



Learning for the future

Ahuwhenua – Manaakitia – Mana Motuhake – Manawanui – Aroha

Kamo Primary School

NAG 5 - Policy and Procedure Behaviour Management

Rationale

One of the central tasks of the school is to assist in managing students' learning and social behaviours. This is seen as a partnership with shared responsibility between the school, the home and the community.

Purpose

- To establish and implement strategies that will support all students to be successful with managing their learning and social behaviours.
- To use a consistent approach for the effective and successful management of student behaviour. This approach aligns with the Positive Behaviour for Learning (PB4L) philosophies and guidelines, and those associated with Restorative Practice. They include restorative conversations or conferences, following our school's PB4L Behaviour Flowchart, determining whether the severity of the behaviour is major or minor, and recording events in the PB4L section in eTap.
- To promote positive role models for successful behaviour.
- To promote high expectations around student behaviour.
- To ensure teachers have collegial support and professional development.
- To provide a safe, secure inclusive and positive environment for all.

Guidelines

- Teachers will use a clearly defined and consistent approach for behaviour management when dealing with disruptive and unacceptable behaviour. The more positive teachers are, the better results and outcomes with behaviour they will get.
- Providing an effective and positive learning environment is an important way of preventing disruptive behaviour.
- Involve students in restorative conversations and planning for behaviour management to ensure they are part of the process and are aware of the expectations and outcomes.
- Praise students for specific achievements or when they are showing the school's PRIDE Values. This includes the use of the school-wide Tu Meke Tokens. Teachers will reinforce and acknowledge appropriate and desirable behaviour.
- Share clear expectations, behaviour guidelines and the behaviour flowchart with students, both school-wide and classroom based. Develop students' understanding of consequences - if they choose to ignore or disregard the rules and expectations then they have to accept the consequences as a result. Likewise, if they behave appropriately, they receive positive outcomes and rewards.
- The Resource Teachers of Learning and Behaviour (RTLB) and the Ministry of Education may be used to provide assistance for ongoing problems.



Kamo Primary School

A Broad Sequence of Behaviour Levels

In all situations, a Restorative Practice approach will be used to ensure a positive outcome for all. Teachers will follow the PB4L Behaviour Flowchart to guide the necessary steps and ensure consistency across the school. All incidents will be recorded in eTap by the teacher dealing with the situation.

Level 1

- Teacher and student(s) solve the problem using a Restorative Practice approach.
- May involve some parent or principal assistance depending on the severity of the behaviour.

Level 2

- Teacher and student(s) solve the problem using a Restorative Practice approach.
- Families and whānau informed as a result of it being a repeated behaviour, or due to the severity of the behaviour.
- Restorative conversation or conference carried out with all parties (including families and whānau) if needed.
- Individual action plan for behaviour may be created for student(s) by all parties (students, families and whānau, teacher) as part of the restorative conversation or conference.
- Senior Leadership Team (SLT) may become involved.

Level 3

- Families and whānau informed due to the severity of the behaviour. The behaviour shown by the student(s) would fall into the major category as determined by our school guidelines.
- Restorative conference carried out with all parties (including families and whānau).
- Senior Leadership Team (SLT) will become involved.
- Individual action plan for behaviour will be created for student(s) by all parties (students, families and whānau, teacher, SLT, principal) as part of the restorative conference.

Level 4

- Student(s) stood down from school following all appropriate guidelines, procedures and processes outlined by the Ministry of Education.
- Restorative conference carried out with all parties (students, families and whānau, teacher, SLT, Principal) before returning to school.
- Ministry of Education and other agencies may become involved.
- Transition back to school programme will be created.


Level 5

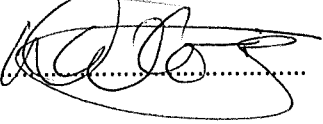
- Student(s) will be excluded from school and unable to return.
- Board of Trustees informed and involved in the exclusion process.
- Kamo Primary School will follow the recommendations of the Ministry of Education's exclusion requirements.

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Signed:  Principal

Signed:  BoT Chairperson

Reviewed: Term 2, 2021

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