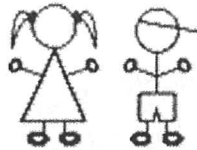


Tis and Bury's Values

empowering positive behaviour for learning
and supporting student wellbeing.



RESPECT WHAKAUTE	Expects our Students to...	RESPONSIBILITY TAKOHANGA
Use their W.I.T.S.!	Make Awesome Choices!	Be Organised for Learning!
An illustration within the table's body containing two black speech bubbles. The left bubble says "Kids can do anything!" and the right bubble says "Just give it a go!". There are several small stick figure drawings scattered around the bubbles, some appearing to be in motion or interacting with the bubbles.		



WHANAUNGATANGA

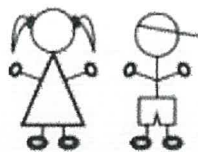
Interwoven
Values: Respect & Responsibility
Whakaute / Takohanga
and
Key Competencies

MAHI TAHI

Making
Awesome
Choices

Using our
W.I.T.S.

Being
O.4.L.



MANAKITANGA

Managing Self

Relating to
Others

Participating
and
Contributing

Thinking

Using Language,
Symbols, and
Texts

The School's Values and Key Competencies have been interwoven to develop
Tisbury School's Citizenship Expectations.

The expectations form the foundation for learning, across curricula,
and living that develop over time and are shaped by the interactions
with people, places, ideas and things.

They are surrounded and supported by the cultural concepts that
promote equitable outcomes for all learners.

AKO

WHANAUNGATANGA

TISBURY CITIZEN

When students graduate from Tisbury School,
It is expected that they will be walking along the path to
Embedding - Māramtanga
The school's vision of being:

Confident, Resourceful, Life-Long Learners.
Who ...

consistently
show and use the school's
values
which they have
developed
over their time at Tisbury
school.

Values Wall

are a
"Just give it a go kid"
by:
participating and
contributing in school life,
managing self
and
relating to others
positively.

Citizenship Award

achieve
consistently to the best of
their ability and meet
the expectations within the
curricula
over-time.

**Duffy Excellence
Award**

Tisbury School's citizenship is embedded in the foundations for learning, and living that develop over-time and are shaped by the interactions with people, places, ideas and things. They are surrounded and supported but the cultural concepts that promote equity and excellence for all learners.

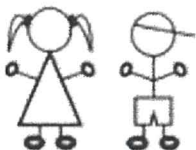
MAHI TAHI

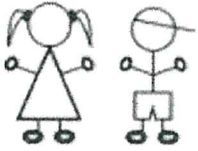
MANAAKITANGA

AKO

Kids can do
anything!

Just give it
a go!





TIS AND BURY PLAYGROUND PALS

Through the Key Competency “relating to others” and enabling seniors students to develop leadership capabilities, The Tis and Bury Playground Pals has been developed.

Year 6 students volunteer to support the duty teacher and help solve child sized problems. They encourage and supervise younger students to use the WITS walk to solve minor issues.

Set Up:

- There are two Tis and Bury pals on a day.
- All Tis and Bury pals must wear an orange vest and carry a walkie talkie.
- Children can come to the pals for help with child sized problems:
For example: silly name calling.
 others not sharing.
 others being mean.

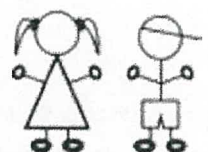
Pals need to:

- Treat all children the way they would want to be treated.
- Treat everyone fairly and the same.
- Listen to all sides of the story when there is a problem.
- Only use the walkie talkie if it is really needed.
- Use KIND WORDS AND BE RESPECTFUL 😊

ANY PROBLEMS – USE THE WALKIE TALKIE TO CALL FOR HELP OR FIND THE DUTY TEACHER.

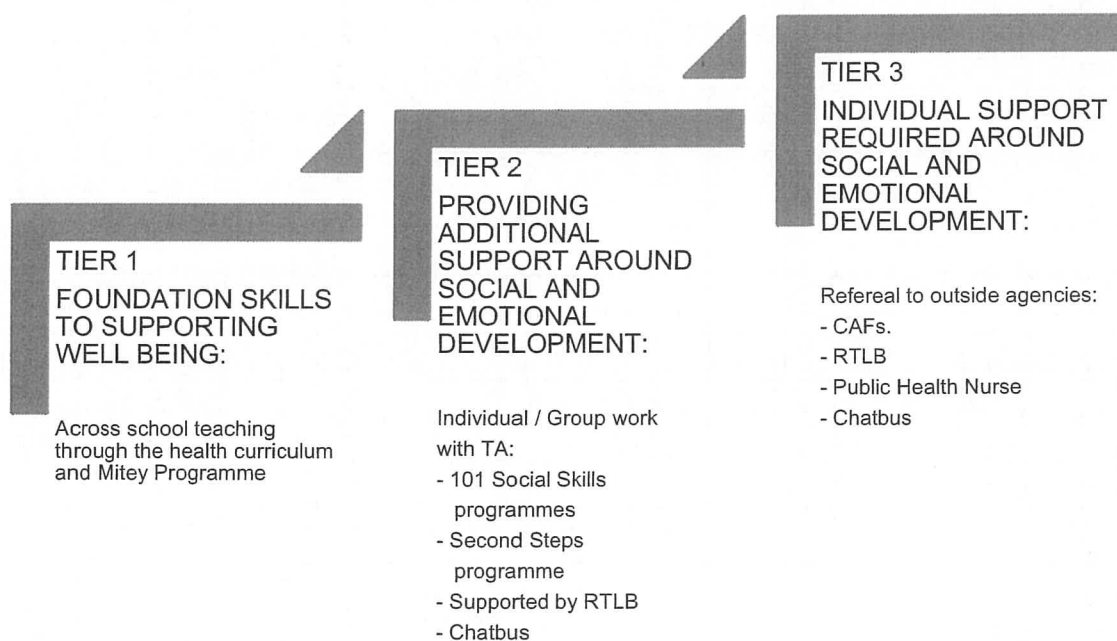
A roster is developed with the volunteers and is displayed in the senior classrooms and on the fridge in the staffroom beside the duty roster.

Duty Teacher is to support the Tis and Bury Pals as they learn the skills of working with others.



4. THE THREE TIERS OF STUDENT WELL BEING/SUPPORT

Teachers and whānau working with students to confidently and positively communicate using the schools values of respect and responsibility. Students are valued for who they are and what they bring to the school environment.



Tier 1 Foundation:

Tisbury School is working on developing teacher capability to use the Mitey Programme as the foundation tier in supporting student wellbeing. Mitey is a New Zealand research driven approach to mental health education for years 1-8. It provides children with age appropriate knowledge and the tools to safeguard and nurture their mental wellbeing and to help others to do the same. It is a whole school approach with the learning intended to be utilised in a cross curricular way.

Tier 2 Supporting Individual/Groups of students with specific needs:

Tier 2 is supporting individual students or groups of students through the use of identified programmes, and can be supported by RTLB, with their social and emotional needs. It is in addition to also being part of the Tier 1 programme. Chatbus South working with students who refer themselves.

Tier 3: Individual Support:

Tier 3 is where children require one on one support through counselling or other outside school agencies. Chatbus South working with students who have been referred by teachers and/or their whānau.

Chatbus South:

Tisbury School is fortunate to have invested in having Chatbus South, along with 5 other schools. This services was established in Southland in 2021 to support primary aged students who need this service. As a school we are able to have the counsellor meet the needs of students across all tiers for support. Students can self-refer, teachers can refer and families can refer. All students who use Chatbus must have permission from parents for attending.

5. TISBURY SCHOOL'S COMBINED TEACHING BEHAVIOUR MATRIX

ACROSS ALL SETTINGS	
<p>And taught supported through Second Step Programme : every Monday via the health curriculum. Deliberate acts of teaching are reinforced for the following week through 5min review lessons. Some students can receive front loading of the programme so that they are getting the message twice.</p>	<p>Using good hygiene practices.</p> <p>Magic Five across the school.</p>
<p>Being polite, helpful and saying I statements, i.e. "I like ..."</p> <p>Tidying up after ourselves.</p> <p>Wearing our school uniform with pride.</p>	<p>Taking care of the learning environments.</p> <p>Taking care of the playground and using all equipment correctly.</p>
<p>Being responsible for my learning and allow others to learn.</p> <p>Taking care of my school bag, clothes, and safety vest.</p>	<p>Working cooperatively with others.</p> <p>Actively including others in games and playing fairly.</p>
<p>Encouraging others to use positive behaviours.</p> <p>Saying positive statements about others learning.</p>	<p>Wait patiently for my turn.</p> <p>Using an I statement in a calm way when talking to the person who annoyed me.</p>
<p>Be on time for learning and be on task after every break.</p> <p>Following the school's motto: Kids can do anything - Just give it a go!</p>	<p>Stop, focus attention and listen.</p> <p>Speaking clearly when talking to others and contributing to class/group discussions.</p>
<p>Be prepared for learning. Managing my time wisely. Participating in group activities/events.</p> <p>Participating in group activities/events.</p> <p>Kids can do anything - Just give it a go!</p>	<p>Being at the right place at the right time (ie: office/library/toilets).</p> <p>Have a positive attitude towards others and self.</p> <p>Be accepting of others.</p>
<p>EXPECTS students to:</p> <p>Make awesome choices by ... (M.A.C)</p> <p>Use my W.I.T.S. by ...</p> <p>Be Organised for Learning by ... (O.4.L.) (including participating and contributing to my and others learning.)</p>	

TISBURY SCHOOL VALUES - RESPECT & RESPONSIBILITY

Whakatae / Takohanga

SECTION ONE

POSITIVE BEHAVIOUR
ENGOURAGING AND REWARDING

OUR VALUES

RESPECT & RESPONSIBILITY

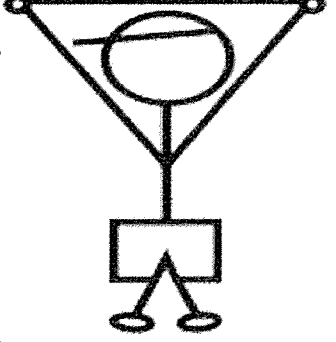
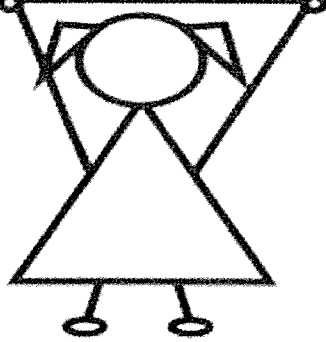
Tisbury
SCHOOL

Whakaute / Takohanga

Expects you:
To make awesome choices
Use your W.I.T.S.
Be organised for learning

MAGIC 5

ACROSS THE SCHOOL
SHOWS RESPECT
AND RESPONSIBILITY



Ears listening

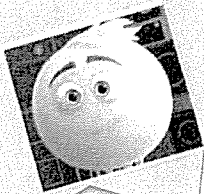


Eyes looking



USING
W.I.T.S.!!

Mouth closed



Legs crossed



ORGANISED FOR
LEARNING

MAKING
AWESOME
CHOICES!!

Arms folded



Kids Can Do Anything!! Just give "it" a go...

6a. The most calming influence in a classroom is the teacher
It is all about Respect and Responsibility

Teachers need to:

- Walk the talk – model respect and responsibility, use manners, expect this from others.
- Have unconditional positive regard for all students and let them know it.
- Empathy is important and needs to be taught.
- Be consistent every day.
- Use inclusive language in the class and school environment – use we/our.
- If necessary to reprimand a student – take aside, talk later.
- If situation gets heated – take time to cool/calm down.
- Deal with situations.
- Follow the school's/classroom behaviour plan.
- Focus on the positive – praise, acknowledgement.
- No putdowns are acceptable.
- Aim for rewards to become intrinsic rather than extrinsic (this will take time – and at times is needed).
- Be objective when dealing with situations.
- Use positive body language (don't point) – say DO rather than Don't.
- ALWAYS FOLLOW UP / FOLLOW THROUGH
- COMMUNICATE WITH PARENTS – PROACTIVE RATHER THAN REACTIVE – text, phone, catch at the gate.
- Be vigilant but not over vigilant
-

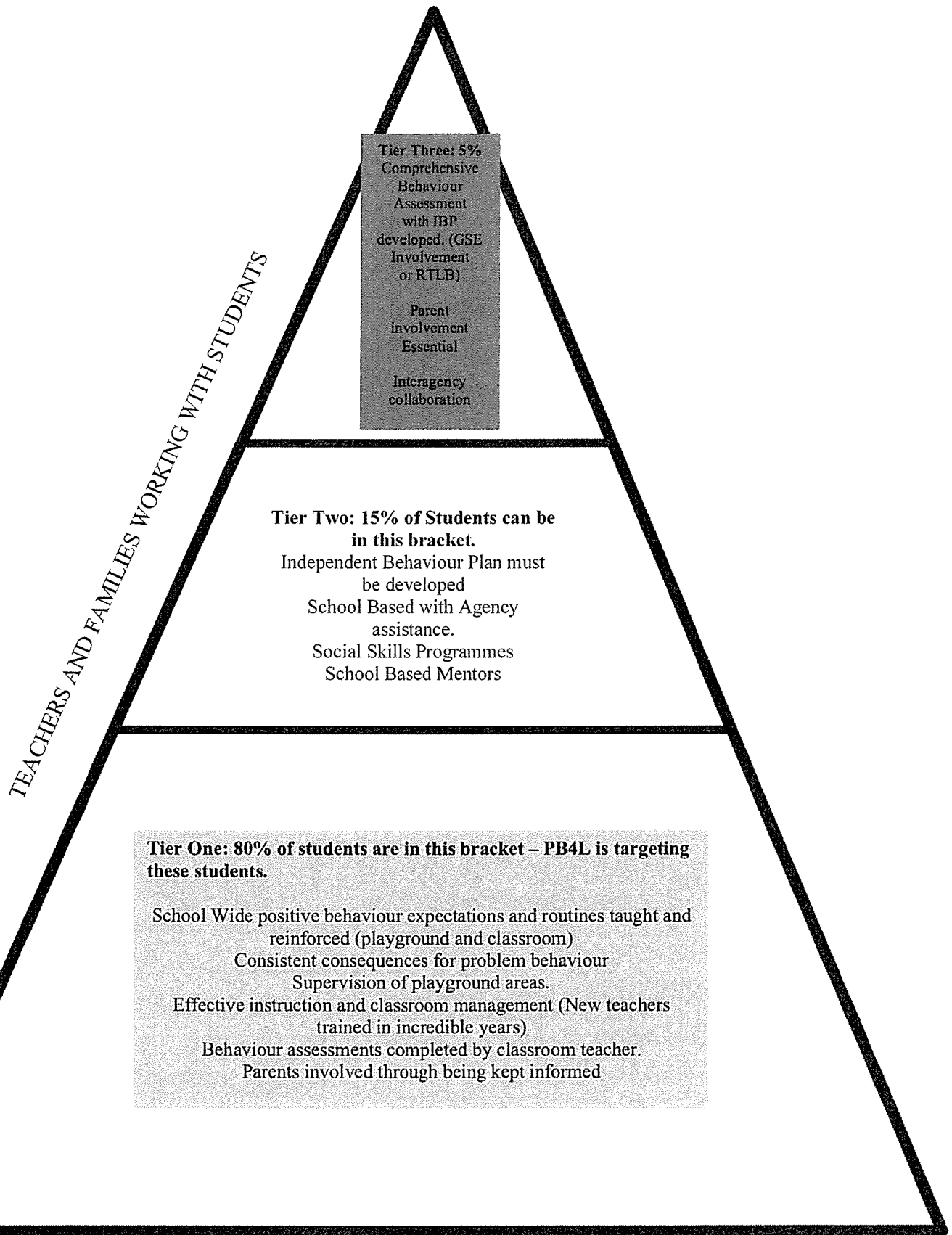
Consequences:

- Refer school behaviour expectation tiers for guidance
- In Class – be realistic
 - Follow your plan
 - Be consistent
 - Make it appropriate to the action
 - Not Punitive
 - Get advise / suggestions / help
 - Focus on the issue/behaviour/task – not the person
 - Provide choices

Use the 3R's:

- related to the behaviour
- reasonable – be reasonable – look at the degree of seriousness
- respect – keep the respect in tact.

7. TISBURY SCHOOL'S THREE TIERS OF BEHAVIOUR



8. Tisbury School's POSITIVE BEHAVIOUR RECOGNITION

Tisbury School's
Behaviour
Tiers

Each Tier has
Examples
Of Behaviours –
All behaviours can be in all
Tiers – the aim is to keep
Students in Tier 1 –
Think about how we act :
De-escalate vs Escalate

**(5%) Tier Three
Severe Behaviours
require a lot more +
reinforcement
through in/extrinsic
ways:**

- √ Individual Behaviour Plan
- √ More Physical Activity
- √ More Oral Praise
- √ Individual Barometer
- √ Parent Involvement

**(15%) Tier Two : Moderate Behaviours
require + reinforcement through in/extrinsic ways:**

- √ Individual Sticker Charts / Reward / Incentive Programme
 - √ Positive Reinforcement : 4 to 1
- √ Celebrating all positive achievements
 - √ Diversion / Redirection
 - √ In class groupings
- √ Barometer for behaviour
- √ 101 Ways to Praise Chart
- √ Role Play positive behaviours
- √ Visit Principal for Positive Reinforcement
- √ Parent Involvement / Individual Behaviour Plans

**(80%) Tier One : Lowest Level of Behaviours
relate to + reinforcement primarily through intrinsic ways:**

- √ Positive Praise
- √ Sharing with Principal for Positive Reinforcement
- √ Fill Buckets with Positive Reinforcement
 - √ Praise Efforts – be specific
- √ Have an interest in students out of school activities
 - √ Redirect/Divert attention
 - √ Have conversations
- √ Use something of the 101 things to praise kids chart.
 - √ Display work for effort and achievement

Extrinsic ways

- √ Green Values Stamps (by staff) (refer rewards chart)
 - √ Share efforts with parents – text a note home
 - √ Schoolwide Rewards System:
- √ Green Values Certificates : Values Bands and Citizen Badges

STAFF AS ROLE MODELS USING:

Staff in classrooms by: 8:30am / 11:20am / 1:20pm

Staff at Meet and Greet on time 8:45am

Diversion - Positive Voice - Saying Hello Everyday - Having a Calm Voice - Being Seen - Using 2 x 10!
Moving, Scanning, Interacting, Praising (4 positive to 1 negative)

LESS TIME ON BEHAVIOUR ... MORE TIME ON LEARNING ☺☺☺

9. THE THREE TIERS OF SUPPORT / STRATEGIES TO ENCOURAGE GREAT TISBURY CITIZENSHIP

TEACHERS AND FAMILIES WORKING WITH STUDENTS

Major Behaviour Sheet
Tier Three: Support:
 - RTL
 - LSR
 - OT
 - CAFS
 - Health Nurse
 - Behaviour Plan
 - Parent/Family
 - BOT/Teaching Staff
 - Family Works
 - Strengthening Families

Strategies:
 - Time Out
 - Stand Down
 - Suspension

Buddy Classes:
Kingswell : Mataura
Waituna : Awaura
Oreti : Awarua
Mataura: Kingswell
Awaura : Waituna

Tier Two: E-tap Entry : Major Print two copies of record

<p>Strategies: Calming Down Time Conversations (using prompt cards/WITS) E-tap entry completed. Bullying – refer to Support Document 26 – A guide for Schools Check in/out sheet</p>	<p>Support: Parent/Family RTL Health Nurse Senior Teachers Principal / TA Could also include agencies from Tier Three. Bullying – refer parents to school blog for parent guide.</p>
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Tier One: data entry etap minor

Support: Buddy Classes* / Senior Teachers / Principal / TA
 RTL / Health Nurse / Outside Agencies if appropriate
 Communicating with parents on an ongoing basis +/-.

Strategies: to keep students successfully working and playing safely.
 Teachers predict or notice possible behaviour changes and correct through using:
 WITS & WITS Walk for student self-regulation
 Scanning
 Pre corrections
 Verbal and nonverbal prompts
 Positive reinforcement x 4
 Wait and make eye contact
 Re-direct to learning – ignoring the behaviour
 Praise those on task around to encourage desired behaviour
 Be supportive
 Ignore
 Be calm, Be Firm, Be Fair, Be Brief, Be Gone
 Proximity a facial gestures
 State the obvious to describe desired behaviour

Teachers and families are the decisive elements that can create positive and restorative climates. They can be instruments of inspiration, humour, and healing in dealing with student behaviours.

“Teachers and Families working together – staying in contact and sorting issues early.”

10. REWARDS FOR POSITIVE BEHAVIOUR FOR LEARNING These are focused towards Tier One Behaviours
 Rewarding the 80% of our students who are:
 Consistently displaying the school values.

+ Behaviours acknowledged to Parents/Whānau	Possible Ways: Face to Face, texting, emailing, thumbs up after school, update on number of green cards obtained photographed and sent via see-saw to parents.																								
+ Behaviours acknowledged to students:																									
√ Friday Fun:	Students must receive 3 green cards (min) per week to have Friday Fun . They can only get 1 green card on a Friday. No child can lose FF if gained.																								
√ Values Cards / Rewards:	<p>Individualised: Students earn individual green values cards that are focused primarily on <u>in class + behaviours</u>. Green Values Cards are handed out at the end of each day or at discretion of staff.</p> <p>When students have earned: 25 green values cards they receive their first certificate and name on wall They continue to earn sets of 25 green values cards. With each set of 25 their name is moved around the sections: Bronze, Silver, Gold, and Principal.</p> <p>When students reach the following they receive:</p> <table style="width: 100%; border: none;"> <tr> <td>100 Green Citizenship cards</td> <td>=</td> <td>Certificate / name on wall</td> </tr> <tr> <td>200 Green Citizenship cards</td> <td>=</td> <td>Bronze Silicone Band/Certificate</td> </tr> <tr> <td>300 Green Citizenship cards</td> <td>=</td> <td>Silver Silicone Band//Certificate</td> </tr> <tr> <td>400 Green Citizenship cards</td> <td>=</td> <td>Gold Silicone Band/Certificate</td> </tr> <tr> <td>500 Green Citizenship cards</td> <td>=</td> <td>White Silicone Band/Certificate</td> </tr> <tr> <td>600 Green Citizenship cards</td> <td>=</td> <td>Values Badge/Certificate</td> </tr> <tr> <td>700 Green Citizenship cards</td> <td>=</td> <td>Blue Silicone Band/Certificate</td> </tr> <tr> <td>800 Green Citizenship cards</td> <td>=</td> <td>Citizenship Badge/Certificate</td> </tr> </table> <p>Highest Green Cards attained after the 800 will get a school citizenship trophy.</p>	100 Green Citizenship cards	=	Certificate / name on wall	200 Green Citizenship cards	=	Bronze Silicone Band/Certificate	300 Green Citizenship cards	=	Silver Silicone Band//Certificate	400 Green Citizenship cards	=	Gold Silicone Band/Certificate	500 Green Citizenship cards	=	White Silicone Band/Certificate	600 Green Citizenship cards	=	Values Badge/Certificate	700 Green Citizenship cards	=	Blue Silicone Band/Certificate	800 Green Citizenship cards	=	Citizenship Badge/Certificate
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700 Green Citizenship cards	=	Blue Silicone Band/Certificate																							
800 Green Citizenship cards	=	Citizenship Badge/Certificate																							

Awards:

At the end of each year one/two students will be awarded:
 Tisbury Citizenship Award or Mainfreight Excellence Award. The receive which a trophy (small) and a book. Students names will go on to the board which are on display in the administration area.

<p><u>Citizenship Award(s) are awarded to student(s) who show</u>, through actions, that they are a Tisbury "Just give it a go kid" who displays great attributes through implementing the key competencies and the school's values of respect and responsibility. That is: Participating and contributing in school life: being a group player, including others, joining in school and community events as appropriate.</p> <p>Managing self: knowing when to lead, when to follow and when and how to act independently.</p> <p>Relates to others: by being kind, caring and helpful. Shows respect and takes responsibility for actions over time (PB4L).</p>	<p><u>Mainfreight Excellence Award(s) are awarded to student(s) who</u> achieved consistently, to the best of their ability and met the expectations within the curricula over-time. They are not necessarily the "top" student, but they can be the student who perseveres, takes risks, and works hard to achieve.</p>
<p><u>The Arts Trophy is awarded to students who:</u> Participate in the arts with enjoyment. They may excel in a particular strand, ie dance, drama, music or visual which is shown through the school curriculum and/or extra curricula activities.</p>	<p><u>The Sports Trophy is awarded to students who:</u> participate and contribute to Tisbury School's P.E. and Sports programme and are role models in this regard. They are able to relate to others and they show good sportsmanship. These students are innovators and transfer the skills mentioned across the school and community environment in any context.</p>
<p><u>The Garden Club Award is awarded to students who:</u> Show a high interest, contribute and participate and work with Mrs Cloake to make the school garden operate.</p>	<p><u>Kapa Haka Trophies that acknowledge tamariki who:</u> <u>Manawanui</u> – demonstrating bravery. <u>Tūkaha</u> – demonstrates passion.</p>

Names are put forward by teachers, and teachers must agree on who is to receive the award.

Reviewed: March 23

11. CODE for VALUES LEVEL

BRONZE	0-25	101-125	201-225	301-325	401-425	501-525
SILVER	26-50	126-150	226-250	326-350	426-450	526-550
GOLD	51-75	151-175	251-275	351-375	451-475	551-575
PRINCIPALS	76-100	176-200	276-300	376-400	476-500	576-600
	Certificate	Certificate/ Bronze Band	Certificate/ Silver Band	Certificate/ Gold Band	Certificate White Band	

BRONZE	601-625	701-725	801+
SILVER	626-650	726-750	Highest
GOLD	651-675	751-775	Number
PRINCIPALS	676-700	776-800	Over 800
	Certificate/ Blue Band	Certificate/ Citizenship Badge	Citizenship Trophy

Procedures for teachers to monitor and record that students get the appropriate certificate along the path.

- Green Cards:
 - 1) Teachers / Teacher Aides stamp students green cards when they are given to out. When the child reaches a milestone number, ie 25, 50,etc, the child brings their card to the principal's office and put it in the green card box.
 - 2) Tracking:

Principal:

 - 1) Load milestone number on to spreadsheet.
 - 2) Loads student name onto next bulletin.
 - 3) Writes out certificate for Thursday assembly attaches the green card to the certificate to go home.

Student:

 - 1) Moves their name around the chart in the library or office area for major milestone numbers.

101 Ways to Praise a Child

Wow · Way to go · You're special · Outstanding · Excellent · Great · Good · Neat · Well done · Remarkable · I knew you could do it · I'm proud of you · Super Star ★ · Nice work · Looking good · You're on top of it · You're catching on · Now you've got it

How smart · Good job · That's incredible · Hot dog · Remarkable job · You're Beautiful · You're a winner · You make me happy · Hip, Hip Hooray · You're important · Magnificent · Beautiful · Fantastic · You're on target · You're on your way · How nice · You're Spectacular · You're Darling ♡ · Super · Super job · Beautiful work · Good for you · Nothing can stop you now · Dynamite · You're fantastic · Awesome · You're precious · Fantastic job · You've discovered the secret · Bingo · Great discovery · You are responsible · You are exciting · You are fun · You're a real trooper · Marvelous · Terrific · You're growing up · Outstanding performance · You tried hard · You figured it out · What a good listener · You're a treasure · You mean a lot to me · You're a good friend ♥ · That's correct · A big hug · What an imagination · You learned it right · You're incredible · Now you're flying · Bravo · Beautiful · I like you · I respect you · You're Sensational · Phenomenal · At job · Hooray for you · You're unique · You care · Creative job · You belong · You brighten my day · Super work · That's the best · You made my day · Say I love you! ♥ · Beautiful sharing · You mean the world to me · You're important · You've got a friend · You're a joy · You make me laugh · You're A-OK-my buddy · I trust you · You're perfect · You're wonderful

A big kiss · Exceptional performance · p.s. Remember, a smile is worth 1000 Words!

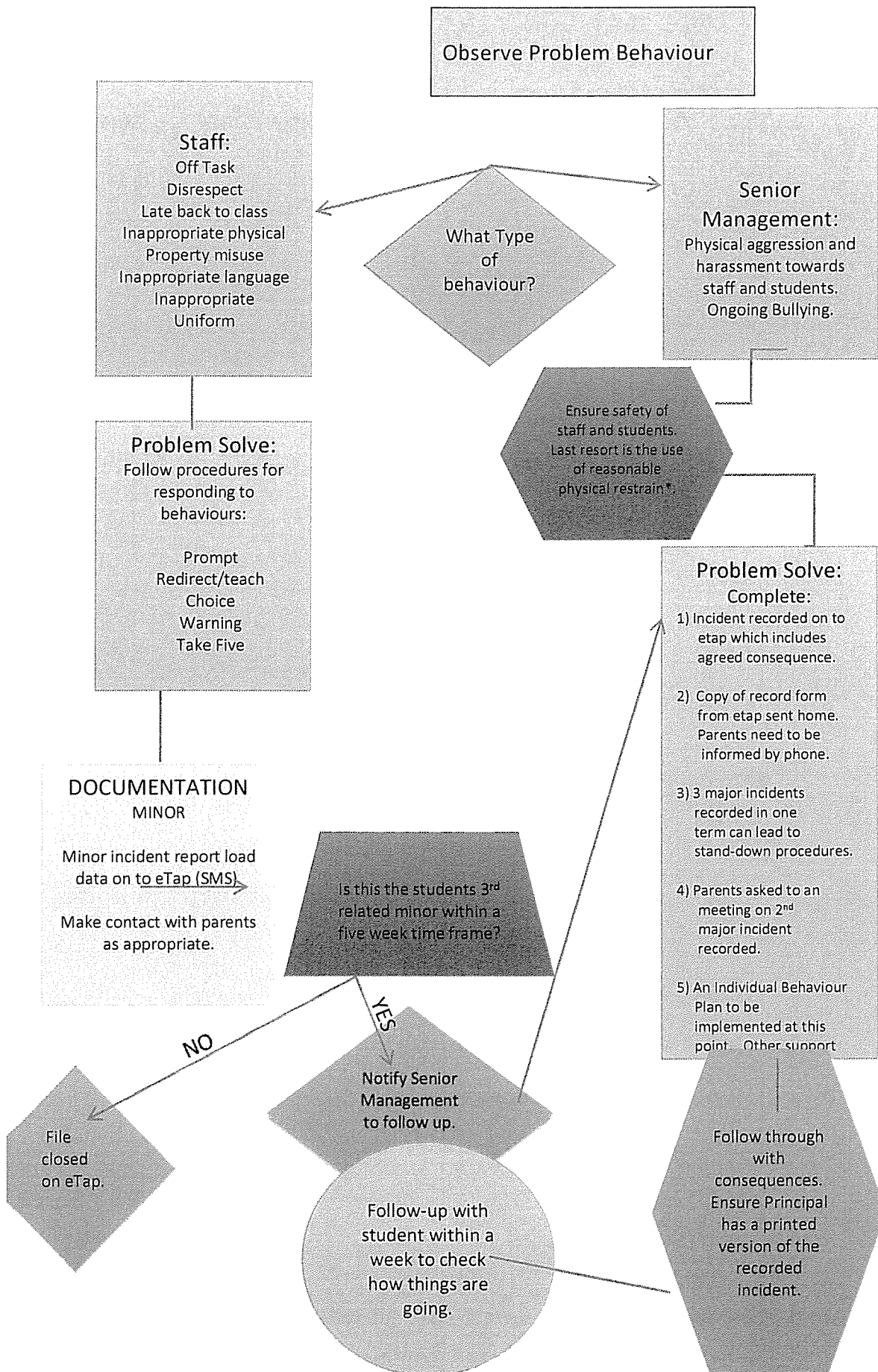
☆ Magic Affirmations ☆

You've done it! ☆ What a Job! Nice effort! Thank you! That was hard work! Good thinking! ♪ What a manager! You're capable! ☺ Neat planning! Exceptional teamwork! Outstanding cooperation! This is a work of art! ♪ I'm inspired! Superb timing! ☺ Hot dog! Great idea! Wow! You thought of that! Looking good! ♪ Impressive! You can take pride in this! How considerate! ♥ That was kind! You're appreciated! What a creation! Such strength! You have integrity! Massive! You're great! One of a kind! That took a lot of practice! ☺ You care! ♥ What an accomplishment! This is interesting! You're a success! ➔ That was difficult! You're confident! ♪ What a winner! I respect you! ★ You've got what it takes! Quality work! Good listening! What an imagination! You can make a difference! ☆ Your opinions matter! Awesome! You're a good friend! You make me smile! ✨ I like being with you! You made that fun! You're good at that! ♪ Super talent! How helpful! ♥ Can you teach me? You are so special!! There's nobody like you! ☺ I like you!! I love you ♥ You're absolutely the best!!!

SECTION TWO

BEHAVIOURS
DEFINED AND HANDLED

13. FLOW CHART FOR STAFF TO HANDLE BEHAVIOUR/RESPONSES
 (*refer to procedures for guidance)



14. Tisbury School's BEHAVIOURS DEFINED

Tisbury School's
Behaviour
Tiers

Each Tier has
Examples
Of Behaviours –
All behaviours can be in all
Tiers – the aim is to keep
Students in Tier 1 –
Think about how we act :
De-escalate vs Escalate

**Tier Three : 5%
Of our Students
Severe
Behaviours
On-going:
*Bullying
+Aggressive
Out of Control**

**Tier Two : Targeting 15% of our Students
Moderate Behaviours Classed as Majors**

Physical aggression and harassment towards
staff and students.
Noncompliance and insubordination
Bullying*
(Refer Definition and Flow Chart for examples and
responses.)

**Tier One : PB4L Targets 80% of our Students
Lowest Level of Behaviours Classed as Minors**

Staff to Handle:

- Disrespect
- Off Task
- Late back to class
- Inappropriate physical behaviours (non-serious)
- Property Misuse
- Inappropriate Language (low intensity)
- School uniform not being worn

(Refer Definition and Flow Chart for examples and responses.)

Reviewed Annually: June 2021

*Bullying – **ongoing**, deliberate, harmful, targeting and
intimidating behaviours from one person to another.
Related website for further information and helpful
bullying.about.com

School Support Document No.26
MOE Guide for Schools
Reviewed: March 23

+Out of Control Severe Behaviour:
Tisbury Teaching staff will follow the
Education (Physical Restraint) Rules 2023 and
Aramai He Tētēkura Arise our Future Generations
– A guide to understanding distress and
minimising the use of physical restraint 2023
which are the foundations of the school's policy
on behaviour management.

15. Minor Incidents

Staff to Handle	Definition and Example
<i>Off Task</i>	Students not working towards given expectations: <ul style="list-style-type: none"> - not prepared for learning after Meet and Greet - not on task after breaks - non-completion of tasks - disrupting others when set a task.
<i>Disrespect</i>	Students do not respect themselves, others and property, and do not following the school's expectations of MAC, WITS, O4L: <ul style="list-style-type: none"> - calling out - making noises - yelling - arguing (talking back) - talking over top of others - breaking equipment - excluding others - using body to intimidate others - annoying other students - using inappropriate language (not directed at other students/staff).
<i>Late Back to Class</i>	Students arrive at class after break times: <ul style="list-style-type: none"> - not in class within a reasonable amount of time after breaks (eg. 5 minutes).
<i>Inappropriate Physical Behaviours</i>	Students engage in non-serious but inappropriate physical contact: <ul style="list-style-type: none"> - play fighting - pushing - shoving - bumping into others without causing harm - unnecessary touching - threatening physical behaviours (eg. kicks chairs of other students/pull chairs away from other students).
<i>Property Misuse</i>	Students misuse property in minor ways by destroying: <ul style="list-style-type: none"> - work books - library books - desks/draws - drawing on walls - pens, pencils, rubbers, rulers - iPads (break or inappropriate usage) - playing in toilet areas.
<i>Inappropriate Language</i>	Students engage in low intensity of inappropriate language: <ul style="list-style-type: none"> - language is not directed at students/staff directly, severity is very dependent on context - 'shut up' / 'name calling'.

Consequences: Warning System

1st Step:

Deliberate redirection:

- say child's name
- remind of expectation
- run around tennis court
- go find something...

2nd Step:

name on piece of paper.

3rd Step:

spoken to again, dot by name, 5 mins on lily pad.

4th Step:

spoken to again, 2 dots by name, sent to buddy class for 10 min

- must take a card to give to buddy class teacher.

5th Step:

If behaviour continues then send child to the Principal. Teacher to phone Principal and advise that the student is coming and why.

Record as a minor on etap.

Student loses next break.

Buddy Classes: (while classrooms are combined)

Kingswell/Waituna – Mataura

Awarua – Oreti

Mataura - Kingswell

16. Major Incidents

Senior Management (Majors)	Examples (not limited to) and Definitions Check the school security camera footage to support decision making.
<p>Deliberate acts of physical aggression and harassment towards staff and/or students</p> <p>Bullying chart asking "Is it Bullying?" displayed in each classroom.</p>	<ul style="list-style-type: none"> • Physically hurting others • An instigator of an event that results in a major behaviour • Fighting • Hitting • Spitting • Biting • Threatening • Misuse of technology • Cyber bullying • Verbal abuse towards students/staff (eg. using swear words) • Throwing furniture • Destroying school property • Harassment • Any behaviour that is ongoing and can be defined as bullying • Bullying can happen anywhere, at any time. It can happen in person or online, and it can be obvious or hidden. It is on-going, not a one-off situation. Bullying comes in the form of: <ul style="list-style-type: none"> - physical eg. hitting, kicking, taking belongings - verbal eg. name calling, insults; racist, sexist, sexuality and gender - social relational eg. spreading nasty stories, excluding from groups, making threats, stand-over tactics - cyberbullying eg. posting negative comments on social media, publishing or sending inappropriate messages or images - digital eg. sending mean or intimidating texts.
<p>Non-compliance Insubordination Gross misconduct</p>	<ul style="list-style-type: none"> • Not following expectations: <ul style="list-style-type: none"> - blatant defiance and disrespect - not adhering to staff requests - leaving school grounds without permission <ul style="list-style-type: none"> - If you are unsure where they are, search school grounds. If they have left school grounds then phone parents and then phone the police. To adhere to our Health and Safety Guidelines, we must phone the police - disturbing other students learning by having to evacuate other students from classroom when a student is non-compliant.

Consequences – Floating 5 Week Period

Indicate on mark book what step the child is on

AT EVERY STEP WHĀNAU MUST BE CONTACTED. A RECORD OF CONTACT WITH DATED/TIME ON ETAP

Incident reports must be written for incidents 2/3/4 and provided to parents – remember students are not to be identified in copy of report for parent, just student 1, 2 etc. On the Principal's copy please provide names.

1 st Incident	2 nd Incident	4 th Incident	Straight Stand Down
<p>Playground: Out of playground for two playtime sessions – eg. <i>if the incident happened at morning tea then the student is out for the following lunch, next day morning tea and back in the playground at lunchtime.</i></p> <p><i>Place is at the door by the staffroom.</i></p> <p>Classroom: Out of classroom</p> <ul style="list-style-type: none"> - 1 day in buddy room 	<p>Playground OR Classroom: Two days out of class and playground:</p> <ul style="list-style-type: none"> - 1 day in office - 1 day in buddy room - Playtime and Lunch time are separate to others. - Name on "Out of playground sheet with dates. 	<p>Playground OR Classroom: Formal stand down for 1 day.</p> <p><i>Appropriate Incident Report written up by teacher(s) involved and handed to Principal.</i></p> <p><i>Principal and DP to meet with family as soon as possible.</i></p> <p><i>If decision to stand down is made Principal to write letter and give to parents and record on MOE portal.</i></p> <p>On return to school:</p> <ul style="list-style-type: none"> - 2 days in office - 1 day in buddy room 	<p>When a student is out of control and causes serious harm to others/or is out of control, yelling, screaming and cannot be brought under control.</p> <p>Parents called immediately and a 2 day stand down will be implemented so that a meeting with the family can be arranged around next steps.</p>
	<p>3rd Incident Playground OR Classroom:</p> <ul style="list-style-type: none"> - 2 days in office - 1 day in buddy room - Playtime and lunch time as above. 		

After 2nd Stand Down:

Discussion held around exclusion.

On returning from a stand down, the family, student, teacher and Principal must work together to develop a behaviour plan.

IRF funding to be applied for to support the plans implementation.

Other avenues for support:

- Referral to RTLB
- Child placed on the Special Needs Register for additional support
- Restorative practice can occur if both parties agree that it is the right course of action in extreme cases the Principal can include the Police Youth Officer

No Senior Management on site (ie Principal or Senior Teacher)

If an incident develops and student(s) do not follow your instructions, phone parents/whānau of student(s) to collect under Health and Safety Act. An incident report is to be written and the Principal / Senior Teacher will deal with on their return. Explain to parent/whānau the situation and that they are not responding to you and you need their immediate help.

Procedures for Responding to “Senior Management Handled” (Major) Behaviours Anywhere in the School

First and foremost – Staff and students safety come first:

- Phone Principal or send for help.
- Remove other students to a safe environment.
- Know and follow the distress guides (pages: 50/51 of Aramai He Tētēkura – appendix B).
- Parents to be called if the situation continues – Senior Management only to make this call. ***In extreme cases Police can be called to assist with the situation.***
- A conversation with the student and parents is to occur when the student has calmed down. Incident is recorded on etap.
- Remember – it is only the Principal who is legally allowed to implement stand-down or exclusion procedures. If Principal is off-site, call on cell phone.

- **Physical Restraint:**
A Teacher, or authorised TA, can only use physical restraint but it is the last resort. To use physical restraint the following three conditions must be met all at the same time”
 - 1) to prevent imminent harm, including significant emotional distress to the ākonga or another person.
 - 2) there is no other reasonable option to prevent harm.
 - 3) the physical restraint is reasonable and proportionate to the circumstances.

There may be times when proactive steps as required to ensure ākonga safety. (For example, reaching out to prevent ākonga from running onto a road or climbing somewhere that is unsafe.)

- **Reporting:**
A formal report is required of any incident of a severe behaviour event. An example report is over the page.

If physical restraint is used a formal report must be filled in, on line via the main community portal for the MoE. This can be accessed with the help of the administrator in the office through the Education Learning Management System using their education sector logon. A copy of this report must be printed off and given to the principal who will attach it to the student file of the schools SMS.

These reports will be used to consider what next steps the child requires.

Behaviours that fall within the ‘Senior Management to Handle (Major)’ bracket may require interventions through support agencies. They will require an Independent Behaviour Management Plan to be put in place and monitored. Examples of which can be found in the appendix of Aramai He Tētēkura – Arise our Future Generations – a guide to understanding distress and minimising the use of physical restraint – Appendix A

Buddy Classes: Refer to page 2 of No.15

Tisbury School's Severe Behaviour Incident Report:

Student Name:	Incident Date:
Teacher(s) involved:	
Type of incident:	
Details of incident: (be factual – use bullet points if appropriate)	

What had the student to say about the incident?(May not be possible will depend on the nature of what happened/how the student was feeling after they had calmed down – or that they were removed from school before you could talk to them:

Did you try to work with the student to de-escalate the situation: yes / no

Are there any disagreements over your account/students account of the incident: yes / no

Information from other students/staff who saw the incident:

Signed: Writers of Report: _____ Date: _____

Discussion and decision by Principal only: (Decision made using the support of the school's PB4L Major Behaviour Documents.

Signed Principal:

Date:

Parent Response:

SECTION THREE

Support Posters Guides on file on google docs.

Including:

- THE OFFICAL STANDDOWN/SUSPENSION GUIDE BOOKLET – ON MOE WEBPAGE.
- PHYSICAL RESTRAINT GUIDELINES/RULES (APPENDIX A AND B IN SECTION 4 OF THIS BOOKLET)
- BULLYING GUIDELINES – ON LINE

18. STANDDOWN/SUSPENSION CHECK LIST – using Guidelines for Principals,
Boards on stand-downs, suspensions and exclusions: (MOE Web Site)

TIME LINE	DECISIONS/ACTIONS	COMPLETED BY PEOPLE RESPONSIBLE
Incident happen Date: Time:	Principal refers to Guidelines for guidance to make fair and just decision – Refer P5.	Decision made to
FOLLOW FLOW CHART 3 PAGE 15:		Dates and times recorded
PRINCIPAL IMMEDIATELY TO NOTIFY:	Student/Parent - Orally	
	MOE	
	BOT – Chair who contacts other BOT Members	
PRINCIPAL TO:	Write Formal Letter for parents Refer Template Letter 2 MOE Website	
	Write an Incident Report as soon as possible after the incident – with the information and documentation provided by staff / students involved	
	Copy of report provided to BOT:	
	Copy of report provided to parents – 48 hours prior to Board Suspension meeting:	
BOARD TO: (All meetings need to be minuted with records kept).	Hold a suspension meeting – refer Guidelines Pgs: 16/17/18 and flowchart P19.	Date set for meeting:
	Outcome of meeting advised to: Student/Parent in writing	
	MOE: via enrol	
	Principal – copy of letter to parent.	
Until meeting School to provide:	Educational work for the students to undertake at home.	Supplied by classroom teacher:

18. STANDDOWN/SUSPENSION CHECK LIST – using Guidelines for Principals,
Boards on stand-downs, suspensions and exclusions: (MOE Web Site)

INCIDENT REPORT

STUDENT NAME:

REPORT DATE:

REPORT AUTHOR:

Type of incident:

- Possible: gross misconduct
- behaviour risking serious harm
- continual disobedience (non compliance)

Details of the incident:

Compounding Factors:

Student Response:

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18. STANDDOWN/SUSPENSION CHECK LIST – using Guidelines for Principals,
Boards on stand-downs, suspensions and exclusions: (MOE Web Site)

Significant Disagreements:

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Evaluating the Facts:

Can you answer yes to at least one of these questions?

Was the student caught red-handed?

Was the incident seen by someone you think is credible?

Was the student implicated by other significant circumstantial
evidence?

Did the student freely admit involvement or responsibility?

Summary and Recommendation:

Is there sufficient evidence for the principal to consider and stand-down, suspension or to request a
reconsideration meeting?

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Are there alternative options?

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19. The Board's Role in Student Behaviour Management – including sever behaviour procedures and physical restraint register of authrised personnel

The Board is required to understand the procedures and processes that they are to follow in their role of supporting the school's behaviour management procedures.

Objectives:

1. Know that the general day to day Behaviour Management Procedures determined by the school are delegated through the Principal and Staff. Any concerns regarding those procedures should be referred to the Principal or should go through the school's complaints procedure.
2. In the event of severe behaviour, know what the legislation says, its intent, and what the Principal and Board can do and cannot do. All Board members:
 - have access to a copy of the *Education (Physical Restraint) Rules 2023 (Appendix B) and *Aramai He Tētēkura Arise our Future Generations – A guide to understanding distress and minimizing the use of physical restraint (Appendix A)
 - have access to a copy of *****Stand-downs, Suspensions, Exclusions and Expulsions Guidelines**". It is expected that the board will become familiar with this document in the event there is a requirement to implement any of the options noted.
 - can contact NZSTA helpdesk to request a local workshop covering this topic or seek information and/or guidance from NZSTA.
3. In the event of any of the above options occurring the following will happen:
 1. The Principal will follow the procedures as set out in the "Stand-downs, Suspensions, Exclusions and Expulsions Guidelines" and the "Physical Restrain Guidelines" to ensure that the correct steps are legally carried out. (IE advising MOE via data portal, letters to parents, reports for any suspension meetings.)
 2. The Principal will advise the Board Chair immediately of any stand-down or suspension or physical restraint.
 3. The Principal will write the required report, which will be filed in the School's Behaviour Management system on the schools SMS, and for any physical restraint report upload onto the physical restraint portal via the Education Sector Portal.
 4. In the event of a suspension meeting, the Board Chair will advise all Board Members and establish a quorum for the Suspension Meeting – procedures will be followed as detailed in the "Stand-downs, Suspensions, Exclusions and Expulsions Guidelines". If further clarification is required, the Board Chair will contact NZSTA helpdesk (ie possible conditions relating to suspensions).
 5. Any suspension meeting will be held in accordance with the procedures of the "Stand-downs, Suspensions, Exclusions and Expulsions Guidelines". The Board's Secretary will take "in-committee" minutes of any suspension meetings. These are to be held separate to the ordinary board minutes.
 6. The Principal is to self-review any stand-down processes after any case.
 7. The Principal and Board are to self-review any suspension or physical restraint processes after any case.
 8. The Principal will report to the board on any student who have been in a stand-down or suspension situation and who remain at school on a monthly basis or until it is deemed there no longer a need to report as "things" have changed.
 9. Parents will have the right to follow the school complaints procedure if they are of the opinion the school did not follow the guidelines and rules for any of the above.
 10. The Board will monitor physical restraints, stand-downs and suspensions throughout the year. The Board may ask the principal to report on physical restraints, stand-downs and suspensions using the following headings:
 - Year levels/Gender/Ethnicity/Reason/Outcome/Repeat Offenders/Numbers in comparison to previous year/ between meeting/term/year totals.

* Available on the school's web page. ** Available on the MOE's webpge.

Managing Severe Student Behaviour

The Health and Safety of all students and staff is paramount – Tisbury School's policy on student distress and the use of physical restraint following the rules and guidelines issued by the Secretary of Education under Section 101 of the Education and Training Act. The policy can be found on Schooldocs by searching <https://www.schooldocs.co.nz> and then entering Tisbury School and searching behaviour management. Conversely, the school's parent behaviour management booklet, along with the Education (Physical Restraint) Rules 2023 and *Aramai He Tētēkura Arise our Future Generations – A guide to understanding distress and minimizing the use of physical restraint documents are on the school's webpage.

Tisbury School's management and staff annually reviewed the school's behaviour booklet. Every three years, or as appropriate, the board will review and consult with the community if there are any major changes to the implementation of the school's behaviour management across processes.

If there is a severe out of control event, the following will happen:

Class/or Individual Behaviour Management Procedures:

In the event that a student displays severe out of control behaviour, which results in a health and safety concern for the rest of the students and staff, and after all other options of distressing the student have been used (refer to the school's behaviour management booklet for ways), the following will happen:

- 1) If in the classroom – other students are to be removed from the classroom through a safe exit as soon as possible, they are to go to a safe place, ie the library. Staff can create a code word which the children know means leave and go to the safe place (ie jellybeans).
- 2) Adult in charge phones for assistance – either the Principal or a Senior Teacher – advise the situation and that you have removed all other students.
- 3) Do not interact with the distressed student - keep yourself at a safe distance, unless the student is in imminent harm (with no other options and within reasonable proportion to use physical restraint).
- 4) When support arrives, re-assess the situation – the following may be appropriate:
 - a) If the student has calmed down sufficiently, provide choices:
(ie: ... you have a choice, come with me to Room ... or the office to chill out.)
 - b) If the student responds – walk with them to their choice and leave them to chill out. Retrieve class from the safe place, and debrief with the students what happened and listen to their side of events – ensuring that they have the correct version to home with. If appropriate skool loop note for that class may need to go home advising parents of the correct facts. Senior Staff / Office will assist with in creating the note.
 - c) If student does not respond to the above, the principal or senior teacher will phone the parents/guardian for help – advise they are required to come and remove student.
 - d) If no parent is available and student is still being destructive or abusive – call the police for assistance (extreme situation – but do not hesitate if all else fails).
 - e) A written report will be required – examples reports are in the behaviour booklet. If **physical restraint has been used**, then a physical restraint report must be written and lodged with the MoE via education portal which the office administrator can help with. Copy to principal for consideration of next steps. (Note h) below.)
 - f) Note that physical restraint can only be used if the following three factors are present: 1) to prevent imminent harm; 2) no other reasonable option; 3) physical restraint is reasonable and proportionate to the circumstances.
 - g) Teachers and non-teaching staff, who have written authority to use physical restraint, are to make themselves aware of: Education (Physical Restraint) Rules 2023 (Appendix B) and Aramai He Tētēkura Arise our Future Generations – A guide to understanding distress and minimizing the use of physical restraint (Appendix A – Pages 49 – 51 Responding to distress).
 - h) Staff and non-teaching staff are to undergo training and complete the training on line modules by required dates set by the MOE, ie module 1 by 7 February 2024 – other modules will come on line during 2023 and 2024.
 - i) If physical restraint is used: the following forms are to be filled out – the are in the appendix section of this booklet.
 - E) Checklist to ensure all procedures have been followed.
 - F) Debrief Form of a physical restraint events. Note parents are to be contacted immediately when physical restraint has been used. Parents are to be part of the debrief meeting which

must be held within three days of the event.

All these records are to be kept for 10 years (refer to School Records : Retention and Disposal thereof on the MoE webpage.

- j) If a student is enrolled and there has been a history re the need for physical restraint, the following documents are to be filled out with the parents and any learning support personnel that will provide help and guidance as to how best to work with the student/family:
 - C) Physical Restraint Plan and
 - D) Physical Restraint Consent Form from the parents.
- k) As part of any behaviour plan, teaching staff and authorized staff require must be provided training through Special Learning Support team at the MOE office or training from a provider that supports the management of actual or potential aggression, for example training through: <https://www.crisisprevention.com/en-NZ>.
- l) Key dates re physical restraint training, informing community noted in G).

Non-teaching Staff who have written authority from the Tisbury School Board of Trustees to use physical restraint, as a last resort, dated 14/3/23:

Mrs Jayne Cloake – Teacher Aide
Mrs Joy McNamara – Teacher Aide
Mrs Mary Forsythe – Office Administrator

20 SUPPORT POSTERS GUIDES IN FILE ON GOOGLE DOCS.

- a. 101 Ways to teach social skills.
- b. Behaviour management plan for severe behaviours
- c. WITS posters for classroom
- d. Restorative Practice
- e. Restorative card
- f. Bullying Activity Pack
- g. Lesson plan for PB4L teaching
- h. Legal Guidelines on Standdowns and Suspensions
- i. Triangle Graphs tool
- j. What is Bullying? / Bullying Defined
- k. Mellow Yello Take 5 Cards
- l. Behaviour Scale Chart
- m. Calming Down Poster
- n. Tisbury School Active supervision
- o. Checkin/out chart and sheets – refer to separate folder in the google drive under PB4L.

SECTION FOUR

THE BOARD'S ROLE IN STUDENT BEHAVIOUR

Appendix A:

Aramai He Tētēkura Arise our Future Generations
(A guide to understanding distress and minimising the
use of physical restraint – 2023)

Appendix B:

Education (Physical Restraint) Rules 2023

Appendix:

- C) Plan for physical restraint
- D) Consent form for physical restraint
- E) Checklist of a physical restraint incident
- F) Defrief Form for Whānau/Family meeting post incident
- G) Key Dates for 2023 – 2024
- H) Example Board letter providing permission to non teaching Staff

