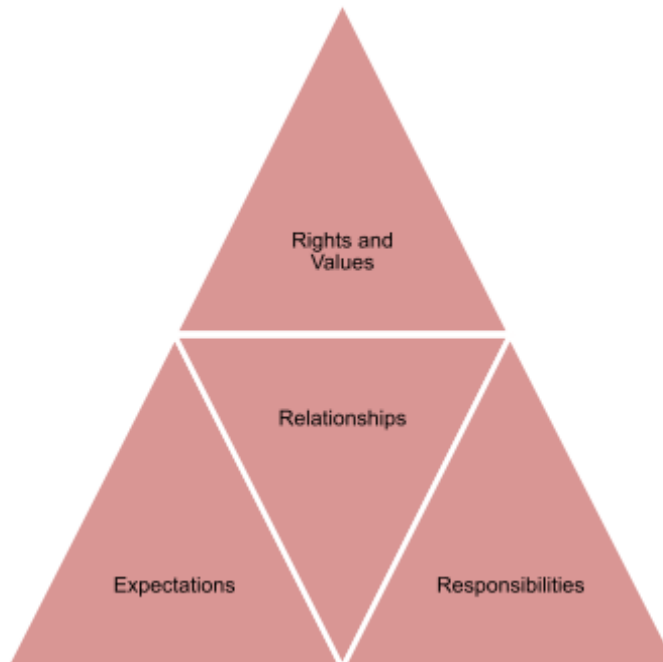**Behaviour Management**

Our Understandings and Beliefs About Behaviour

Behaviour is;

- learned
- conditioned
- purposeful
- chosen
- communicates information about needs
- changeable
- taught

Relationships

Having positive relationships where students, staff, and whanau feel valued, safe to be challenged and challenge others is vital in our learning environment. Positive relationships rely on each person respecting everyone's rights, our school values, following expectations about behaviour, and taking responsibility for their own actions. We encourage staff, students and parents to be proactive.

Rights and Values

Every person at our school has the right to learn (or teach), to be safe, and to be treated with respect. We value;

- Courage
- Respect (including accepting difference)
- Integrity
- Resilience

Expectations

We have expectations based on these rights and values about;

- How we interact and communicate with each other
- Being in the right place at the right time
- How we move around the school (both inside and out)
- How we eat and play
- How we use equipment and respect property

These are outlined in the Staying Safe at Pinehaven document.

Responsibilities

We are all personally responsible for our own actions and behaviour choices which determine the rewards or consequences we receive.

A 'Bully Free' school environment

A zero tolerance policy applies to bullying, disrespectful behaviour, or refusal to comply with school expectations. The school takes a proactive, school wide approach to dealing with bullying behaviours, with importance placed on prevention.

Any alleged or observed incidents of bullying will be investigated and dealt with by the school promptly. All members of the school community have a responsibility to prevent, recognise, stop and report bullying.

Further details of the definition of bullying, proactive and preventative actions, as well as the school's response is outlined in detail in the Bullying Prevention Procedure that should be read alongside this.

Building Positive Relationships and Being Proactive

These are actions taken by the teacher to establish and maintain positive relationships with students and their families, not every action will occur for every student. Being fair is not always treating everyone the same.

- modelling
- developing trust and responsibility
- communication with home about positive behaviour
- daily greetings/farewells
- giving leadership opportunities
- listening
- special 1:1 time with student
- rules discussed, displayed and referred to
- when … then strategy
- clear display and reference to schedules and routines
- clear commands, reminders and prompts
- non-verbal prompts and signals
- preparation for transitions
- careful classroom arrangement and placement when working
- praise and celebration – catching students doing the right thing
- coaching students in scripts/behaviours
- understanding students as individuals and what they are interested in/motivated by

Interventions and Consequences

Interventions are …

These are actions that the teacher/adult will take when they see behaviour that doesn't meet expectations. Examples of these are;

- Reminding
- Re-directing & distraction
- Correcting
- Moving away

Consequences are …

We try to take a Restorative approach when dealing with problem behaviours. This involves;

- Putting it right together
- Taking ownership of wrongdoing
- Being accountable but teaching the skills of how to get it right (this applies to both students and staff)

These conversations follow this pattern of questioning

Step 1. What happened? (Tell the story)

Step 2. Who do you think has been affected? (Explore the harm)

Step 3. What do you need to do to put things right? (Repair the harm/Consequences)

Step 4. How can we make sure this doesn't happen again? (Move forward)

Consequences are stated or negotiated ways of repairing or rebuilding relationships when rights have been impinged upon. They may be short term or long term depending on the nature and frequency of the behaviour.

We believe consequences should;

- Be fair
- Relate to behaviour
- Allow people to take responsibility and be accountable
- Protect rights
- Keep mana in tact
- Encourage self-discipline and learning from the consequence

School wide process

For students who choose not to co-operate or make good choices in and around the school and playground the matter will be dealt with initially by the class/duty teacher.

We use the following process;

Step 1	Reminder – Verbal and/or Visual	Specific behaviour identified, if there is time why that behaviour needs to change is addressed.
Step 2	Warning	Student asked to stop specific behaviour and is notified of what the consequence will be if it does not.
Step 3	Consequence	This is related to the behaviour identified. A restorative conversation is held. Students may fill in a 'think' sheet.

Step 4	Removal – for repeated occurrence	A. To a timeout space in the classroom, then B. If the behaviour continues, to a pre-arranged room/space (do work there, or complete work in own time to make up time). In most circumstances this pre-arranged room/space will be the Hub Leader's class, and if not then the class teacher will inform the Hub Leader when students are removed. A restorative conversation is held upon return. Students may fill in a 'think' sheet. A note is made in the Guidance Register on eTap.

Step 1-3 is a sequence.

Step 4 can add on or be an immediate step if behaviour is defiant or violent. Where physical violence has been involved, consequences are escalated to a member of the Leadership Team and parents are informed. Physical violence is not ok. There may be a few rare occasions where students push back in self-defence to get to a safe place.

Depending on the student they may start afresh each day or each session.

Depending on the severity of a situation, where a child has been physically or emotionally hurt by another child, it is important to ensure both parents are made aware of the situation. If teachers are unsure of whether or not to inform parents of a situation, they will consult the Associate Principal, Deputy Principal or Principal.

Depending on the seriousness of the matter, this may be followed by a meeting between the parents, teacher/s, and student. This meeting will explore the most effective way forward to help the student to be safe, respectful and accountable at school. Prior to a meeting with parents, it is advised to talk through any issues and approaches with a member of the Leadership Team.

In the event that a serious incident occurs or problem behaviour is on-going then the student may be sent to the Associate Principal, Deputy Principal or Principal, who may call for a meeting with the parents, teacher/s, and student. If warranted, the decision to stand down and/or suspend a student may be made by the Principal, in which case Ministry of Education guidelines will be applied.

Strategies for Teachers

We want to avoid students, teachers, and whānau viewing a particular student as 'naughty'. We use reminders, interventions and consequences as a teaching tool to enable students to take responsibility for their own behaviour and be accountable for their own actions.

We will not use an 'on the board name and asterix system' as it holds negative connotations, and can escalate behaviour with students.

Step 1 Reminder – Verbal and/or Visual

Specific behaviour identified, if there is time why that behaviour needs to change is addressed

Use name, state what needs to change.

E.g.   "Michelle, hands to yourself."

          "Michelle" Signal hands in lap. 1 finger held up.

"Michelle, hands to yourself, that isn't caring for others."
"Michelle, that's 1, hands to yourself."

Some students (and teachers) do require visual reminders and as such here are some ideas;
- 3 smiley faces at desk, 1 removed
- 3 smiley's at teacher's desk, 1 removed
- visuals to match value given (both ☺ and ☹)
- yellow traffic light (student starts with green)
- 1 finger held up

Step 2 Warning

Student asked to stop specific behaviour and is notified of what the consequence will be if it does not

E.g.   "Michelle, you need to keep hands to yourself. If you can't then you will sit here"
         "Michelle" Signal hands in lap. 2 fingers held up. 3 held up and new space pointed to.
         "Michelle, that's 2, hands to yourself or you will need to sit here."

Some students (and teachers) do require visual reminders and as such here are some ideas;
- 3 smiley faces at desk, another 1 removed (1 now left), consequence stated
- 3 smiley's at teacher's desk another 1 removed (1 now left), consequence stated
- visuals to match value given (both ☺ and ☹), consequence stated
- red traffic light, consequence stated
- 2 fingers held up, consequence stated

Step 3 Consequence

This is related to the behaviour identified. A restorative conversation is held. Students may fill in a 'think' sheet.

These conversations follow this pattern of questioning

Step 1. What happened? (Tell the story)
What were you thinking at the time?
What have you thought about since?
What did you have control over?

Step 2. Who do you think has been affected? (Explore the harm)
Who else has been affected? In what ways?
Was this fair or unfair?
Was this the right or wrong thing to do?
Tell me more about that . . .

Step 3. What do you need to do to put things right? (Repair the harm)
What else might need to happen?
How will this help? Tell me more about this.
When can this happen?
What exactly are you saying sorry for?

Step 4. How can we make sure this doesn't happen again? (Move forward)
What do you need to do? What can I do to help?

What are your goals to help you move forward?
What are you going to do to reach these goals?
What other support do you need?

If learning time has been wasted then this needs to be made up in their time and an apology to the affected parties (to include what for, who has been affected and how, and next time I'll…)

Some ideas for consequences that relate to behaviours (Teams to add to);
- Repeated rudeness/swearing –think sheet, explain behaviour to parent
- Touching inappropriately – separated, set places, set playing/working places, explain behaviour to parent
- Disruptive (chatting/singing/noises) - separated, set places, set working places,
- Off task - separated, set places, set playing/working places, work in own time/homework, miss out on "fun" tasks and complete during this time, limited options
- Goading and antagonising – practise the behaviour, apology notes and letters,
- Body language - practise the behaviour, apology notes and letters,
- Arguing back – practise how to respond appropriately, apology notes and letters
- Not using equipment/resources properly – removed from use, tidy up in own time, repair, replace
- Stealing – replace

Teachers will record incidents in detail on eTap under Guidance, Behaviour.

Step 4 Removal – for repeated occurrence

A. To a timeout space in the classroom, then

B. If the behaviour continues, to a pre-arranged room/space (do work there, or complete work in own time to make up time). In most circumstances this pre-arranged room/space will be the Syndicate Leaders class, and if not then the class teacher will inform the Syndicate Leader when students are removed.

A restorative conversation is held upon return (see above).

A note is made in the Guidance Register on eTap.

Thinking there may be a pattern of behaviour developing?
Some teachers may choose to keep a record when investigating patterns of behaviour by keeping a class list with step 1 – 4 on and mark off as needed. This will help when identifying patterns and specifics of who may be involved. Recording students behaviour on eTap when Step 4 is reached will also enable a pattern to be seen.

This procedure has been reviewed in line with self-review guidelines.

Signed: _____ Principal

Date: _____

Attachments

Good Manners Chart

1. Listen and give attention when someone else is talking, especially when the speaker is an adult.
2. When you have been asked to listen, face the speaker, give eye contact and sit still.
3. Allow others to speak without interruption.
4. Save all questions and comments until the speaker has finished. It is not ok to make noises, agree or disagree out loud, or to make comments to others when someone is talking.
5. If you have a question or comment, raise your hand quietly to indicate you have something to contribute.
6. When it is your turn to speak, speak politely, clearly and directly to those listening.
7. Use 'please' and 'thank you' when appropriate.
8. When speaking to adults use their surnames with Mr., Miss., Ms., or Mrs., without   calling out to gain an adult's attention.
9. When an adult gives you an instruction, do what you have been asked to do quickly. If you need an instruction to be repeated, ask politely for help.
10. Open doors for adults and allow them to walk through doorways first.
11. If adults are speaking to each other, avoid interrupting, stand away and wait until they have finished. If it is urgent, say "excuse me".
12. Other people's possessions should be treated with respect. Do not assume they want you to have them. Ask politely and accept their answer graciously.

Poster of Process

Behaviour Management Process for Pinehaven School
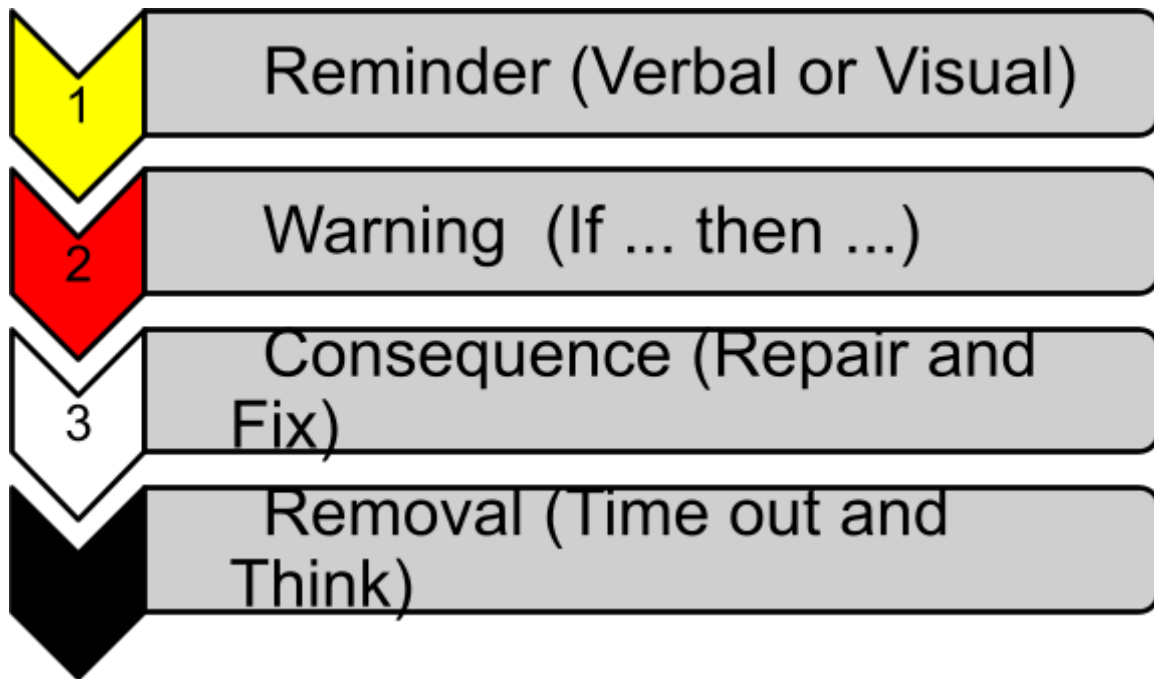
NOTE; Defiant or violent behaviour will be **immediately** referred to the Associate Principal, Deputy Principal or Principal.

Think Sheet

Think Sheet	Name	Room Date
Step 1. What happened? 		
Step 2. Who do you think has been affected? How? 		

Step 3. What do you need to do to put things right?

_____

_____

_____

_____

_____

_____

_____

_____

Step 4. How can you/we make sure this doesn't happen again?

_____

_____

_____

_____

_____

_____

_____

_____

Think Sheet (with drawing)

Name & Room	Date
Step 1. What happened?	**Notes (scribe used if needed)** _____ _____ _____ _____ _____ _____ _____ _____
Step 2. Who was hurt or upset? Why?	**Notes (scribe used if needed)** _____ _____ _____ _____ _____ _____ _____ _____
Step 3. What do you need to do to put things right?	**Notes (scribe used if needed)** _____ _____ _____ _____ _____ _____ _____ _____
Step 4. How can you/we make sure this doesn't happen again?	**Notes (scribe used if needed)** _____ _____ _____ _____ _____ _____ _____ _____