



Reviewed last in term 4, 2018

Reviewed yearly in term 4

BEHAVIOUR MANAGEMENT @ WAIPAWA SCHOOL

WELLBEING

Wellbeing is vital for student success and is strongly linked to learning. Well being is at the heart of curriculum and student educational experiences. Well being at Waipawa School is measured by the children's satisfaction with life and school, their engagement with learning and their social emotional behaviour.

Behaviour management plays a big part in wellbeing of children at Waipawa school

The aim of behaviour management at Waipawa Primary School is to have an atmosphere throughout the school in which children feel cared for, secure and happy, and have the maximum opportunity to learn.

Waipawa Primary School is focusing on the positive. We all intend to continue with this aim of being positive and proactive at all times. Our vision statement "Active in Learning, Active in Life" is our goal and we are all committed to working towards this.

A School Wide Approach

- A consistent approach to disciplining students in our school, based on establishing respectful relationships
- Positively stated expectations for all students and staff in our school
- Procedures for teaching these expectations
- A reinforcement system for encouraging our students to demonstrate and maintain these expectations
- A continuum of logical consequences for our students to discourage problem behaviour

Classroom Consistency and High Expectations

Developing consistency and maintaining high expectations of all learners is a priority for Waipawa School. Consistency is how we approach and deliver classroom progress and creating an environment where all teachers have high expectations means that which ever class a student enters, they know they will be supported in their learning the best possible way

Our School Rule

Do the right thing Kia u ki te pai

Values

The Waipawa Primary School Values are:

- We care about ourselves
- We care about each other
- We care about our environment
- We care about our community

Our Expectations that sit underneath our school values are:

We care about ourselves:



- We make good choices, show perseverance and know how to bounce back
- We challenge ourselves and aim to be better than before

We care about each other:

- We are kind to others
- We work and play together and find ways to solve problems

We care about our environment:

- We respect our school
- We are responsible for our actions

We care about our community:

- We respect everyone
- We look to pay it forward

In Monday assembly we will focus on a value that is needed (duty book data) and break down one of the above expectations into observable behaviours. Teachers should follow this up in class and the duty teacher should also do the same when on duty. See below for info about what duty teachers do.

The Classroom Expectations that sit underneath our school values are:

Individual classes (teacher with the students) should also develop their own expectations (rules), which will reflect the individuality of particular classrooms but relate back to the school values.

To ensure that the guidelines are followed and consistent through the school, the children are expected to understand the observable behaviours associated with the value.

Analysing Behaviour Patterns

When a child has displayed a severe inappropriate behaviour* (when zone/colour system in place we will use this to be more specific) they are to report this to the principal. The teacher may call the principal to the class or escort the student to the office. It is the teachers responsibility to file an incident report for this behaviour on Linc-Ed.

- See examples of inappropriate behaviour below

The Senior Leadership team will collate and analyse behaviour data, identifying patterns and trends in behaviour which inform future teaching cycles and resourcing. Findings are reported back to the staff and the board with new actions set up for individuals presenting and groups of students.

Partnerships with Parents

Teachers are encouraged to keep parents fully informed of their students learning progress. Sometimes phone calls or parent meetings are required for behaviour concerns. Teachers are also encouraged to contact parents when students have something to celebrate in their learning

Student and Whanau Engagement

Student engagement is the foundation of positive behaviour. If our children are not engaged in our school and their learning then there will be issues. High quality, targeted, purposeful learning activities are expected at Waipawa School

Teaching Pro-Active Skills



Teachers and classes spend time on proactive strategies that help the children learn new skills, improve social and emotional skills and empathy for others. Teachers do this through Circle time, Class meetings, restorative sessions, mindfulness. If data trends indicate something then leadership will work with the class teacher to target the problem behaviours.

Restorative Practice

We are big on Restorative practice. We follow a simple manner of

1. Muck up
2. Own up
3. Put right
4. Move on

Each step can vary depending on the situation and sometimes it can be a very lengthy process while at other times it is completed quickly.

In 2019 we will put more work into this so there is a common understanding.

Rewarding Positive Behaviour

Classes have their own individual reward systems in place. These could include

- Praise and personal acknowledgments and affirmations.
- Assembly Awards.
- Class rewards.
- Certificates
- Free time
- Class parties
- The occasional edible treat

As a school (in 2019) we will look to develop an incentive system for positive playground behaviour and actions

Raising Achievement Plans

Each teacher has set up a Raising Achievement Plan for their class. If children are consistently causing behaviour issues inside or outside the classroom they should be on this plan and they may have an Individual Behaviour Plan set up.

What to do if things take a turn for the worse?

On Duty	In Class
When on duty it is important teachers are actively involved. Talk to children, observe what is going on and deal with problems or issues. Be proactive.	In your class teachers should have developed a system (with the children) around the expectations and what will happen if they are not followed
It is hard to predict the issues that will happen in the playground. 2018 tells us that most incidents are minor	Whatever system teachers have set up with their children it is important that it is graduated. There needs to be



<p>but it is important they are dealt with.</p> <p>Duty teachers carry a book and are to record serious incidents</p> <p>If there is an inappropriate behaviour such as:</p> <ul style="list-style-type: none"> ● All forms of violence. ● Bullying. ● Abusive language. ● Graffiti. ● Stealing. ● Direct defiance. ● Leaving the school grounds without permission. ● Intentionally damaging others' property. (Intentional damage of property may incur restitution) <p>Children need to be taken to the principal and the behaviour needs to be recorded in the Duty book.</p> <p>When this behaviour occurs the principal will follow up</p>	<p>reminders, redirection, warnings and a real attempt to get the child back on track before the behaviour escalates. For example if a child is talking on the mat a teacher cannot just send them out of the class.</p> <p>However If there is an inappropriate behaviour such as:</p> <ul style="list-style-type: none"> ● All forms of violence. ● Bullying. ● Abusive language. ● Graffiti. ● Stealing. ● Direct defiance. ● Leaving the school grounds without permission. ● Intentionally damaging others' property. (Intentional damage of property may incur restitution) <p>Teacher needs to record on Linc Ed and tell the principal.</p> <p>The principal and teacher will decide together the action required</p>
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Please note that when our zone or colour system is in place the above may change.

Possible Consequences for inappropriate behaviours:

With most incidents or inappropriate behaviour there is a natural consequence related to the behaviour. However the most likely actions for inappropriate behaviours are:

- Move the child to a TIME OUT area, desk or bench
- Pupils may be required to write letters of apology
- A child may be relocated in another class for a period of time
- The class teacher may elect to impose a lunchtime detention
- Litter duties or other reasonable chores
- Pupils may miss out on a particular activity

Two things to explore and develop in 2019

Managing my behaviour with the Zones or Colours

Te Whare Tapawha Model