



Parua Bay School

PB4L

Procedures

UNDER REVIEW T3 2017

Contents

Relevant Parua Bay School Vision Statements	3
Rationale	3
Bullying	4
Purpose of our PB4L	5
School Rules	5
School Values	6
Classroom Rights and Responsibilities	8
Rewards	8
Whanau System	9
Assembly	10
The Playground	11
Playground Duties	11
Playground Rewards	11
Playground Incidents	11
Classroom Incidents	12
The Responsible Thinking Room	12
Steps for Restoration	12
Crisis Management Plan	15
Appendix	
Guidelines for Classroom Rights and Responsibilities	16
Responsible Thinking Sheets	17
Responsible Thinking Room Parent Letter	19

Parua Bay School Vision Statements

At our school, everyone is...

- Actively involved in learning, and caring about our unique environment, where Maori tikanga and different cultures and relationships are valued.

We will:

- Acknowledge the strength of the school community (including parents, pupils and staff) to work together in a positive, supportive environment.
- Provide a school where all children feel safe and comfortable, with a sense of belonging, no matter what their culture, socio-economic background, or level of need.
- Encourage an open door policy where parents and pupils feel welcome.
- Foster a climate where our pupils value their individuality and take responsibility for the choices they make.

Rationale

We believe that children will strive to reach high standards of behaviour. Low expectations will elicit low standards of behaviour. Therefore, we endeavour to maintain high expectations through consistent and positive behaviour procedures.

We wish to ensure a happy and caring community, which encourages respect for others' feelings, beliefs and possessions within a stable and caring environment. We understand that such a community needs a structure to support acceptable and agreed forms of behaviour. We wish to implement a positive behaviour management system in which all adults within the school consistently model the desired standard of behaviour.

We expect the onus of the children's behaviour to be on them and so give them every opportunity to be involved in managing their own behaviour. As a school we recognise that good behaviour is closely linked to an engaging and stimulating teaching programme and is supported by strong relationships between all members of the school community. Our behaviour management procedure is structured so those children who meet the required standards of behaviour will automatically be rewarded. As a school, we use the 'Four Kinds of Best' values programme to support our children in managing their own behaviour. Certificates are awarded to students throughout the school bi-weekly to celebrate students' achievements in the Four Kinds - Achieving, Caring, Environment and Community. Staff also recognise other teachers' efforts in the Four Kinds Values programme once a week in a staff briefing.

BULLYING

Bullying is deliberate, unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

At Parua Bay School we recognise our responsibility to take actions to ensure an environment where children are emotionally and physically safe.

ACTIONS TO BE TAKEN IN EVENT OF BULLYING:

There are three types of bullying...

- 1) Physical (e.g. hitting, kicking etc)
- 2) Verbal
- 3) Emotional (e.g. spreading rumours, nasty stories, exclusion, put downs etc)

N.B. All three types of bullying are present to some degree in all schools (and workplaces, and communities and homes).

Support for the "Bully":

Student is sent to the Responsible Thinking Room and the teacher will:

- 1) Identify action(s) and key player(s)
- 2) Stop immediate abuse
- 3) Avoid recriminations on victim
- 4) Help the bully to change by:
 - Showing that their feelings are important too
 - Listening to what they have to say
 - Require they take responsibility but avoid laying blame

Support for the "victim":

The teacher involved in the incident will:

Provide support for the victim including..

- Spend time with victim - listen to their concerns
- Access to a safe place if required
- Appoint peer or staff support person
- Help the victim to act decisively and solve the problem themselves
- Give the victim an opportunity to explain their feelings to the perpetrator
- Carefully point out to victim any behaviours that might attract bullying behaviour
- Elicit clear undertakings from the perpetrator that the bullying will stop
- Contact the victim's parents and inform them what has happened and what will happen
- Schedule a follow up meeting within 2 days or one week
- Schedule additional follow-up meetings as required
- Ensure peer group support
- Initiate external monitoring, support or programme if necessary

School Culture regarding Bullying

Promote constructive interpersonal relations by ..

- Involving children in monitoring the quality of relationships via annual survey of student wellness
- Modelling these in our own behaviour
- Sticking to school guidelines on conflict resolution
- Ensuring the right of ALL children to be heard is recognised
- Be fair and consistent
- Identify and reward good role models
- Ensure classrooms are free from ridicule, harassment and isolation
- Integrate anti-bullying message in relevant health units and as part of our values programme.

Purpose of our PB4L

To enable pupils:

- To develop responsibility for their own behaviour
- To develop respect for others
- To encourage and foster positive attitudes
- To develop a co-operative approach
- To develop an understanding of the need for responsible behaviour
- To develop an effective range of strategies for dealing with problems.

To enable adults:

- To consistently model high standards of behaviour
- To support children to develop socially acceptable behaviours
- To consistently follow an agreed format of rewards and sanctions
- To support each other in crisis situations
- To provide children with a consistent set of expectations school wide
- To ensure that opportunities are given to the children so that they can become more responsible for their own behaviour e.g. Values programme.

Rules

The Rules are underpinned by the 'Four Kinds' values programme and the philosophy of consistent, positive behaviour management.

The values are written and expressed positively (i.e. not using 'No...' as in 'No running and no fighting' but rather 'We keep our hands and feet to ourselves').

The rules are displayed prominently around the school and reinforced and referred to regularly, both in assemblies and as part as everyday school life.

School Rules are communicated clearly to parents to ensure their support.



Parua Bay School

School Values

We have a small number of positively and clearly stated School Values.

- 1. Be the caring kind.**
- 2. Be the community kind.**
- 3. Be the environmental kind.**
- 4. Be the achieving kind.**
- 5. Do the right thing.**

We have an expanded version of the School Rules to support direct teaching of the rules within the values programme.

1. Be the caring kind.

- Keep hands and feet to yourself.
- Speak kindly to others.
- Be polite and well-mannered.
- Care for yourself.

2. Be the community kind.

- Share and care for others.
- Keep yourself and others safe.
- Be positive about learning.
- Be willing to learn from your mistakes.

3. Be the environmental kind.

- Respect other children's belongings.
- Look after school property and equipment.
- Take your own rubbish home.
- Look after your own and school property.
- Return sports equipment.

4. Be the achieving kind

- Respect the rights of others to learn
- Complete school work and home learning to the best of your ability
- Let others learn
- Stay focussed.
- Ask for help when you need it.
- Participate fully in all academic and physical activities.

5. Do the right thing.

- Do as teachers ask you.
- Stay out of classrooms at play and lunchtimes on fine days.
- Stay within the school fence.
- Walk on the decks outside classrooms.
- Only go in the hall with permission, and if there is an adult to supervise you.
- Tell the truth.

Values Bands

This challenge is open to Y7 and Y8 students OR a Y6 student if they have achieved their Full Licence. Our school has four main values, Community, Caring, Environmental and Achieving. The participant needs to provide evidence of each challenge they complete and they must complete seven of the challenges to be awarded a band for that value. Each term a day is given for students to show their slideshow or supporting document showing the completion of their chosen value. If the student is able to display the evidence in a suitable way then they are awarded the band for that value. Once all four value bands are collected by a student they will be given an award at the end of year prize giving.

Classroom Rights and Responsibilities

- The Classroom Rights and Responsibilities are devised by the class at the beginning of the year and are based on the guideline format.
- The format of the Classroom Rights and Responsibilities may be adapted as necessary for age group of the children.
- Once the rights and responsibilities are written and understood, all of the adults and children connected to the class show their commitment to the rights by signing a displayed 'Rights and Responsibilities.'
- By identifying the rights of the members of the school, each member has the responsibility to protect and uphold the rights of all of the other members of the school.

Rewards

A consistent, fair reward system is an important part of PB4L. It must be immediate, perceived to be valuable, and suited to the age group of the children in the class.

Classroom Expectations

Teachers use a variety of strategies to manage behaviour in class. These include:

Dojo points

Whanau points

Goal setting

Incredible Years strategies

Individual Rewards: (stickers, tokens, prizes)

Class Rewards

Whanau System: See below

Whanau System

2017

Manaia (Blue)

Motukiore (Green)

Taihika (Red)

Pakikaikutu (Yellow)

Whanau Group selection

- 4 different WG - children will remain in the same WG for the duration of their time at school
- Siblings/whanau will automatically be put into the same WG at school entry.
- Teachers are affiliated with a whanau group and will remain with that group (Same WG as own children if applicable).
- Each WG will elect three year 8 (or 7) Whanau Captains. Their role will become similar to that of a prefect.

Whanau Sports Competition

- Lunchtime sports competition run most Tuesdays and Thursdays each term. These usually run as round robin events followed by a final and a 3rd v 4th playoff. This is for years 4 to 8 students.
- Points will be allocated for each win during round robin events with extra points given for final placings.
- Competitions will also include school-wide events: school swimming comp, school x country and school athletics.

Whanau Academic Competition

- Each term there is an academic competition related to the Integrated Unit topic. Organisation of these are be shared around among staff and are usually split into junior and middle/senior events.

Kinds

- Whanau points will be accumulated in and around the classroom based on the four kinds. These are given in the form of coloured tokens which are collected in separate containers for each whanau. These are located in the school office.

Trophies/Honours board

- 6 trophies to be awarded throughout the year, swimming sports, X Country, Athletics, Lunchtime sports Academic and Junior House Points. These would be engraved with the winning whanau.
- Junior teachers will be responsible for giving out the Junior Class Points trophy at each assembly.

Points allocation

It is vital that points are allocated consistently across the school and across all competitions to ensure fairness and authenticity of the competition.

4 Kinds - Points given out in increments of 10 with a maximum value of 50 given out at any one time

Lunchtime sports - 1st = 5000 points, 2nd = 4000 points, 3rd = 3000 points, 4th = 2000 points

Swimming sports/x Country/Athletics/Triathlon/Academic competitions 1st = 10000 points, 2nd = 8000 points, 3rd = 6000 points, participation = 4000 points.

It is the role of the Whanau Competition coordinator to track whanau points

Assembly

In assembly, children will be presented with the following awards because of their positive behaviour, attitude to work etc:

- Individual certificates based on the 'Four Kinds' values programme
- 'Cool Kids' award presented (drawn from tokens awarded by duty teachers).

Assembly Rewards

Whanau Captains and staff will reward examples of positive behaviour at assembly by presenting the 'Cool Kid' Awards.

The Playground

The playground can be the most challenging place for children to manage their own behaviour. The highest expectations are placed upon the children to meet the standards as shown in the School Rules.

We recognise that children's behaviour in the playground is inextricably linked to our behaviour management and 'Four Kinds' values programme taught in the classroom. Therefore we recognise that all staff must work in partnership and support each other to raise standards and maintain consistency.

Peer Mediators

Parua Bay school is part of the Cool School Peer Mediation Program. . The program is founded on the Human Rights Act. Year 6 students are invited to apply for this role. Once accepted, they are trained in the skills of mediation. Their role is to, in pairs patrol the school making themselves available to help children resolve conflict in a peaceful way. Once a term they will highlight and educate the whole school about the importance of upholding the Human Rights Act and peaceful resolution

Playground Duties

The playground is split into two duty areas. Duty teachers **must be seen** to be on duty during rostered times. Supervision must not be done from within the classroom or staffroom areas, and includes walking around the fields. Each duty area has a book with a duty roster, school rules, Red Emergency Cards, 'Cool Kid' tokens and a place to record minor incidents. The book should be handed to the next teacher on duty before going off duty. High Visibility vests need to be worn on duty. On wet days duty teachers roam around classes and Senior Students will supervise in the junior classes.

Playground Rewards

Staff will reward examples of positive behaviour at lunchtimes by presenting the child/children with a 'Cool Kid' award. The child will fill in their name, positive action and the date, and place it in the jar in the office. Selected tickets will each receive a small reward at Assembly.

Minor Playground Incidents

Minor playground incidents should be recorded in the Playground Book and dealt with immediately by duty teachers. Should a child's name appear three times in the book, they will be dealt with in 'The Responsible Thinking Room' (RTR).

In response to major incidents the staff have the support of a member of staff in 'The Responsible Thinking Room' (RTR).

Students can be sent to the space outside the office or somewhere suitable for them to cool down and reflect upon their behaviour during break times.

The behaviour should then be followed up afterwards by the teacher on duty.

Classroom Incidents

Teachers are responsible for the management of learning and behaviour in the classroom context in the first instance. Teachers will seek support and guidance from colleagues and team leaders if students' behaviour continues to be a problem.

Whanau / parent communication is essential at this stage.

Once all classroom strategies have been exhausted the Restorative Thinking Room process will be utilised.

'The Responsible Thinking Room' (RTR) - A Restorative Process

If a child's behaviour results in them being sent to 'The Responsible Thinking Room' (RTR), or if there is the need for them to reflect upon the consequences of their actions, they may be asked to complete a Parua Bay School 'Thinking Sheet' (Appendix 1).

Younger students will be asked to use a pictorial form of this 'Thinking sheet' with support and discussion from RTR teacher. (Appendix 2)

They have to consider the following questions:

- What I did (against our rules),
- What rule (or right) I broke or infringed,
- Why I did it (my explanation)
- What I think I should do to fix it up.
- What I think the consequences of my actions should be.

This process allows the child to reflect upon the poor behaviour choices that they have made and the school rule they have broken and how they can make the situation better for the victim and themselves.

It also involves them in deciding what the consequences of their actions should be. It is essential that all sanctions are seen to be fair, consistent and immediate.

Steps for Restoration

Restoration Steps for serious breaches of rules and/or conduct and behaviour and/or repetitive offending:

Staff have the discretion to apply the following steps (refer also to Notes below for fast-tracking through the Steps):

STEP 1.

- a. Rule broken is discussed by the teacher in charge of discipline and the pupil.
- b. The pupil will have one day in 'The Responsible Thinking Room' (RTR)
- c. The pupil will be required to carry out a Parua Bay School 'Thinking Sheet' that reinforces positive conduct and or behaviour.
- d. The pupil's name will be recorded on ETAP, and a note (standardised letter) will be sent home to parents/caregivers (which is to be signed by them and returned to the school)
- e. Reparation for damage will be required where appropriate.

STEP 2.

- a. Rule broken is discussed by the teacher in charge of discipline and the pupil.
- b. The pupil will have two days in 'The Responsible Thinking Room' (RTR)
- c. The pupil will be required to carry out a Parua Bay School 'Thinking Sheet' and or/activities that reinforce positive conduct and or behaviour.
- d. The pupil's name will be recorded on ETAP, and a note (standardised letter) will be sent home to parents/caregivers (which is to be signed by them and returned to the school)
- e. Reparation for damage will be required where appropriate

STEP 3.

- a. The pupil will have three days in 'The Responsible Thinking Room' (RTR)
- b. The pupil will be required to carry out a Parua Bay School 'Thinking Sheet' and or/activities that reinforce positive conduct and or behaviour.
- c. Their name will be recorded on ETAP for a third time within a three week period.
- d. Parents/Caregivers will be advised by letter and a follow up meeting will be arranged whereby parents/caregivers will be asked to come to the school and discuss the pupil's behaviour with the teacher in charge of discipline, the class teacher, and/or a senior teacher.
- e. Reparation for damage will be required where appropriate

STEP 4.

- a. A parent/caregiver conference will be held at the school involving members of the Management Team, the pupil's teacher and the pupil. A long term Individual behaviour contract will be drawn up.
- b. Outside agencies (including support persons for the parents/caregivers) may be called in if desired by either party, and will be organised by the Principal
- c. Disciplinary action will be decided at the conference - examples include time in 'The Responsible Thinking Room' (RTR) or being withdrawn from class.
- d. The Board will be notified (in committee) after the conference of the offence and the result and any appropriate action taken
- e. If appropriate, the victim and their parents/caregivers will be notified after the conference of the result and any appropriate action taken
- f. The pupil's name will be recorded in the discipline book
- g. Reparation for damage may be required where appropriate

STEP 5.

- a. Stand-down, Suspension, Exclusion, or Expulsion may be considered. The Principal will ensure the process for this (as detailed in the current Education Act) is followed, including documentation and notification.
- b. The Principal will immediately notify the Chair of the Board that a child is to be subject to this Step - the Chair will contact the New Zealand Trustee's Association for guidance, including whether or not to contact the School's insurers.
- c. Victims and offenders of bullying or assault will be offered professional counselling support.

NOTES

- a. Fast tracking through the Steps may be required in cases of violent or dangerous behaviour. Examples include (but are not limited to) any offence resulting in physical injury to any person will see the offender proceeding straight to Step 4. Fast tracking (and the reason for it) must be recorded in the discipline book.
- b. Proceeding through the Steps happens when a new offence (not necessarily of the same type or level) occurs.
- c. The deputy principal / assistant principal notes all RTR incidents on ETAP in the guidance section.

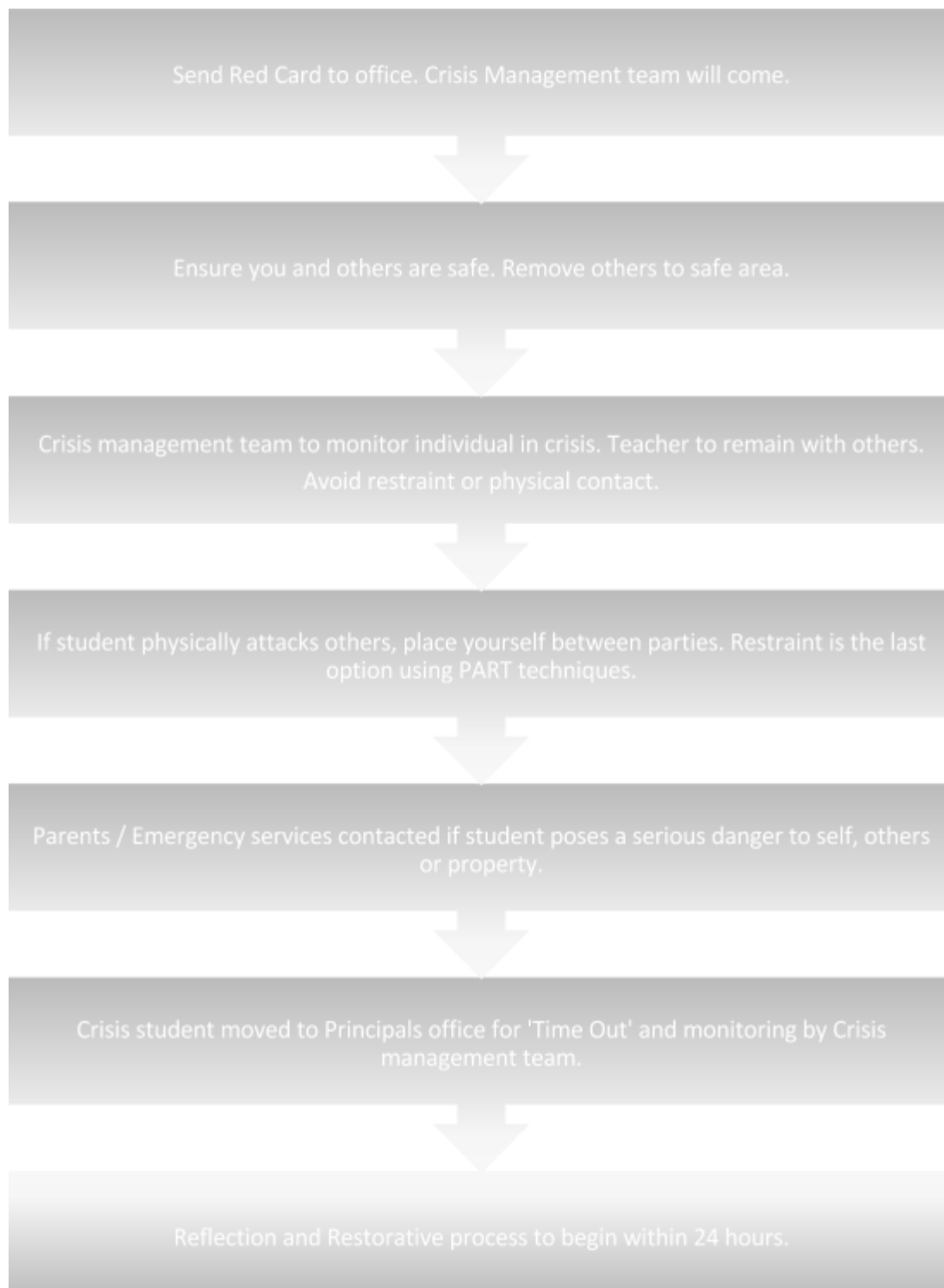
Crisis Management Plan



Parua Bay School

What constitutes a crisis?

A crisis exists when the person's behaviour escalates to the extent that there is a real or perceived risk of **serious injury to students, staff or parents, to self or others, or serious damage to property.**



Guideline For Class Rights and Responsibilities



Parua Bay School

We in Room... have decided that we all have the following rights and responsibilities:

We have the right:

- To feel safe
- To learn
- To be happy
- To be spoken to in a nice, friendly, respectful and polite, respectful and polite way
- To have our property looked after
- To be told the truth
- To be told "Sorry"
- To be listened to without interruption
- To work in a tidy and interesting classroom

We have the responsibility:

- To make sure everyone else feels safe
- To make sure everyone else can Learn
- To make sure everyone else is happy
- To speak to each other a nice, friendly way.
- To look after each other's property
- To tell the truth
- To say "sorry" when things have gone wrong
 - To listen to each other without interrupting
- To keep the classroom clean and tidy

Signed:

Date:



Parua Bay School 'Thinking Sheet'

Name _____ Class _____

What I did _____

Why I did it _____

The School rule I broke:

Be the caring kind.

Keep hands and feet to yourself.
Speak kindly to others.
Be polite and well-mannered.
Care for yourself.

Be the community kind

Share and care for others.
Keep yourself and others safe.
Be positive about learning.
Be willing to learn from your mistakes.

Be the environmental kind.

Respect other children's belongings
Look after school property and equipment.
Take your own rubbish home.
Look after your own and school property.
Return sports equipment.

Do the right thing.

Do as teachers ask you.
Stay out of classrooms at play and lunchtimes on fine days.
Stay within the school fence.
Walk on the decks outside classrooms.
Only go in the hall with permission and with an adult.
Tell the truth

Be the achieving kind

Respect the rights of others to learn
Complete school work and home learning to the best of your ability
Let others learn
Stay focussed.
Ask for help when you need it.
Participate fully in all academic and physical activities.

What I think I should do to fix it up _____

What I think the consequences of my actions should be _____

Student Signed _____ Date _____

Teacher Signed _____ Date _____



Parua Bay School 'Thinking Sheet'

Name _____ Class _____

<p>What I did?</p>	<p>Why I did it?</p>
--------------------	----------------------

The School rule I broke:

Be the caring kind.

- Keep hands and feet to yourself.
- Speak kindly to others.
- Be polite and well-mannered.
- Care for yourself.

Be the community kind

- Share and care for others.
- Keep yourself and others safe.
- Be positive about learning.
- Be willing to learn from your mistakes.

Be the environmental kind.

- Respect other children's belongings
- Look after school property and equipment.
- Take your own rubbish home.
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- Return sports equipment.

Do the right thing.

- Do as teachers ask you.
- Stay out of classrooms at play and lunchtimes on fine days.
- Stay within the school fence.
- Walk on the decks outside classrooms.
- Only go in the hall with permission and with adult supervision.
- Tell the truth

Be the achieving kind

- Respect the rights of others to learn
- Complete school work and home learning to the best of your ability
- Let others learn
- Stay focussed.
- Ask for help when you need it.
- Participate fully in all academic and physical activities..

What I think I should do to fix it up _____

What I think the consequences of my actions should be _____

Student Signed _____ Date _____

Teacher Signed _____ Date _____

Parua Bay School

"Success Through Effort"
"Ma te mahi ka matou"



Parua Bay School

Dear Parents / Caregivers,

Today your child _____ was sent to the Thinking Room at lunchtime.

This was because

Your child has breached our school rules and has had time to think about his / her actions as well as consider solutions to restore the situation.

The golden school rule is:

Treat everyone as you would expect to be treated.

Our rules include:

Be the caring kind

Be the environmental kind

Be the community kind

Do the right thing

Please discuss these with your child, and reinforce the need to obey the school rules, to ensure that all students feel safe and enjoy their learning at our school.

Attached to this letter is the Thinking form your child completed whilst in the Thinking Room.

Please sign the form below, and ensure your child returns it to school tomorrow.

Yours sincerely

Responsible Thinking Teacher

Danny Jewell (Principal)

§< -----

I have received notification that my child _____ has been sent to the Thinking Room

Parent Comment:

Signed: _____ Name: _____

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