

POLICY 5.4 (NAG 5)

POSITIVE BEHAVIOUR POLICY

RATIONALE:

We wish to promote our four core values (Respect, Responsibility, Honesty and Perseverance) by expecting and accepting only a high standard of behaviour within our school to create a caring, kind and safe environment.

PURPOSES:

- That the children respect other people's feelings, values, property and space.
- To encourage co-operative behaviour (helping children realise that to live alongside others, they need to co-operate).
- To enable the children to learn that all actions have consequences and that they must take responsibility for them.
- To teach children the difference between 'Rude' behaviour, 'Mean' behaviour and 'Bullying'.
- To establish, and embed, a 'Tokomaru Tamariki Treaty' that will detail whole school expectations of behaviour.
- To promote the ability to emphasise in the form of Restorative Practices. (**Restorative Practice** is a relational approach to managing school life grounded in beliefs about equality, dignity, mana and the potential of all people. *PB4L website*)

GUIDELINES

1. There are a set of expectations (TTT) – that pertain to classroom and playground behaviour. There is also a poster displaying the differences between 'Rude' behaviour, 'Mean' behaviour and 'Bullying'.
2. The school's intention is to recognise positive behaviour by the strategies listed below and discourage negative behaviour through the use of peer mediation, restrictions, playground zoning, parent interviews, stand down and B.O.T. intervention (in cases of suspension).
3. Clear links will be made between the current core value focus, the Long Term Plan, the TTT's awarded in class and in the playground, as well as strong links to our Learner Pathway; in particular being Self-Agent.
4. All incidents that require follow-up (eg; restorative or restrictive consequences) will be recorded on our Student Management System, eTap. This may be at the teacher's discretion.

STRATEGIES

Acceptable Behaviours and Recognition -Preamble

Acceptable behaviours must be seen to be recognised in order to effectively run any behaviour modification programme.

1. Acceptable behaviours are recognised both inside and outside the classroom by a variety of methods eg;
 - a) Personal praise
 - b) House points/stickers/rewards/TTT (Triple T Tokens)/Principal's Awards
 - c) Assembly recognition (Class Values Awards and Principal's Awards – all values)
 - d) Communication with parents and caregivers (via Seesaw and email)
 - e) Class and school awards
 - f) Self-Agent & Independent Learners will have extra trust privileges
 - g) Self-Agent Principal Awards used to acknowledge outstanding behaviour
2. At weekly (in school) assemblies, leaders will draw names for TTT's and winners will be able to choose a prize from the Principal Prize Box.
3. All TTT's awarded will win the recipient a bead in their corresponding house colour, for the House Points Tracker. All 'beads' will be counted at the end of the term/year and announced at school assembly.
4. A Principal's Award recipient will be chosen from the selected Class Values Awards at each assembly (up to four assemblies per term). Their photo will be displayed in the following newsletter, and in the school foyer.



Tokomaru School Behaviour Management Procedure

Our Behaviour Management Programme is aimed at having children take responsibility for their actions and behaviour when making decisions. We seek to understand causes of behaviour and work with parents to support tamariki through this. Children are encouraged to be forthcoming in rectifying the situation. Our Tokomaru Tamariki Treaty gives children an understanding that positive behaviour and actions are an expectation at all times, and that this is

linked to positive experiences and relationships. All children have had the expectations fully explained to them and understand the acceptable standards. Children are aware of the consequences of decisions and that it is their choice on how to behave. They know that upholding our core values will be recognised and acknowledged.

Education is about teamwork. It is important that we have your support as this helps with their learning; both academic and social. We believe that a consistent approach and clear expectations are essential to any school wide behaviour management programme. The main points of the programme that operate at Tokomaru School are outlined below. Tokomaru School's Behaviour Management Programme is based on Goal 2 of the National Education Priorities; **'Schools will provide a safe physical and emotional environment for all students.'**

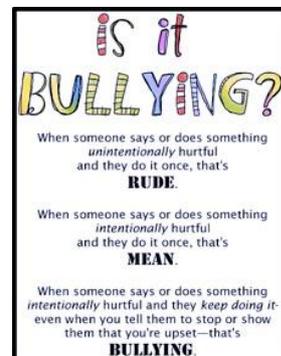
TOKOMARU TAMARIKI TREATY

Our Core School Values are:

Respect, Responsibility, Honesty and Perseverance

At Tokomaru School we:

- use kind hands
- use positive and encouraging language
- treat others with respect
- respect property
- be safe and allow everyone around us to be safe



All classrooms will have on display a copy of the school Code of Conduct (Treaty) and the Bullying poster (above) as well as their own class rules or treaty. Consequences for not following the Code of Conduct will, where possible, match the behaviour ie; disrespecting property may result in picking up rubbish; damage to school property may result in a request for remuneration. In making this decision, staff will consider the seriousness of the actions and the age/maturity of the child, in conjunction with the Tokomaru School Restorative Behaviour Flowchart. The Restricted Playground System may be used depending on the seriousness of the situation, or issues of an ongoing nature.

Restricted Playground System

1. The child may be placed on Restricted Playground for up to five days in a row.
2. The child will be assigned an area of the playground/field/court (or an indoor area if needed due to weather etc) where they must stay for the duration of all breaks.
3. If a child is on Restricted Playground for more than 3 days, their parent/caregiver will be informed (via email, phone or letter).
4. All details be recorded on the Restricted Playground Record Sheet (on the Daily Notices Google Doc; data transferred to a master sheet at the end of each term.)

Step One: *A minor breach of the Code of Conduct may result in a one-day Restricted Playground consequence and mean the student is told where he/she can play during all / some break times.*

Step Two: *A second breach of the Code of Conduct within a 5 day period (after being on a Restricted Playground) may result in the student having a two-day Restricted Playground consequence. This means they will be told where he/she can play during all break times.*

Step Three: *If a serious breach occurs, a student may be placed directly on a three-day Restricted Playground consequence. This means they will be told where he/she can play during all break times (effective immediately). This may be extended to 5 days if needed. Being on Step 3 means exclusion from privileges such as school trips, organised playground activities and visiting performers. Parents will be notified of this step.*

Step Four: *If a child receives a further Restricted Playground notice while on Step 3 (5 day restriction), the following may occur:*

- they will not be allowed in the playground-except with teacher (this includes before school, morning tea and lunch time) for a period of up to 10 school days.
- they will continue to lose the privileges as detailed in Step 3.
- other actions will be considered to minimise disruption to others.
- parents will be called in to help find solutions.

Step Five: This includes either:

- A) Stand down for a specified period. Stand downs of a child can total no more than 5 school days in a term or 10 school days a year, **OR**
- B) A suspension which is a formal removal of the child from the school until the Board of Trustees decides on the outcome of a suspension meeting. Parents will be notified of this step.
- C)

General:

A child may be moved to any Step if the seriousness and/or repetitiveness of the actions warrant it. The Principal and relevant staff will be consulted. Parents will be notified of such decisions, from Step 3 and above.

The Board of Trustees will receive a regular report keeping them informed of any ongoing issues with students/families (if and when issues arise). This ensures they are well informed should BOT intervention/support be necessary with individual students/families. A termly review of eTap entries will be undertaken by Senior Management to address any areas of concern.

Using Physical Restraint:

Teachers or authorised staff members will not physically restrain a student unless:

- physical restraint is necessary to prevent imminent harm to the student or another person,
- they reasonably believe there is no other option available in the circumstances to prevent the harm,
- the physical restraint is reasonable and proportionate in the circumstances.

Authorised (Restraint) Staff Members: Sonia Mudgway (Principal), Mel Scott (Deputy Principal), Jacqui Frost (Team Leader) and Ronnie Parsons (ORS Teacher Aide).

Physical restraint is defined as “use physical force to prevent, restrict, or subdue the movement of a student’s body or part of the student’s body against the student’s will”.

The supporting documents below will be referred to and guidelines/expectations will be strictly adhered to.

Supporting Documents for Behaviour		Supporting Documents for Restraint
5.4.1	Tokomaru School Restorative Behaviour Flowchart	“Education (Physical Restraint) Rules 2017” Section 1`39AD of the Education Act 1989
5.4.2	Minor / Major Behaviour Chart	“Guidelines for Registered Schools in New Zealand on the use of Physical Restraint August 2017” MOE
5.4.3	Restricted Playground Flowchart	Education Act 1989 139AC, 139AD, 139AE (Part 11s 139AC)
5.4.4	Restricted Playground Record System	“Physical Restraint and Behaviour Management” Teaching Council
5.4.5	Tokomaru Tamariki Treaty	
5.4.6	Tokomaru Tamariki Tokens (Triple T’s)	

REVIEWED: November 2021- February 2022

APPROVED:

NEXT REVIEW DATE:

APPROVED BY: _____ **DATE** ____/____/____
Chairperson, BOT