

FLEMINGTON SCHOOL 2024



Values & Behaviour Plan

All students enrolled at Flemington Primary School will adhere to our school wide Values and Positive Behaviour 4 Learning Plan (PB4L).

Flemington's Values

Our Culture



We Respect Ourselves ↔ We Respect Others

We Do What is Right ↔ We are Honest

We Celebrate Success ↔ We Keep Trying

We Think of Others ↔ We Are Kind

Observed displaying Our 'Values'

GOTCHA'S

Staff look to notice children who are being great examples of **RISE** during the week. They are awarded a GOTCHA token and this goes into the weekly draw at assembly on Friday, where a child is drawn out from each class to choose a special treat.

There is also a Playground GOTCHA system with 3-6 chn drawn out each week for a treat.

All GOTCHA tokens are kept and recorded against the children's names with further rewards and a certificate given as they accumulate, 25, 50, 75 and 100 GOTCHA's over the year.

'GOOD CITIZEN' AWARDS

Each week three children are presented with a Certificate for being a 'GOOD CITIZEN' that week.

The Flemington Culture

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

We celebrate:

Birthdays at assemblies by singing Happy Birthday - in both Te Reo Māori and English.

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

Regular special activities for those that have displayed the Flemington Values are handed out through the GOTCHA system on a weekly basis and as they accumulate them over time because being drawn out for their class at Assemblies is quite hard to achieve!

The 3 "Good Citizen's" are presented with a Certificate and special pencil at Friday Assembly each week and their picture is presented in the newsletter in case they forget to tell their whanau.

In the Classroom: GOTCHA tokens are gained for a variety of reasons

- Quality, content and presentation of student 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 Playground GOTCHA token system.
- All children's names are put in the draw and between 3-6 tokens are drawn out to choose a treat - ice blocks normally.

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. Children also have the choice to trade GOTCHA tokens for house points as well.
- 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 using the Positive Behaviour for Learning Framework as the guide.

How We Care

Positive redirection

Praise- Encouragement

Restorative chats

Choices in class programmes
to suit learning styles

Mentoring from
other students/teachers

Social skills coaching in
Circle Time

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/Whanau
communication

Class rewards

Clear rules, boundaries
and consequences

Leadership opportunities

Taking Ownership of What We Do.

At Flemington we strive for Educational Excellence and Success

GOTCHA REWARDS:

- | | |
|---|--|
| <ul style="list-style-type: none">➤ 15 minutes using the computer - own choice of use➤ 15 minutes playing outside with a friend➤ 30 minutes playing with Lego with a friend | <ul style="list-style-type: none">➤ 30 Minutes using the Art and Craft box with a friend➤ Making popcorn with a friend➤ Share a milo with a friend |
|---|--|
- When they have accumulated 25 GOTCHA Tokens they get a Certificate, a choice from the 'TREASURE BOX' and a Milo/Frozen Treat.
 - The acknowledgement for getting 50, 75 and 100 GOTCHAs will vary and be awarded in a timely manner.

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).

Flemington School Values

As part of the development of School Wide PB4L, as the basis for managing and supporting behaviour across the school, our Flemington School Values were reviewed with extensive consultation with the family/whanau community, students and staff, resulting in RISE.

The school-wide expectations matrix identifies specific behaviours for each setting at Flemington School. All students and staff will be responsible for following these behaviours and expectations, along with families/whanau, in the school environment and on school activities.

FLEMINGTON SCHOOL RISE VALUES

| | In All Areas | Inside the Classroom | Outside the Classroom | In the Community |
|--|--|--|---|---|
| RESPECT I Respect myself, other people and belongings. | <ul style="list-style-type: none"> I respect others right to learn and help others who need it. I show respect for the environment. I speak to others respectfully. I use my Manners. I am proud of my own and others achievements. I am aware of my emotions and use self-control. | <ul style="list-style-type: none"> I take care of furniture, equipment, and books. I have a good attitude. I give everything a go even when it is hard. I actively listen to others and respond appropriately. | <ul style="list-style-type: none"> I look after the outside areas each day. I play with toys and equipment carefully. I will help others who need it. I greet visitors respectfully. I show pride in my school. I support others to do the right thing. | <ul style="list-style-type: none"> I show pride in my culture. I respect others culture. I am proud of my school. I speak clearly, confidently and respectfully. |
| INTEGRITY I am brave and trustworthy | <ul style="list-style-type: none"> I make good choices. I participate by listening and sharing. I give my best effort to everything I attempt. I show courage and stand up for what is right. | <ul style="list-style-type: none"> I take responsibility for my learning. I seek feedback to help me get better. I ask questions to help improve what I am doing. I share my strengths and interests. I take pride in what I do. | <ul style="list-style-type: none"> I ask questions to help find out what is happening I help others be good sportsman and fair play I support others to do the right thing. | <ul style="list-style-type: none"> I use fair play. I have a can-do attitude. I represent my school with pride and dignity. I accept praise gracefully. |
| SUCCESS I am Positive and a Learner | <ul style="list-style-type: none"> I am responsible for my own learning and support the learning of others. I work towards my goals. I communicate clearly and collaborate with others. I complete tasks to the best of my ability. I persevere and don't give up. I problem solve when faced with challenges. | <ul style="list-style-type: none"> I offer my ideas. I manage my time and make good learning choices. I get tasks completed on time and avoid distractions. I work on developing my strengths and weaknesses. I use a range of strategies when I'm stuck. | <ul style="list-style-type: none"> I care for and return equipment. I cooperate with others. I stay calm when challenged. I want to learn about the world around me. | <ul style="list-style-type: none"> I can celebrate all successes. I am able to shake hands confidently. I share my learning with others. I show a great learning attitude outside of school. |
| EMPATHY I am kind and care for others | <ul style="list-style-type: none"> I show care towards others' well-being. I use my WITS. I help others who need it. I respect the right of others to learn. | <ul style="list-style-type: none"> I use my manners. I let others have their space. I keep my hands and feet to myself. I treat others how I like to be treated. | <ul style="list-style-type: none"> I include others in our games. I help visitors and staff. I use my manners. I wait patiently to speak or move. I respect our school environment. I keep my hands and feet to myself. I make good choices. | <ul style="list-style-type: none"> I support others' achievements. I help others if they need it. I acknowledge and thank people who help us. I respect other environments. I actively listen to others. |



FLEMINGTON SCHOOL

BEHAVIOUR MANAGEMENT

OBSERVED PROBLEM BEHAVIOUR

MINOR

IS THE BEHAVIOUR MINOR OR MAJOR?

MAJOR

Examples: Name calling, exclusion, out of bounds, non-compliance, lateness, chewing gum, lying, physical contact, defiance, disruption, property misuse...

Teacher Actions: Proximity control, signal/non-verbal cue, praise, support for procedure/routine – Restorative actions.

Teacher Responses: Prompt, redirect, reteach, provide choice, conversation/conference.

NO

DOES STUDENT HAVE 3 MINOR INCIDENTS?

YES

Record in eTap for data decision making

Examples: Bullying, inappropriate language, inappropriate touching, physically aggressive, intimidation, defiance, weapons, damage to property, technology violation...

Teacher Responses: Ensure Safety, Problem solve with student.

Teacher Intervention: Notify all parents/Whanau and complete eTap data entry.

Leadership Team Intervention: Investigate incident, Discuss with student and those affected, review student data, agree on consequences and inform staff involved. eTap updated.

Review: Follow up with student within a week. Reinforce expectations.



FLEMINGTON SCHOOL

BEHAVIOUR MANAGEMENT

Behaviour Follow Up Guidelines



Process of Supporting Students with Behavioural Needs

Where there are learning or behaviour needs observed in the school setting, the escalating process is as follows:

- Teacher intervention.
- Leadership team intervention including the special education needs co-ordinator (SENCO). Parents advised at this stage if not already.
- Development of specific programmes to support student
 - Individual Support Plan (ISP)
 - Individual Education Plan (IEP)
 - Behaviour Management Plan (BMP)
 - Safety Plans
- External interventions. Examples of these are:
 - Resource Teachers of Learning and Behaviour (RTLb)
 - Student Learning Support (SLS) – Ministry Of Education
 - Child, Adolescent and Their Family Service, (CAFs) - district health board
 - Oranga Tamariki (OT)
 - Staff will also work with external providers that have been engaged by families.

Process of Supporting Students Harmed by Another Student's Behaviour

If the student has been effected as the result of a major behavioural incident the following process is as follows;

- Parents contacted and incident explained
- Process of follow up explained including timeframe for getting back to parents/student.
- Investigation outcomes shared with parents
- 'Process of Supporting Students with Behavioural Needs' Shared with parents.

Gross Misconduct and Continual Disobedience

Serious matters involving gross misconduct or continual disobedience could result in stand down and suspension procedures. This has a very high threshold.



POSITIVE BEHAVIOUR PLAN



FOR A MINOR INFRINGEMENT OF RULES

| STEPS | CONSEQUENCES | |
|---|--|---|
| | IN CLASS | IN THE PLAYGROUND |
| STEP 1 | Verbal or visual warning RISE – VALUES Matrix focus | Verbal warning Inform next duty teacher if needed Inform class teacher |
| STEP 2 | Name recorded RISE – VALUES Matrix focus Record in Classroom Behaviour Book | Time out with duty teacher and hand over to the next duty teacher Inform class teacher Record in Classroom Behaviour Book |
| STEP 3 Steps 1, 2 and 3 occurring in one-day lead to a Reflection. Each Day is a new start. | Tick by name Send to another teacher Reflection form eTAP entry by Reflection teacher Inform whanau | Send for support Remove from playground Reflection form eTAP entry by Reflection teacher Inform whanau |

| | |
|--|--|
| AFTER 3 REFLECTIONS IN ONE TERM | <ol style="list-style-type: none"> Whanau updated, meeting scheduled if needed eTAP entry Monitored by classroom teacher or Principal Follow-up review meeting with whanau if needed Restricted play area or out of playground for designated period or complete classroom work under supervision |
|--|--|

MAJOR INFRINGEMENT OF RULES

VIOLENCE, ABUSIVE LANGUAGE, DELIBERATE DISRESPECT TO TEACHER, ONGOING BULLYING, OR DISOBEDIENCE

| | |
|---------------|---|
| STEP 4 | <ol style="list-style-type: none"> Instant Reflection Form eTAP entry by Reflection teacher Whanau Meeting A Behaviour Plan is put in place. Follow-up with whanau if needed |
|---------------|---|

FOR GROSS MISCONDUCT

| | |
|---------------|--|
| STEP 5 | Stand down, suspension, exclusion or expulsion Whanau meeting with Principal Ministry Guidelines |
|---------------|--|

Behaviour Actions and Responses

MINOR INCIDENT
Social and/or
Learning Behaviours
Tier 1 (attached)

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 (Attached)

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, but it can include bullying.

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

Gross Misconduct or Continual Disobedience Incident:

- 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.

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

Escalation of Tier
2 & 3 Behaviours

Step 2

- Independent play part or whole day
- Removed from playground
- Independently working away from class.
- Parents/Caregivers contacted.
- No disruptions, loss of social networking
- Reintegrate with class/ peers/ teacher

Step 3

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



BULLYING INCIDENTS

These also have an
escalating 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