

## NVS Behaviour Steps



*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>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>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 a school event will be part of the consequence.</p>	<p>1. 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.</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 will be part of the consequence.</p>	<p>1. The principal or DP make a decision to stand down or suspend a child following the MOE guidelines, based on the seriousness of their actions.</p> <p>2. 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>
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	Record in hero	Record in Hero	Record in Hero
Disruption, defiance, disrespect, late to class, dishonesty, unfinished work, inappropriate language, unsafe play, running away, out of bounds, <b>(MINORS)</b>	<b>Repeated Minors</b>	<b>Repeated continuous Minors</b>	Repeated and /or escalated minors, bullying, threatening behaviours, vandalism, stealing, racial/sexual/physical harm or dangerous behaviour <b>(MAJORS)</b>	Bullying, threatening behaviour, vandalism, stealing, racial/sexual/physical harm or dangerous behaviour <b>(MAJORS)</b>	Bullying, threatening behaviour, vandalism, stealing, racial/sexual/physical harm or dangerous behaviour <b>(MAJORS)</b>

TO NURTURE, BLOSSOM AND GROW  
KA WHĀNGAI, PUĀWAI, TUPU