

# Gracefield School's Behaviour Procedures



## General

This policy is intended for all students at all times at Gracefield School.

Gracefield is a restorative justice school. The specific details of this are outlined below.

This document should be used in conjunction with the “Well-being for Student Success” and the “Bully Prevention” procedures.

Classroom teachers are expected to regularly outline and model the behaviour expected. School rules are to be displayed in classrooms.

## Part 1 Acknowledging Positive Behaviour

The rewards to be used are as follows:

### ***Gracefield's Greatest***

Children who are caught doing something good are nominated to represent their class at assembly on a Friday. The nine children nominated are called to the front and have their photograph taken. This is displayed in the school foyer for all to see. They also receive a certificate to take home.

### *The Process*

1. A teacher identifies good behaviour and hands out the nomination slip to the child concerned.
2. This is taken to their class teacher, who keeps it in a safe place.
3. On a Friday all those children who have been nominated during the week are disclosed to the class. After discussion about what these children have done, one child is selected to represent the class.
4. At assembly on Friday, the class representatives go to the front of the hall and their deeds are read out to the school, noting the Step for Success their deed related to. A photograph is taken of the nine children.
5. All of these students receive a Gracefield's Greatest certificate.
6. The photo that has been taken is displayed in the school foyer for the week, for all to see. It is placed in a frame with the words “Gracefield's Greatest” engraved at the bottom.

## ***Tee Shirt Award***

Every week a class in the school nominates a child who is asked to come forward at assembly and receive a Tee Shirt that has a motif across the front of it stating they are a "Great Gracefield Kid."

### *Objectives*

- a) We highlight the types of behaviour we want to see the children achieving.
- b) We reward the children who are good all the time.
- c) We are visible out there in the community.
- d) We allow the children to take responsibility for determining the kind of behaviour they see as good.

### *The Process*

1. On a weekly rotational basis, a class is able to look closely at its members and see which one of them is able to fit the criteria set, for being a valuable member of the school community.
2. The attributes are listed on the board and the children then hold a secret ballot to find who their person is to receive the Tee Shirt at assembly. The children are not told the outcome until the assembly.

### **Note:**

- A child may not receive a tee shirt more than once as a junior (Yr 1 – 3) and once as a senior (Yr 4 – 6).
  - Children are encouraged to vote for someone else i.e. not for themselves.
  - When the criteria is set, the wording should be positive i.e.
    - \* plays well with other children. (acceptable)
    - \* does not hit other children. (unacceptable)
  - Children are encouraged to consider voting for others who are always good. Whether they are popular, bright, good at sport etc, is not important.
  - Only children whose behaviour is consistently good should receive this reward.
3. At assembly it is announced that it was room ?'s turn to hand out the shirt.
  4. The teacher then reads out the points the children used as criteria to choose their winner.
  5. The child's name is read out and they come to the front to receive their tee shirt.
  6. The shirt is theirs to keep and to be worn proudly around the school.

## ***Fun Afternoon***

The aim of this afternoon is to reward those children who normally behave well, but get little recognition for it.

### *The Process*

1. All students who have not been on step twice since the last Fun Afternoon, are invited to take part in the next one. This will usually happen at least twice a term, from 2.00pm – 2.45pm on a Friday.
2. Teachers will offer children a variety of activities that would not normally be available. These could include:
  - sports activities on the field
  - creative art activities
  - videos in the rooms
  - computer sessions

The Principal will supervise the (step) students not taking part. Part of what happens at this time is for students to discuss and look at strategies that will help them to take part in the next Fun Afternoon.

## Part 2

### Restorative Justice

Restorative Practice is the primary tool used to change unwanted behaviour in children at Gracefield School. Restorative justice:

- focuses primarily on the repairing of damaged relationships, rather than punishment.
- seeks to heal and put right wrongs in a way that is constructive for both the person harmed and the person causing harm.
- allows all affected parties (teachers, young people and parents, where appropriate) to engage in the process of problem solving and to determine what is needed to put things right.
- gives everyone the chance to tell their story. This allows people to understand the other person's situation and in doing so builds empathy.
- encourages the person causing harm to recognise their obligations and responsibilities.
- allows the person harmed to move forward with confidence.
- looks to reintegrate the person causing harm back into the school community in a positive way.
- addresses the root causes of harmful behaviour.
- aims to stop the behaviour re-occurring in both the short and long-term.
- builds and strengthens links between school and the wider community.
- can be used with individual students or groups.

#### Guidelines

1. The child's class teacher will usually be in charge of day-to-day restorative conversations. However senior teachers and/or the principal may be involved if the situation is more serious, or the teacher is the person who has been harmed by the behaviour.
2. All restorative conversations of a serious nature (involving aggression, bullying, stealing or other harmful behaviours) shall be recorded on eTap using the Support Register. There is a drop down box titled "Resource Provided" for this.
3. The tone of the teacher needs to be respectful and calm. The student should be free to express their feelings honestly and without punishment or anger from the teacher. They will only do this if the teacher's body language and the words used reflect a fair and non-judgemental demeanour.
4. The Restorative Conversation should follow the following format:

<b>Middle senior</b>	<b>Junior</b>
<b>Questions for the perpetrator</b>	<b>Questions for the perpetrator</b>
<ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> </ul>	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• When you _____ was that a good choice or a bad choice?</li> </ul>

<ul style="list-style-type: none"> <li>• What have you thought about since?</li> <li>• Who has been affected by what you've done?</li> <li>• What can you do to make things right?</li> <li>• How can I help you?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you think you made _____ feel when you _____?</li> <li>• At Gracefield, it's not okay to _____. Next time I want you to _____.</li> <li>• What do you need to do to fix this up?</li> </ul>
<b>Questions for the victim</b>	<b>Questions for the victim</b>
<ul style="list-style-type: none"> <li>• What did you think at the time?</li> <li>• What have you thought about since?</li> <li>• How has this affected you?</li> <li>• What has been the worst of it?</li> <li>• What is needed to make things right?</li> </ul>	<ul style="list-style-type: none"> <li>• How did you feel when _____ did this to you?</li> <li>• What would you like _____ to do to fix this up?</li> </ul>

5. Teachers will follow-up (within a week and at an agreed time) as to whether the following has happened:
  - a. any agreed actions (to put the harm right) from the restorative session have been undertaken by the perpetrator.
  - b. whether or not the behaviour that was of concern is still happening. If it is, then the principal is informed and further action is taken.
  
6. The "Gracefield School Bullying Prevention Flowchart" (see Bullying Prevention Procedures) will be used to determine whether parents need to be involved in a more formal restorative meeting.
  
7. If a "high-level" restorative session is needed, involving parents and students, then the principal will organise this. The process outlined in "Restorative Practices in Schools: Rethinking Behaviour Management" will be the document that guides this process. Pages 20-37 will be used to prepare and implement this meeting.
  
8. *The apology* is an integral part of restorative practice. It is a powerful and appropriate way to repair harm when done properly. An apology needs:
  - a. to be sincere. It is a promise to not have the behaviour repeated.
  - b. to be specific to the harm done. e.g I'm sorry I took your lunch without asking..."

- c. to be accepted by the victim.. If they are not happy to, then more work needs to be done to repair the harm.

It may be necessary for the teacher to support the student making the apology, so that it meets all three of the criteria above. It's important the child realises that the outcome of the apology is that the behaviour is not repeated. It is "a promise."

## **Part 3**

### **The Step Process**

The step system has been designed to work in conjunction with the restorative process. This is primarily to ensure that parents are informed and records are kept when children behave inappropriately.

Before placing a student on a step, a teacher should either have:

- *witnessed the action.*
- *received a verbal confirmation from the student that the incident occurred.*
- *interviewed reliable students who witnessed the incident.*

### **Key Points**

- a) A student stays on a step for three days (including the date of misbehaviour).
- b) If a student is placed on step again within those 3 days he/she will move onto the next step.
- c) A student moves back one step at a time i.e. 3 down to 2.

### ***When a student is placed on step 1:***

1. The student's name is recorded on the Steps Clipboard along with the date and the reason for being placed on step. This is then recorded on eTap by the principal.
2. A restorative conference is held. If there is a child who has been harmed, then this conference explores ways to right the harm done.
3. If the student has been involved in an aggressive act, the teacher will attempt to find out what led up to the incident and records this on the step board.
4. The step form is filled out by the student on the day the behaviour occurs. Any agreed outcomes from the restorative conversation are recorded on the step form. This is taken home for parents to read, and sign. It is expected that parents will discuss the behaviour of concern with their child, reinforcing any strategies in the plan the child intends to use to ensure they don't repeat the behaviour.
5. This is then written into a plan that goes home to be signed by the parent and returned on the following Monday.

### ***When a student is placed on step 2:***

1. A student moves to step 2 by breaking a school rule within three days of being placed on step 1.
2. The student's name is recorded on the Steps Clipboard along with the date and the reason for being placed on step. A restorative conference

is held. If there is a child who has been harmed, then this conference explores ways to right the harm done.

3. The teacher involved informs the principal that the child has reached step two, so a letter can be sent home to parents informing them of the situation. Parents are required to sign the letter and return this to school.

***When a student is placed on step 3:***

1. A student moves to step 3 by breaking a school rule within three days of being placed on step two.
2. The student's name is recorded on the Steps Clipboard along with the date and the reason for being placed on step.
3. Parents are contacted by the principal and requested to come to the school immediately for an interview. The purpose of this interview is to draw up a contract that specifies:
  - the behaviour that is not acceptable.
  - the consequences of breaking the contract.
  - positive steps that will keep the student behaving appropriately.
  - a date for review of the contract.

A restorative conference will probably be held. It is likely that if a child has reached this level of step, then a more serious conference would be initiated involving all people involved in the "story". This could include a number of people, including, the child who has been harmed, their parents, the teacher, the parents of the child causing harm and the child who has caused the harm.

A child returns to school with a clean slate (not on step) at the point of a contract being written.

Note: The student will not return to their class until the parents, principal and student agree upon a contract.

***When a student is placed on step 4:***

A child will progress to step 4 if they break the contract drawn up during step 3. The result of this would be a period of in-school suspension agreed upon with the parents. Part of the time spent during the suspension would be dedicated to putting right the harm that has been done.

### ***Failure to respond to being placed on step***

Should a student not respond after repeated attempts to change his or her behaviour, including using appropriate counselling services, then the guidelines stated in the Ministry document titled "Guidance for Principals and Boards of Trustees on Stand-downs, Suspensions Exclusions and Expulsions, July 1999," will be used to determine whether a child should be stood-down, suspended, excluded, or expelled from Gracefield School. The procedures to follow, will also come from this document, should one of the above be an option chosen for child.

### ***On Returning to School***

A child will not return to school until a full restorative session is held with the parents. This will detail strategies to ensure the child is safely integrated back into the school.

The student will start back with a clean slate with regard to the step system.

### ***Fast Track***

A student can move to step 2 or 3 for more severe behaviour. This may include:

- Swearing at a teacher.
- Theft of school, teacher's, or another student's property.
- Wilful damage to school, teacher's, or another student's property .
- Physical violence to a student or teacher.

Teacher must hear or see evidence before fast tracking. This will always be discussed with the principal.

### ***Time Out Area (outside school office)***

This may be used for a short term holding period, because of the following:

- the child needs a place to calm down
- the child needs a place to wait while the situation is investigated
- the child needs to be removed from the playground for his/her safety, or the safety of another child

### ***Restraint and Seclusion***

The school will use the Ministry of Educations guidelines for restraint found at: <https://www.education.govt.nz/news/new-rules-for-using-physical-restraint-in-schools/>

And seclusion found at:

<https://www.education.govt.nz/school/managing-and-supporting-students/student-behaviour-help-and-guidance/seclusion/>

Staff will receive regular training in both in both of these areas.

### ***Bullying***

Children identified as being at risk of bullying, or being a victim, will be helped. Teachers will refer to our Bullying Prevention procedures for guidance.

### ***Runners***

If a student has shown that he/she is likely to run away from school, the parents may be asked to sign a document absolving the school from any responsibility while the student is not in the school grounds.

### ***End of Term***

At the end of a term, any student on a step will start the following term with a clean slate.

## **Part 4**

### **Gracefield's School Rules**

#### **Communicate Appropriately**

- Only use appropriate names for each other.
- Only use appropriate language.

#### **Respect other people's and school's property**

- Only use other people's things with permission.
- Only eat food in specified areas outside the classrooms.
- Play sensibly with school property.
- Large balls are to be kicked only on the field and astro turf.

#### **Think Safety**

- Keep others safe by not throwing things, hitting or hurting.
- Stay within school grounds, unless you have permission to leave.
- Use the pedestrian crossing when crossing the road.
- Walk bikes, scooters and skateboards in the school grounds.
- Wear shoes in the playground.
- Walk in and around school buildings.
- Wear sun hats outside in Terms 1 and 4.

#### **Be Conscientious**

- Respond quickly when the bell rings.
- Tell a teacher if someone is in danger.
- Tell a teacher if someone is behaving inappropriately.

**Approved May 2017**

**Principal** \_\_\_\_\_

**Chairperson** \_\_\_\_\_

