



NVS Behaviour Steps

Pause and walk through the steps slowly!

Te piko o te māhuri, tērā te tupu o te rākau.

The way a sapling is nurtured determines how strong it will grow as a tree.

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Verbal reminder	Thinking Time	Time out	Hui/Conference	Leadership intervention	Stand down, Suspension
<p>1. Teacher identifies the inappropriate behaviour- verbal reminder. Tch states expected behaviour</p> <p>2. If the behaviour continues the teacher will repeat 1. But will inform the child that this is their second reminder and their name will go in the behaviour book.</p>	<p>1. The student is moved to a quiet space (thinking desk) within the class 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 conversation between Tch and student</p> <p>2. Name is put in the behaviour book</p> <p>3. Sometimes a schoolwide focus on one of the step 1 behaviours will happen. This means we will use the deck for time out- their age plus 5 minutes- at lunchtime play. Please bring the children with you.</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 until the next break.</p> <p>3. The student and the Tch who asked them to leave the class meet at the next break to discuss why they were removed, the function of behaviour and to teach or reinforce our expectations.</p> <p>4. They will meet in the R and R Room for a mini restorative chat.</p> <p>5. The teacher will escort the child to R and R and return later to hear the story/ consequence.</p> <p>6. Parents/ caregivers will be text/ messaged by either lead team or teacher about the incident.</p> <p style="color: red;"><i>Please note the 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 and a family conference/hui is held between the Tch, student, and parents if required to discuss the behaviour issues and establish a behaviour plan if necessary.</p> <p>2. The hui will aim to establish the function behind the behaviours and there will be opportunity to put things right.</p> <p>3. If needed a Restorative Circle in class (if class related) and a restorative conference will be held.</p> <p>4. Missing the next school/sport event will be part of the consequence.</p> <p>5. Time out for 1 day and isolated play and lunch. This can be extended to 2 days (step 4.5)</p> <p>6. Check in and check out for a week at every lunch.</p> <p>7. IY plan maybe needed</p>	<p>1. Immediate 3 day stand down- either internal or at home. If at school no play or lunch. Will be escorted around the school</p> <p>2. The principal meets with the parents, child, Tch (and DP) to discuss behaviour plan if one in place and to teach and/or reinforce expectations.</p> <p>2. 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 eg SWIS</p> <p>3. If needed a restorative circle will be held with the class. Also, if needed a restorative conference.</p> <p>4. Missing a school event/ sport for the coming week will be part of the consequence.</p> <p>5. BOT and staff will be informed about the incident.</p> <p>6. Stand down from a leadership role as deemed appropriate.</p> <p>7. Mahi at play and lunch eg gardening/ sweeping for lunchtime period for the whole week.</p> <p>8. Stand down from manual or other off site activities- length of time will be discussed.</p> <p>9. check in and check out for the coming week once off 3 day stand down.</p> <p>10 The community will be informed/ or class if needed.</p>	<p>1. The principal or DP make 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. A reintegration hui is held between principal, student and whanau to ensure a positive return to school and clear expectations related to behaviour are discussed and taught.</p> <p>3. Check in and check out is set up with buddy teacher for a week.</p> <p>4. Restorative circle will be held if needed and a restorative conference.</p> <p>5. Parts of step 5 will be followed.</p>
Staff member deals with the behaviour in context at the time.	Staff member deals with the behaviour in context at the time.	Record in Hero *Can be upgraded	Record in hero	Record in Hero Can be upgraded	Record in Hero
<p>Disruption, defiance, disrespect, late to class, dishonesty, unfinished work, inappropriate language, unsafe play, running away, running inside the class and hallway, breaking of the big book of expectations, pushing, being inside at play and/or lunch when asked to be outside, mean moments</p> <p style="color: red; text-align: center;">(MINORS)</p>	<p style="color: red; text-align: center;">Repeated Minors</p> <p>Dramatizing</p>	<p style="color: red;">Repeated continuous Minors....Plus...</p> <p>Deliberately swearing, littering, throwing stones/acorns in a game, continuous sabotaging of learning/ teaching, leaving school boundaries (under the school/in sheds w/out a teacher knowing, undeliberate breaking of property, aggressive push/shove/pinch/ threatening or intimidating behaviour. Continuous teasing and name calling/ wrong uniform, not handing in phones, stealing in context*/ writing on ourselves or others/misuse of ICT *lying to get other people in trouble, or get out of trouble</p>	<p>Aggressive verbal response, out of bounds in the Bus shed or behind, throwing objects with the intent to harm, deliberate damage of property including tagging, physical and its intentional push/ punch/shove, yelling abuse at staff or adults, prolonged incidents involving name calling and teasing (targeted), dangerous and unsafe behaviour, deliberately withholding information and enabling unacceptable behaviour/ touching other people private parts, racial comments/filming and sharing images</p> <p style="color: red; text-align: center;">(MAJORS)</p>	<p>intentionally harming others with objects eg wood, intentionally and continued physical harm, intentional physical contact with a teacher or adult, deliberate damage to property, bringing in a weapon from home with intent to threaten or intimidate Vaping, Huffing, smoking, alcohol, inappropriate use of solvents,</p> <p style="color: red; text-align: center;">(MAJORS)</p>	<p>Any step 5 behaviour put into context and its prolonged, continuous and reoccurring Use of drugs.</p> <p style="color: red; text-align: center;">(MAJORS)</p>

Remember to

T- TEACH
R-Reteach/ Reminders
I-Instil (Practice)
P- Positively Reinforce
C- Consequence.

Behaviour Expectations

Positively State
Post it around your class
Be consistent with the school expectations
Teach directly and explicitly

Maximum teaching and learning Time

Effective transitions
Have structure and predictability
Be prepared for activities
Begin with clear expectations
Regularly check for understanding

Active Duty Supervision

Scan continuously and overtly
Move around the room/ playground
Interact frequently and positively
Specific praise 4:1
Corrective feedback to children not following instructions