

STEPS Towards Positive Behaviour At Our School

Revised 2013

TABLE OF CONTENTS

Rationale

Aims

Guidelines

Roles

Links to the Curriculum

TRUMP

Creating a School Environment that fosters Positive Behaviour

Creating a Classroom Environment that fosters Positive Behaviour

Implementing STEPS – Responsibilities

Promoting Positive Behaviour in the Playground

Procedures for STEPS Towards Positive Behaviour in Our School

Extrinsic Reinforcers and Rewards Supporting Positive Behaviour

Traffic Lights

The Thinking Spot

The Thinking Sheet

Major Incidences

Escalation of Behaviour

Indicators of a Successful Programme

Rationale

Appropriate and acceptable behaviour at school is a student, staff and parental responsibility. This provides safety for students and staff and therefore under these conditions learning may occur. Development of a program that fosters appropriate and acceptable behaviour provides consistency of approach for students, staff and parents, and sets out procedures for supporting desired behaviour.

Aims

- A positive, inclusive environment within the classroom and the playground where cultures and diversity are celebrated.
- Use of restorative practices so that conflicts can be solved in positive and non-violent ways
- A recognition of students whose appropriate behaviour promotes a positive and caring school.
- Establishment of rules and procedures to protect the rights and safety of all individuals.

Guidelines

- Staff, students and the community will be informed of school expectations for appropriate and acceptable behaviour.
- The Key Competencies embedded with the Values and Principles of the New Zealand Curriculum will be used as a frame work to scaffold positive behaviour at Papatoetoe East Primary School. The acronym TRUMP will be used as a framework to provide guidelines for students and teachers.
 - Thinking
 - Relating to Others
 - Using Language, Symbols and Texts
 - Managing Self
 - Participating and Contributing
- Access to Steps Towards Positive Behaviour in Our School (STEPS) will be available electronically to staff and parents.
- New staff will be made familiar with STEPS through the induction process.
- It is expected that all staff will consistently adhere to STEPS

Links to the New Zealand Curriculum

The New Zealand Curriculum is a statement of official policy related to teaching and learning in New Zealand schools. The STEPS adheres to the policy and gives students directions for learning how to behaviour positively.

The vision of STEPS is to promote confident students who are actively involved, and connect and relate well to all members of the school community.

The Principles of the New Zealand Curriculum including cultural understanding, inclusion and community engagement are reflected in this programme.

The five Key Competencies (TRUMP) are practiced in a natural context as children learn to manage their own behaviour, relate to others effectively, think creatively to solve problems, and participate and contribute positively in social and learning situations.

Values are encouraged, modelled and explored. They are promoted through principles of restorative practice and ongoing specific planning through the delivery of the school curriculum learning areas. The social science and health learning areas connect naturally with STEPS as students explore ways to participate and take action as responsible citizens.

The follow table explores the links between the New Zealand Curriculum Key Competences, New Zealand Curriculum Values and the Papatoetoe East virtues. These are used to support the Papatoetoe East Primary STEPs program and achieve positive behaviour at our school.

NZC Key Competencies		All New Zealand Curriculum Values can be interwoven within the Key Competencies	NZC Values How they fit into TRUMP		PEP Virtues How they fit NZC Values		
T	Thinking <ul style="list-style-type: none"> • Creative • Critical • Metacognitive making decisions • Constructing knowledge • Problem solving • Seek / use / create knowledge • Reflect on learning • Ask questions 		Excellence	<ul style="list-style-type: none"> • aiming high • persevering when faced with challenge 	<ul style="list-style-type: none"> • Determination • Perseverance • Enthusiasm • Reliability 	<ul style="list-style-type: none"> • Commitment • Flexibility • Patience • Tolerance 	
	R		Relating to Others <ul style="list-style-type: none"> • Listening activity • Recognising difference • Negotiation • Sharing ideas • Open to new things • Co-operation 	Innovation, Inquiry and Curiosity	<ul style="list-style-type: none"> • Thinking critically • creativity • reflective 	<ul style="list-style-type: none"> • Honesty • Determination • Commitment • Enthusiasm 	<ul style="list-style-type: none"> • Cooperation • Flexibility • Patience
U			Using Language, Symbols, and Texts <ul style="list-style-type: none"> • Making meaning • Communicating ideas • Written / oral/ visual • Interpretation 	Diversity	<ul style="list-style-type: none"> • Difference • Language • Cultures • Heritage 	<ul style="list-style-type: none"> • Tolerance • Respect • Cooperation • Compassion 	<ul style="list-style-type: none"> • Courtesy • Loyalty • Patience
				Equity	<ul style="list-style-type: none"> • fairness • social justice 	<ul style="list-style-type: none"> • Respect • Courtesy • Trust • Patience • Loyalty • Integrity 	<ul style="list-style-type: none"> • Tolerance • Tact • Compassion • Forgiveness • Cooperation
M	Managing Self <ul style="list-style-type: none"> • Self motivation • Attitude • Self assessment • Resourceful • Reliable • Resilient • Goals • Meet challenges • Independence 		Community and Participation	<ul style="list-style-type: none"> • For the common good 	<ul style="list-style-type: none"> • Cooperation • Courtesy • Loyalty • Compassion • Responsibility • Reliability 	<ul style="list-style-type: none"> • Tolerance • Forgiveness • Trust • Commitment 	
			Ecological Sustainability	<ul style="list-style-type: none"> • care for the environment 	<ul style="list-style-type: none"> • Respect • Consideration • Responsibility • Commitmen 	<ul style="list-style-type: none"> • Cooperation • Integrity 	
		Integrity	<ul style="list-style-type: none"> • Honest • Responsible • Accountable • Acting ethically 	<ul style="list-style-type: none"> • Honesty • Reliability • Integrity • Trust • Patience 	<ul style="list-style-type: none"> • Forgiveness • Responsibility • Respect • Cooperation • Perseverane 		
P	Participating and Contributing <ul style="list-style-type: none"> • Actively involved • Contributing • Group member • Connections with others 	Respect	<ul style="list-style-type: none"> • themselves • others • human rights 	ALL			

Creating a School Environment that fosters Positive Behaviour

1. These are the guidelines for behaviour in our school. They will be displayed
We look after ourselves and others.
We look after our place and our things.
We do what teachers ask us so that we are safe and can learn.
2. Staff to know, understand and follow procedures to support positive behaviour as well as for inappropriate behaviour and crises intervention.
3. A variety of playground activities and equipment to be made available to the children. Games to be taught during PE and in class.
4. Use of library for those students wishing to engage in reading, research, indoor games, computer activities.
5. Supervised sports and activities eg Jump Jam.
6. Rubbish bins strategically placed to reduce litter.
7. Children to sit for ten minutes at each break to eat lunch. Staff to supervise.
8. Duty teachers to wear fluorescent coats for visibility, and carry walkie-talkies in case there is a need for assistance.
9. Four peer mediators on duty each break during Terms 1 and 4. Mediators to wear green t-shirts so they are easily recognizable. Mediators to be trained and to receive on-going monitoring.
10. Sun safety procedures to be followed. Students must wear a hat in the playground in Term 1 and 4. Students with no hats are to stay in the shade.
11. Wet day monitors in junior classes on wet days.
12. Fun activity days. eg wheel days. Designated space and strictly supervised.
13. Ensure that staff are on duty and all areas are covered including 'trouble spots' eg backfield.
14. Playground observations to reflect upon what is working well, any improvements that can be made.
15. Evaluation of playground behaviour on a consistent basis.

Creating a Classroom Environment that fosters Positive Behaviour

- Provide a welcoming, safe physical environment
- Create an inclusive environment that is high in warmth and low in criticism, encompasses and values all children, shows respect for culture and diversity, and nurtures cultural connections.
- Involve children in decision-making. Work collaboratively with children to agree upon class rules which promote learning. Ensure common understanding and display these guidelines prominently.
- Show enthusiasm for TRUMP programme. Praise / reward children for responding appropriately. Model TRUMP yourself.
- Discuss and regularly practice restorative techniques. Restorative techniques help children to build resilience, accept mistakes and self-manage their own behaviour.
- Use individual short-term goals. Consider learning style, methods of instruction, seating, matching of tasks to ability, preferred learning styles.
- Listen and respond to students. Be firm but fair. Children thrive on consistency.
- Display all children's work with respect.
- Smile, use humour, and show interest for your job and in your children. Do some fun activity every day.
- Attend to desirable behaviours by giving students positive, specific feedback. Use the child's name and specifically state the behaviour being praised. Praise can be given in passing, in a private chat or in a note.
- Encourage students to work towards intrinsic rewards. Extrinsic reinforcers, which are varied and interesting, may also help motivate children and enhance desirable learning and behaviour.
- Ask for input and assistance if needed from peers and senior staff. Share and reflect with colleagues a collaborative approach can often solve situations before they escalate.

Implementing STEPS - Responsibilities

Senior Management

- Coordination of STEPS
- Communication of STEPS between parents and staff.
- Support the school community with STEPS procedures.
- Ensure new staff and relief teachers are familiar with STEPS
- Undertake Self Review process as necessary.
- Through SENCO involve external agencies as required.

Teachers

- Teach skills and reinforce programme with students.
- Display relevant elements of STEPS positively in child speak.
- As necessary record student behaviour.
- Consistently develop and maintain a positive learning environment.
- Alert senior staff to students of concern.
- Contribute to maintaining and building our school culture and environment

Students

- Learn through discussion and practice.
- Collaboratively work to establish classroom rules and in class behaviour strategies.
- Model appropriate behaviour.
- Contribute to maintaining and building our school culture and environment.
- Demonstrate our school TRUMPs.

Parents

- Support School Policy – Steps Towards Positive Behaviour in Our School.

Promoting Positive Behaviour in the Playground.

Teachers

- To be constantly alert and mobile
- To be friendly and approachable.
- To listen to children, diffuse and guide children to solve disputes and problems, initiate games and friendships and take action when required.
- To use specific praise, and reward prosocial behaviour and care of the environment eg TRUMP Certificates
- Encourage safe, appropriate play with positive interactions.
- Help children to join in activities and games.
- Understand and follow school procedures and call for help if necessary.
- Ask children for their input about the playground.

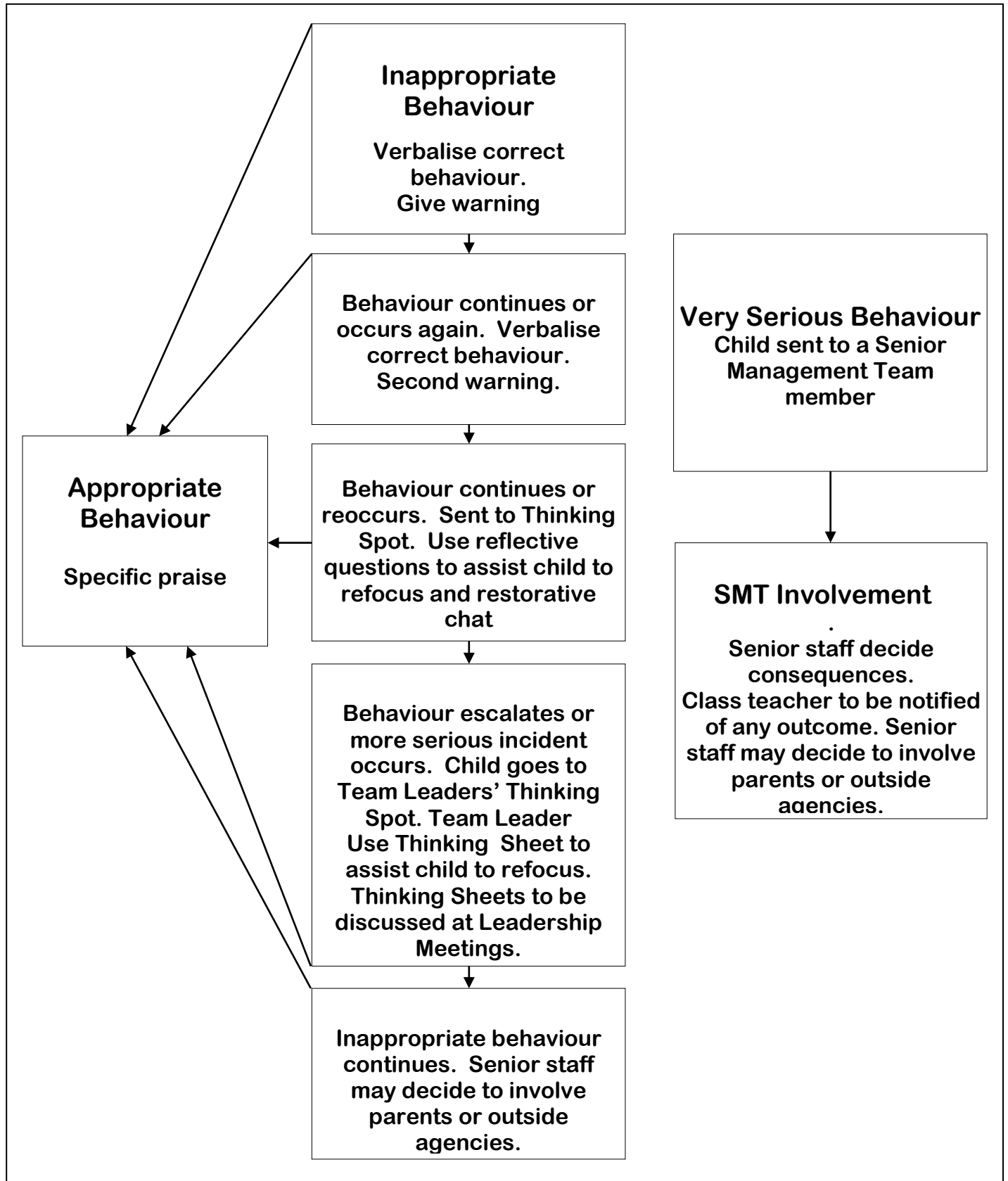
Teacher Aides

- To be constantly alert and mobile.
- To know playground expectations and follow procedures including procedure for crises intervention.
- To listen to children, diffuse and guide children to solve disputes and problems, initiate games and friendships.
- Enlist duty teacher's help when necessary.
- To be aware of specific support needed for individuals

Peer Mediators

- To be reliable, responsible and follow training procedures.
- To mediate children's disputes and facilitate in reaching a solution.
- To record names of children receiving mediation or displaying prosocial behaviour.
- To help children join in games.

Procedures for STEPS Towards Positive Behaviour in Our School



Extrinsic Reinforcers and Rewards Supporting Positive Behaviour

School Wide Strategies

TRUMP Certificates are posted in a box and drawn each week.

Weekly certificates presented at team assemblies to acknowledge effort and achievement in all areas.

One individual award per class, selected by the teacher, for outstanding effort or achievement to be awarded at whole school assemblies.

Class / Individual Strategies

These may include:

- Class points with rewards such as a class game, a video/DVD, special drama, music or art sessions, cooking, water play, and fancy dress. Eg 'Special Friday'
- Learning Party
- Weekly winners earn a reward such as a 'time out' box with special games and toys.
- A reward from a treasure or gold box. Eg stationery or toy for a designated number of points or signatures.
- A class auction where all children can trade points for a privilege or a material object.
- Having work viewed and acknowledged by other staff.
- Sending a note home to parents.
- Child ringing a parent to share a special achievement.

Traffic Lights

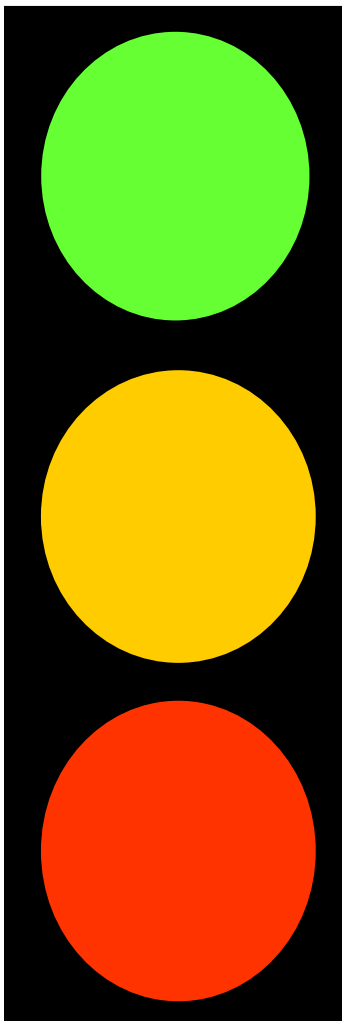
The traffic light strategy is a restorative visual strategy that supports teachers in helping children learn. It prevents an element of surprise and adds considerable value to a restorative chat by keeping both teacher and child focused. This strategy may be used in a number of ways including the recording of names in coloured spots or the distribution of coloured counters/ sticks etc.

Green lights are positive reinforcers to give specific feedback. These lights could be collected and exchanged for group or individual points.

Orange Lights (warnings) are given to students who need to self-check and use self-management skills. When the circles are returned at the end of a break or the day, the teacher may have a small chat.

Red Lights (time out) are given after two warnings. The student is then required to go to a designated thinking spot.

Traffic lights can be displayed in class with three lights on a black background.



I am working really well.

**Careful!
I need to think about what I am doing.**

**Stop!
I need to go to the thinking spot.**

The Thinking Spot

The Thinking Spot strategy is a restorative practice that builds relationships and repairs damage whilst preserving an individual's dignity and self-worth. The strategy is a positive way to managing day-to-day disruptions in the classroom. These disruptions may include 'off task' behaviour, continual off-task chat, out of seat, minor non-compliance and disrespect towards others. Whilst in the thinking spot the child has the opportunity to take responsibility for their behaviour, understand how others may have been affected and then take steps to put things right.

The thinking spot is a designated area in the classroom carefully chosen with no distractions and preferably not near a door. The thinking spot needs to be discussed and role-played with the class so the children know and understand the purpose and procedures of the strategy. Displayed in the Thinking Spot would be one of the two sets of restorative signs to guide the children:

Restorative Questions

What was I doing?
What should I have been doing?
What am I going to do now?

After a short time the teacher enters into a restorative chat with the child. The teacher may guide the child if necessary. The child may also be required to role play (practice) the correct behaviour before returning to work.

The Thinking Sheet

The Thinking Sheet strategy, used sparingly, allows both the teacher and the child space to reflect upon their behaviour. The teacher and child then come together to work through concerns and issues using restorative techniques.

The Thinking Sheet is given for more serious behaviour such as continual or frequent disruptions, hurting others, damaging property, more serious disrespect or non-compliance.

The child takes the sheet to the thinking spot of their team leader. The child is asked to think about their behaviour, and complete the reflective questions.

<u>Questions</u>	<u>Write or Draw</u>	
What was I doing?		
What should I have been doing?		
What am I going to do now?		
Name	Date	Teacher Sign
_____	_____	_____

When the sheet is completed the team leader discusses this with the child and signs it. The child then returns to their own room to resume learning.

The child's teacher supports the child to take the next appropriate steps to allow them to resume their learning.

Thinking Sheets are kept and then discussed as part of leadership meetings. If a child receives a number of Thinking Sheets, members of the senior management team may decide to meet with the parents.

If a child is seriously non-compliant, hurts others or engages in a tantrum, the child is sent to a member of the Senior Management Team. If the child refuses to leave the room, the teacher will contact Senior Management by phone. A member of the Senior Management Team may decide to contact the parents and involve other support agencies if appropriate.

The Principal will be notified of these pupils as required.

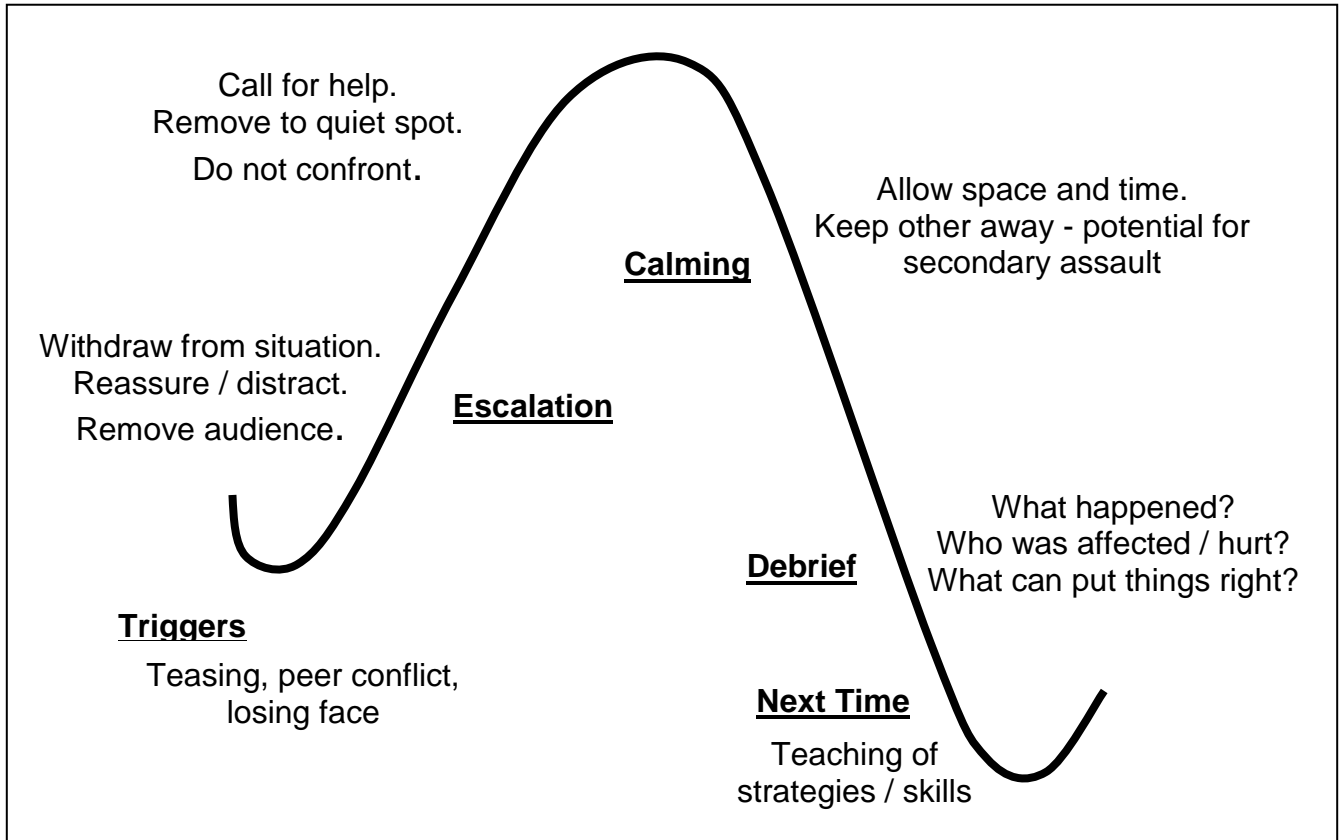
Major Incidences

Be aware of anger indicators and intervene at the earliest opportunity. De-escalate the situation by withdrawing the child (or if this is not possible other children) from the scene, distracting or reassuring. Be aware of triggers for children at risk.

If serious conflict arises:

- a) Ensure that all children and staff are safe. Move on-lookers away. Remove children from area if unsafe.
- b) Seek assistance from other staff members by calling (phone/walkie-talkie) or sending a child to the office.
- c) Do not chase the perpetrator. Give him/her space. Stand side on, palms open. Use measured tones, volume level, and partial agreement. E.g. "I can see you are really angry. Let's calm down and we will discuss it later." Do not confront.
- d) If the child is calm, walk with them to a cooling off place (nearest quiet safe space).
- e) Inform Senior Management Team member of the incident.
- f) Teacher/ Senior Management Team member talk about behaviour with the child and administer consequences when the child is calm.
- g) The class teacher will be notified of the incident before the pupil returns to class.
- h) The Principal will be notified by Senior Management Team member of the incident as required.
- i) Other children involved in the incident will be supported as necessary.
- j) Senior Management Team member will contact parents of those involved as necessary.
- k) Senior Management Team member will document the incidence in Children of Note.

Escalation of Behaviour



Indicators of a Successful Programme

- Calm, peaceful, learning focused classroom and playground
- Students and staff are able to talk about and demonstrate our school behaviour guidelines.
- Students take responsibility for their behaviour and are able to self monitor their actions.
- Positive behaviour is evident and practiced in natural contexts supported by TRUMP.
- Staff are able to follow STEPs and support children to display positive behaviour and respond appropriately when challenging incidences occur.
- Students able to mediate to find resolutions to problems.

Appendix

- School Guidelines for Behaviour
- Traffic Lights
- Thinking Spot Card
- Restorative Questions
- TRUMP Certificate

<u>Questions</u>	<u>Write or Draw</u>
What was I doing?	
What should I have been doing?	
What am I going to do now?	
Name _____	Date _____ Teacher Sign _____

<u>Questions</u>	<u>Write or Draw</u>
What was I doing?	
What should I have been doing?	
What am I going to do now?	
Name _____	Date _____ Teacher Sign _____

