

# TAMAHERE MODEL COUNTRY SCHOOL

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## Behaviour Management Procedures - N.A.G. 5

### GUIDELINES

At Tamahere Model Country School we use the following to guide our practices.

#### 1. Our school Vision statements:-

NURTURING OUR FUTURE – GROWING TOGETHER  
KIA ATAWHAI AA MUA – KIA TIPU NGATAHI

#### At Tamahere Model Country School:-

(1) We strive to do our best -  
with a positive 'can do' attitude

**Confident Can Do Kids!**

(2) We have respect for ourselves,  
others, property and the environment

**Honour Be Your Guide!**

(3) We learn and work together,  
supporting and caring for each other

**Together As One!**

#### 2. School Behaviour Expectations

Rights and Responsibilities for All  
*'Honour Be your Guide'*

#### 3. Behaviour Management Plan – diagram

#### 4. A system for Learning and Caring

#### 5. Virtues – schoolwide programme

#### 6. Safe practice expectations

#### 7. Duty Procedures

*Tmcspolicy/rdrive/nag5*

## TAMAHERE MODEL COUNTRY SCHOOL

### Nurturing our Future – Growing Together Kia atawhai aa mua – Kia tipu ngatahi

#### School Behaviour Expectations Rights and Responsibilities for All *'Honour Be your Guide'*

##### We have:-

- Respect for self,
- Respect for others
- Respect for property
- Respect for the environment

##### We show:- Integrity

##### We value:- our country setting

##### We are:- Honest and responsible

- **Our students** have the right to be respected and to learn and play in a safe, enjoyable, and caring environment.
- **Our teachers** have the right to be respected and teach in a safe, caring and happy school which is supported by the local community.
- **The parents** of our school have the right to be respected and to know that their children learn, play and are safe in a caring, friendly school.

### With Rights Come Responsibilities

#### **If I have the right**

##### ***To be treated with respect***

To feel good about myself  
To feel safe and happy at school  
To achieve my best at school  
To be spoken to politely  
To be treated fairly  
To have my opinions listened to  
To be able to join in  
To be encouraged "put up"  
To choose my own friends  
To have my property respected  
To enjoy our unique environment  
To have a clean and tidy school  
To enjoy using school equipment  
To have my rights respected  
To use sports equipment

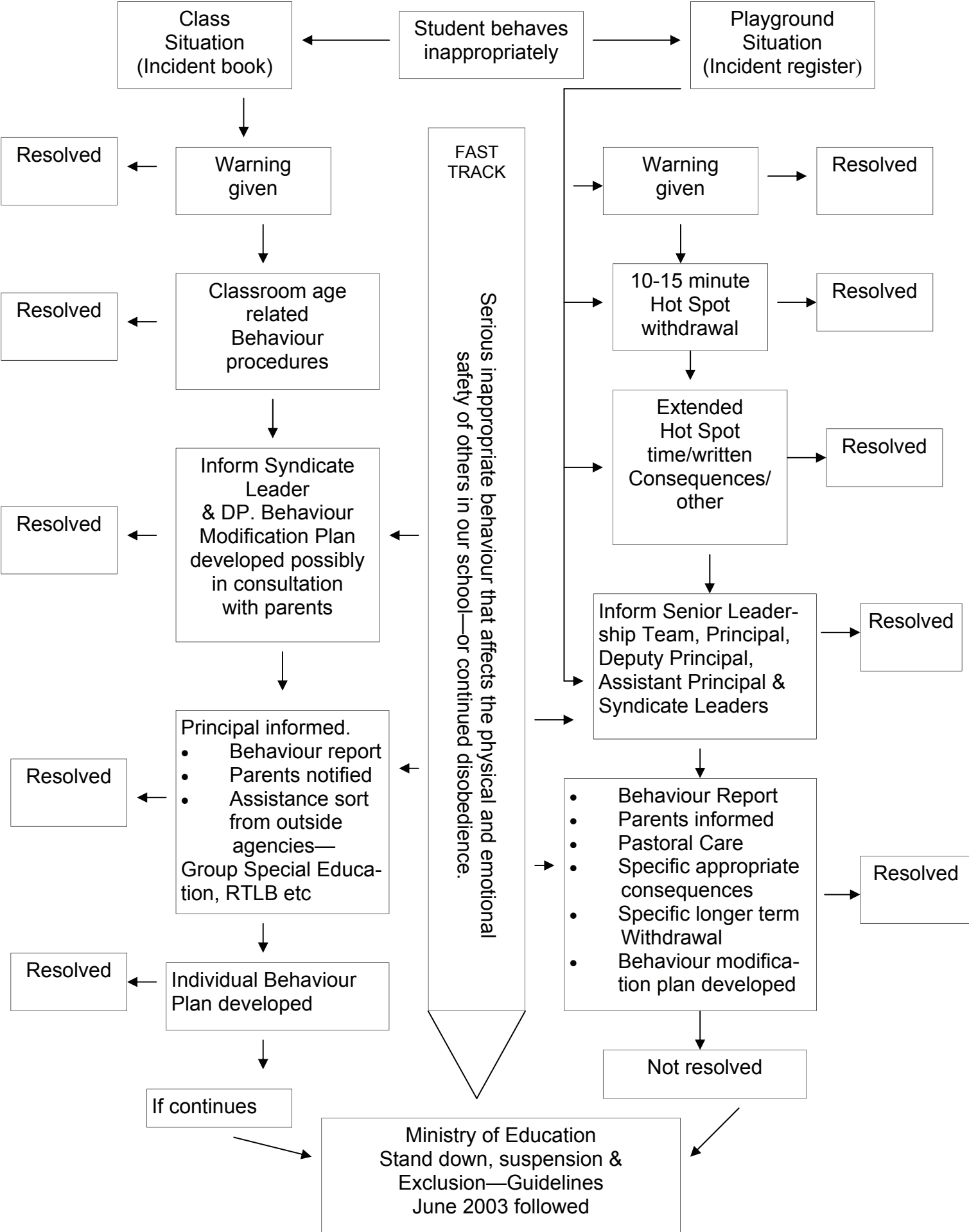
then

#### **I have the responsibility**

##### ***To treat others with respect***

To let others feel good about themselves  
To help others feel safe and happy at school  
To allow others to achieve their best  
To speak to other people politely  
To treat other people fairly  
To listen to other people's opinions  
To let other people join in also  
To encourage others "put ups"  
To accept the choices of others  
To respect the property of others  
To care for our unique environment  
To help keep my school clean and tidy  
To look after all equipment at school  
To respect the rights of others  
To return it to it's rightful place

# Tamahere Model Country School Behaviour Management Plan



# TAMAHERE MODEL COUNTRY SCHOOL

## Nurturing our Future – Growing Together Kia atawhai aa mua – Kia tipu ngatahi

### School Climate and Behaviour Management *'Honour Be your Guide'*

#### A SYSTEM FOR LEARNING AND CARING

##### SCHOOL BELIEFS

The expectations and tone of our school.

##### DISCOURAGING INAPPROPRIATE BEHAVIOURS

We will discourage inappropriate behaviours by:

- Consistency of staff and consequences of actions.
- Consequences - appropriate to age and misdemeanor
- Positive Role Modelling of expectations.
- Two way parent/school communication and support.
- Enlist the support of RTLB's and other professional bodies.

##### VALUING EXPECTED BEHAVIOURS

- We reinforce or promote good behaviour by:
- Virtues programme / reward system
- Curriculum delivery e.g. Health, Hauora, Te Reo etc.
- Whanau system
- Leadership programme
- School vision, motto, expectations & ethos
- Rights & Responsibilities
- Positive Role Modelling
- Celebrating the positives
- **We are a 'put up' school**

##### Organisational factors to be considered.

- **Educational** e.g. curriculum planning. H & PE / Vision
- **Communication** - Promoting positive behaviours at assemblies and in newsletters, Open door policy etc
- **Systems** - playground duties and activities.

To bring these beliefs alive in the classroom, teachers will develop classroom agreements (Charters / Treaty ) that fit the school ethos, are age appropriate. These are displayed in classes.  
**"Say What You Mean, Mean What You Say, Do What You Said You Would!"**

##### Consequences in class

- Appropriate response to the misbehaviour e.g.
- Verbal warning
  - Discuss
  - Ignore
  - Apologies
  - Staying in to complete work
  - Time out from activity
  - Send to support class
  - See Senior Teacher, DP, AP Principal
  - Parents notified

##### Organisational Factors

- Aspects that promote expected behaviours e.g.
- Clear routines and expectations
  - Appropriate yet challenging programmes
  - Appropriate planning
  - Desk arrangements
  - Positive role modelling
  - Everyone being treated with politeness and respect
  - Classroom consequences available for others to use
  - Classroom Behaviour Incident Book

##### Rewards or reinforcement system in class e.g.

- Praise
- Reinforcement
- Group points
- Certificates
- Choice of activity
- Free time
- Leadership responsibilities
- Parents notified
- Virtues Certificates

# Virtues

☺ Responsibility

## Curriculum Statements

KC's / Principals\* / Values\*

### RESPECT\*

– *Overarching Everything!*

- *“Our Vision”*

#### Thinking

- ☺ Creativity
- ☺ Flexibility
- ☺ Tolerance
- ☺ Trustworthiness
- ☺ Understanding
- ☺ Excellence
- ☺ Flexibility
- ☺ Diligence
- ☺

Using creative critical and Metacognitive Processes

Intellectual Curiosity

Intuitions

Ask questions

*“Curiosity, enthusiasm, & resilience”*

*“Initiative & Courage”*

*“Aspire to be the best we can be”*

*“Aspire – Endeavour – Succeed”*

*Future Focused\**

#### Using Language, Symbols & Texts

- ☺ Confidence
- ☺ Perseverance
- ☺ Creativity
- ☺ Excellence\*
- ☺

ICT – Confidence

Communicating with others

*“Committed to Excellence*

*Confident Can Do Kids”*

#### Managing Self

- ☺ Honesty
- ☺ Self Discipline
- ☺ Perseverance
- ☺ Tact
- ☺ cooperation
- ☺ Courtesy
- ☺ Honour
- ☺

“Can do” attitude

Capable Learners

High Expectations\*

*“Honest & Responsible”*

*“Do our best – Positive”*

*“Honour be your Guide”*

*“Integrity”\**

#### Relating to Others

- ☺ Respect
- ☺ Kindness
- ☺ Cooperation
- ☺ Caring
- ☺ Consideration
- ☺ Courtesy
- ☺ Honour
- ☺ Responsibility
- ☺ Tolerance
- ☺ Helpfulness
- ☺

Listen actively

Negotiate

Share ideas

Community Engagement\*

Equity\*

Inclusion\*

*“We care & Share Together”*

*“Humility*

*“Pride & Team spirit”*

*“Supporting & caring”*

(Fairness)

#### Participating & Contributing

- ☺ Respect
- ☺ Patience
- ☺ Confidence\*
- ☺ Enthusiasm
- ☺ Excellence
- ☺ Consideration
- ☺ Loyalty

*“Respect for Self”*

*“Respect for Others”*

*“Respect for property”*

*“Respect for the environment”*

*“Honest & responsible”*

(Helpful)

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*Quality Education Today for Tomorrow*

## Safe Practice Expectations

We expect a high standard of behaviour at all times in order to promote a safe, enjoyable and caring environment. We strive to provide a positive, safe and caring environment for everyone.

## Underlying Concepts / understandings

**Bullying** is a sub category – covered within our Behaviour Management System – It is not overtly expressed as we want to focus on positive statements, bullying behaviour is not tolerated at our school. Disclosure and self empowerment is encouraged. We do not encourage a victim mentality.

- Bullying is the misuse of power and any repeated, unprovoked behaviour designed to hurt, threaten or frighten others in such a way that the victim feels unable to prevent such behaviour.

- ☺ “**SAY WHAT YOU MEAN, MEAN WHAT YOU SAY, DO WHAT YOU SAID YOU WOULD**”
- ☺ Rules and consequences will be clearly explained, displayed and consistently adhered to

### Serious Incidents:-

- When dealing with **serious inappropriate behaviour** that impacts on the physical and emotional safety of others in our school, or for cases of continued disobedience, the Principal will follow the Ministry of Education '**Guidance for Principals and Board of Trustees on Stand-Downs, Suspensions, Exclusions and Expulsions: June, 2003**'.
- In cases of suspension, the Board of Trustees will select a Disciplinary Committee to officiate at the suspension hearing. Procedures will follow the 2003 guidelines and the Discipline Committee will present a report at the following Board meeting.
- The Discipline Committee will also follow our Meeting Procedures for Tamahere Model Country School Discipline meeting procedures.
- To follow our school vision :

# NURTURING OUR FUTURE – GROWING TOGETHER KIA ATAWHAI AA MUA – KIA TIPU NGATAHI

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with a positive 'can do' attitude

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supporting and caring for each other

**Together As One!**

- To practice the **Virtues Programme** which has **RESPECT** as a core virtue.
- **To wear school hats** during Terms 1 & 4 for sun protection.
- **To keep within school grounds** unless accompanied by a teacher or a caregiver.
- **To use safe practice when playing at school, e.g.**
  - no climbing trees or onto buildings
  - inform a teacher if a ball goes onto the road
  - no kicking on hard court areas

- **To leave inappropriate items at home, e.g.**
  - toys
  - collectable cards
  - electronic games
  - lollies
  - chewing gum
  - jewellery (stud earrings only)
  - skate shoes

N.B. There may be the odd time when a child may bring a toy to school for class news time. It is expected that this is the **ONLY** time children bring toys to school and this is at the teacher's discretion. These are brought to school at the child's own risk. Teachers will not take responsibility for lost or broken toys.

- **To use safe practice when on the bus, or using the road, e.g.**

### **Road Safety**

- looking both ways before crossing the road
- to be 9 years of age or older before riding a bike to school
- wearing a well fitted helmet when riding a bicycle etc.

### **Bus Safety**

- Always wear shoes on the bus.
- Sit sensibly in seats.

- Do not eat or drink on the bus.
- Be respectful of others in every way.
- Let other children get off when it is their stop.
- Listen to the bus driver.
- Wait in the designated bus stop well back from the road.
- Wait until the bus has stopped before getting on.
- Carry your bag in front of you to prevent it from getting caught in the door.
- If all seats are taken put your bag on the floor and hold onto the seat beside you.
- Wait until the bus has stopped before you get off.
- Get off carefully without pushing.
- Wait well back from the road until the bus moves away.
- If you need to cross the road wait until the bus has gone at least two power poles away before you look carefully, check for vehicles, then cross promptly.
- To let the teacher in charge of the bus know if there is a problem with behaviour on the bus promptly.

**What happens if children do not behave appropriately on the bus?**

- The bus driver will contact the school to let us know when there is a problem.
- The child concerned will be spoken to and parents contacted if deemed necessary.
- If the behaviour persists, the child will be excluded from the service for a designated period of time or permanently if needed.
- If this occurs then the caregiver is responsible for ensuring their child is brought to school safely.

## **Playground Duty**

### **Duty Procedures-**

Whilst on duty teacher's need to wear their Tamahere hat and the fluoro vest to remain visible at all times to the children. The red duty bag has all the required 'bits and pieces' in it for duties.

### **First Aid Cards-**

These are found in the red duty bags. If a child needs 'minor' first aid they take this card to the child's entrance of the office for assistance. If a child is bleeding they go through the main entrance to be treated. In emergencies no card is needed. Please place the cards back in the red bag at the end of the duty.

### **Spare Clothing**

If a child gets wet during the day they may be sent to the office to receive a spare set of clothes for the day.

### **Behaviour Book– Record in the FRONT of the book**

- In the red duty bags there is a red notebook to record any minor behaviour incidents in. A brief description is required.
- Children who are put on the hot spot need to be recorded in the duty book also. For 'time out' the deck by Kawakawa 3 is used. This is called the 'hotspot'.
- For major incidents or those causing concern, please see Lee straight away. If there needs to be follow up of any kind, please see Lee a.s.a.p. These children will be seen to promptly and their names recorded in a school register of behaviour incidents. Lee will check the duty books regularly to monitor playground behaviour.

### **Accidents Book– Record in the BACK of the book**

This too is found in the duty bag. If any minor first aid has been administered, please record in this book. For any other accidents there is an accident register in the sick bay. This needs to be filled out thoroughly as per the first aid procedures instructions.

### **Wet Lunches**

If it is wet during the first 15 minutes of lunch, teachers are asked to share the responsibility of lunch eating supervision with their neighbouring class.

### **After School Care**

After school the children who are attending After School Care for the

afternoon will line up outside Nikau One. A teacher will escort them to the After School Care room at 2:45. Any child left in the school grounds after school without their parent, must go and wait for their parent to arrive on the deck by Koromiko. Children who have not been collected by 2:45 will be taken to After School Care and charged accordingly for the time they are there.

## **Buses**

A teacher will meet the bus children at the front gate at 2:40. The roll will be called and the teacher will supervise the children as they get on the bus by 2:45. The clipboard will be returned to the office straight away so any absences can be noted. In the morning the school bus arrives at 8:05-8:10 a.m. The children may enter their classroom at this time. No child is allowed to go on the school bus unless their name is on the bus roll.

## **Playground Consequences Sheet**

**Name:**

**Date:**

**I am on the hotspot because I**

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**I should have done the following instead**

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**Who is responsible for what I have done**

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**What I will do next**

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