

BEHAVIOUR MANAGEMENT STRATEGY

Tawhai School is a place where positive behaviours and attitudes towards learning are achieved through a school-wide approach. The Tawhai School Values PB4L programme aims to ensure the schools culture is one where:

- the school environment is positive and supportive;
- expectations are consistently clear;
- students are consistently taught expected behaviours;
- expected behaviours are consistently acknowledged;
- inappropriate behaviours are consistently responded to in a fair and equitable way;
- diversity and difference are celebrated;
- the Te Tiriti o Waitangi Principles of **partnership**, **participation** and **protection** are inherent in the day-to-day operation of our school.

So that students feel safe and love coming to school, they will be taught in very specific terms what behaviours are expected of them. There will be a consistent response to these 'desired' behaviours across the school. The school-wide values approach focuses less on the individual students as the problem and more on changing the environment around them to support positive behaviours. It is a customised approach designed to fit the specific cultural and learning needs of every student.

THE PURPOSE IS TO FOCUS IS ON:

- preventing problem behaviours from occurring;
- developing students' social skills;
- reinforcing desired behaviours;
- consistently addressing and reducing inappropriate behaviours;
- recording problem behaviours so targets and goals can be identified;
- using syndicate meetings to problem-solve behaviour concerns.

WE AIM TO ACHIEVE THIS THROUGH:

- Strong, visible leadership and commitment from the Principal, Senior Leadership Team and Board of Trustees towards the development of PB4L across the whole school.
- On-going consultation and engagement with teachers and support staff, as well as the wider school community.
- Utilizing our SMS system to track incidents and produce reports. This is to ensure decisions are well informed/grounded in evidence, and so progress over time can be tracked.
- Positively stating clear and concise expectations for all students and staff. To be regularly reinforced and encouraged.
- Teachers will ensure consistency across the school in the explaining, modelling, practising and acknowledging.
- A clear set of logical procedural steps to discourage problem behaviour.

CODE OF BEHAVIOUR

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

1. **RESPECT:** Displaying good manners; Being caring and accepting of others; Demonstrate Kindness and Fair play.
2. **RESPONSIBILITY:** Making sensible choices; Showing commitment; Being honest; Demonstrating independence, Managing ones-self appropriately.

3. **EXCELLENCE:** Being reflective and open to new learning; Thinking positively; Being self-motivated; Striving for personal success; Setting and working towards high expectations.

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 and student-student. Through shared values, teachers modelling 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.
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 regular reflection/ goal setting), and promote high expectations. The 5 Key Competencies are integrated in to all areas of learning. Programmes are designed to engage, excite and promote 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. Gold cards are to be given out on the playground daily (but are NOT to be used as classroom rewards).

To ensure consistency in learning environments across all areas of the school classrooms will ensure the following are implemented/applied:

A CLASSROOM'S ESSENTIAL LIST

EVIDENCE TELLS US STUDENTS LEARN BEST WHEN TEACHERS:

- Create a supportive learning environment.
- Encourage reflection, thought and action.
- Enhance the relevance of new learning.
- Facilitate shared learning.
- Make connections to prior learning experience.
- Provide sufficient opportunities to learn.
- Inquire into the teaching-learning relationship.



The diagram above shows the 'Tawhai Essential List' of ingredients that promote positive learning experiences for all.

TAWHAI SCHOOL VALUES: At Tawhai School we recognize students who demonstrate, model or show commitment towards our school values on a daily basis. We do this through regular praise/feedback and rewards. The tables below provide examples of positive behaviours under each of the three values and are separated in to the two syndicate levels:

	RESPECT	RESPONSIBILITY	EXCELLENCE
JUNIORS	<ul style="list-style-type: none"> Nice Manners Kind Speaks with nice tone of voice Looks after classroom equipment, personal items and the belongings of others Active listener No put downs Values difference and individuality Treats others how they would like to be treated Learning time is for learning People' space and personal boundaries 	<ul style="list-style-type: none"> Coming to school prepared and ready to learn Open to trying new things Own behaviour Listening to instructions and the bell Organised – personal belongings Completing tasks Following instructions Being part of a team Developing initiative Self managing – going to the toilet, eating lunch, water breaks. 	<ul style="list-style-type: none"> Its ok to make mistakes Learning from mistakes Learning from teacher feedback Trying to be the best that you can Having a go Taking risks Celebrating success Self reflection Work behaviour Striving to achieve Learning from mistakes Recognizing it could be done better next time.

	RESPECT	RESPONSIBILITY	EXCELLENCE
SENIORS	<ul style="list-style-type: none"> Appropriate manners Opens doors Moves round the school sensibly Looks after own and others property Respects other people's learning Acceptance of differences Kind Honest 	<ul style="list-style-type: none"> Committed to learning Self motivated Leadership and monitor roles Role models positive behaviours Roles models for others Prepared for work Completes tasks on time Completes homework Eats healthy Participates in activities Good listener Contributes to discussions Attends school and is punctual Takes up opportunities presented to them 	<ul style="list-style-type: none"> Best effort Striving to improve Perseverance Finishing work Competitive rather than participatory Showing Initiative Going the extra mile Encouraging others Fairplay Reflective Open to new learning

POSTIVE REINFORCEMENT

AWARDS will be part of every day life as a means to promote and recognise positive examples and modelling of desirable behaviours:

- Classroom Awards:** will be given out regularly by teachers to students demonstrating respect, responsibility and excellence. These behaviours are to be acknowledged both inside (class dojo/points etc) and outside (Gold cards) the classroom.

- **Principal Awards:** will be presented at either whole school or syndicate assemblies. These recognise those students who have managed themselves; participated and contributed; related well to others; were creative/critical thinkers; or demonstrated a positive attitude or made progress in their learning.
- **Gold Card Awards:** will be given to students modelling Tawhai values on the playground AND during assembly. They are not for classroom rewards. There are prize draws held in assembly.

RULES IN CLASS			RULES OUT OF CLASS		
We speak kindly and respectfully to each other.	TALKING	We speak kindly and respectfully to each other.			
We work quietly and helpfully together. We take turns.	LEARNING	We co-operate with others. We share the playground.			
We walk quietly in our room and put things away carefully.	MOVEMENT	We take care when we are moving about or playing outside. We look after our equipment.			
We are kind to each other and use good manners.	TREATMENT	We are kind to each other. We play friendly games.			
We try to solve problems in a fair manner. If that is hard, we ask a teacher for help.	PROBLEM SOLVING	We talk to each other and try to work problems out. If we need help we ask a peer mediator or teacher.			
We try not to hurt people. We use equipment safely.	SAFETY	We play safe games. We play in safe areas of the playground.			
<ul style="list-style-type: none"> • TEACHERS TO USE THIS AS A GUIDE ONLY WHEN CO-CONSTRUCTING THEIR CLASSROOM BEHAVIOUR TREATY 					

GOLDEN TIME – The Tawhai Way:

Golden time is used as a means to encourage and promote positive behaviours. Students automatically earn ‘developmental’ (Juniors) or ‘special options’ (Seniors) time each week on the assumption that they are making the right behaviour choices. Poor decisions result in segmented loss of time. The juniors can choose to reward their class at the end of each day (max. 15 mins) or, like the Y4-6 classes, have a 40 minute set time Friday. Teachers plan and run special options each Friday with one teacher supervising those who have lost time across the syndicate.

SUPER GOLDEN TIME - Whole School:

During the duration of a term there will be at least one whole school reward for all students who have not been placed on an ‘Accountability’ list. This list is to be managed by the Senior Leadership Team and will include those students who have been referred to the Principal for undesirable behaviour two or more times during the term. A member of staff will supervise these students and parents will be notified of their child’s exclusion from this event.

Each class will have a display board (there are PDF and Word examples in the shared drive, or you can create your own) showing all students names in the **green area**. Process for warnings within each block:

STEP 1: A child is warned once verbally about a negative behaviour choice in a positive manner – “Bob, show me what mat manners/good listening/friendship looks like.”

STEP 2: If a child needs reminding a second time their name shifts to the **yellow area** (silently) signalling the **next step** will be a loss of 5 minutes Golden time.

STEP 3: If a third warning is given their name is moved to the **Red area** (10 minutes isolation WITHIN the classroom, if necessary) and 5 minutes of golden time is lost.

Students can lose up to 15 minutes within one teaching session of 90 minutes. After each break time, all names move back to green as a chance to start again with a clean slate. Teachers are to add names and loss of time into the shared google doc tawhai/senior syndicate/2017 OR google doc tawhai/junior syndicate/2017 “Golden Time Loss” after each break to ensure times are kept on top of.

TEACHING TIME

Step 1: Verbal Warning

- ✧ Use positive reinforcement as the main strategy
- ✧ Describe exactly what the student is doing rather than telling them NOT to do something – “Bob, you are talking when I am talking, remember how we show respect when someone is talking - by listening quietly and making eye contact/remember our expectations around respect.”
- ✧ Refer back to the classroom treaty agreements
- ✧ Eg. Calling out, off task behaviour

Step 2: Silent Move to Yellow

- ✧ Describe what the child is doing – “Bob, you are talking when I am talking.”
- ✧ Make eye contact with the child and move their name to Yellow.



Step 3: Move name to Red

- ✧ Describe exactly what the student is doing rather than telling them NOT to do something 5 minutes Golden time lost.
- ✧ Time out in a quiet, consistent place within the classroom NOT within the eye line of the rest of the class



Step 4: Sent to the Principal

- ✧ Being sent to the Principal (or Senior Team Leaders if Principal is unavailable) with a buddy.
- ✧ A behaviour sheet may be sent home. Parents may be called.



Some behaviours will be an instant loss of 5 minutes Golden time eg. Minor theft, bad language directed at someone, defiance

In the event of abusive, aggressive, outright defiance, or behaviour that may endanger the child or others = Straight to Step 4 (Principal)

PLAYGROUND EXPECTATIONS

Peer Mentors:

Two PMs supervise play each lunchtime.

Wear hi-vis gear so they can be easily identified.

Focus on identifying positive behaviours and rewarding with Gold 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.

Friendspace:

- ✧ For all children who feel alone, or can't find someone to play with.
- ✧ It is held each lunch time under the big tree on the deck near the Staffroom.
- ✧ It is run by two Peer Mentors who will set things up for children to play with and talk to them. They will also support and encourage friendships within Friendspace attendees.

Duty Teachers:

- ✧ Will be wearing hi-vis and carrying a duty bag.
- ✧ Bag contains duty book that needs filling in, gold cards, plasters and "HELP!" card, as well as incident report sheets .
- ✧ Focus on identifying and rewarding positive play with Gold Cards – aim for two Nga Manu and two Nga Kukari cards to be handed out each break.
- ✧ Level 1 behaviours simply need redirecting.
- ✧ Level 2/3 behaviours need recording on an incident report sheet and filing in the manila folders stored in the Staffroom. Students will be required to complete a behaviour reflection sheet and take this home for parents to sign. Behaviour sheets will be returned the following day to the school office for final sign off.

CONSEQUENCES:

Behavioural consequences are used as the link between rights and rules, and subsequent accountability. Consequences are to be fair and reasonable in relation to the degree of seriousness of the behaviour. They are to be applied with fairness and respectfully and to be used as a tool to 'teach' the student that all behaviours have consequences.

- **LEVEL 1 BEHAVIOURS: Reminder** about behaviour expectations given. Students encouraged to re-form/re-think their play if it is not meeting Tawhai expectations.
- **LEVEL 2 BEHAVIOURS: Benched** - Year 1-2 students receive 10 minutes reflection time. .Year 3-6 students receive 15 minutes reflection time.
- **LEVEL 3 BEHAVIOURS: Students benched and Principal is informed.** The level of consequence is at the discretion of the Principal and will largely depend on the behaviour in question. In the case of the Principal not being available either the junior or senior school Deputy Principal will take overall responsibility.

Behaviours

Level 1: 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.



Level 2: 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.



Level 3: Violence (fighting/attacking), out-right defiance, abusive to Peer Mentors or Staff, endangerment to themselves or others.



Clean Slate after each break time
(unless on an individual behaviour plan)

Benching Area = staff courtyard
Reflection sheet to be completed

BENCHING

Benching is used only as a consequence during break times. The purpose of which is to defuse a situation and allow a student time to reflect on their actions. A student whose behaviour is deemed as ‘level 1’ will not be benched. Instead they will be praised for using the mediation process. The benching area is the seated area in the staff courtyard.

COMMUNICATION

Teachers are not to raise their voices in anger to students. If situations lead to frustration the teacher is to feel confident in following the steps outlined in either ‘Teaching’ or ‘Non-Teaching’ procedures above. Communication between the home and school is vital when dealing with serious behaviours such as:

- Violence
- Aggressive or abusive behaviour
- Theft
- Safety is compromised

Or when there is concern that interventions are not redirecting inappropriate behaviours. This is best communicated face-to-face or by phone.

SUPPORT:

SENCO: 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.

INITIATIVES - introduced to support positive student behaviours

- PB4L/Peer Mentors/Gold Cards
- Regular fitness programme/opportunities
- Leadership programme
- Cultural group
- Tackle Friday/ Scooter day

USEFUL RESOURCES:

The complete PB4L document, stored in the shared folder/PB4L & 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
- 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/
- 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>

PB4L Playground Behaviour Reflection Sheet



**1. Think back to what happened.
What did I do?
(Just write what you did, not why)**

2. What rule was broken?



**3. What is your side of the story?
(Is there something that occurred that lead to this behaviour? Was
someone else involved?)**

4. What can I do to fix things up? Make things better?

For Parents to read and sign:**TAWHAI SCHOOL CODE OF BEHAVIOUR**

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

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3. **EXCELLENCE:** Being reflective and open to new learning, Thinking positively, being self-motivated, striving for personal success, setting and working towards high expectations.

To ensure effective communication between home and school your child has completed a PB4L BEHAVIOUR REFLECTION sheet for you to sign and have them return back to school. The reflection sheet is aimed to provide students time to reflect on their **PLAYGROUND behaviour and how they can put things right. For your child to receive this consequence they have been spoken to by a duty teacher and benched for a short period of time.**

Your child _____ was spoken to and has completed a PB4L Reflection Sheet for unacceptable behaviour during break time.

Morning/Lunch break (*Teacher to circle*)

BRIEF DESCRIPTION OF THE BEHAVIOUR:

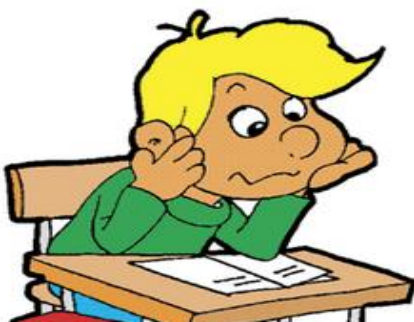
Duty Teacher:

Date: / /17

Parent's signature:

NB: Please have your child return this to the classroom teacher first thing.

PB4L In-Class Behaviour Reflection Sheet



**2. Think back to what happened.
What did I do?
(Just write what you did, not why)**



1. What Tawhai rule was broken?

**3. What is your side of the story?
(Is there something that occurred that lead to this behaviour? Was
someone else involved?)**

4. What can I do to fix things up? Make things better?

For Parents to read and sign:**TAWHAI SCHOOL CODE OF BEHAVIOUR**

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

4. **RESPECT:** Displaying good manners, being caring and accepting of others, demonstrating Kindness and fair play.
5. **RESPONSIBILITY:** Making sensible choices, showing commitment, being honest, demonstrating independence, managing ones-self appropriately.
6. **EXCELLENCE:** Being reflective and open to new learning, Thinking positively, being self-motivated, striving for personal success, setting and working towards high expectations.

To ensure effective communication between home and school your child has completed a PB4L BEHAVIOUR REFLECTION sheet for you to sign and have them return back to school. The reflection sheet is aimed to provide students time to reflect on their in class behaviour and how they can put things right. For your child to receive this consequence they have been spoken to by their classroom teacher and will be benched for a short period of time at the next available break.

Your child _____ was spoken to and has completed a PB4L Reflection Sheet for unacceptable behaviour during class time.

Before Morning Tea/Before Lunch/After Lunch (*Teacher to circle*)

BRIEF DESCRIPTION OF THE BEHAVIOUR:

Teacher:	Date: / /17
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Parent's signature:

NB: Please have your child return this to class first thing.