



BLOCKHOUSE BAY  
PRIMARY SCHOOL

# Positive Behaviour and Wellbeing Plan



Updated 14.2.26

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# Blockhouse Bay Primary School

*We Seek - We Strive - We Soar*

## Supporting Positive Behaviour and Wellbeing at Blockhouse Bay Primary School

### He Manu Rere

A Soaring Bird - Graduate Profile



### Rationale

Appropriate and acceptable behaviour at school is a student, staff, parent and whānau responsibility. This provides safety for students and staff and provides the conditions for learning to happen. Protocols foster appropriate and acceptable behaviour and provide consistency of approach for students, staff, parents, whānau and the community. These set out procedures for both supporting desired behaviour and managing undesirable behaviour.

### Aims

- A positive, inclusive environment within the classroom and the playground where cultures and diversity are celebrated
- Use of restorative practices so that conflicts can be solved in positive and non-violent ways
- Recognition of students whose appropriate behaviour promotes a positive and caring school
- Establishment of guidelines and procedures to protect the rights and safety of all individuals

## Guidelines

- Staff, students, parents, whānau and the community will be informed of school expectations for appropriate and acceptable behaviour
- These guidelines, Manaakitanga - our school rules, the School Vision statement, 'He Manu Rere' Learner Profile will be used as a framework to scaffold positive behaviour and wellbeing at Blockhouse Bay School
- Access to 'Supporting Positive Behaviour and Wellbeing at Blockhouse Bay School' will be available electronically to staff, parents, whānau and the community
- New staff will be made familiar with 'Supporting Positive Behaviour and Wellbeing at Blockhouse Bay School' through the induction process
- Staff are to know, understand and follow procedures to support positive behaviour as well as for inappropriate behaviour and crisis intervention as documented in the 'Supporting Positive Behaviour and Wellbeing at Blockhouse Bay School' plan

## Links to the Te Mātaiaho | New Zealand Curriculum

### Vision

Te Mātaiaho | New Zealand Curriculum is a statement of official policy related to teaching and learning in Aotearoa/New Zealand schools. Te Mātaiaho's vision states "Our schools and kura will educate the innovators, carers, and leaders of tomorrow, fostering knowledge, responsibility, creativity, compassion, and curiosity" and that "every student, regardless of background — is supported to thrive."

Te Mātaiaho | New Zealand Curriculum 2025.

The 'Supporting Positive Behaviour and Wellbeing at Blockhouse Bay School' Plan reflects the vision of Te Mātaiaho | New Zealand Curriculum, providing clear direction for all in order to develop a school culture and conditions where children thrive. The plan provides guidance on how to develop positive behavior as well as how to respond to inappropriate behaviour.

### Capabilities

Capabilities are broad, holistic attributes that enable students to adapt, apply and transfer their learning in diverse and changing contexts. They encompass knowledge, skills, dispositions, values, and attitudes and are embedded within and across each learning area of Te Mātaiaho. They are also embedded in the actions of this plan. They include Communication, Relating to others, Self-management and self-regulation, Problem solving and Creativity.

Capabilities are embedded throughout the Learning Areas of the curriculum and opportunities to explore them arise throughout the school day. Teachers both notice where capabilities are emerging and respond when students need explicit support to develop them.



# Manaakitanga: Our School Rules

'Manaakitanga' is the name of the Rules for behaviour and how we relate to each other in our school. They are displayed in classrooms, around the school and are published on our website.



'Manaakitanga' is one of the attributes identified in 'He Manu Rere' our Learner Profile.

Our School Rules provide the framework for all discussions with students in order to support positive behaviour and also any adjustments to behaviour that is needed.

## Creating a Learning Community that fosters Positive Behaviour and Wellbeing

1. Provide a welcoming, safe physical environment
2. Create an inclusive environment that is high in warmth and low in criticism, encompasses and values all children, shows respect for culture and diversity, and nurtures cultural connections
3. Involve children in decision-making. Work collaboratively with children to create a class treaty/agreement which promotes learning. Ensure common understanding and display this treaty prominently
4. Discuss and regularly practise restorative techniques. Restorative techniques help children to build resilience, accept mistakes and self-manage their own behaviour
5. Use individual short-term goals. Consider learning preferences, methods of instruction, carefully designed learning spaces, matching of tasks to ability
6. Listen and respond to students. Be firm but fair. Children thrive on consistency
7. Smile, use humour, and show interest in your job and in your children. Do some fun activities every day
8. Support and develop positive behaviours by giving children positive, specific feedback. Use the child's name and specifically state the behaviour being praised. Praise can be given in passing, in a quiet chat or in a note, email or card home
9. Extrinsic reinforcers, which are varied and interesting, may also help motivate children and enhance desirable learning and behaviour however encourage children to work towards intrinsic rewards
10. Ask for input and assistance if needed from colleagues, team leaders and senior staff
11. Share and reflect with colleagues regularly, a collaborative approach to find effective strategies or approaches can often support, solve or diffuse situations

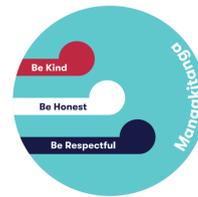
# Promoting a Positive Playground Community

## Systems to support Positive Behaviour and Wellbeing in the Playground

1. A variety of playground activities and equipment are to be made available to the children through the outside areas such as the sand pit, Fale Area and the Sports shed
2. Use of Te Manawa- Library and Makerspace will be available for those students wishing to engage in reading, research, indoor games, designing and making
3. Supervised sports, clubs and activities are to take place regularly
4. Activities are to be available in shared spaces for New Entrants and younger students to support play and belonging
5. Children are to sit for a minimum of ten minutes when eating at breaks. Teachers in each team to share supervision for class eating at breaks
6. Staff are on duty, on time and are to actively patrol their designated area. Duty teachers are to wear fluorescent jackets for visibility and carry their mobile phones with office number programmed in
7. Peer mediators are on duty each break. Mediators wear green high-vis vests so they are easily recognizable. Mediators are to be trained and to receive on-going monitoring
8. Sun safety procedures are to be followed. Students and all staff must wear a hat in the playground in Term 1 and 4. Children without hats must play in the shade. Duty teachers monitor this
9. Tuakana classes are to provide wet day supervision in Pōhutukawa, Kōwhai and Rimu classes on wet days and staff will be on duty
10. Playground observations and analysis of behaviour records are to take place regularly to reflect upon what is working well, any improvements that can be made



# Playground Roles and Responsibilities



## Students:

1. Follow the rules
2. Participate in the playground and Te Manawa in safe ways
3. Are kind and include others in playground activities
4. Independently attempt to solve problems or disputes in kind, respectful and fair ways by using words
5. Respect peer mediators
6. Report any harmful or unsafe incidents to the duty teacher

## Peer Mediators:

1. Are reliable, responsible and follow training procedures.
2. Mediate children's disputes and facilitate in reaching a solution
3. Record names of children receiving mediation or displaying prosocial behaviour
4. Help children join in games
5. Seek help of duty teachers if needed

## Learning Assistants:

1. Are on time and to be constantly alert and mobile, following and supporting their assigned children
2. Know playground or Te Manawa expectations and follow procedures including the procedure for crisis intervention.
3. Listen to children, diffuse and guide children to solve disputes and problems, initiate games and friendships
4. Enlist duty teacher's help when necessary
5. Are aware of specific support needed for individuals
6. Inform Lead Teacher DP/AP of any incident of concern

## Teachers:

1. Are on time to duty areas and to be constantly alert and mobile
2. Are friendly and approachable
3. Listen to children, diffuse and guide children to solve disputes and problems, initiate games and friendships and take action when required
4. Use specific praise and reward prosocial behaviour and care of the environment. Topa tickets may be used
5. Encourage safe, appropriate play with positive interactions
6. Understand and follow school procedures and call for help if necessary
7. Are aware of specific support needed for individual children
8. Ask children for their input about the incident that happened on the playground
9. Report any incidents of concern to the class teacher and serious incidents to Senior Leaders (Verbally in person or via phone call immediately)
10. Record a Hero Behaviour Post when a Major incident, or repeated Minor, when known, occurs

## Definitions: Major and Minor

Minor	Major
1. Hassling and teasing unkindly or disrespectfully talking without thought to peers or adults e.g name calling, silly talk, put downs, eye rolls and backchat	1. Repeated, deliberate and intentional unkind and/or offensive communications or actions, either verbal, written, digital or otherwise, which could cause emotional distress (May be repeated, ongoing, targeted hassling and teasing)
2. Mild push, poke, brush off or touching which may be because of disputes between friends or designed to distract or annoy peers	2. Physical actions such as kicking, spitting, hitting, punching, touching which impacts others or causes injury
3.i. Lack of care and respect of classroom resources ii. Touching others belongings to distract or annoy e.g. move tote tray, taking pencil cases, move school bags (No damage caused)	3. Wilfully damaging or taking school or others' property
4. Not in class on time and unprepared with equipment e.g. group of children often late coming in from breaktimes	4. Leaving school grounds
5.i. Child slow to respond to teacher direction, is dismissive, distracted or ii. Child does not listen when another child says no or stop or constantly interrupts peers and teacher iii. Not adhering to expectations e.g. tidying up, caring for equipment, appropriate voice levels, no running on decks or inside	5. Repeated defiance, non-compliance and/or disrespect
6. Silly behaviour in the bathrooms (unless repeated ongoing and affects the caretaker)	6. Inappropriate urinating or defecating
7. Not following teachers' instruction when using digital tools	7. Using a digital tool inappropriately to search for banned content
8. Any other behaviour or action which is annoying or disrespectful or inappropriate	8. Any other behaviour or action which because of its <b>frequency, intensity or seriousness</b> is of concern
	9. Bullying which has the attributes of being deliberate, power imbalance, repetition, harmful See Page 11 for more information)

### Who responds?

<ol style="list-style-type: none"> <li>1. Teacher who sees or experiences the incident e.g. class, release, duty</li> <li>2. Collab partners discuss and plan support</li> <li>3. Team Leader if required (repeated behaviour, not responding to teacher) <ul style="list-style-type: none"> <li>● At time of incident</li> <li>● Team meeting support discussion</li> </ul> </li> <li>4. Record on Hero if emerging pattern is evident or Senior Leaders have requested</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher who sees or experiences the incident ensures safety, supports de-escalation, calls Senior Leader member</li> <li>2. Senior Leader follows up <ul style="list-style-type: none"> <li>● Y0-2 AP</li> <li>● Y3/4 Lead Teacher</li> <li>● Y5/6 DP</li> </ul> </li> <li>3. All Senior Leaders support as required</li> <li>4. Incident investigated by Senior Leader. Appropriate next steps undertaken as procedures</li> <li>5. Recorded on Hero</li> </ol>
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# Minor Incidents: Classroom and Playground

## Procedures:

### Step 1: Notice Potential Incident

#### ***Respond and Redirect***

Use a non-verbal prompt- e.g. eye contact, hand signal and move closer and then praise the required behaviour

Talk with the student in a positive tone. Say what's happening and redirect.

- Harry, you are throwing the lego, that might hurt someone, please sit down and build something
- Harry, you can see Lisa is busy on her chromebook, move away  
OR
- Harry, what could/should you be doing?
  - Do you know what to do? (Teacher considers is the task too easy/too hard? Does the child need some help?)
  - What are you going to do now?

### Step 2 & 3: Child Slow to Respond

#### ***Repeat, Respond and Redirect***

If behaviour is repeated, redirect again as above (this can be done up to two times).

- Use language like "Use your learning time wisely" and "Make a responsible choice"

### Step 4: No Change in Behaviour?

#### ***Thinking Spot (see Appendix 4)***

If the behaviour re-occurs the child goes to a Thinking Spot - (May be Time in or Giving them space, sitting on a seat in the playground)

- Ensure that this is only for a limited time (rough guide - half their age)
- Use the agreed reflective questions to help children reflect
  - What was I doing?
  - What could/should I have been doing?
  - What am I going to do?
- When necessary, have a restorative chat. You could use "if you muck up, you fix up, you move on"
- Facilitate apologising and accepting the apology
- Debrief with collab partner. Work together to plan proactively for future challenges.

#### **Thinking Spot**

What was I doing?

What should I have been doing?

What am I going to do?



### Step 5: Repeat in Behaviour Despite Intervention

#### ***Team Leader Thinking Spot***

- Send the child to the Team Leader (this is also timed).
  - Thinking time with Team Leader (or another Team member if not available)
  - See above for process

## Step 6: Repeated Minor Behaviours

### Team Meeting Referral

If this continues, discuss at Team meetings and record in Ākonga of Note. Team to consider appropriate responses and support. Senior Leaders monitor and respond if necessary

## Minor Incidents Flowchart (See Appendix 5)



# Responding to Major Incidents: Classroom and Playground

## Procedures

Be aware of escalations in behaviour and intervene at the earliest opportunity. De-escalate the situation by withdrawing the child (or if this is not possible other children) from the scene, distracting or reassuring. Be aware of triggers for children at risk.

### If a major incident arises:

- 1. Ensure that all children and staff are safe.**
  - Move onlookers away.
  - Remove other children from the area if unsafe (if in the classroom, the class moves to their partner class).
- 2. Seek assistance from the Lead Teacher/SENCo/AP/Principal**
  - Phone appropriate person
  - If you are unable to contact them, ring the office
  - Send a child there and office staff will contact an appropriate person.
- 3. Do not chase the perpetrator.**
  - Give him/her space. Stand side on, palms open. Use measured tones, level volume and partial agreement. e.g. "I can see you are really angry and I want to help you to solve this issue. Let's go for a walk and we will discuss it later." Do not confront.
  - Aim to move them to a quiet space where the matter can be solved - ideally, this is likely to be the Associate Principal's or SENCo office but can be any safe space
- 4. If the child is calm, walk with them to a cooling off place**
  - (nearest quiet, visible, safe space)
- 5. Inform Lead Teacher/DP/AP/Principal immediately of the incident.**
  - Use a phone (ask another teacher or student to support)
- 6. Lead Teacher/SENCo/AP/Principal gathers information**
  -
- 7. Teacher to make a Hero Behaviour post**
- 8. The Lead Teacher/SENCo/AP/Principal investigate the incident.**
  - Teachers to provide information
  - Other onlookers provide information
- 9. Restorative practices followed** when the child is calm at a time which is appropriate
- 10. The Lead Teacher/SENCo/AP/Principal is to decide when the appropriate time is for the child to re-enter the classroom to ensure success.**
  - The class teacher will be notified of the incident and consequences before the pupil returns to class
- 11. Other children involved in the incident will be supported**
- 12. The Lead Teacher/SENCo/AP/Principal will contact parents of those involved**
- 13. The Lead Teacher/SENCo/AP/Principal will document the incident including updating the Hero Behaviour post**

# **Restorative Process at Blockhouse Bay School**

## **Step 1 Notice and respond**

A child approaches or the teacher observes a problem. If a child is too heightened, delay talking. Give them time. A dysregulated child is not able to have a restorative conversation. Support the child to be calm. Delay the conversation if needed.

## **Step 2 Set parameters**

Set parameters for the discussion. Explain to the children what the rules are. One person speaks at a time. We don't speak over each other. We show respect to all (other children and adults). We show manaakitanga - we are honest. Send other children away.

## **Step 3 Investigate**

Listen and Investigate - with an open mind. Say "Tell me what happened?" Prompt "And then?" Give each child a time to speak - make sure the other child does not speak

Give each child the opportunity to clarify - does that sound right? Prompt/seek clarification where there are differences. The teacher may need to involve witnesses and separate children for a moment.

## **Step 4 Summarise: Use: "Muck up, Fix up , Own up and Move on" Framework**

Are we in agreement with what has happened? "Let's summarise what has gone on. So we agree there has been a muck up? Can you we/own up? How do we fix up? What needs to be done?" Sometimes the child will come up with what needs to happen, sometimes the teacher suggests. Sometimes children need time to do this. That's okay.

Some prompts during fixing up: We use a respectful voice, we make eye contact, we own up for apologising for what we have done. The other child acknowledges the apology.

## **Step 5 Move on and Check in**

How can we move on? Agree on appropriate actions for restoration. Where possible use natural consequences. Ensure these are age-appropriate and achievable. Set a timeframe and provide support. Is everyone ok? Do we need to do anything else?

# Restorative Process Flowchart (See Appendix 6)

## Restorative Process Steps



### Notice and Respond

Observe the problem and support the child to calm down. Delay conversation if needed.



### Set Parameters

Establish rules for the discussion, ensuring respect and honesty.



### Investigate

Listen to each child's perspective with an open mind. Prompt for clarification.



### Summarise

Use the "Muck up, Fix up, Own up and Move on" framework to reach an agreement.

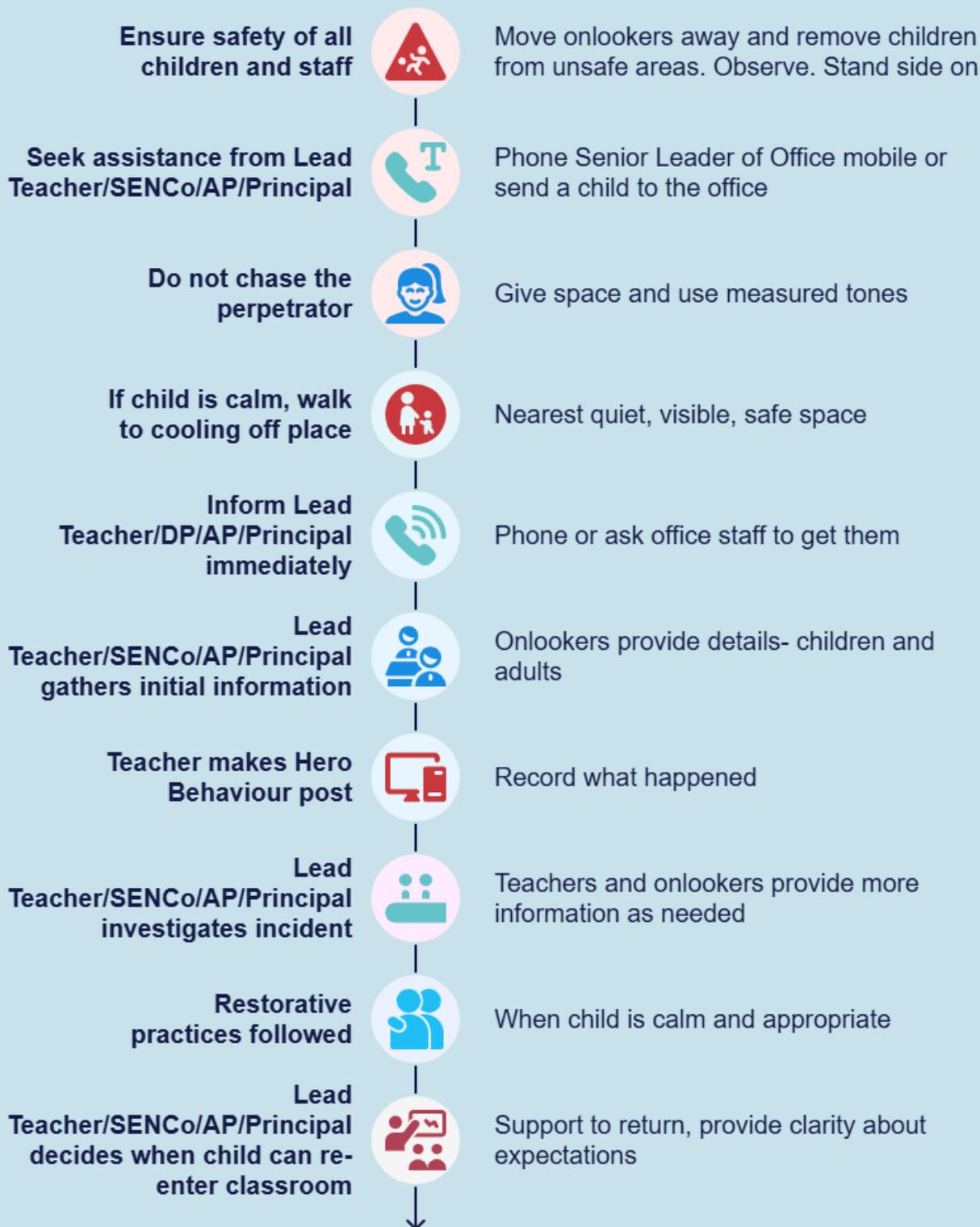


### Move On and Check In

Agree on actions for restoration, use natural consequences, and check in with everyone.

# Major Incidents Flowchart (See Appendix 6)

## Responding to a Major Behaviour Incident



# Procedures for responding to Unacceptable Behaviour after the incident

## Investigation and Consequences

1. Teachers witnessing, being told about or hearing about major incidents are to verbally inform the Lead Teacher/SENCo/AP/Principal as soon as possible. (Inform office staff if they are not available and they will inform the appropriate person)
2. Each incident/circumstance will be investigated thoroughly by the appropriate staff member (who this is depends on the severity of the behaviour)
3. Restorative practices will be followed. Use the restorative statement when talking with students, that they if they 'muck up', they can 'own up', 'fix up' and then move on positively (**See Appendix 7 and Appendix 10**)
4. Consequences will be just, fair and considered
5. Parents/Whānau will be informed and included by the Lead Teacher/SENCo/AP/Principal depending on the severity of the behaviour and the context and prior information concerning the child
6. A Behaviour Post will be made on Hero and supporting records will be kept of incidents as necessary



# Bullying

Bullying is very serious and distressing for everyone involved. Bullying can happen anywhere and to anyone in lots of different ways. No matter where or how it happens we all have a responsibility to make it stop. All children have the right to feel safe, secure, accepted and valued. The strategies in this plan are an ongoing, proactive approach to helping our children and community feel safe, accepted and valued.

It is important to distinguish bullying from other unkind, mean and harmful behaviour. Calling someone a name or pushing someone, being rude or having an argument with someone once is not bullying. These behaviours will be addressed but may have different consequences and interventions, which is why the distinction is critical. Bullying is a societal issue and partnership with our parents and whānau to support wellbeing and address bullying is essential.

## Social Skills and Anti-Bullying Strategies

Children will be supported to develop respectful, healthy relationships and to understand the roles and responsibilities which are part of belonging to our caring, kind and supportive school community. Children will also learn how to recognise bullying and to respond to it, including how to seek help when required.

## What is Bullying?

To be defined as bullying, the following four components must be present:

1. **Bullying is deliberate** - there is an intention to cause harm
2. **Bullying involves a power imbalance** – there is an actual or perceived unequal relationship based on physical size, age, gender, social status or digital capability and access
3. **Bullying has an element of repetition** – bullying behaviour is not usually one off
4. **Bullying is harmful** – there is short or long-term physical or psychological harm to the person being bullied

## Types of Bullying

Bullying occurs in the physical world or digital world and may be overt or covert. It may include aspects such as:

- **Verbal** (e.g. spreading rumours, name calling, threats, posting negative photos or comments online, saying or posting unkind, mean comments, sexual comments)
- **Physical** (e.g. holding, kicking, slamming, standover behaviour, spitting, punching, defacing profile picture, inappropriate touching)
- **Social/Relational** (spreading rumours, excluding, humiliating, threatening, extortion, posting negative material anonymously)

# Is it Bullying, Fighting or Hassling?

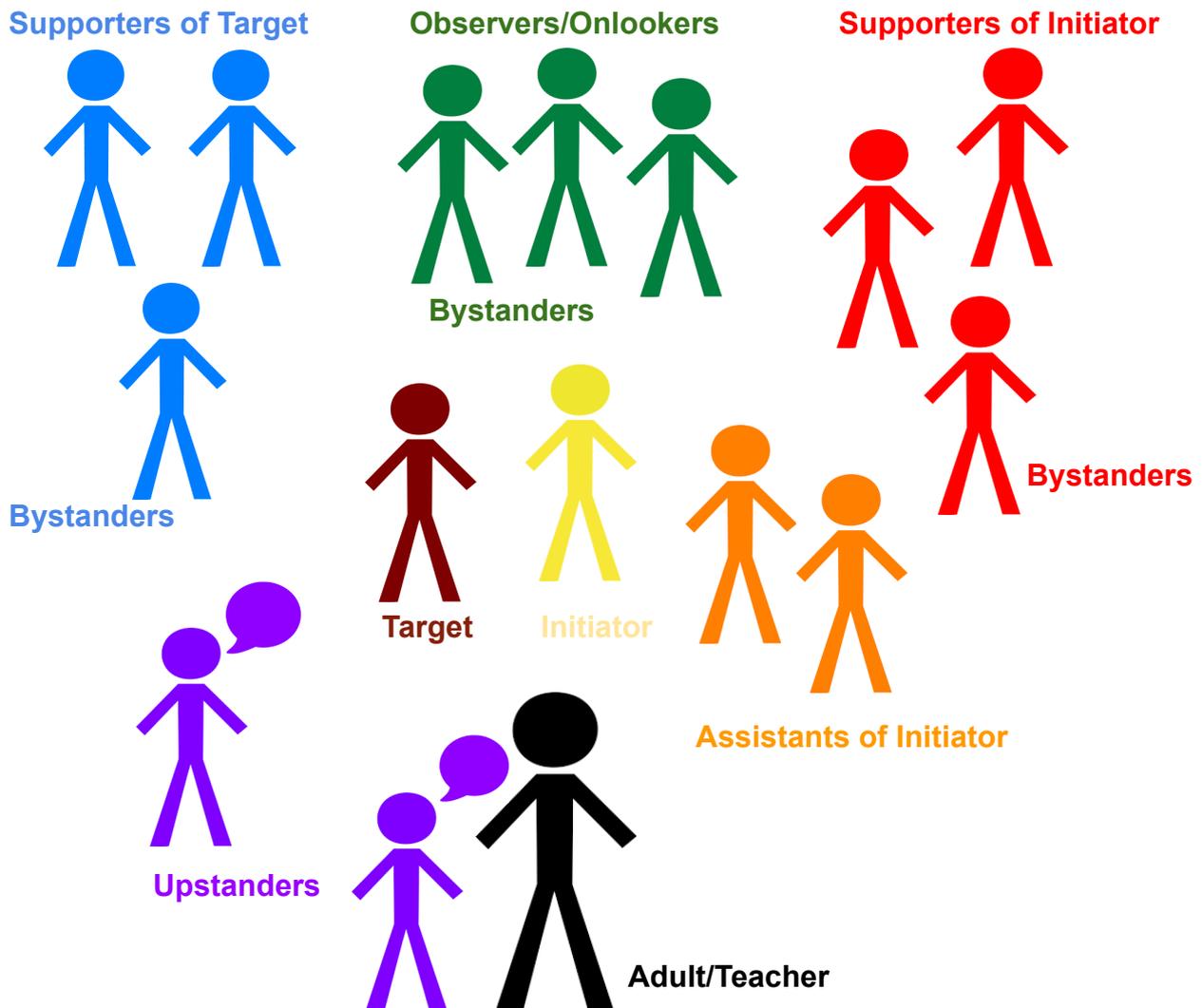
Staff will use the following table to help identify bullying.

Looking at the interaction...	Hassling / teasing	Fighting / aggression	Bullying
Does it go both ways?	Usually both students are hassling each other	Not usually – one tends to initiate it	No, one student is targeting the other
Does it look like they're having fun?	Usually takes place between students who are familiar with, and like each other	No, one is the aggressor	No, one person is in distress
Is it well-meaning?	Yes, it's mostly good natured hassling	Not usually – it is often intentional, but can also be an involuntary reaction to something	No, one student is deliberately harming the other
Is it a one-off?	No, it's usually ongoing, because the students hang out together regularly.	Often a single incident	No, it happens repeatedly over time
Is it between equals?	Yes	Possibly	No, there is a definite power imbalance

## Procedures when a report of bullying behaviour is made

- Reports of bullying behaviour will be listened to and responded to sensitively
- Children will be affirmed for telling what has happened to them
- Reports will be investigated and there will be a response made by staff
- Children, parents and whānau will receive feedback on the investigation
- Restorative Practices will guide the staff in their response to the incidents. This includes making restoration and consequences
- Children will be protected from negative consequences of their reporting
- The school will intervene and provide support for targets, initiators, assistants, reinforcers, bystanders, defenders and upstanders that are involved in bullying behaviour
- Guidelines for Major Incidents documented in this plan will be followed

# Bullying: Roles of Participants



**Bystanders** see or know about the bullying but take no action.

**Upstanders** notice something is wrong, take action and speak up.

**Bystanders** can choose to become **Upstanders** at any time.

## Zones of Regulation

Zones of Regulation is an approach that is used across the school in all classes. It is designed to foster self regulation and emotional control. Self regulation includes aspects of self control, self management and impulse control.

It requires the integration of three critical neurological components:

**Sensory Processing** - how you organise and integrate information so you can act upon it in a purposeful way

**Executive functioning** - cognitive processes that are necessary for you to select and successfully monitor behaviours that facilitate the attainment of your chosen goals

**Emotional Regulation** - processes that are responsible for controlling your emotional reactions in order to meet your goal

## Key Aspects of Zones of Regulation

- learning how to recognise when we are in different states called "zones"
- learning how to use strategies and tools to stay in a zone or move from one to another
- exploring calming techniques, cognitive strategies and sensory supports to have a kete of methods to use to move between zones

The Zones of Regulation categorises states of alertness and emotions into four coloured zones. No zone is seen as good or bad as you can be in any of the zones at different times. The following are generalised descriptions of how you can feel in a zone but it is important to come up with our own words for how we feel in a zone.

The Blue Zone - sad, sick, tired, bored, moving slowly

The Green Zone - happy, calm, feeling okay, focussed, relaxed, ready to learn

The Yellow Zone - frustrated, worried, silly, wiggly, excited, loss of some control

The Red Zone - mad, angry, terrified, elated, ecstatic, devastated, out of control

## The Zones of Regulation (see Appendix 8)

The **ZONES** of Regulation™

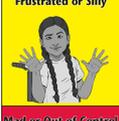
			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Relaxed	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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From The Zones of Regulation™ by Leah M. Kuypers • Available at www.socialthinking.com

## Tools for my Zones (see Appendix 9)

The ZONES of Regulation™ Reproducible BB Name: \_\_\_\_\_

### Tools for Each of My **ZONES**

When I feel...	I can try...
 <b>Tired or Sad</b>	
 <b>Calm or Happy</b>	
 <b>Frustrated or Silly</b>	
 <b>Mad or Out of Control</b>	

Adapted for The Zones of Regulation™ from the original work of Baran and Olfend. The Incredible 5-Point Scale (2002), www.spearseducation.com.

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# Implementing the Positive Behaviour and Wellbeing Plan - Roles and Responsibilities

## Students

1. Learn through deliberate teaching, discussion and practice
2. Collaboratively work to establish class treaty/agreement and in class behaviour strategies
3. Use the language and tools of the Zones of Regulation to help to manage their own behaviour
4. Use appropriate behaviour
5. Contribute to maintaining and building our school culture and environment
6. Demonstrate their understanding of the BHB Manaakitanga rules and 'He Manu Rere' Learner Profile which includes the 'Key Competencies'



## Parents, Whānau and Community

1. Familiarise themselves with and support school policy – Supporting Positive Behaviour and Wellbeing at Blockhouse Bay School which is available on the school website
2. Inform class teachers of concerns rather than approaching other children or parents and whānau
3. Inform Principal/AP of matters of serious concern without delay

## Teachers

1. Co-construct a class treaty/agreement with their class at the start of the year
2. Provide a daily visual timetable for students to refer to
3. At the start of the year, unpack the Zones of Regulation. Support students to identify how they feel in the Zones and to create their own individual kete of tools to use to help them to move between Zones. Recap and update throughout the year
4. Teach skills and reinforce programme with students including pro-social skills, understanding of the BHB rules: Manaakitanga, 'He Manu Rere' Learner Profile which includes the 'Key Competencies'
5. Display relevant elements of the Positive Behaviour and Wellbeing Plan positively in children's language
6. Verbally inform the Lead Teacher/SENCo/AP/Principal of Major behaviour without delay (in person or via phone)
7. As necessary record student behaviour in a Behaviour Post on Hero and make anecdotal notes

8. Consistently develop and maintain a positive learning environment
9. Document and discuss in team meetings any students of concern. Alert Team Leaders, Lead Teacher/SENCo/AP/Principal to serious incidents or concerns
10. Contribute to maintaining and building our school culture and environment
11. Yellow reliever folders established each year and updated as necessary

### **Team Leaders**

1. Ensure new staff and relief teachers are familiar with the Positive Behaviour and Wellbeing Plan
2. Alert Lead Teacher - Learning Support/AP/P to Major incidents or students of more significant concern in person without delay
3. Facilitate discussion and support for teachers relating to Ākonga of Note. Document actions
4. Support teachers with students as per the Positive Behaviour and Wellbeing Plan
5. Responsible for the successful ongoing implementation of the Topa ticket system

### **SENCo/Lead Teacher/DP/AP**

1. Work with Team leaders/teachers after students at risk identified in Ākonga of Note
2. Work collaboratively with teachers to support or develop and implement plans
3. Liaise with AP/P to manage students at risk and the actions required
4. Liaise with AP/P to investigate and follow up major incidents
5. Access and liaise with external agencies as necessary
6. Develop and implement positive interventions when needed
7. Support the school community with the Positive Behaviour and Wellbeing Plan procedures
8. Undertake Self Review process as necessary

### **Principal**

1. Coordination and implementation of the Positive Behaviour and Wellbeing Plan
2. Communication of the Positive Behaviour and Wellbeing Plan between students, parents, whānau and staff
3. Support the school community with Positive Behaviour and Wellbeing Plan procedures
4. Liaise with Lead Teacher - Learning Support to identify students at risk and the actions required
5. Liaise with Lead Teacher - Learning Support to manage students at risk and actions required
6. Liaise with Lead Teacher - Learning Support to investigate and follow up all major incidents
7. Undertake Self Review process as necessary

### **Board of Trustees**

1. Board of Trustees is required to:
  - a) provide a safe physical and emotional environment for students and staff
  - c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

# Appendix 1: Extrinsic Reinforcers and Rewards

## Supporting Positive Behaviour: Playground and Classroom

### School Wide / Team Strategies

These include:

1. Welcome certificates are presented to every new child at every level at Team Assemblies
2. 'He Manu Rere', which includes the Key Competencies, is explicitly taught in an integrated way through classroom programmes
3. Children are presented with 'Topa (Soaring)' tickets for demonstrating positive behaviour and celebrating learning related to 'He Manu Rere'. These are posted in a box and drawn at Team Assemblies
4. Class certificates reflecting 'He Manu Rere' presented at Team Assemblies to acknowledge effort, learning or positive behaviours in school life
5. 'He Manu Rere' Certificates are awarded at whole school assemblies. Two individual awards per class are awarded by the class teacher. Whānau are notified by email before the assembly if their child is receiving a certificate so they can attend if they are able to
6. 'He Tohu Pounamu' Certificates are also given at these assemblies as well - criteria is generally behaviour or achievement that is particularly outstanding and occurs at schoolwide level
7. If Whole School and/or Team Assemblies are not able to take place, certificates and Topa tickets will be acknowledged in class or zoom meetings

### Class / Individual Strategies

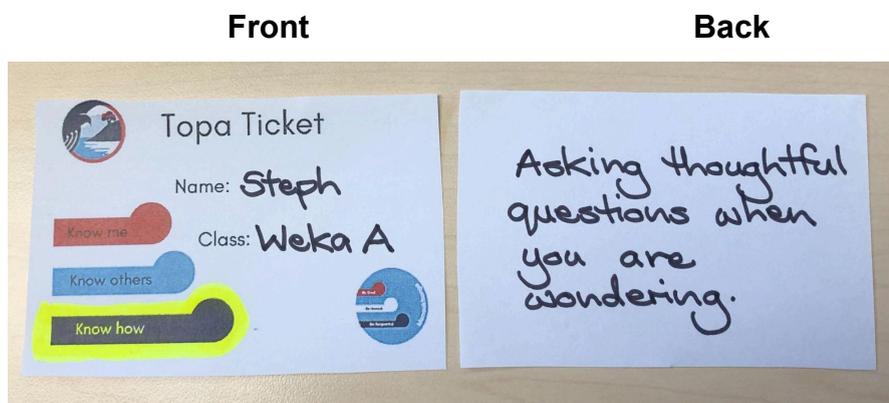
These may include:

1. Teachers explicitly get to know each learner's interests and strengths (e.g. Meet the Whānau meetings, Heart maps)
2. Children leading morning mihi
3. Support children with opportunities to articulate or name their feelings and respond appropriately. Supports may be self regulation systems to help children identify feelings such as happiness, frustrated, anger, sadness, proud and overwhelmed, Zones of Regulation, 'Kei te pēhea koe?' wall, feelings wall/pockets, Calm/Sensory areas, supported social play, movement and water breaks, variety of classroom furniture to cater for different needs
4. Clear communication and expectations are conveyed to learners through the co-construction of a positive class treaty to provide guidelines and support
5. A Visual Timetable is displayed daily in every class so learners know what to expect
6. Learning is made visible and explicit for learners through the use of pathways, progressions and learning intentions
7. Rewards systems may be used when necessary (e.g.class points, stickers, warm fuzzies, smilies, marbles, Brag tag, Class Dojo) which may culminate into a reward (e.g. class game, tech time, prize box, special drama, music, cooking, water play,

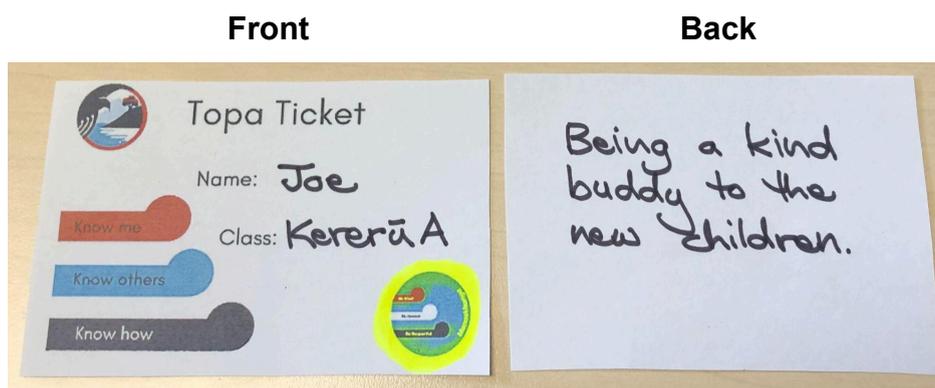
- fancy dress, a Learning Party or a class auction where all children can trade points for a privilege)
8. Opportunity to be the Star of the Day or Class Leader
  9. Provide opportunity for the development of responsibility and leadership through giving learners specific jobs or responsibilities to help with the smooth functioning of the class community or school community e.g. Kapa haka, Pasifika Leadership Group
  10. Provide opportunities for children of all ages to be trained as Ambassadors. Some responsibilities may be to welcome others, show people around the school, explain how things work and be role models
  11. Fostering tuakana/teina relationships to support a positive school community e.g. through buddy learning opportunities and buddy classes
  12. Ongoing positive support to help learners use appropriate social skills including manners
  13. Deliberate teaching in understanding the brain, emotions, how this affects our behavioural response and what will help manage the response
  14. Support learners to reflect on behaviour, it's impact and restorative actions e.g. Sharing Circles
  15. Having work viewed and acknowledged by other children or staff e.g. Hero comment function
  16. Posting successes on Hero

## Appendix 2: Topa Ticket Exemplars

### Learning:



### Behaviour:



# Appendix 3: Topa Ticket Masters



Topa Ticket

Name:

Know me

Class:

Know others

Know how



Topa Ticket

Name:

Know me

Class:

Know others

Know how



Topa Ticket

Name:

Know me

Class:

Know others

Know how



Topa Ticket

Name:

Know me

Class:

Know others

Know how



Topa Ticket

Name:

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Topa Ticket

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Topa Ticket

Name:

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Class:

Know others

Know how



## **Appendix 4: Reflective Questions**

To support reflection and then restoration when in Thinking Spot either 'Time in' or 'Time out'

# Thinking Spot

**What was I doing?**

**What should I have  
been doing?**

**What am I going to  
do now?**

# Appendix 5: Minor Incident Response: Flowchart

## Responding to a Minor Incident



### Notice Potential Incident

Use non-verbal prompts and talk positively to redirect.



### Child Slow to Respond

Repeat redirection with phrases like "Use your learning time wisely."



### No Change in Behaviour?

Send the child to a Thinking Spot for a limited time.



### Restorative Conversation

Use reflective questions to help children reflect and apologize.



### Repeat in Behaviour

Send the child to the Team Leader for thinking time.



### Repeated Minor Behaviours

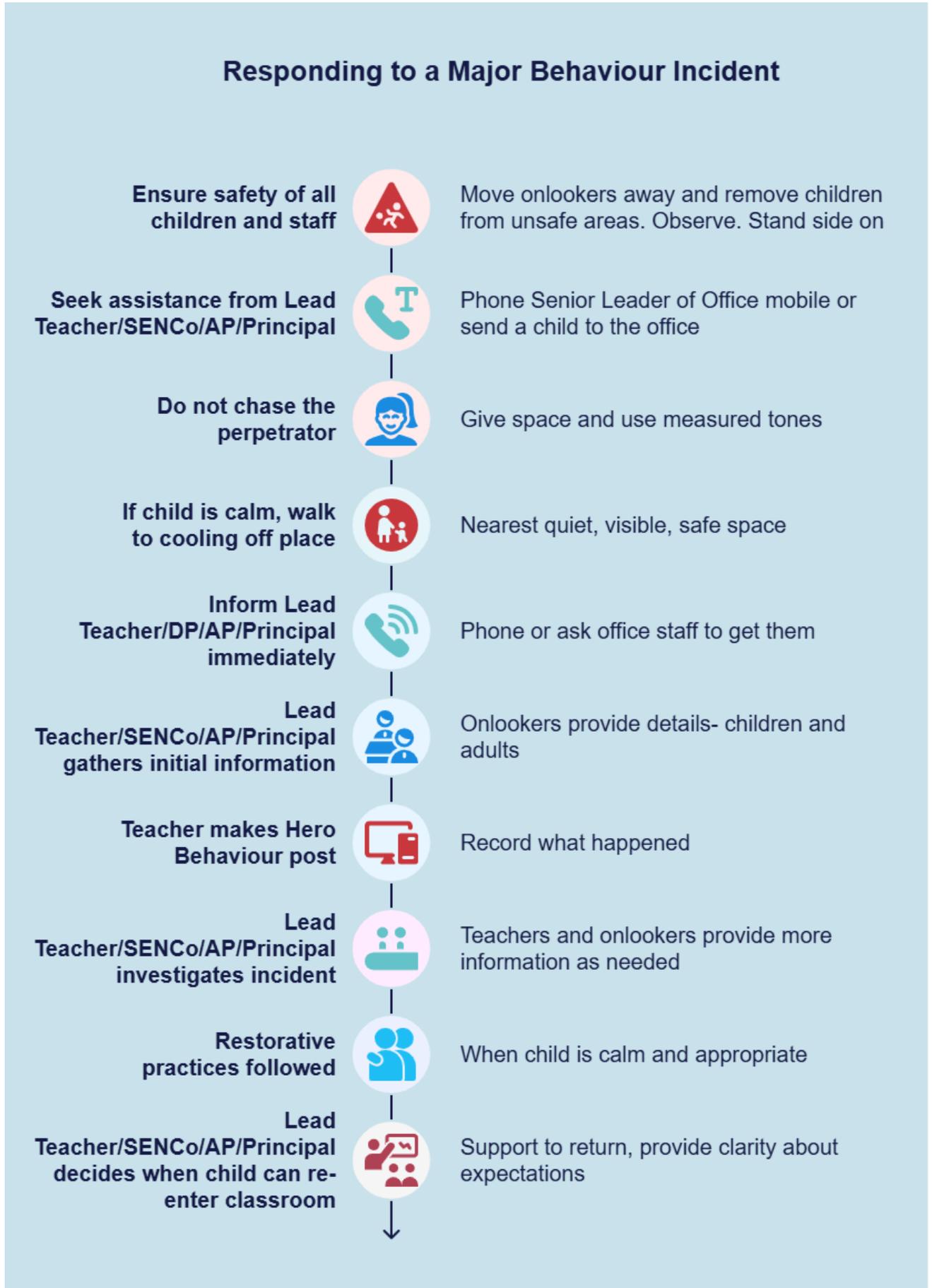
Discuss at Team meetings, solutions suggested, record in Ākonga of Note.



### Record on Hero

If a pattern is emerging or Senior Leaders request.

# Appendix 6: Major Incident Flowchart

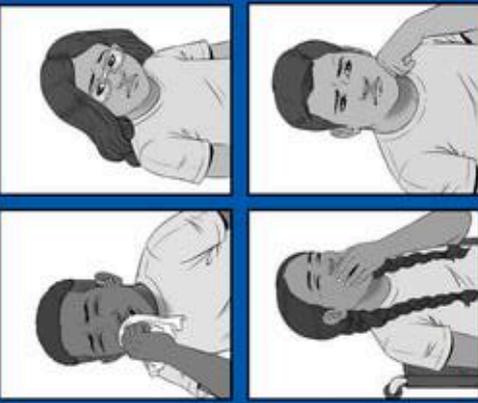
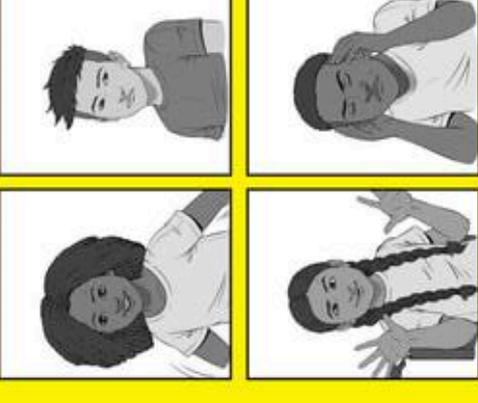
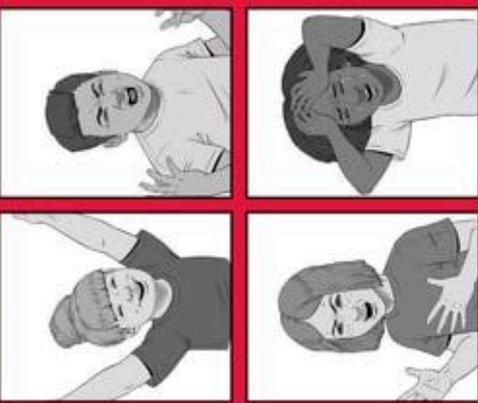


## Appendix 7: Restorative Statement



# Appendix 8: The Zones of Regulation

## The ZONES of Regulation™

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

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# Appendix 9: Tools for my Zones

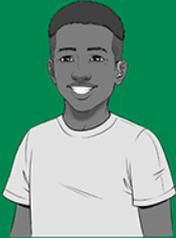
The ZONES of Regulation™ Reproducible BB

Name: \_\_\_\_\_

## Tools for Each of My ZONES

When I feel...

I can try...

<p><b>Tired or Sad</b></p> 	
<p><b>Calm or Happy</b></p> 	
<p><b>Frustrated or Silly</b></p> 	
<p><b>Mad or Out of Control</b></p> 	

Adapted for The Zones of Regulation™ from the original work of Buron and Curtis' The Incredible 5-Point Scale (2003), www.5pointscale.com.

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## Appendix 10: Restorative Process Steps

### Restorative Process Steps



#### Notice and Respond

Observe the problem and support the child to calm down. Delay conversation if needed.



#### Set Parameters

Establish rules for the discussion, ensuring respect and honesty.



#### Investigate

Listen to each child's perspective with an open mind. Prompt for clarification.



#### Summarise

Use the "Muck up, Fix up, Own up and Move on" framework to reach an agreement.



#### Move On and Check In

Agree on actions for restoration, use natural consequences, and check in with everyone.