



## Relationship Management Procedures

### Introduction

At Glentunnel School we aim to provide a school environment where learners, staff and our community members feel confident, safe and respected. Our focus is on learning and how all learners can achieve their potential.

### Purpose

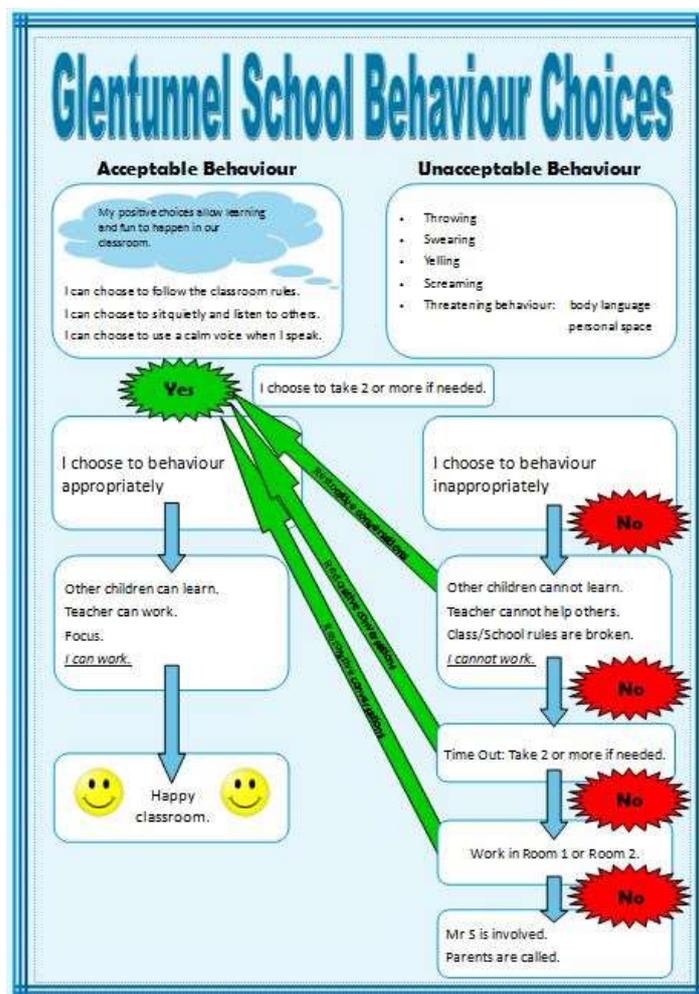
We want all members of Glentunnel School to belong to a learning community that promotes and fosters Hauora (Well-Being). Our goal is that all learners develop the skills and tools to be empowered to make positive decisions about their well-being and learning. Research proves that relationships are key to making a difference to learner's well-being, learning and achievement at school. Glentunnel School actively works on growing and developing strong relationships with in the school community – relationships focused on learners achieving their potential.

### Guidelines

1. Teachers are encouraged to develop their own natural consequences for unfocused learning with in the frame work of the schools values and vision. Natural consequences will be displayed in classrooms and revisited regularly.
  - Values - Respect Ourselves, Respect Others, Respect our Environment and Respect our Community.
  - Vision - Achieving Our Potential – Accepting Challenge, Bring Effort and Persevering.
2. We aim to be pro-active with relationship management at Glentunnel School by providing the opportunity for our learners to develop the skills and tools needed to intrinsically manage their behaviour, well-being and learning. In order to achieve this the classroom teachers and school management will implement the following;
  - All learners taught how to use their W.I.T.S (Walk away, Ignore, Talk it out using 'I statements' and Seek help – get an adult) through class discussions and role play exercises.
  - Principal introduces weekly quote for discussion in Monday's assembly. Quote has reference to the Term's Value focus and/or recent needs at school.
  - Staff and students give out 'Gold Box Tickets' during break times and assemblies. Tickets are given out to students showing our values and being positive role models.
  - Work with teacher aide and outside agencies to implement our Social Skills Club. The Club's goal is to help learners develop positive social skills and share/teach these with others in their class.
  - To seek relevant Professional Development opportunities for staff and parents to help them develop affective practices with learners, especially those who present with challenging behaviours/special needs.



- Teachers will implement Circle Time (or a platform like Placemat Thinking) for student sharing/reflection/problem solving at least once every three weeks in class. This is to establish and value learner voice in the classroom and provide the opportunity for learners to share and discuss their thoughts and ideas. It can also provide a platform for problem solving and working through issues – being solution focused.
  - Privilege Time happens every three weeks at school as a reward for those who have read at home every night over this time period. Privilege Time is when teachers provide a variety of fun activities for the children to choose from.
  - Class and Principal Certificates are given out at Friday Assemblies to recognise learners for showing our values and vision.
  - Learners demonstrating our values, vision and making positive choices with their learning and behaviour are recorded on our Student Management System (Edge) under Pastoral Care.
3. When learners make a choice with their behaviour or learning that has a negative effect on themselves and/or others they are given the opportunity to reflect on this choice and make a better one next time. The following flowchart shows the procedure to follow when encouraging learners to make better choices. It is to be adapted by each class to reflect their teaching level/class rules and displayed in their room. The chart can also be adapted to meet the needs of individuals within the class.



If a learner is sent to another class then the teacher records the incident on our student management system (Edge) under Pastoral Care. When a learner is sent to the Principal or the Principal is asked to visit a learner then the parents are contacted and the Principal records the incident on Edge. The Principal works with the learner to reflect on their decision making and works towards a successful

solution for them to return to the class in a positive way. Learners may be required to make up the learning time missed in class during their break/free time.

4. Glentunnel School has a zero tolerance policy towards abuse and bullying. We look to create awareness and knowledge of abuse and bullying within our community by implementing programmes from outside agencies. Keeping Ourselves Safe is one of these programmes which we implement every two years to develop awareness and understanding around abuse. This informs our learners, our staff and our parental community. We also have the Life Education Programme every year at school to help foster positive relationships with self and others.

If abuse and/or bullying occurs at school in the classroom teachers follow the Glentunnel School Behaviour Chart. Teachers will use their professional discretion to decide the seriousness of the behaviour and may go straight to the Principal for support.

If abuse and/or bullying occurs during break times staff may use the Time Out Seat (TOS) outside the staffroom to allow students to reflect on what has happened. Parents and the Principal are informed of any form of abuse or bullying. The TOS may also be used to reflect on other poor choices made by students. Students may also perform some form of community service for poor choice making. If the TOS is used then the incident is recorded in the note book in the staff duty bag or directly on Edge. Support staff have their own note book for recording positive and negative incidents.

5. If a student removes themselves from a classroom or the play area and the location of the student is unknown then the teacher sends a message to the Principal. The Principal will organise a search for the student.
  - If the search is successful the situation that made the student leave will be worked through with the Principal/teacher, and parents informed.
  - If the search is unsuccessful and the student has not returned within 10 minutes then the police are called.
6. From time to time it is necessary to stand down or suspend a student from school for his/her own safety and/or to enable other students to pursue their education without severe and/or repeated interruption from another student. A student so stood down or suspended continues to have a right to an education and is required to attend until the age of 16.

These definitions are taken from the Ministry of Education website:

**Stand-down** means the formal removal of a student from school for a specified period. Stand-downs of a particular student can total no more than five school days in a term or ten school days in a year.

**Suspension** means the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting. Following a suspension, the board may decide to:

- Lift the suspension without conditions
- Lift the suspension with reasonable conditions
- Extend the suspension with reasonable conditions for a reasonable period
- Exclude or expel the student.

**Exclusion** means the formal removal of a student aged under 16 from the school.

The principal is usually the person with the delegated authority to stand-down or suspend a student. The principles of natural justice must be applied to any process leading to stand down or suspend a student. There must be sufficient grounds to warrant any stand-down or suspension, and the rights of the student and any parent/caregiver must be recognised throughout the process.

There is a clear procedure which must be followed. See **Guidelines for Principals and Boards of Trustees on Stand-downs, Suspension, Exclusions and Expulsions** on the Ministry of Education web site for comprehensive information and resources.