

# HAVELOCK SCHOOL BOARD OF TRUSTEES - MARLBOROUGH

## Policy Statement: 5.30 Positive Behaviour for Learning

### Rationale

Havelock School's learning community comprising trustees, staff, parents, and pupils will work together to provide an **enabling, supportive** and responsive environment where students are encouraged to take responsibility for, and **regulate their own behaviour**. By providing an environment where appropriate behaviours are recognised, modelled, expected and supported, students will have an increased opportunity to be **assertive**<sup>1</sup> and make better decisions and choices.

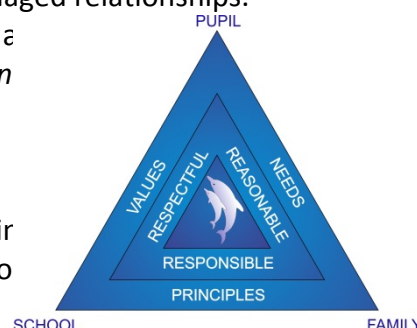
As each person and situation is unique, it is recognised that a *one-size-fits-all* rigidity does not align itself with our beliefs or the varying needs<sup>2</sup> of students. **Flexibility** within a **structured** but responsive framework will support high **standards** of positive behaviour for all. **Guidelines**/expectations will be clearly stated and shared with all.

### Purposes/Goals

- 1 The school's value of Manaakitanga/caring is evident in daily interactions within our learning community.
- 2 The *double dolphin* exemplifies the value of consideration for others promoted in our school - the *big*s nurturing the *little*s.
- 3 To allow learning to take place with a minimum of disruption for all but also to allow reflection and learning from 'behavioural mistakes.'
- 4 To enable students to learn citizenship, be **respectful, reasonable** and **responsible** contributing to the culture of the school.
- 5 To enable students to have responsibilities and accept the consequences of their actions.
- 6 To help children understand and develop their own values and bearings.
- 7 To take a restorative approach to the resolution of conflict and damaged relationships.
- 8 To discharge the Board's responsibility of providing a safe and a learning environment as required under the *National Admin Guidelines* (sect 5) in the School's Charter.

### Guidelines

- 1 Manaakitanga/caring is modelled and supported through being respectful, reasonable and responsible; adults to adults, adults to children, children to adults and children to children.
- 2 Each room to set their own VISION and PATHWAY each year so that each has ownership of expectations and the *Reasonable Rule* underlies all others.
- 3 Competence will be recognised and acknowledged.  
Model the school's values and teach as necessary.  
Provide opportunities for students to reflect, receive guidance and set positive pathways.
- 4 Positive steps to resolution are modelled - de-escalation, time-out/reflection, dialogue, problem-solving, putting it right, healing and making better choices in future.
- 5 The school's [PB4L Framework](#) is to be used to provide coherence for all. It is to be co-constructed with the community and be widely available. [Coloured Cards](#) provide a clear structure for all.
- 6 When behaviours move beyond the reasonable, that results/actions/consequences be clearly examined (refer to [Compass Charters](#)).
- 7 In cases of on-going un-reasonableness, the principal is to arrange dialogue with family outlining areas of concern and recording outcome and/or a [formal letter](#) outlining the concern/s may be sent home.
- 8 Unsatisfactory resolution/healing of behaviour would bring the discussion to the attention of the Board of Trustees and, where deemed necessary, the formal [Stand-downs, Suspensions, Exclusions & Expulsions](#) procedures (Dec 2009) would be invoked.





## Conclusion

In providing an environment which is safe, supportive and enabling, children will grow up more likely to be self-confident in making better choices in unfamiliar situations and better withstand negative peer pressure. *Learning for Life...* truly means that lessons learnt about behaviour will be life-long. Setting a positive direction with positive behaviour affirms others and in turn gains mana, creating a better world.

*"These are the ways by which men gain influence in the world, said Maui's brothers, by labouring for abundance of food to feed others, by collecting property to give others, and by similar means by which you promote the good of others."*

1996 Belich; James Making Peoples Penguin Books Auckland (pg 456 #48)

*"If you have an end view of... children learning certain set lessons, to be recited to a teacher, your discipline must devoted to securing that result. But if the end view is the development of a spirit of social co-operation and community life, discipline must grow out of and be relative to that aim."*

1943 Dewey; John

Original 1995. Revised 97, 00, 03, 07 and 12. This version 5.0 Oct 2014.

Formally Adopted

Feb 2015

To be Reviewed 2017

- 1 self-confident
- 2 Self-esteem is acquired/learned as indeed is discipline. A compass rather than a map helps us to understand human behaviour in all situations, rather than defining exact behaviours for specific instances. A map is useful in clearly defined terrain. In uncharted territory we need a compass to maintain our true course. Human behaviour has as its cornerstones the five basic needs or *gifts*. It is in a person's desire to meet any combination of these needs that drives their actions. In understanding these forces in each of us, the school sets out to provide an environment where these needs are recognised and met. Rather than having many rules to act as a map, the word *reasonable* is used as a compass to guide actions and interactions. Everyone needs to develop their own compass bearings/self-discipline in accord with their inner world of quality models and accept the positive and negative results of their own actions. By providing an environment where appropriate behaviours are recognised, modelled, expected and supported, students have an increased opportunity to make better decisions and choices.

**William Glasser**  
**Choice Theory**

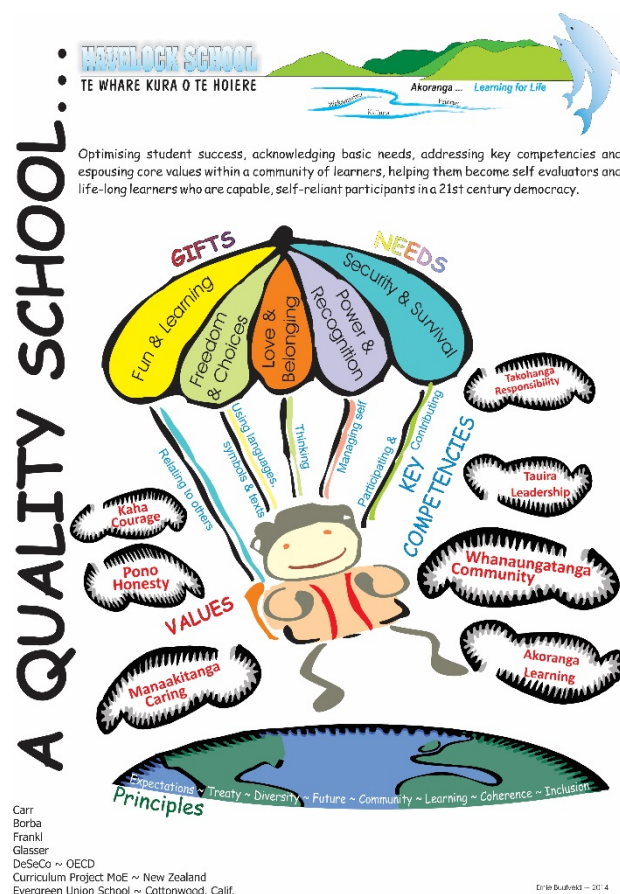
*survival*  
*love & belonging*  
*power*  
*fun*  
*freedom (to choose)*

**Michele Borba**  
**The Five Gifts**

*safety & security*  
*affiliation*  
*competence, importance, success*  
*learning & self-hood*  
*mission*

See also [Needs, Competencies & Values](#)

All we can do is behave. All behaviour is purposeful and is chosen as an attempt to satisfy basic needs that are built into our genetic structure. Each of us has our own specific unique pictures of how we can get our needs met, learned from the moment we were born. These needs/wants constitute our “quality world” (models). When we change actions and thoughts, feelings and physiology follow. All behaviour is flexible and creative.





# POSITIVE BEHAVIOUR FOR LEARNING ...for life



Class Blog



Class Awards/Certificates

In Class Recognition

Curriculum  
- exceptional

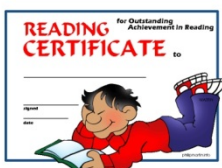
**Students are recognised for**

- \* using the three R's
- \* following class expectations<sup>1</sup>
- \* meeting school expectations<sup>2</sup>
- \* exhibiting exemplary behaviour
- \* showing pro-social competencies
- \* being fully engaged
- \* exceptional work

Behaviour  
- exemplary

School Recognition

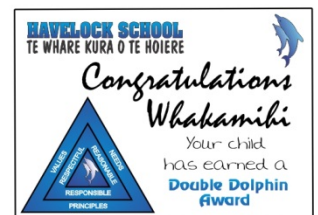
Certificates



Awards



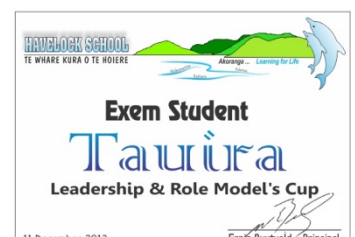
Postcards



## Newsletter



EoY  
Cups Awards Badge







# POSITIVE BEHAVIOUR FOR LEARNING ...for life



## Verbal Warning

Name on board

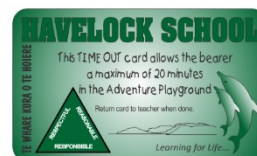
3x becomes  
Pink Time Out

## Pupil-directed TIME OUT (Green)

If you choose to be there discuss needs with your teacher.  
Renegotiate an extension if needed - it can be less than 20 min.  
This card can only be used twice on any day. Parents informed via the Coms Book.

If chosen you must:

- \* go directly to the area and stay there
- \* not communicate with anyone or disturb them
- \* think why you are there<sup>4</sup> (Coms Book) \* consider if anything needs to be put right



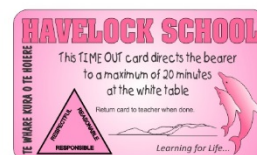
Nothing precludes a teacher, in discussion with the principal, moving to a more appropriate level if conduct is considered serious. All card use entered on the SMS and parents notified (Coms Bk and phoned if desired)

## Teacher-directed TIME OUT (Pink)

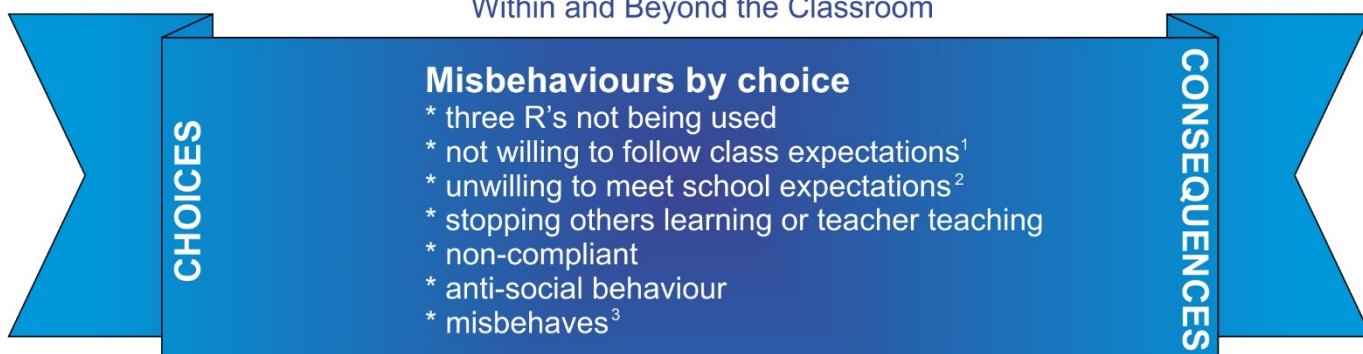
You were sent there. The teacher will make the reason clear and parents informed via the Coms Book. A second Pink Card on the same day becomes a Yellow Card.

When directed you must:

- \* go directly to the area and stay there
- \* do your work
- \* not communicate with anyone or disturb them
- \* think why you are there<sup>4</sup> (Coms Bk) \* consider if anything needs to be put right

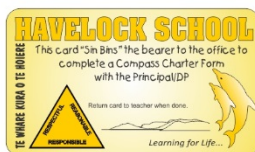


## Within and Beyond the Classroom



## Within and Beyond the Classroom

## Teacher-directed SIN BIN (Yellow)

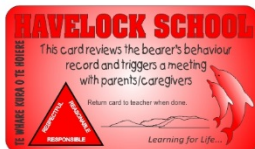


You were sent there by a teacher who will make the reason clear and inform parents via the Coms Book. A second Yellow Card issued within seven days will become a Red Card.

When directed you must:

- \* go to the office and show your yellow card
- \* think why you are there
- \* consider whether anything needs to be put right
- \* help complete a Compass Charter form to take home in the Coms Bk
- \* not communicate with anyone or disturb them
- \* do your work as directed

## Principal-directed SIN BIN (Red)



You were sent to the Principal and cannot return to class. Compass Charter form completed and others reviewed. There will follow a formal meeting with parents and perhaps other support people. The Board of Trustees will be informed. Before you can return to class, interventions/actions/supports will be explored to put things right and could involve, RTL, Police Youth Aid, MoE/GSE, support agencies, a stand-down or suspension or contract.

## Stand-down, Suspension...

The principal of a state school may stand-down or suspend a student if satisfied on reasonable grounds that:

- a) The student's gross misconduct or continual disobedience is a harmful or dangerous example to other students at the school; or
- b) Because of the student's behaviour, it is likely that the student, or other students at the school, will be seriously harmed if the student is not stood-down or suspended for an unspecified period.

1 see respective class display  
2 incl with Compass Charter form  
3 see key on Compass Charter form  
4 teacher to determine whether a reflection sheet is completed/shared