

Behaviour Development Plan for Oxford Area School



Behaviour Matrix

At Oxford Area School we expect students and staff to be:

- Respectful / Kia Whakaute
- Responsible / Kia Haepapa
- Positive / Kia Manahau
- Caring / Kia Manaaki

The matrix below defines our four values as observable actions in settings students may find themselves in during their time at school. All settings actions apply to any of the settings. We regularly teach and celebrate our four values during the school year.

	All Settings	Classrooms	Transitions	Grounds	Assembly	School buses	Library	Trips/EOTC
Being Respectful Kia Whakaute	Speak politely Appropriate language Take turns to speak Hands and feet to yourself Accept the teacher is in charge Look after our environment Use appropriate tone and level of voice	Follow the teacher's instructions Take care for classroom equipment Everyone has the right to learn	Move quietly between classes/subjects without disturbing other classes Wait quietly for the class to leave before entering	Care for the school grounds by putting rubbish in the bin Pick up any rubbish Follow duty teacher's instructions Stay in your designated area Respect others need for space for certain activities	Learn not to disturb others Applaud speakers and students in the appropriate manner Sit still Devices off Focus on the speaker	Enter and leave the bus in an orderly manner Follow the rules of the bus Follow instructions of the bus driver and the bus monitor Wait for the bus in the school grounds Behave appropriately to passing motorists	Use a quiet voice Take care of books, equipment and resources Return any books to the correct place on the shelves	Show appreciation to the teacher and/or a parent taking a trip
Being Responsible Kia Haepapa	The right equipment and look after it Follow instructions Be honest Be in the right place at the right time Do the right thing/ choice Wear your uniform correctly	Be in charge of your own learning Behave in a safe and sensible manner Wear the appropriate safety equipment when required Take care of your own and other's property Be honest to yourself and others	Proceed to the next class using the most direct route Put the phone away before entering class Arrive at class prepared so you don't need to go to your locker	Behave in a safe and sensible manner Take care of school equipment and return it to the right place	Enter and exit the hall in an orderly manner Be seated in the correct area Accept that assemblies are formal occasions and behave accordingly	Be seated while the bus is moving Juniors wear high vis vests when entering and leaving the bus	Walk in the library Return books before they are overdue Take care of books you have borrowed	Make sure payment and permission slips are handed in on time Show trip information to parents or caregivers Look after any equipment on a trip Follow instructions

ALL SETTINGS				
Being Caring Kia Manaaki	Be kind	Assist others moving to class if they need help carrying things	Show appreciation to those receiving awards	Consider the needs of others
	Help people when they need it	Open the door for others or stand aside to let others through	Offer congratulations to individuals after assembly	Take care for your own and other people's safety
	Accept differences	Take care of yours and other belongings	Help others when entering or leaving the bus by carrying their bags	Care for the environment of where you are visiting
	Look after yourself and others	Assist others if they are hurt or upset	Assist new students	
	Encourage and support others	Share equipment and take turns		
	Cooperate with others			
Being Positive Kia Manahau	Shine	Never give up	Look for the good in others	Smile and greet others in passing
	Work and participate in giving your best effort	Take pride in your own achievements, looking at presenter and smile	If playing a sport participate in a positive and sporting manner	Be aware you are representing your school and dress and behave accordingly
	Celebrate success	Show commitment and participate positively on trip	Take pride in students' achievements	Take pride in your work
	Treat others how you would want to be treated yourself	Take pride and believe in yourself and others		

Guidelines for Encouraging Appropriate Behaviours

Our staff use a number of strategies to encourage appropriate behaviours that meet our shared expectations. This can include:

Strategy	Description	Strategy	Description
1. Increase the ratio of positive praise to behaviour correction in “teacher to student” interactions	At least 4 to 1 ratio Positive interaction every 5 minutes Follow correction for rule violation with positive reinforcer for rule following	3. Actively Supervise at all times	Move continuously Scan continuously Interact frequently; positively Positively reinforce rule-following behaviours
2. Positively interact with most students during the lesson	Physical, verbal, visual contact Group v. individual Instructional & social	4. Give each student multiple ways to actively respond	Individual v. choral responses Written v. gestures Peer-based

Guidelines for Discouraging Inappropriate Behaviours

Our staff respond by teaching students what to do instead of what not to do. Teach the correct replacement behaviour.

How to respond to minor problem behaviours:

1. Calm immediate response,
2. Consistent response by all staff
3. Specific, yet brief - be short and concise, then disengage quickly
4. Quiet, respectful, private contact with the student
5. Acknowledge appropriate behaviour
6. Recorded to identify patterns

Restorative Practice

Restorative practice is a process of where we work with the students, both those responsible and those harmed, with high support and high expectations to repair any damage to relationships caused through inappropriate behaviour. The practice engages the students in the process of exploring the harm caused and the solution to the problem. These conferences could involve just the students or could include parents as well when necessary.

Respect Responsible Positive Caring

- Behaviour Expectations**
- Positively stated
 - Posted in classroom
 - Consistent with school expectation
 - Taught directly and explicitly.

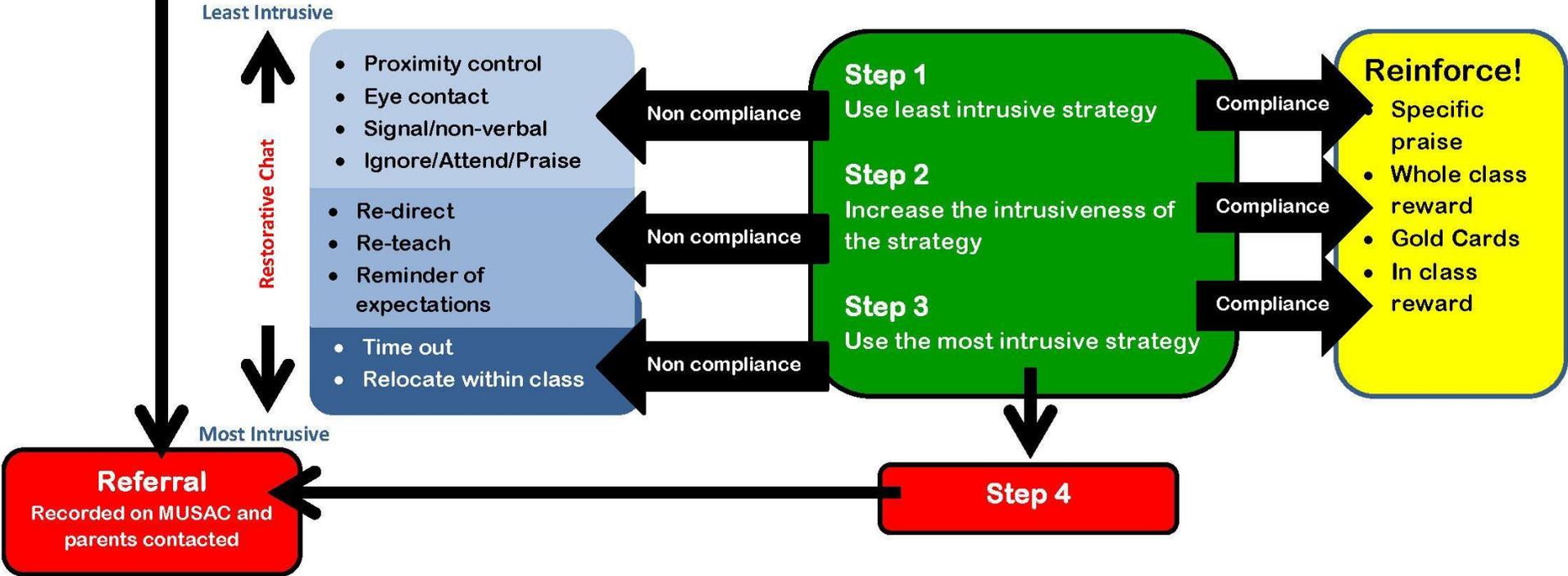
- Maximised Academic Engagement**
- Efficient transitions
 - Have structure and predictability
 - Be prepared for activities
 - Begin with clear expectations
 - Regularly check for understanding.

- Active supervision**
- Scan continuously and overtly
 - Move around the room
 - Interact frequently and positively – specific praise (4:1 ratio)
 - Corrective feedback to children not following instructions.

Pastoral Team Managed

Teacher Managed

Strategies for Minor Behaviour
Calm & Immediate, Consistent, Brief, Specific, Respectful



Three Step Incident Response Plan

Phase		Action/Responsibility					
		Staff Member Affected / Witness	Pastoral Team (Syndicate Leaders, Deans, Senior Leadership)				
1	Incident	<ol style="list-style-type: none"> 1. Description of event 2. Who involved 3. Witnesses 4. Notify Syndicate Leader (Y1-6) 5. Notify Dean (Y7-13) 6. Record 7. Call home: <ol style="list-style-type: none"> a. Person harmed b. Person responsible 	<ol style="list-style-type: none"> 1. Based on our expectations, determine if the Senior Leadership Team need to be notified 2. Ensure referring teacher has completed steps 3. Ensure immediate safety and communicate to relevant people 				
2	Investigate		<ol style="list-style-type: none"> 1. Where, what, when, why and how from: <ol style="list-style-type: none"> a. Person harmed b. Person responsible c. The referring staff member d. Witnesses 2. Determine what likely happened (balance of probability) 3. Call home: <ol style="list-style-type: none"> a. Person harmed b. Person responsible 4. Add to record - could include a link to investigation notes 				
3	Outcomes		<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Restorative (ownership/responsibility)</th> <th style="width: 50%;">Consequence (no ownership/no responsibility)</th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> 1. Determine and prepare participants 2. Hold Restorative Conference to repair any damaged relationship 3. An agreement is formed with input from conference participants 4. Follow up on agreement with participants </td> <td> <ol style="list-style-type: none"> 1. Natural consequence 2. Follow up </td> </tr> </tbody> </table>	Restorative (ownership/responsibility)	Consequence (no ownership/no responsibility)	<ol style="list-style-type: none"> 1. Determine and prepare participants 2. Hold Restorative Conference to repair any damaged relationship 3. An agreement is formed with input from conference participants 4. Follow up on agreement with participants 	<ol style="list-style-type: none"> 1. Natural consequence 2. Follow up
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<ol style="list-style-type: none"> 1. Call home: <ol style="list-style-type: none"> a. Person harmed b. Person responsible 2. Update record with consequence complete 3. Notify: <ol style="list-style-type: none"> a. Staff affected b. Homeroom/Learning Mentor 							