

# Paekakariki School

## Behaviour Prevention Strategies



Know your learners  
Clear expectations  
Embed routines

To promote **THRIVING** Barefoot Learners

Build relationships  
Acknowledge the positives  
Visual reminders

Build agency  
Co-construct a class treaty

**Always respond to whānau communication within 48 hours.**

(even if only to say I have received your comm's and will get back to you!)

### Minor Behaviours

*These behaviours can usually be dealt with in a reasonably quick fashion by the classroom/duty teacher.*

Enter incident in Hero if it takes more than a couple of minutes to address.

- Back chat
- Spitting
- Hands/feet on others
- Inappropriate language
- Swearing
- Swearing at staff
- Not following instructions
- Defiance/disrespect
- Fighting
- Inappropriate personal items
- Out of bounds
- Pushing
- Property misuse
- Tikanga (e.g. sitting on tables, hat wearing during karakia)
- Teasing/making fun of/harassment
- Excluding others
- Dress code
- Intimidation
- Lying
- No hat
- Disruptive to others learning
- Lateness to class
- Graffiti
- Weeing
- Theft
- Biting

### Major Behaviours

*These behaviours are likely to require support or intervention from DP or Principal.*

- Bullying
- Cyber bullying
- Theft
- Throwing items in the classroom
- Exposure
- Racism
- Bringing weapons
- Substance abuse
- Inappropriate personal items
- Sex play
- Absconding
- Vandalism
- Physical Abuse/Biting
- Swearing at staff
- Any minor behaviour that is repeated and is a cause for concern (escalated sits in front of the word in Hero).

### Response

- Stand Down
- Suspension
- Police contact
- Repair/replace item
- Whanau contacted
- Loss of privilege
- Removal from class/playground

### Restorative

- Apology
- Removal from situation
- Restorative chat
- Time out
- Conference student
- 'Put it right'
- Team Leader informed (via HERO post)

### Restorative Consequences

- Removal of privilege
- Whanau contacted
- Lines
- Rubbish duty/jobs
- Team Leader informed (via HERO post)

### Teacher ToolBox

Mana Potential    Zones  
of Regulation    Mitey,  
Pause Breathe Smile  
Each Other!

### Teacher Reflection

*What do I know about the children/situation?  
Does the child have an IEP or IBP? What does this tell me about how I should respond?  
How will I use this knowledge to determine my response?*

**Always consider restorative in the first instance.**

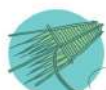
*Is this repeated behaviour? Does this need to be escalated to Major?*



Toku Ahuru Mōwai  
Belonging



Whānau ngātanga  
Connecting



Whakātōmene  
Exploring



Whakapūgawāi  
Thriving