



## Waipu Primary School

### BEHAVIOUR SUPPORT PLAN

#### Rationale:

Waipu Primary School will provide a safe, welcoming and caring environment in which our tamariki can develop self-discipline and can accept responsibility for their own actions. Behaviour modification will be based on fostering success and by developing mutual respect and understanding between staff and pupils.

#### Objectives:



- To ensure children live our school values.
- To ensure proactive and strategically planned steps are taken to manage and improve behaviour through principled discipline and PB4L strategies (Positive Behaviour for Learning).
- To provide an environment within which staff and children feel safe, secure and comfortable, in order to make the most of their teaching and learning experiences.
- To ensure behaviour data is consistently recorded on ETAP and tracked by teachers, leaders for referrals etc.

#### General Expectations - Rights and Responsibilities:

Students have the right to...	Students have the responsibility to...
<ul style="list-style-type: none"><li>• be valued as members of the school community.</li><li>• be treated fairly, consistently and with respect.</li><li>• have their views listened to</li><li>• be able to seek help when needed.</li><li>• be able to express how they feel in a respectful manner using the language of the Zones of Regulation.</li></ul>	<ul style="list-style-type: none"><li>• arrive at school on time, wearing the correct uniform, and suitably equipped for the day.</li><li>• co-operate in school with teachers/assistants/supervisors and their peers.</li><li>• respect views, rights, and property of others, and behave safely and appropriately both in and out of class.</li><li>• accept ownership for their own behaviour and learning.</li></ul>
Parents/caregivers have the right to...	Parents/carers have the responsibility to...
<ul style="list-style-type: none"><li>• a safe, well-managed and stimulating environment for their children's</li></ul>	<ul style="list-style-type: none"><li>• ensure their child attends school regularly, arrives on time, wearing the</li></ul>

<p>education.</p> <ul style="list-style-type: none"> <li>• have their enquiries and concerns listened to and dealt with sympathetically and efficiently.</li> <li>• be well informed about their child's progress and behaviour.</li> <li>• be involved in key decisions regarding their child's education.</li> </ul>	<p>correct uniform, and suitably equipped for the day.</p> <ul style="list-style-type: none"> <li>• be aware of school rules and procedures and encourage their child to abide by them, supporting school policies.</li> <li>• provide the school with any information which may affect their child's learning and behaviour.</li> <li>• attend planned meetings with teachers/management.</li> </ul>
Staff have the right to...	Staff have the responsibility to...
<ul style="list-style-type: none"> <li>• work in a safe, and supportive environment.</li> <li>• have their views listened to and be able to seek help when needed.</li> <li>• support and advice from senior colleagues and external bodies.</li> <li>• adequate resources and opportunities for professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• behave in a professional manner at all times following the Code of Conduct.</li> <li>• listen to the students, value their contributions and respect their views.</li> <li>• track, monitor and act on behaviours.</li> <li>• expect high standards and acknowledge effort and achievement.</li> <li>• be positive role models to the students.</li> </ul>

### Our Core Values:

<p>Kindness</p>  <p>Atawhai</p>	<p>Resilience</p>  <p>Manawaroa</p>	<p>Respect</p>  <p>Whakaute</p>
<ul style="list-style-type: none"> <li>➤ We use kind words and actions at all times</li> <li>➤ We include others in what we are doing</li> <li>➤ We give each other space</li> </ul>	<ul style="list-style-type: none"> <li>➤ We try our very hardest to do our best</li> <li>➤ We do our best to bounce back when things get tough</li> </ul>	<ul style="list-style-type: none"> <li>➤ We keep our hands and our feet to ourselves</li> <li>➤ We respect all school property and equipment</li> <li>➤ We are respectful to our peers, school staff and adults in the school</li> </ul>

		➤ We follow class and school expectations/rules
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### Tracking Behaviours:

Behaviours are tracked using ETAP (the school management system). Staff use the PB4L Guidance Menu to record incidents - paying attention to location, day of the week and time of incident, possible motivation, victims, others involved and what specifically happened.

### Positive Reinforcement and Rewards, Sanctions and Consequences:

Our behaviour policy is based on restorative practices and firm boundaries and guidelines. However positive reinforcement (PB4L) is the basis of our school values and behaviour management plans.

#### When things go well

Verbal Positive Reinforcements	Tangible Positive Reinforcements
<ul style="list-style-type: none"> <li>• Being treated with whakaute (respect) and manners</li> <li>• Being thanked for their efforts</li> <li>• Words of praise</li> <li>• Bonus time to play</li> <li>• Line leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Stickers and stamps</li> <li>• Visit to the principal</li> <li>• PB4L reward tokens</li> <li>• Clan rewards</li> <li>• Whole school rewards</li> <li>• Sticker charts</li> <li>• Hi-5 and pats on the back</li> <li>• Principal's award</li> <li>• Values certificate</li> </ul>

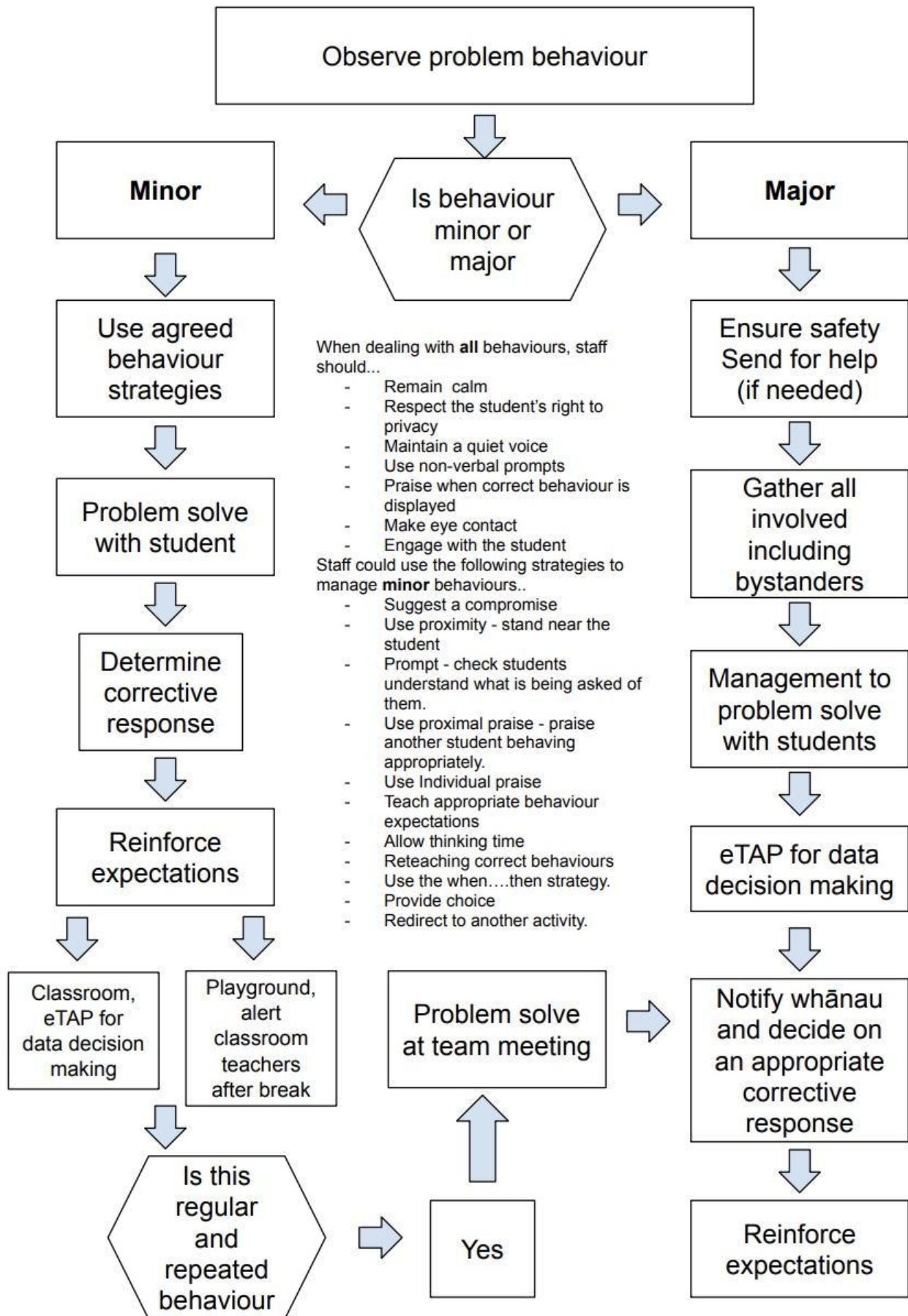
#### When things go wrong

Minor Behaviours (managed by staff when and where they occur)	Major Behaviours (managed by management)
<ul style="list-style-type: none"> <li>• Out of bounds</li> <li>• Lateness after break times</li> <li>• Disruptive behaviour</li> <li>• Getting in personal space</li> <li>• Hurting other feelings</li> <li>• Disrespectful to environment and/or property</li> <li>• Swearing</li> <li>• Telling tales about minor issues</li> <li>• Intentional wasting time</li> <li>• Ignoring instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Bullying</li> <li>• Racism</li> <li>• Wilful damage</li> <li>• Stealing</li> <li>• Defiance</li> <li>• Blackmail</li> <li>• Inappropriate sexual behaviour</li> <li>• Verbal abuse</li> <li>• Inappropriate use of digital technology</li> </ul>

<ul style="list-style-type: none"> <li>• Rudeness</li> <li>• Taking others property</li> <li>• Exclusion</li> <li>• Lying</li> <li>• Talking back</li> <li>• Arguing</li> </ul>	<b>Severe Behaviours</b> (managed by management)
	<ul style="list-style-type: none"> <li>• A repeated minor or major behaviour with more severity (referred to management)</li> </ul>

#### PB4L strategies in response to minor problem behaviours to try first

Restorative De-escalation	
<ul style="list-style-type: none"> <li>• <b>Prompt</b> <ul style="list-style-type: none"> <li>◦ Visual or verbal cue / signal when behaviours occur.</li> </ul> </li> <li>• <b>Remind</b> <ul style="list-style-type: none"> <li>◦ Restate expected behaviour from our school values.</li> </ul> </li> <li>• <b>Redirect</b> <ul style="list-style-type: none"> <li>◦ To another activity</li> </ul> </li> <li>• <b>Conference</b> <ul style="list-style-type: none"> <li>◦ Have a private conversation to problem-solve together.</li> </ul> </li> <li>• <b>Reteach</b> <ul style="list-style-type: none"> <li>◦ Tell, show, practice and acknowledge expected behaviours.</li> </ul> </li> <li>• <b>Choice</b> <ul style="list-style-type: none"> <li>◦ Give options of behaviours to do next.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The 'Look'</li> <li>• Non-verbal gestures</li> <li>• The Pause</li> <li>• "Thanks"</li> <li>• Reminders/redirection</li> <li>• Proximity/praise</li> <li>• "I" statements</li> <li>• "Broken record"</li> <li>• Consequences as a choice</li> <li>• Tactical ignoring</li> <li>• Conditional directions</li> <li>• Shaping</li> <li>• Take up time</li> <li>• Positive feedback</li> </ul>



	Process	Follow up/PB4L strategy
Playground	1) <b>Warning / Reminder</b> Clearly state what behaviour you do not like - Remind student about appropriate/desired behaviour (PB4L)	Prompt Remind Redirect Reteach Choice
	2) <b>Restorative chat</b> WARM conversation with student - natural consequence - removed from a certain area - walk around with duty teacher	Conference  ETAP behaviour  Own it Fit it Learn from it - move on
	3) <b>Major behaviour</b> Take straight to senior management - remove from playground	

### Formal Restorative Steps - Playground:

### Formal Restorative Steps - Repeated Minors Classroom:

	Phase One	Follow up/PB4L strategy
In school systems by teacher	1) <b>Warning</b> (clearly state what behaviour you do not like). Be explicit so the child is fully aware of the behaviour that they need to change.	Prompt
	2) <b>Reminder</b> Remind about appropriate behaviour (PB4L) - reteach the expected behaviour if need be.	Redirect Reteach Choice
	3) <b>Restorative chat</b> WARM chat at morning tea or lunch and as a result there is a natural consequence - complete work, work with/by the teacher, clean up mess (repair the damage).	Conference  ETAP behaviour if repetitive  Own it Fit it Learn from it - move on
	<b>Phase Two</b> (if Phase 1 doesn't achieve expected outcomes)	Follow up/PB4L strategy
Support from middle management -	4) <b>Reflection time</b>	ETAP behaviour  Discuss at team meeting

<b>Team leaders</b>  Ongoing Communication with parents from this point on.	<ul style="list-style-type: none"> <li>- Time out in another class (parents notified via email or phone call)</li> <li>- Reflection sheet completed with team leader.</li> <li>- Senior Management to talk with child (check in/check out set up)</li> <li>- FBA – Functional Behaviour Analysis and adapted the environment to meet the needs of the learner / class. <a href="#">FBA sheet</a></li> </ul>	or with colleagues to gain additional strategies.  Team leader to observe child in class (if required).
	<b>5) Plan</b> <ul style="list-style-type: none"> <li>- Parents meet with teacher and team leader</li> <li>- IBP set up (Individualised behaviour plan) - home school agreed plan with desired behaviours and consequences. Set up a review date with parents.</li> <li>- Repair the damage - Service to the school (see ideas on next page)</li> </ul>	ETAP behaviour  Discuss with SENCO - gain further support if required (LSC or RTLB).
	<b>Phase Three</b> (if Phase 1 and 2 don't achieve expected outcomes)	Follow up/PB4L strategy
<b>Support from management - Principal</b>	<b>6) Plan</b> Principal to meet with parents to decide on a plan moving forward - are outside agencies required?	ETAP behaviour  If no signs of the behaviours improving.
	<b>7) Stand down</b> (dependent on the nature of the disruption)	

### Formal Restorative Steps - Repeated Minors OSCAR:

	<b>Phase One</b>	Follow up/PB4L strategy
<b>In OSCAR systems</b>	<b>1) Warning</b> Clearly state what behaviour you would like / do not like	Prompt
	<b>2) Reminder</b> Remind student about appropriate/desired behaviour (PB4L)	Redirect Remind Reteach Choice
	<b>3) Restorative chat</b> WARM conversation with student - natural consequence - removed from a certain area - stay with an OSCAR teacher - remain inside for the afternoon.	Conference  ETAP behaviour if repetitive  Own it



		Fit it Learn from it - move on
	<b>Phase Two</b> (if Phase 1 doesn't achieve expected outcomes)	Follow up/PB4L strategy
<b>Support from management - Principal</b>  Ongoing communication with Principal  Document behaviours on ETAP from this stage on.	4) Parent contact made in regards to behaviour - warning one (could be on pick up - or Principal to phone)	Discuss with SENCO - gain further support if required (LSC/RTLB)
	5) Parent contact made in regards to behaviour - warning two - Parent to meet with Principal about OSCAR expectations. Last chance to make improvements. Letter outlining conditions of remaining at OSCAR.	
	6) Child stood down from OSCAR for a suitable amount of time based on severity of behaviours (1 day - 1 week)	
	7) Child stood down from OSCAR.	

**Ideas for Service to the school:  
(consequence to help repair the damage - where it suits)**

Sharpen pencils	Collect sports gear	Clean art area	Sweep concrete
Clean bins	Wipes down desks	Path clearing	Collect rubbish
Gardening	Befriend a friend	Sort lost property	Duty with teacher

**Minor and Major Behaviour Definitions:**

Minor Problem Behaviour	Definition
Out of bounds	Student is outside an area where they should be.
Lateness after break times	Student repeatedly arrives to class after the bell.
Disruptive behaviour	Student engages in low-intensity, but inappropriate disruption. This includes fidgeting, moving on mat, noises, loud voices etc
Getting in personal space	Student engages in contact with or proximity of another person's personal space.
Hurting others feelings	Student engages in hurtful actions towards others. This includes teasing, name calling, laughing at others, giving funny looks, put downs, mocking others etc



Disrespectful to environment and/or property	Student engages in actions that are harmful to the environment or property.
Inappropriate language	Student engages in a low-intensity instance of rude or insulting language (may not be directed at another person).
Telling tales about minor issues	Student tells on others.
Intentional wasting time	Student engages in strategies that avoid completing tasks.
Ignoring instructions	Student fails in a minor way to respond to requests.
Rudeness	Student shows a lack of regard for others. This may include arguing and talking back.
Taking others property	Student takes property that does not belong to them, without it being given by another person.
Exclusion	Student excludes others.
Lying	Student does not tell the truth.
Talking back	Student talks back to the teacher or other adult.
Arguing	Student argues with the teacher or other adult.

Major Problem Behaviour	Definition
Physical abuse	Student engages in actions involving serious physical contact where injury may occur. This includes fighting, hitting, punching, kicking, pushing, strangling, scratching, stick fighting, spitting etc
Bullying	Student delivers repeated disrespectful messages (eg. negative comments, notes, posts, pictures or gestures), sustained or intense verbal attacks, threats, unwanted physical contact, or intimidation to another person based on race, religion, gender, age, ethnic origin, disabilities or other personal matters.
Racism	Student delivers disrespectful messages based on ethnic origin.
Wilful damage	Student engages in actions that result in destruction or disfigurement of property.
Stealing	Student is in possession of, having passed on or being responsible for removing someone else's property.
Defiance	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.
Blackmail	Student uses threats or the manipulation of someone's feelings to force them to do something.
Inappropriate sexual behaviour	Student engages in inappropriate verbal and/or physical

	gestures/contact, of a sexual nature to another student. This includes accessing inappropriate online material.
Verbal abuse	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.
Inappropriate use of digital technology	Student misuses digital technology. Student accesses inappropriate online material.

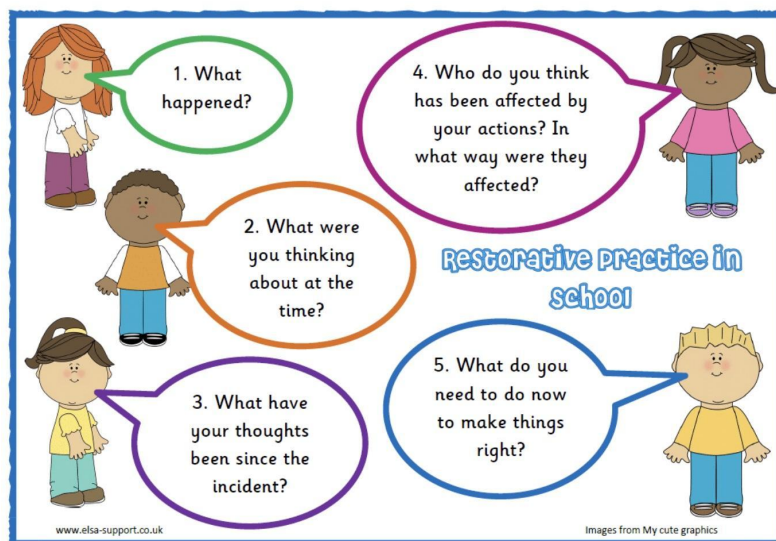
### Waipu Primary Students PB4L Expectations:

Student Expectations			
	KINDNESS	RESPECT	RESILIENCE
Classroom	<ul style="list-style-type: none"> <li>➤ Use kind words to others</li> <li>➤ Wait your turn</li> <li>➤ Keep your hands and your feet to yourself</li> <li>➤ Allow others space</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listen to the teacher</li> <li>➤ Try your best</li> <li>➤ Follow classroom routines</li> <li>➤ Keep the classroom clean and tidy - put away what I have used.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Try your hardest</li> <li>➤ Push through if things get a little tough</li> </ul>
Bus lines	<ul style="list-style-type: none"> <li>➤ Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sit quietly</li> <li>➤ Hold any balls still</li> </ul>	<ul style="list-style-type: none"> <li>➤ Stay seated until asked to move</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>➤ Be courteous to others</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wash hands</li> <li>➤ Toilet paper into the toilet only</li> <li>➤ Flush loo</li> <li>➤ Allow others privacy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Limit your time - be prompt</li> </ul>
Playground	<ul style="list-style-type: none"> <li>➤ Use kind words</li> <li>➤ Include others who want to play</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use equipment properly</li> <li>➤ Run in open areas only - not around corners</li> <li>➤ Use appropriate language</li> <li>➤ Put rubbish in the bins</li> <li>➤ Keep our hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>➤ Report any dangers</li> <li>➤ Take turns</li> <li>➤ Stay within the school bounds (don't go out of bounds)</li> </ul>
Library	<ul style="list-style-type: none"> <li>➤ Use quiet, kind words</li> <li>➤ Take turns with books if needed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Quiet voices and quiet feet at all times</li> <li>➤ Put books back where you found them on the shelf</li> <li>➤ Use the library books appropriately</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pick up and put away any books that aren't in the right place</li> </ul>
Assembly	<ul style="list-style-type: none"> <li>➤ Clap at the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sit quietly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sit still</li> </ul>

	appropriate times	<ul style="list-style-type: none"> <li>➤ Show the presenter respect</li> <li>➤ Eyes up, head up</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sit in a straight class line</li> </ul>
Office	<ul style="list-style-type: none"> <li>➤ Be kind to the office staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use manners when talking to the office staff</li> <li>➤ Only come into the office if really needed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Walking only</li> <li>➤ Wait your turn</li> </ul>
Cloak bays	<ul style="list-style-type: none"> <li>➤ Keep our hands and our feet to yourself - No pushing or shoving</li> </ul>	<ul style="list-style-type: none"> <li>➤ Hang bag up neatly</li> <li>➤ Keep bag zipped up</li> <li>➤ Keep your belongings neat and tidy</li> <li>➤ Do not touch others property</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pick up rubbish to keep cloak bays tidy</li> </ul>
Eating time	<ul style="list-style-type: none"> <li>➤ Use kind words to others</li> </ul>	<ul style="list-style-type: none"> <li>➤ Allows others space to eat</li> <li>➤ Put rubbish back into your lunch box or in the bins.</li> <li>➤ Sit down while eating at all times.</li> <li>➤ Pack up when your teacher has allowed you to go.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Manage your food so you have food left for lunch</li> </ul>

## Strategies and Tools:

- **Restorative Chat** (informal)
- **Restorative Conference** (formal)



→ **WARM conversation** - following the guiding questions

Mistakes and muck ups happen but we can fix them.  
Choose to keep your conversations **WARM**.

## 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?

## → Functional Behaviour Assessment

(ABC: Antecedent, Behaviour,

Consequence) Using template to guide the process to attempt to work out what is triggering the behaviour.

## FBA is a five step process

- ## 1. Describe the **behaviour**

- ## 2. Identify the antecedent

- ### 3. Identify the **consequence**

- #### 4. Identify the **function**

- ★ 5. Check for **setting events**

**Routine/context:**

**Student:**

5 Setting events	2 Antecedent	1 Problem behaviour	3 Consequence	4 Function

**Hypothesis:**

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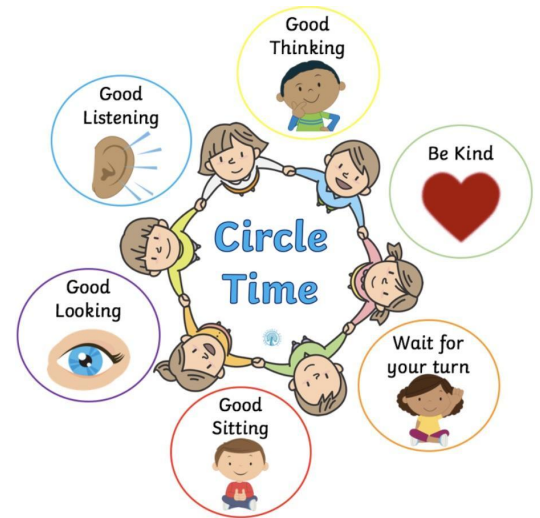
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This template is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>

→ **Brick club** - Run by a trained professional to encourage students to share, show respect and resilience.

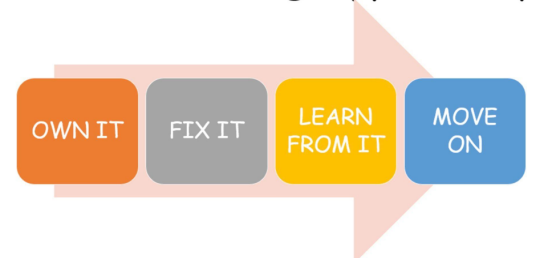


→ **Circle Time** - In class discussion with the opportunity for others to hear your thoughts and feelings in a safe place.



→ **Own it, Fix it, Learn from it, Move on** - Four steps to showing resilience and moving past an issue. Using the mistake as a positive learning opportunity.

How to Make a Mistake a Positive Learning Opportunity



## → Individual Behaviour Plan - structured plan to support a child with a specific behaviour.

### Preventing Problems—The Proactive Teacher Behavior Plan



Example of Behavior Plan: Jenny, Grade 1

Step #1 Negative classroom behaviors	Step #2 Where & Why? (functional assessment)	Step #3 Positive Opposite behaviors	Step #4 Select Proactive and Relationship Building Strategies (with Child and Family)
Poking, touching Speaks without raising hand Talks while directions are given Off-task, day dreaming	Child impulsive, inattentive temperament (during circle time) Misbehavior gets attention from teacher and peers (playground and free time)	Keep hands to own body Raise a quiet hand Listen quietly when directions are given Pay attention and concentrate	Use listening and quiet hand up rules cue cards and "give me five" signal Seat close to teacher, during circle time Give opportunities to move by helping teacher Get eye contact before giving directions. Use positive redirects. Ignore blurting out and wiggling.

Behavior Plan For:

1. Child's Strengths and Interests

The  
Incredible  
Years

### Preventing Problems—The Proactive Teacher Behavior Plan for \_\_\_\_\_



Step #1: Targeted Negative Behaviors	Step #2: When & Why? (functional assessment)	Step #3: Positive Opposite behaviors	Step #4 Select Proactive and Relationship Building Strategies (with Child and Family)

The  
Incredible  
Years

### Decreasing Inappropriate Behaviors and Strengthening Prosocial and Problem Solving Skills Behavior Plan



Example of Behavior Plan: Jenny, Grade 1

Step #8: Consequences	Step #9: Individual Teaching	Step #10: Circle Time Teaching
Distract to different activity Time out to calm down Loss of privilege Logical consequence	Praise for staying calm when frustrated Rehearsal of calm down strategies Hand stamp for following directions Praises children who play with her Promote her reputation as friendly Emotion and social coaching Use "I can help" and "I'm good at sharing" stickers for this behavior when it occurs	Calm down strategies (deep breaths, use Tiny Turtle shell, think happy thoughts) Practice role plays for sharing, helping and teamwork skills Teacher and practice problem-solving steps (Wally) Teach and practice problem-solving steps (Wally) using problem-solving cue cards

### Decreasing Inappropriate Behaviors and Strengthening Prosocial and Problem Solving Skills Behavior Plan for \_\_\_\_\_



Step #8: Consequences	Step #9: Individual Teaching	Step #10: Circle Time Teaching

The  
Incredible  
Years



## Strengthening Prosocial Skills - Praise, Incentives and Positive Discipline Behavior Plan

### Example of Behavior Plan: Jenny, Grade 1

Step #5 Praise and Encouragement	Step #6 Specific Reinforcers	Step #7 Positive Discipline
Praise hands to self & quiet hand up & listening during circle time Continue persistence coaching during circle time Encourage child to ask permission to hug Call on child when quiet hand is raised	Responds well to praise Hand stamps for quiet hand. 6 stamps = choose book for story hour Help distribute handouts Use "I can listen" sticker for listening behaviors	Positive redirect for off-task behavior Ignore blurting out Nonverbal cue/warning for inappropriate touching Repeat positive directions & praise compliance

## Strengthening Prosocial Skills - Praise, Incentives and Positive Discipline Behavior Plan for

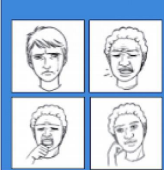
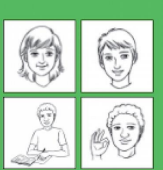
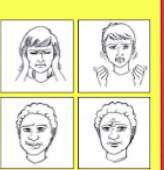

Step #5 Praise and Encouragement	Step #6 Specific Reinforcers	Step #7 Positive Discipline

The Incredible Years

### → The Zones of Regulation:

Throughout the year Waipu Primary School students will be taught a range of lessons about the Zones of Regulation; what the different zones are, how they affect their behaviour/emotional state and what tools they can use to move themselves from zone to zone when required.

## The ZONES of Regulation®

			
<b>BLUE ZONE</b>	<b>GREEN ZONE</b>	<b>YELLOW ZONE</b>	<b>RED ZONE</b>
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Terrified Yelling/Hitting Out of Control

# REGULATION

### What zone am I in?

REST AREA GO SLOW STOP

sad	tired	calm	ready to learn	silly or wiggly	frustrated	mad	angry
sick	bored	happy	okay	hyper	upset	yelling	hitting

Use tools to get in the green zone.

drink water	count to 10	take deep breaths	sense and release	do wall push ups	use fidgets	draw	write	talk to an adult
ask to take a break	self talk	ask to take a walk	voicebox breaths	do stretches	listen to music	lift something heavy	ask to eat a snack	think calm place



## → Mana Aka:

Mana Ake will support children in our school.

# TE TAI TOKERAU



*Mana Ake works with local school communities to enhance wellbeing outcomes for tamariki.*

*It provides strengths based, evidence informed wellbeing and mental health support to children in the context of their school, whānau, community and natural networks of support.*




## MOE supports:

Special educational needs coordinator (SENCO), Resource of teaching, learning and behaviour (RTLb) and Learning support coordinator (LSC) and Mana Ake - wellbeing support for students, all work together with the leadership team to support teachers and students.

## Physical Restraint:

Waipu Primary School follows the Ministry of Education Guidelines on the Use of Physical Restraint [Ministry of Education Website - For parents and whānau - Physical restraint](#)

### By working in partnership our aim is to provide:

	TIER 1: Universal	TIER 2: Targeted	TIER 3: Individual
 Support for schools	<ul style="list-style-type: none"><li>Understanding wellbeing. Workshops and training.</li><li>Help to build connections &amp; collaboration with services.</li><li>Centralising wellbeing information and localised referral pathways.</li><li>Supporting schools to implement whole-school approaches &amp; programmes.</li></ul>	<ul style="list-style-type: none"><li>Supporting schools to develop wellbeing goals.</li><li>Clarifying pathways of support for wellbeing concerns.</li><li>Support for pastoral care systems and processes.</li><li>Sharing success indicators to identify and respond to trends.</li></ul>	<ul style="list-style-type: none"><li>Knowledge on where and how to access support.</li><li>Supporting teachers/staff to understand and implement trauma informed and wellbeing practice.</li><li>Sharing strategies with teachers to develop skills and confidence to support individual students.</li></ul>
 Support for whānau	<ul style="list-style-type: none"><li>Developing wellbeing information to share with whānau.</li><li>Sharing and empowering whānau with wellbeing education and resources.</li><li>Supporting access to workshops to understand wellbeing.</li></ul>	<ul style="list-style-type: none"><li>Whānau &amp; tamariki mana enhancing activities.</li><li>Community support groups.</li><li>Drop-in sessions.</li><li>Helping whānau understand tamariki development stages.</li><li>Programmes to support parenting.</li></ul>	<ul style="list-style-type: none"><li>Whānau led support for addressing wellbeing for tamariki.</li><li>Connecting whānau with supports that empower them to achieve their desired outcomes.</li><li>Keeping connected with whānau.</li></ul>
 Support for tamariki	<ul style="list-style-type: none"><li>School wide and whole class strategies to promote wellbeing. E.g. Social and emotional literacy.</li><li>Culturally responsive frameworks and processes.</li><li>Embedding a culture of care and manaakitanga.</li><li>Student connectedness, engagement and belonging.</li></ul>	<ul style="list-style-type: none"><li>Small group social and emotional learning:<ul style="list-style-type: none"><li>- Resilience</li><li>- Emotional regulation</li><li>- Cultural identity</li><li>- Self-esteem</li><li>- Positive relationships</li><li>- Grief, loss and transitions</li><li>- Healthy choices</li><li>- Identity formation</li></ul></li></ul>	<ul style="list-style-type: none"><li>Targeted evidence based individual interventions addressing wellbeing.</li><li>Individual direct supports:<ul style="list-style-type: none"><li>- Counsellors / Social Workers</li><li>- Mentors / Youth Workers</li><li>- Mental Health Specialists</li><li>- Kaimahi support</li></ul></li></ul>

NB All interventions are tailored for the context in which they are delivered, taking into account the strengths, needs and available resources of the whānau, school and community.

*Use physical restraint only when:*

The teacher or authorised staff member reasonably believes that the safety of the student or of any other person is at serious and imminent risk.

The physical restraint response must be reasonable and proportionate in the circumstances:

- Use the minimum force necessary to respond to the serious and imminent risk to safety.
- Use physical restraint only for as long as is needed to ensure the safety of everyone involved.

Processes following an incident of Physical Restraint will be guided by the Good Practice following an incident involving physical restraint.

**Bullying - Defined:** See separate Bullying Policy for more detailed information

Waipu Primary School has a zero tolerance policy for bullying.

- Bullying is deliberate - harming another person intentionally.
- Bullying involves a misuse of power in a relationship.
- Bullying is repeated, or has the potential to be repeated over time.
- Bullying can be verbal, physical and/or social.
- If someone behaves in a mean or violent way on **one occasion** it isn't bullying, even though it's not right.
- **It is also not bullying if you sometimes fight with a friend and you sort it out.**



When someone says or does something  
*unintentionally* hurtful  
and they do it once, that's  
**RUDE.**

When someone says or does something  
*intentionally* hurtful  
and they do it once, that's  
**MEAN.**

When someone says or does something  
*intentionally* hurtful and they *keep doing it*-  
even when you tell them to stop or show  
them that you're upset—that's  
**BULLYING.**