



KPS Behaviour Steps

Kia Kaha - Be strong. Kia Maia- Be Brave- Kia Manawanui- Be of great heart.

Step 1	Step 2	Step 3	Step 4	Step 5	Stage 6
Verbal reminder	Thinking time	Time out	Hui/Conference	Leadership intervention	Suspension
<ul style="list-style-type: none"> • Disrespect - Talking out of turn, disrupting learning, backchat • Defiance - Not following instructions, being late to class, not finishing work, running away, rolling eyes • Littering • Disrespecting the neighbours • Lying 	<p>Repeated Step 1 +</p> <ul style="list-style-type: none"> • Inappropriate language - Swearing and name calling 	<p>Repeated Step 1 +</p> <ul style="list-style-type: none"> • Leaving school grounds • Vandalism • Violence - Hands and feet to self. • Spitting • Targeted bullying • Stealing • Misuse of ICT • Disrespecting relievers 	<p>Majors</p> <ul style="list-style-type: none"> • Violence - aggressive and intimidating <u>behaviour</u>. • Racial comments • Sexualised <u>behaviour</u> 	<p>Majors</p> <ul style="list-style-type: none"> • Violence - Bringing or using weapons • Illegal activities- vaping, smoking, alcohol, inappropriate use of solvents, extortion (intimidation) sexualised behaviour (assault). 	<p>Majors</p> <ul style="list-style-type: none"> • Any step 5 behaviour put into context and its prolonged, continuous and recurring, use of drugs.
<p>1. Teacher identifies the inappropriate behaviour- verbal reminder. Tchr states expected behaviour.</p> <p>2. If the behaviour continues the teacher will repeat 1.</p>	<p>1. The student is moved to the classroom Thinking Spot to have some thinking time to reflect on their behaviour and to continue working there independently until such time they can return to join the rest of the class.</p> <p>1-1 restorative conversation between Tchr and students</p> <p>Review big book expectations</p> <p>Follow up via phone call / email or seesaw to whanau.</p> <p>If these behaviours occur during break times, the teacher on duty will inform the individual classroom teacher of the incident/behaviour to ensure they follow up.</p>	<p>1. The student is removed from their classroom as they have not managed to correct their behaviours at step 1 and 2.</p> <p>2. The student works in another class (buddy class) until the next break.</p> <p>3. The student and the Tchr who asked them to leave the class meet at the next break to discuss why they were removed and have a restorative conversation.</p> <p>4. The child will go to the Reflection room at the next lunch break. Teachers must walk the child across straight after the eating bell. The incident must be entered onto Hero that day.</p> <p>5. Parents/caregivers will be text/messaged by the classroom teacher about the incident.</p> <p><i>Please note that step three will be unpacked - and a decision will be made if it is step 3, 4, or 5.</i></p>	<p>1. Parents are informed by the hub leader and a family conference/hui is held between the Tchr, student, and parents if required to discuss the behaviour issues and establish a behaviour plan if necessary.</p> <p>2. If needed a Restorative Circle in class (if class related) and a restorative conference will be held.</p> <p>3. Missing the next school event will be part of the consequence (context) and conditions (parent to assist at event/trip).</p> <p>4. Time out for 1 day. Isolated play and lunch. This can be extended to 2 days (stage 4.5). Buddy class and picking up rubbish in breaks.</p> <p>5. Check in and check out for a week at every lunch. With leadership.</p> <p>6. IY plan maybe needed.</p> <p>7. Need to have 5 days of positive behaviour.</p>	<p>1. Immediate 3 day stand down with paperwork or 3 day internal (in context). If at school no play or lunch, isolated play outside the office where they can be seen. The principal or DP, will inform the parents.</p> <p>2. The principal meets with the parent, child, Tchr (and DP) to discuss a behaviour plan if one in place and to teach and/or reinforce expectations.</p> <p>3. If there is no behaviour plan in place, a decision with partnership with whanau, student and school as to whether one is now needed and what supports can be put in place to help the student make good choices and experience success, e.g. LSC.</p> <p>4. If needed a restorative circle can be held with the class. Also, if needed a restorative conference.</p> <p>5. Missing a school event/sport for the coming week will be part of the consequence.</p> <p>6. BOT and staff will be informed about the incident.</p> <p>7. Stand down from a leadership role as deemed appropriate.</p> <p>8. Mahi at play and lunch e.g rubbish, sandpit sweeping for lunchtime period for the whole week.</p> <p>9. Check in and check out for the coming week once off 3 day stand down.</p>	<p>1. The principal or DP makes a decision to suspend a child following the MOE guidelines, based on the seriousness of their actions.</p> <p>2. BOT chair to be informed.</p> <p>3. Whanau hui to arrange what happens next.</p>
Staff member deals with the behaviour in	Staff member deals with the behaviour in	Record in HERO	Record in HERO	Record in HERO	Record in HERO