

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 and PB4L programme aims to ensure the schools culture is one where:

- the school environment is positive and supportive;
- expectations are consistently clear across the school
- students are consistently taught expected behaviours and supported to change their behaviour
- expected behaviours are consistently acknowledged and positively reinforced
- 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 all students and staff feel safe and enjoy coming to school, expected behaviours will be taught in very specific terms. There will be a consistent positive response to these expected behaviours across the school. The school-wide values approach includes ensuring the environment is conducive to positive behaviours and may include individualised plans for some children.

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

- providing a safe learning environment for all students and staff;
- encouraging positive behaviour and a sense of belonging
- developing students' social skills;
- reinforcing desired behaviours;
- consistently addressing and reducing inappropriate behaviours;
- recording problem behaviours so targets and goals can be identified;
- using staff meetings to problem-solve behaviour concerns.

WE AIM TO ACHIEVE THIS THROUGH:

- Forming 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 PB4L across the whole school.
- Ongoing consultation and engagement with teachers and support staff, as well as the wider school community.
- Utilizing our monitoring 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.
- 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 appropriate behaviour.
- A clear set of logical procedural steps to discourage problem behaviour.

CODE OF BEHAVIOUR:

Everyone at Tawhai School (staff, students and parents/whanau) is expected to act in accordance to the schools 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; Demonstrate Kindness and Fair play.
2. **RESPONSIBILITY:** Making sensible choices; Showing commitment; Being honest; Demonstrating independence, Managing self appropriately.
3. **RESILIENCE:** We recover 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 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. 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 inquiry model - 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 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. 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 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 into the two team levels: (Integrity is weaved throughout all of our values).

N G Ā K U K A R I	RESPECT	RESPONSIBILITY	RESILIENCE
	<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.

N G Ā M A N U	RESPECT	RESPONSIBILITY	RESILIENCE
	<ul style="list-style-type: none"> Appropriate manners Speaks with nice tone of voice 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

INTEGRITY: This Tawhai Value is "weaved" throughout Respect, Responsibility and Resilience. AT Tawhia School integrity is the quality of being honest and having strong moral principles.

POSITIVE REINFORCEMENT

AWARDS will be part of everyday 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, resilience & integrity. These behaviours are to be acknowledged both inside (class dojo/points etc) and outside (Tawhai Stars) the classroom.
- 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 or making progress in their learning.
- Tawhai Stars Awards: will be given to students modelling Tawhai values on the playground AND during assembly. There are prize draws held in assembly.

WELLBEING TIME

Wellbeing time is used as a means to encourage and promote positive behaviours, social skills and form relationships. Students automatically earn "Wellbeing Time" each week on the assumption that they are making the right behaviour choices.

CLASSROOM BEHAVIOUR MANAGEMENT SYSTEM:

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

The 1. 2. 3 system is used by classroom teachers for the management of minor behaviors. More serious behaviors may result in Senior Staff working alongside the classroom teacher to establish a "natural consequence" that meets the needs of individual children.

CONSEQUENCES:

Behavioural consequences are used as the link between rights and rules, and subsequent accountability. Consequences are to be timely, 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 and to improve their understanding and use of social skills.

PLAYGROUND EXPECTATIONS

Peer Mentors:

When required Peer Mentors are available to supervise outside play at lunchtime. During wet lunchtimes Peer Mentors support duty teachers by being in allocated rooms.

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 containing "Tawhai Stars" and plasters.
- ◇ Focus on identifying and rewarding positive play with Tawhai Stars cards.

Behaviours

MINOR Name calling, friendship issues, not treating others or their property respectfully, excluding others, disagreeing over game rules.

MAJOR: Violence (fighting/attacking), out-right defiance, abusive to staff or other children, endangerment to themselves or others.

Intimidation (verbal or physical) - including seeking other children to solve problems in an aggressive way, damage to property.

Inappropriate language (sexual references/swearing), pushing, being dangerous with equipment, being out of school bounds.

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. Senior Staff will complete an entry

onto the "Behaviour Tracking Spreadsheet" stating why students were benched.

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.

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/2S1S/15341>
- The Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration - <http://www.educationcounts.govt.nz/publications/series/2S1S/5459>

