

BHBI SCHOOL	Procedure Manual
DISCIPLINE PROCEDURE	NAG 5

Rationale:

Blockhouse Bay Intermediate is a SWPB4L, a *School with Positive Behaviour for learning* practices. This approach and PB4L belief is what we bring to our discipline and reward procedures and systems.

To ensure this:

1. Our procedures and systems derive from our school vision of Ruia Taitea; we stand tall by our values and beliefs.
2. We promote and embed our school values through a shared language and culture amongst students, teacher and community.
 - Manaakitanga (Respect)
 - Whanaungatanga (Relationships)
 - Wairuatanga (Well-being)
 - Rangatiratanga (Leadership)
3. Teachers and children have clear procedures and systems (based on our values) to follow to ensure behavioural management is consistent throughout the school.
 - Staff are positive, firm and consistent
 - Our students achieve success from academic, cultural and sporting programmes and service opportunities.
 - Children are engaged in constructive play at break times.

Children internalise standards of behaviour and become self-disciplined through consistent management of behaviour by parents/caregivers and teachers through reference to the principles of *Restorative Justice as well as School Wide Positive Behaviour for Learning*.

This in turn creates a school environment that is a pleasant and safe place for all.

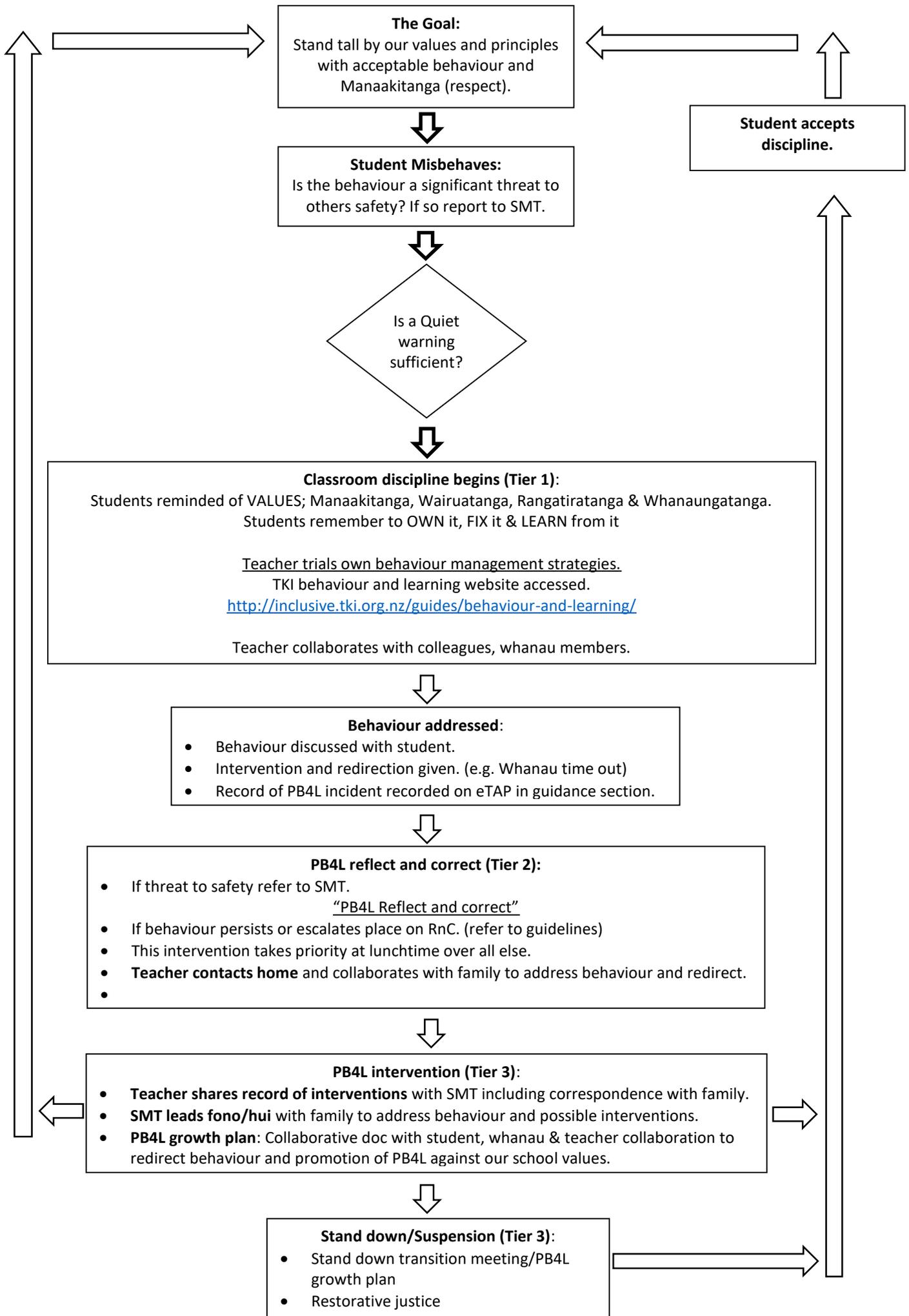
Purpose

1. To provide clear rules and guidelines for our students.
2. To ensure all students, staff and community have access to the rules and expected standards of behaviour.
3. To encourage SWPB4L systems and Restorative practices when problem solving approaches to discipline.
4. To motivate our students to accept, practise and internalise acceptable standard of behaviour here at Blockhouse Bay Int.
5. To involve our whanau in ensuring acceptable standards of behaviour are maintained and a safe and positive learning environment is created

Guidelines

- Students consistently demonstrating positive behaviour will have their behaviour validated and rewarded.
- Duty teachers and student voice reps will acknowledge and reward positive behaviours and engagement in the Playground.
- Discipline action will be fair and reasonable and follow the discipline procedural flowchart for Behaviour management and guidelines for Bullying.
- Consultation with Whanau and enlisting their support if their children's behaviour at the school is causing concern.

School PB4L Discipline Procedures FLOW CHART



PB4L Management System BHBI.

Behavioural Procedures

PB4L stands for Positive behaviour for learning and it is the framework for our discipline, intervention, reward and consequence systems.

At the heart of this framework, sits our four core values of *Manaakitanga*, *Whanaungatanga*, *Wairuatanga* and *Rangatiratanga*.

Our PB4L management system follows a three-tier process,

Tier One

This tier focuses on behaviour management on a daily basis to ensure every child has

1. a safe learning environment,
2. clear expectations for learning in the classroom,
3. clear expectations for relating to others positively,
4. validation for success and effort,
5. motivation to take responsible risks with their learning,
6. Positive strategies to manage impulsivity.
7. At the first sign of unacceptable behaviour, a discussion begins around the idea of "Own it, fix it, learn from it..."

(Use of strategies from TKI behaviour and learning website accessed.

<http://inclusive.tki.org.nz/guides/behaviour-and-learning/>)

Tier Two

Tier two looks at additional support with behaviour and learning for students who are not responding positively. This could include:

1. Immediate, clear and concise communication with home.
2. The use of RnC (Reflect and Correct) during break time, where the student has the opportunity to reflect on their behaviour against our school values and look at steps to correct that behaviour in the future.
3. RnC meditation to help manage impulsivity.
4. Teacher keeps record of progress on eTAP and keeps Whanau leader & SMT (senior management) informed of strategies discussed and used.

Tier Three

With tier three, the severity of behaviour and impact on learning for the student and their peers has intensified despite best measures. A member of senior management is immediately informed and the following may occur:

1. Teacher shares record of interventions (eTAP notes, discussions with whanau, strategies attempted etc) with SMT.
2. SMT leads a fono/hui with family to discuss behaviour and collaboratively design a personalized intervention.
3. PB4L growth plan: An inclusive action plan with whanau, teacher and student buy in. It aims to redirect behaviour against our school values using student voice, and is a daily record that whanau can observe and monitor progress.
4. Stand-downs and transition meetings following stand-downs.
5. Restorative justice fono/hui.

This *three-tier system* begins as students arrive at school before 8.30am and finishes at the end of the day.

School Values

1. Manaakitanga (Respect)
2. Whanaungatanga (Relationships)

3. Rangatiratanga (Leadership) and
4. Wairuatanga (Well-being).

Our core values sit at the heart of our school culture and our students' behaviour and attitude should be reflective of this. Classroom teachers may add to these values within their class as they develop their class rules/expectations.

School values and class rules/expectations will need to be displayed in a visible place and used to reinforce positive behaviour. Children should be able to recite their class rules.

Reflect and Correct (RnC)

This is a tier two intervention, to enable the student to take the time to reflect upon behaviour, that does not uphold our school values. During that time of reflection, the student has the opportunity to think of corrective steps to avoid these behaviours in the future. A teacher will be available during RnC to help them with this correction and next step planning.

Contact with the whanau should occur at this stage, but the classroom teacher will be the best judge of that, particularly if the student makes positive corrective steps.

RnC can also offer an opportunity for our students to use meditation as a strategy to manage their impulsivity. As well as the chance to discuss with a teacher or mediator a range of strategies, that would help with resolving conflict in a positive way or knowing the impact of words and actions on others.

Reflect & Correct aligns with the School PB4L Discipline Procedures FLOW CHART. Students will be encouraged to reflect on mistakes made and creating an action plan around our school values to correct this in the future.

The following will be used with reflect and correct action plans and can be adopted by the classroom teacher with Whanau or classroom timeout.

Manaakitanga (respect)	Whanaungatanga (family connection)
<p>How could I have shown Manaakitanga in this situation? What could I have done differently?</p> 	<p>How might I strengthen the pride and connection I have to my family? What would my family like me to do in this situation?</p>
Rangatiratanga (leadership)	Wairuatanga (spiritual)
<p>How could I have shown Rangatiratanga What would a leader have done here?</p> 	<p>How might I strengthen my own and others' Wairuatanga? How could I have dealt with this so I feel good about my decisions?</p> 

VALUES VOUCHER

This is a tier one incentive to promote the positive behaviours and values we would like to see our students display.

All staff (classroom teachers, SPEC teachers, Pounamu teachers, relievers, Teacher Aides, Librarian, Office Staff, grounds people etc) will hand out Values Vouchers to students who display a school value (Manaakitanga, Whanaungatanga, Wairuatanga, Rangatiratanga).

Staff will circle/highlight the Value displayed and explain to the student why they are receiving this Values Voucher. Students will record this into their Values tracking sheet, which will be an ongoing record for earning a potential service star. To achieve this, students will need to earn a VV and for each value, they need to show four different ways in which they have demonstrated each respective value. In total they need to earn 16 VV; (4x Manaakitanga, 4x Wairuatanga, 4x Whanaungatanga & 4x Rangatiratanga.); to then receive their green service star

The Values Voucher can be a validation, without a value needing to be highlighted or identified.

Each day, a student will go around to all classes and tally up the total of VV given out per day. This data will be given to Donna in the Library to present into a pie graph as a visual representation for the whanau competition. Each week at school assembly, the current pie graph will be shared with the school as an incentive to earn more. At the end of the term, the winning Whanau will get a prize e.g. Whanau mufti day, movie day etc. There will also be individual prizes for winners that are drawn out of the Values Voucher box.

Restorative Justice

RATIONALE: To develop ethical, caring children who aspire to care about themselves and those around them.

What is restorative justice?

Restorative justice is a philosophy that views harm and crime as violations of people and relationships. It is a holistic process that addresses the repercussions and obligations created by harm, with a view to putting things as right as possible.

Restorative justice is best practiced when guided by restorative values and principles and when those most affected are both the focus and the directors.

Restorative justice works according to the premise that crime and conflict inflict harm and that individuals must accept responsibility for repairing that harm.

Conflict is viewed as an opportunity for a community to learn and grow and for those involved to have their needs addressed. For this reason, the needs of all those affected by the harm are central in any restorative process.

We believe that when our kids make a mistake they need to:

OWN IT → **FIX IT** → **LEARN FROM IT**
Wrongdoing is a violation of people and relationships
Violations create obligations and liabilities

Justice involves victims, wrongdoers and the community in efforts to put things right

OUTCOMES FOR THE COMMUNITY

- Safety
- Positive outcomes for teaching and learning
- Maintaining standards
- Meeting expectations
- Justice is seen to be done
- Deterrence

OUTCOMES FOR THE WRONGDOER

- Made accountable
- Learn the difference between right and wrong and where the boundaries lie
- Learn that for every choice/action there is a consequence
- Prepare them for life after school
- Own their behavior
- To face up to the human consequence of ones acts, to face up to what one has done and to take steps to repair the damage

OUTCOMES FOR THE WRONGED

- To see that something has been done about it
- That the wrongdoer has been made accountable
- To feel safe and to not feel put to further risk
- Restitution

VICTIMS NEED



INFORMATION

Why were they picked on?

TRUTH TELLING

To feel they can tell their story

EMPOWERMENT

Getting some control back

RESTITUTION OR VINDICATION

Even if symbolic, receiving something back from the wrongdoer

WRONGDOERS NEED



ACCOUNTABILITY

Time to understand the victims feelings

HEALING

Ownership on how to make things right and to carry it through.

REINTERGRATION INTO THE COMMUNITY

Provided with optimism that their choice has had a positive outcome for themselves and the victim.