



**PB4L**  
**Procedures**  
**2020**

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## Parua Bay School Vision Statements

### NAVIGATING LEARNING TOGETHER

#### **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 we 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 our 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 Parua Bay Way. Staff also recognise other teachers' efforts in our four values 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.

## The Parua Bay Way

We have developed a set of rules that we describe as The Parua Bay Way. They are the expectations we have of children and staff here at Parua Bay School. They are closely aligned to our 4 school values.



## The Parua Bay Way

I know that the choices I make reflect who I am and affect people and the world around me.

### So I choose to...

- solve problems peacefully
- have good manners
- care for myself, other people and the environment
- have a positive attitude
- be honest
- to keep trying when things get hard
- be proud of myself, my school mates and my community

## **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

2019

**Manaia (Blue)**

**Motukiore (Green)**

**Taika (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 Time**

Values awards will be given to children during whanau time on Monday's. They will be selected by their classroom teachers.

## **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 3<sup>rd</sup> v 4<sup>th</sup> 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.



## **The Parua Bay Way**

- Whanau points will be accumulated in and around the classroom based on The Parua Bay Way. 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.

**Lunchtime sports** - 1<sup>st</sup> = 5000 points, 2<sup>nd</sup> = 4000 points, 3<sup>rd</sup> = 3000 points, 4<sup>th</sup> = 2000 points

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

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

## **Whole School Assemblies**

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

- Excellence certificates based on classroom work behaviours
- The Parua Bay Way awards for outstanding demonstration of our values and way.

## 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.

## 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)'.

**All serious incidents must be entered into Linc-Ed so they can be followed up accurately by the SLT.**

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. All incidents of concern must be added to Linc -Ed so a clear record is established and can be followed up by the SLT.

## **'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 positive choice(s) did I not make?
- 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. PB Way 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 Linc Ed, 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. PB Way 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 Linc Ed, 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 Linc Ed 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

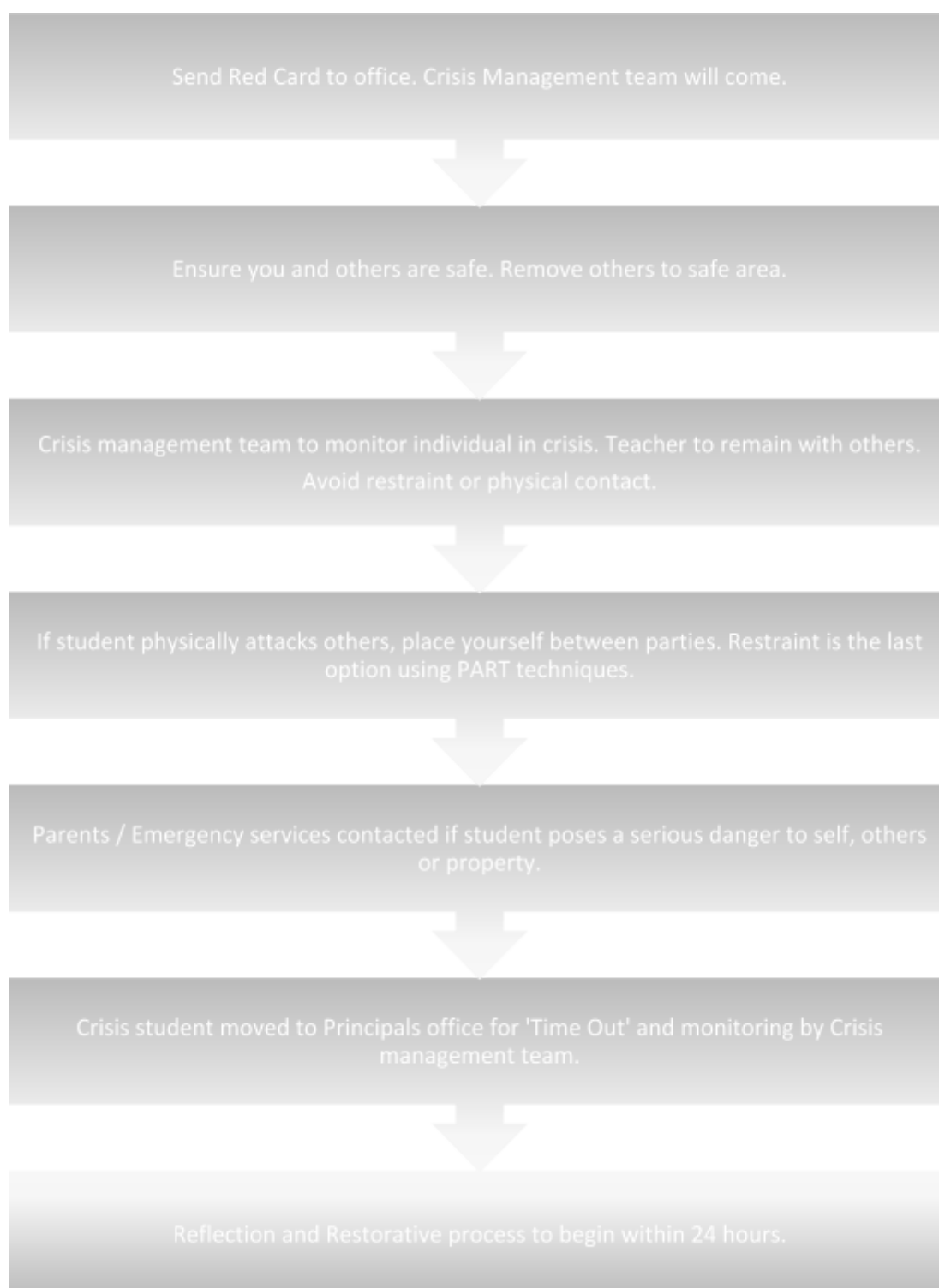
- a. Fast tracking through the Steps may be required in cases of violent or dangerous behaviour. Examples include (but are not limited to) any offence resulting in physical injury to any person will see the offender proceeding straight to Step 4. Fast tracking (and the reason for it) must be recorded 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 Linc Ed



# Crisis Management Plan

## 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



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:



Name \_\_\_\_\_ Class \_\_\_\_\_

What I did?

Why I did it?

The Parua Bay Way

I know that the choices I make reflect who I am and affect people and the world around me.

So I choose to...

- solve problems peacefully
- have good manners
- care for myself, other people and the environment
- have a positive attitude
- be honest
- not give up
- be proud of myself, my school mates and my community

What choice(s) did I forget to make today?

\_\_\_\_\_

\_\_\_\_\_

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 \_\_\_\_\_

What I did \_\_\_\_\_

Why I did it \_\_\_\_\_

The Parua Bay Way

I know that the choices I make reflect who I am and affect people and the world around me.

So I choose to...

- solve problems peacefully
- have good manners
- care for myself, other people and the environment
- have a positive attitude
- be honest
- not give up
- be proud of myself, my school mates and my community

What choice(s) did I forget to make today?

\_\_\_\_\_

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 \_\_\_\_\_



\_\_\_\_\_

Dear Parents / Caregivers,

\_\_\_\_\_ was sent to the Thinking Room today because

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The Parua Bay Way

I know that the choices I make reflect who I am and affect people and the world around me.

So I choose to...

- solve problems peacefully
- have good manners
- care for myself, other people and the environment
- have a positive attitude
- be honest
- not give up
- be proud of myself, my school mates and my community

Please discuss this with your child, and reinforce the need to follow The Parua Bay Way, 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

✂ - - - - -

I have received notification that my child \_\_\_\_\_ has been sent to the Thinking Room  
Parent Comment:

\_\_\_\_\_  
\_\_\_\_\_

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

**BEHAVIOURS AND CONSEQUENCES FLOW CHART**

**MINOR INCIDENTS**

Type of Problem behaviour	Definition	Consequences Flow Chart
Disruption	Student engages in low-intensity but inappropriate disruption.	<pre> graph TD     A[Observe problem behaviour] --&gt; B[Conference student, remind about school values, KCs, Class Agreement, The Parua Bay Way.]     B --&gt; C{Does the behaviour improve?}     C -- Yes --&gt; D[Praise, acknowledge positive choices]     C -- No --&gt; E{Is this the 3rd incident of the same kind in the same term?}     E -- Yes --&gt; F[Treat as a Major incident.]     E -- No --&gt; G[Teacher decides consequences, e.g. miss a break, written reflection, catch up on unfinished work.]     G --&gt; H{Does the behaviour improve?}     H -- Yes --&gt; D     H -- No --&gt; I[Teacher contacts parents.]     </pre>
Inappropriate language	Student engages in low-intensity use of inappropriate language.	
Inappropriate physical contact & physical aggression	Student engages in non-serious but inappropriate physical contact.	
Property misuse	Student misuses property in a minor way, e.g. borrowing pens and not returning them.	
Technology violation	Student engages in non-serious but inappropriate use of music, video, camera or computer.	
Other	Student engages in any other minor behaviour that does not fall within the above categories.	

**MODERATE INCIDENTS**

Type of Problem behaviour	Definition	Consequences Flow Chart
Abusive or inappropriate language	Student swears, name calls or uses other offensive language.	<pre> graph TD     A[Observe problem behaviour] --&gt; B[Conference student, remind about school values, KCs, Class Agreements, The Parua Bay way.]     B --&gt; C{Does the behaviour improve?}     C -- Yes --&gt; D[Praise, acknowledge positive choices]     C -- No --&gt; E[Record event on Linc-Ed. Teacher administers consequences and/or consults SLT re Thinking Room.]     E --&gt; F{Does the behaviour improve?}     F -- Yes --&gt; D     F -- No --&gt; G[If 3 repeated Moderate incidents, becomes a Major behaviour incident. Teacher/SLT meets with parents.]     </pre>
Defiance, disrespect, non-compliance	Student refuses to follow directions, talks back, and/or is socially rude in interactions.	
Disruption	Student causes an interruption in class activity: sustained loud talk, yelling, noise using materials, rough play.	
Fighting, physical aggression (low level) e.g. deliberate pushing, play fighting that becomes mildly aggressive.	Student participates aggressively in a 'low level' incident involving physical aggression / contact.	
Other, including not completing consequence actions for 'Minor' incidents.	Student engages in any other minor behaviour that does not fall within the above categories.	

**MAJOR INCIDENTS**

Type of Problem behaviour	Definition
Abusive or inappropriate language, profanity at student or adult	Student swears, name calls or uses other offensive language toward a student or adult.
Harassment / bullying	Student gives - disrespectful comments, posts, notes, pictures, sustained or intense verbal attacks, threats, unwanted physical contact and/or intimidation.
Theft	Student in possession of someone else's property, has passed it on, is responsible for removing it without the owner's permission.
Fighting, physical aggression (high level)	Student instigates or perpetuates an incident involving physical violence that results in, or has the potential to result in, serious injury or danger to others.
Running away from supervision	Student leaves direct or indirect supervision without permission from a member of staff.
Technology violation	Student makes highly inappropriate use of music player, video, camera or computer, e.g. viewing or promoting violent, sexual or adult themed materials.
Out of bounds	Student has left the school grounds without permission or direct supervision.
Property damage or vandalism	Student intentionally engages in actions that result in serious or attempts to result in serious damage.
Use/possession of alcohol/cigarettes	Student is in possession or uses cigarettes or alcohol - parent / teacher/ Principal meet.
Use/possession of drugs	Student is in possession of or using drugs - parent / teacher/ Principal meet + Police contacted.
Other, including not completing consequence actions for 'Moderate' incidents.	Student engages in any other 'Major' behaviour that does not fall within the above categories.

