

Hauora Guidelines 2024

Tawhai School is committed to the hauora (wellbeing) of students, staff and whānau. The Tawhai School Values, along with Positive Behaviour for Learning (PB4L), Self Regulation Strategies, Restorative and KiVa Programmes, aim to ensure that our children are able to navigate and 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 clear and consistently taught across all school levels
- students are supported to understand how to use strategies to support self-regulation and to problem solve
- restorative practices and/or the KiVa programme are used to ensure the wellbeing and personal growth of all students
- Te Tiriti o Waitangi principles of **partnership**, **participation** and **protection** are inherent in the day-to-day operation of our school, diversity and difference are celebrated

The school-wide values approach ensures the classroom and playground environment is conducive to positive behaviours and may include individualised plans for some children. Individual plans, where possible, will be co-constructed with the child and with the support of whānau and the classroom teacher. Members of the Senior Lead Team/ Learning Support Team and other appropriate outside agencies may also be involved in the development of a plan.

THE PURPOSE OF THESE GUIDELINES ARE TO FOCUS ON:

- providing a safe learning environment for all students and staff
- developing positive social/self regulation skills and creating a strong sense of belonging
- celebrating desired learning and social behaviours
- providing a restorative approach to reduce inappropriate behaviours and increase awareness of the feelings of others.
- recording behaviours of concern
- use meetings to problem-solve behaviour concerns and provide professional development

WE AIM TO ACHIEVE THIS THROUGH:

- Forming honest and positive relationships with students and whānau
- Strong, visible leadership and commitment from the Principal, Senior Leadership Team and School Board towards the development of behaviour/self regulation 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 positively 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 encourage positive behaviour
- Utilising our monitoring 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/whānau) 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 students and adults will behave with:

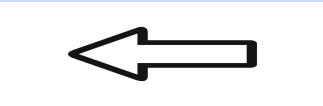
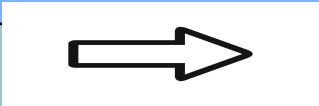
1. RESPECT/WHAKAUTE: Being caring and accepting of others, demonstrating kindness and fair play.

2. **RESPONSIBILITY/TAKOHANGA:** Making sensible choices, showing commitment; being honest; demonstrating independence, managing self appropriately.
3. **RESILIENCE/MANAWAROA:** Recovering from setbacks, adapt positively to change and keep going when things are hard.
4. **INTEGRITY/NGĀKAU PONO:** The quality of being honest and making sensible choices when no one else is watching.

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 "classroom treaty" with students, establish clear routines and regularly share expectations. Sensory tools or other equipment may be used to support learning and self regulation, for example head-phones, weighted toys, calming spaces.
2. **RELATIONSHIPS:** Building of relational trust between teacher-student, teacher-whānau, student-student, and teacher-teacher. 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 and class needs. Teachers embrace differentiated learning strategies, encourage students to take greater ownership of their learning 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 and 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, Golden Tickets, 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 Whā is integrated within our values. (Integrity is woven throughout all of our values).

RESPECT/WHAKAUTE	RESPONSIBILITY/TAKOHANGA	RESILIENCE/MANAWAROA
<p>I am mindful of...</p> <ul style="list-style-type: none"> • My Wellbeing (hinengaro, Tinana) • The Wellbeing of Others (students/adults) -Wairua, hinengaro, whānau • Our Environment (Whenua) -School, local, wider 	<p>I am aware of ...</p> <ul style="list-style-type: none"> • My physical and emotional safety (Tinana and Hinengaro) • The safety of others (Hinengaro, whānau) • Environment (Whenua) -school, local, wider 	<p>I can ...</p> <ul style="list-style-type: none"> • Talk about what I need to succeed. • Self-regulate my behaviour and attitude. • Take risks in my learning when challenged.
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center; width: 20%;">  </div> <div style="text-align: center; width: 60%;"> <p>INTEGRITY/NGĀKAU PONO woven throughout all of our values</p> </div> <div style="text-align: center; width: 20%;">  </div> </div>		

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 (class dojo/points, golden tickets, etc.). These behaviours are to acknowledge positive behaviour.
- 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, and/or demonstrating a positive attitude and/or making progress in their learning.
- Golden Tickets: are awarded to students who are showing our Tawhai values. Once children have collected 10 tickets they are awarded a prize. Children will also have their name added to a draw, where they have another opportunity to receive a prize.
- 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/whānau will be invited to attend.

WHOLE SCHOOL WELLBEING/PB4L CELEBRATION

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 teams may have separate activities. The purpose of these activities is to positively build our school community and to have fun.

CLASSROOM HAUORA GUIDELINES

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

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

CHECKING IN:

Checking in with individual plans and follow up meetings are used to support the growth of social skills (key competencies), self regulation and developing the understanding of students 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/KiVa" students also have the opportunity to reflect on their behaviour and to be supported to make changes.

DIRECTED SEATING SPACE

This seating is used during break times for students who need to "calm, pause and reflect" on their playground behaviour. The purpose of directing students to this space is to defuse a situation and/or allow a student time to reflect on their actions and to calm. Duty teacher to inform the classroom teacher and where appropriate, this incident will be recorded.

CALMING:

A calming/quiet space is provided for students to relax and stay close to adult supervision. Students 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 welcoming environment.

PLAYGROUND EXPECTATIONS:

PEER MENTORS:

- PMs supervise play each wet lunchtime.
- Wear hi-vis gear so they can be easily identified.
- Focus on identifying positive behaviours.

DUTY TEACHERS:

Will be wearing hi-vis and carrying a duty bag.

Focus on identifying positive play.

Support students to problem solve and self regulate.

Communicate with the students' teacher any major or concerning incidents.

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.

TIER 2 & 3 SUPPORT:

SENIOR LEADERSHIP TEAM/LEARNING SUPPORT TEAM: These teams are 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 (Part of individual plans):

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 students involved and in case of injury, medical treatment and ensuring their safety will be the priority.
2. All students 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 student is formally removed from school by the Principal for a short period (usually one to three days). Stand-downs are intended to give the student, whānau 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 student and whānau to discuss this with the Principal.
5. Whānau will be shared the process used with regards to major incidents, but not specific details

of other children's circumstances.

USEFUL RESOURCES:

- [PB4L](#)
- [Key well](#)
- [Lives in the balance](#)
- [Little Spot mixed Emotions](#)

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?



EMPOWERING OUR CHILDREN TO FLOURISH
IN AN EVER CHANGING WORLD.

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

