



# Dairy Flat School

WHĀIA TE ITI KAHURANGI ME TE ATAWHAI TĀNGATA TAHI  
Strive for Excellence, Care for All

We believe that a culture of care, recognises the importance of preserving the mana and integrity of all members of the school community. Developing a culture of care creates a sense of unity and inclusiveness characterised by mutual trust and respect. At Dairy Flat School we foster a culture of care and celebrate diversity.

*Manaakitia te tangata, ahakoa ko wai, ahakoa no hea.  
Treat people respectfully, irrespective of who they are and where they come from.*

## Rationale

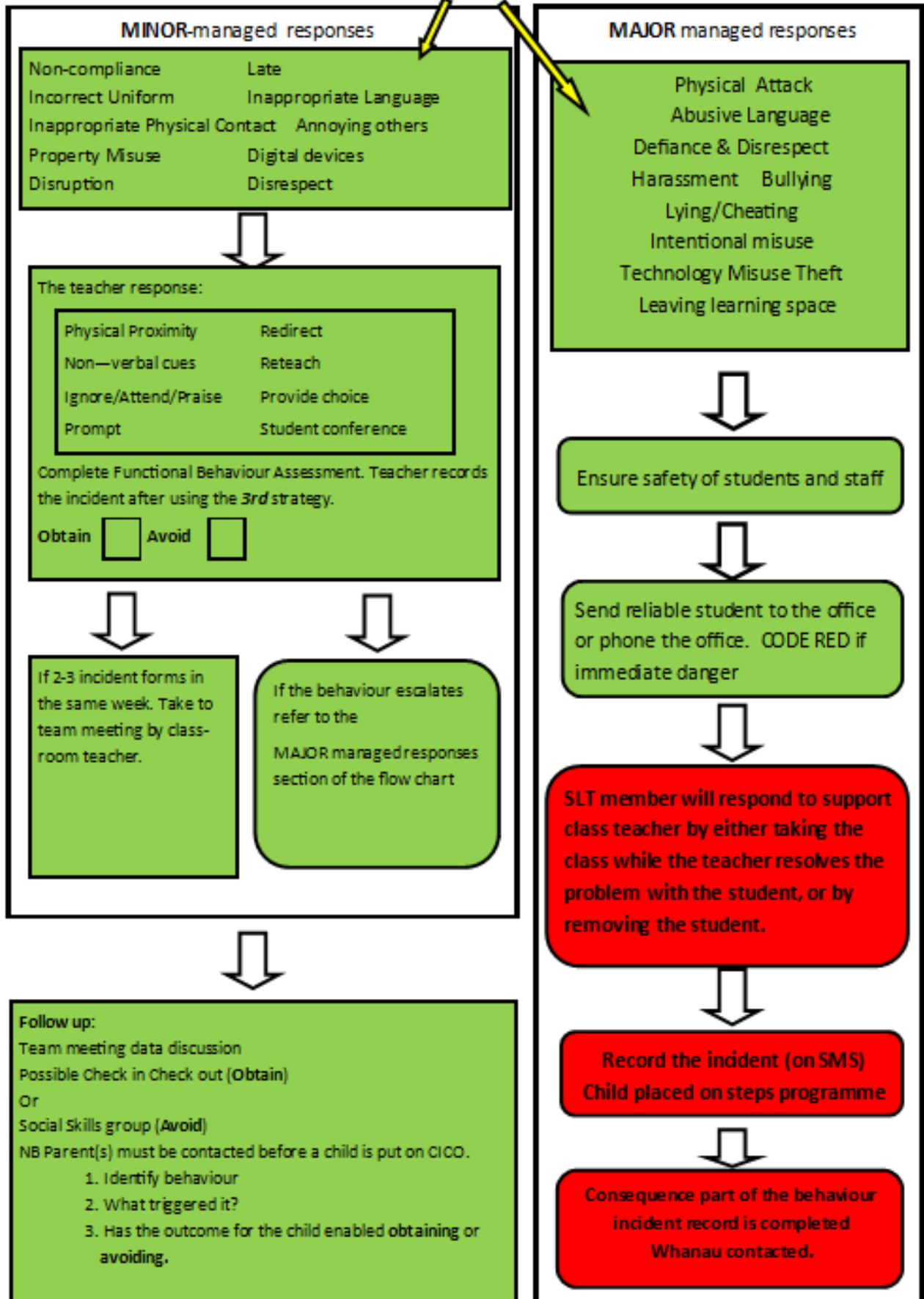
Staff at Dairy Flat School create a school environment that is positive and safe for both staff and learners, in which excellence in all areas is fostered.

## School Values

<p>Respect Manaakitanga</p>	<p>We respect ourselves, others, and our environment</p>	
<p>Responsibility Haepapatanga</p>	<p>Make the right choices, be responsible for my actions</p>	
<p>Resilience Manawaroatanga</p>	<p>Believe in yourself Stay positive Keep trying</p>	

# DAIRY FLAT SCHOOL BEHAVIOUR FLOW CHART

## Teacher Observes Inappropriate Behaviour



# Behaviour Management Procedures

## Classroom and Playground

<b>Step 1</b>  <b>Warning</b>	<b>Classroom</b> <ul style="list-style-type: none"> <li>• <b>Verbal warning</b> about the behaviour (can be twice in one day)</li> <li>• Classroom teacher talks / manages behaviour using restorative practice (PB4L)</li> <li>• If reliever is the classroom teacher, team leader can support.</li> </ul>	<b>Behaviours:</b> <ul style="list-style-type: none"> <li>Lack of responsibility of property</li> <li>Friendship issues</li> <li>Non compliant</li> <li>Disrupting others</li> <li>Mis management of device</li> <li>Late back to class</li> <li>Bad language</li> <li>Calling out/talking at inappropriate times</li> <li>Distracting others</li> <li>Laughing at others</li> <li>Running inside</li> <li>Lack of organisation</li> <li>Off-task behaviour</li> <li>Incomplete work</li> <li>Littering</li> <li>Not following instructions</li> <li>Taking others' belongings</li> <li>Name-calling</li> <li>Inappropriate gestures</li> <li>Teasing</li> <li>Intentional swearing</li> <li>Throwing things</li> <li>Pushing/shoving, rough play</li> <li>Offensive emails</li> <li>Consistently returning late to class after break times</li> <li>Incorrect use of internet</li> </ul>
	<b>Playground</b> <ul style="list-style-type: none"> <li>• <b>Verbal warning</b> about the behaviour (can be twice in one day)</li> <li>• <b>Duty Teacher</b> talks / manages behaviour using restorative practice (PB4L)</li> </ul>	<b>Behaviours:</b> <ul style="list-style-type: none"> <li>Miss treatment of toys/equipment</li> <li>Shoving and pushing others</li> <li>Running away from teacher</li> <li>Bad language</li> <li>Game gone wrong</li> <li>Littering</li> <li>Not following instructions</li> <li>Taking others' belongings</li> <li>Name-calling</li> <li>Inappropriate gestures</li> <li>Teasing</li> <li>Intentional swearing</li> <li>Throwing things</li> <li>Pushing/shoving, rough play</li> </ul>
<b>Step 2</b>  <b>Classroom Managed</b>	<b>Classroom</b> <ul style="list-style-type: none"> <li>• <b>Thinking time in class.</b> Removed from the class group to think about behaviour; must be within sight of the teacher, inside, in a designated spot.</li> <li>• Child uses <b>thinking time</b> to <b>reflect</b> on how they can modify their behaviour (Classroom Thinking Spot)</li> <li>• <b>Classroom teacher</b> talks / manages behaviour using restorative practice (PB4L)</li> <li>• Apology letter</li> <li>• <b>Refusal of this, go straight to Step 4</b></li> <li>• <b>Use Red card</b> if unsafe/ At risk behaviour occurs.</li> <li>• <b>Classroom teacher</b> or team leader records on <b>HERO</b> under Behaviour post</li> </ul>	<b>Behaviours:</b> <ul style="list-style-type: none"> <li>Repeating behaviours in step 1</li> <li>Taking things without asking</li> <li>Vandalism of property</li> <li>Defiance</li> <li>Leaving classroom</li> <li>Repeatedly distracting others</li> <li>Regular/repeated off-task behaviour</li> <li>Vandalism, graffiti</li> <li>Non-compliance</li> <li>Exclusion of others</li> <li>Lying to protect self or accuse others</li> <li>Racist and sexist remarks</li> <li>Persistent (mean) teasing</li> <li>Physically endangering others</li> <li>Fighting</li> <li>Mis-use of social media</li> </ul>
	<b>Playground</b> <ul style="list-style-type: none"> <li>• <b>Duty Teacher removes child from playground</b> sits child in sight OR child walks with duty teacher</li> <li>• Child uses time to <b>reflect</b> on how they</li> </ul>	<b>Behaviours:</b> <ul style="list-style-type: none"> <li>Repeating behaviours in step 1</li> <li>Out of bounds</li> <li>Defiance</li> <li>Verbal calling names</li> </ul>

	<ul style="list-style-type: none"> <li>can modify their behaviour</li> <li><b>Duty teacher talks</b> / manages behaviour using restorative practice (PB4L)</li> <li><b>Duty teacher</b> completes green Incident Form at the time of the incident and sent immediately to DP. DP records on <b>HERO</b> and follows up if necessary.</li> <li>Restrict playground area (concrete area outside staffroom and office)</li> <li>Separate break times</li> </ul>	<p>Not following adult instructions  Repeated Minor incidents (Level 1)  Repeatedly distracting others  Regular/repeated off-task behaviour  Vandalism, graffiti  Non-compliance  Exclusion of others  Lying to protect self or accuse others  Racist and sexist remarks  Persistent (mean) teasing  Physically endangering others  Fighting</p>
<p><b>Step 3</b></p> <p><b>Leadership Managed</b></p>	<p><b>Classroom</b></p> <ul style="list-style-type: none"> <li><b>Thinking time in Team Leaders class</b> for an agreed length of time</li> <li><b>Team Leader talks</b> / manages behaviour using restorative practice (PB4L) - completes class work</li> <li><b>Parents are contacted</b> by Classroom teacher if second time in one week - phone</li> <li>Classroom teacher records on <b>HERO</b></li> <li>Use <b>Red</b> card if unsafe/ at risk behaviour occurs.</li> <li><b>Refusal of this, Deputy Principal involved</b></li> </ul>	<p><b>Behaviours:</b></p> <p>Repeating behaviours of step 1/2  Physical or verbal violence  Stealing  bullying</p>
	<p><b>Playground</b></p> <ul style="list-style-type: none"> <li>Duty Teacher - if unsafe/ at risk behaviour occurs send <b>RED</b> card to Principal / Deputy Principal or person acting in charge (PIC)</li> <li><b>Time out in office</b> - Duty teacher removes child from playground (if possible) Taken to Deputy Principal</li> <li><b>Duty teacher</b> completes green Incident Form at the time of the incident and sent immediately to DP. DP records on <b>HERO</b> and follows up</li> <li><b>Refusal of this, go straight to Step 4</b></li> <li>Deputy Principal talks / manages behaviour using restorative practice (PB4L)</li> <li><b>Student removed from playground for ..... days. In office with Deputy Principal student completes "Student Behaviour Letter Home"</b></li> <li><b>Parents are contacted</b> by Deputy Principal - phone</li> <li>Deputy Principal records on <b>HERO</b></li> </ul>	<p><b>Behaviours:</b></p> <p>Repeating behaviours of step 1/2  Physical or verbal violence  Stealing  bullying</p>
<p><b>Step 4</b></p> <p><b>Principal Managed</b></p>	<p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>Use <b>Red</b> card if unsafe/ at risk behaviour occurs</li> <li>Taken to the <b>Principal or Deputy Principal</b></li> <li><b>Parents will be contacted</b> at this time (Phone)</li> <li>All parties seek suitable solution/ consequence/ strategies or support</li> <li>Request a Principal, teacher, parent, and child meeting</li> <li>Classroom teacher and/or team leader records on <b>HERO</b></li> <li><b>Possible "In school suspension" OR</b></li> <li>The school actions the procedures outlined by the Ministry of Education for the <b>stand-down, suspension, or exclusion</b> of students, in cases of extreme and persistent behaviour.</li> </ul>	<p><b>Behaviours:</b></p> <p>Violence  Repeated step 1,2,3  Bullying  Damage to property (serious)  Repeated non-compliance  Repeated stealing  Harassment  Aggression  Offensive behaviour  Violent behaviour  Weapons, alcohol, cigarettes, vaping</p>
	<p><b>Playground</b></p> <ul style="list-style-type: none"> <li>Duty Teacher - if unsafe/ at risk</li> </ul>	<p><b>Behaviours:</b></p>

	<p>behaviour occurs send <b>RED</b> card to Principal / Deputy Principal or person acting in charge (PIC)</p> <ul style="list-style-type: none"> <li>• <b>Parents will be contacted</b> at this time (Phone)</li> <li>• All parties seek suitable solution/ consequence/ strategies or support</li> <li>• Request a Principal, teacher, parent, and child meeting</li> <li>• Principal / Deputy Principal records on <b>HERO</b></li> <li>• Possible “In school suspension” <b>OR</b></li> <li>• The school actions the procedures outlined by the Ministry of Education for the <b><u>stand-down, suspension, or exclusion</u></b> of students, in cases of extreme and persistent behaviour.</li> </ul>	<p>Violence  Repeated step 1,2,3  Bullying  Damage to property (serious)  Repeated non-compliance  Repeated stealing  Harassment  Aggression  Offensive behaviour  Violent behaviour  Weapons, alcohol, cigarettes, vaping</p>
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## Behaviour Management (school DOCS)

Managing behaviour relies on consistently applying our school's behaviour plan and strategies to promote positive student behaviour. We also expect high standards of **conduct** from our school community, including staff, visitors, parents, and whānau, which involves modelling positive behaviour for students.

### Behaviour management guidelines at Dairy Flat School

- **Staff, including relievers, coaches, and tutors etc, maintain positive learning environments and relationships within the school community.**
- **We make a clear statement of acceptable and unacceptable behaviour known to all staff, parents, and students.**
- **All members of the school have a responsibility to recognise **bullying** and to take action when they are aware of it happening.**
- **We consistently apply our behaviour management strategies in all cases of unacceptable behaviour, and try to maintain the dignity of the student at all times.**
- **Staff manage challenging behaviour and use de-escalation techniques if a student's behaviour is becoming out of control and/or poses a danger to themselves or others.**
- **Physical restraint is only used to prevent imminent harm to the student or another person, and only according to our **physical restraint guidelines**.**
- **We action procedures outlined by the Ministry of Education for **stand-down, suspension, or exclusion** in cases of extreme and/or persistent behaviour.**
- **We work with parents, staff, and outside agencies if necessary, to plan **individual programmes** and strategies for students with particular behaviour difficulties. These students may be managed outside the school's behaviour plan.**
- **Seclusion and corporal punishment are not used at this school.**

See **Care and Management of Students**.

Our school follows the same behaviour management and disciplinary procedures for international students as for domestic students. Any additional or different conditions for international students (such as around accommodation, attendance, or visa requirements) are outlined in the enrolment contract.

## Parent concerns about student behaviour

If a parent has a concern about an incident at school, the parent should contact the school and the school will deal with the concern. Parents should not approach other students or parents about school behaviour incidents. This also applies to incidents that occur out of school time or off school grounds but when students are still connected with the school e.g. at camp or on school trips, while wearing school uniform, or travelling to and from school.

## Concerns involving children of staff members

If a behaviour issue or a concern arises at school that involves the child of a currently employed staff member and another student or group of students, the staff member will not be involved in its resolution. A delegated staff member with no relationship to the student(s) will manage the incident.

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## Related topics

- **Community Conduct Expectations**
- **Parent Involvement**
- **Learning Support Supervision**
- **Individual Education Plan**
- **School Bus Code of Conduct**
- **Supporting Student Wellbeing**

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## Resources

- **Ministry of Education: Student behaviour - help and guidance**
- **NZSTA: The board's role in effective student behaviour management**

### **Bullying and Online Bullying**

### **Surrender and Retention of Property and Searches**

### **Physical Restraint**

### **Stand-down, Suspension, and Exclusion Procedures**

When setting up a meeting with a parent, first discuss with your Team Leader. You will also need to be clear about:

1. Reason for meeting. (Behaviours should have been recorded and discussed with Team Leader)

## **Restraint: Section 139AC of the Education Act (update) Amendment Act 2017**

### **From the Act:**

*“A teacher or authorised staff member can use physical restraint if they reasonably believe the safety of the student or of any other person is at serious or imminent risk, and the physical restraint must be reasonable and proportionate in the circumstances.*

*Situations where it may be appropriate include:*

- *Breaking up a fight*
- *Stopping a student from moving in with a weapon*
- *Stopping a student who is throwing furniture close to others who could be injured*
- *Preventing a student from running onto a road.*

*The rules have requirements for schools to notify, monitor and report on the use of physical restraint.*

*Physical restraint is a serious intervention and when it is used schools need to notify the Principal who will notify the Board of Trustees and the Ministry of Education*

## **PB4L**

**Positive Behaviour for Learning (PB4L) initiatives help parents, whānau, teachers, early childhood centres, schools and kura address behaviour, improve children's well-being, and increase educational achievement.**

**By strengthening relationships and creating more positive home and school environments, we remove barriers to engagement and improve students' chances to achieve at school and beyond.**

**PB4L is a systematic approach involving a suite of initiatives. These include universal whole-school change initiatives, targeted group programmes, and individual student support services.**

## **Restorative Practices**

The Restorative Practices model is underpinned by four key principles:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports the mana of all individuals in the school community.
- Cultural responsiveness is key to creating learning communities of mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

Restorative practice (RP) is a relational approach to school life grounded in beliefs about equality, dignity, mana and the potential of all people. The RP model focuses on building and maintaining positive relationships across the school community and offers school staff best-practice tools and techniques to restore relationships when things go wrong.

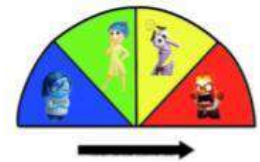


## RESTORATIVE PRACTICE

<b>PUNITIVE RESPONSES:</b> FOCUS ON PUNISHMENT	<b>RESTORATIVE RESPONSES:</b> FOCUS ON ACCOUNTABILITY, HEALING, AND NEEDS
What rule has been broken?	What happened?
Who is to blame?	Who has been affected? How?
What is the punishment going to be?	What needs to be done to put things right?

## Zones of Regulation

# Zones of Regulation



What are the [Zones of regulation](#)? The zones of regulation is a list of categorized feelings/emotions that help people teach themselves or others about different behaviours. With four coloured zones with each with its own category you can now keep track of your own feelings or others feelings. It helps teach people how to independently control their feelings/emotions and help them solve any problems they may have.

ZONES	Blue	Green	Yellow	Red
How do I feel when I am in this zone?	Sad, Tired, Bored, Not Motivated, Not ready to learn.	Happy, ready to learn, joyful energized,	Anxious, worried, frustrated,	Mean, Angry, Mad, Unhappy, Aggressive
How do I act when I am in this zone?	You act very slow and aren't aware of what you may be doing.	You are ready to learn and very energized to come to school.	You are feeling worried and something is bugging you.	Something has happened and you feel very mad and aggressive.
What can I do to support myself in this zone?	You can talk to your friends and maybe they can cheer you up.	You can keep having a positive mindset.	You need to try to worry or go talk to someone about it to get it off your chest.	You might just need to walk around or get a drink.