

Aorangi School Relationship Management Plan

RATIONALE

To provide a safe, positive, physical and emotional environment for our students, staff, caregivers, and whānau. It is essential that the relationship management procedures at Aorangi work towards self-management where children accept responsibility for their actions. All parties have the right to have such expectations supported by their Principal and the BoT.

Our Mission is to grow our people by Empowering, Engaging and Encouraging each other along our pathways to Excellence'.

Our Aorangi 4 E's Principles

- 1)EMPOWERING = Whakamanatia = The Hand
- 2)ENCOURAGING = Whakatenatenatia = The Heart
- 3)ENGAGING = Tūhonotia = The Heart
- 4)EXCELLENCE = Tāpuhipuhi = The Head

Aorangi School -VALUES

'Our learning and life tools'

Whanaungatanga

Togetherness, Family, Community, Unity

Manaakitanga

Caring, nurturing, supporting, hospitality

Whakaute

Respect- We value ourselves, others , our school and our environment

Aroha

Empathy, Kindness, we think of others when we speak and act

Pono

Integrity, we are honest, truthful and do the right thing even when its the hard thing.

Kia Mataara

Open to learning, We can learn anything, We can be anything, we are open to finding solutions to challenges

IMPLEMENTATION

The Aorangi School Relationship management plan is available to:

- to all new enrolments and students
- at the school office upon request
- in all classrooms
- on our school website, School App and Facebook page

Language framework:

These are displayed in classrooms.

OUR Classroom and Playground language

Kind Words



Kupu pai

Titiro ki au



Eyes on Teacher

Kohimuhimu



Inside Voice

Mahi taunā



Working Hard

Taringa whakarongo



Listening Ears

Hikōi haēre



Walking Feet

Waiho tou ringa



Hands to Self

Tu mai tou ringa
ngūtu ngū



Quiet Hands Up

This is the way we behave in and outside our classrooms.

Creating a Positive Culture plan

Our first response is to acknowledge and reinforce positive behaviours, and minimising unwanted behaviour escalation.

Acknowledgements and positive reinforcements take the form of the following examples:

Verbal

- Individual recognition
- Praise - Task /behaviour specific
- Acknowledgements
- Showing "work" or "behaviour" to another teacher, other students, the Principal, Senior Leadership Team (SLT)

Non Verbal

- Smile, nod, sign, Hug, thumbs up
- Displaying work
- Being able to choose a special activity eg. computer time
- Sharing learning online

Collectables/Tangibles

- Aorangi Āhua Stamps = Collect 28 then name goes in the weekly Movie draw, feather onto Principals Korowai -certificate at assembly
- Falcon's Eyes -Playground slips - 3 seniors and 3 juniors names drawn out at assembly /receive values band
- Value Hero certificates - 1x student per class who consistently demonstrates the Value of the Week - awarded at Assembly
- Mahi Rawe -Green cards- Students are instantly sent to the Principal's office for fantastic effort and Mahi students have worked hard on. (Teacher has a set of cards)
- Class certificates at assembly- presented by class teacher
- Chipmunks Champion Award- 1x student from a class awarded at Assembly (Alternates)
- Duffy Book Principals award - 1x per class, awarded at Assembly
- Charlie 4 square awards - Week 4 and Week 8-Winner alternates between Jnr / Snr
- A call or email home /Postcard home
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Aorangi School also offers:

Peer mediators

Our Aorangi All-star- School Leaders are rostered to be out during break times. They are trained to mediate student's small issues and to help students on the Friendship seat to find a friend. They wear yellow safety vests and a pack with a notebook and plasters for any minor cut. Anything bigger they know to take the student to either the sick bay or to a duty teacher to help.

Sport Leaders- Who will set up - Daily games and sports during lunch play

Tuakana / Teina - Duties- Senior leaders 2x have lunch with Junior school

- School leaders reading to Juniors

-School leaders escorting and sitting with Junior classes at Assembly.

Behaviour at Aorangi School will be managed through a three tier system Tier 1 response plan (universal)

In Class Behaviour to be dealt with by the classroom teacher	Playground Behaviour to be dealt with by the duty teacher
<p>Behaviours include</p> <ul style="list-style-type: none"> - Avoidance of learning - Interruption of others' learning <p>The teacher considers and responds to the underlying causes of behaviour and developmental stages of the child. The teacher uses positive strategies</p> <ul style="list-style-type: none"> - redirection - proximal praise / IYT strategies - verbal acknowledgement - assigned responsibilities - task or environmental modification - positive forecasting - non-verbal reminders to encourage positive behaviour choices <p>The teacher then allows the child an opportunity to stop, reflect and refocus</p> <ul style="list-style-type: none"> - What is the issue? - What do you want? - What should you be doing instead/next? - Do you need to move? 	<p>The following are tier 1 behaviours and can be redirected with verbal and non-verbal cues</p> <ul style="list-style-type: none"> - playing in classrooms, or toilets during break time - Annoying/ unkind behaviour - Not sharing - Running under the eaves - Playing in opposite syndicate's playground <p>Teachers redirect students at this tier and are responsible for rewarding those students by giving out 'Falcon's Eye reward slips'.</p>

Tier 2 response plan (targeted)

<p>In Class Behaviour to be dealt with by the classroom teacher and to be recorded on Edge sms system.</p>	<p>Playground Behaviour (minor) to be dealt with by duty teacher</p>
<p>Tier 2 behaviours:</p> <ul style="list-style-type: none"> - Continued avoidance of learning - Continued interruption of others learning - Damaging of school resources - Damage to others work and property <p>2 verbal warnings -</p> <p>3x- Chill Zone- Every class will have a 'chill zone' for students to calm down and/or reflect on their behaviour (Space - Each class will have a yellow box with Tutu- fidgets, poppets, playdough- deescalating materials, weighted blanket) while students reflect</p> <ul style="list-style-type: none"> - Teacher to direct the student to 'chill zone' when a student's behaviour is repetitive- - The student can take themselves to the 'chill zone' if they are frustrated and struggle to manage their behaviour <p>Time Frame:</p> <ul style="list-style-type: none"> ● 5 minutes of the student calmly sitting- reflecting ● If a student is unable to self-regulate after 5 minutes and require an extra 5 mins that is fine ● If child chooses to go outside the class - offer a set space to sit/reset ● No more than '3 Chill Zones' in 1 day <p>Making It Right Conversation (click link to go to the conversations)</p> <p>After the student is calm, a follow up conversation at the next break time, between teacher and student will occur as a response to any 'chill zone' visits. This needs to be dealt with on the day of the behaviour by the teachers.</p>	<p>The following are minor behaviours:</p> <ul style="list-style-type: none"> - Name calling/ unkind actions - Continued annoying behaviour - Disrupting others play - Pushing and shoving - Throwing things <p>For minor behaviour issues, students walk with the Duty Teacher until they can (calmly) go back into the playground and the incident is recorded into the duty notebook. No follow up is required.</p> <p>SLT will monitor the duty notebook and Edge pastorals for repetitive behaviours and follow-up if a pattern emerges.</p> <p>Repetition of minor behaviour issues noticed by the SLT's:</p> <ul style="list-style-type: none"> - A student removed from the playground for minimum of 1 lunchtime by SLT after a 'making it right conversation'.

<p>If the behaviour continues throughout the week/term, teacher to record on Edge sms, complete entry in the 'STUDENTS WE WONDER ABOUT' folder.</p> <p>Teachers to communicate with parents, SLT where appropriate.</p>	
<p>Minor behaviours can also be addressed through classroom Circle Time. Circle time within the classroom environment will be used to model and provide strategies for children to deal with conflict or unacceptable behaviours.</p>	

Tier 3 response plan (individual)

<p>In Class Behaviour Student is sent with a think sheet to the Buddy Class-For 10mins This is a reflective time and children need to complete think sheet and rectify their choice of behaviour</p>	<p>Playground Behaviour (Major) Student to be walked to the BENCHES by the duty teacher and sit monitored by the Senior Leader on Bench duty</p>
<p>The student will be sent to Buddy Class if:</p> <ul style="list-style-type: none"> - the same behaviour continues through the lesson/day or over a period of time without a shift in their attitude or - they have been to the 'chill zone' 3x times in one day <p>After 10mins the student returns after a making it right conversation with the teacher - is welcomed back to carry on mahi.</p> <p>Their behaviour will be recorded on Edge</p> <p>If the inappropriate behaviour continues the student will be sent with another think sheet to complete in the</p> <p>Syndicate Leaders room- For the remainder of the lesson or into the next block - Juniors- go to Karen's room Seniors- go to Clayton's room</p>	<p>The use of inappropriate (Major) aggression is totally unacceptable. This includes:</p> <ul style="list-style-type: none"> - Kicking - Hitting - Spitting - Biting - Pushing - Leaving the school grounds or going into "out of bounds" areas during school hours without permission - Threatening behaviour <p>The use of verbal aggression is totally unacceptable. This includes:</p> <ul style="list-style-type: none"> - Swearing - Abusive language (including racial put-downs) - Insensitive language - Obscene language <p>Major Behaviour issues follow-up:</p> <p>The student is removed from the playground and is BENCHED'! (Seats outside nurture room) they must sit with the Peer Mediator for 10 mins and will not be allowed back onto the playground for the day.</p>

Follow-up at break time will be completed by SLT with the classroom teacher. Record on Edge.

-A letter is written by the student explaining and apologising for his/her behaviour (Seniors). This letter will be sent home for discussion and signed by a caregiver.

-A school letter will be sent home for Juniors outlining the problem behaviour/incident and must be signed and returned to a member of SLT to close out the 'making it right conversation'.

Where appropriate, SLT and LSC will work alongside parents to support improving outcomes.

Note: Serious or ongoing incidents may result in parents coming to the school to meet with teacher/Assistant Principal/Principal.

A Daily report card between student/family and classroom teacher may be an option for a period to settle child back into good routines.

School trips and other school excursions may not be available to students who are not able to take direction from teachers and staff whilst at school. This is a safety issue.

Consequences for serious behaviours - meaningful to the student and will be discussed with SLT when required to see what might be deemed appropriate.

If a student refuses they will be banned for 2 days- or a whanau member may be called to come in and give a restorative korero to the child.

Duty Teacher to write in Notebook and record on Edge sms.

SLT will monitor the duty notebook and Edge pastorals for repetitive behaviours and follow-up if a pattern emerges.

SLT may decide- student is banned from the playground / area for 2 or more lunch times.

A letter may be written by the student explaining and apologising for his/her behaviour. This letter will be sent home for discussion and signed by a caregiver. It will be accompanied by a school cover letter. The student's signed letter is to be returned to a member of SLT to close out the 'making it right conversation'.

If the letter is not returned within 2 days the parents/caregivers will be contacted by SLT.

Classroom teachers will be informed of all Tier 3 behaviours.

RED CARD:

A crisis situation (a situation deemed unsafe for all parties) is where a student has a total loss of control, either verbally or physically, and the student or other people are put at risk. When a crisis situation arises, the teacher involved sends a student with the RED CARD to the Syndicate Leader who will attend immediately, if they are away the Red card goes straight to the Office for the Principal to attend.

The teacher must:

- stay calm
- verbally give options

- allow the student to vent if possible
- move either the audience or the person in crisis away from the scene or harm.
- leave the restraint of a student to the principal or a person trained to handle such a situation correctly.
- tell the student why he/she is being moved.

RED CARD

SLT must

- follow up all incidents with appropriate consequences when the student is calm.
- notify parents / May be sent home to reset
- instruct LSC to access appropriate external agencies for support
- where appropriate implement an individual plan
- May require a daily report card



Please note: *If the Principal deems behaviour to be severe, he will follow the MOE Stand-down exclusion flowchart.*

Making It Right Conversation (Between Teacher and Student)

To Student (child who caused harm)

- What happened?
- What were you thinking?
- What did you want?
- What should you do next time?
- Who has been affected?

To Student (Affected child/ren)

- How are you feeling/ what's your reaction to the incident?
- What were you thinking?
- How have you been affected?

Make It Right Meetings

When judged appropriate, a meeting may be set up between the students involved. The student (affected) shares his/her feelings with the student (caused harm), who is thus better able to understand and apologise for the consequence of their negative actions. However, before taking this course, serious consideration must be given to the possible effects such a meeting could have on the student (affected).

Repairing the Harm (All children together)

- What would you like to see happen to repair the harm?
- Is this fair?
- Is this realistic and achievable?

Teacher Notes - AT ALL TIMES

Our goal as teachers is to teach 'The Aorangi School Values', show and remind students of the acceptable and unacceptable behaviours for our school. It is a TEACHING role as we are wanting the students to LEARN appropriate behaviour patterns. This is not a punishment oriented plan. It is a process designed to teach students how to make the best choices and be responsible for their behaviour.

In implementing this policy teachers must at all times be aware of and take into account:

- The sensitivity and needs of individuals (especially those with Individual Behaviour Plans)
- The appropriateness of the setting in which negative or positive consequences are to be invoked.
 - Is it bullying?
- **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.**