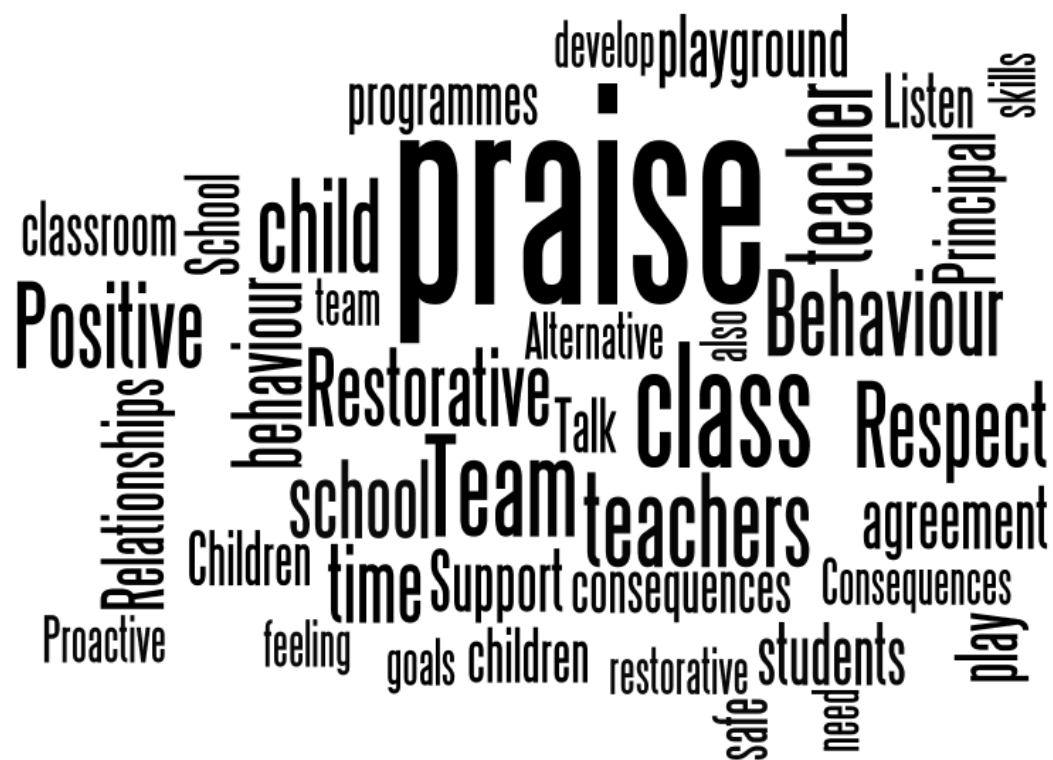
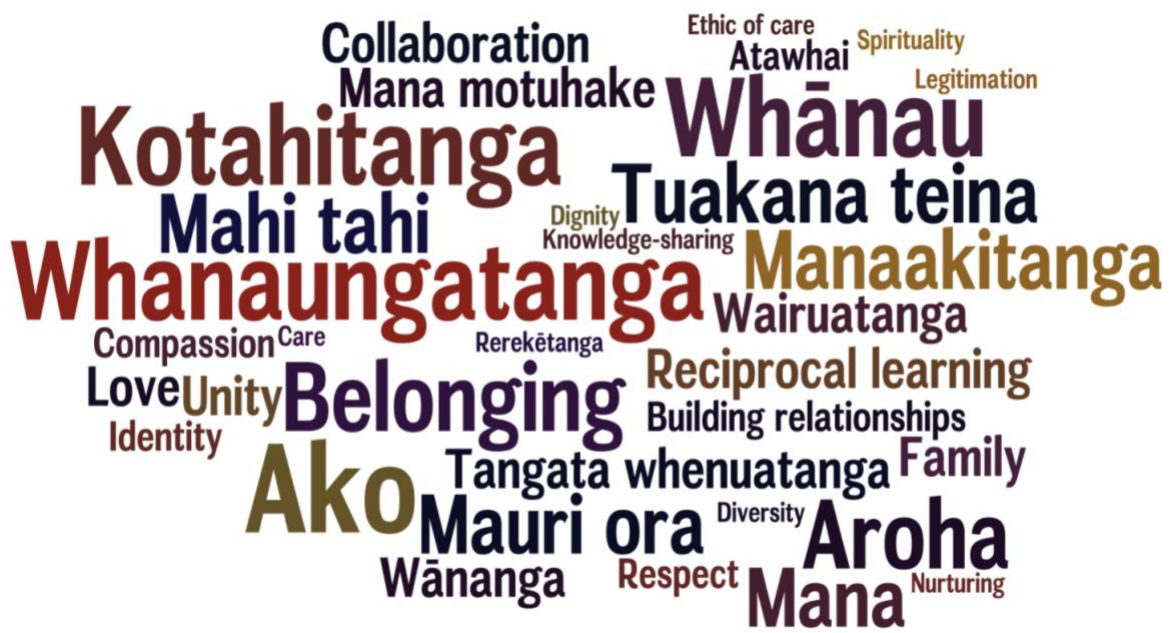




Behaviour Plan





Manaakitanga- Caring for students as culturally located beings above all else.

Mana Motuhake-Caring by teachers for the academic success and performance of all students.

Whakawhanaungatanga- The nurturing of mutually respectful and collaborative relationships between all parties around student learning.

Ako-The promotion of effective and reciprocal teaching and learning relationships where everyone is a learner and a teacher.

Agreement

(The intent of this agreement is in each class 'Treaty'. It also provides guidelines for playground expectations)

1. I take full responsibility for my actions.
2. I listen and then act appropriately.
3. I look after other people and property.
4. I know the right places to be in our school and when to be there.
5. I use all equipment and structures safely and appropriately.
6. At Hamilton East School we do **not** fight, use putdowns or inappropriate language.

Positive cards can be issued to students

CLASS AGREEMENT 'TREATY'

1. Each class will develop its own 'Treaty' that will reflect the Hamilton East School Toolkit.
2. This will be their interpretation of the school behaviour guidelines as they apply to life in their room. These will be clearly displayed and sent home during the 'Turangawaewae' unit.
3. Positive consequences will be built into the programme.
4. Each team will develop a Class Behaviour Plan. This means the teachers and pupils will know the consequences for not following the class 'Treaty' and a consistent approach can be assured.
5. These consequences will be built into the programme.
6. The classroom plan as drawn up by the teams will incorporate consequences appropriate for the development of the children and will include:

NB This does not have to be public. It could be an agreement between teacher and individual child.

Name

1 dot

2 dots - Consequences decided by teacher/teams

3 dots - Consequences decided by teacher/teams

4 dots - To Team Leader

Children who fail to complete their work through off task behaviour, **may** have to complete it during a break while being supervised by the class teacher.

Severe Clause – Go straight to Team Leader for decision on consequence.

SEVERE CLAUSE

Where a child is hurting others, swearing **at** others, or using racial or gender insults, the severe clause will be invoked.

The child is now immediately outside the classroom behavioural program.

- The Team Leader is involved.

Following this the leadership staff may:

- Move the child to a time out area for a period of time
- Place the child in in-school suspension and notify caregiver
- Ask the parent or caregiver to a meeting

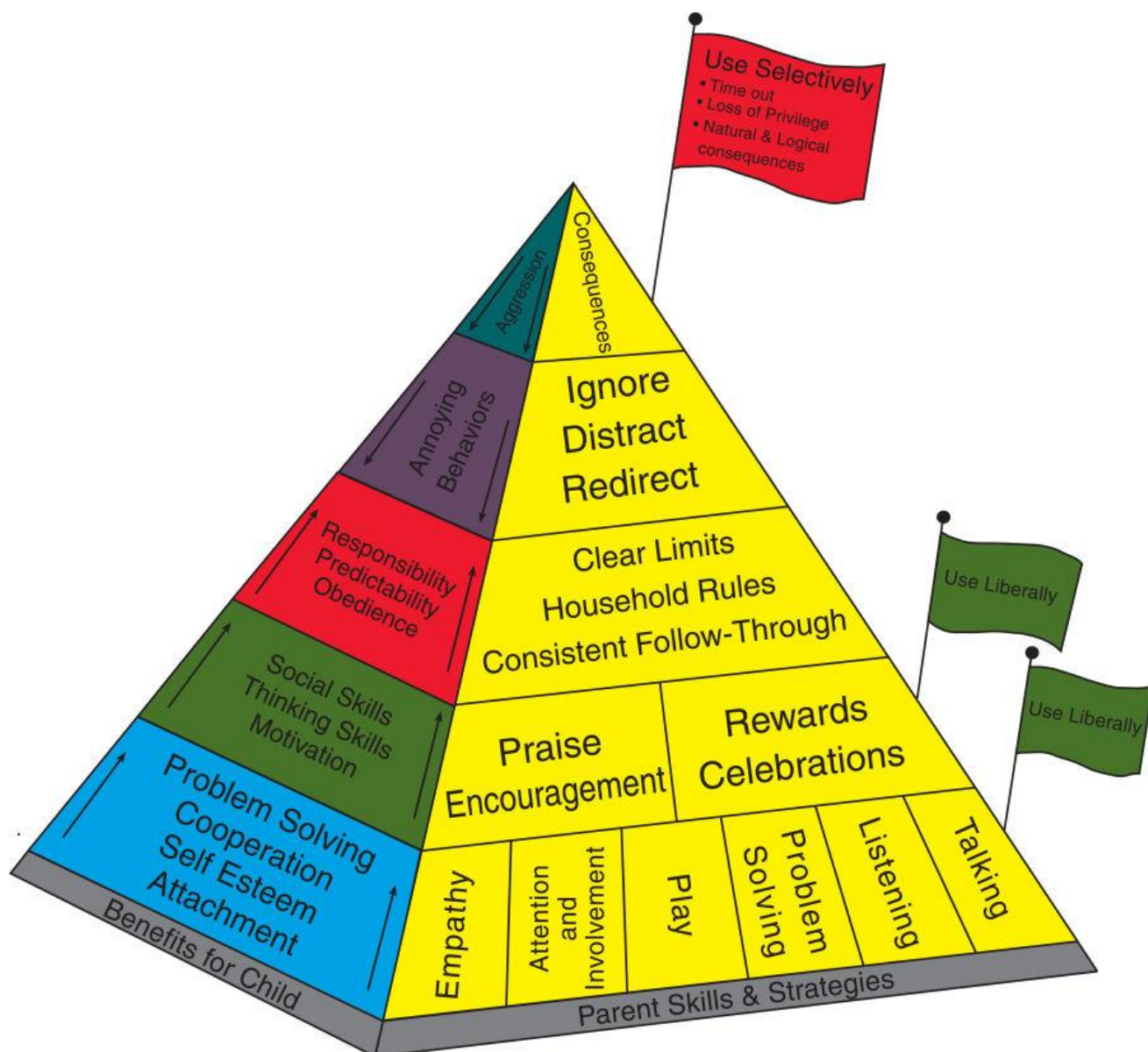
The meeting can be used to determine what consequence and strategies will be put in place to minimise the chances of repeat behaviour.

No child will be stood down or sent home unless a prior discussion with the parent/caregiver has been held.

REWARDS

Teachers will develop their own class rewards systems and prizes. Food rewards are **not** part of school policy and should be kept to a minimum.

INCREDIBLE YEARS APPROACH



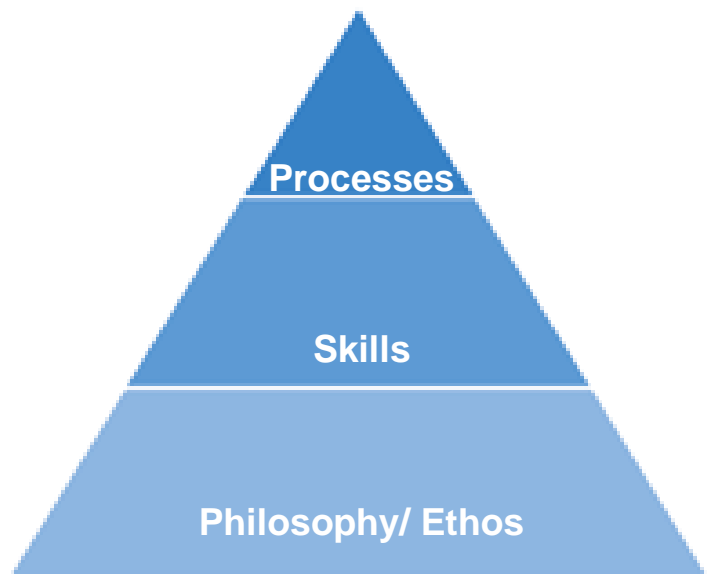
RESTORATIVE APPROACHES

Restorative Approaches are inspired by the philosophy and practices of restorative justice, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Key values create an ethos of respect, inclusion, accountability and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional articulacy.

Key skills include active listening, facilitating dialogue and problem solving, listening to and expressing emotion and empowering others to take ownership of problems.

Processes and practices include interventions when harm has happened, such as restorative inquiry (aka, in some circumstances, corridor conferences), mediation (aka mini-conferencing), community conferencing (aka group mediation and/or problem-solving circles). However there are also processes and practices that help to prevent harm and conflict occurring and which build a sense of belonging, safety and social responsibility. These include Circle Time and Restorative Pedagogy (teachers modelling the values and skills and creating opportunities for their development amongst the students whatever the subject being taught).



A restorative approach to conflict or wrongdoing

consists in asking 4 KEY QUESTIONS:

- 1 What has happened?**
- 2 Who has been affected?**
- 3 How can we involve everyone who has been affected in finding a way forward?**
- 4 How can everyone do things differently in the future?**