



MIMI SCHOOL BEHAVIOUR PLAN

Adopted March 2018

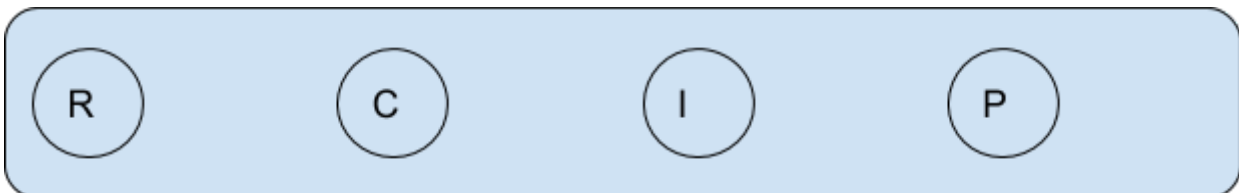
Introduction

In 2017, with the arrival of a new Principal, it was noted that Mimi Schools current behaviour plan was good at identifying appropriate and inappropriate behaviours but did little in way of helping student and students deal with these behaviours in a positive way.

After analysis of the Wellbeing@School Survey completed by the Senior Students in October/November 2017 it was deemed necessary that we needed, as a school to develop a school wide behaviour plan that everybody owned.

In developing a behaviour structure for Mimi School we have deliberately moved away from rigid rules and systems that try to link a punitive response to specific misbehaviours.

Instead expectations of and responses to behaviour at Mimi School are centred on our values of **Respect**, **Courage**, **Independence** and **Perseverance**.



Student actions are measured in terms of the extent to which they support or negate these values and staff, in their responses to students, should be equally mindful of them.

Our school currently enjoys excellent staff/student relationships and high quality student behaviour. The aim of our behaviour program is to maintain and further enhance this through educating students about their behaviour and giving them increasing opportunities to take responsibility for it.

Basic Principles

The Principle of Restorative Practice

Restorative practice is the natural partner of respectful and empathetic relationships in our school and it should underpin all our interactions with students. While we are not a “restorative practice” school in the sense that all student issues are handled through a strict adherence to this system, we certainly subscribe to the underlying values in that we wish to improve relationships, put right wrongs and give students the opportunity to better learn about their own behaviour, rights and responsibilities. The restorative approach

should be the default setting for behaviour management, especially where people are affected adversely by the behaviour of others. Full restorative justice conferences can be used where possible to resolve major problems or incidents and these will be done by the Principal, with others present as necessary. The 3 sections below (seeking help, teacher interventions and school interventions) all work to strengthen the effectiveness of our school to work restoratively.

The Principle of Respect

Being respectful is about recognising the rights and feelings of others and considering them in our actions as teachers. Respectful teachers will not see themselves as having power or control “over” their students but rather seek to develop relationships of trust and cooperation. Respect for example, demands that we need to listen to a student’s side of the story, that many aspects of the classroom are negotiated and that students are all valued for their individual contributions.

The Principle of Early Intervention

Practice makes perfect and the more that students practice negative behaviours the better they become at them and the more entrenched and hard to change they will be. Provide some intervention at the first possible opportunity at the earliest sign of any behaviour issue.

The Principle of Minimum Intervention

Before discussing behaviour with a student it is important to decide what you want the outcomes to be, then take the least possible action that will achieve these outcomes. It is not our job to punish, but it is definitely our job to educate students about their behaviour and if necessary help them change it. If humour or a handshake can affect the change we want, why do anything else?

The Principle of “Case by Case”

As with academic learning, student’s learning about behaviour on arrival at Mimi is at widely differing levels. Just as we don’t expect them to all reach the same academic standards at the same pace or stage, neither is it reasonable to expect them all to reach the same behavioural standards. The idea of next learning steps applies to behaviour too and some students will require considerable support to reach even limited goals. This concept may be mistaken for inconsistency- However the values and expectations that we are working towards remain very much a constant!

The Principle of Team Approach

You are not alone! Student response to any intervention is far greater when other staff, children, parents etc are involved.

Seeking Help

Seeking second opinions, involving others in resolving issues and working as a team are essential to ensuring that the best possible responses are made to student behaviour. Apart from conversations with colleagues there are four formal places to seek help or refer students.

Referral to Principal

The Principal is not there to dispense a good telling off! (Although having said that there may still be a right time, place and approach to telling a student in clear terms that their actions are wrong!). Margaret Thorsbourne has described the role of a school leader as an “institutional healer”. In other words it’s about making peace between students, staff, parents, board --anyone who has a problem with anyone else, seeking a solution and moving forward. This can take considerable time, which when teaching, we often don’t have. In referring a student to a Principal, you are asking that person to help fix the problem, not punish the child.

Notifying Parents

Notifying parents in the event of an 'behaviour mishap' has three purposes:

1. It keeps parents informed and 'in the loop' with how their child is interacting with others at school.
2. It protects the school and the children by providing parents with the information they need to start a conversation with their child about either; their own behaviour or how the behaviour of another child may have affected them.

Refer to: Mimi School Teachers Guidelines for Dealing with Behaviour for guidance of when to call parents. When in doubt, discuss the events or incident with the Principal and contact the parents.

Referral to External Agencies

Referral to RTLB's LS etc. can be very useful for some students. Referrals are made through the Principal with input from staff. A reminder that all concerns and observations that warrant further discussion must be recorded in E-Tap.

Teacher Interventions

School Code and Culture

The establishment of a positive, safe and restorative classroom environment is a key responsibility of every teacher. While the foundation for this will be laid in the first weeks of the year, maintaining and developing it is an on-going task. The school code or treaty is really a written agreement of principles that will result in a great class culture. It should show how the RCIP values will be demonstrated by teacher and student actions within the room. While initiated agreed to and signed by all at the start of the year, it may be developed and modified as understanding increases. It is an excellent basis to start a restorative chat, "How has your behaviour broken the school code/treaty? Who has been affected by what you have done? In what way? How can you put it right?"

Mimi School Code (to use as a basis)

- *Respect Ourselves*
- *Respect Others*
- *Respect Our Environment (includes property)*
- I take full responsibility for my actions.
- I listen and then act appropriately.
- I look after other people and property.
- I know the right places to be in our school and when to be there.
- I use all equipment and structures safely and appropriately.
- At Mimi School we do not fight, use put downs or inappropriate language.

'Ka mau te wehi!' cards can be issued to students who follow the agreement.

Rewards 'Ka mau te wehi!' Cards

'Ka mau te wehi!' Card system has been set up to encourage and reinforce positive behaviour within the school. All staff when on duty are to carry a supply of cards to give students acting in a positive way thus meeting the 'Mimi Behavior Choices' and Values.e.g. showing a positive attitude in game or taking care of new students. Cards can be given out at any time in the school day.

Mimi Behaviour Choices

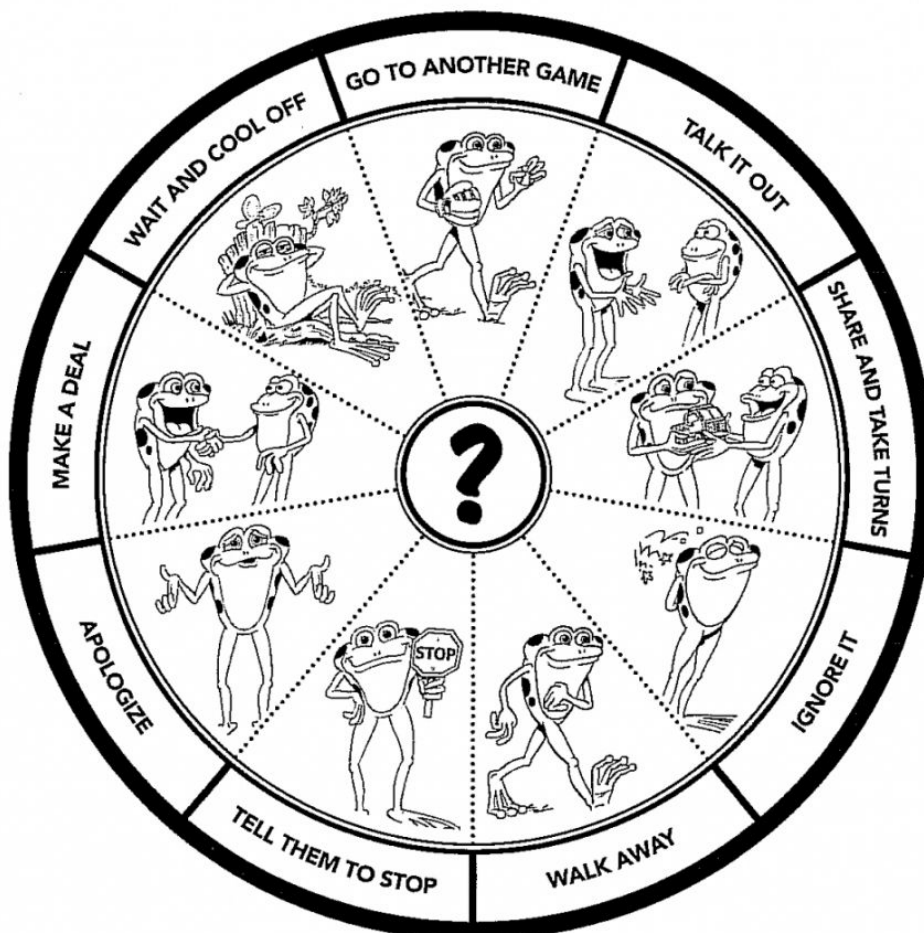
We use the tool “**Kelso’s Choices**” to help us learn how to deal with small problems - we call these the “**Mimi Behaviour Choices**”. Of course, conflict or disagreement is normal and often happens, particularly when children play together. Hurtful words, gestures or physical actions are unacceptable ways to deal with conflict and disagreement in school.

Our goal is to teach students several positive ways to deal with these tricky situations.

To do this, we are asking students who have a minor problem to try **at least two** of the following ideas:

1. *Go to another game or activity.*
2. *Share and take turns.*
3. *Respectfully talk it over and listen to each other.*
4. *Walk away from the problem.*
5. *Ignore the problem behaviour.*
6. *Tell the person to stop the problem behaviour.*
7. *Apologise.*
8. *Make a deal or compromise.*
9. *Wait and cool off.*

These form part of our Mimi Behaviour Choices that we are encouraging students to use when interacting with others - especially at break times.



Restorative Chat

This should be the default response to behaviours that contravene our **Respect, Courage, Independence** and **Perseverance** values. While it is important to know the sorts of questions to ask, it is much more important to understand what you are trying to do. This can be summarised as

- A. Giving people affected by an action a chance to express their feelings about it.
- B. Getting the wrongdoer to understand exactly what he/she did , why and how it affected others
- C. Deciding on ways in which the harm can be repaired and how it can be prevented from happening again
- D. Moving forward.

An example of the sorts of questions that could be asked are given below, but if you understand the above it won't take too much practice to develop your own style and technique.

We use the 'WARM' technique.

Students may be asked to complete a behaviour sheet (WARM Reflection) and at the discretion of staff, this may or may not be sent home to parents. Copies of **all** completed WARM Reflection behaviour sheets are kept in the Green behaviour folder in the office. Please take a photocopy if you send a sheet home so school always has a master. The duty folder, located near the Staffroom ranchslider has KELSO behaviour prompts and WARM behaviour sheets in it.

Restorative Questions

To respond to challenging behaviour we ask:



What happened?

How does what happened fit with how we do things at our school?

What was I thinking about at the time?

What I am thinking now about what happened?



Affect

Who was affected by what happened?

Was what happened fair to them?

Was what happened the right thing?



Repair

What do I need to do to repair things?

How will this help put things right?

When can this happen?



Move Forward

How can we make sure this doesn't happen again?

What do you need to start/stop/stay doing?

If this happens again, what do you think should happen next?

Restorative Questions: ☑

To help those harmed by others actions:

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected you and others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

Mimi School: [Teachers Guidelines for Dealing with Behaviour 2018](#)

Bullying

All children have a right to walk through the school gate into a safe environment. The Board of Trustees and staff recognise that Mimi School, like all schools has instances of bullying from time to time in one of three forms, physical, verbal, and social bullying. Bullying is repeated victimisation of an individual, or group of individuals and can take many obvious and subversive forms. If students are being bullied, they need to feel supported and know what to do.

Examples of bullying behaviours include:

- physical, for example, hitting, kicking, taking belongings, defacing a web page
- verbal, for example, name calling; insults; racist, sexist, homophobic, or transphobic remarks
- social/relational, for example, spreading nasty stories, excluding from groups, making threats, standover tactics
- cyberbullying, for example, posting negative comments on social media, publishing or sending inappropriate messages or images, sending mean or intimidating texts and emails.

To effectively prevent and respond to bullying behaviour at Appleby School we:

- create a safe, inclusive, and respectful environment
- promote **digital citizenship** to our students
- provide guidelines for managing and dealing with bullying
- identify and acknowledge bullying/intimidating behaviour and do not tolerate it. This includes cyberbullying, and transgender bullying.
- deal with incidents of bullying through the school's **behaviour plan**.

All staff should take any and all instances of bullying seriously and work to ensure that all children feel safe from all forms of bullying. Staff should use the Bullying Assessment Matrix and Responding to Bullying Guide (copies can be found in the Green Folder in the Staffroom).

Staff will utilise the specific procedures related to Bullying noted in appendix i and the formal procedures in the NAG 5 Health, Welfare & Safety Procedures.

Unassigned Behaviours

Type of Behaviour	Definition	Possible Consequences
Physical aggression	Hitting a student / teacher Kicking a student / teacher Fighting Stabbing a student with an object e.g. a pencil Pushing a student / teacher	<ul style="list-style-type: none"> ● WARM Behaviour sheet completed by child (senior) ● WARM Behaviour sheet completed with teacher scribe (junior) ● WARM Behaviour sheet copied and sent home (keep copy in behaviour folder in office if it goes home) ● 5-10 mins at Thinking spot/time out (at lunchtime)
Disrespect	Repeatedly ignoring an instruction by a teacher. Back chatting/arguing with a teacher	
Non-compliance	Ignoring an instruction by a teacher after one redirection	
Lying	Not owning behaviour	

Cheating	Gaining advantage by copying from another student	<ul style="list-style-type: none"> ● Time at Thinking spot (at lunchtime) ● Walk with Duty Teacher for half/full lunch ● Sent to office for timeout (send with note) ● Principal interview ● Parent contact (in person, phone, email) ● Parent interview (with or without child) ● Removal from class (in serious case) by Principal
Inappropriate language	A torrent of abuse directed at a student / teacher	
Technology violation	Deliberately accessing an internet site not allowed by the school Using a camera in the wrong manner Using a cellphone to harass another student / teacher	
Harassment	Continuing on an unacceptable behaviour	
Damage to Property	Deliberate damage to school property graffiti, breakage, Deliberate damage to property belonging to another student/teacher	

Setting Students up for Success

'Play Prep'

'PLAY PREP' needs to be timetabled to occur daily just prior to and straight after interval and lunch. It supports inclusive practice and a peaceful playground.

Suggested Questions:

Before:

- What are you going to do?
- Who/what are you going to play with?
- Where are you going to play?
- What rules do you need?

After:

- What did you do?
- Who did you play with?
- How did it go?
- Let's follow up on ...

Teachers need to develop an effective and efficient system/process for this so that impact on learning time is minimal while knowledge of what is happening for children in the playground is maintained. 'PLAY PREP' can be modelled by the Principal or another teacher in your if you wish.

Playground Supervision: Active Duty

Remember the positive. It is the role of the Duty Teacher to be proactive, sense developing trouble and redirect.

It is equally important that children behaving appropriately are acknowledged in some way. We try to work positively with children in the playground – consequences are for severe/ repeated breaking of rules.

Behaviour Expectations for Morning Tea & Lunchtimes

- Duty teacher to be prompt to duty
- Students are seated while eating for first 8-10 minutes (at least 5 mins of morning tea) - duty teacher supervises.
- Students need to be seated on deck in front of classrooms or under shade sail on BBQ tables (especially in summer). All within view of duty teacher (not outside toilets).
- Duty teacher to dismiss students **individually** (after allocated time) when checked area is clear and no rubbish.
- Lunch boxes/rubbish etc put away before students are allowed to go off and play.
- Sports gear borrowed needs to be returned at end of break.
- Wet lunchtimes - juniors to sit and eat on lino. Senior students to sit on lino or at tables. Seated again for 10 minutes, then dismissed individually by teacher. Students may play on deck if protected the weather. If children are inside they are not on the computers/iPad unless supervised by a teacher or other adult.

Dealing with and Responding to 'Unexpected Behaviours'

- Responding to playground situations:
- Proximity control
- Redirection
- Take a moment to assess the situation.
- Listen.
- Refer to 'Mimi Behaviour Choices'
- Be consistent across all your duty times
- Be active, mobile and vigilant

Depending on the situation: (Use a calm monotone voice) from BILL ROGERS 2000

- State the reality (Your gumboots are on)
- Ask the imperative question (What are they doing on inside?) no Why!
- Give them a choice. (Either take them off now please or spend some time at Tidying the room)
- Give them some take up time (10 Seconds)
- Ignore the secondary behaviours
- Finish with a pleasant comment
- (Use the thinking place/ seat outside of Kowhai) If necessary, talk to them later, when they've had a chance to cool off.
- Take your mobile and call the Principal for help if you need it.

Major or Crisis Behaviours

- Make sure you follow up.
- Record on etap –for serious or unresolved issues let the teacher know and Principal if very serious.
- The goal is to develop social skills, not to punish.
- Restorative talk
- Redirection
- Loss of free choice e.g. time of play, area of play, choice of game.
Time Out Spaces - Any place you can monitor nearby e.g. deck of Totara, seats in front of Matai or Kowhai, Chill Out Zone by the Library.

- Outside Principal's office (last resort) - Following time outside Principal's office, the child may spend time in focused play organised by them.

Behaviour Expectations for use of Library at Lunchtime

- Library passes to be used (8)
- Students to return library pass if they leave the library.
- Senior student rostered as monitor
- Activities: reading, colouring in, puzzles, art activities - quiet activities.
- Library open on cold or wet days - discretion of duty teacher. Need a rostered on senior to volunteer to be monitor.

Vocabulary to reinforce with students:

- Time out
- VALUES
- Making up learning time
- Thinking spot
- Thinking time
- Good choices
- Behaviour Choice
- What would Kelso do?
- Cool down area

Vocabulary to avoid using:

- Consequences
- Punishment
- Get out!