



Wakefield School's Positive Behaviour Plan

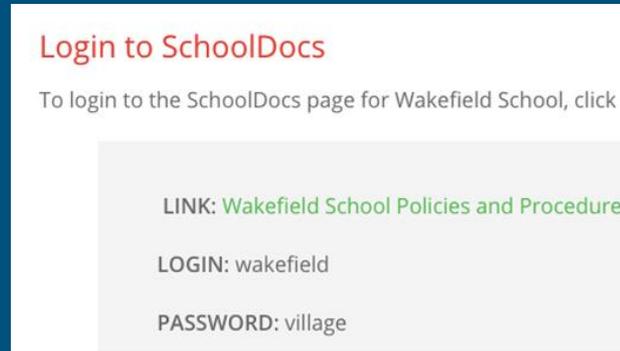


Overview of this evening:

- Introduce policies, procedures and where to find them.
- STAND values and their pivotal role within our school culture.
- Other supporting documents
- A new approach

This evening is an overview, individual cases can be discussed at another time.

Where to find our Policies, procedures and plans



Show Respect	<p>Caring for our environment Caring for others Caring for ourselves</p>	Manaakitanga
Take Responsibility	<p>Managing ourselves Leading our learning Being team players</p>	Rangatiratanga
Aim High	<p>Always trying our best Seeking opportunities Believing we can be successful</p>	Whāia Te Iti Kahurangi
Never Give Up	<p>Embracing all challenges Being determined Seeking support</p>	Kia Kaha Tonu
Do The Right Thing	<p>Respecting 'Our Way' Being role models Celebrating our differences</p>	Tikanga

Wakefield School Agreed Guidelines

<p><i>Being Safe means</i></p>	<p><i>Being Unsafe means</i> <i>Internal School process</i></p>	<p><i>Being Unsafe means</i> <i>Internal and external processes</i></p>
<ul style="list-style-type: none"> • Making sure that our actions consider the safety of ourselves and others at all times. • Respecting all school rules and expectations. • Using common sense in situations that we are unsure of or seeking support. 	<ul style="list-style-type: none"> • Using equipment recklessly. • Ignoring school boundaries. • Low level non compliant behaviour. 	<ul style="list-style-type: none"> • High level bullying. • Using equipment with an intent to cause injury. • Ignoring the school boundaries and putting yourself or others at risk . • High level non compliant behaviour.
<p><i>Being Fair means</i></p>	<p><i>Being Unfair means</i></p>	<p><i>Being Unfair means</i></p>
<ul style="list-style-type: none"> • Making sure our actions have a positive impact on ourselves and others. • Take turns and share all school equipment evenly. • Allowing all students to learn without distraction. • Treating people around you with respect. • Giving all learning opportunities 100% effort. 	<ul style="list-style-type: none"> • To actively control the use of equipment that is not considerate of other students. • Opting out instead of giving 100%. 	<ul style="list-style-type: none"> • Disrupting the ability for yourself or others to learn. • Repeated disrespectful behaviour. • Deliberate serious dishonesty.
<p><i>Being Kind means</i></p>	<p><i>Being Unkind means</i></p>	<p><i>Being Unkind means</i></p>
<ul style="list-style-type: none"> • Making a positive impact on others lives each day. • Caring for yourself and others. • Actively sharing and including others. • Allowing yourself and others to flourish in our environment. • Looking for ways to solve conflict. 	<ul style="list-style-type: none"> • Impulsive swearing (non directed). • Not sharing of 'shared' equipment. • Low level teasing and name calling. • Deliberate harassment of others. 	<ul style="list-style-type: none"> • Swearing with intent or to control others. • Active or deliberate excluding. • Being cruel. • Physically hurting others.

Behaviour in the Red Zone initiates any or all of the following:

Restorative process, warnings, time/ privileges removed, DP advised, parents contacted, incident recorded in ETap, in school stand down, stand down

Our Way



Is it Safe?
Is it Fair?
Is it Kind?

And remember:

- Stay in the school grounds.
- Walk inside buildings and along decks.
- Play outside at break times unless the rain bell goes.
- Leave toys at home.
- Keep off the grass when the red flags are out.
- High kicking of balls on the field only.
- Look after our gardens.
- Wear a wide brimmed hat in terms 1/4 and shoes in terms 2/3.
- No lollies and only water for drinks.
- Sit down to eat at morning tea and lunch.
- Play tackle rugby with a mouthguard and teacher supervision.
- Scooters and bikes cannot be used between the hours of 8.00am and 3.15pm (excluding pump track).

Thank you for keeping our school a happy place!



Current changes within our
Behaviour management



EQUALITY vs. EQUITY



Equality = Sameness
GIVING EVERYONE THE SAME
THING → It only works if
everyone starts from the same
place



Equity = Fairness
ACCESS TO THE SAME
OPPORTUNITIES → We
must first ensure equity before we
can enjoy equality

Traditional responses

- ▶ **What happened?**
- ▶ **What rule was broken?**
- ▶ **Who's to blame?**
- ▶ **What punishment is deserved?**

The focus has changed from punitive to accountability

Why Did We Punish?

- ▶ Quick fix, easy
- ▶ We've always done it this way
- ▶ Expectations from others?
- ▶ Makes us feel powerful
- ▶ Satisfies the need for a primitive form of justice (revenge, shame)
- ▶ Chaos will reign if we don't
- ▶ Belief that getting to the bottom of a problem is just a fancy way of "doing nothing"

Restorative Response

Ask yourself...



Is it Safe?



Is it Fair?



Is it Kind?

OUR *STAND* VALUES

Show Respect

Take Responsibility

Aim High

Never Give Up

Do The Right Thing



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Making Things Right

- 
- ▶ Restorative practice seeks to heal and put things right

Adapted from Zehr and Mika, 1997

Margaret Thorsborne and
Associates, 2011

To the person who did wrong

Step One

We're here to talk about...

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who do you think has been affected by what you did?
- How have they been affected?

Step Three

Let's fix this...

- How can you make things right?
- How can we make sure this doesn't happen again?
- How can I help you to do that?

To the person who was hurt

Step Two

- What did you think when it happened?
- What have you thought about since?
- How has it affected you?
- What was the worst thing about it?
- What would make things right?

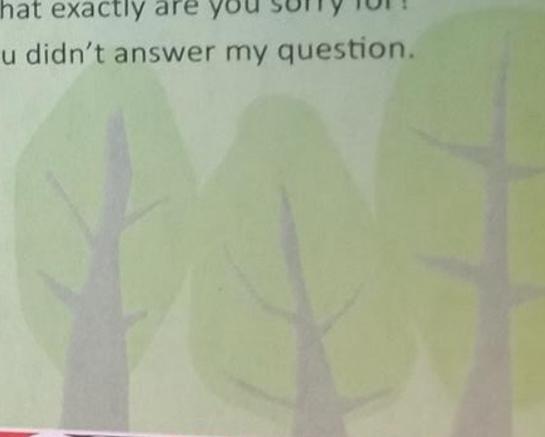
Step Four

Let's fix this...

- How do you want me to check that the problem has been fixed?

Extra things you could try

- Was it the right or wrong thing to do?
- Was it fair or unfair?
- Was it helpful or unhelpful?
- What exactly are you sorry for?
- You didn't answer my question.



*Students also run restorative practice
through the Peer Mediation Role.*

Building Resilience

Resilient people are aware of situations, their own emotional reactions and the **behavior** of those around them.

In order to manage feelings, it **is** essential to understand **what is** causing them and why.

By remaining aware, **resilient people can** maintain control of a situation and think of new ways to tackle problems.

Any questions or comments?
