

# Our Lady Star of the Sea School Behaviour Plan / Procedures

At Our Lady Star of the Sea we set expectations both in the classroom and in the playground that a high standard of behaviour exists following our school Values (Resilience/*Ngawari*, Respect/*Manaaki*, Justice/*Tika*, Service/*Awhina*, Courage/*Maia*), all carried out with Compassion/*Aroha*

## WHAT IS RESILIENCE?

- The ability to bounce back
- Commitment to keep going
- Standing up for what you believe is right
- Not allowing the problem to take over your thoughts
- Showing determination
- Being adaptable
- Being dedicated
- Belief in oneself
- Adapts to change



## RESILIENCE IN ACTION

- Keep trying
- When things are hard, look for the positives
- Remain positive – see the good
- Let things go and move on
- Stay on task
- Having a 'can do' attitude

♥ GOSPEL STORY

*Walk to Calvary / Carrying the Cross*

*Luke 23, John 19, Mark 15, Matthew 27*

## WHAT IS RESPECT?

- To look after and care for people, property and environment with love and pride
- To value others (thoughts, actions, language, culture)
- To value yourself - believe in who you are, your own Tapu
- Value culture and customs
- Something that must be earned by respectful actions
- Seeing the beauty and worth in people



## RESPECT IN ACTION

- Try to see the 'whole' person
- Try not to be judgemental
- Accept the differences in others
- Listen to others without interrupting
- Cleaning and caring for our environment and property
- Treat others the way you would like to be treated

♥ GOSPEL STORY

*Jesus greets the little children Matthew 19:13-15*

*The Wedding at Cana John 2:1-12*

## WHAT IS JUSTICE?

- Fairness - sense of right and wrong
- sharing what we have
- Equality
- Consistency
- Being heard and acknowledged
- Taking turns
- Sharing
- Including others



## JUSTICE IN ACTION

- Listening to others' side of the story
- Showing compassion for others
- Empathy - treat others as you want to be treated
- Stand up for people, values and beliefs
- Supporting - by listening
- Being fair to all
- Admit when we are wrong
- Accepting consequences

♥ GOSPEL STORY *Jesus heals the 10 men Luke 17:11-19 The Good Samaritan Luke 10:30-37 Jesus and Zacchaeus Luke 19:1-9*

### WHAT IS SERVICE?

- Seeing a need and acting on it
- Reaching out to others
- A commitment to a job or a task
- Contributing - being an active part of a team ('walking the talk')
- Giving our time, our talent, ourselves
- An action you can pass on to others



### SERVICE IN ACTION

- Do something - get involved
- Recognising and acknowledging how others serve you
- Being helpful
- See a need and acting on it rather than being directed
- Putting others first when you are doing something
- *Service with a smile!*

♥ *GOSPEL STORY*      *Washing of the Feet*      *John 13:12-17*

### WHAT IS COURAGE?

- Remaining positive in a challenging situation
- Being brave
- Inner strength
- Being a risk taker
- To stand up for values and beliefs
- Self belief - confidence
- Self belief - confidence
- Seeking help



### COURAGE IN ACTION

- Making good choices (even when nobody's watching)
- Taking risks
- Trying new experiences
- Standing up for your beliefs
- Giving something a go
- Asking for help
- Admit when we are wrong
- Having the courage to say sorry
- Being honest
- Taking responsibility for your own actions
- Be brave enough to be your unique self

♥ *GOSPEL STORY* *Jesus Praying in the Garden of Gethsemane* *Matthew 26:36-46, Mark 14: 32-42, Luke 22: 39 45,*

## Our Lady Star of the Sea SCHOOL RULES

**I will:**

1. Be the best person I can be
2. Respect others in words and actions
3. Wear my uniform with pride
4. Treat all property with care and consideration

## **SUPPORT IN THE PLAYGROUND**

If a student is feeling lonely they can sit at the Buddy Bus Stops as a signal to others they need friendship support. Two Year 6 buddies are rostered on duty each break time wearing duty jackets. These buddies check the Buddy Bus Stops.

There are always two teachers in the playground (one on the field and one of the court area) on duty wearing high-viz vests to support students and their behavioural needs with encouragement, warmth and the following procedures where needed. Restorative practices are employed at all times. Incidents causing injury are recorded on Student Management System. Individual students who, over time, come to the attention of the leadership team are monitored with communication and records kept on the Student Management System.

## **OUR LADY STAR OF THE SEA SCHOOL DISCIPLINE PROCEDURES**

When behaviour is complex, severe or challenging in the classroom or playground and impacts on the rights of others to learn, to teach, to be safe or to be respected the following steps are engaged (in line with the Concerns and Complaints Policy):

### **Step One: (Focus and Refocus)**

- a. Encourage students to discuss the incident together and develop a solution that all agree with. (restorative justice conversation)
- b. Using Jesus as a model and the school Gospel Values, reflect with students on their behaviour
- c. Discuss the incident with the students concerned and explore alternate positive behaviours. Ensure the students have an understanding of what the issue was and what is required to rectify it.
- d. Negotiate an appropriate consequence. (See following sheet for examples).
- e. It is expected that this step will deal with most incidents of complex, severe and/or challenging behaviour in the classroom and playground.

### ***If the unacceptable behaviour continues or a problem occurs;***

#### **Step Two: (referred to a team leader)**

- a. Students involved are interviewed by the team leader.
- b. Follow the procedures as outlined in step one.
- c. The ideal outcome of this meeting is for the students to acknowledge their ownership of their involvement in the issue, accept any consequence, and to then display the appropriate behaviour.
- d. The student's Teacher or Team Leader will advise parent(s)/caregivers of the situation.
- e. Ongoing monitoring for an appropriate length of time (this will vary by case at Team Leaders discretion) will occur to ensure appropriate behaviour.
- f. Record incident and outcomes in Student Management System

### ***If the unacceptable behaviour continues or a problem occurs;***

#### **Step Three: (refer to Deputy Principal)**

- a. Students are interviewed by the Deputy Principal in the presence of, if appropriate, the classroom teacher or team leader.
- b. Follow the procedures as outlined in step one and two.
- c. Parents/caregivers will be encouraged to come and discuss the behaviours. At this stage an individual behaviour plan may be drawn up or the child referred to the Special Needs Coordinator. External agency support may be sought.
- d. A review of student behaviour plan or agreed intervention will be undertaken within an agreed time frame from the date of the initial meeting (this will vary by case)

### ***If the unacceptable behaviour continues or a problem occurs;***

#### **Step Four: (Refer to Principal In school Stand-down)**

- a. Support agencies will be involved in resolving this child's challenging behaviour.
- b. Parents must come in and meet to discuss the concerns.

- c. An in school stand-down can be used.

***If the unacceptable behaviour continues or a problem occurs;***

**Step Five: (Formal Ministry Stand-down & Suspension)**

- a. Student is given formal stand down and if deemed necessary, a formal suspension. These processes will be in keeping with Ministry of Education guidelines.

***If the unacceptable behaviour continues or a problem occurs;***

**Step Six: (Exclusion)**

- a. Student is excluded from the school. This process will be in keeping with Ministry of Education guidelines

## **ADDITIONAL INFORMATION**

**What is deemed to be complex, severe and/or challenging behaviour:**

Staff will use their discretion as to which stage of the School Discipline Procedures to engage in based on the severity and regularity of the behaviour.

- Hitting, Kicking and Fighting
- Defiance of a teacher/staff member
- Swearing
- Bullying of other children either at school or online
- Intentional damage of property
- Other serious behaviour or actions which endanger themselves or others.

Should there be an occurrence of racial, sexist, homophobic, transgender or bullying against special needs students the school will follow the Ministry of Education advice and guidance.

**Suggested appropriate Consequences:**

- Verbal apology
- Apology letter
- student generated letter to parent explaining behaviour which parent must sign
- Oral, pictorial or written reflection on: 'What they did, what they should have done, what they will do next time' (Supervised reflection during which time the child reflects on their inappropriate choice and sets goals)
- Removal from the space where the problem occurred to a quiet space. E.g, quiet space in class, buddy class, senior teacher or outside the staffroom if incident is during a break time)
- Supervised make up time (Remember a child must have a drink, something to eat, be able to use the toilet)
- Removal from a desired activity, game, sports event, trip etc
- Restricted to a certain area in the school grounds at break times – on the court area, outside the staff room.
- Picking up rubbish (gloves provided) or some other appropriate service to the school.

**Using Physical Restraint:**

Teachers may physically restrain students if the student is going to hurt themselves or others. The “NZEI Guidelines for Physical Contact with Children” will be strictly adhered to.

## **Be Safe! Be Strong!**

Our Lady Star of the Sea School has zero tolerance of bullying. Bullying is defined as **continuous deliberate and hurtful behaviour which is repeated over a period of time**, and demonstrates behaviours such as:

- Continuous deliberate hitting, biting, kicking, threatening or coercion
- Continuous name calling, insults, put downs, racist, homophobic, transgender, sexual remarks, sending of hurtful digital communications
- Continuous taking of another's property, destroying a person's property

- Continuous spreading of nasty stories
- Continuous exclusion from groups, leaving out of games

#### If you feel you are bullied at School

- Tell your classroom teacher or a teacher you trust
- Choose good friends to play with
- Play in appropriate places
- Use your WITS - Walk away, Ignore, Talk it out, Seek help

#### If you think you see any form of negative behaviour or bullying at School

- Be an upstander not a bystander - Take responsibility – speak up and stand up for the person being bullied
- Ask yourself: Can you help solve this problem?
- Support the victim to tell a Year 6 buddy mediator or teacher you trust
- Be kind and supportive by showing our school values

#### For Parents

- At home practise the steps above with your child (including using your WITS)
- Advise your child to tell a staff member about any incidents either face to face or online before they escalate to an ongoing issue
- Encourage your child to take positive action, not retaliation
- Model appropriate behaviour
- See your child's teacher in the first instance if you feel the steps haven't resolved the issue. The matter may then be referred to our Team Leaders then Deputy Principals as per our 'Concerns and Complaints' Policy

#### Telephone Counselling Service

[http://www.kidsline.org.nz/Home\\_312.aspx](http://www.kidsline.org.nz/Home_312.aspx)

#### Internet Safety – Websites to Visit

[www.wiredsafety.com](http://www.wiredsafety.com)

[www.cyberkids.co.nz](http://www.cyberkids.co.nz)

[www.police.govt.nz/service/yes/nobully](http://www.police.govt.nz/service/yes/nobully)

<https://www.netsafe.org.nz/>