

Napier Intermediate School

Positive Behaviour for Learning & Restorative Practice



*Respect, Responsibility, Resilience, Relationships
Whakaute, Manaakitanga, Pakari, Whanaungatanga*

Our School Values

Our school values - **The 4Rs - Respect, Responsibility, Resilience and Relationships** - are the cornerstones of our school. All of our pastoral care is built from those 4 values. It is our belief that if our students develop an in-depth understanding of the 4Rs and practice using these beliefs in their daily lives, they will have the skills to be positive contributors to society.

SCHOOL WIDE EXPECTATIONS

NIS Staff and Students...

Show **RESPECT**

Take **RESPONSIBILITY**

Develop positive **RELATIONSHIPS**

Apply **RESILIENCE**

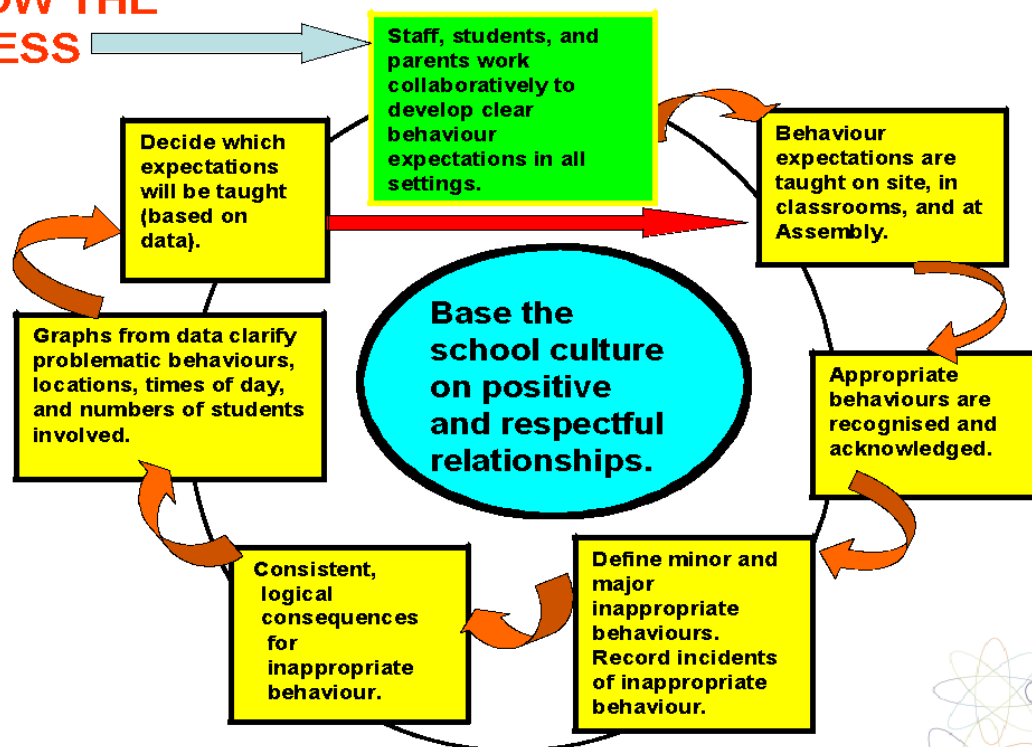
	<ul style="list-style-type: none">● Listen, and follow instructions● Speak positively● Act in appropriate ways
	<ul style="list-style-type: none">● Have a positive Attitude● Be prepared for learning● Make good Choices (learning & behaviour) <p>A, B, Cs</p>
	<ul style="list-style-type: none">● Accept and value one another● Support each other's learning● Work together
	<ul style="list-style-type: none">● Give it your best effort● Redo if necessary● Ignore the urge to quit● Take the time to do it right

Napier Intermediate is proud to be a Positive Behaviour for Learning (PB4L) School

School-Wide Positive Behaviour for Learning (PB4L-SW) is a Ministry of Education initiative that supports schools to develop and sustain effective behaviour management policies and practices both in and out of the classroom.

PB4L-SW helps build a culture where positive behaviour and learning is a way of life. It's not about changing the students; it's about changing the environment, systems, and practices we have in place to support them to make positive behaviour choices.

FOLLOW THE PROCESS



A school wide behaviour focus is explicitly taught to students. The focus derives from behaviour data collected and analysed by the PB4L team. Members of the team source resources to support the teaching of each behaviour. These resources include a whakatauki, lesson plan and supporting material and can be found in the Teachers Drive under PB4L folder. The behaviour focus is introduced in Monday morning's communication assembly and followed up with mini lessons in classrooms and promoted in the playground. These lessons teach positive behaviours and reinforce our expectations school wide.

See: <http://pb4l.tki.org.nz/Encourage-Positive-Behaviours/Support-material> for support in developing teacher capability in this area

Restorative Practice

Napier Intermediate is a **restorative** school and is a place where victims, wrongdoers, and their respective communities of care are active participants in processes that ensure equal justice and fairness. Victims are empowered through having their needs met. Wrongdoers are able to tell their stories and be given the chance to make amends. And finally, the incident does not happen again.

This allows us to:

- Begin to address the root causes of harmful behaviour rather than reacting to the symptoms.
- Acknowledge that harm from incidents goes beyond just victims and wrongdoers in the school community.
- Use restorative practises to address the trauma, repair the harm, and reintegrate wrongdoer/s back into the community.
- Find creative and meaningful ways of responding to violations against people and property and to develop preventative strategies.
- Reduce the demands on senior and middle managers to mete out “justice”.
- Pool the resources of the wider school community to assist in problem-solving.
- Provide the necessary link between contemporary classrooms and pro-social behaviour management processes across the school.
- Understand that sometimes a desire for retribution masks a concern for public safety which can be adequately addressed in a restorative way.
- Make a commitment of time necessary to repairing relationships instead of going down the quick fix path.
- Work “with” rather than “do to” young wrongdoers.
- Build and strengthen links between school and its wider community.

To the wrongdoer	To the victim	When stuck
We're here to talk about... What happened? What were you thinking at the time? What have you thought about since? Who do you think has been affected by what you did? In what way? What do you need to do to make things right? How can you make sure this doesn't happen again? What can I do to help you?	What did you think 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 make sure this doesn't happen again?	Was it the right or wrong thing to do? Was it fair or unfair? What exactly are you sorry for? You didn't answer my question.

W.A.R.M Restorative Chat

What	<ul style="list-style-type: none">• What were you doing?• What should you have been doing?
Affect	<ul style="list-style-type: none">• Who did you affect by doing what you did?• What effect has this had on your learning? Others' learning?
Repair	<ul style="list-style-type: none">• How could you repair this?• What changes could you make to put things right?
Move forward	<ul style="list-style-type: none">• From now on I will...• My plan is to...• Who can check my plan?

Behaviour Management

There are two types of behaviour categories we use at Napier Intermediate School

Minor and Major

When responding to problem behaviour the staff member first determines if the problem behaviour is minor or major, with the following agreed understanding:

- Minor problem behaviour is handled by staff members (within the classroom and house) at the time it happens.
- Major problem behaviour is referred directly to SMT.

Minor behaviours are those that:

- Are minor breaches of the school rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or Senior Management

Minor incidents are entered directly onto Hero by the classroom teacher.

Major behaviours are those that:

- Significantly violate the rights of others
- Put others / self at risk of harm
- Require the involvement of Senior Management

School Wide Intervention Strategies Guide

Options for unacceptable behaviours

Don't give up - try another and another...**STRATEGY**

Uniform/PE Gear

- Encourage and remind students to bring PE gear
- letter home/ contact with parents or caregivers
- Use of spare gear
- Reward those who bring gear! Gold Cards!

Disruption in class

- Class treaty
- Consider their learning programme
- Special cases (personal system of monitoring)
- Shifting within class
- Problem solving - what are the behaviours which are causing difficulties?
What can we do to improve the behaviour?
- Positive changes - children's responsibility.
- Speak to a colleague/TL/DP/P - ask for advice
- Time out
- Parents
- One to one discussion
- Ignoring bad behaviour while praising positive/on-task behaviour
- Redirecting the pupil
- List of activities/check.
- Praise other pupils nearby
- Lots of rewards
- School recognition of good, on-task behaviour. Gold cards - playground, classroom
- Practice early intervention
- Call back afterschool to discuss behaviour (check bus students)

Please note copying out of the dictionary are not strategies to be used as a consequence.

- Every student is different and should be treated as such.
- Every student should be successful at school. They should be challenged but should also enjoy school and learn to cope properly with both success and setbacks.

Intervention Strategies

The purpose of intervention is to maximise learning for individuals and groups and to ensure the environment is safe and supportive. Early intervention brings about a change of behaviour and reduces the likelihood of further intervention.

Class Based - Teacher takes responsibility and considers, then implements strategies such as:

- Finding an area of success and build upon it in small steps, discussion, conference, goal setting, peer support, adjusted expectations, reduced and / or more precise objectives.
- Check work is at appropriate level, provide for students different learning styles, ask for collegial support.
- Keep trying - give a strategy a chance to work - don't expect a miracle cure, remember a reduced incidence can constitute improvement.
- Don't give up. A reduction in the incidence of disruptive behaviour (for example) constitutes improvement.
- Don't take things personally - remain emotionally aloof - be objective - deal with the behaviour - don't 'write off' or marginalise the child.

NB: Teachers should balance these three things:

- The need to give strategies time to be effective
- The need to maintain their own mental health
- The need to maintain learning efficiency for the rest of the class.

Always

- Inform – document via Hero or Green Slip to SMT
- Discuss parental involvement with team leader or senior management
- Document what's happening and the strategies you are trying
- Inform other key people involved with the student so that we work together with consistency and in a team.

If unsuccessful, move to the next step

House Based - Discuss House strategies with other teachers

- Formulate plan e.g. Time Out
- Conference with other teachers and parent
- Restricted activities
- Discuss at House meeting and share ideas
- Set up a special individualised work programme

Involve Senior Management

They may -

- Interview students, set up contracts, support / enforce / give extra weight to strategies operating at house or class level
- Contact / work with parents
- Visit class to watch student at work and thus reinforce strategies

- Refer to outside agencies

Other Intervention Strategies

Time Out

Students needing repeated time outs should be brought to the attention of DPs/Principal.

Time out in the playground

If students do not use their own time wisely - particularly if they bully or form gangs then they lose their free time and can be placed on time out. This means the teacher directs the students to a designated place where they will remain for the rest of the break or until released by the teacher concerned. Other forms of time out could be rubbish collection, walking with the teacher etc.

Time out of the classroom

When all else has failed (ie Class Based and House Based strategies) and a student is not completing set in-class work, the student may be placed on **class time out**.

Senior Management on request from a House Leader. This means a student will work under SMT supervision until a specific task or piece of work is completed.

In-School Suspension

In extreme cases bordering on suspension an in-school suspension may be given by the Principal. This means students are suspended from attending their regular class. In-school suspension will usually include suspension from the playground as well. Staff and parents will be informed by SMT.

In cases of serious/extreme behaviour, these should go straight to Deputy Principals or Principal

Please remember - although you may be 'correcting' students, always try to find a positive approach and recognise 'good' where possible.

Behaviours we will target 100% of the time

1. **Physical Contact** - Any contact between students either positive or negative
2. **Swearing** - Any language that is inappropriate at school
3. **Name Calling** - Using anything other than the students correct name
4. **Intimidation, Exclusion, Threatening** - any behaviour that makes a student feel unsafe

In the Classroom any example of these behaviours will be dealt with through the classroom behaviour system.

In the playground it will be teacher judgement of one of the following three consequences

- Spoken to by the teacher on duty.
- Seated outside the food room decking or in another appropriate spot for between 5-10 minutes

- Accompanying the duty teacher on duty.

School Commitment to a Safe Environment
(Eliminating Bullying)

- Bullying will not be tolerated.
- Climate of telling (telling *is* safe) ***Bullies would like to think if you tell it will get worse***
- Each reported incident - no matter how small **WILL** be investigated.
- Exclusion is a form of bullying.
- Our focus will be on identifying and modifying the behaviour for bullies.
- Whole school approach. Though the victim may not have good social or confidence skills - that is how they are and should be treated by all with respect and compassion.
- Students helping make the school a safer place should be rewarded discreetly. (certificates etc)
- Little things about our code (no pushing, pulling, play fighting) ***vital***ly important
- **Focus on the positive.**



Process for Classroom Behaviour Issues

This is a process for staff who have students who are engaging in non-compliant behaviour.

Refer the student back to the classroom treaty/contract in the first instance and remind them that they need to be behaving in a way that demonstrates our school's 4Rs.

If still non-compliant, teachers can send the student to their House Leader with an accompanying Green Slip.

House Leader's with non-compliant students can send the student to their buddy House Leader with an accompanying Green Slip.

Totara - Rimu
Rata - Puriri

If the student's behaviour improves, House Leader's can send the student back to their classroom after a period of cool down time with the actions they have taken recorded on the Green Slip.

If the student's non-compliant behaviour is escalating, House Leader's can call their Team Leader for assistance and they will come to the House Leader's classroom and manage the situation.

SMT will make the final decision.

Process for Playground Behaviour Issues

Duty teachers will remind the student of the expectations for break times as a warning.

Students still non-compliant will be sent to sit on the deck alone for 5 minutes. If, after 5 minutes, the student is ready to be compliant, they can return to the playground.

Record in the duty notes any defiance or disrespect.

If the student is refusing to sit on the deck, or their non-compliant behaviour is escalating, send a Green Slip with another student to the office for SMT and SMT will intervene.

SMT will make the final decision.

Green Slips

- Any student that is being sent from class **must be accompanied by a badge holder/school leader and a fully completed green slip**, outlining the relevant incident.
- If a student is sent to another classroom the **action section is completed and it is returned to the classroom teacher**.
- **Minor** green slips are entered onto Hero by the classroom teacher.
- All **major** green slips are entered onto Hero by SMT.
- If the student is sent to senior management they are deemed to have been handed on to a more experienced level and will be dealt with as senior management sees as appropriate.

Please note often senior management is aware of other influencing factors and what they decide as a final outcome is their prerogative.

Connect and Check

An adult is assigned to a student who needs a respected adult to 'touch base' with. This can be informal chat but should be regular.

The Benefits of Connect and Check

- Increase opportunities for positive adult intervention
- Promote positive and encouraging relationship out of the classroom with an adult
- Increase the number of pre-correction and refocus prompts and structure for 'what to do' throughout the day.

How it Works:

- Goals are made around the data eg: green slip data, teacher observations,

parent concerns.

- Students must report every morning and afternoon to the Tier 2 facilitator to receive feedback and get the daily points collated. As a child moves to transitioning off this Check In Check Out the teacher might take control of the point tallying.
- Each block has 3, 2, 1 point allocation. Teachers will mark student behaviour on the criteria listed on the Check In Check Out.
- Whānau should receive a copy of the sheet each day so that they will be able support from home.

Home/School Behavioural Plans

The classroom teacher in consultation with the student and whānau can construct these.

Benefits of Home/School Behavioural Plans

- Increases opportunities for positive adult attention
- Addresses specific social skills on how to relate to others
- Promotes positive encouragement
- Increases the number of pre-corrections and focus prompts
- Creates a home-school communication system to increase consistency between home and school.

Teachers should make positive comments and try to acknowledge throughout the day successes the student is having.

IEP/IBP

Referrals are made using the school forms and go through to SENCO, Pastoral Care co-ordinator and the Principal.

SWiS - Social Worker in Schools

Provide one-to-one or group intervention.

- SWiS referrals go through SENCO, Pastoral Care coordinator, and the Principal.
- Referrals are emailed to referrals@tkh.org.nz

AWHI MAI, AWHI ATU: Trained counsellors work with referred students.

LUNCHES IN SCHOOL:

School lunches are provided daily. They are critiqued by the Ministry of Health to ensure lunches meet the nutritional standards required.

Students with special dietary needs are catered for

Students are welcome to bring their own lunch as well.

Lunch Club

This is a supervised lunch time for students who find it difficult in the playground eg: are struggling to interact positively with others, too many students in the playground cause anxiousness, friend conflicts etc. The purpose of the lunch club is to provide a 'safe haven' for students to play board games, draw, read etc.

The Benefits of Lunch Club

- Increase opportunities for positive adult intervention
- Increase opportunities for positive peer interactions
- Addresses specific social skills on how to relate to others
- Promote positive and encouraging relationship out of the classroom with other adults

Lunch Club Rules

- A roll will be taken of who attends
- Students can bring a friend if the teacher in charge says it is alright and there is room - only one friend is permitted.
- Once in the lunch club the students must stay for the whole time - they cannot come and go.

Breakfast Club

The Breakfast Club is aimed at providing a healthy breakfast for those students who choose to attend and is supervised by Jojo. While our underlying goal is to target those students who, for various reasons, normally would not have breakfast before school, the breakfast club is open to all of our students and staff.

When: Monday – Friday 8:00am – 8:15am
Where: Food Tech Room
Cost: Free!

Weetbix and Milk is kindly provided by Fonterra