

Eketahuna School Behaviour Management Plan

School Values

At Eketahuna School, our Values are encouraged, modelled and explored. We believe that although our school community comes from a wide range of backgrounds and diversity of experience, we collectively believe and uphold a range of values that are reflected in the way we think and act. Our Values were determined through community consultation and are integrated across the school curriculum and day. Our 4 core Values - We will be:

RESPECT	RESPONSIBILITY	RESILIENT	REFLECTION
---------	----------------	-----------	------------

These values were determined by gathering the thoughts of all staff and students. The Eketahuna School Expectations are displayed in all classes and link to the Eketahuna School Behaviour Steps.

Student Welfare and Taking Responsibility for Actions

At Eketahuna School, we like to work with our students to help them build the skills they need for both now and for the future. The social and emotional welfare of our students is important, as this provides the foundation for academic success. We do this by:

- Providing opportunities for our students to take responsibility for their own behaviour and to “get it right”, to learn, to practice, and to understand the importance of acceptable social behaviour.
- Ensuring our students understand that all behaviours have consequences, and that their choices have consequences, both positive and not so positive.
- Ensuring our school Values are encouraged modelled and taught by all staff. Values are an integral part of our school and classroom culture.

Choices Have Consequences

Consequences for student behaviour can be either positive or negative. We focus on “catching them when they’re good” as these positive reinforcers have a powerful effect. Teachers implement a variety of methods to reinforce positive behaviour at our school. In all situations our focus is encouraging appropriate and positive behaviour and catching kids when they’re doing good. When students need support for ‘doing the right thing’, we have a school wide behaviour plan in place.

Eketahuna School teachers use a range of positive reinforcement strategies both inside and outside the classroom, and these include:

*Verbal praise
*Principal Award
*Duffy Book Caught Being Good

*Class reward systems
*Student of the week
*Smiles, stickers, a variety of other incentives

*Class reward systems
*Principal ‘Morning Tea Shout’

The Behaviour Steps Across the School

Our system has a visual way of monitoring behaviour. Each child starts a day in GREEN but the system progresses from GREEN to ORANGE to RED to BLACK if unacceptable behaviour persists in spite of appropriate levels of intervention.

At all stages the student will be warned about the following consequences if they choose to continue misbehaving. At all times teachers endeavour to be fair and allow students an opportunity to ‘make it right’ (restorative justice).

STEP 1 - GREEN

Every child starts their day with their name in Green. Classroom/duty teachers will firstly deal with inappropriate behaviour using a range of in class strategies and systems to get the child to stop and think about their actions, and ‘reset’.

Warning – Will be explicit. “If you continue to . . . you will move into Orange”

STEP 2 - ORANGE

Classroom/duty teachers will firstly deal with inappropriate behaviour using Time Out (sometimes students just need a quiet space and time to reflect and be calm), WITS (walk away, ignore, talk it out, seek help), Peer Mediation and other behaviour modification techniques. The child has the opportunity to demonstrate how to put things right, re-adjust their behaviour and be returned to Green.

Warning – Will be explicit. “If you continue to . . . you will move into Red”

STEP 3 - RED

If the inappropriate behaviour is repeated, the class teacher will move the student to Red and now invoke a 'time out' for 30 minutes in a buddy classroom. In more extreme cases, a child can move straight to a higher step if the situation warrants it. If a child refuses to comply with the time out they move straight onto the next step. The class teacher will ring the parents/guardians to advise them of the behaviour concerns, enlist support from home and determine if there are any possible contributing factors. It will also be an opportunity to plan actions to support the student make good choices with their behaviour. Two red cards in a week results in a lunchtime withdrawal.

Warning – Will be explicit. "If you continue to . . . you will move into Black"

STEP 4 - BLACK

If the behaviour is repeated within a short time frame, the teacher will call for the Principal and/or Lead Teacher to assist them with the situation. At this stage the student will be removed from their class and spend time in the Principal's office reflecting on their behaviour and using the time to complete school work if appropriate. At this step the Principal will call home to inform the family and they may be requested to attend school immediately depending on the severity of the situation. If the child stays at school they will be withdrawn for lunch time and spend the time in the Reflection Room supervised by Senior Management. A letter informing the family of what occurred will also be sent home along with the child's reflection .

As in Step 3, the class teacher may also ring the parents/guardians to advise them of the behaviour concerns, enlist support from home and determine if there are any possible contributing factors. It will also be an opportunity to plan or review actions to support the student make good choices with their behaviour.

Warning – Will be explicit. "If you continue to . . . you will move past Black"

STEP 5 - WITHDRAWAL FROM CLASS OR PLAYGROUND

This now requires the involvement of the senior management team and, withdrawal of the child for an appropriate amount of time, and possible loss of discretionary trips, programmes and/or school events. The child is removed from all contact with peers and will be required to be out of the playground at break times. The student spends this time in the office area continually monitored by Senior Management. There is compulsory parent involvement with a meeting where all parties will work together to devise an agreed Individual Behaviour Contract to be signed by the student, family and class teacher. A set period of time will see ongoing daily communication via phone or notebook system. Appropriate outside agency intervention and support will be sought.

STEP 6 - If there are no signs of improvement after the duration of the behaviour contract, the Principal will instigate a more formal approach, in consultation with family and the Ministry of Education.

GOLD RECOGNITION

Although students start the day in 'GREEN', they all have the opportunity to be moved to 'GOLD'. This colour can be used to recognise those children who consistently role model our school values and make good choices. Eketahuna School teachers use a range of rewards, eg stickers, class Dojo etc, when a child reaches this colour.

Important to Note

- The Principal and/or Lead Teacher will deal with extreme behaviour instantly.
- At any time, depending on the severity of the situation, some steps may be skipped.
- Parent and family involvement is important – research shows that when school and family work as a team, students experience success!
- Teacher discretion is used when following the steps, according to the severity of the incident and the child concerned. e.g. jumping steps to phone home may be a better option in some situations.
- 'Time out' seats are in the administration corridor as a contemplative place to guide students during break times as a strategy to pre-empt any behaviour in the playground which could incur more serious consequences if left unchecked.

Knowing where and how to play (Fairplay and rules of the game) is reinforced in class, and teachers have their own negotiated systems to respond to behaviour within classes.

Sometimes student behaviour is a cry for help, and can be indicative of underlying issues. We work hard with our students, families, staff and specialists to ensure appropriate support is in place. Privacy is important and sometimes we are unable to share the 'why' behind what is happening, however there is much happening to support all students.