

Behaviour Management Steps

At Kapakapanui School, we take a proactive and supportive approach to behaviour, focusing on teaching, modelling, and reinforcing our values so every tamaiti (child) can learn, grow, and thrive. We focus first on building a culture of positive behaviour for learning. The below steps help us respond consistently and fairly to any behaviours that arise, preserving the mana of all involved. We recognise that all tamariki are individuals and come with their own set of circumstances which will be considered.

Poipoia te kākano kia puāwai
Nurture the seed and it will blossom

START: Observe Behaviour

Behaviour is observed that breaches our **School Values**

- Manaakitanga-Kindness
- Whanaungatanga-Belonging/Relationships
- Manawanui-Perseverance
- Whakaute-Respect

Determine Severity / Step Level

- **Minor/Mild (Step 1):** First offence, one-off, random, out of character (e.g, Off-task behaviours, minor Disobedience, Unkind Words or Actions-Step 1).
- **Moderate/Repeated Minor (Step 2):** Ongoing minor behaviours, Physical Harm (one-off), Identified Bullying, Targeted Racism (Step 2), Persistent minor behaviours.
- **Major (Step 3):** Not responding to Step 2 & escalating, Persistent bullying, Physical abuse of pupils/staff, Dangerous items (drugs/weapons), Intentional damage to property.
- **Severe:** Dangerous items (drugs/weapons), Persistent and continued behaviours dangerous and harmful to others.

Step 1: Minor/Mild behaviour (Managed by classroom/playground teacher)

- **Action:** Teacher on the spot manages response
 - Verbal warning.
 - Discuss with the teacher - restorative chat/reflection time/think sheet and next steps identified
 - Reminded of school values and expectations
 - Record on Etap or learning profile- teacher discretion.
- **Outcome:**
 - **Behaviour stops / corrected** → Return to Learning or playing.
 - **Behaviour continues / repeated** → Move to Step 2.

Step 2: Moderate/Repeated Minor behaviour (Managed by classroom teacher with additional staff if necessary)

- **Action:** Classroom/playground teacher manages response with intervention.
 - Any necessary Step 1 components used.
 - Gain background knowledge of tamaiti e.g. class teacher, SENCO, SLT-check if IEP or behaviour plan are in place.
 - **Logical consequences which may include: Reflection time** during the first half of lunch, may be **removed from learning space** for a short amount of time, may **lose privileges** (e.g., devices).
 - **Whānau may be contacted.**
 - Implement daily reports to teacher/APs if 2nd offence within the month.
 - Record on Etap
- **Staff involved/Referral to:** Team Leaders, SENCO, Senior Leadership Team.
- **Outcome:**
 - **Behaviour stops / corrected** → Return to Learning.
 - **Behaviour continues / escalates** → Move to Step 3.

Step 3: Major behaviour requiring intervention (Senior Leadership involved, IEP, UBRS or behaviour contract in place)

- **Action:** Seek internal/external advice and support.
 - Any necessary Step 1 & Step 2 components used.
 - Meeting with **whānau, students and APs/SENCO/Principal** to put a behaviour plan and support in place.
 - May be **removed from learning space** or playground for an extended amount of time, with restorative chat before reintegration to class
 - Withdrawal of privileges (e.g., school trips/camps/sports/activities).
 - Record on Etap
- **Staff involved/Referral to:** SLT, RTLB, Board of Trustees, Attendance Support, Police.
- **Outcome:**
 - **Behaviour stops / corrected** → Return to Learning with Support Plan.
 - **Behaviour is severe, ongoing, and/or causes serious harm?** → Move to Severe Intervention.

Severe behaviour (Stand Down / Suspension / Exclusion)

- **Action:** Follow [MOE guidelines](#) for stand down/suspension/exclusion.
 - **Stand down / suspension** by Principal if deemed appropriate.
 - Crisis management MOE support.
 - On return to school, a **restorative conversation** is carried out with next steps identified
 - **Exclusion from school** (School Board involved).
- **Staff involved:** Principal, Board of Trustees, Attendance Support, RTLB.
- **Outcome:** Transition back to school programme created or Exclusion from school.