

# Our Behaviour

# Blueprint

Our 3

school rules are:



**First attention for best behaviour**

- Acknowledge good behaviour choices using tokens and ERICA stamps
- Use positive and proximal praise
- Use positive reinforcement to re-engage
- Re-explain task if needed
- Use non-verbal reminders
- Listen to the pupil

### Strategies For Non Negotiables

#### Regulation

**Reminder**

- Remind the pupil of the classroom treaty.
- Draw back from confrontation.
- Speak to the pupil privately and at eye level.
- Remind them of the 3 rules.

**Caution**

- Give the pupil time/space to rectify behaviour.
- Draw back from confrontation (e.g. I can see you're angry right now, I'll come back when you've calmed down).
- ALWAYS follow up - after cool down time.
- Speak to pupil privately and at eye level.
- Make them aware of behaviour.

**Last Chance**

- Reiterate desired positive behaviour.
- Give the pupil time/space to rectify behaviour.
- Ignore any secondary behaviours.
- Speak to the pupil privately and at eye level.
- Use our 30 second conversations consistently.

**Time out**

- Refer to Elow chart for when to use buddy class, Orange Card or White card.

**Repair**

- Listen to the pupil(s).
- Have brief restorative conversation - refer to Question Bookmark or Behaviour Reflection Sheet.
- Speak to the pupil privately and at eye level.
- Use the restorative conversation visuals to support.
- If issues persist, speak to parent to inform and record a Pastoral Note on etap.

**When to escalate**

- Refer to classroom support steps

<p><b>Restorative Conversations</b></p> <p><b>WHAT</b></p> <ul style="list-style-type: none"> <li>• I can see you're feeling (...), what happened?</li> <li>• What were your thinking when that happened?</li> <li>• Does that reflect our school rules/values?</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• How did this make people feel?</li> <li>• How did you know they were feeling like that?</li> </ul> <p><b>REPAIR</b></p> <ul style="list-style-type: none"> <li>• What can we do to fix this?</li> <li>• Is there anything else you can think of?</li> </ul> <p><b>MOVING FORWARD</b></p> <ul style="list-style-type: none"> <li>• If you feel like this or this happens again, what could you do?</li> </ul> <p><small>Always remember to summarise back what the child has said.</small></p>	<p><b>30 Second Conversations</b></p> <ul style="list-style-type: none"> <li>• I noticed you are...</li> <li>• It was the rule/value about ... that you broke.</li> <li>• You have chosen to...</li> <li>• Do you remember ... when you...?             <ul style="list-style-type: none"> <li>o Find a positive to reflect on</li> </ul> </li> <li>• That's who I need to see today.</li> </ul> <p><b>*Thank you for listening*</b></p> <p>Walk away and don't look back (Leaves the child some 'take up' time)</p>
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NR: Extreme behaviours will be dealt with immediately by the SLT. Following the Strategies For Non Negotiables Sheet

# ERICA

Excellence - Rangatiratanga

Respect - Manaakitanga

Integrity - Pono

Citizenship - Kaitiakitanga

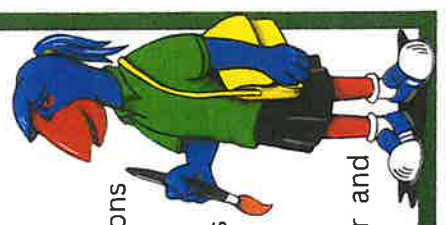
Attitude - Ngakau Reka

All adults at KKPS are

Calm, considered and consistent  
Positive and have high expectations for everyone

Nurturing - we build relationships with respect for all

Committed to supporting regular opportunities to reflect on, repair and restore all relationships



# Classroom Support Steps



## Strategies

- Focus on positive behaviour
- Praise
- Re-direct
- Reminder of 3 rules and values
- Provide a timeframe (now and then)
- Provide choices (two that are acceptable to you as Kaiako)

## Make it right

- Restorative chat
- Catch up time
- Re-set with a change of scene - take a moment
- Quiet space
- Contact home
- Etap - Repeated Minors

## Strategies

- Welcomed into buddy class - check and connect
- Timeframe - 15mins
  - Welcomed back into class
- Focus on positive behaviour
- Re-direct
- Reminder of 3 rules and values

## Make it right

- Restorative chat
- Catch up time
- Re-set with a change of scene/buddy class
- Quiet space
- Etap input (class Kaiako)

## Strategies

- Check and connect with team leader (student)
- Teacher to connect with team leader

## Make it right

- Restorative chat
- Class teacher to positively connect with student on return
- Re-set with a change of scene/buddy class
- Etap input - from teacher (TL to add detail)

## Strategies

- Send Safety Card to office
- Member of SMT will action appropriately
- Review behaviour plan
- SMT to connect with class teacher

## Make it right

- Contact Whānau (negotiated between DP and Teacher)
- Behaviour Plan
- Etap Input

## Minors

- Not following expectations
- Not completing work
- Distracting others
- Inappropriate language
- Using technology inappropriately
- Pushing, shoving, prodding

## Repeated Minors

- Repeated verbal remarks
- Repeatedly not following instructions
- Repeatedly disrupting the learning of others/calling out
- Repeatedly refusing to do work
- Repeatedly exiting the classroom
- Swearing

## Majors

- Intentionally, physically hurting others
- Fighting

Buddy Class

Minor

Kaiako

Minor

Team Leader

Repeated Minor

SLT

## Positive reinforcements

Positive feedback and reinforcement, in-class reward systems, pre-decided rewards, contact Whānau, celebrate with SLT

