



ST JAMES' CATHOLIC SCHOOL BOARD OF TRUSTEES

Promoting Positive Behaviour Procedure

**Our beliefs about the way we behave towards others:**  
 At St James' Catholic School Jesus and His teachings are at the heart of everything we do.  
 We believe each person has a right and responsibility to Live the Truth and to grow in their understanding and application of Gospel Values to the way they live their lives.

**SAINTS**

**"Live The Truth"**

**They are kind and respectful to themselves, each other and the environment.**

STRIVE	ACCEPTANCE	INTEGRITY	NURTURE	TALENTS	SERVICE
A willingness to do your best.	A willingness to be a kind person to everybody, no matter what.	A willingness to be <b>HONEST</b> in what I say and do.	A willingness to care for others and the environment.	A willingness to use and develop our gifts.	A willingness to <b>SERVE</b> without being asked or expecting a reward.
This means persevering to make <b>COURAGEOUS</b> choices.	This means <b>LOVING</b> others by welcoming and including them as friends.	This means being truthful, trustworthy and responsible.	This means looking after our <b>COMMUNITY</b> And environment and encouraging them to grow.	This means we use our special abilities <b>HUMBLY</b> for the good of all.	This means using our freedom to make good choices.

**In addition we believe everyone has the right and responsibility to:**

- Be treated as being made in the image and likeness of God.
- Be treated with respect.
- Feel safe and included.
- Allow others to learn.
- Understand their behaviour affects others.
- Be supported to understand their behaviour, learn from their mistakes and make changes to their behaviour.
- Be supported to learn, understand and use Restorative Practices and procedures.

**Restorative Principles:**

- Are a fair process
- Create opportunities for those involved to work together to understand, clarify, repair and restore balance to relationships and work towards a resolution.
- Empower both parties to act in a responsible manner and resolve conflicts peacefully.
- Develop positive behaviours and responsibility.
- Develop a deeper understanding of the impact of wrongdoing on both people and relationships.
- Allow for conflict to be resolved quickly.
- Offer ongoing awareness and support.
- Focus on how we affect others, work together to resolve issues, build skills and understanding of behaviour.

**All staff who fulfil a duty of care will:**

- Be restorative in their approach.
- Regularly teach, model and co construct with learners what living the Gospel values SAINTS looks like/sounds like/feels like.
- Regularly teach, model and co construct with learners what responsible behaviours, inclusive of restorative justice practices look like/sound like/feel regularly.
- Promote and support a safe, engaging learning environment where learners are actively involved in decision-making.

- Follow the Whanau positive behaviour management plan consistently and fairly.
- Display plans in all learning spaces.
- Explain to relievers, team's behaviour management plans.
- Listen and respond respectfully and calmly when children share concerns about the choices another learner is making.
- Record incidences and or conversations promptly on eTAP our SMS.
- Be responsible for phone calls and face to face conversations with family/whanau regards behaviour. This is not the responsibility of teacher aides, relievers or office staff.
- Collaboratively work with learners, family/whanau and colleagues on agreed team and whole school strategies, to support positive relationships.
- Inform concerned parties immediately (Team Leader, Team members, other classroom teachers, family/whanau) when learner choices are affecting the learners progress and the rights of others, to learn in a safe and inclusive environment. They will also discuss the current strategies in place to support the learner and provide opportunities for all parties to contribute new or untried strategies.
- Inform and seek support from the SENCO, Leadership Team if repeated disruptive choices occur. Seek advice and guidance from the SENCO for professional reading or development in relation to promoting positive behaviour.
- Work with the SENCO to make applications to outside agencies if necessary.
- Ensure all learners are not left in the classroom alone at any time - including leaving some children in while we take others out.
- Ensure that all learners are supervised when using technology.
- Promptly supervise learners at the end of break periods.
- Follow up on and support the school's uniform code.

#### **Teachers on duty will:**

- Be restorative in their approach.
- Take responsibility for knowing their duty times.
- Take responsibility for organising for their duty to be covered if they are unable to meet their responsibility, for reasons other than being unwell.
- Change over with the previous duty teacher outside.
- Ensure red high vis jacket, duty bag, SAINTS Coupons, (hat in summer) is worn.
- Be punctual.
- Be mobile and engage with students throughout duty.
- Be proactive. Intervene early on in any observed inappropriate behaviours.
- Give out on duty at least 3 playground coupons.
- Request the Principal or their delegated authority to follow up on behaviour that is serious or you have not been able to resolve, during the duty period.
- Respond calmly to a child's escalating behaviour. For example:
  1. 'You're obviously not ready to talk yet. Can you take some time out and keep yourself safe. I'll be here when you are ready to talk.'
  2. Give another child a 'Red help card ' (found in the duty bag) to get help from the Staff Room or Office

#### **Team Leaders will:**

- Be restorative in their approach.
- Keep up with current pedagogy about building relationships with learners and managing behaviour.
- Create a shared understanding about managing behaviour with staff and learners.
- Promote mental models of managing behaviour collaboratively and positively, where learners are at the heart of decision making.
- Ensure all staff in their teams have an understanding and knowledge of theory and practices associated with this procedure, through the provision and maintenance of appropriate development and training.
- Monitor and address team member's alignment regarding expectations for managing learner behaviour choices.
- Discuss team wide behaviour regularly, as an item on Team Meeting Agendas.
- Be open to feedback about their team's learning environment.
- Monitor behaviour incidents entered on eTAP in their team at Leadership meetings.
- Collaboratively develop individualised programs for learners to ensure all possible support is provided, including accessing support agencies, e.g: interagency referrals, RTLB, GSE.
- Collaboratively coordinate team wet day duty, e.g. one person from each team will always be in the team area.
- Collaboratively coordinate their timetables to ensure one member of the leadership team is on site if the Principal is not on site. Teachers will be asked to act up in the event that this is not possible and all staff will be notified via email.
- Conduct regular reviews of the effectiveness of the teams promoting positive behaviour strategies and make changes when appropriate and necessary.

**The Principal will:**

- Be restorative in her approach.
- Take responsibility for leading reviews of staff practices in managing behaviour and ensure the practice of staff is pedagogical current.
- Provide a budget to support the professional learning of staff in learning to manage behaviour positively.
- Provide staff with the support through the performance management system to improve ways of managing behaviour positively.
- Provide the appropriate support and guidance to staff, students and family/whanau to manage behaviour positively.

**The Deputy Principal will:**

- Be restorative in her approach.
- Support the Principal in leading reviews of staff practices in managing behaviour and ensure the practice of staff is pedagogical current.
- Monitor behaviour entries through eTap, ensuring the analysis and sharing of the current week's entries is shared at Leadership Meetings.
- Monitor the 'tone' of the playground, communicating with staff, problem solving and innovating with the Assistant Principal.

**The Assistant Principal will:**

- Be restorative in her approach.
- Develop a duty roster in consultation with staff at the end of each term for the beginning of the following term.
- Assist the Principal and the Deputy Principal in leading reviews of staff practices in managing behaviour and ensure the practice of staff is pedagogical current.
- Support the Deputy Principal to monitor behaviour entries through Etab.
- Support the Deputy Principal to monitor the 'tone' of playground.

**Family/Whanau will:**

Ensure their child arrives at School and is ready for learning prior to the 8.50am bell (i.e. After 8.30am and before 8.45am) and is collected by 3.10pm.

Ensure they take responsibility for supervising their children in the school playground after the 2.50pm bell.

Contact the School Office and staff members about any important information with regards to their child's behaviour/wellbeing.

Sign a copy of the schools Promoting Positive Behaviour Policy and Procedure as part of enrolment formalities, indicating their support.

Raise concerns about their own or another child's behaviour/well being:

First with the learning space teacher, who will make an accurate assessment of the situation by gaining all the necessary information.

If they are unhappy with this outcome contact the Team Leader.

If this proves to be unsatisfactory, the concern should then be raised with the Principal.

Attend meetings and conferences with regard to their child's behaviour/well being.

Be involved in creating solutions with regard to their child's behaviour/well being.

Work in partnership with the school to bring about a positive change to their child's behaviour/well being.

Be available to come and take their child home should this be necessary or to make alternative arrangements for their child's supervision.

**RESTORATIVE CHAT**



**St James' Catholic School**  
*Whakaruru Hau      A Sheltering Place*  
*— Te Kura Katorika o Hāto Heemi —*

Date:

Dear Family/Whanau

\_\_\_\_\_ has been involved in a restorative chat because they have been unable to manage/change their behaviour choices, which has impacted on theirs and others learning in the classroom/playground.

The purpose of this letter is to provide information to you about what happened/has been happening.

If you receive two of these Restorative Chats you will be invited in to have a conversation about how we can work together, so that \_\_\_\_\_ can reach their full potential by making good choices about their learning and behaviour.

Please do not hesitate to contact me if you would like to discuss the issue further.

**Please complete the section below and return it to me tomorrow.**

**Signed:** \_\_\_\_\_ **Name (printed):** \_\_\_\_\_

Family/Whanau member name: \_\_\_\_\_

I have read the information concerning the restorative conference involving my child.

Comment(optional):

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

Date: \_\_\_\_\_

### The Restorative Chat (wrong doer)

We're here to talk about....

What happened?

What were you thinking at the time?

What have you thought about since?

Who do you think has been affected by what you did? In what way?

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What do you need to do to MAKE THINGS RIGHT?

How can we make sure this doesn't happen again?

What can I do to help you?

### The Restorative Chat (The victim)

What did you think when it happened?

What have you thought about since?

How has it affected you?

What's been the worst of it?

What's needed to make things right?

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How can we make sure this doesn't happen again?

### **"Positive behaviour is taught not caught"**

#### **Strategies for staff to teach, encourage and model to promote positive behaviour**

- ★ Use of good manners.
- ★ Smile, greet people, eye contact, use names and make positive comments.
- ★ Thank you notes.
- ★ Certificates, stickers and collective rewards.
- ★ Class and whole school celebrations.
- ★ Recognition.
- ★ Group encouragement and feedback (notice and comment no matter how small an improvement).
- ★ Celebrating Success in the newsletter – Gospel Values Awards/SAINTS Classroom and Playground Certificates/Principal Postcards, individual and group successes.
- ★ Relationship programs: Robert Pereira ABC Bullying Strategy.
- ★ Student leadership and decision making, e.g: roles within the class setting, student voice, class meetings, restorative circles and student forums, student council.
- ★ Students leading their learning.
- ★ Recognition notes sent home.
- ★ Phone calls / emails / face to face, kanohi te kanohi – Good News sent home.
- ★ Collaborative learning strategies e.g: learning buddies / thinking partners.
- ★ Learner run assemblies.
- ★ Visual reminders around the school.
- ★ Gatherings on Mondays.
- ★ Use of Incredible Years Strategies.

#### **Five Finger Tool**

When sorting out a problem we:

- ★ Ask ourselves "Is there really a problem"
- ★ Make an "I" statement.
- ★ Move Away.
- ★ Talk to a helpful person.
- ★ Ask a teacher for help to solve the problem.

#### **Good Manners**

We are learning to demonstrate that we use good manners:

We will know we have achieved this when we consistently.

- ★ Use the name of the person who has greeted us with a "hello".
- ★ Use the name of the adult calling out the roll. "Good morning Mrs ...."
- ★ Let adults through doors before ourselves.
- ★ Hold the door open for adults.
- ★ Offer to carry a load for anyone who is overloaded.

**Promoting Positive Behaviour  
Clarity around Major and Minor Behaviours**

**Our Vision**

**To grow Catholic, Christian, young people, who are CONFIDENT, CONNECTED LIFELONG LEARNERS, inspired by the teachings of Jesus, and who make a positive difference in their community.**

**Our Vision says: We understand the importance of supporting everyone to be the best they can be in their daily lives.**

**Our Values**

**SAINTS**

**"Live The Truth"**

**They are kind and respectful to themselves, each other and the environment.**

<b>STRIVE</b>	<b>ACCEPTANCE</b>	<b>INTEGRITY</b>	<b>NURTURE</b>	<b>TALENTS</b>	<b>SERVICE</b>
<b>A willingness to do your best.</b>	<b>A willingness to be a kind person to everybody, no matter what.</b>	<b>A willingness to be HONEST in what I say and do.</b>	<b>A willingness to care for others and the environment.</b>	<b>A willingness to use and develop our gifts.</b>	<b>A willingness to SERVE without being asked or expecting a reward.</b>
<b>This means persevering to make COURAGEOUS choices.</b>	<b>This means LOVING others by welcoming and including them as friends.</b>	<b>This means being truthful, trustworthy and responsible.</b>	<b>This means looking after our COMMUNITY and environment and encouraging them to grow.</b>	<b>This means we use our special abilities HUMBLY for the good of all.</b>	<b>This means using our freedom to make good choices.</b>

**What do we mean by "Minor Behaviour Choices?"**

Any physical action that causes upset, e.g. low level rough play - rolling on the ground and play fighting, playing games on the sports field and over tackling, shoving, pushing, wrestling moves  
 Use of minor inappropriate language  
 One off refusal to do as they are asked  
 Answering back, calling out, interrupting  
 Annoying others  
 Talking out of turn  
 In the wrong place  
 Off task  
 Setting others up  
 Note writing and passing  
 Teasing - not knowing when to stop  
 Hiding because you are scared or unhappy  
 Littering  
 Repeatedly riding their scooter/bike in the playground  
 Playing in the toilets  
 Using equipment inappropriately  
 Deliberately causing minor damage  
 Taking other's food  
 Intentional taking of others belongings, e.g. Pencils, erasers etc  
 Consistently not bringing PE or swimming togs  
 Wearing incorrect items of uniform, hair ties, jewellery, wearing their socks outside with no shoes, incorrect footwear, incorrect earrings

## What do we do when learners make "Minor Behaviour Choices?"

### Use of inappropriate language/ inappropriate physical contact/one off refusal-answering back/teasing

**Talk** with the child and remind them of the appropriate respectful language to use. Respect the space of others. Link this to our Gospel Value SAINTS' e.g. How does what you have done show you are being a person of / STRIVES , ACCEPTANCE, INTEGRITY, NURTURE, TALENT, SERVICE ?

**Child apologises - may be verbal or written.** The process to teach our learners is: Teresa I am sorry for..... You must be feeling. I am sorry for that. Do you accept my apology?

**Discuss** with the child another way of responding to the situation and what is appropriate. Help them by creating a plan with them about changing their behaviour choices moving forward.

**Support** the child to make good choices by using the positive whanau behaviour plan to acknowledge good choices made by the child moving forward

**Model** the five finger tool as something they can use if they get into the same situation.

**Talk/dramatise** the appropriate ways to handle conflict and come up with some visual prompts to help children make appropriate choices in the classroom and playground.

**Follow** the team behaviour consequence plan

**Follow up discussion** with the child about their behaviour.

**Phone call** home at the discretion of the learning space teacher (this is not to be a reliever) positive as well as concerns.

### Lateness

Child/Family/Whanau report to the Office and sign child in.

Talk with the child quietly about the lateness to find out what is happening if it is an ongoing concern. Never ostracize the child for being late.

If ongoing the teacher arranges a meeting with parent/s to discuss.

Teacher and parent work together.

Organise a follow up conversation with the parent to review how it is going.

### Incorrect Uniform

If no note from home, the teacher will make an initial inquiry to the child. The answer may clarify the issue.

If the issue is not rectified within 2 days, personal contact with the parents/caregivers will be made to clarify the issue and to provide support so that the correct uniform will be worn.

No sun hat - no play (Terms 1 and 4).

### Other interventions

Walk with duty teacher/lose a break time/ supervised break at different times to others

Time to reflect/ lines

Service

Address behaviours using Robert Perriera Anti Bullying strategies

## What do we mean by "Major Behaviour Choices?"

Any actions or words intended to deliberately hurt.

Inappropriate verbal messages directed to others with anger and intent, e.g swearing/name calling/rude signs

Repetitive use of minor inappropriate language.

Threatening or intimidating language or physicality

Any serious physical action that causes harm to another person/s, i.e. hitting, punching, biting, kicking, throwing objects/stand overs and spitting

Threatening others with anything such as a weapon. Using anything as a weapon with intent to hurt. Serious weapons at school: Knife, Pocket knives, Sling shot, Laser light, Magnifying glass

Deliberate damage to property

Graffiti

Any sexual acting out. Showing genitalia to others (age dependent)

Pulling up or down others' clothing with intent

Touching others inappropriately

Repeated and absolute refusal to follow instructions/rules.

Repeated answering back.

Direct verbal abuse.

Hiding without teacher knowing or running away.

Continual use of minor behaviour i.e continual calling out, constantly interrupting etc.



Re-offending lying and cheating  
 Protecting someone by lying or omission.  
 Note writing with intent to hurt.  
 Persistently late to class after breaks  
 Serious incidents of theft  
 Intentionally accessing internet sites which contain sexually inappropriate material

**What do we do when learners make "Major Behaviour Choices?"**

**You may need to**

Seek assistance if required- red card.  
 Withdraw child and allow them to calm down.  
 If the child is not in your whanau communicate with their Learning Space teacher or Team Leader so they can support you and the learner.  
 If violence is involved with either party, or they are hurt in any way, seek first aide, make a phone call to parents informing them that an incident has occurred and you are investigating it.  
 An adult on staff with a relationship with the child conducts the Restorative Chat below and records the conversations ensuring all sides are heard and everyone agrees with the outcome of the conversation. This is documented on Etap.

**RESTORATIVE CHAT**

Always talk first using restorative prompts to establish the facts

to the wrongdoer	to the victim
We're here to talk about... What happened? What were you thinking at the time? What have you thought about since? Who do you think has been affected by what you did? In what way?	What did you think when it happened? What have you thought about since? How has it affected you? What's been the worst of it? What's needed to make things right?
What do you need to make things right? How can we make sure this doesn't happen again? What can I do to help you?	How can we make sure this doesn't happen again?

**After the Restorative Chat**

- Once the resolution is worked through the teacher phones parents, scans a copy of the Restorative Chat to parties concerned and shares with the Principal. A note that a Restorative Chat has taken place is recorded on Etap
- If a resolution is not met child/ren may need time and the following may be actioned: Time Out - Working in another Learning Space, Working in the Front Office

**Other Interventions**

- Write a letter of apology completed at a break time
- Restrict access to particular areas in the playground and then transition back into full use of the playground
- Place in another learning space for a period of time and then transition back into the Learning space
- Good News Book
- Sticker charts

**Also Consider**

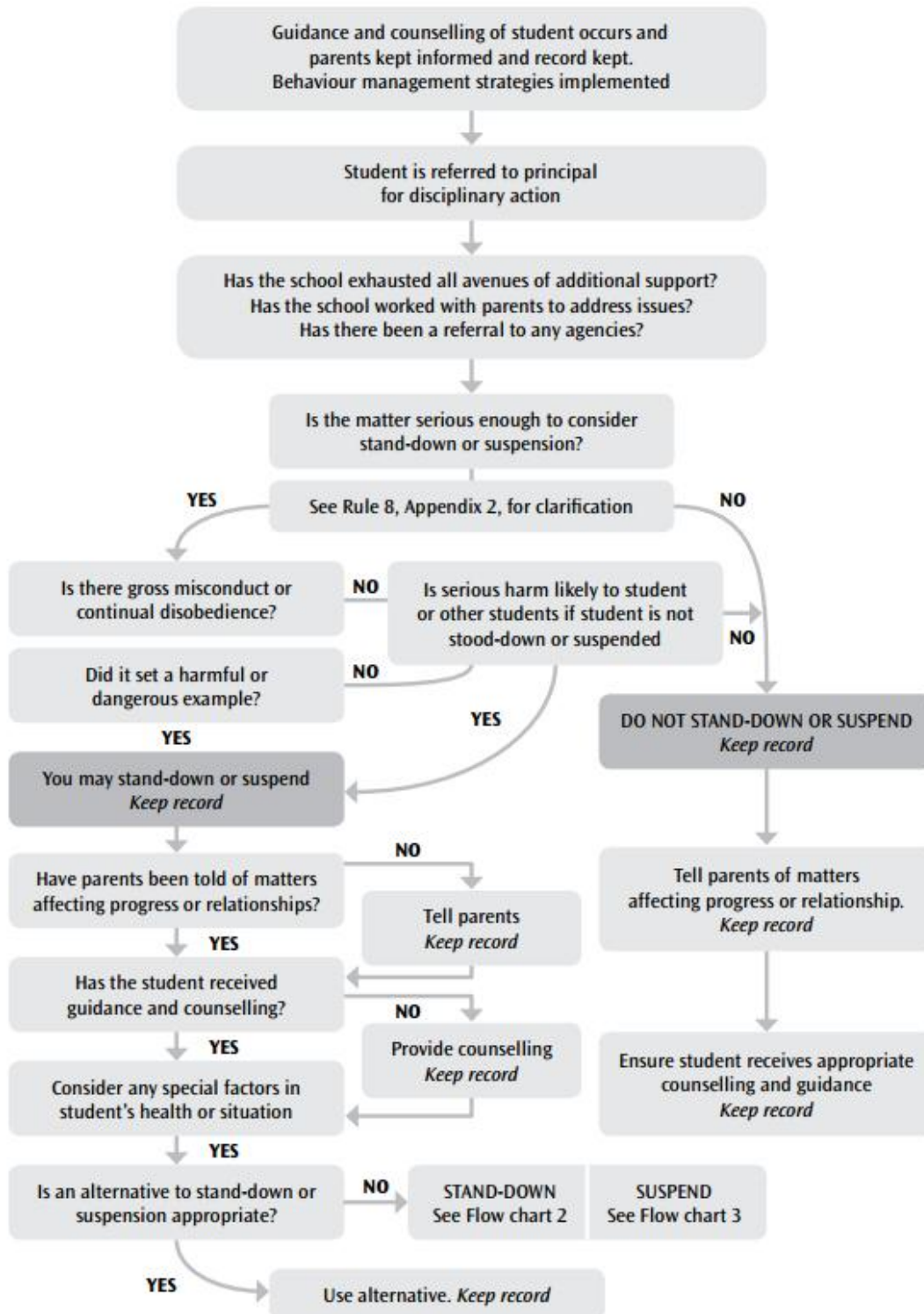
When the behaviour strategies staff are trained in are not having an affect on the choices the learner is making, an **Outside Agency** will be contacted. These could include:

- SENCO referral to RTLB
- GSE- severe behaviour application or other support
- Apply to Principal's Senior Advisor for Interim Response Funding
- YOSS-
- ACROSS or Methodist Social Services
- Families will be supported throughout this process

## Flowchart 1

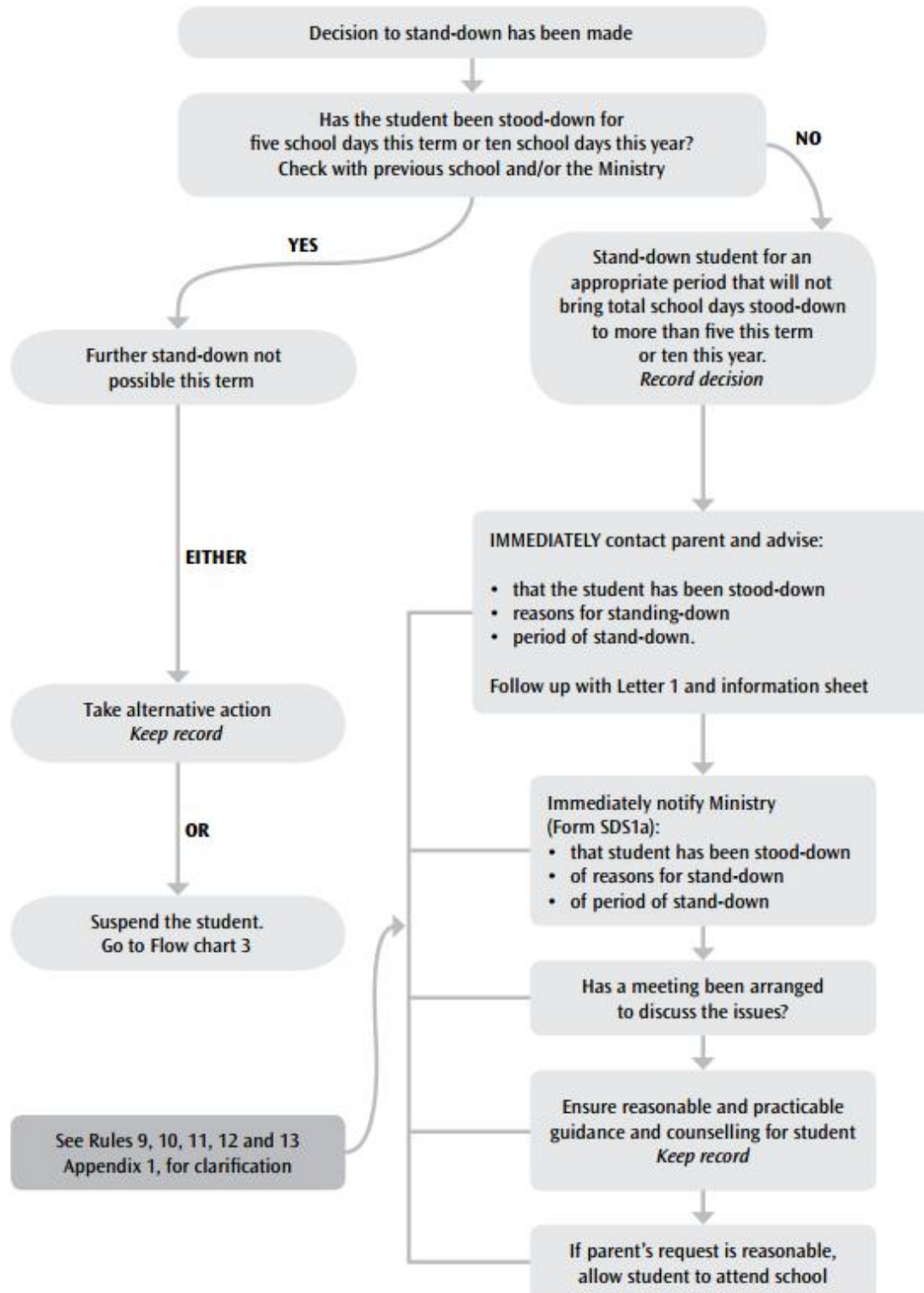
# Principal considers possible stand-down or suspension

At all times, the principles of natural justice apply – act fairly and reasonably in the circumstances.



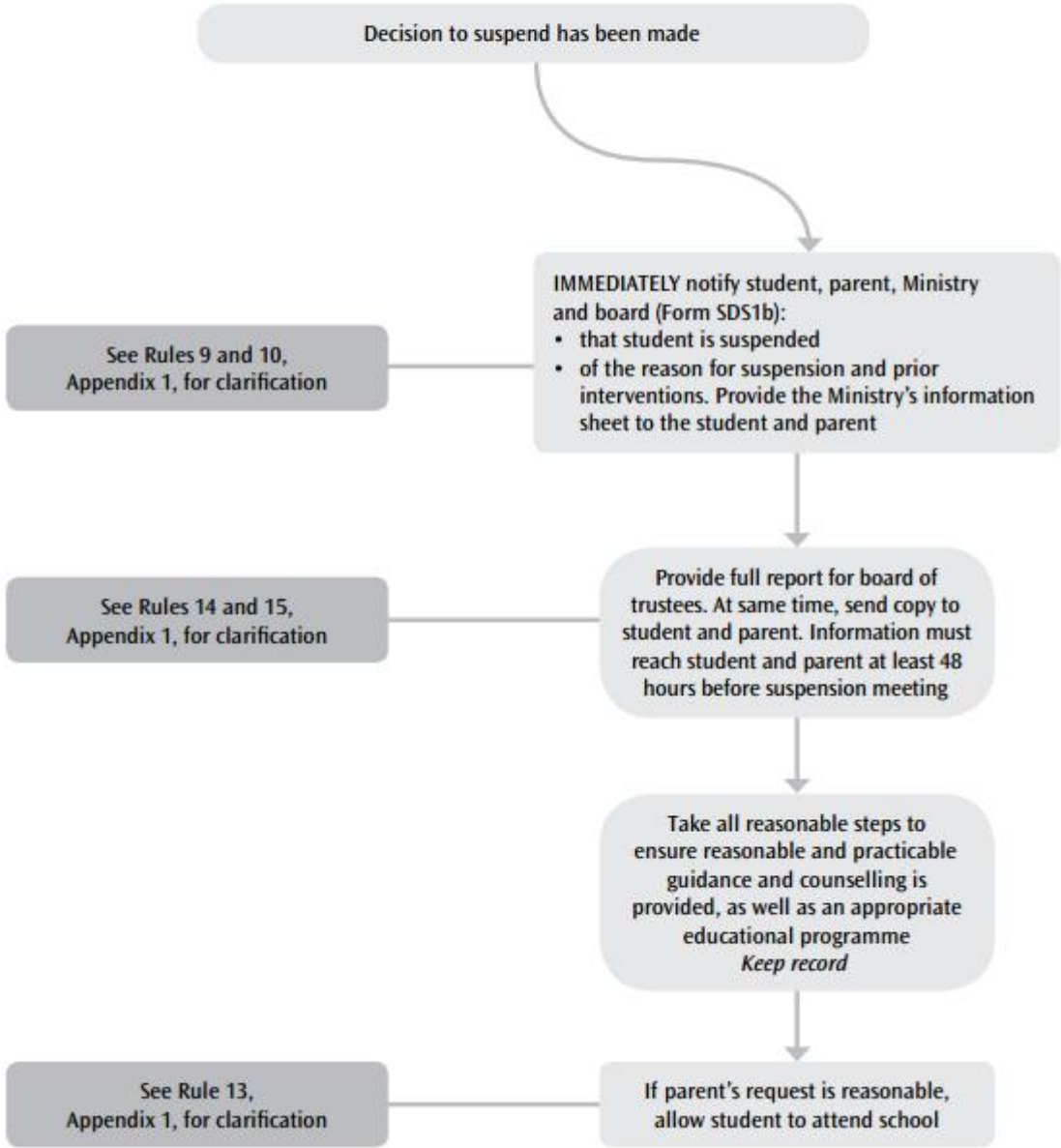
Flowchart 2

## Stand-downs: Action by principal following decision to stand-down



Flowchart 3

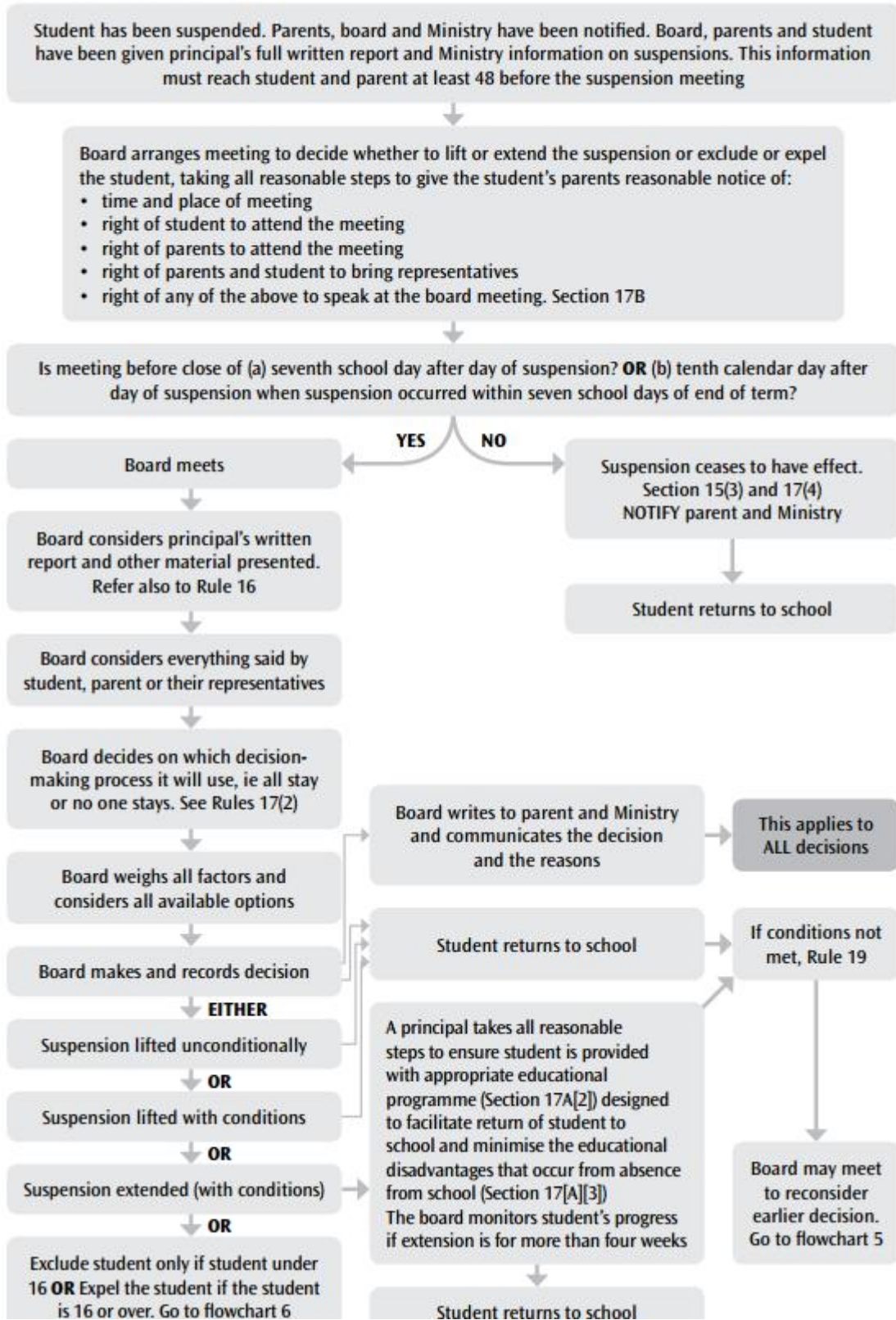
# Suspensions: Action by principal following decision to suspend





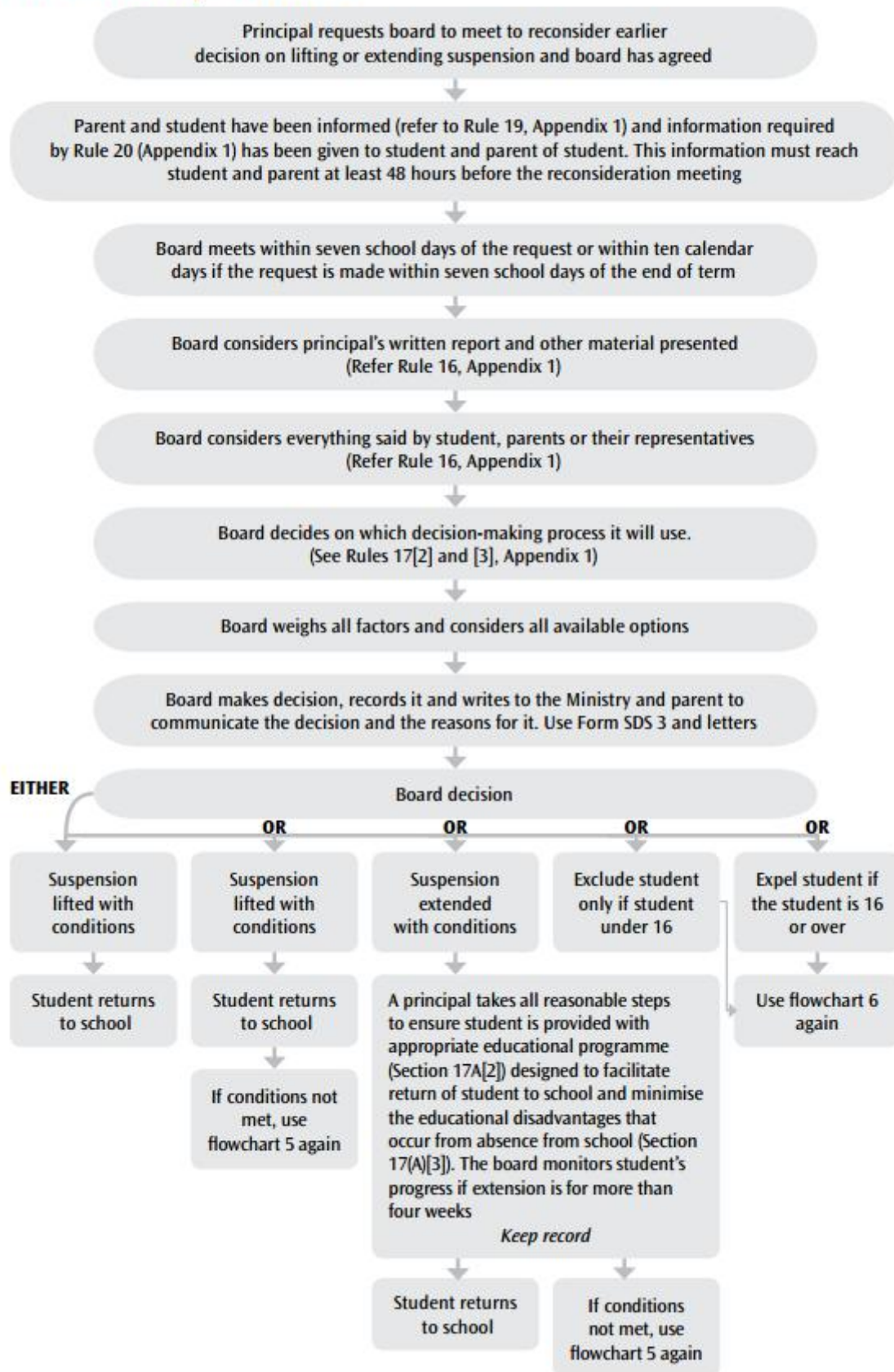
Flowchart 4

# Action by board following decision to suspend



Flowchart 5

# Reconsideration of suspension: Action by board



Flowchart 6

## Action by principal when student excluded or expelled

