

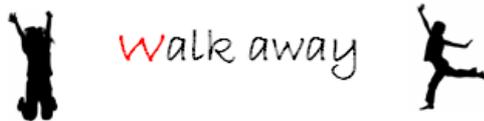


Behaviour Management Procedures

Tauriko School has a positive approach to managing behaviour.
This approach is based on the values of the whole school:

RESPECT	INTEGRITY
<ul style="list-style-type: none"> Ⓢ I care about myself and my belongings Ⓢ I care for others, property, our community and the environment 	<ul style="list-style-type: none"> Ⓢ I am truthful to myself Ⓢ I treat others the way I want to be treated Ⓢ I am committed to being the very best I can be
EXCELLENCE	INNOVATION
<ul style="list-style-type: none"> Ⓢ I always strive to do my best even when things get tough Ⓢ I know it's good to take risks and make mistakes when learning 	<ul style="list-style-type: none"> Ⓢ I am a curious and flexible thinker Ⓢ I am developing my inquiring and creative mind

USE YOUR WITS...



Walk away



Ignore



Talk



Seek help



The school community believes children should be supported to develop strategies to deal with difficult situations.

Children are encouraged to use their "WITS" as a process that supports their thinking.

Staff will ask children who approach them about difficult situations if they have used their wits. If the answer is yes, they will then ask if they are seeking help now and respond appropriately.

As children get more proficient at using this process they understand how each step can be a strategy in its own right and select the strategy they need depending on the situation.

In The Classroom

All teachers develop their own classroom treaty with their children at the beginning of each school year.

This treaty is based is based on the above values developed by the school community.

Students discuss these values thoroughly throughout the year.

In The Playground

Children emulate the school values when outside while learning and playing.

Children know that they:

- Ⓢ Always wear a hat outside in Terms 1 & 4
- Ⓢ Sit down when they are eating
- Ⓢ Play in the right place at the right time

We encourage positive behaviour by:

Classrooms:

- Positive, focused oral feedback
- Cumulative rewards systems
- Reflection time
- Mini certificates

Playground:

- Children receive “caught being good” slips to go in the “caught being good” box in the school office. Slips are drawn from this box every week at the full school assembly and those children receive a prize

Schoolwide:

- Assembly rewards

We discourage negative behaviour by:

Classrooms:

- Body language
- Ask children what they should be doing
- Verbal warning
- Choices around time, place, workmates or tasks are limited by the teacher

Playground:

- Gentle reminder
- Shadowing duty teacher
- Restricting use of playground

Repetitive issues:

- Teacher/child discussion
- Buddy teacher works with child
- Senior Leadership member support: parent is contacted and a plan is developed with the parent

When serious incidents occur that involve:

- Ⓢ Swearing/putdowns
- Ⓢ Threatening language
- Ⓢ Vandalism
- Ⓢ Stealing
- Ⓢ Fighting
- Ⓢ Hitting/kicking/biting
- Ⓢ Out of bounds behaviour that impacts on safety
- Ⓢ Bullying - emotional, physical, sexual, racist, homophobic, those with special needs

Bullying at Tauriko School is defined as "a conscious, wilful, and deliberate hostile activity intended to harm, induce fear through the threat of further aggression, and create terror" (B. Coleroso, 2003).

Bullying will always include these four elements:

- Is deliberate – there is an intention to cause physical and / or psychological pain or discomfort to another person.
- Involves a power imbalance – there is an actual or perceived unequal relationship between the target and the initiator that may be based on physical size, age, gender, social status or digital capability and access.
- Has an element of repetition – bullying behaviour is usually not one-off. It is repeated over time, with the threat of further incidents leading to fear and anxiety. Repeated acts of bullying may involve single acts with different targets, as well as multiple acts with the same target.
- Is harmful – there is short or long-term physical or psychological harm to the target (eg, as a result of coercion or intimidation).

A **child-focused definition of bullying** is "when someone keeps doing or saying things to have power over another person". It is, in essence, a dysfunctional relationship with deliberate misuse of power - where the dominant party systematically and often repeatedly coerces and abuses a victim.

If more serious incidents occur at school, a behaviour incident e-form will be filled in by the classroom teacher on etap or, if the incident occurs in the playground, this will be filled in by the duty teacher concerned.

Classroom teachers will receive feedback about children in their classroom who have been the subject of an incident e-form being filled out.

Children, for whom behaviour incident forms are filled out **may** be required to take part in reflection time as soon as possible after the incident. The form they fill in during this time is sent home to parents/whanau and returned to school to be kept in the child's personal folder.

Children must be allowed to make mistakes, fix their mistakes and move on having learnt a valuable lesson around making positive choices when interacting with a wide range of different people in a school setting.

If any further support is required to assist the child to take part positively in school life, parents will be involved in decision making around this.

Staff will provide supervision in the playground. Both teachers who are on duty at playtime and lunchtime know they need to roam the area they are responsible for. Staff carry "duty bags" which include "caught being good" slips, cards sent to the office saying "support needed now!" or "ring an ambulance", basic first aid items, and laminated photos of children requiring medical support.

Information for all staff to be aware of in the playground will be on the staffroom whiteboard which staff are expected to check each day.

Resources:

Bullying Prevention and Response - a guide for schools, 2014

The Bully, The Bullied, and the Bystander, Barbara Coleroso, Harper Collins, 2003.