

Policy Statement 5.1 Positive Behaviour Policy

Rationale:

Mangawhai Beach School will provide a safe, welcoming and caring environment in which students can develop self-discipline and allow them to accept responsibility for their own actions. Behaviour modification will be based on fostering success, mutual respect and understanding between staff and pupils. It is envisaged the staff will:

- Aim to work alongside the parents and students to proactively and positively prevent negative behaviours through early intervention
- Model our CREW values and PB4L expectations
- Seek first to understand through Grown Know Your Learner and Yourself
- Be positive and consistent in their approach to reflective practices

Objectives:

- To ensure children live our CREW values.
- To ensure proactive and strategically planned steps are taken to manage and improve behaviour through principled discipline.
- Provide an atmosphere within which staff and children feel secure and comfortable in order to make the most of their teaching and learning experiences.
- To ensure behaviour data is consistently added to HERO and tracked by teachers and leaders for referrals etc.

Our Core Values

These underpin every policy we write and are central to the ethos of Mangawhai Beach School.

Creativity;	Creatively solve problems
Resilience;	Bounce back quickly
Excellence;	Aim for excellence
Whakaute;	Always show whakaute (respect)



Responsibilities and Rights

Students, parents and staff unite in a relationship based on cooperation, respect, honesty, trust, consideration, patience, fairness, impartiality, consistency, humour and acknowledgement of personal circumstances', the back story. The following table provides guidelines on how we can ensure consistency for all who attend MBS.

Students have the right to ...	Students have the responsibility to ...
<ul style="list-style-type: none">• Be valued as members of the school community.• Get help when they seek it whether with work or with bullying or other personal issues and to have a sympathetic audience for their ideas and concerns, where appropriate.• Be treated fairly, consistently, and with respect.• Be consulted about matters that affect them and have their views listened to and, as far as is reasonable, acted upon.• Work and play within clearly defined and fairly administered codes of conduct.• Express how they feel in a respectful manner using the language of the Zones.	<ul style="list-style-type: none">• Arrive at school on time, wearing the correct uniform, with homework done, and suitably equipped for the day ahead.• Respect views, rights, and property of others, and behave safely and appropriately both in and out of class.• Co-operate in school with the teacher/assistants/supervisors and their peers.• Work as hard as they can.• Conform to the conventions of good behaviour and abide by class Treaties and school code of conduct.• Accept ownership for their own behaviour and learning.• Co-operate and abide by any processes set in place to improve their own or others' behaviour.
Parents/carers have the right to..	Parents/carers have the responsibility to ...
<ul style="list-style-type: none">• A safe, well-managed and stimulating environment for their children's education.• Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently as far as is reasonable.• Be well informed about their child's progress and prospects.• Be well informed about the school's rules and procedures.• Actively promote the school's policies and procedures, along with the CREW Values.• Be involved in key decisions regarding their child's education.	<ul style="list-style-type: none">• Ensure their child attends school regularly, arrives on time, wearing the correct uniform, and suitably equipped for the day ahead.• Be aware of school rules and procedures and encourage their child to abide by them - Support school policies.• Show interest in their child's work and provide support at home.• Act as positive role models for their child in their relationship with the school.• Attend planned meetings with teachers.• Provide the school with any background information which may affect their child's behaviour.• Follow the schools complaint procedures.
Staff have the right to ...	Staff have the responsibility to ...

- Work in an environment where common courtesies and social conventions are respected.
- Express their views and contribute to policies which they are required to reflect in their work.
- A suitable career structure and opportunities for professional development.
- Support and advice from senior colleagues and external bodies.
- Adequate and appropriate accommodation and resources.
- Behave in a professional manner at all times.
- Promote positive behaviour.
- Show interest and enthusiasm in the work- in-hand and in their pupils' learning.
- Listen to the pupils, value their contributions and respect their views where appropriate.
- To support, praise, and as appropriate, reward pupils' good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably, taking account of individuals and circumstances.
- Track, monitor and act on behaviours (enter and track via Hero regularly).
- Expect high standards and acknowledge effort and achievement.
- Follow our ['How to Be a Part of Our CREW'](#)

The above rights and responsibilities and desirable/undesirable Behaviours listed below are supported by MBS through the teaching of the Treaty of Waitangi principles - partnership, protection and participation, and the bicultural foundations of NZ alongside PB4L restorative practices and lesson plans and trauma-informed practices. Quality provision and strong engagement by all stakeholders play a role in the success of this positive behaviour policy.

Tracking Behaviours

Behaviours are tracked using HERO (the school Management System). Staff use the behavior section to record incidents using the ABC model including the location, day of the week and time of incident.

Antecedent - What happened directly before the incident

Behaviour - what happened exactly - all voices are heard equally and no judgements are pre-made.

Consequence - what will happen next, follow the restorative investigation.

Desirable and Undesirable Behaviours

The following is a list of what the Board of Trustees, staff, pupils and parents of Mangawhai Beach School deem as desirable and undesirable behaviour. Whilst this list is not exhaustive it gives the general guidelines for all and enables the daily running of the school to flow smoothly.

Desirable	Undesirable
<ul style="list-style-type: none">• Saying 'Please' and 'Thank You' and greeting each other respectfully.• Being a good sport.• Treat others as you would like to be treated yourself.• Opening doors for people.• Keeping the school tidy by putting litter in bins, keeping classrooms organised and taking care of property.• Helping to carry someone's bags if they perhaps have too many.• Tuakana Teina -Helping younger/more vulnerable pupils.• Telling the truth.• Admitting any mistakes - Own It, Fix it, Learn from it!• Being a good listener.• Following instructions.• Always doing your best.• Sharing.• Taking part in the lessons.• Respecting property and others' views and opinions.• Showing an awareness of safety for self and others.• Including others.	<ul style="list-style-type: none">• Stealing.• Treating people unfairly.• Intimidation.• Telling lies.• Shouting at others and other types of verbal aggression.• Displaying a poor attitude to staff and peers.• Temper tantrums• Talking behind people's backs.• All forms of bullying.• Violence and aggression.• 'Can't be bothered' attitude.• Being unprepared for lessons/activities.• Negative attitude.• Bad language.• Rough play.• Inappropriate physical contact.• Huffing/sulking.• Disrupting others.• Vandalism.

Positive Reinforcement and Rewards, Sanctions and Consequences

Our behaviour policy is based on restorative practices and firm boundaries and guidelines. However, positive reinforcement is the basis for our CREW Values and behaviour management plans.

Verbal Positive Reinforcements	Tangible Positive Reinforcements
<ul style="list-style-type: none">• Being treated with whakaute and manners• Being thanked for their efforts• Words of praise• Time to play - Golden Time• House points• Line leader	<ul style="list-style-type: none">• Stickers and stamps• Star of the week/day• Visit the Principal• Smileys• Sticker charts• Hi-5s and pats on the back• Principles award• Assembly CREW Certificates• It's in the Bag

When things go wrong

Restorative De-escalation - it is how we talk and troubleshoot together!		
<ul style="list-style-type: none">• Prompt<ul style="list-style-type: none">◦ Visual or verbal cue, signal when behaviours occur• Redirect<ul style="list-style-type: none">◦ Restate expected behaviour from CREW expectations• Conference<ul style="list-style-type: none">◦ Have a private conversation to problem-solve together	<ul style="list-style-type: none">• Reteach<ul style="list-style-type: none">◦ Tell, show, practise and acknowledge expected behaviours• Choice<ul style="list-style-type: none">◦ Give options of behaviours to do next	<ul style="list-style-type: none">• The Look• Non-verbal gestures• The Pause• "Thanks"• Reminders/ redirection• Proximity/praise• "I" statements• "Broken record"• Consequences as a choice• Tactical ignoring• Conditional directions• Shaping• Take up time• Positive feedback

The PB4L strategies above are used as effective responses to minor problem behaviours. The strategies are calm and immediate. A calm, immediate response has a positive effect. They are consistent across the school. Inappropriate behaviour occurs in all school settings, so all staff need to respond in the same way. The strategies are specific yet brief. Specific descriptions of the misbehaviour and expectations help students to know exactly what is expected; it becomes a teaching opportunity. The strategies are concise and avoid debate, they also maintain a level of close proximity to ensure privacy and respect. Using their name and personal contact will help with compliance as well as relationships.

Formal Restorative Steps - in class progressing to team leader intervention

1. **First Warning** - Students name recorded by the teacher on the board/notebook.
2. **Second Warning** - First tick by name - Private practice session with the student at morning tea or lunch. Use the ABCs to have a restorative private practice. REcord on HERO.
3. **Team Leader intervention** - Second tick by name sent to syndicate leader. Teacher records on HERO, informs parents and arranges a meeting to discuss strategies with the team leader.
4. **Team Leader intervention** - If the student is sent to team leader three times within a term, they are given school huritao and a restorative practice session.

Formal Restorative Steps - progressing to Senior Leadership intervention

Huritao will be monitored by the principal/deputy principal.

First huritao - Before the first huritao, the child will phone the parent and explain the reason for their huritao.

Second huritao - On the second huritao, the teacher will organise a time with the parent for a [behaviour contract](#).

- a. [Behaviour Contracts](#) are put in place by the class teacher to de-escalate behaviours and shared with parents. These are signed and returned to school.

Third huritao - [Individual Behaviour Plans](#) are developed together with the parents, students and staff

- b. During an IBP agency referrals are made if support is required at home and/or at school.
- c. All IBPs and Contracts are kept in the student's files both on the drive and on HERO

Students will have a maximum of **three huritaos** per term.

On the fourth incident, that would have resulted in huritao, then in-school suspension and/or stand down procedures are followed.

Formal Restorative Steps - playground

1. The restorative conversation will be held by the duty teacher to ascertain all the facts and enter these into HERO.
2. The student will be sent to the 'Reflection Room'. The office will find the Team Leader on release for the day, who will complete the [Hurihuri](#) Conversation.
3. If there is any threatening or physical violence toward another student or staff then huritao procedures shall be followed.

Major VS Minor Behaviours

Examples not limited to the above. This is not an exhaustive list.

Minors

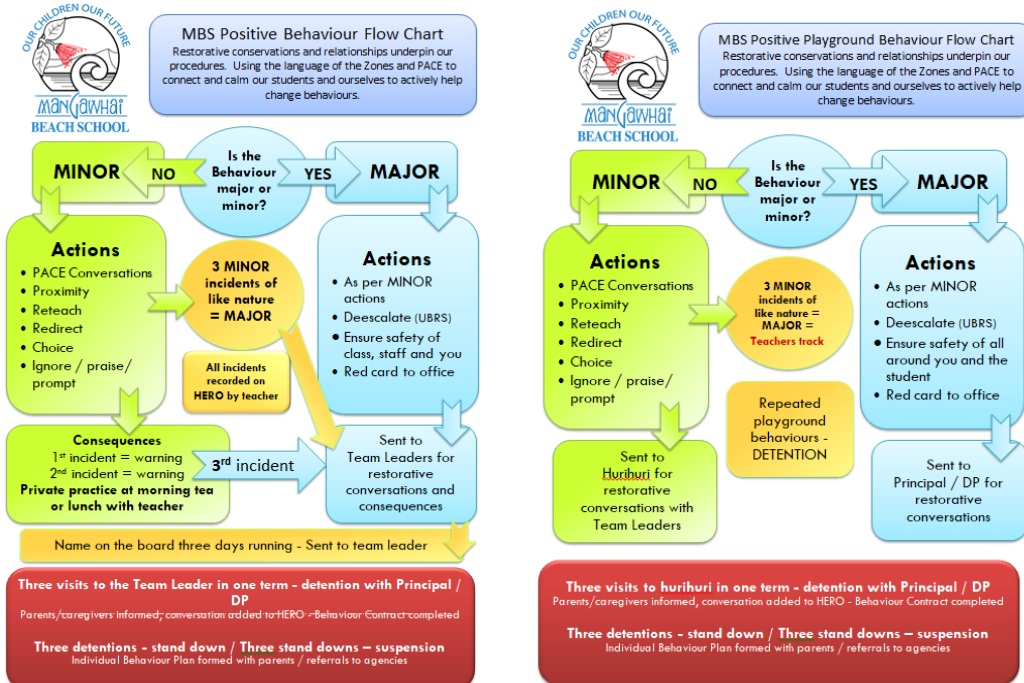
- Off task behaviour
- Walking around the room / Out of chair
- Poking/touching other students
- Calling out / grunting / huffing
- Laughing at inappropriate times
- Disrupting own /other's learning
- Leaving the classroom
- Work avoidance
- Calling out / Rudeness
- Out of bounds
- Playing in the toilets
- Rough play
- Teasing
- Inappropriate language / gestures
- Littering
- Lack of whakaute to others / self
- Inappropriate use of school property
- Running in school
- Poor management choices
- Not in full uniform

Majors

- Three visits with the Team Leader
- Swearing at staff or peers
- Threatening others
- Stealing
- Aggression
- Harassment
- Physical fighting
- Using weapons
- Vandalism of school or peers property
- Bullying (see chart)
- Racism
- Leaving the school grounds
- Leaving the classroom
- Defiance
- Cheating
- Cyber bullying
- Breach of ICT contract / inappropriate sites accessed
- Lying to cause harm
- Sexualised Behaviour

Repeated Minors

3 minor related incidents become major and procedures are followed accordingly.

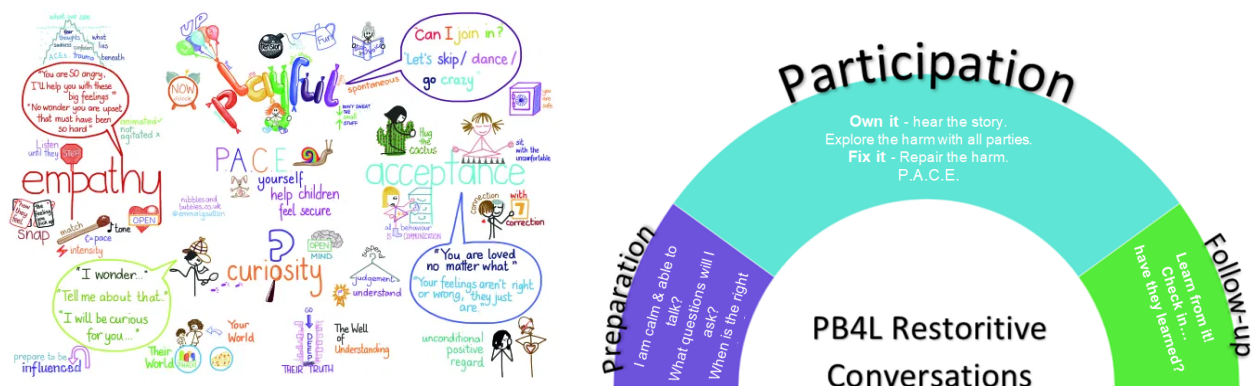


Restorative Conversations

PACE is an approach which uses four personal qualities - Playful, Acceptance, Curiosity, Empathy. These allow teachers and parents to support the students in the development of their emotional intelligence and build their resilience. Constant restorative conversations and interactions (it's not always about the talking) build stronger relationships and trust thus allowing the students to feel safe with sharing their story about events and challenges.

- **Playfulness** – having a light-hearted attitude
- **Acceptance** – unconditional acceptance of the child, if not their behaviour
- **Curiosity** – using “I wonder” statements to help them express and explore their feelings
- **Empathy** – matching and mirroring their emotional state to help them feel understood

We use this model alongside our [PB4L Restorative conversation guide](#) to work through behaviours and challenges with students.



Bullying - Defined

We have a zero tolerance policy for bullying. All instances are investigated immediately using restorative practices.

- Bullying is deliberate – harming another person intentionally.
- Bullying involves a misuse of power in a relationship.
- Bullying is repeated, or has the potential to be repeated over time.
- Bullying can be verbal, physical and/or social.
- Bullying can happen in person or online; and it can be obvious or hidden.
- If someone behaves in a mean or violent way on one occasion it isn't bullying, even though it's not right.
- It is also not bullying if you sometimes fight with a friend and you sort it out.

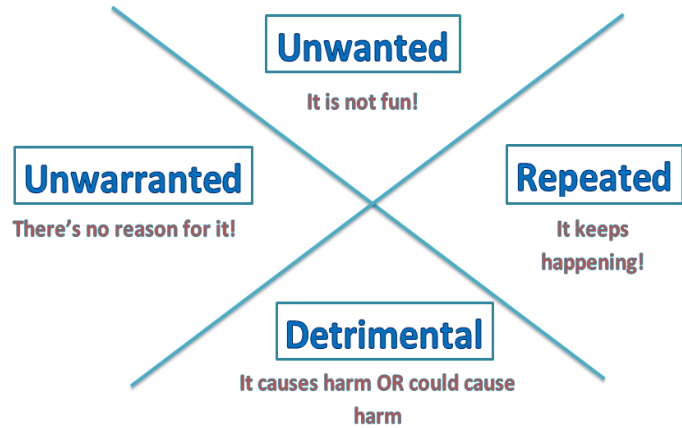
is it BULLYING?

When someone says or does something
unintentionally hurtful
and they do it once, that's
RUDE.

When someone says or does something
intentionally hurtful
and they do it once, that's
MEAN.

When someone says or does something
intentionally hurtful and they *keep doing it*—
even when you tell them to stop or show
them that you're upset—that's
BULLYING.

DEFINING BULLYING AT MBS Bullying involves all four elements



C R E W

Glossary

huritao To consider, reflect upon

Detention

Hurihuri to turn over and over, turn round and round, toss and turn, roll, spin, revolve, rotate, twirl, reflect upon, ponder,

Reflection space



MBS Positive Communication Flow Chart

A means to ensure that all voices are heard and positive, proactive actions are taken when dissatisfaction occurs.

This flow chart is underpinned by our CREW Values, the school PB4L framework and our Complaints procedure.

I have noticed that...

1 Teacher

Creativity;
Resilience;
Excellence;
Whakaute;

Creatively solve problems
Bounce back quickly
Aim for excellence
Always show whakaute (respect)

Why isn't my child bringing home a reader?

Nine times out of ten the teacher can allay your concerns quickly. Talk through any challenges with the class teacher first, they generally have the big picture for you. Email or Seesaw them, ask to meet face to face and discuss your concerns. Write your thoughts down ready. *Don't forget* - we have an open door policy but we ask you to be mindful of time and place when talking to our teachers.

2 Team Leader

I talked to ... however I am feeling...

I need help with...

Occasionally the challenge has not been resolved at the classroom level. If you feel your voice has not been heard, or things have not changed, your next step is to communicate with the Team Leader. Email or Seesaw them, ask to meet face to face and discuss your concerns. Write your thoughts down ready.

My child feels...

3 Deputy Principal

How can I support my child?

If your concern has still not been resolved ring and make an appointment with the Deputy Principal. Please ensure you have followed 1 and 2 prior to making the appointment. Bring along anything you want to share. Often if we get to this point it can be an emotive meeting, know that we will follow our CREW Values

4 Principal

Can you please explain how... works?

It is very rare we get to this stage – if you need assistance from the Principal please clearly state all details in an email. Give him as much information as you can. He will investigate, contact you for an appointment and seek a resolution through mediation or other means.

Concerns are addressed by the above process - complaints must be made in writing to the Principal or DP.