


Positive Behaviour

Essence Statement

At Paraparaumu Beach School we believe that positive relationships between all members of our community is at the heart of a happy, safe and healthy school. This promotes well being and success for all. Consistency of approach and clarity of values will help everyone understand the positive behaviour expectations and support systems at Paraparaumu Beach School. Our motto is “*CARING, SHARING AND PREPARING.*”

Values

Our values are the foundations to positive behaviour. Below we have defined what these values mean to us at PBS.

 <p>Paraparaumu Beach School CARING, SHARING, PREPARING Manaakitanga, Tohatoha, Whakarite</p>				
<p>CREST - Our school values are the foundations to positive interactions and outcomes</p>				
<p>Curiosity Pātaitai</p>	<p>Respect Manaakitanga</p>	<p>Excellence Hiranga</p>	<p>Self-Management Rangatiratanga</p>	<p>Team-Work Mahi Tahi</p>
<p>We are curious, innovative and active learners. We are engaged in the world around us and reflect honestly on our work, actions and decisions.</p>	<p>We show respect for ourselves, others and the environment. As kaitiaki of our world we are caring, tolerant and kind.</p>	<p>We show excellence by doing our best and achieving goals. We aim high, persevere and are learning to be resilient.</p>	<p>We are self-managing citizens. We take responsibility for our learning, behaviour and well-being.</p>	<p>We work together through positive relationships. We participate, contribute and communicate as collaborative, co-operative team members.</p>

Expectations

- We stay in bounds. This means we are not:
 - On the school drive and in the car park
 - Behind the caretaker's sheds on the field
 - In trees
 - On fences or in a neighbour's property
 - Behind Room 17-27 (unless in garden with an adult)
 - Down the bank at the back of the field
 - Beyond the red lines
- Students will follow instructions promptly.
- We wear sun hats in terms one and four.
- We sit down to eat our lunches where our teacher can supervise us.
- We do not have chewing gum or fizzy drinks at school.
- We walk bikes, scooters and other wheels, from the blue lines, into and out of the school grounds.
- We do not have toys or collectables at school.
- We play safely at school. We do not have play fighting.
- Tackle games are supervised by a qualified adult.
- We stay outside at break times unless our teacher has written our name on the board.
- Student cellphones are not to be used between 9 and 3pm.

Preferred Practice in Behaviour Management

All teachers will:

- Model the school values we expect of students.
- Actively promote, teach and celebrate positive behaviour. For example Circle Time, Class Meetings and positive reinforcement systems.
- Jointly create classroom contracts / treaties outlining expectations at the start of the year. These will be communicated to parents.
- Ensure students know school values/ expectations through teaching and learning programmes and by referring and revisiting them on a regular basis.
- Ensure students understand a restorative approach will be used when addressing issues.
- Use least intrusive strategies first to minimise unnecessary confrontation and defuse the situation.
- Keep the focus on the primary behaviour issue when dealing with problems.
- Enter issues on e-Tap.
- Treat students in a fair and equitable way.
- Take into consideration contextual information when dealing with students (where possible).

Restorative Practice

At PBS we use restorative practice. Restorative Practice promotes the development of well-rounded, socially and emotionally competent young people who are accountable for their behaviour and understand that what they do (or don't do) impacts on others in some way. (Thorsborne).

Relationships are at the heart of restorative practice. We believe that misbehaviour impacts negatively on interpersonal relationships and restorative practice seeks to heal and put things right.

Restorative conferences provide a framework for cooperatively solving problems. All people involved will be heard and listened to, and be part of a fair process. Appropriate consequences and outcomes will be decided upon. We believe exposure to restorative strategies will empower students over time.

Participation in restorative processes is highly encouraged. If participants do not engage in the process, then staff will make decisions for others.

There are different types of conferences that can be used in different circumstances

- Walk and talk conferences (used in the playground)
- Individual conferences
- Small group conferences
- Classroom conferences
- Higher level conferences (involving all parties e.g. parents and outside agencies)

Types of consequences can include but are not limited to:

- value and rule reminders/warnings
- verbal or written apology
- behaviour think sheet
- opportunities to relearn i.e. prepare a speech on honesty
- opportunities to give back to the school i.e. picking up rubbish or cleaning affected area
- withdrawal from playground or class to think about their behaviour
- loss of privileges or responsibilities
- development of individual plans with teacher, Senior Management Team and parents (IBP)
- Stand down/Suspension/Exclusion

Resources, scripts (cards) and PD will be provided for all staff to ensure they are confident and able to facilitate conferences. Refer to pages 54-57 of Restorative Practices in Classrooms and documents in Team Drive. [Restorative Practice](#)

Routines

At Paraparaumu Beach School clear and consistent classroom routines will be established at the start of the school year. Routines contribute immensely to promoting positive behaviour.

Routines will include

- Class behaviour treaties /contracts, appropriate noise levels, leaving the room to use the bathroom etc.
- Moving around the classroom / school such as entering the staff room, library, office area
- Morning tea and lunchtime practices i.e. sitting to eat
- Wet lunch arrangements

The teacher will also carefully consider:

- Class management techniques e.g. signals for gaining attention
- Class seating plans/room organisation
- Placement of resources within the classroom
- Class time out plan

Collegial Support

It is important that teachers do not struggle with behavioural issues alone. At PBS collegial support is an essential aspect of managing behaviour successfully.

Some possible collegial support ideas:

- Form a buddy relationship with another staff member and organise a time out system. .
- Chat to a student's previous teacher.
- Allow time to discuss student pastoral / behavioural needs at syndicate meetings.
- Discuss strategies with your syndicate leader.
- Develop an action plan or IBP - can seek assistance with the DP, AP or Principal.

Playground Routines

While on playground duty, teachers need to:

- Be proactive.
- Be out to duty on time.
- Be providing an active presence so students see you are there to help to keep the play area safe and happy.
- Interact regularly with students and move around your designated area.
- Acknowledge great behaviour and deal with inappropriate behaviour by referring to the school expectations.
- Keep classroom teachers informed (of incident and your action) through conversations and / or entries on eTap.
- Pass any pertinent information onto the next duty teacher.
- Where required, follow up with Restorative Conferences e.g. Walk and Talk.
- Wear high viz gear.

Eliminating Bullying

We view any type of unpleasant behaviour towards another school member as serious, as it goes against the vision, values and expectations PBS is trying to promote.

Definition of Bullying:

Bullying is deliberate

Bullying involves a power imbalance (real or perceived)

Bullying has an element of repetition

Bullying is harmful

MOE 2015

Staff can use the following processes to help eliminate acts of bullying:

1. Raise the awareness towards bullying through classroom discussion and the explicit teaching of values.
2. Ensure your students have a clear understanding of what bullying is.
3. Ensure your students know they have a duty to support other students. Support can take a number of forms e.g. seeking help from an adult.
4. Seek resources to increase teacher knowledge, support students and eliminate bullying
 - See www.bullyingfree.nz
 - MOE resources such as Safe Schools: Strategies to Prevent bullying and Step Up Be Safe
5. Listen to students who complain of bullying and act on these situations.
6. Raise incidents with parents.
7. Role model respectful relationships.

Opportunities & Celebrations

- To promote positive behaviour PBS provides opportunities for students to further develop, practise and demonstrate the behaviours and attitudes we value. Celebrations provide a way to acknowledge and promote great behaviour.
- The following is a sample of opportunities PBS aims to offer: Whānau Group activities and events, Kapa Haka, Student Council Representation, Peace Patrollers, buddy class activities, PE monitors, inter-class games, clubs and groups (teacher and/or student run), assembly hosts & presenters, leadership opportunities, community service, inter-school events, school representation e.g. Artsplash, Wearable Arts, Sports, Kapa Haka Hui.
- The following list outlines some of the ways PBS celebrates great student behaviour: Tu Meke Time, Assemblies, Board's Outstanding Achievement Award, Sir Peter Blake Young Leaders Award, Prize Giving, Student participation and representation, Student Council events, interclass sports challenges, Principal's, DP's, AP's and teacher's certificates and awards, Syndicate Fun Days, Buddy class events, School and syndicate newsletters acknowledging student achievements/representation, Recognition on school website or Facebook page.

Whānau Groups and Whānau Fun

Paraparaumu Beach School prides itself on having a happy and safe environment, in which our students are expected to make good behaviour choices. Whānau Groups and Whānau Fun is another way PBS reinforces great behaviour, as it provides a time to celebrate together and foster respect, responsibility, citizenship and unity.

How it works:

- Every child is part of a Whānau Group (House).
- CREST cards are awarded throughout the year to students demonstrating the school values. The cards accumulate points towards the Whānau Groups overall points total. Individuals can also be acknowledged through the awarding of CREST certificates at syndicate assemblies.
- Whānau Fun activities are held each term. Points can also be awarded through these events. An electronic point system keeps track of the points. At the end of the year the Whānau Group Shield is presented to the WG with the most points.

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