

# BEHAVIOUR MANAGEMENT STRATEGY 2023

## Reviewed 2022

Tawhai School is committed to the wellbeing of students, staff and whanau. The Tawhai School values, along with PB4L, Self Regulation & Restorative Programmes, aim to ensure that our children are able to flourish in an ever changing world. We aim to ensure that the school's environment and culture is one where:

- expected behaviours are consistently acknowledged and positively reinforced
- expectations are consistently taught across all school levels
- students are supported to understand how to self-regulate their behaviour
- restorative practices are used to ensure the wellbeing and personal growth of all children
- Te Tiriti o Waitangi principles of **partnership**, **participation** and **protection** are inherent in the day-to-day operation of our school and diversity and difference are celebrated

The school-wide values approach includes ensuring the environment is conducive to positive behaviours and may include individualised plans for some children. Individual Behaviour Plans will be constructed with the support of the Senior Lead Team, SENCO, LSC and other appropriate outside agencies.

### THE PURPOSE OF THE BEHAVIOUR MANAGEMENT STRATEGY IS TO FOCUS ON:

- providing a safe learning environment for all children and staff
- developing positive social skills and creating a strong sense of belonging
- celebrating desired learning and social behaviours
- providing a restorative approach to reduce inappropriate behaviours
- recording problem behaviours so targets and goals can be identified
- using staff meetings to problem-solve behaviour concerns and provide professional development

### WE AIM TO ACHIEVE THIS THROUGH:

- Forming honest and positive relationships with children and parents/whanau
- Strong, visible leadership and commitment from the Principal, Senior Leadership Team and Board of Trustees towards the development of behaviour programmes and in class support across the whole school
- Ongoing consultation and engagement with teachers and support staff, as well as the wider school community
- Positively stating clear and concise expectations for all students and staff. Expectations are to be regularly reinforced and encouraged
- Teachers will ensure consistency across the school in explaining, modelling, practising and acknowledging appropriate behaviour
- A clear set of preventative strategies are in place to discourage undesired behaviour.
- Utilizing our monitoring system and tracking systems to gather information and look for trends and patterns. This is to ensure decisions are well informed/grounded in evidence, and so progress over time can be tracked.

## CODE OF BEHAVIOUR:

Everyone at Tawhai School (staff, students and parents/whanau) is expected to act in accordance with the school's core values. All expectations for behaviour fall under the umbrella of Tawhai School Values. It is an expectation that children and adults will behave with:

1. **RESPECT:** Displaying good manners, Being caring and accepting of others, demonstrating kindness and fair play.
2. **RESPONSIBILITY:** Making sensible choices, showing commitment; being honest; demonstrating independence, managing self appropriately.
3. **RESILIENCE:** Recovering from setbacks, adapt well to change and keep going when things are hard.
4. **INTEGRITY:** The quality of being honest and having strong moral principles.

## PREVENTATIVE STRATEGIES:

1. **ENVIRONMENT:** Learning environments will be safe, secure, informative, visually stimulating, colourful and reflective of student work. Teachers will ensure environments are well organised and encourage student participation in the ongoing care and presentation of their classroom. Each classroom is to co-construct a 'behaviour treaty' with students, establish clear routines and regularly share expectations.
2. **RELATIONSHIPS:** Building of relational trust between teacher-student, teacher-teacher, and student-student. Through shared values, teachers model learning (AKO), being readily available, following up with promises, regular encouragement to build self-esteem and where humour is used to create a sense of fun and enjoyment. Relationships are to be fostered through honesty, support and the regular celebration of success. Through shared values, students demonstrate a willingness to positively build relations with others and show respect to adults and peers.
3. **LEARNING FOCUSED:** Programmes are informed through reflective practices and assessments and cater for individual student learning needs. Teachers embrace differentiated learning strategies, encourage students to take greater ownership of their learning (through collaborative inquiry model - assess, design, implement, reflect and change) think, plan, reflect, do) and promote high expectations. The 5 Key Competencies are integrated into all areas of learning. Programmes are designed to engage, excite and promote deep learning. higher order thinking.
4. **REWARDS:** Positive praise recognizing citizenship, achievement, responsibility and effort will be part of everyday life at Tawhai School. All staff will continue to reinforce desired behaviours by timely feedback, for example: Class Dojo, certificates, Tawhai Stars, Well-Being time.

**TAWHAI SCHOOL VALUES:** At Tawhai School we recognize students who demonstrate, model or show commitment towards our school values and behaviour expectations on a daily basis. We do this through regular praise/feedback and rewards. The tables below provide examples of expected behaviours under each of the three values and illustrate how Te Whare Tapa Wha is integrated within our values. (Integrity is woven throughout all of our values).

RESPECT	RESPONSIBILITY	RESILIENCE
<p>I am mindful of...</p> <ul style="list-style-type: none"> <li>• My Wellbeing (hinengaro, Tinana)</li> <li>• The Wellbeing of Others (students/adults) -Wairua, hinengaro, whanau</li> <li>• Our Environment (Wairua) -School, local, wider</li> </ul>	<p>I am aware of ...</p> <ul style="list-style-type: none"> <li>• My physical and emotional safety (Tinana and Hinengaro)</li> <li>• The safety of others (Hinengaro, whanau)</li> <li>• Environment (school, local, wider)</li> </ul>	<p>I can ...</p> <ul style="list-style-type: none"> <li>• Talk about what I need to succeed.</li> <li>• Self-regulate my behaviour and attitude.</li> <li>• Take risks in my learning when challenged.</li> </ul>

### POSITIVE REINFORCEMENT

**AWARDS** to promote and recognise positive examples of desirable behaviours, the following are celebrated:

- Classroom Awards: will be given out regularly by teachers to students demonstrating respect, responsibility, resilience and integrity. These behaviours are to be acknowledged both inside (class dojo/points, Tawhai Stars, etc.) and outside the classroom (Tawhai Stars).
- Principal Awards: will be presented at either whole school or team assemblies. These recognise those students who have modelled Tawhai values by managing themselves, participating and contributing, relating well to others, being creative/critical thinkers, or demonstrating a positive attitude and/or making progress in their learning.
- Tawhai Stars Awards: will be given to students modelling Tawhai values in the playground and classroom. There are prize draws held in assembly to celebrate our "Tawhai Stars".
- Tawhai T-Shirts: Will be awarded to students who consistently show our Tawhai Values. Twice a year each teacher will select one student from their class to receive a Tawhai-T-Shirt. These students will receive their award during an assembly time, which their family/whanau will be invited to attend.

### WELLBEING TIME

**Wellbeing** time is used as a means to encourage and promote positive behaviours and social skills. Children automatically earn "Wellbeing Time" each week, on the assumption that they are making the right behaviour choices. Wellbeing time will be structured and actively supervised by Tawhai Staff.

### WHOLE SCHOOL WELLBEING TIME

At least twice a year the whole school will have an opportunity to come together in a shared activity. The chosen activity may be a combined celebration, for example Matariki or a School Picnic.

or Nga Kukari & Nga Manu may have separate activities. The purpose of these activities is to positively build our school community and to have fun.

### CLASSROOM BEHAVIOUR MANAGEMENT SYSTEM

These are based around "natural consequences" that reflect the behaviour concerned and Restorative Practices. The purpose of the consequence is to support behaviour change and encourage personal growth with regards to Key Competencies.

In order to build a positive community, and respond to challenging behaviour through authentic dialogue, more serious behaviors may result in Senior Staff working alongside the classroom teacher and families/whanau following the "Restorative Practice" model. The aim of this process is to ensure the outcome of such meetings meets the needs of all concerned parties.

### FOLLOW UP:

Behavioural follow up/ plan are used to support the growth of social skills (key competencies) and understanding of children around how their behaviour impacts on themselves and others. Clear links between our Tawhai Values and subsequent accountability ensure that follow up conversations/plans are timely, fair and reasonable in relation to the degree of seriousness of the behaviour. With the use of "Restorative Practices" children also have the opportunity to reflect on their behaviour and to be supported to make changes.

### BENCHING/CALMING

Benching is used during break times for children who need to "calm, pause and reflect" on their playground behaviour. The purpose of "benching" children is to defuse a situation and/or allow a student time to reflect on their actions. An entry recording this incident will be put on our behavior tracking system (Pastoral Care - Edge) either by the duty teacher or Senior staff member. Where appropriate, benching will occur on the day of the event. However, if the incident happens at the end of a lunchtime, the student will be benched at the next available breaktime. Children should always be able to articulate with others why they have been allocated "benching" time.

### CALMING:

A calming/quiet space is provided for children to relax and stay close to adult supervision. Children are encouraged to use this space if they want a quiet space to enjoy at break time. They can choose to stay or leave depending on their own needs. Some toys and seating are provided to ensure a nice environment.

## PLAYGROUND EXPECTATIONS

### Peer Mentors:

- PMs supervise play each lunchtime.
- Wear hi-vis gear so they can be easily identified.
- Focus on identifying positive behaviours and rewarding with Tawhai Stars cards.

NB: They are NOT trained in conflict resolution. If they are approached by children with issues they can help with (finding something, explaining game rule etc) then they can do so, but if there are any real problems, one should stay with the group and the other find the duty teacher.

### Duty Teachers:

- ◇ Will be wearing hi-vis and carrying a duty bag.
- ◇ Bag contains Tawhai Stars.
- ◇ Focus on identifying and rewarding positive play with Tawhai Stars cards.

# Behaviours

**MINOR** Name calling, friendship issues, not treating others or their property respectfully, ignoring if someone says, "Stop it, I don't like it, excluding, disagreeing over game rules.

**MAJOR:** Violence (fighting/attacking), out-right defiance, abusive to Peer Mentors or Staff, endangerment to themselves or others. Intimidation (verbal or physical) – including seeking an older sibling to sort problems in an aggressive way, damage to property, inappropriate language (sexual references/swearing), pushing, being dangerous with equipment, being out of bounds.

## SUPPORT:

SENCO/LSC: This committee, made up of senior staff, is available for staff to seek support, guidance, make referrals, or to work as a liaison between outside agencies and the school. Staff are not to feel alone or unsupported when experiencing difficulties with student behaviour.

Card System: Staff are provided with a "card" to send to the office to request support in the classroom and/or playground.

## How we will respond to a major incident

1. Staff will check in with children involved and in case of injury, medical treatment and ensuring their safety will be the priority.
2. All children involved will have an opportunity to individually tell their story to the staff member who is investigating. This will be one of the senior leadership team. This will be documented.
3. The staff member investigating will inform the principal and next steps will be planned.
4. These next steps could include one or more of the following:
  - a. Notifying parents
  - b. Arranging a parent meeting
  - c. Restorative conversation
  - d. Stand down – A stand-down is when the child is formally removed from school by the principal for a short period (usually only one to three days). Stand-downs are intended to give the child, the parents and the school time to look at what's happened and work out how to stop it happening again. Sometimes there'll be a stand-down meeting for the child and parents to discuss this with the principal.
5. Parents will be shared the process, but not specific details of children's circumstances, etc.

### USEFUL RESOURCES:

The complete PB4L document, stored in the shared folder/PB4L and Behaviour/PB4L-SW Tier One Manual Complete.

- Information about the Ministry of Education's behaviour work - <http://www.minedu.govt.nz/TaumataWhanonga>
- Resources about behaviour management from the NZCER - [http://www.nzcer.org.nz/default.php?cPath=345\\_139\\_133\\_302](http://www.nzcer.org.nz/default.php?cPath=345_139_133_302)
- Information about Resource Teachers: Learning and Behaviour - <http://rtlb.tki.org.nz/>
- Information about 'supporting positive behaviours' for boards of trustees, principals and senior staff - [http://www.tki.org.nz/r/governance/positive\\_behaviours/](http://www.tki.org.nz/r/governance/positive_behaviours/)
- The Teacher Professional Learning and Development Best Evidence Synthesis illuminates the kind of professional learning for teachers that strengthens valued outcomes for diverse learners - <http://www.educationcounts.govt.nz/publications/series/2515/15341>
- The Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration - <http://www.educationcounts.govt.nz/publications/series/2515/5959>

# Tawhai Restorative Process



## 1 Tell me the story.

- How is your engine?
- What can you do to make your engine "just right" ? Are you ready to talk?
- Thank you for calming, tell me what happened and who was there?

## 2 Explore the harm.

- Who do you think has been affected by your actions and how?
- How do you think their engine feels?
- Did you show your Tawhai Values?



## 3 Repair the harm.

- How can you solve this problem so that everyone's engine is "just right"?
- What do you think \_\_\_\_\_ needs to see/hear from you now?
- What will sorry/fixing the problem look like?



## 4 Reach an agreement.

- If this happens/you feel like this again what will you do?
- What values will you show/what things will you do differently if this happens again?



## 5 Plan follow up.

- I will check in with you on \_\_\_\_\_
- What will happen if you don't do the agreed action?



Poipoi te kakano, kia puawai  
Nurture the seed and it will blossom.

