



Positive Behaviour and Wellbeing Plan



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Blockhouse Bay Primary School

We Seek - We Strive - We Soar

Supporting Positive Behaviour and Wellbeing at

He Manu Rere

A Soaring Bird - Graduate Profile



Blockhouse Bay Primary School

Rationale

Appropriate and acceptable behaviour at school is a student, staff and parent and whānau responsibility. This provides safety for students and staff and therefore under these conditions learning may occur. Protocols that foster appropriate and acceptable behaviour provide consistency of approach for students, staff, parents and whānau, and the community, and 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 and whānau, and the community will be informed of school expectations for appropriate and acceptable behaviour.
- These guidelines, Manaakitanga, the School Vision statement, 'He Manu Rere' Graduate Profile and Key Competencies, will be used as a framework to scaffold positive behaviour at Blockhouse Bay School.
- Access to 'Supporting Positive Behaviour at Blockhouse Bay School' will be available electronically to staff and parents and whānau, and the community.
- New staff will be made familiar with 'Supporting Positive Behaviour 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 at Blockhouse Bay School'.

Links to the New Zealand Curriculum

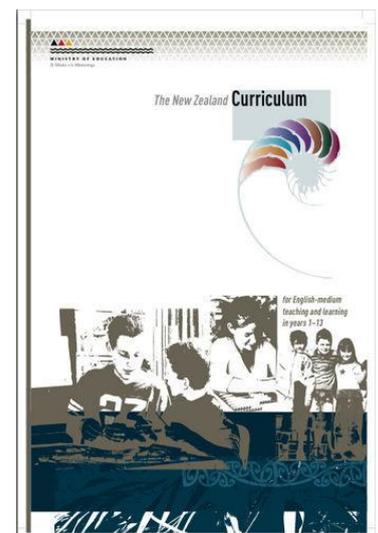
The New Zealand Curriculum is a statement of official policy related to teaching and learning in New Zealand schools. The 'Supporting Positive Behaviour at Blockhouse Bay School' Plan adheres to the policy and gives students directions for learning how to behave positively.

The vision of this plan is to promote confident students who are actively involved, and connect and relate well to all members of the school community.

The Principles of the New Zealand Curriculum including cultural understanding, inclusion and community engagement are reflected in this programme.

The five Key Competencies are practised in a natural context as children learn to manage their own behaviour, relate to others effectively, think creatively to solve problems, and participate and contribute positively in social and learning situations.

Values are encouraged, modelled and explored. They are promoted through the focus on the 'He Manu Rere' Learner Profile, the 'Manaakitanga' Rules and principles of restorative practice and ongoing specific planning through the delivery of the school curriculum learning areas. The Social Science, Health and Physical Education learning areas connect naturally with this plan as students explore ways to participate and take action as responsible citizens.



Manaakitanga: Our School Rules

'Manaakitanga' is the name of the Rules for behaviour 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 and is linked to the Key Competencies.



Our School Rules provide the framework for all discussions with students in order to support positive behaviour and also any adjustments to behaviour which 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, flexible 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. Attend to desirable 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 and 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 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 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. Each class teacher is to supervise (or arrange supervision for) their own class eating at breaks unless on duty when other teachers will share supervision
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 epi-pen tags
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 teachers must wear a hat in the playground in Term 1 and 4. This will be reinforced for a time at the beginning of terms 1 and 4 by having children with no hats go to Te Whau (Performing Arts Centre) where they will be supervised by a teacher. Once released from the supervising teacher, children must play in the shade. Duty teachers to monitor this
9. Tuakana classes are to provide wet day supervision in junior and middle 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. Participate in the playground and Te Manawa in safe ways
2. Are kind and include others in playground activities
3. Independently attempt to solve problems or disputes in kind, respectful and fair ways by using words
4. Respect peer mediators
5. 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

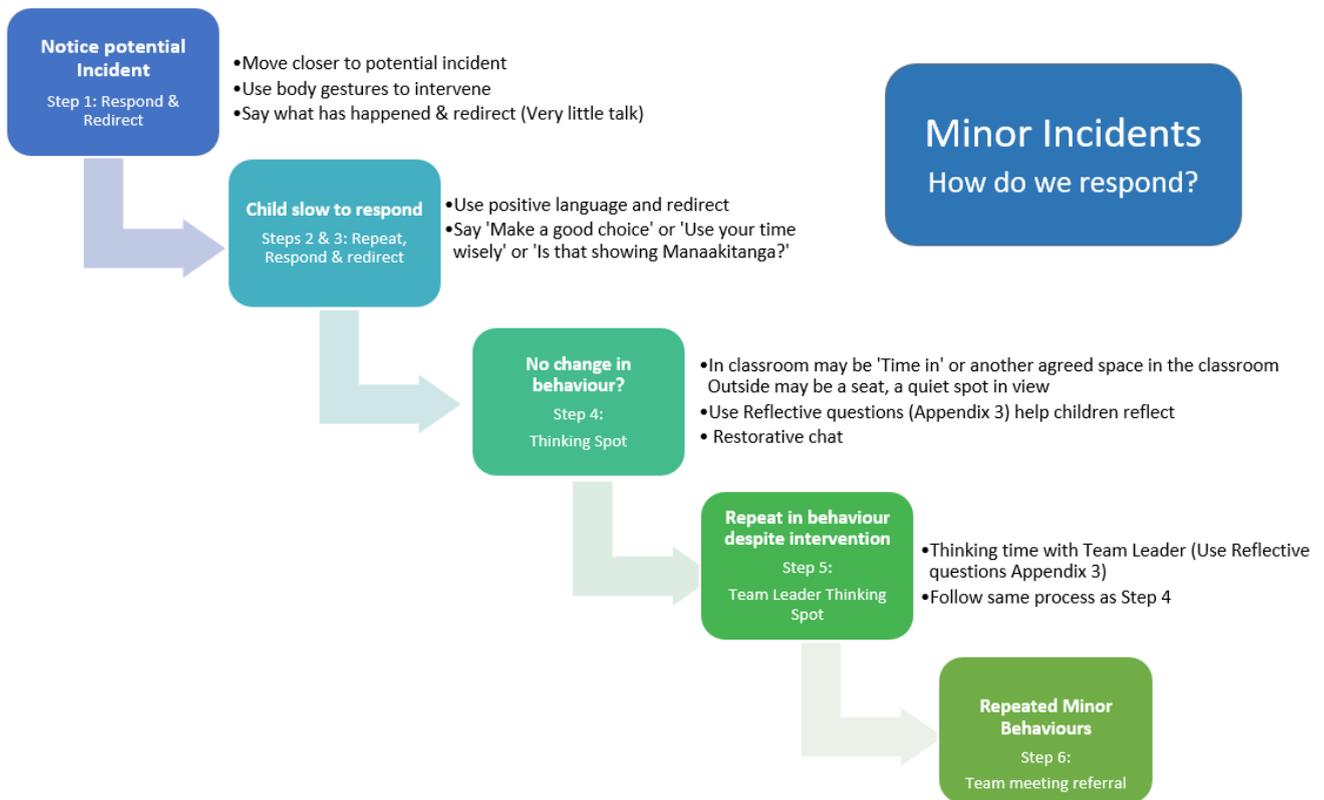
Learning Assistants:

1. Are on time and to be constantly alert and mobile, following and supporting children they are assigned to
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 AP/DP(SENCo) 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 serious incident to Senior Leaders

Responding to a Minor Incident: Flowchart (See Appendix 4)



Minor Incidents: Classroom and Playground

Step 1: Notice Potential Incident

Respond and Redirect

Use a non-verbal prompt 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 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 3)

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

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

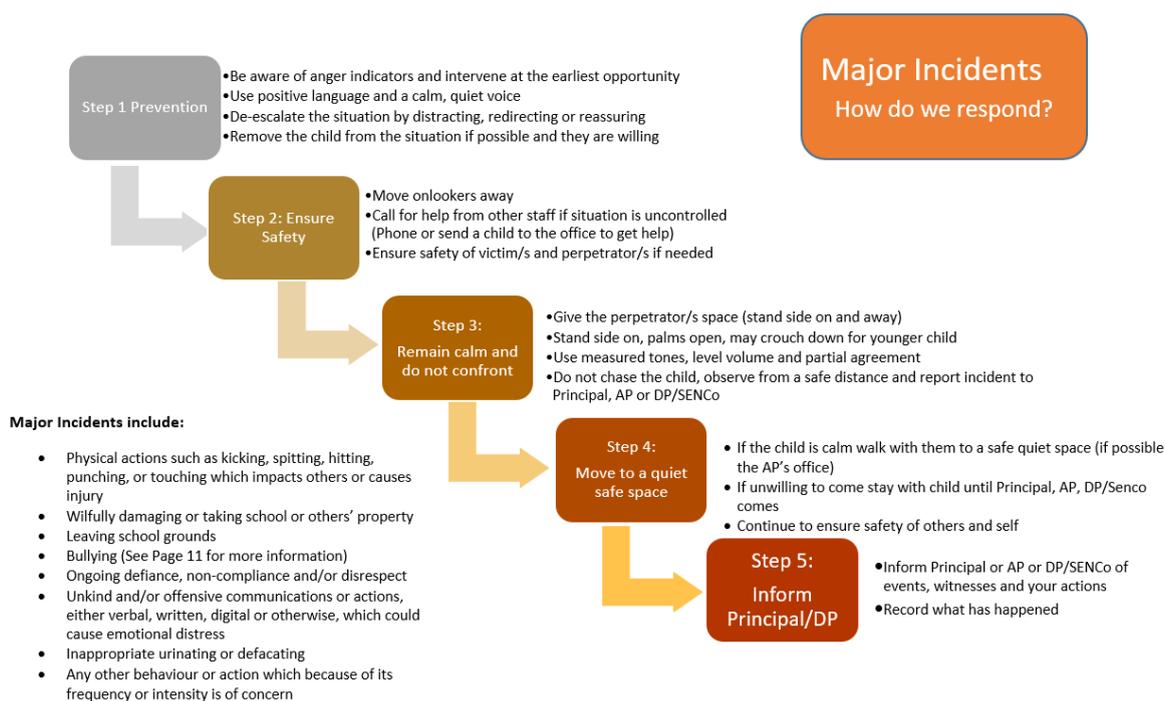
- Send the child to the Team Leader (this is also timed).
 - Thinking time with Team Leader
 - See above for process

Step 6: Repeated Minor Behaviours

Team Meeting Referral

If this continues, discuss at Team meetings and record in Children of Note. Senior Leaders and DP(SENCo) monitor and respond if necessary

Responding to Major Incidents Flowchart (See Appendix 5)



Major Incidents: Classroom and Playground

Definition of 'Major Incidents':

1. Physical actions such as kicking, spitting, hitting, punching, touching which impacts others or causes injury
2. Wilfully damaging or taking school or others' property
3. Leaving school grounds
4. Bullying (See Page 11 for more information)
5. Ongoing defiance, non-compliance and/or disrespect
6. Unkind and/or offensive communications or actions, either verbal, written, digital or otherwise, which could cause emotional distress
7. Inappropriate urinating or defecating
8. Any other behaviour or action which because of its frequency or intensity is of concern

Procedures

Be aware of anger indicators 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.

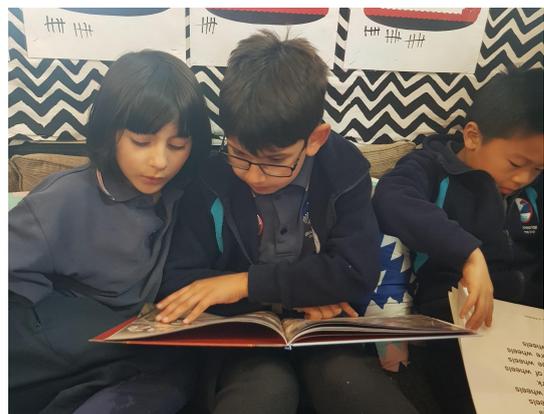
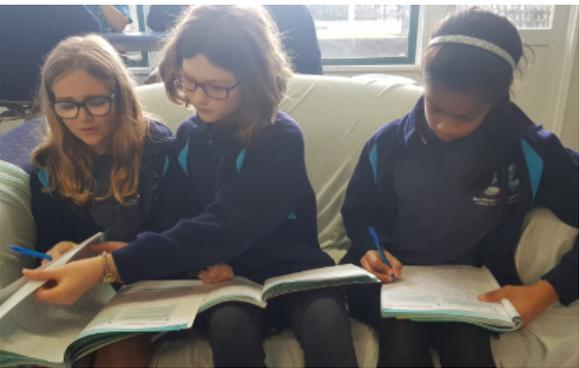
If a major incident arises:

1. Ensure that all children and staff are safe. Move onlookers away. Remove children from area if unsafe
2. Seek assistance from other staff members by phoning or sending a child to the office
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 DP (SENCo)'s 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 AP/DP(SENCo)/Principal of the incident
6. The AP/DP(SENCo)/Principal will consult with teachers about the incident as required
7. AP/DP(SENCo)/Principal investigate the incident and talk about behaviour with the child, respond and follow restorative practices and administer consequences when the child is calm at a time which is appropriate
8. AP/DP(SENCo)/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
9. Other children involved in the incident will be supported as necessary
10. AP/DP(SENCo)/Principal will contact parents of those involved as necessary
11. AP/DP(SENCo)/Principal will document the incident as required
12. AP/DP(SENCo) to inform the Principal of the incident

Procedures for responding to Unacceptable Behaviour

Investigation and Consequences

1. Each incident/circumstance will be investigated thoroughly by the appropriate staff member (who this is depends on the severity of the behaviour)
2. Restorative practices will be followed wherever possible (Students 'muck up' but they can 'own up', 'fix up' and then move on positively)
3. Consequences will be just, fair and considered.
4. Parents/Whānau will be informed and included when deemed appropriate by the Principal, Associate Principal or Deputy Principal (SENCo) depending on the severity of the behaviour and the context and prior information concerning the child
5. Records will 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. Our school-wide, Positive Behaviour and Wellbeing Plan is 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 rumors, 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)

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 initiators, targets and bystanders that are involved in bullying behaviour
- Guidelines for Major Incidents documented in this plan will be followed



Implementing 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 appropriate behaviour
4. Contribute to maintaining and building our school culture and environment
5. Demonstrate their understanding of the BHB guidelines, 'He Manu Rere' Learner Profile and Key Competencies



Parents, Whānau and Community

1. Familiarise themselves with and support school policy – Supporting Positive Behaviour at Blockhouse Bay School
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. Teach skills and reinforce programme with students including pro-social skills, understanding of the BHB guidelines, 'He Manu Rere' Learner Profile, Manaakitanga and Key Competencies
4. Display relevant elements of Positive Behaviour Plan positively in children's language
5. As necessary record student behaviour
6. Consistently develop and maintain a positive learning environment
7. Document and discuss in team meetings any students of concern. Alert Team Leaders, AP and DP(SENCo) to serious incidents or concerns
8. Contribute to maintaining and building our school culture and environment
9. Update yellow reliever folder as needed/termly

Team Leaders

1. Ensure new staff and relief teachers are familiar with Positive Behaviour Plan
2. Alert DP(SENCo)/Associate Principal/Principal to serious incidents or students of more significant concern
3. Facilitate discussion and support for teachers relating to students of concern.
Document actions
4. Support teachers with students as per the Positive Behaviour Plan
5. Responsible for the successful ongoing implementation of the Topa ticket system

Deputy Principal (SENCo)

1. Work with Team leaders/teachers after students at risk identified in Akonga of Concern Document
2. Work collaboratively with teachers to support or develop and implement plans
3. Liaise with AP to manage students at risk and the actions required
4. Liaise with AP/P to investigate and follow up all 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 Positive Behaviour Plan procedures.
8. Undertake Self Review process as necessary

Associate Principal/ Principal

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

Board of Trustees

1. Under National Administration Guideline 5 (NAG 5), each Board of Trustees is required to:
 - a) provide a safe physical and emotional environment for students; and
 - 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. Key Competencies are explicitly taught in an integrated way through classroom programmes
3. Teachers use 'Key Competency' stickers to reward positive behaviour representative of the Key Competencies
4. Children are presented with 'Topa' tickets for demonstrating positive behaviour relating to the key competencies. These are posted in a box and drawn each fortnight at Team Assembly. (Team Topa Tickets)
5. Class certificates presented at team assemblies to acknowledge effort, learning or positive behaviours in school life.
6. A 'He Manu Rere' Certificate is awarded at termly whole school assemblies. One individual award per class is awarded by the teacher,
7. 'He Tohu Pounamu' Certificates are given at these assemblies as well - criteria is generally behaviour or achievement that is particularly outstanding and occurs at schoolwide level

Class / Individual Strategies

These may include:

1. Teachers explicitly get to know each learner's interests and strengths (e.g. Meet the family meetings, Heart maps)
2. Opportunities for children to articulate or name their feelings, e.g. happiness, frustrated, anger, sadness, proud and overwhelmed
3. Clear communication and expectations is conveyed to learners through the co-construction of a positive class treaty to provide guidelines and support
4. A Timetable is displayed daily in every class so learners know what to expect
5. Learning is made visible and explicit for learners through the use of pathways, progressions and learning intentions
6. Rewards systems may be used when necessary (e.g. class points, stickers, warm fuzzies, smilies, marbles, Brag tag) which may culminate into a reward (e.g. class game, tech time, special drama, music, cooking, water play, fancy dress, a Learning Party or a class auction where all children can trade points for a privilege)
7. Opportunity to be the Star of the Day or Class Leader
8. 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
9. Fostering tuakana/ teina relationships to support a positive school community e.g. through buddy learning opportunities and buddy classes

10. Ongoing positive support to help learners use appropriate social skills including manners
11. Support learners to reflect on behaviour, it's impact and restorative actions e.g. Sharing Circles
12. Having work viewed and acknowledged by other children or staff
13. Sending a note, text or email home to parents to share success
14. Posting successes on the class blog

Appendix 2: Topa Tickets



Topa Ticket

NAME:
ROOM:







KA RAWE!



Topa Ticket

NAME:
ROOM:







KA RAWE!



Topa Ticket

NAME:
ROOM:







KA RAWE!



Topa Ticket

NAME:
ROOM:







KA RAWE!

Appendix 3: Reflective Questions

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

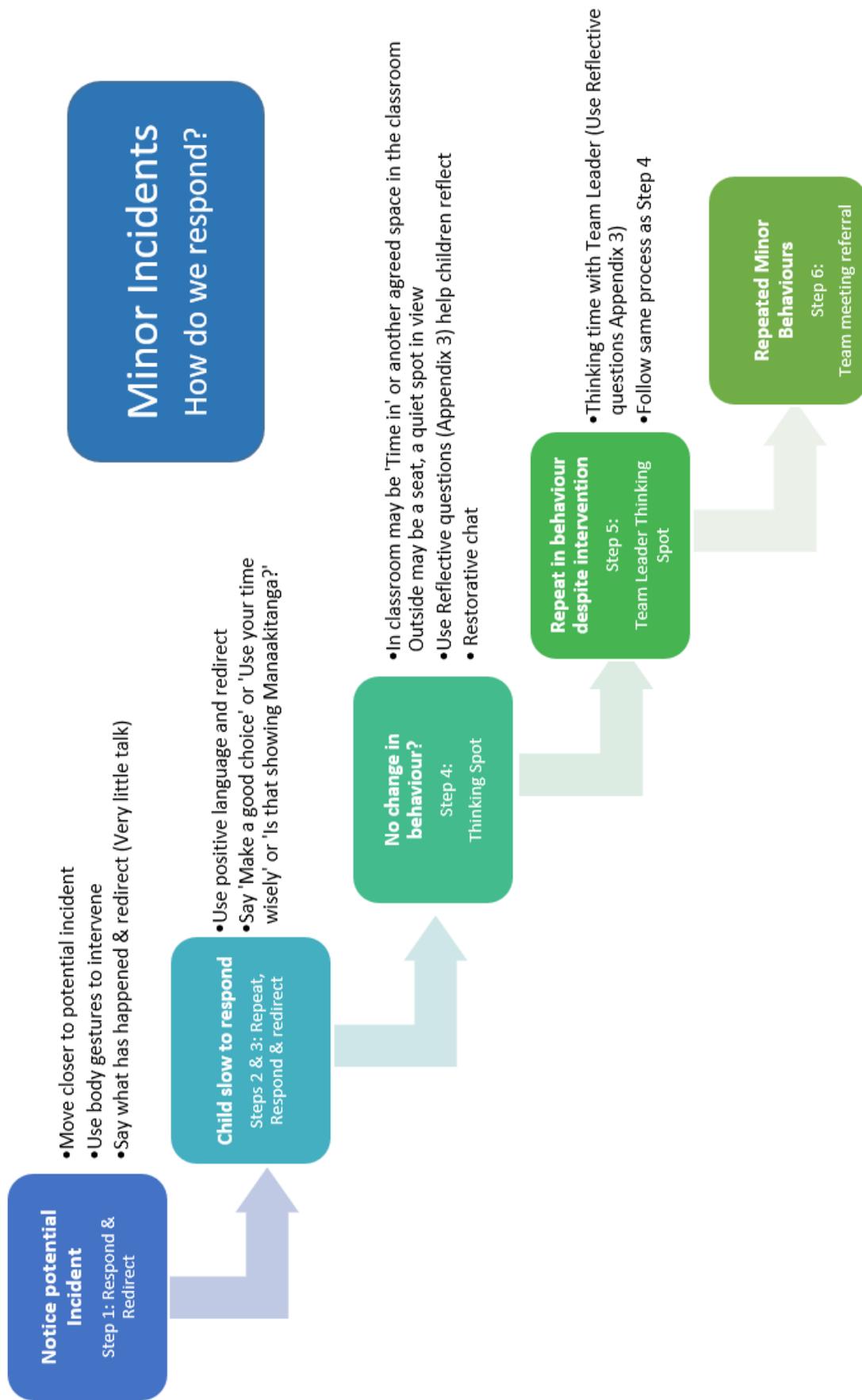
Thinking Spot

What was I doing?

**What should I have
been doing?**

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

Appendix 4: Minor Incident Response: Flowchart



Appendix 5: Major Incident Flowchart

Major Incidents How do we respond?

