



**Te Ahi
Kaikōmako
Rolleston
School**

BEHAVIOUR PLAN

The purpose of this plan is to provide an overview of our philosophy and procedures in how we:

- Promote high expectations and celebrate positive student behaviour
- Discourage and respond to inappropriate behaviour
- Share and implement a framework that can be understood and consistently applied by students, staff and the community of Te Ahi Kaikōmako Rolleston School
- Aim to promote effective home/school communication regarding behaviour

The plan is organised into six key features which are required for successful implementation. These features have been reviewed and developed alongside the Positive Behaviour for Learning Framework. Positive Behaviour for Learning is a Ministry of Education led programme which Te Ahi Kaikōmako Rolleston School has been engaging with since 2019.

Te Ahi Kaikōmako Rolleston School Behaviour Plan: Key Features:

- Setting Up the School Environment for Ongoing Success
- Identifying Positive Expectations
- Teaching Expected Behaviours
- Acknowledging Expected Behaviours
- Defining and Responding to Inappropriate Behaviours
- Monitoring & Evaluating Positive Behaviour For Learning (PB4L) Framework

Behaviour is defined as the way in which a person behaves in response to a particular situation or stimulus. It is our collective responsibility as parents/caregivers and teachers to role model, educate, acknowledge positive behaviours as well as fairly and consistently discourage and respond to inappropriate behaviours.

KEY FEATURE 1: Setting Up the School Environment for Ongoing Success

Implementing Positive Behaviour for Learning

Positive Behaviour for Learning is an evidence-based framework that looks at behaviour and learning from a whole-of-school as well as an individual student perspective. It provides schools with a process for teaching social and behavioural skills and helps them to develop a positive, proactive, and systematic approach based on school data. It takes the approach that opportunities for learning and achievement increase if:

- the school environment is positive and supportive
- expectations are consistently clear
- students are consistently taught expected behaviours
- expected behaviours are consistently acknowledged
- inappropriate behaviours are consistently responded to in a fair and equitable way

Positive Behaviour for Learning takes schools through a three-tiered process. **Implementation of all three tiers is likely to take at least five years.** Te Ahi Kaikōmako Rolleston School began the implementation of the Positive Behaviour for Learning Framework in 2019. The continuum includes:

- school-wide strategies and supports for all students (Tier One interventions)
- strategies and supports groups of students at risk of problem behaviour (Tier Two interventions)
- strategies and supports for individual students (Tier Three interventions).

Creating and Reviewing a Shared Philosophy that underpins Positive Behaviour for Learning

- Te Ahi Kaikōmako Rolleston School is a Restorative School
- We attempt to develop deep and positive relationships with and between students, staff and our community
- We have shared values and shared expectations
- We focus on and celebrate positive behaviours
- We actively teach and reteach expected behaviours within different contexts
- We value open, honest, respectful communication (listening & speaking) with and between students, staff and our community
- We use suitable methods to communicate to relevant individuals (eg. face to face meeting, phone call or email) depending on what is being communicated
- We are respectful and mindful of privacy when communicating with others
- We focus on the behaviour being displayed and attempt to respond to these behaviours consistently
- We respond to behaviours with the intention of exploring, and where appropriate recording, the context of each incident using the **ABC** method:
 - **A**ntecedent – What happened before the behaviour which may have caused the behaviour
 - **B**ehaviour – What observable behaviour occurred
 - **C**onsequence – What happened as a result of this behaviour
- Consequences when responding to inappropriate behaviours ARE important IF they are logical or natural, fair and consistent
- Consistency refers to the **ABC method**. Often a behaviour may look similar to others, however the antecedent needs to be considered prior to deciding on a fair and logical consequence

Elements of Setting Up the School Environment for Ongoing Success

- Positive Behaviour for Learning is referred to in the Te Ahi Kaikōmako Rolleston School Strategic Plan
- Positive Behaviour for Learning Annual Targets are set, implemented and reviewed
- All aspects of Positive Behaviour for Learning Framework, including Behaviour Plan are reported and reviewed by BOT, staff and community
- Positive Behaviour for Learning team is appointed to oversee aspects of the Framework
- Ongoing staff professional development with aspects of Positive Behaviour for Learning, including induction of new staff
- Systems and resources are developed to ensure the Positive Behaviour for Learning can be successfully implemented

KEY FEATURE 2: Identifying Positive Expectations

Te Ahi Kaikōmako Rolleston School has identified and put in place expectations for behaviour. Using an agreed set of expectations across the school ensures a consistent approach. This clarity and consistency helps students to reflect on and monitor their own behaviour. These expectations align with the core values of our school and wider school community. These have been carefully and collaboratively developed so that they are relevant to the different settings for learning and socialising at Te Ahi Kaikōmako Rolleston School.

Te Ahi Kaikōmako Rolleston School Values & E Tū Tāngata Statement

You have value

We Succeed Together

Others matter

At Te Ahi Kaikōmako Rolleston School we recognise that **You Have Value, We Succeed Together and Others Matter** through our School Values of being:

Kind

Responsible

Respectful

Connected

Resilient

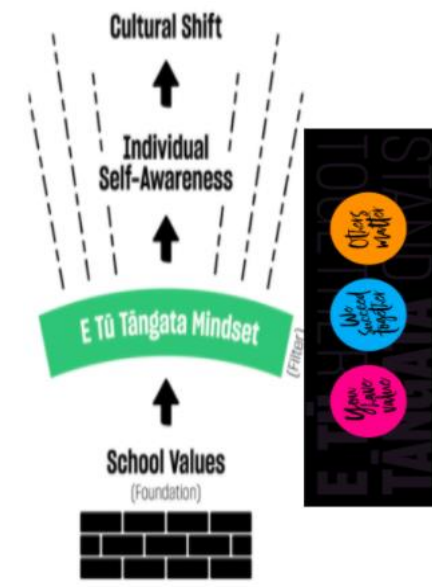
E TŪ TĀNGATA
STAND
TOGETHER
AOTEAROA

Te Ahi Kaikōmako Rolleston School Values
and E Tū Tāngata Statement

Growing An E Tū Tāngata Mindset: Te Ahi Kaikōmako Rolleston School's Ongoing Commitment

At Te Ahi Kaikōmako School we believe that through our school values that a person must understand and believe that **you have value (ME)**. This flows on to understanding the worth of others and identifying how, collectively, a classroom, workplace or community can **succeed together (WE)**.

Finally, an individual understands what it means to be a part of something bigger than themselves. This involves looking outside of their classroom, workplace or community and recognising that **others matter (OTHERS)**. This inspires the question: how can we E Tū Tāngata demonstrate throughout the wider community?



Te Ahi Kaikōmako Rolleston School Values & Expectations Matrix

The Te Ahi Kaikōmako Rolleston School Values and Expectations Matrix relate to our E Tū Tāngata mindset of "You Have Value", "We Succeed Together" and "Others Matter". As our students move through the school they will continue to be acknowledged, taught and supported on how to apply all aspects of the Values and Expectations Matrix. This ensures that as they mature and relationships and learning becomes more complex, our students continue to grow their E Tū Tāngata mindset.

Be Respectful	Be Kind	Be Responsible	Be Connected	Be Resilient
<ul style="list-style-type: none"> use my manners listen and speak to myself and others in a calm and polite way keep my hands, feet and objects to myself. allow the teacher to teach and others to learn 	<ul style="list-style-type: none"> be kind to myself with my words and actions be kind to others with my words and actions welcome, accept and include everyone 	<ul style="list-style-type: none"> be ready and organised. be in the right place at the right time be conscious of my own safety and the safety of others look after my own, the school and others' property 	<ul style="list-style-type: none"> feel good about and celebrate my own efforts and the efforts of others work as part of a team to succeed together show others that they are valued and that we all belong 	<ul style="list-style-type: none"> keep trying even when it's hard ask for help when I need it bounce back when things go wrong encourage myself and others when things get hard

KEY FEATURE 3: Teaching Expected Behaviours

At Te Ahi Kaikōmako Rolleston School all staff explain, model, and guide the practice of expected behaviours across multiple school settings. The following areas are focused upon when supporting our students around their understanding and application of our expected behaviours.

Establishing a positive and supportive environment:

The physical environment our students experience plays a vital role in supporting positive behaviour. The following aspects are important at Te Ahi Kaikōmako Rolleston School:

- School values and expectations are displayed in all classrooms and across other key areas of the school.
- E Tū Tāngata visuals are displayed in all classrooms and across other key areas of the school.
- Specific classroom and/or team expectations or acknowledgement systems are displayed or shared with the students and must be aligned to the schoolwide values and expectations.

Explicit Teaching of Expected Behaviours

- School-wide and/or classroom expectations are regularly and explicitly taught. At Te Ahi Kaikōmako Rolleston School explicit teaching includes describing, modelling, practising, and most importantly, providing helpful feedback as the expectations are practised. Teachers have developed lesson plans and resources suitable to the differing needs of each age group.
- From 2022, Te Ahi Kaikōmako Rolleston School will regularly and explicitly teach the KiVa Anti-Bullying Programme.

Other Elements of Teaching Expected Behaviours

- Staff role modelling of expected behaviours
- Staff wear lanyards that display Te Ahi Kaikōmako Rolleston School expected behaviours
- Lesson plans are regularly reviewed and updated
- School values and expected behaviours are a focus at schoolwide or team events eg. assemblies, events, trips, sporting/representative opportunities etc...

KEY FEATURE 4: Acknowledging Expected Behaviours

At Te Ahi Kaikōmako Rolleston School, frequent and consistent feedback and encouragement are fundamental to building warm, caring relationships with our students that are focused on their strengths and potential.

While feedback focuses on what a student has done or attempted to do, encouragement will be 'future focused' and should convey positive expectations and a belief that the student can improve and succeed. We believe behavioural feedback will help our students to feel a sense of pride in displaying our school values and expectations, understand what they need to work on to improve relationships, to regulate their emotional responses, and to support them to manage their own behaviour.

To encourage, acknowledge and value positive behaviour Te Ahi Kaikōmako Rolleston School has put in place a range of strategies across the school. These acknowledgements include verbal feedback and praise, as well as tangible acknowledgements and activities sometimes co-created with our students. This approach is supported by research that tells us we can reinforce the behaviours that our students need to be successful at school, and reduce the likelihood of problem behaviour, by deliberately noticing and acknowledging when students behave in ways that align with the values and expectations of the school.

Key practices for acknowledging positive behaviour:

Schoolwide/Teamwide Acknowledgements	Class/Individual Acknowledgements
<ul style="list-style-type: none"> • Individual, class, team or schoolwide praise & feedback • Assembly certificates • Home Grown Heroes Certificates • Celebration of student successes – Newsletters, Website, School Facebook Page • Teamwide acknowledgement systems • Teamwide privilege/celebrations • Value Cards – Lucky Prize Draw • Hapori Acknowledgement Days 	<ul style="list-style-type: none"> • Individual praise & feedback • Student certificates • Individual/Class acknowledgement systems • Individual/Class privilege/celebrations (eg. class popcorn/movie session/additional free time) • Values Cards

At Te Ahi Kaikōmako Rolleston School, it is our aim and intention that our students know and understand the value and/or expectation they are being acknowledged for rather than just receiving an acknowledgement without understanding the behaviour they demonstrated.

KEY FEATURE 5: Defining and Responding to Inappropriate Behaviours

We believe it is important to have a planned approach for responding to problem behaviours, however as much as possible the focus should be on prevention, re-teaching and creating a supportive environment where problem behaviours are less likely to occur.

However, even in the most positive of environments; there will be times when fair and logical consequences are needed.

For example, it is logical for students who have left an area of the learning space untidy, despite an agreed expectation and reminder to leave it tidy for the next group, to have to tidy it in their own time.

Similarly, it is reasonable for a student who has spoken disrespectfully to another student or teacher to apologise, and, if the behaviour is repeated and the student warned about the possible consequence, to have to give up a privilege.

As our students are learning and practising new ways to behave, it is inevitable that they will make mistakes.









Often these mistakes will be linked to a student's ability to self-manage and to regulate their emotions. In the same way that we provide feedback for academic learning, we believe feedback around these mistakes needs to:

- occur as soon after the incident as possible
- relate specifically to the behaviour expectations
- recognise the student's particular behavioural strengths and challenges
- explain what the student did inappropriately and what they need to do differently next time.
- When responding to inappropriate behaviours, we believe context is important to ensure the correct outcomes are achieved. Behaviours can sometimes look the same however we believe that exploring each incident using the **ABC** method:
 - Antecedent – What happened before the behaviour which may have caused the behaviour
 - Behaviour – What observable behaviour occurred
 - Consequence – What happened as a result of this behaviour

This ensures that we record and communicate incidents accurately, provide the necessary support and implement a fair and logical consequence based on the observable and/or consistent facts.

If an incident of bullying is reported and fits the following definition ***“A harmful behaviour/degrading treatment which is deliberate, repeated and/or targeted at a relatively defenceless or a less powerful person”*** a referral can be made to the Te Ahi Kaikōmako KIVA Team (see Appendix 1).

DEFINING & RESPONDING TO INAPPROPRIATE BEHAVIOURS

Responding to Minor Behaviours	Defining Minor Behaviours	Defining Major Behaviours	Responding to Major Behaviours
	Teacher Managed with Support from Team Leaders/SENCO/Senior Management (if required)	Team Leaders, SENCO, KIVA Team or Senior Management with Support from Teachers (if required)	
<p>1. Low Level Responses</p> <ul style="list-style-type: none"> Proximity Control Non Verbal Cues eg. <i>eye contact, ignore, praise other</i> <p style="text-align: center;"></p> <p>2. Low Level Responses</p> <ul style="list-style-type: none"> Prompt, Re-Direct, Re-Teach, Provide Choice, Remind of Expectations, Coaching <p style="text-align: center;"></p> <p>3. E Tū Tāngata/Values/Expectation Reflection with Staff Member</p> <ul style="list-style-type: none"> Staff member facilitated conversation to highlight expectations, impact on others and consequences for choices <p style="text-align: center;"></p> <p>4. In-class consequence</p> <ul style="list-style-type: none"> Time out Loss of Privilege Apology (verbal/written) Completing unfinished learning Recorded on HERO SMS (if required) Other 	<ul style="list-style-type: none"> Unkind words to peers Unkind words to adults Deliberate or directed swearing or inappropriate language Classroom disruption (e.g. repeated calling out, noises, interruptions, touching others, back chat) Refusal to follow safe & reasonable adult requests Minor physical (e.g. play fighting, tripping, pushing, hitting) Out of bounds Student choice to be late to class/school Inability to follow school/classroom rules Incorrect uniform Misuse of digital technology eg. use of phone in school time, internet safety Misuse of the environment or materials (e.g. graffiti, blocking toilet sinks) 	<ul style="list-style-type: none"> Repetition of a minor behaviour that is intense and causes ongoing disruption * Targeted verbal abuse Targeted bullying of a specific student/group of students Causes severe and deliberate physical harm Causes severe and deliberate emotional harm Severe and deliberate vandalism Ongoing truancy Possession of alcohol, tobacco, vapes, drugs or weapons at school <p style="text-align: center;">Defining CRISIS Behaviours Senior Management & BOT</p> <ul style="list-style-type: none"> serious physical assault possession of weapons, arson bomb threat(including false alarms) threats to or use of alcohol, tobacco, vapes, drugs or weapons at school 	<p>5. Removal by Team Leader and/or Senior Management</p> <ul style="list-style-type: none"> Removal from: class/playground or other environment/event Removal to: Other class, Admin. Area or Thinking Room Record incident on HERO SMS <p style="text-align: center;"></p> <p>6. In-class/Team/Schoolwide Consequence</p> <ul style="list-style-type: none"> Time out of class/activity Withdrawal from playground Withdrawal from classroom Playground/Classroom restrictions Thinking Room Reflection Apology & Restorative Conversation (written or verbal) Loss of Privilege (eg. participation in an event) KIVA Team Referral (See Appendix 1) <p>7. No improvement or escalation of behaviour</p> <ul style="list-style-type: none"> * In-class/team/schoolwide consequence * Student, School & Whanāu meeting * Individual Behaviour Plan/Goals developed and reviewed * KIVA Team Referral (See Appendix 1) * Senior Management & SENCO support <p style="text-align: center;"></p> <p>8. Formal Interventions</p> <ul style="list-style-type: none"> Possible stand-downs, suspensions and/or exclusion Senior Management & SENCO support <p style="text-align: center;"></p>
	<p>* Moving of “repetition of minor behaviours” to a major behaviour is at the discretion of the classroom teacher and leadership team. This depends on the CONTEXT, intensity and impact of the minor behaviour.</p>		

When responding to inappropriate behaviours Te Ahi Kaikōmako Rolleston School staff will use the following framework as a checklist to ensure these essential elements occur:

BASED ON THE INAPPROPRIATE BEHAVIOUR BEING RESPONDED TO:

COMMUNICATION	COMPASSION	CONSEQUENCE	COACHING
<p>Who do I need to communicate with?</p> <ul style="list-style-type: none"> • Other teaching staff • School SENCO • Leadership Team • Parents/Caregivers of student(s) displaying inappropriate behaviour(s) • Parents/Caregivers of student(s) who were targets of inappropriate behaviour (if any) • Other – Outside Agencies/Support Networks <p>What is the most appropriate form of communication?</p>	<p>Who may I need to provide support for as a result of the inappropriate behaviour?</p> <ul style="list-style-type: none"> • Student(s) who were targets of inappropriate behaviour (if any) • Parents/Caregivers of student(s) who were targets of inappropriate behaviour (if any) • Student who was displaying inappropriate behaviour(s) • Parents/Caregivers of student(s) displaying inappropriate behaviour(s) • Te Ahi Kaikōmako Rolleston staff 	<p>What is a fair and logical consequence to this inappropriate behaviour?</p> <p>Have I communicated and explained this consequence to:</p> <ul style="list-style-type: none"> • Students • Parent/Caregivers • Relevant Te Ahi Kaikōmako Rolleston staff • BOT 	<p>What may I need to do to support the student who is displaying the inappropriate behaviour?</p> <ul style="list-style-type: none"> • Re-Teach expected behaviours/values • Independent Behaviour Plan and/or Goals (including resources and additional strategies) • Seek support from another staff member, parents/caregivers and/or outside agency.
<p>Guidelines:</p> <ul style="list-style-type: none"> • Parents/Caregivers of student(s) displaying inappropriate behaviour(s) and, if necessary, Parents/Caregivers of student(s) who were targets of inappropriate behaviour, will be communicated with by the appropriate staff member if a major and/or crisis behaviour has occurred. • Parents/Caregivers may be communicated with by the appropriate staff member if a Minor Behaviour has occurred. This is dependent on the context, intensity and/or impact of inappropriate behaviour. • Communication will include a verbal or written overview of the incident using the ABC method, and when appropriate what support may occur (COMPASSION and/or COACHING) and the CONSEQUENCE for the displayed inappropriate behaviour 			

KEY FEATURE 6: Monitoring & Evaluating Positive Behaviour For Learning Framework

- Behaviour Data will be recorded on our secure and private HERO System. Depending on the context, most MAJOR/CRISIS inappropriate behaviours will be recorded by Te Ahi Kaikōmako Rolleston staff. Individual teachers may wish to record MINOR inappropriate behaviours if these begin to be repetitive.
- Behavioural data (including HERO data, student surveys, teacher reviews, parent/caregiver feedback, BOT reporting) will be used to continually improve the environment, systems and implementation of the Positive Behaviour for Learning Framework at Te Ahi Kaikōmako Rolleston School.

APPENDIX 1: KIVA TEAM REFERRAL PROCESS

Te Ahi Kaikōmako Rolleston School Definition of Bullying:

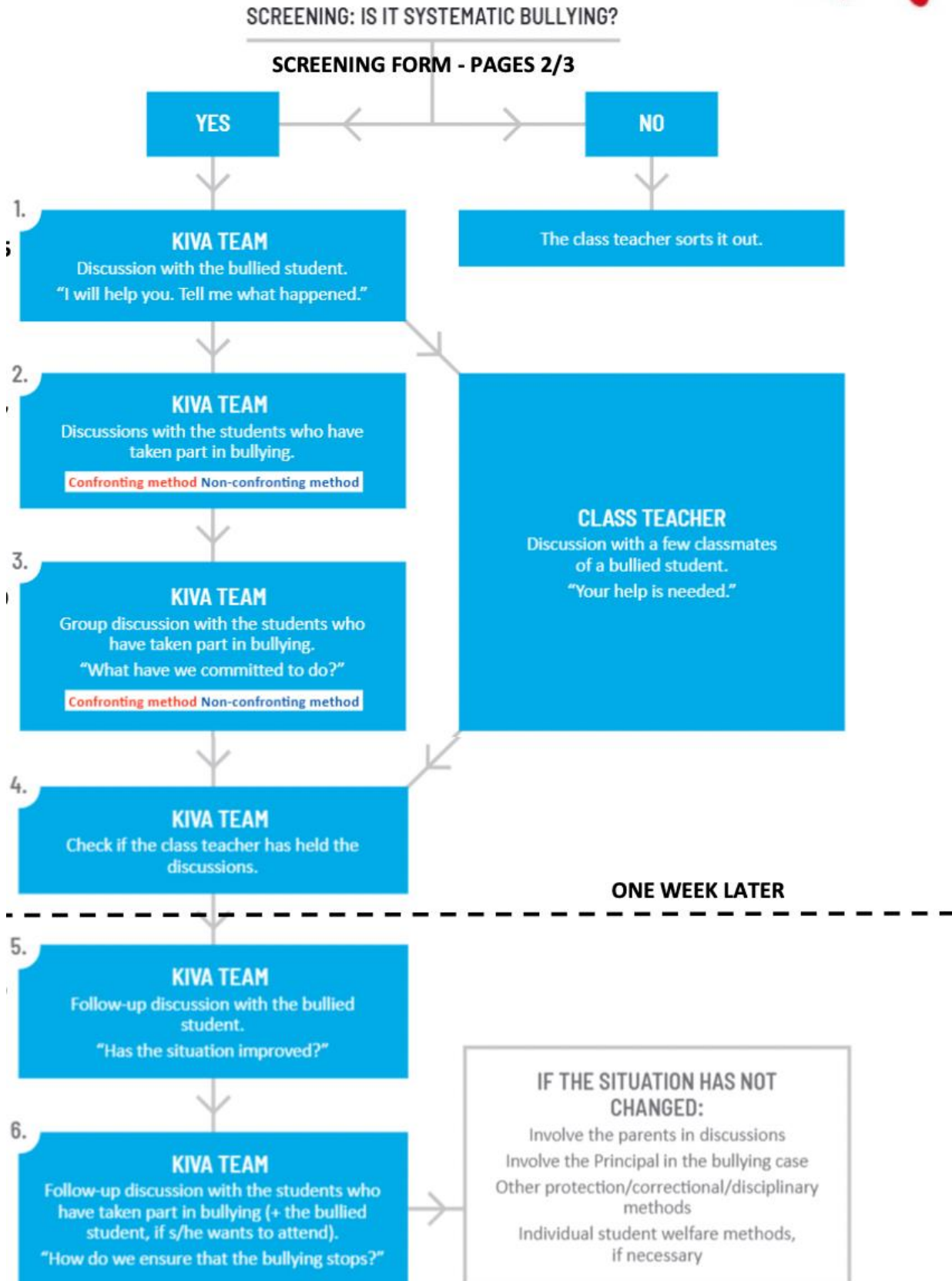
“A harmful behaviour/degrading treatment which is deliberate, repeated and/or targeted at a relatively defenceless or a less powerful person”

How Do I make a KIVA TEAM Referral

CONTEXT 1: <ul style="list-style-type: none">You are dealing with a behavioural incident that you decide fits the definition of Bullying.	CONTEXT 2: <ul style="list-style-type: none">A child approaches you to inform you they are being bulliedOthers approach you to inform you that another child is being bullied
Step 1: <ul style="list-style-type: none">Record the behavioural incident within the HERO Behavioural Page on the student who has taken part in the bullying behaviour.Click the KIVA TEAM TAGSelect the name of the student who has taken part in the bullying behaviour and go to the KIVA TEAM PAGE (HERO)	Step 1: <ul style="list-style-type: none">Go to HERO and select the name of the “Targeted Student” and click on the KIVA TEAM PAGE
Step 2 (KIVA TEAM PAGE): <ul style="list-style-type: none">Click the “About this Page”Click link - SCREENING AND DISCUSSIONS DOCUMENT Editable MASTERDownload Screening & Discussions Document (This makes the Document Editable)Save PDF Document to your computerComplete Screening Section of the Document (Page 1)Upload completed Screening & Discussions Document onto students KIVA TEAM PAGE.	
Step 3: <ul style="list-style-type: none">The Kiva Team will receive a notification of this post once you have either clicked the Kiva Tag and/or uploaded screening document to a student’s KIVA Page.The KIVA Team will meet and discuss the screening document and follow the KIVA Process (See Process Below).The KIVA TEAM will complete the rest of the SCREENING & DISCUSSION Documentation and upload back into student’s KIVA Page.Classroom Teachers/Senior Management can check completed SCREENING & DISCUSSION Documentation once KIVA process has been completed.	
Step 4: <ul style="list-style-type: none">The KIVA Team will make contact with relevant staff members and/or parent/caregivers to report back outcomes and potential next steps.	

KiVa Team Process

SUMMARY: HANDLING OF THE BULLYING CASES



APPENDIX 2: Positive Behaviour for Learning: Community Conduct Expectations

Rolleston School is committed to providing a safe and healthy environment for students, staff, and visitors.

Our Code of Conduct serves as a reminder to all parents, caregivers, and school visitors that their conduct must support everyone's emotional and physical wellbeing, and not harm it in any way.

The Code of Conduct applies:

- to all conduct, speech, and action, and includes emails, texts, phone calls, social media, or other communication
- while on school grounds or at another venue where students and/or staff are assembled for school purposes (such as a camp or sports match).

Standards of conduct

Rolleston School expects parents, caregivers, and visitors to:

- treat everyone with respect
- work together in partnership with staff for the benefit of students
- respect and adhere to our school values
- set a good example for students at all times
- follow school procedures to handle any complaints
- adhere to school policies and procedures (such as those listed below), and any legal requirements.

Examples of unsuitable conduct include:

- threats, bullying, harassment
- profanity/offensive language
- insulting, abusing, or intimidating behaviour
- racism or discrimination (e.g. based on ethnicity, religion)
- physical aggression
- deception/fraud
- damaging school property
- smoking, vaping, possessing, or using alcohol/drugs/other harmful substances on school premises or at another venue where students and/or staff are assembled for school purposes (except possession or use of alcohol in accordance with school policy)
- placing unreasonable and excessive expectations on staff time or resources
- pursuing a complaint or campaign, or making defamatory, offensive, or derogatory comments, regarding the school, its board, or any staff or students on social media or other public forums
- wearing gang insignia on the school grounds. (This is not allowed under the Prohibition of Gang Insignia legislation, and anyone wearing it will be asked to leave.)

Dealing with breaches of the Code of Conduct

How Rolleston School deals with breaches of our Code of Conduct depends on the nature of the incident and its seriousness, and the process any witness or victim of the behaviour feels most comfortable with. Examples include:

- documenting each instance of behaviour, including the date, time, place, who was present, what was said (verbatim if possible), how any witness or victim felt and/or responded
- holding a meeting with the relevant person, the principal, and/or board chair (or their delegate) or appropriate staff member to discuss the problem and possible resolution
- issuing a warning letter that outlines the problem and required resolution, and reminds them of the possible outcomes of repeated conduct
- arranging a meeting, which may include restorative practices, as an alternative or in addition to the processes above.

Outcomes of breaching the Code of Conduct

If a parent, caregiver, or visitor acts or speaks in a way that contravenes the Code of Conduct, possible outcomes may include:

- the school (principal, board member, or staff member) may ask a person to leave the school premises by revoking their permission to be on the school grounds, then asking them to leave under section 3 of the Trespass Act 1980.
- unacceptable behaviour of a criminal nature may result in the police being informed. For example, under section 30 of the Education and Training Act 2020, it is a criminal offence to insult, abuse, or intimidate a staff member within the presence or hearing of any student while on school premises or in any other place where students are assembled for school purposes. Other instances of criminal offending may occur where drugs are involved, an assault has occurred, or a person persists after being trespassed off school grounds.
- in the case of behaviour amounting to harassment, a restraining order may be sought.
- in some instances, it may be appropriate to refer behaviour to a third party for resolution. For example, a Facebook comment that contravenes this policy may result in a report to Facebook. If unacceptable behaviour occurs at a sports event or sports venue, then it may be appropriate to involve the governing body of that sport, event, or venue.