



Behaviour Management Procedure

Bradford School believes in a positive, pro-active approach to behaviour management. Our school vision promotes a 'growing community who are happy, confident and life long learners'. With this as our focus, positive behaviour management draws on the concept of:

community - we all help each other to be the best we can be, we have responsibilities to each other.

growing / learners - we all make mistakes and take responsibility to learn from them

happy - we all have a right to feel happy and safe in our daily interactions and environment

confident - we are confident to tell others how we feel, treat others with respect and expect others to treat us with respect, we are confident to 'put things right' if needed

Our model promotes social and self-responsibility and is based on the school values created in consultation with our community of Respect, Integrity, Awhina (helping others), Empathy and Kia Runga Rawa. We work together as a community to support each other 'walk the talk' of these values. School values are displayed throughout the school and part of everyday classroom teaching and talk.

We believe that if there are clear, shared expectations and everyone's efforts to meet these are celebrated often, there is little need for negative action.

As a school we are committed to a united effort from staff, parents and students in a common philosophy that aims to support students 'with guidelines for, and practice in taking responsibility for their personal well-being and contributing to the well-being of others. This can make a difference in what they value and in the choices they make.' (Harrison, D. 1995)

Integral Components

Weekly School Values Assembly

Each Monday the whole school meets together for a Values Assembly. Staff and/or students lead a particular area of one of the school values through role play using Brad and Ford, motivating clips, songs, picture books or 'made up' scenarios. This becomes the 'values focus' for the week. Classes then unpack the goal in class and talk about how this will 'look', 'feel' and 'sound' in the class and playground.

Class Community Plans

At the beginning of each year, each class community will explore and develop an agreed set of behaviours and attitudes they want to have, as learners and as a class community. The teacher will facilitate the children to frame these around the School Values of Respect, Integrity, Awhina (helping others), Empathy and Kia Runga Rawa

and NZ Curriculum key competencies of *relating to others, participating and contributing* and *managing self*.

These statements are to have a positive framing i.e. it is the behaviours we want to see rather than the 'Don'ts'.

In discussion, the children and teacher also set up the support and appropriate consequences that accompany each level of learning behaviours and attitudes. It is the teachers role to guide discussion and thinking, through questioning and modelling in the set up of this.

This is then displayed in the class in a 'levels system'. Each class can decide the context for how their levels system will look in their room, e.g. some classes choose a race track theme, space, garden etc. Rewards and consequences for each stage are to be made clear, up on the wall, communicated to parents and transparent for all to know.

A copy of each classes system and consequences is put onto Teacher-write and a copy is updated in the policies and procedures folder in the office.

The Bradford Levels System is based on D. Hellison's model of Teaching Personal and Social Responsibility. Children reflect regularly and actively put themselves at the appropriate level on the levels. We believe that having pupils involved in establishing the expectations and consequences provides ownership and understanding.

The model promotes self and social responsibility by empowering students to take responsibility for their actions, efforts and behaviours, to experience making commitments to themselves and others, to live by the Bradford Values and care about the well-being of others.

It emphasises effort and self-direction as critical to the achievement of personal well being. Respecting others' rights, considering others' feelings and caring about others is essential to the achievement of social well being.

Objectives and Guidelines

- To encourage personal and social responsibility in all students.
- To encourage students to demonstrate self-management and have a positive attitude to learning and towards others.
- To ensure that all students, staff and caregivers know the school values and expected standards of behaviour, and are involved in ensuring they are met.
- To have a clear, consistent set of consequences and restorative steps to deal with behaviours that go against the school values.
- To reflect, repair and restore relationships when dealing with behaviours that go against the school values.
- To practice positive management of behaviour that encourages positive behaviour.
- To practice a partnership model of teaching where staff work co-operatively with the students, demonstrating mutual respect.
- To help students appreciate the consequence of their behaviours and to understand that behaviour is a choice.
- As part of the Values Programme the children will learn to make responsible and considerate choices for themselves and others.
- All children will reflect, monitor and evaluate their level against the class criteria and use this as a tool to set goals.
- Consequences for poor behaviour choices will be fair, consistent, build towards a more acceptable behaviour and involve restorative discussions and actions.

- Inappropriate behaviour and actions is used as a learning opportunity i.e. what went wrong, who did it effect, how can I put it right?

Celebrations and Consequences for Learning attitudes and Behaviour

Teachers use authentic positive praise and reinforcement daily, to promote behaviour expectations.

There are regular 'in class community' rewards for those children who are on the top learning and behaviour levels.

We have a Bradford Values Day once or twice per term to celebrate together our achievement in upholding our values.

Philosophy behind Bradford Values Days

Bradford Values Days are a way to celebrate individual and collective efforts of children in following the school values of **Kia Runga Rawa (Aiming High), Empathy, Integrity, Respect and Awhina (supporting others)** on a day to day basis in our school learning community.

The values are the essence of the Bradford Culture and encompass both relationship, self and learning competencies; for instance '**Kia Runga Rawa**' (aiming high) often relates to learning or goals we have set ourselves, being organised, having perseverance and determination, taking risks and 'having a go', having a positive learning attitude, being engaged and 'on task', setting goals and putting in a consistent effort to reach these.

An alternative learning programme is provided for any children who are working on climbing the levels of their class values levels. We are always sad if there are children who miss a B.V.D., but we also know that they are aware of what they need to work on to reach the top for the next B.V.D.

Each class have designed their own consequences and celebrations appropriate for each level of the class system. These are communicated to parents at the 'meet the Teacher Night' at the start of Term 1 and updated each year into the policy and procedure folder. Classes decide on 'how long' you need to have maintained behaviour at a certain level, or have a consequence before moving up. Teachers make this appropriate to the age of the children. e.g. the junior children have less time in a lower level consequence than the seniors.

Staff also send notes home, ring parents or catch up informally after school to share great stories of learning, behaviour and progress in these areas.

Children who consistently show the weekly focus School Value receive a Values Certificate at assembly, have a hot chocolate with the principal and share their news in the newsletter.

Raffle tickets are given out by staff and student councillors for showing the school values in the playground, outside school events and whole school events.

There are also 'privileges' that may happen for children who have shown themselves to be role models e.g. sitting on seats at singing etc.

Certificates and a photo on the class web page or school newsletter is another way of celebrating success in learning and in showing our values.

What happens when someone makes a poor choice?

Good and bad choice situations are explored in class, with discussions acknowledging difference between a 'slip ups' - i.e. we can all make a mistake' and consistently making bad choices that affect others.

This models to children that if approached with a problem, they have a variety of choices of how they can respond. Choosing a violent or a negative response is an option, as is choosing to get the help of an adult, using words or walking away. When a child chooses to behave irresponsibly they are also choosing a consequence. i.e. they may hurt someone else, they may go down a level.

Within the class levels systems there are a range of consequences the children have created that range from time out of the playground, to a restricted play area, to some think time. Empowering classes with the opportunity to create their systems helps ensure age appropriate consequences and celebrations.

The aim is always to move up the levels i.e. display our values, therefore, when a child makes a poor decision, teachers support them to reflect on 'What went wrong?' 'Who did it effect?' and 'How can I put it right?' to make goals from 'where they are at' to climb back up the top.

If a child remains at the 'bottom' level over time, or is regularly in this zone, then a meeting is organised with caregivers to discuss strategies to support the child to improve their behaviour. Outside agency support is used and where ongoing support is needed a 'wrap-around' approach is employed, where professionals work together with the child and caregivers.

If a poor decision hurts another child either verbally or physically, a restorative justice approach will be used. This may be led by the class teacher or in more serious incidents, the Principal. Where needed teachers interview children involved in the incident and witnesses to gather stories to gather a picture of what happened. At the meeting each child expresses what happened, how it effected them, and suggests ways we can 'put it right' and move forward. This restorative process happens alongside class agreed consequences from the child's class levels system. A restorative approach can be used from minor to major incidents, with individuals, small groups to whole classes. At times, parents are also invited to be part of the process. The restorative approach gives a framework to 'fix up and move on'.

If the behaviour were such that it compromised student or staff safety then a stand-down would be actioned.

BULLYING

Within the Bradford Levels System, School Values and positive behaviour management sits our attitude to bullying. Each year as part of our Values Assemblies the children are invited to 'role play' the message of the 'Power of One' which is a philosophy based on the belief that we all have the ability to put an end to bullying.

At Bradford we identify four types of bullying - Physical, verbal, exclusion and cyber bullying.

We also identify that being a bystander to bullying is as bad as being the bully.

If a child thinks that they or someone else is being bullied, then they will use this criteria to identify if it is bullying. They know that it is bullying if it is:

HURTFUL PURPOSEFUL REPEATED

The complete course of action is to:

- A) Decide if it is bullying
- B) Approach the bully and tell them how you feel
- C) Report to a teacher
- D) Ask the teacher for their next steps - make a plan on what will be done

We actively seek feedback from students and whanau on their 'happiness' at school through learning conference reflection sheets (parents and students) and annual community surveys.