

RUAHINE SCHOOL

The Best I Can Do, The Best I Can Be

'THE BEST I CAN DO THE BEST I CAN BE' BEHAVIOUR / KiVa PLAN (NAG 5.5)

No person shall use force, by way of correction or punishment, towards any student or child enrolled at or attending Ruahine School - as per Section 139A Education Act 1989 'No corporal punishment in early childhood services or registered schools'

INTRODUCTION

Our school-wide 'The Best I Can Do, The Best I Can Be' plan is founded on our Ruahine ROCKERS values, and aims at a consistent whole-school community partnership to student behaviour management, where students have the right to learn and teachers have the right to teach, in a secure and happy environment.

By working together, students are supported to identify their needs trying to be met when making inappropriate choices, and further supported to develop skills and strategies so that they take responsibility for their own behaviour and feel confident to make the right/best choices.

VALUES

'The Best I Can Do, The Best I Can Be' is underpinned by our ROCKERS Values. Ruahine ROCKERS are:

- **RESILIENT** *Sticking to something until it is completed and not giving up; it's showing perseverance and commitment.*
- **OPEN TO LEARNING** *Being brave to try new things even when it seems hard; it's about risk-taking, exploring, inquiring and curiosity.*
- **COLLABORATIVE** *Learning, playing and sharing positively together; it's about being inclusive, showing unity and cooperation, and being a contributing member of a community.*
- **KIND** *Treating others the way you want to be treated; it's caring, friendliness, tolerance, humility and inclusiveness.*
- **ENTHUSIASTIC** *Showing a sense of fun and enjoyment in what you do; it's about having pride and self-motivation.*
- **RESPECTFUL** *Speaking and acting with courtesy; it's about caring for ourselves, others and our environment; it's integrity, self-esteem, pride, being trustworthy and honest.*
- **SELF-MANAGING** *Being responsible for our actions; it's being reliable, showing integrity and pride, having a 'can-do' attitude, knowing how and when to act appropriately, showing initiative and enterprise.*

AIMS

The aims of 'The Best I Can Do, The Best I Be' Behaviour Management Plan are:

- To support staff to build a positive class culture by using a management routine which is positive, fair, firm and consistent and encourages students to make positive choices and to take responsibility when they don't.
- To support teachers and students in building relationships built on trust and respect.
- To encourage a positive partnership between home and school.
- To increase the amount of effective teaching time, and develop a learning environment free from disruptions, that encourages and recognises positive attitudes and learning behaviours, improvements and success.
- To develop students' resilience, open to learning, collaboration, kindness, enthusiasm, respect and self-management.

FOUNDING PRINCIPLES

- ROCKERS Values
- Restorative Thinking Practices

POSITIVE BEHAVIOUR MANAGEMENT STRATEGIES

At Ruahine positive behaviour management strategies are used as the primary form of behaviour management to encourage ROCKERS behaviour. These strategies include:

- Praise and affirmation
- House Points

- TOP Awards
- Student of the Week Certificate
- ROCKERS Certificates
- Class games/rewards

CLASS MANAGEMENT ROUTINE

At the beginning of each year, each teacher will establish and clarify expectations in their classroom. Each class will negotiate their own class identity and treaty/rules using the principles within the ROCKERS values. Students explicitly knowing the expectations and structures in and of their classroom environment, promotes positive behaviour.

PROBLEM SOLVING

We encourage the children to use the “Five Finger Tool” to help solve minor problems themselves. This is taught and modelled to students. The steps of this process are:

- Is there really a problem?
- Make an “I” statement
- Move Away
- Talk to a helpful person (e.g. Year 8 Peer Mediator)
- Ask a teacher for help to solve the problem

STEPS FOR MANAGING NEGATIVE BEHAVIOURS

This process applies to management of behaviour both in the classroom and in the playground.

STEP ONE: CHANCE TO CORRECT BEHAVIOUR

Students need to be given a **chance to correct** their own behaviour. This can be done by:

- **Praising students** in close proximity who are doing what they are meant to be doing;
- **Reminding a student of the rule or expectations of behaviour** (relevant ROCKERS value/s) – using positive phrasing and/or modelling;
- **Stating the obvious** in a neutral tone - e.g. Matt, you’re talking over me.
- **Waiting**/giving a student take-up time and an opportunity to correct behaviour.

Prompts should be linked to our ROCKERS values (e.g. I really like how Sarah is showing respect by sitting and waiting quietly).

STEP TWO: WARNING

If the student does not respond to the above or repeats the behaviour, the student is asked to write their name on the whiteboard or class behaviour sheet with the appropriate code, stating why they need to do this (do not engage in debate at this stage). If teachers are on playground duty, this is recorded in the duty booklet.

T = Talking when the teacher or others are talking

B = Inappropriate behaviour

D = Disrupting other’s learning

V = Inappropriate voice

L = Not prepared for learning

This signals to the student that there is a need to think about making positive choices about behaviour.

STEP THREE: REFLECTION SHEET AND RESTORATIVE CONVERSATION

If the student continues to make further inappropriate choices they will be asked to place a tick by their name (with the appropriate code) and will be informed that they need to complete a classroom reflection sheet **at the next break time**. Depending on what the incident was, the student also needs to make reparation.

Before completing the reflection sheet, the teacher needs to have a restorative conversation with the student. The process for this conversation is outlined below. Once the reflection sheet is complete, the teacher needs to file this as a record (scan and put into team file on google docs).

At this point teachers will consider whether the student needs to be redirected to another spot in the classroom/playground before things escalate.

STEP FOUR: BEHAVIOUR LETTER SENT HOME AND RESTORATIVE CONVERSATION

If the student continues to make further inappropriate choices they will be asked to place a second tick by their name (with the appropriate code) and will be informed that they need to complete a behaviour letter **at the next break time**. This letter, which encourages parents/caregivers to discuss the events with their child, will be sent home, signed by parents/caregivers and returned to school. Depending on what the incident was, the student also needs to make reparation.

Before completing the letter home, the teacher needs to have a restorative conversation with the student. The process for this conversation is outlined below. Once the letter home sheet is complete, the teacher needs to photocopy this and file it as a record, send a copy home with the student and follow-up to ensure that it is returned, signed, to school.

STEP FIVE: TIME OUT WITHIN ANOTHER CLASSROOM/SERVICE/WALKING AROUND WITH A DUTY TEACHER AND PHONE CALL HOME/MEETING WITH PARENTS

If the student continues to make further inappropriate choices they will be asked to place a third tick by their name (with the appropriate code) and will be informed that they will be having time out in another classroom/be completing service/walking around with the duty teacher (select as appropriate). **STEP FOUR** is also followed, but the behaviour letter is preceded by a phone call to the parents/caregivers that same day. Depending on the student/incident/frequency of behaviour, it may be appropriate for you to organise a face-to-face meeting with parents to establish (in partnership) next steps to support the student.

At STEP FIVE the appropriate team leader is informed of the incidents and a record of the time and date of the phone call/meetings is made on the reverse of reflection/behaviour letter sheet.

NOTE: Team leaders may advise that the incident is referred to the Deputy Principal/Principal for further action.

FAST TRACK PROVISION FOR MAJOR BEHAVIOURS

Students move to **STEP FIVE** for MAJOR BEHAVIOURS ([see link](#)).

STEP SIX: REFERRED TO PRINCIPAL

If the inappropriate behaviour continues and all of the above steps have been followed (with documentation completed) the student is referred to the principal. The principal will follow up with further restorative action and parent/caregiver meeting as appropriate.

SEARCH AND SEIZURE

- Follow guidelines in [GUIDELINES for the surrender and retention of property and searches](#)
- Guiding principles;
 - “Exercise judgement that is based on what is reasonable in all circumstances.” p2
 - “Schools must be able to justify their actions as reasonable and necessary to maintain a safe environment.” p2
 - “A robust investigation process is important since the more evidence you have the greater the justification for any search.” p3
 - “If a teacher/authorised staff member has a belief on reasonable grounds...” Follow the flow chart on page 9.

STAND-DOWN or SUSPENSION

- This will be actioned by the Principal in accordance with school policy and procedure, and Section 14 of the Education Act 1989.
- Board of trustees chairperson informed
- Procedures in “Guidelines and Good Practice for Principals and Boards of Trustees on Stand-downs, Suspensions, Exclusions and Expulsions”, December 2009 will be followed

OPTIONS FOR REPEATED PATTERNS OF BEHAVIOUR

If a student shows a continued pattern of reaching a reflection sheet, indicating on-going consistent patterns of minor behaviour:

- Inform and discuss with Team Leader - set goals / next steps.
Next steps may include:
 - restorative action and monitoring over time
 - meeting with the child and parents as appropriate (with Team Leader/Deputy Principal/Principal present as appropriate)
 - consultation with the SENCO and referral to the RTLB service, if appropriate.

- Inform parents caregivers of behaviour and all next steps/action

RESTORATIVE CONVERSATIONS

The focus is on restoring the relationship/s with and between students, accepting responsibility and keeping the solutions and outcomes positive. Also, allowing the student to think intrinsically and come up with the answers/solutions etc. themselves - with support where needed. To start the conversation, (only when the child is ready to converse), in a non-confrontational way, say;

- **“I want to talk about...”** Name the behaviour you wish to discuss and link to ROCKERS values where appropriate.
- **“What were you thinking/feeling at the time...?”** Avoid asking “why did you do that”, often they may not actually know ‘why’ or you’ll simply be met with a shrug or “I dunno” type response. Asking them to verbalise their thinking from the start gets them to take ownership.
- **“What have you thought about since?”** This could be a follow up if they have had/needed some cool down time.
- **“How were you showing the ROCKERS values?”** **“What ROCKERS values did you need to show?”**
- **“Who was affected?”** Again, the realisation that their actions affect others, another opportunity to discuss ROCKERS
- **“How do you think they were affected?”** Following on from previous question.
- **“What do you need to do to put it right?”** Acceptance and restoration - realisation that they need to ‘put it right’
- **“How can you make sure this doesn’t happen again?”**
- **“Do you need help with this?”** Letting them know they are supported and you, as the adult, are willing to help them out from this type of incident occurring again.

Other questions that can apply to the ‘victim’ so they feel they have had a chance to voice concerns and also are supported. It is good for the ‘wrong-doer’ to hear these responses too (use your discretion depending on the circumstances);

- **“What did you think/feel when it happened?”**
- **“What have you thought about since?”**
- **“How has it affected you?”**
- **“What’s been the worst of it?”**
- **“What’s needed to make things right?”**
- **“How can we help to make sure this doesn’t happen again?”**

This can be used quite prescriptively however you can obviously gauge which questions you use and how in-depth you go with them, depending on when the child accepts responsibility, apologises etc.

BEHAVIOUR ON BUSES

A large number of Ruahine Students travel to and from school on the bus. Each bus will be assigned bus monitors to promote and monitor ROCKERS behaviour on the bus. Any concerns from the bus monitors or bus drivers about behaviour on the bus will be referred to the Principal or Deputy Principal. It is the discretion of the bus company to stand down students from the bus.

BULLYING

Bullying is defined as harmful behaviour/degrading treatment which is...

- Deliberate
- Repeated
- Targeted at a relatively defenseless or a less powerful person.

CYBER BULLYING

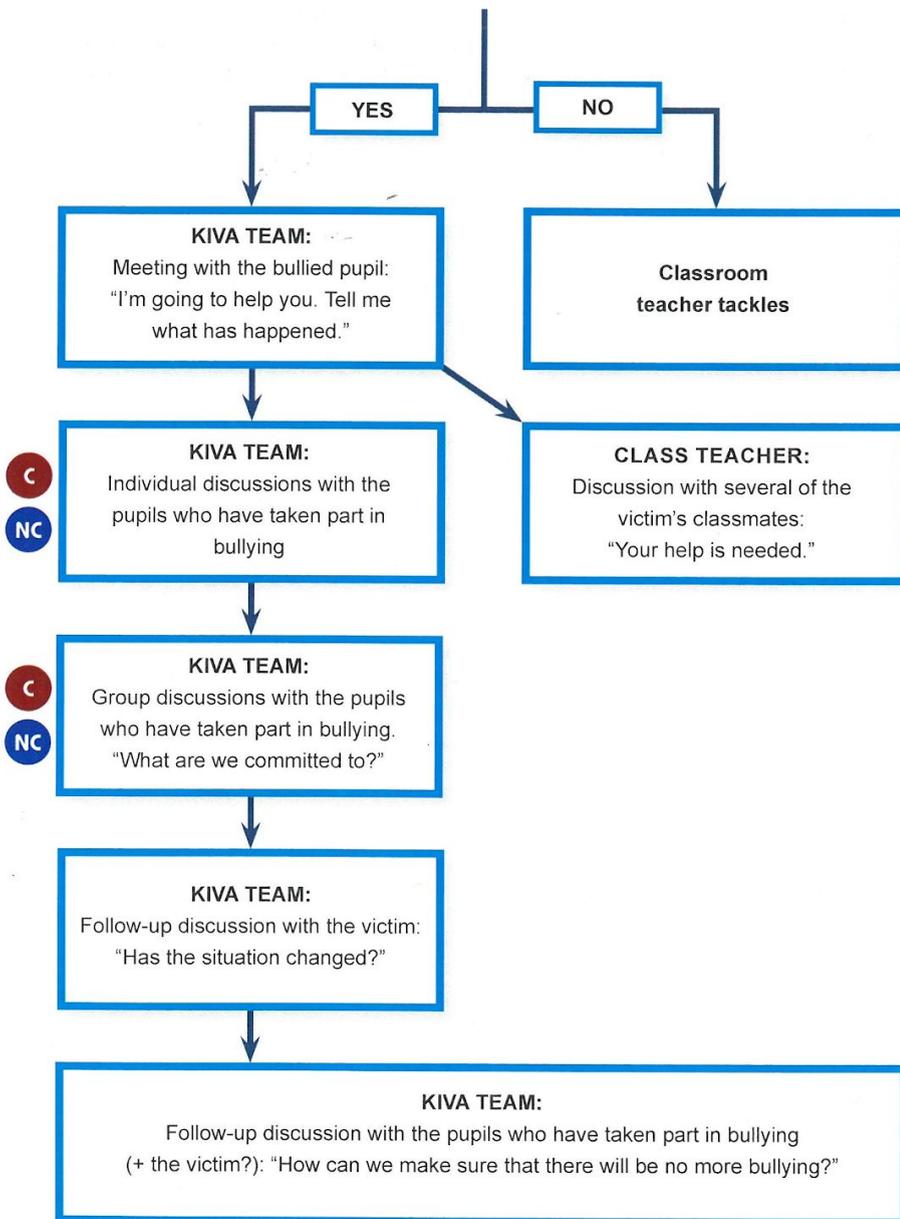
If cyber bullying happens outside of school hours

If cyber bullying happens during school time

Ruahine School implements the **KiVa programme**. Students in Years 2 and 6 undertake the preventative lessons in Unit 1 (for Year 2) and Unit 2 (for Year 6). Students in other year groups undertake essence lessons based on the learning in these units.

If a case of suspected bullying is reported, in the first instance this will be referred to the KiVa team. The KiVa team will follow the KiVa processes for tackling bullying as outlined below:

Summary: Tackling acute cases of bullying Is the bullying systematic?



If the measures outlined in the KiVa process are not enough and the bullying continues, the student undertaking the bullying will be fast tracked to STEP SIX (Referral to the Principal).

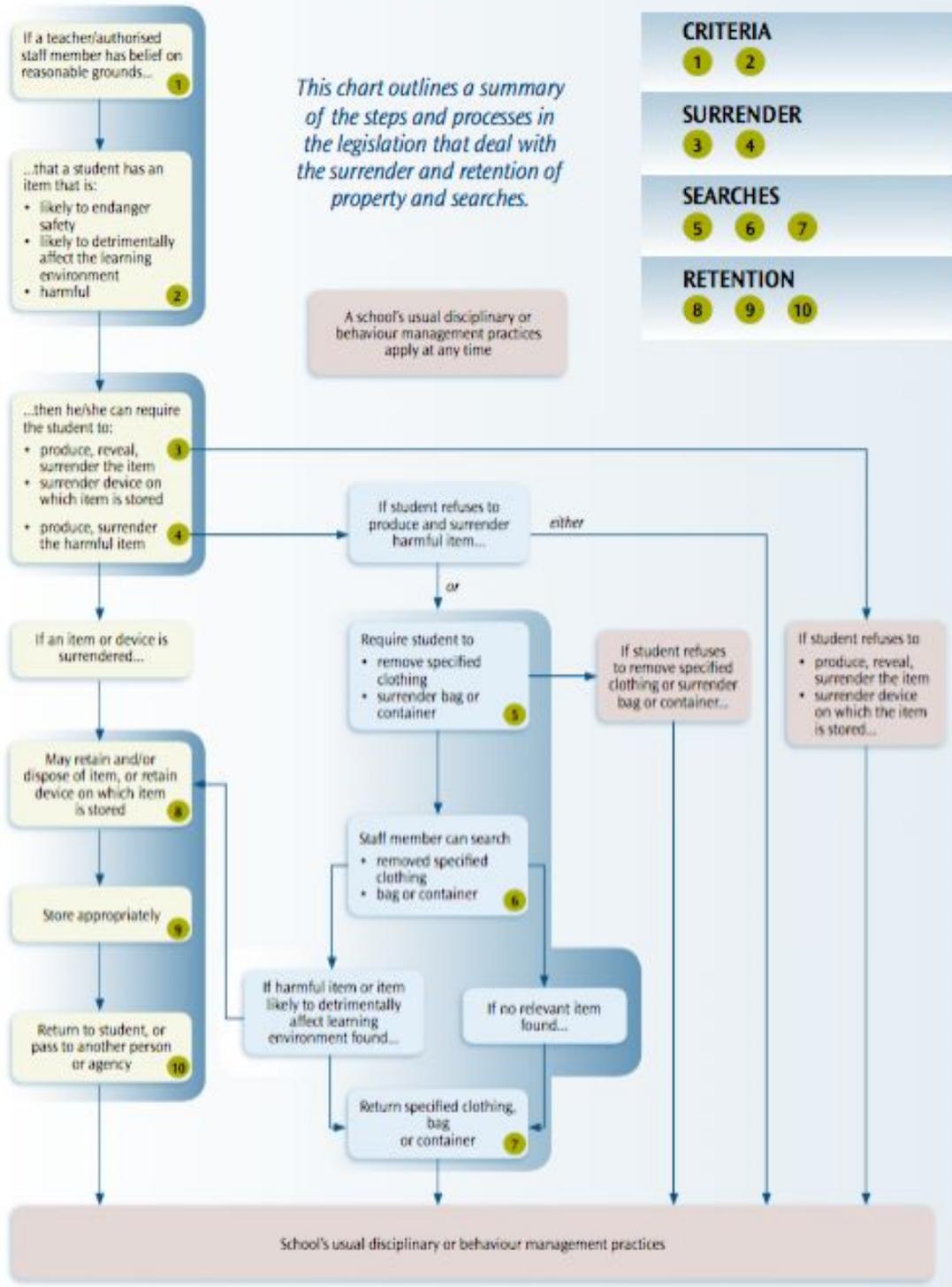
Minor Behaviour - view minors as a <u>teaching opportunity</u> , referring to ROCKERS values	Examples
Inappropriate Language	One-off, thoughtless comments or personal remarks, name calling, low level swearing if it is used as an exclamation of frustration, being untruthful/'tattle tales'...
Unkind / putdowns	One-off negative personal remarks, baiting, winding up, low level teasing
Inappropriate work behaviour	Off task, not focusing on work, not meeting deadlines and making no attempt to seek help, not taking appropriate responsibility for learning, stopping others from learning
Property misuse	Not using/putting equipment away properly, inappropriate use of toilets/cloak bay areas, Looking through or using another's property without permission, taking belongings and throwing away etc
Unsafe movement	Running in dangerous areas - corners, hallways etc, pushing, pulling others clothing, play fighting, tackling, being in out of bounds areas, invasion of personal space
Attitude	One-off refusal to comply or one-off back chat
Lateness without reason/Unprepared for learning	E.g. 3 or more occasions over a 5 day period without reason the child is late for roll call, late back from break etc. Repeatedly not ready for learning, e.g. pencil case still in bag.
Major Behaviours - view majors as a <u>serious</u> , referring to the PRINCIPAL. The principal will consult with the Board Chair	Examples
Abusive/threatening language, swearing	Anything that involves swearing at people, racist remarks, loud aggressive tones, personal attacks that are sustained and intense
Defiance/Disrespect	Refusal to follow directions after checking the instruction is understood, back chatting more than once, refusal to communicate and using rude gestures, repeatedly off-task over a period of 2 days or more, moving about class touching others things and refusing to comply when asked or given options, often running away/hiding from teacher, adult, class in order to avoid compliance
Vandalism/Tagging	Graffiti on any part of the school, carving on furniture, wilful damage of property, deliberately destroying other's work, urinating, spitting on

	other's property or person
Bullying/Physical Aggression	<p>Consistent or repeated intimidation to others/same victim - verbally, physically, emotionally, electronically, serious exclusion of peer/s, 'ganging up', coercion of peers, intentional and premeditated 'baiting/winding up' of peers, embarrassing peers, e.g. making fun of another's abilities/attributes more than once</p> <p>Deliberate hurtful or destructive actions e.g. hitting, scratching, strangling, pinching, hair pulling, tipping/throwing desks/other furniture, throwing large/dangerous objects that could cause injury if contact is made</p>
Drugs/alcohol/weapons	<p>Including but not limited to being in possession of any drugs, cigarettes, alcohol, or lighters. Or items commonly regarded as or being used as weapons. These include but are not limited to knives, guns, or plastic bebe guns. The areas covered by this procedure are; Ruahine School, Tech at DHS, the school bus, trips and camps.</p>
Stealing/Theft	<p>Unexplained possession of items that are known to belong to someone else, deliberately hiding or taking home items which belong to someone else.</p>



Summary Chart

Surrender & retention of property and searches



Stand-down and Suspension

Occasionally it is necessary to stand down or suspend a student from school for his/her own safety and/or to enable other students to continue with their education without severe and/or repeated interruption from another student and to feel safe at school.

A student so stood down or suspended has a right to an education and is required to attend until the age of 16.

Information from the Ministry of Education website:

Stand-down means the formal removal of a student from school for a specified period. Stand-downs of a particular student can total no more than five school days in a term or ten school days in a year.

Suspension means the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting.

Following a suspension, the board may decide to:

- lift the suspension without conditions
- lift the suspension with reasonable conditions
- extend the suspension with reasonable conditions for a reasonable period
- exclude or expel the student. Exclusion means the formal removal of a student aged under 16 from the school.

The principal is usually the person with the delegated authority to stand-down or suspend a student.

The principles of natural justice must be applied to any process leading to stand down or suspend a student. There must be sufficient grounds to warrant any stand-down or suspension, and the rights of the student and any parent/caregiver must be recognised throughout the process.

There is a clear procedure which must be followed. See: Guidelines for Principals and Boards of Trustees on Stand-downs, Suspension, Exclusions and Expulsions on the Ministry of Education website for comprehensive information and resources.

Definitions

If the incident involves **serious misconduct** such as an illegal act, physical violence, verbal abuse, deliberate damage to school property, sexual or sexualised behaviour the matter will be referred to the principal. The leadership team and principal will:

- i. Carefully and thoroughly investigate the matter – recording responses
- ii. Interview the student concerned – recording responses
- iii. Meet with parents to discuss the matter and to co-construct an individualised plan for restoring the student and putting things right
- iv. Consequences will form part of the plan
- v. It is likely that a restorative conference will form part of the plan

In the case of **Major Behaviours** above, it is likely that the consequences will be a **stand-down (of 1 – 5 days) or suspension**. The procedures outlined by the ministry for stand downs, suspensions and exclusions will be followed.

Support, such as guidance and counselling will be provided for students to assist the restorative process.

Consistent with restorative practice, the school will do all it can to restore relationships before taking any other course of action to ensure a safe environment for all.

Reviewed May 2019

RESOURCES

<https://www.police.govt.nz/advice/personal-and-community-advice/school-portal/information-and-guidelines/alcohol-and-other-drug>

<https://parents.education.govt.nz/secondary-school/wellbeing/bullying/>

<https://www.bullyingfree.nz/about-bullying/cyberbullying/>