students.
- All members of the school have a responsibility to recognise **bullying** and to take action when they are aware of it happening.
- We consistently apply our behaviour management strategies in all cases of unacceptable behaviour, and try to maintain the dignity of the student at all times.
- Staff manage challenging behaviour and use de-escalation techniques if a student's behaviour is becoming out of control and/or poses a danger to themselves or others.
- Physical restraint is only used to prevent imminent harm to the student or another person, and only according to our **physical restraint guidelines**.
- We action procedures outlined by the Ministry of Education for **stand-down, suspension, or exclusion** in cases of extreme and/or persistent behaviour.
- We work with parents, staff, and outside agencies if necessary, to plan individual programmes and strategies for students with particular behaviour difficulties. These students may be managed outside the school's behaviour plan.

- **Seclusion** and corporal punishment are not used at this school.

See **Care and Management of Students**. 

See our **Behaviour Management plan**  for more information.

Parent/Caregiver concerns

If a parent/caregiver has concerns about incidents between students, staff, or other parents/caregivers, they should contact our school directly to voice their concerns through the appropriate channels. We do not encourage parents/caregivers to approach students, their whānau, or other members of the school community to privately discuss behaviour issues. This also applies to incidents that occur out of school time or off school grounds but when students are still connected with the school e.g. at camp or on school trips, and while wearing school uniform, or travelling to and from school.





Concerns involving relatives of staff or board members

If a behaviour issue or a concern arises at school that involves the child or relative of a currently employed staff or board member and another student or group of students, the staff or board member is not involved in its resolution. A delegated staff member with no relationship to the student or relative manages the incident.

Related topics

- **Community Conduct Expectations**
- **Parent Involvement**
- **Bullying**
- **Minimising Physical Restraint**
- **Raising Concerns**
- **Learning Support**
- **Supporting Student Wellbeing**

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: **Student behaviour - help and guidance** 
- NZSTA: **Student behaviour management** 
- TKI | Te Kete Ipurangi: **Use de-escalating behaviour strategies** 
- TKI: **Positive Behaviour for Learning** 

IN THIS SECTION

School Wide Expectations

Searches, Surrender, and Retention of Property

Minimising Physical Restraint

Stand-down, Suspension, and Exclusion

Last review Term 2 2022

Topic type Customised
