



*"Kaha i ngā wā katoa  
Our Best Always"*

respect  
fairness  
honesty  
helping others  
taking responsibility

## BELL BLOCK SCHOOL BEHAVIOUR SYSTEM

The behaviour plan at Bell Block School seeks to reward appropriate behaviour in the classroom and the playground. Children who show appropriate behaviour will be rewarded at the end of each term with a "CELEBRATION" activity.

*Bell Block School has an embedded healthy school culture as a result of:*

- *Valuing relationships and connectedness*
- *Having agreed values, rules, and expected behaviours for all people.*
- *Using restorative language.*
- *Using common and effective problem strategies across the school.*
- *Resolving issues through individual and small group restorative conversations.*
- *Having Circle Time in all classes.*

Positive behaviour is recognised and rewarded as follows:

### CLASSROOM:

Each child has a CITIZEN CARD which is "clicked" at the end of each day if their BEHAVIOUR CARD has remained on GREEN for the day.

When the card has FIFTY CLICKS it can be presented to their teacher for a reward. Up to 4 additional clicks can be awarded at the teacher's discretion to reward appropriate behaviours that are/may be being fostered in the classroom.

### PLAYGROUND:

Children displaying the school values - respect, fairness, honesty, helping others, taking responsibility) may be given a BLOCKBUSTER by the duty teacher. This is posted in the appropriate coloured letter box in the office foyer after the child has written their name on it.

At the next school assembly ONE BLOCKBUSTER is drawn out of each of the four letter boxes and the winners may choose a prize from the prize basket.

## CLASSROOM BEHAVIOUR SYSTEM All classrooms have this BEHAVIOUR CARD system.

### Green – APPROPRIATE BEHAVIOUR

Students will have daily behaviour recorded on a class/personal chart and receive a reward after chart is completed.

### Yellow - WARNING

Teacher explains to the student that the behaviour is inappropriate and that they need to change the behaviour immediately.

### Orange – TEN MINUTE TIME OUT

Teacher explains to the student that their behaviour has continued to be inappropriate. Time out will be taken in class or another classroom as appropriate. This is a chance for the student to think about their behaviour and make the necessary changes required.

### Red - REMOVAL FROM CLASSROOM

Student removed from their classroom to buddy classroom for a period of time e.g. Until the next interval break or at the teacher's discretion. A phone call or letter will be made/sent to student's parents.

CONTINUED INAPPROPRIATE BEHAVIOUR when allowed back in the classroom after a red card will result in the child being REMOVED FOR THE REMAINDER OF THE DAY.

### CONTINUED RED CARD OR TIME OUT BEHAVIOURS

DISRUPTIVE BEHAVIOUR IN THE TIME OUT CLASSROOM will be referred to the Associate Principal.

RED CARD incidents need to be recorded along with the YELLOW and ORANGE behaviours. TWO RED CARDS WITHIN TWO SCHOOL WEEKS – Classroom teacher will organise a meeting with the student and his / her parents to discuss the student's behaviour and devise a behaviour plan.

CONTINUED RED CARDS - will be dealt with on a per case basis by the teacher, team leader, Associate Principal and the principal.

### Restorative conversation

### Yellow / Orange card behaviour

Put Downs / Name calling	Calling out
Taking things without permission	Being bossy
Leaving others out of groups	Swearing
Disrespecting property	Lateness
Not listening or paying attention	Spitting
Being out of bounds	Not being fair
Minor arguments	Poor organisation
Answering back	Talking over others
Poor sportsmanship	Wasting learning time
Annoying others when on the mat	

Interventions: Developing a Healthy School Culture  
Agreed values, rules, and expected behaviours – for teachers and students.  
Restorative language evident.  
Relationships / Connectedness  
Common and effective problem strategies across the school.  
Individual / Small group restorative conversations to resolve issues.  
Circle Time in classrooms

### Red card / Time Out behaviour

(5 - 12% of school population)  
Non compliance Truancy  
Ongoing disrespect towards others  
Ongoing or escalation of lower level behaviours  
Interventions  
Class conferences.  
Restorative Conference – some affected parties involved.  
Targeted intervention - mentoring.  
Individual plans made and monitored and reviewed.

### Serious Incidents or Wrongdoing

(1 - 5% of school population)  
Bullying Racism Theft Smoking  
Violence – hitting, punching Vandalism  
Serious escalation of negative behaviour

### Interventions

Restorative Conference – all affected parties involved.  
Formal plans made and monitored.  
Review meetings are part of the plan

## PLAYGROUND BEHAVIOUR SYSTEM

Children not displaying school values will be dealt with in the following ways.

1. The issue can be resolved using restorative conversation and agreement.
2. Time Out - removal from the playground for a time.

### BEHAVIOURS THAT WILL RESULT IN TIME OUT:

Physical or verbal abuse	Ongoing disrespect towards others
Non compliance	Ongoing or escalation of lower level behaviours
Put Downs / Name calling	Leaving others out of groups
Disrespecting property	Littering
Being out of bounds	Swearing
Minor arguments	Not being fair
Poor sportsmanship	Unauthorised tackle games

### TIME OUT ROOM GUIDELINES:

1. 25 minutes daily - straight after lunch eating.
2. Year 5-8 will complete a written reflection sheet.
3. Year 3/4 will have a choice between a written or pictorial reflection sheet.
4. Year 1/2 will complete a pictorial reflection sheet.
5. Students must stay for the full 25 minutes.
6. Expectations of behaviour in the TIME-OUT room will be displayed in the timeout room.
7. If a child doesn't attend a note will be left in the classroom teachers cubby informing them that the child will have the next TWO days in the TIME-OUT room.
8. Children who are late are considered absent and will make up time owing the next day.
9. When a child is in the TIME-OUT room TWICE his/her parents will be contacted by the classroom teacher for an interview concerning the child's behaviour.
10. There will be a box for reflection sheets/ pencils etc. so that the students don't need to bring anything.
11. The names on the TIME-OUT record sheet will be crossed out as a roll check.
12. Children who do not follow the expectations of TIME-OUT room behaviour will repeat their TIME-OUT session the next day. Continuation of this behaviour will result in a meeting between the parents of the child and the Principal.

## Ongoing or Serious Behaviour Issues- The Next Steps

### SERIOUS INCIDENTS or WRONGDOING

Such incidents may have occurred either in the classroom/during class time or in the playground

Continued red cards	Verbal abuse / swearing
Bullying	Theft
Racism	Violence – hitting, punching
Smoking	Serious escalation of negative behaviour
Vandalism	

### INTERVENTIONS / OUTCOMES

WHANAU / FAMILY, PRINCIPAL and TEACHER involved.  
-Restorative Justice Hui / Conference – all affected parties involved.  
\*Formal plans made and monitored.  
\*Review meetings are part of the plan.  
-In school suspension  
-Stand down

### Recording Procedures

- Teachers will e-mail all red card incidents to the Associate Principal on the day of the incident. These will be recorded, along with all time-outs.
- Termly red card and time out data will be reviewed at team, staff, leadership team and BOT levels.