

PUKEKAWA SCHOOL

will be a safe, secure, friendly environment
for students, staff, parents and visitors.

CHILDREN

MAKING RICHER CHOICES

Students taking responsibility for their own behaviour

Procedures for promoting good behaviour at school

School action plan for inappropriate student behaviour

*Developed by the Board of Trustees, and Staff of Pukekawa School,
to be used in conjunction with the Policy on Discipline*

VISION-

To prepare our students for life-long learning by developing skills, knowledge and positive attitudes / values

Students who - believe in themselves

- have a sense of belonging
- are confident
- are passionate about learning
- are active participants
- will be worthwhile members of society.



IMPLEMENTATION PRINCIPLES:

- The New Zealand Curriculum identifies five key competencies or capabilities for living and lifelong learning
 - Relating to Others
 - Managing Self
 - Participating and Contributing
 - Thinking
 - Using language, symbols, texts

These key competencies are entwined in our curriculum delivery- our teaching / learning programmes and underpin the values / beliefs of our New Zealand democratic society.

- Curriculum delivery also involves modelling, discussing and exploring values. Values are expressed through the ways in which people think and act. They are the basis for behavioural choices.
At Pukekawa we teach the RICHER values
- Teachers will promote understanding of school expectations, and why they are essential, through discussion, role play and consistent routines.
- Students will be encouraged / supported to take responsibility for their own behaviour in the classroom and in the playground and will understand that there are consequences for their behavioural choices.
- Students learn best in a happy, ordered, consistent environment where they feel confident to take risks, "have a go", emotionally secure and physically safe. Students and Teachers will treat each other with respect.
- Students will have interaction with positive role models- students, peer supporters, teachers, other staff members, facilitators, parents, visitors to the school.
- Behaviour Management will be fair and consistent.
 - School expectations will be clear, meaningful and positive.
 - Teachers, students and parents will be aware of these expectations.
 - Appropriate / Positive behaviour will result in positive consequences.
 - Inappropriate / Negative behaviour will be managed in a consistent manner.

Respect
Initiative
Confidence
Honesty
Excellence
Responsibility

SCHOOL EXPECTATIONS: WHY DO WE NEED RULES / EXPECTATIONS?

1. All societies are subject to rules, expectations and customs. It follows, therefore, that a school has a set of expectations to protect the rights of all of its stakeholders.
2. Problems arise when people fail to meet the expectations or behave in ways contrary to the rules. This interferes with personal relationships and, in schools, the education of children.
3. Unacceptable behaviour stems from inappropriate attitudes. Social behaviour can be modified with sufficient encouragement and practice.
4. People who consistently display unacceptable behaviour lose the acceptance of others and can be excluded by the peer group.

Pukekawa School's Expectations

Let Children Learn

Let Teachers Teach

Respect and Care for Each Other and Property

Keep Ourselves Happy and Safe

***Teachers and Students need to discuss what each expectation means
as part of establishing positive class behaviour management and routines.***

SUPPORTING STUDENTS IN THE PLAYGROUND-



Cool Schools

Why Peer Support / Mediation?

- Students learn the skills to solve their own problems
- Mediation improves school climate; students relate to each other positively, behaviour improves and there is an increase in students' self esteem.
- Students become more tolerant, caring and supportive.
- Students become active listeners, build a vocabulary to discuss their feelings and develop questioning skills.

Getting Started

- Students are taught how to be active listeners, build a vocabulary for discussing feelings and learn / practice the mediation process.

"I feel.....when.....because....."

- Students role play conflict situations and suggest possible solutions to the problem / conflict so that both parties are able to support and live with the solution.
- The position of Peer Mediator is valued and given 'mana'.

Why become a Cool School?

Our society is concerned about the rising levels of violence.

One way of changing this is to teach skills of

conflict management to children.

The Cool Schools Programme is consistent with current educational theory as it is about learning processes which children can apply to problem solving.

Listening, negotiating, problem solving and critical thinking are essential for academic excellence / future career opportunities

- Senior Students will be trained as peer supporters (mediators).

Playground Peer Supporters / Mediators

- Mediators work in pairs and wear a recognizable vest.
- Students who have problems / conflicts can ask the peer supporter for assistance.
- The supporters facilitate discussion through precise questioning, and children taking turns to share their ideas until a solution is reached.
- The rules for mediation must be followed
 - No interrupting
 - No name calling
 - Be honest
 - Agree to solve the problem
- The Duty Teacher will support the mediators.
- One teacher, the Cool Schools Co-ordinator, meets regularly with the mediators to monitor the programme / playground behaviour and help the mediators further develop their skills.

POSITIVE CONSEQUENCES

Opportunity to Reward Students for Good Behaviour

If students follow the school expectations, display positive attitudes and behave in acceptable ways, the behaviour will be reinforced and acknowledged, within each class and across the whole school.

For Example

1. VERBAL

- ✓ Individual recognition
- ✓ Praise acknowledgements eg. "Thank you Andrew for...",
"I appreciate the way you have ..."
- ✓ Showing 'work' or 'behaviour' to another teacher, other students, Principal, parent etc
- ✓ Being able to choose a special activity
- ✓ Phone call to parent
- ✓ Public acknowledgement / presentation in class or at assembly

2. NON VERBAL

- ✓ Smile, nod, sign, touch (where appropriate)
- ✓ Displaying works
- ✓ Public acknowledgement in school newsletter

3. COLLECTABLES/TANGIBLES

- ✓ Stamps, stickers, certificates
- ✓ DoJo points
- ✓ Whanau points
- ✓ Awarding of privileges
- ✓ ***RICHER AWARD*** slip for weekly Prize draw at assembly

IMPORTANT POINTS ABOUT THE USE OF REINFORCERS / REWARDS

- Need to be relevant for the age group
- Need to be dispensed as close to the appropriate behaviour having occurred as is possible. – *With Junior students – immediacy*
- Frequency

CONSEQUENCES of INAPPROPRIATE BEHAVIOUR

Move to next step if behaviour continues	In Class	In Playground
	Step One- THE REMINDER <ul style="list-style-type: none"> Student is reminded of school expectations 	
	By class teacher	By peer supporter / duty teacher
	Step Two- TALKING AND LEARNING <ul style="list-style-type: none"> Student and Teacher / Duty Teacher discuss the child's action / behaviour and the school expectation that has been breached 	
	Name / action recorded in work plan/ Playground book Parents informed	Time Out on Staffroom steps
	Step Three- TALKING, THINKING, WRITING, LEARNING	
	Time Out at Thinking Spot Notify class teacher <ul style="list-style-type: none"> Further discussion of inappropriate behaviour / consequences of actions Student will be monitored and write about the behaviour / the school expectations Name / action recorded – Class anecdotal book or Playground book Behaviour discussed with parents 	
	Step Four- TALKING, THINKING, WRITING, LEARNING <ul style="list-style-type: none"> Principal informed- Principal and Student discuss the student's action / behaviour and the school expectation that has been breached Principal may speak with witnesses, observers, victim, accomplices for clarification. Student writes a letter home, explaining his / her actions. A note from the Principal is included for the parent, asking for the letter to be signed and returned to school. Principal meets with parents to discuss the matter. Name / behaviour / consequence / follow up recorded in school Behaviour Book 	
	Step Five- Conferencing and Individual Behaviour Management Planning <ul style="list-style-type: none"> Conference with Principal, Teacher, Parent, Student (if deemed applicable) to plan behaviour modification strategies- Eg: 	
	Home / School contract Loss of Privilege Referral to Outside Agency	Counselling Making Amends Monitoring subsequent behaviour In School withdrawal School Service
FAST TRACKING- Step Four if student's behaviour involves <ul style="list-style-type: none"> fighting / bullying which puts others at risk or damages property swearing or any offensive behaviour towards others leaving the school grounds without permission during school hours smoking, alcohol, illegal substances or weapons or if behaviour is particularly poor at school camp, on a school excursion, on the bus.		
FINAL STEP- If all strategies have failed to modify student behaviour <ul style="list-style-type: none"> Suspension - time to review the situation. Follow Ministry of Education guidelines. 		
Anecdotal Books and Playground Book monitored/ reflected on to identify trends and continual inappropriate behaviours. Parents informed / invited to share in an Individual Behaviour Plan if required.		

Use of physical restraint and or other aversive strategies -

Statutory Regulations: <http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM7269325.html>



Section 139AC (physical restraint): <http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM7269332.html>

Physical intervention is a crisis management technique, not a strategy for managing behaviour. Physical interventions are not designed to reduce the frequency or severity of behaviours, but rather ensure a student's safety.

Consequently it should only be used as a last resort if the behaviour presents an **imminent danger** to the child, staff or other students.

The goal is to ensure that physical intervention is never necessary by improving proactive behaviours through teaching and by modifying the environment.

- If safety of self or others are at risk...safe physical restraint may be used by a person who has had some training in safe physical restraint or by any staff member when there is clear and imminent danger to self or someone else
- Support from the Principal (Senior Teacher if Principal absent) will be requested by either sending another student or a red card for behaviours that risk the safety of self and others.
- Where possible the teacher will remove the other children away from the student causing the risk, once the support person has arrived.
- If the teacher / Principal cannot calm / de-escalate the " at risk" behaviour, the child's parents/caregivers will be called to come and help the child / situation.
- All incidents of physical restraint must be logged with the principal and MoE.
physical.restraint@education.govt.nz
- Parents need to be informed of all incidents

Safety Plan		
Identified Hazard	Safety Actions	Personnel
Student physically hurting others-throwing items, kicking, lashing out 	Call Principal or Office Person for support Remove student Or Remove others	Teacher Principal or Deputy Office Person Teacher Aide
	Support person try to <ul style="list-style-type: none"> - calm student, de-escalate the behaviour, - offer help / reassurance / time out 	
	If successful- allow student time to recover, have a drink, talk about problem	
	If unsuccessful- contact parent / caregiver to come and support the student	Parents/Caregivers
Students who run out of class <ul style="list-style-type: none"> - into grounds 	Precaution- Keep gates closed New Entrant teacher reassure new students- try to distract from running after parent	Teacher Principal or Deputy Office Person Teacher Aide
	Report to Principal or Office person Observe where student is- is he/she in danger? If NO- monitor where student is <ul style="list-style-type: none"> - Support person to calmly approach student to de-escalate the behaviour, offer help / reassurance / time out - If student runs off, keep watch - Decide whether to call parent to support or wait for student to calm down and come back willingly. (We know our children) 	Principal or Deputy Office Person Teacher Aide
	If YES- Support person to calmly approach student to de-escalate the behaviour, offer help / reassurance / time out / options to reduce safety risk eg: come out of tree If unsuccessful- contact parent / caregiver to come and support the student	Principal or Deputy Office Person Teacher Aide Parents/Caregivers
	Report to Principal or Office person Contact parents/caregivers Try to keep student in sight- may mean going in car Don't escalate behaviour, but talk to student to reassure, coax him/her to stop and stay with you until support from home arrives. Notify Police if situation appears to escalate or lose sight of student	Principal or Deputy Office Person Teacher Aide Parents/Caregivers



BUS EXPECTATIONS

Keeping Safe on the Bus



Inside the Bus

- Listen to the driver and show him respect
- Stay seated at all times
- Speak quietly- no shouting, squealing or swearing
- No eating on the bus
- Respect other passengers – no pushing or physical force
- Tell the driver if anyone is not following our expectations

Outside the Bus

- When you get off the bus, wait until the bus has moved away, before you move off.
- Always come around the back of the bus to get on
- Stay back off the road until the bus stops
- Always walk to and from the bus – no running



POLICY ON DISCIPLINE

Rationale:

Students, teachers, parents have the right to expect standards of behaviour that will ensure a safe, secure, friendly environment for everyone at Pukekawa School.

Pukekawa School believes in a positive approach to discipline and encourages students to take responsibility for their own behaviour.

Purpose:

- To provide clear expectations and guidelines for students and staff to ensure consistent behaviour management.
- To ensure all children, staff, parents / caregivers know the school's behavioural expectations.
- To involve parents and caregivers in supporting the school's behaviour management.

Procedures:

- Staff will follow the Implementation Principles outlined in the **“ Children Making Richer Choices” Behaviour Management Booklet**, which includes
 - establishing a safe, secure environment
 - integrating behaviour management into curriculum content and delivery
 - our school's behavioural expectations
 - students knowing / understanding these behavioural expectations
 - being a Cool School with Peer Supporters / Mediators
 - procedures for promoting positive behaviour
 - step by step action plan for managing / modifying inappropriate behaviour
- Parents/caregivers will be given the **“ Children Making Richer Choices” Behaviour Management Booklet**, as they enrol their children.
- Parents/caregivers will be encouraged to support and be part of the school's Behavioural Management. They will be informed about their child(ren)'s behaviour at school and be consulted about possible consequences for continual inappropriate behaviour.
- Consequences will be appropriate, fair and consistent.
- The staff will be aware that behaviour management is a school wide issue and that discipline problems should be shared. It is understood that staff will support each other with behaviour management.

Conclusion:

Students need to take responsibility for their behavioural choices. Clear, shared behavioural expectations, positive reinforcement for appropriate behaviour, consistent consequences for inappropriate behavioural choices and guiding students to develop socially acceptable behaviour will ensure Pukekawa School has a happy, nurturing, supportive environment for all.

Date Reviewed: March 2017

Chairperson

Date