

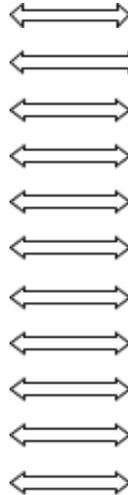


## Behaviour Expectations and School Rules

The students have rights but along with those rights come responsibilities. Much of the school rules and behaviour expectations are based on those rights and responsibilities.

### Rights

- To feel safe and happy at school
- To achieve my best at school
- To be spoken to politely
- To be treated fairly
- To have my opinions listened to
- To be able to join in
- To be encouraged
- To have my property respected
- To have a clean and tidy school
- To have a well equipped school
- To have my rights respected



### Responsibilities

- To help others feel safe and happy at school
- To allow others to achieve their best
- To speak to others politely
- To treat others fairly
- To listen to others opinions
- To let others join in
- To encourage others
- To respect the property of others
- To keep my school clean and tidy
- To look after the equipment at school
- To respect the rights of others

As well as these behaviour expectations certain rules need to be followed. Following these school rules should ensure that all the students are physically and emotionally safe and maximise the learning opportunities provided to them.

Unacceptable Behaviours	Banned Items	Notes on banned items
<ol style="list-style-type: none"> <li>1. Inappropriate language.</li> <li>2. Bullying.</li> <li>3. Spitting, fighting, assault or harassment of any kind.</li> <li>4. Vandalism. Offenders may be asked to pay for damage that is intentional or caused by carelessness.</li> <li>5. Theft.</li> <li>6. Tagging of any form.</li> <li>7. Lateness to school and absence without permission.</li> <li>8. Disobedience and/or defiance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Drugs, solvents, cigarettes, vapes, matches, lighters, spray cans and alcohol.</li> <li>2. Dangerous materials, weapons and explosives.</li> <li>3. Fizzy drinks, energy drinks and caffeine drinks.</li> <li>4. Bubble gum, chewing gum and lollipops.</li> <li>5. Pornographic material.</li> <li>6. Skateboards, iPods and other valuable electronic items. The school accepts <b>no</b> responsibility for such items.</li> </ol>	<p>➤ If a student needs to bring their mobile phone to school it is to be handed in to the classroom teacher who puts in it the lockable cupboard for the day. Valuables will be returned to the student at 3pm.</p> <p style="text-align: center;"><b>Compulsory Items</b></p> <ol style="list-style-type: none"> <li>1. Wearing the correct school uniform unless prior written permission has been obtained. It is strongly advised that uniform items are named.</li> <li>2. Safety helmets for cyclists.</li> </ol>

We encourage all our students to display our four school values both inside and outside of school:

- Rangatiratanga (Leadership)
- Whanaungatanga (Relationships)
- Manaakitanga (Respect)
- Wairuatanga (Well-being)

# 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 values discussion begins around the idea of "Own it, fix it, learn from it..."

## 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. Restorative conversations between students designed to restore relationships where harm has been caused (facilitated by a teacher, Whanau Leader or a member of Senior Management)
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. 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 personalised 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.**