



Changes in our Behaviour Procedures:

Parents may be aware that we have revised our Behaviour Procedure at Rotokauri School. This was for a number of reasons. Best practice in education recommends schools use a more restorative, coaching approach to behaviour as opposed to the punitive practises that schools may have used in the past.

Therefore we have moved away from the old 'Detention' system and are using a school-wide system of restorative conversations instead.

Consider this..... *"If a child is struggling to learn to read and write we teach, if a child is struggling to behave, we punish"*

ROKOKAURI SCHOOL POSITIVE BEHAVIOUR PROCEDURE

.....a system to help teachers to manage behaviours and support students to make positive learning choices

CLASSROOM BEHAVIOUR MANAGEMENT

Teachers use a variety of positive strategies to encourage good behavior choices every day in their classrooms. These strategies include applying positive attention for positive behavior. For example using praise, encouragement, incentives and celebrations. Classroom teachers also teach and encourage students to use problem solving daily in their classrooms. Social and academic skills are promoted by teachers setting clear classroom structures and limits and employing natural consequences for poor learning choices. **These are classified as MINOR BEHAVIOURS.**

"Rotokauri School believes student's academic success and social learning is supported and enhanced by a strong home and school partnership."

Minor behaviours are defined as common behaviours that may be brief in duration, run counter to expectations or class procedures but do not seriously interfere with learning.

(MINOR) Managed in class (by teacher) or by supervising teacher (in playground)
Backchatting Avoiding work Hurtful comments-put downs Reactive behaviour (verbal or physical) due to frustration. Wandering around classroom Interrupting teacher and others Being the teacher Being the class clown Giving away lunch/toys (buying friends) Not following teacher instructions Ignoring teacher requests Pushing in line Toilet talk

REPEATED MINOR BEHAVIOUR *(if left unattended are likely to persist or spread until learning is affected and teacher is undermined)*

1. Senco/Teacher meeting.
2. Plan devised with goals for replacement appropriate behaviours and incentives
3. Teacher contact and meet with parent/caregiver. Plan shared, modified and agreed to by all parties.
4. Teacher enters meeting, outcomes and plan on school manager system.

Major behaviours are defined as behaviours that present a serious threat to order and learning environment (eg.classroom, playground, outside school events). Student is out of instructional control-unable to be responsive to adult teaching. Minor behaviours may be redefined as *major* if problems occur so frequently that they constitute a threat to learning and there has been a variety of sustained positive supports put in place for the student for no less than one term.

(MAJOR) Managed after discussion (Senior Team/Whanau)
Planned/Deliberate harm to others (emotional, verbal or physical) Threatening behaviour (intentionally intimidating others) Purposely destroying property Swearing directly AT someone Stealing – investigated and proven Bullying (is deliberate, involves a power imbalance, has an element of repetition and is harmful) Vandalism –on purpose (buildings and equipment)

MAJOR BEHAVIOUR

Ensure student and teacher safety at all times. Teacher can 'defer consequence' to allow time for consultation with management.

1. Incident recorded on School Management system
(Alerts to go to Principal, Senco and Class Teacher).
2. Contact made with family/whanau THAT day.
3. RESTORATIVE CONFERENCE with student led by lead teacher/Principal
4. Senior Lead Tchr/Principal meet with student and whanau/family.
Discussion of incident using positive restorative framework? Eg *"What can we do to help make this right?"*, *"How can we make sure this doesn't happen again?"*, *"What can we do to help you?"*
5. Create a collaborative plan including all parties.
6. Record meeting and outcomes on School Management system and attach any plan/paperwork (Alerts to go to Principal, Senco and Class Teacher.
7. Senco makes referral to outside agency as appropriate