FLEMINGTON SCHOOL 2014

Values
&
Behaviour Plan

All students enrolled at Flemington Primary School will

adhere to our school wide Values and Behaviour Plan.

Flemington's Values
Our Culture

We Care

* RESPECT   * HONESTY   * RESILIENCE   * RESPONSIBILITY   * EFFORT and SUCCESS

We are Honest ⟺ We put in a big Effort

We Respect Ourselves ⟺ We Respect Others

We Celebrate Success ⟺ We Respect Property

We are Responsible ⟺ We keep Trying

Getting Caught displaying Our 'Values'

'GOTCHA'S'

A reward to celebrate children being socially responsible. Teachers look to catch children who are displaying **'Flemington' Values'** during the week. They are awarded a 'GOTCHA' and this goes into the weekly draw at assembly on Friday, where 3 are drawn out to choose a special treat.

'STUDENT OF THE WEEK'

Each week three children are presented with a Certificate for being a 'Student of The Week'. These children are chosen by the teachers each week.

The Flemington Culture

Flemington School promotes a positive culture and together with the students, staff, parents and Board of Trustees, work to ensure that a safe learning environment is established and maintained.

We celebrate:

Birthdays at assemblies by singing Happy Birthday—varying between Te Reo and English

The 3 Students of the Week are presented with a Certificate and pencil at Friday Assembly each week and their picture is presented in the newsletter in case they forget to tell you.

Regular special activities for those that have displayed the Flemington Values are handed out through the GOTCHA system

Celebration and sharing of students work, success, achievements and behaviour is communicated in the school Newsletters and acknowledged at school assemblies.

In the Classroom:

- Quality, content and presentation of student book work acknowledged.
- Individual student behaviour is acknowledged within the classroom through the system each class uses.
- The emphasis in the classrooms as the children progress through the school is on developing a culture of motivation that is driven by the student wanting to achieve for themselves rather than on external rewards.

In the playground:

- Weekly draws for playground behaviour from Duty Teachers through the GOTCHA system.
- All children's names are put in the draw and 3 are drawn out to choose a treat for the following week.

In House Points:

- Can be earned through the weekly House Points that are accumulated in the classrooms,
- These class house points can be earned through behaviour, work ethic, social actions and other actions that reflect the Flemington Values.
- They can also be gained through a number of House Competitions during the year: Softball, Triathlon, Swimming, Cross Country

Not all children can exhibit the 'Flemington Values' behaviour all of the time. However, inappropriate behaviour is monitored and followed up with consequences.

How We Care

Positive redirection

Restorative chats

Praise– encouragement

Choices in class programmes to suit learning styles

Social skills coaching in Circle Time

Mentoring from other students /teachers

Support to learn and to socialise

Family atmosphere

Classroom social skills programmes

Time out/calm down/ reflective opportunities

Meet/greet each other, every day.

Family communication

Class rewards

Leadership opportunities

Clear rules, boundaries and consequences

Taking Ownership of What We Do.

At Flemington we strive for Educational Excellence and Success

GOTCHA REWARDS:
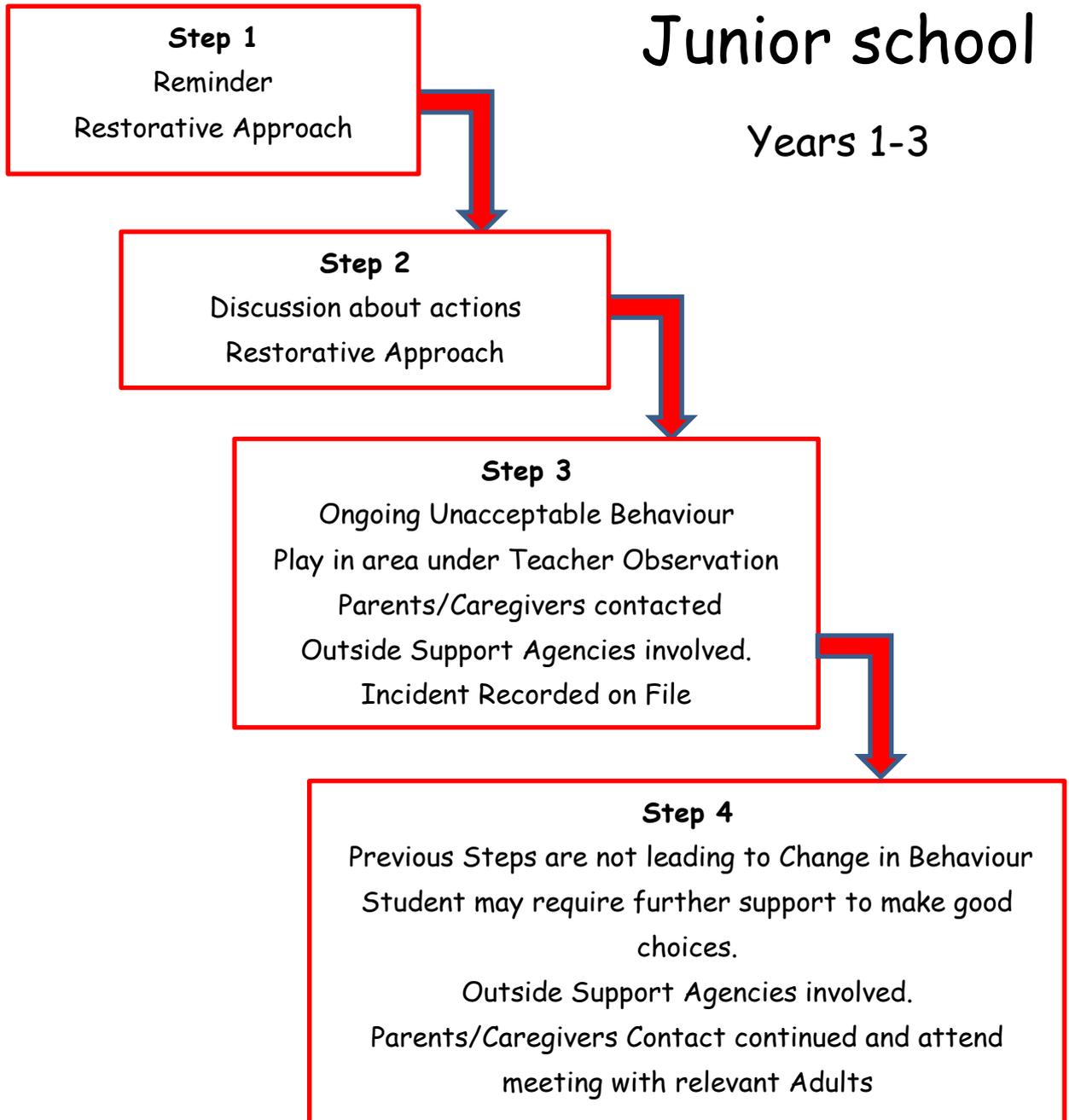
- 15 minutes using the computer - own choice of use

- 15 minutes playing outside with a friend

- 30 minutes playing with Lego with a friend

- 30 Minutes using the Art and Craft box with a friend

- Making popcorn with a friend

- 20 minutes shooting hoops in the hall with a friend

- Free lunch on a Friday

GOTCHAS is an opportunity to support children's social skills, key competencies eg: managing self and learning new skills, activities, cooperative learning and developmental opportunities. (New Zealand Curriculum).

The Flemington Pathway

Junior school

Years 1-3

Step 1

Reminder

Restorative Approach

Step 2

Discussion about actions

Restorative Approach

Step 3

Ongoing Unacceptable Behaviour

Play in area under Teacher Observation

Parents/Caregivers contacted

Outside Support Agencies involved.

Incident Recorded on File

Step 4

Previous Steps are not leading to Change in Behaviour

Student may require further support to make good choices.

Outside Support Agencies involved.

Parents/Caregivers Contact continued and attend meeting with relevant Adults

Each day is a new start for students that have difficulty managing their behaviour (Social and/or Learning) - unless actions have been put in place to mitigate their particular behaviour, which has continued to be disruptive to their, and others, safety and or learning.

The Flemington Pathway

Middle and Senior school

Years 4-8

Step 1

Reminder

Restorative Approach and Support

Step 2

Ongoing **Minor Behaviour**

Discussions with all involved about actions and possible solutions - with a solution focussed restoration

Restricted Play Area

Step 3

Continued Minor Behaviour or

Incidents of Unacceptable Behaviour / Bullying

Placed in close Teacher Observation

(This may include morning tea and lunchtime)

(Behaviour is recorded on file)

Parents/Caregivers Contacted

Ministry of Education interventions eg. RTLB, GSE

Step 4

Unresponsive to actions put in place

In school isolation part or whole day

Parents/Caregivers contacted.

Individual Behaviour Plan Formulated

Reintegrate with class / peers / teacher

Step 5

Management Meeting

Parents/Caregivers Student Meeting / review Behaviour Plan for

student.

Further isolations decided.

Support in school/ Individual Behaviour Plan may be required.

Behaviour Actions and Responses

MINOR INCIDENT
Social and/or Learning Behaviours
Tier 1

Actions

1. Find out all the facts.
2. Discussion about what has happened and what to do now.
3. Direct thinking to what could have been done differently for all involved.
4. Point out who has been hurt (emotionally or physically) and what the offender needs to do about this.
5. Positive verbal redirection of behaviour
6. Re-engagement of learning, playing or social interaction

MAJOR INCIDENT
Social and/or Learning Behaviours
Tier 2 & 3

Actions

Behaviours are typically more directed to everyone else, or themselves, rather than a typical bullying behaviour that is directed at a specific person or group.

1. Find out all the facts.
2. Discussion about what has happened and what to do now.
3. Direct thinking to what could have been done differently.
4. Positive verbal redirection of behaviour continues as for minor level.
5. Re-engagement of learning, playing or social interaction if possible - Independently if reintegration is not an option.
6. Parents / caregivers contacted and informed of what has been happening.
7. Review incidents looking for antecedents
8. Outside support agencies involved.
9. Individual Behaviour Plan implemented
10. Support in School

Serious Incident Clause:

- Stand Down: The Board of Trustees and MoE notified and process followed.
- Any Repeat offence within 5 days will be discussed to determine the next step.
- The BOT is involved in any decisions involving the more serious step of suspension or expulsion.

This supersedes other processes if the behaviour is of a serious or damaging nature that it is deemed the most appropriate response.

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MAJOR INCIDENT
Social and/or
Learning Behaviours
Tiers 2 & 3 and Also
Tier 4 Behaviours

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Escalation of Tier
2 & 3 Behaviours

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Step 2

- In school isolation part or whole day
- Independently working away from class.
- Parents/Caregivers contacted.
- Conduct sheet for 5 days
- No disruptions, loss of social networking
- Reintegrate with class/ peers/ teacher

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Step 3

- Management Meeting
- Parents/Caregivers Student Meeting / review behaviour plan for student
- Further isolations decided.
- Support in school/ Individual behaviour plan maybe required
- Ministry of Education interventions eg. RTLB, GSE

BULLYING INCIDENTS

These also have an esculating level of seriousness and response

Action

1. Make sure all involved are safe.
2. Gather information from all children involved—and any relevant others.
3. Work through low level restorative process with offenders and victims—making sure it is understood how the actions of the offender have affected the victim.
4. An agreed outcome is worked through.
5. Student has time to reflect /think about their actions,
6. Parents/Caregivers of offender and victim contacted.
7. Restricted Play area or access to digital devices / Relocation within school - as required.

Persistent reoffending – Bullying Behaviours

- Steps 1 to 7 repeated in first instance—if appropriate
- Outside services brought in.
- Behaviour modification practice involved.
- Individual Behaviour Plan implemented - In conjunction with Parents/Caregivers and child.
- Restricted to specific areas to play.
- Review of outcomes for offender and victim

Positive Behaviour for Learning (MOE)

Understanding bullying behaviours

There are many different definitions of bullying but almost all of them include three distinct elements. Bullying:

- Is **deliberately harmful** aggressive behaviour
- Is behaviour that is **repeated** over time
- Involves a **power imbalance** between those who bully and those being bullied.

Types of bullying behaviour

It is widely accepted that there are different types of bullying. These fall into four main groups:

- **verbal** bullying – repeated mocking, name-calling, unwanted teasing, homophobic, or racist remarks
- **physical** bullying – repeated hitting or kicking, taking or threatening to take possessions
- **social or relational** bullying – repeated exclusion, spreading rumours or gossiping, withholding friendship, pulling faces
- **cyber** bullying – repeated threats, criticism, or unkind comments or images sent by text, email, or posted on social networking sites.

What bullying is not

Not all acts of aggression are bullying. For example, although unacceptable behaviour, a one-off physical fight between children of similar size and strength is not bullying. A New Zealand publication, Responsive Schools, can help schools to clarify what is and is not bullying and to develop their own definitions.

The bullying continuum

Some researchers express a concern that many anti-bullying interventions address all incidents of bullying behaviour as if they were equally severe. They suggest, instead, that bullying behaviours sit along a continuum from mild to high severity. It is important that schools define what they consider to be a mild, moderate, or severe incident.

Many mild bullying episodes can be addressed by approaches such as informal teacher intervention or through training bystanders to intervene.

Moderate cases may need a more formal method, such as a restorative justice conference.

Severe cases of bullying or other behaviours, such as assault, may require the police to be involved.

Understanding bullying

Understanding why people bully can be useful in exploring ways to build a safer and more caring climate. Research shows the role of the wider social environment in shaping and influencing behaviour.

Common explanations for bullying:

- **Bullying as a developmental process** as young children start to assert themselves and establish their social dominance. Physical bullying can be more common with younger children. As they get older, verbal and relational forms of bullying become more frequent.

- **Bullying as a personality trait in children** with low empathy or a predisposition towards aggressive behaviour. Some studies also show that children who have certain types of personality traits may be more likely to be bullied or engage in bullying behaviours.

- **Bullying as learned family behaviour** in children from families with particular characteristics and ways of dealing with things.

- **Bullying as a social phenomenon** that reflects patterns of dominance of some groups over others. Prior to the 1980s, bullying was mostly understood as an interpersonal interaction between a perpetrator and a victim. Since then, research has increasingly viewed bullying as a social phenomenon operating within a peer group. A key change in thinking about bullying occurred when researchers found that bullying behaviours often occur in the presence of peers or bystanders who participate either directly or indirectly. They found that when peers intervene, bullying stops faster. These studies have resulted in more focus on ways to support peers to intervene, as well as ways in which teachers can create pro-social norms in classrooms. Types of bystanders can include:
- assistants, who join and assist
- reinforcers, who laugh or encourage without engaging in the behaviours
- outsiders/onlookers, who are not involved but see bullying happen
- defenders who try to stop the bullying and assist those being bullied.

- **Bullying as a socio-ecological phenomenon** that draws on systems thinking and considers the 'ecology' of the system within which behaviours occur. Variables in the wider environment known to influence the cause and expression of bullying behaviours include individual, peer, family, school, community, and societal factors. The socio-ecological perspective combines and builds on the earlier perspectives and includes a wider consideration of the types of factors that might influence bullying behaviour; for example, societal norms or aggression on television.

While all of these explanations will be valid in some situations, consensus is forming around this last one – bullying as socio-ecological phenomenon. This perspective allows for multiple explanations for bullying behaviours that look beyond the individual and explore the multiple risk and protective factors that exist within individuals, peer groups, families, schools, communities, and the wider social environment.

Levels of Social and/or Learning Behaviours:

This list is a sample of behaviours from a more extensive list of behaviours at different levels of seriousness – similar behaviours will appear at the different levels but are differentiated by frequency and/or severity:

Tier 1:
- Destroying own or other's work or equipment
- Playground incidents
- Playing the class 'clown' – providing unnecessary entertainment
- No sense of routines or rules
- 'Make me' behaviour – refusal to co-operate or work
- Inability to accept routine direction or redirection
- Avoiding work

Tier 2:
- Difficulty with functioning appropriately without close adult direction and support.
- Non-compliance.
- Regularly withdrawn or isolates themselves from social situations
- Poor attitude to learning and work.
- Poor punctuality
- Continually violates the rights of others.
- Unable to build or sustain stable relationships with others

Tier 3:
- Acute or prolonged emotional distress
- Poor impulse control placing self or others at risk
- Physical harm caused to self or others resulting in the need for recorded intervention.
- Rapidly fluctuating moods of anxiety, depression or periods of distress
- Significant Damage to their environment
- Persistent absence
- Persistent lateness

Tier 4:
- Inability to regulate emotions
- Prolonged or acute periods of emotional distress
- Self-neglect
- Frequent and determined absconding
- Withdrawal from the majority of activities either in or out of school, including individualised support/timetable
- Characteristics of developmental trauma
- Risk taking behaviours likely to seriously harm self or others