



# **BREAM BAY COLLEGE**

## **Behaviour Management Guidelines**

***Mā te hāpori te tamaiti i whakatipu.***

***'It takes a village to raise a child'.***

***Everyone plays a part in the success of the children in our community.***

## **The Pastoral System at Bream Bay College-The background**

The pastoral systems at BBC are based on Whānau. This is a vertical group of students which comes together daily for both administrative and pastoral roles. This structure was introduced to this school in 1993, following the lead of many of the schools in the North who had successfully changed to this system.

It is based around the house system of four houses and each house has Whānau Groups. All staff belong to a house which has taken its name from the four parts of the Scottish highlands that were the homeland of the Waipu settlers who arrived in the late 1860's. (They had in fact been resident in Nova Scotia immediately before coming to NZ).

Overseeing each house is a House DP and Dean who are not Whānau Teachers. The house is broken down into further Whānau Groups with an average of twenty five students in each. The Whānau Group is a vertical slice of the school. There are boys and girls from years eight to thirteen with their own Whānau Teacher and student Whānau leader/s. Year seven stay with their homeroom teacher for the first two terms of the year as part of the transition process.

Bream Bay College Whānau groups contain individuals of all ages, experiences and expectations, each one supportive of the other. The idea is that the student is in the same Whānau for the entire time they are at school.

Whānau was the name chosen for our groups as we identify with the special meaning of this Maori word.

## **Behaviour Management at Bream Bay College- The background**

At BBC the Behaviour Management System is based on Restorative Practices. This is used to respond to wrong-doing by teaching students the concepts of accountability, responsibility and empathy to all members of our school community.

The Bream Bay College Restorative approach is based upon research by Margaret Thorsborne and David Vinegrad "Restorative Practices in Schools: Rethinking Behaviour Management" (2002). A Restorative Conference is used as a means of dealing with negative and/or unacceptable behaviours. Restorative practices employ both high **control and high support**, assuming that each situation is dealt with in a timely fashion and outcomes are met.

When we deal with issues restoratively we are trying to engage everyone affected by the wrong doing in the process of resolution.

## **Bream Bay College Values TBC**

### **Rights**

With any class it is important to focus on the basic, non-negotiable, fundamental rights we should all expect to enjoy at school:

- **The right to respect and fair treatment**
- **The right to learn**
  - **The right to feel safe and be safe**

### **Recording Behaviours and Actions**

Behaviours will be recorded and the school management system then emails out to the parents/caregivers and relevant pastoral support staff.

Actions and Outcomes will also be recorded on the school management system. This is located under Student Information:Wellbeing Notes.

### **Positive Behaviour**

Bream Bay College acknowledges students' positive behaviour via our Star Awards, Stripes System and Prize Givings.

Positive Behaviour notes are entered onto the School Management system (SMS).

These are put into weekly lucky draws at Principals Assembly, as well as a termly MEGA draw. These are emailed out to the parents/caregivers. This is located under Student Information:Wellbeing Notes.

### *Stripes system.*

Students are recognised and awarded stripes for Culture, Academic, Leadership, Sport and Service. When a student receives three or more stripes in one area, they are rewarded a Year Level Stripe. Students who receive Year Level Stripes are then eligible to be nominated to receive Kia Maia and Tumuaki Awards. These are considered one of our highest accolades for Junior Years.

### **Leadership Opportunities**

Students at Bream Bay College are given the following leadership opportunities throughout the year.

These groups are coordinated by key staff and senior students.

Groups may include; Year 9 & 10 Manaaki Group, Student Councils, Prefects, House Leaders and Head Prefects, Ball Committee, Bus Prefects, Kapa Haka, Sports Coaching.

*"The classroom is a community  
a community is healthy when its connections  
between members are sound."*

- Thorsborne & Vinegrad

## COMMON CLASSROOM EXPECTATIONS

The purpose is to create a calm, orderly start to a lesson should teachers require it.

Teacher punctuality is the first step in this process.

Teachers may do this by:

### **Lining the students up outside the room**

This procedure is designed to ensure that the start of the lesson is orderly with students entering the classroom together. It also allows non-teaching/learning issues to be addressed outside the classroom (eg. hats off, non-uniform addressed).

### **Students sitting according to your seating plan**

This shows that teachers are in charge of the learning environment. A seating plan, however, can and should be open to negotiation from time to time. As well, if a student misbehaves in one place they should be shifted to another 'safer' position for them.

Teachers must use the standard Whiteboard Configuration or Google slide set out

Students immediately work on a 'Do Now'. Each lesson will start with a brief 3-5 minute activity which should be written on the board before they enter or immediately as they enter. This is typically a brief review activity or practice of previous learning or an introduction of new learning. It must be do-able and brief.

Such a practice ensures that the first action of students who enter a room is to carry out a learning activity which requires no distraction i.e. teacher instruction or student discussion.

While students are working on the 'Do Now' write the learning intention and success criteria on the board or is prepared on the slide and perhaps a list of the key lesson stages.

Clear learning intentions help students to place learning in context, which is a key element in student motivation.

### **Teachers will not issue instructions over the top of student talk.**

Few researchers accept that students can take in instructions or information while they are talking or while they are distracted by others talking. This is especially true in the case of boys.

### **Lesson ending**

A suggestion is that students pack up, tidy the room, and pay attention to you. Then you give a brief recap of the learning outcome and learning activities. You may wish to comment on behavioural issues e.g. congratulate or mention issues you had to deal with and that need to improve. Students should **remain seated** until dismissed by you – preferably right on the bell. **STUDENTS MUST NOT BE DISMISSED EARLY AND LESSON RECAPS SHOULD TAKE STUDENTS TO THE BELL.** As students leave it might be appropriate to talk briefly with an individual about their improved behaviour or to re-establish a relationship if that person's behaviour was inappropriate.

Such an ending ensures that learning has been the focus of the lesson and continues the theme of the teacher as an effective classroom manager

## **The Restorative Process**

### **Underpinning Philosophy**

All of us do all we can, to encourage them to participate in the restorative process.

*"We have come to understand that significant cultural change is possible within schools when they choose to work restoratively with young people"*

*- Thorsborne & Vinegrad*

# THE SCHOOL BEHAVIOUR MANAGEMENT PLAN

## PREVENTING OTHERS FROM LEARNING IN CLASS / MINOR BEHAVIOUR

Talking	Throwing things	Moving around
Distracting	Rudeness	Late to class
Lack of equipment	No homework	Lack of work
Taking without permission	Swearing	Chewing
No device	Cell phone use	

## MAJOR BEHAVIOURS

Bullying	Smoking	Truant
Defiance	Verbal abuse	Repeat offending
Vaping/smoking	Misuse of vehicle	Intimidating behaviour
Vandalism	Recording/inciting incidents	
Inappropriate Online Behaviours		

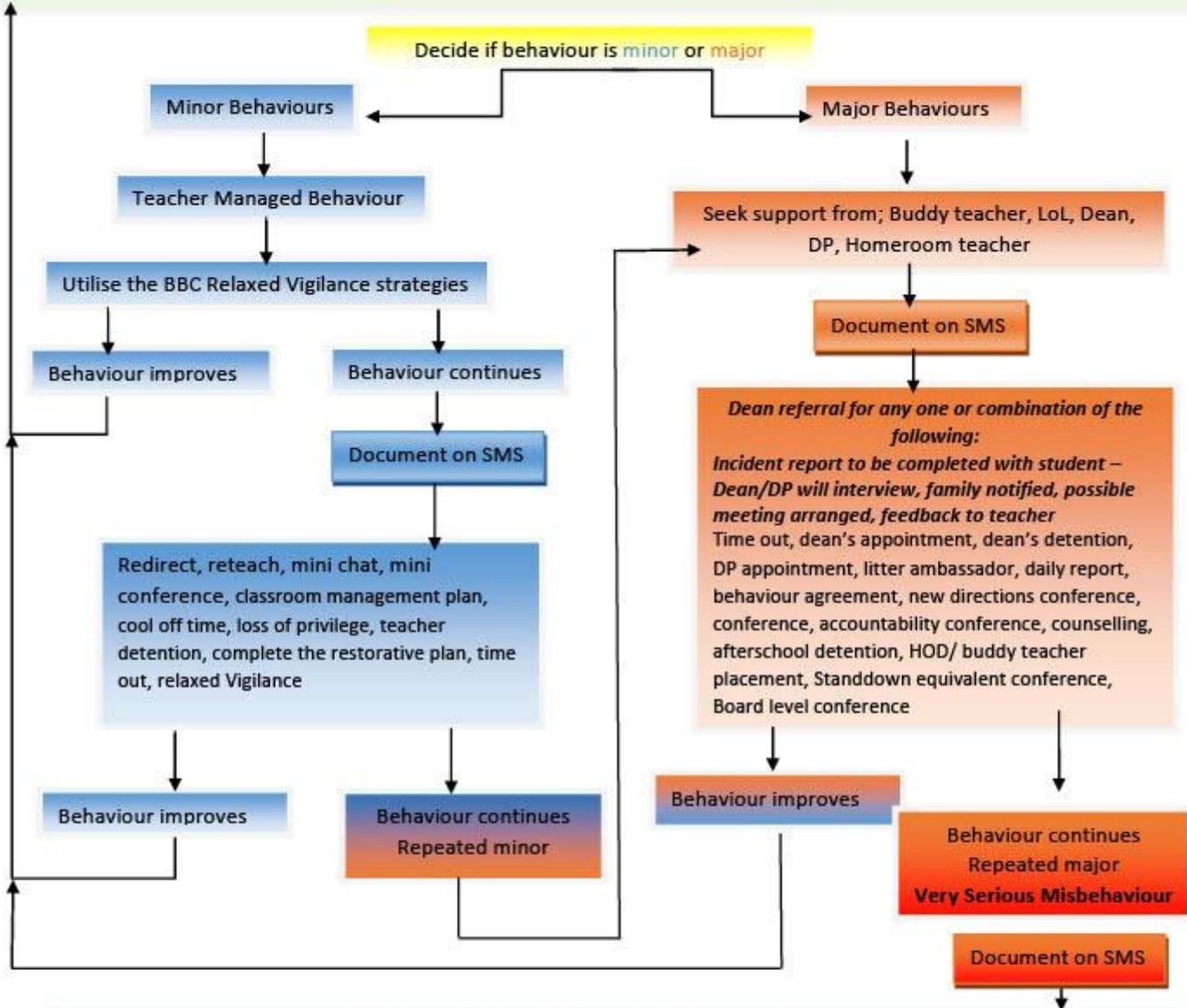
## VERY SERIOUS MISBEHAVIOURS

Swearing at a teacher	Drugs	Alcohol
Serious fighting/assault or abuse	Vandalism	Intimidation
Repeated smoking/vaping	Inappropriate online behaviour /inciting	
Physical/Violent Verbal Abuse	Weapons	Repeated Defiance
Sexualised behaviour		

# Bream Bay College Restorative Resolutions

## GOOD TEACHER PRACTICE

The practices which deal with everyday issues which de-escalate the situation, maintain standards and keep relationships intact.  
 LEARNING PARTNERSHIPS    WELLBEING    DEEP LEARNING COMPETENCIES    POSITIVE BEHAVIOUR NOTES



**This behaviour requires immediate attention and must be reported to the DP for that level straight away.**  
**If the incident took place in class, the student will be withdrawn from all classes and possibly from the playground, until the incident is conferenced.**  
**If the incident took place during interval or lunchtime, the student should be withdrawn from the playground until the incident is conferenced.**

Family meeting arranged  
 Restorative conference with outcomes/restoration as decided in conference. Feedback to staff concerned.  
 Support to change behaviour  
 Possible referral for counselling to Guidance Counsellor, Dean, Careers Adviser, RTLB, Learning Support  
 Possible: Agency referral, Daily report, Behaviour agreement, Disciplinary action by Principal, New directions conference

**SUSPENSION:** When the question "what will it take to keep the child in the school?" is answered with "we do not have the resources" or "the disruption to others is such that price of keeping the student out ways the cost of others learning", suspension is the likely outcome. This process allows for a student to legally be excluded from the school.

# Bream Bay College Restorative Resolutions

## GOOD TEACHER PRACTICE

The practices which deal with everyday stuff which de-escalate the situation, maintain standards and keep relationships intact.

LEARNING PARTNERSHIPS

WELLBEING

DEEP LEARNING COMPETENCIES

POSITIVE BEHAVIOUR NOTES

**NEW DIRECTIONS:** This conference can be done at any time in the restorative flow. It starts by asking what is going well for the child and what their strengths are, then what challenges there are, and then how to build on the strengths to move forward. This conference does not allow for discussion of specific incidents on either part. A behaviour plan specific to the child that leverages their strengths should be the outcome.

**MINI CHAT:** Structured conversation based on an incident or pattern of behaviour, often after using relaxed vigilance. Focuses on positive behaviour norms and asks what behaviour should be seen in this circumstance. Gives student a chance to say what they were thinking.

**ACCOUNTABILITY CONFERENCE:** facilitated by a Dean, HOD or whanau teacher to address an incident or a pattern of behaviour. May include parents/caregivers. Focus on understanding what prompts poor behaviour, and usually includes an agreement about what needs to change on the part of both students and teachers.

**CONFERENCE:** A more formal process for more serious incidents or an escalating pattern of behaviour. Focus on changing thinking and behaviour, including parents/caregivers in the process. May include visible outcomes, a behaviour contract, and/or an apology

**STAND DOWN EQUIVALENT:** This conference occurs for an incident that is deemed serious enough for a stand down, or if a student has had other conferences but changes of behaviour are not occurring. Conference severity can vary from an equivalent of one to five days of stand down time. This conference must include parents/guardians, the Deputy Principal (as the school). May include outside agencies like police. A behaviour plan or contract must be put in place and followed up after a set time.

**BOARD LEVEL CONFERENCE:** This occurs when an incident is serious enough (gross misconduct) that a student may not be able to remain in school or continual disobedience, which is repeated, non compliant behaviour. This conference must include parents/guardians, the Deputy Principal or Principal and a board member. Outcomes must include counselling and a visible consequence, and may include outside help, actions that show that the offender is genuinely remorseful, and an apology to the wider affected community. A comprehensive behaviour plan/contract must be put in place and followed up with parents/caregivers after a set time.

**SUSPENSION:** When the question “what will it take to keep the child in the school?” is answered with “we do not have the resources” or “the disruption to others is such that price of keeping the student out ways the cost of others learning”, suspension is the likely outcome. This process allow for a student to legally be excluded from the school.

## Bream Bay College Restorative Strategies to Minor Behaviours

### Relaxed Vigilance Five Strategies

Supportive Behaviour Expectations Strategies are those that are delivered low key and go virtually unnoticed by other students. They are brief, subtle reminders of expectations. Many of the most effective are non-verbal.

#### Strategy One

Make **EYE CONTACT** with students who are off-task.

#### Strategy Two

**MOVE NEAR** to students who are misbehaving, establish brief **EYE CONTACT** and say nothing.

#### Strategy Three

Check misbehaviour with **FACIAL EXPRESSION** e.g. a very slight shake of the head, a frown (**NOT** a long-suffering look).

#### Strategy Four

**USE GESTURES** Palm out = stop. Finger to lips = quiet.

#### Strategy Five

Call the student's **NAME**.

These strategies intentionally aim to minimise drawing attention to misbehaviour, and they place the responsibility for behaviour back on to the student. In this way they show consideration and respect and encourage personal responsibility.

#### **PLEASE NOTE**

These strategies are designed to be applied to behaviours that interfere with an individual's learning or impact on the learning of others and are our behaviour expectations.

Be culturally sensitive in dealing with students.

### Slightly Less Relaxed Vigilance Eight Strategies

#### **Corrective Behaviour Expectations**

The following strategies are used to give assertive verbal messages when unacceptable behaviour persists and teachers should follow these guidelines:

- Appropriately supported by non-verbal actions eg. a held up open hand (not pointing) and keep a metre distance.
- Calm, clear, matter-of-fact tone.
- If possible, deliver the messages privately by speaking quietly or taking the student aside.
- Keep your focus on the primary misbehaviour and do not allow the student to move you on to side issues and to get you into public arguments.

#### Strategy One: DIRECT STATEMENTS

**Explanation** Use imperatives

**Example** "Stand still", "look this way"

#### Strategy Two: EXPECTATION

**Key Word** "Thanks"

**Explanation** Use language and tone of expectation that you will be obeyed. 'Thanks' communicates expectation rather than 'please' which is a request.

**Example** "Maybe you were, but I want you to go back to your seat now, thanks" – then move away as this reinforces your expectation of

#### Strategy Four:

#### **TUNE IN**

**Key** "Maybe....but..." **Words** "Good but ..." "You're right but ..."

**Explanation** You tune in to acknowledge that you have heard the side issue raised by the student but you have retained your focus on the primary behaviour.

**Example** "Back to your seat thanks." "I was just discussing my work." "Maybe you were, but go back to your seat now thanks."

**Example** "You can't make me move." "You're right but you need to go back to your seat now thanks."

**Strategy Five:**

#### EXPECTATION REMINDERS

**Key Words** "You know our expectation about..."

**Explanation** The teacher refers to established class expectations to remind students

compliance.

**Strategy** Three

**LIMITED**

**REPETITION**

**Explanation**

State clearly what you want and if the student argues back continue to calmly focus on the initial request. The more upset the student becomes the calmer you must become to defuse the student's anger. The broken record should be repeated a maximum of three times. If the student continues to argue move through the strategies

**Example**

"I want you to return to your seat and complete your work .... I want you to return to your seat thanks."

about acceptable behaviour. The word 'our' is used to reinforce that the expectation was agreed on, and the statement is not worded as a question so there is no opportunity for debate.

**Example** "You know our expectation about listening to others. Use it now, thanks."

**Strategy Six: LIMITED**

**CHOICES**

**Key Word**

"Or"

**Explanation**

Limited

choices avoid confrontation by providing the student with some limited control. If there is some argument then the broken record is used. There should be no threat or sarcasm.

**Example**

"Put the phone in your bag or on my desk." "Go back to your desk or sit at this one by me."

**Strategy** Seven:

**DIRECT QUESTIONS**

**Example**

"You are out of your seat. Where are you supposed to be?"

"You haven't started work. What are you supposed to be doing?"

**Explanation**

Students can identify the

behaviour expected at that moment, or teachers can take the opportunity to give direct instruction. If there is some argument, then the broken record is used.

**Strategy** **Eight:**

**CHOSEN**

**CONSEQUENCES**

**Key Words** "If you.... You will be choosing..."

**Explanation** This emphasises that the consequences are the student's choice and effectively acts as a last warning.

**Example** "If you leave your seat again then you are choosing to be put in another seat / stay back after class / go outside and wait."

**These strategies will be used several times throughout the lesson but all should be used before a student is sent outside for a mini-chat.**

**When a mini-chat has been unsuccessful, they will be sent to the buddy teacher/HOD. They will not be permitted to return to class until there has been a resolution conference between the teacher and student facilitated by the HOD/Dean or House DP.**

### How we can take a Restorative Approach to:

LATE TO CLASS	SWEARING	CONTINUAL DISRUPTION	NO EQUIPMENT/DEVICE
<p>If a student <b>has a note</b> which indicates their lateness is explained then no response is required, apart from welcoming them to class and getting them started.</p> <p><b>If no note / or a note indicating unexplained (students signing in):</b>  <b>Mini Chat</b> or name on board for mini chat later in the lesson when convenient.</p> <ul style="list-style-type: none"> <li>- Once a student has described their actions, what they were thinking, what impact it has had and what they are thinking now agree on a consequence. This may be:               <ul style="list-style-type: none"> <li>· Student committing to get it right from now on.</li> <li>· Student agrees to catch up time with you at a convenient time.</li> </ul> </li> </ul> <p>If the student does not complete your catch up time OR continues to arrive late after carrying out the agreed consequence refer to the Dean who will place on Dean's detention.</p>	<p>Co-construct expectations with students at the start of the year and display these.</p> <p>Use relaxed vigilance strategies:</p> <ul style="list-style-type: none"> <li>- Eye contact</li> <li>- Raised eyebrow</li> <li>- Rule reminder</li> </ul> <p>Set as a lesson goal from time-to-time</p> <p>Use slightly less relaxed vigilance strategies:</p> <ul style="list-style-type: none"> <li>- Quiet reminder to student</li> <li>- Firm reminder to student</li> </ul> <p><b>Mini chat</b> if still continues. This may be at the end of a lesson or at the beginning as a reminder:</p> <ul style="list-style-type: none"> <li>- Student apologises and commits to improve</li> <li>- Apology to affected student(s)</li> <li>- Teacher/student contract</li> </ul> <p>Student sent to Buddy teacher/HOD, and an accountability conference must be held prior to student returning to classroom.</p> <p>You may choose to follow the above process a few times as it may take</p>	<p>Use relaxed vigilance strategies:</p> <ul style="list-style-type: none"> <li>The look</li> <li>Stand beside</li> <li>Name the student and give a calm but clear warning</li> </ul> <p>Use slightly less relaxed vigilance strategies:</p> <ul style="list-style-type: none"> <li>Move in and speak quietly to the student and give calm but clear second warning</li> <li>"Stop and listen to what I am telling you. This is your last warning."</li> </ul> <p><b>Mini chat</b> at a convenient time.</p> <p>Consequences may be:</p> <ul style="list-style-type: none"> <li>- Agreeing to stop, apologising and returning to class</li> <li>- Making up time</li> <li>- Completing work and returning by ....</li> <li>- Changing position in class</li> <li>- Contract</li> <li>- Student sent to Buddy teacher/HOD, and an accountability conference must be held prior to the student returning to classroom.</li> </ul> <p>You may choose to follow the above</p>	<p>Have clear expectations of what students need to bring.</p> <ul style="list-style-type: none"> <li>- Bring device and charger</li> <li>- Have replacement equipment/books in class and exchange for collateral.</li> <li>- Use relaxed vigilance strategies.</li> <li>- Give pack up time so that students have the opportunity to re-claim all of their equipment.</li> <li>- Regularly monitor who is and is not bringing equipment.</li> <li>- Use reward system to acknowledge those who always</li> <li>- Have the correct gear.</li> <li>- Use slightly less relaxed vigilance strategies.</li> <li>- Contact home</li> </ul> <p><b>Mini Chat.</b> Consequences may be:</p> <ul style="list-style-type: none"> <li>- Agreeing to meet expectations and getting it right from now.</li> <li>- Teacher detention to complete work.</li> </ul> <p>If the student does not complete your detention or complete the work OR continues to not bring equipment</p>

	several interventions to change some habits.	process a few times as it may take several interventions to change some habits.	after carrying out the agreed consequence refer to the Dean who will place on Dean's detention.
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**MINI CHAT:** Structured conversation based on an incident or pattern of behaviour, often after using relaxed vigilance. Focuses on positive behaviour norms and asks what behaviour should be seen in this circumstance. Gives students a chance to say what they were thinking.

- Tell me what happened.**
- What were you thinking at the time?**
- Who did this affect?**
- What do you think about it now?**
- What do you need to do about it?**
- How can we make sure this doesn't happen again?**

The aim is to get the student to acknowledge what they have done wrong and to agree on a consequence.

The consequence may be:

- Apologise and commit to a behaviour change.
- Agree to some form of class detention
- Agree to complete a behaviour awareness sheet

If the student does not complete the agreement, refer to the Dean who will follow up.

If the student does not engage in the mini chat, remove and call back later for another mini-chat, and, in consultation with HOD, make contact with home.

If the student fails to complete this second opportunity, refer to the Dean for detention.

**NB**  
 Incidents should not immediately lead to a mini chat. Use relaxed and not so relaxed vigilance strategies.  
 A failed mini chat does not have to automatically lead to removal.

A mini chat does not have to happen right there and then. Perhaps a name on the board means the student needs to remain behind for the mini chat.

Mini chat conversations should please be noted on wellbeing notes. Please include in your note, that you have had the chat and your outcomes have been agreed upon.

**THE RESTORATIVE CHAT**

**REFLECT                      REPAIR                      RECONNECT**

To the Wrongdoer	To the Victim	When Stuck
We're here to talk about...	What did you think when it	What is the right thing or wrong thing to do?
What happened?	What have you thought about since?	Was it fair or unfair
What were you thinking at	How has it affected you?	What exactly are
Who do you think has been affected by what you did?	What's been the worst of it?	Was it your intention to hurt?

In what way?	What's needed to make things right?	What do you need to do to make things right?
How can we make sure this doesn't happen again?	What can I do to help?	You didn't answer my question.....

## **Other Behaviour Management Procedures**

### **Communication with Home:**

Staff may choose to contact home to communicate with parents/caregivers and Whānau at any time throughout the process.

### **M People:**

On occasion some behaviours will be mediated by our Senior M People, who are trained facilitators.

### **Lunchtime Deans Detention:**

- Deans' Lunchtime detention is issued by the DP or Deans.
- Deans' detentions take priority over other commitments.
- Students who miss a lunchtime detention will be followed up by the Dean.

### **Teacher/HOD detention**

- Teacher detentions can be held at interval or lunchtime, or by arrangement.
- Failure to attend a teacher detention will be referred to the HOD.

### **Referrals for continual behaviour and learning concerns**

- Teachers who have concerns about continuing misbehaviour can email a referral to HOD, DP or Dean. Please use the Behaviour School Management System (SMS). It is vital that you show the steps you have taken prior to referral.

### **Daily Report:**

Deans/DPs may decide to put a student on a daily report after consultation with classroom teachers and or parents. This can also be used as a method of monitoring behaviour for positive feedback. Students on report will have an electronic or house sheet and this must be signed by each teacher and at night by their parent/caregiver and returned to the Dean/DP in the morning.

### **Core Class Book:**

Deans/DPs will coordinate a core class book to record and monitor positive and or negative behaviours that are negotiated with the class.

### **Class Conferences:**

A Restorative Class Conference helps to identify the behaviours that are affecting the learning of others. The purpose of these is to help ensure a positive learning environment for all. These can be run by classroom teachers, HODs, Deans or DPs, and can be supported by the Guidance Counsellor.

### **Vaping/Smoking**

Due to the growing trend of vaping at school, students that are caught will be dealt with through our behaviour management system. It will be logged on the SMS in number order, and learners will be supported to make changes, i.e. to referral to support services.

## **Bream Bay College aims to keep parents/Whānau informed at all stages of the Behaviour Management process.**

## **Bream Bay College recognises that parents/caregivers and Whānau are a pivotal part of the Restorative process**

## Conferences, Accountability and Restorative Conference Procedures

**ACCOUNTABILITY CONFERENCE:** facilitated by a Dean, HOD or whanau teacher to address an incident or a pattern of behaviour. May include parents/caregivers. Focus on understanding what prompts poor behaviour, and usually includes an agreement about what needs to change on the part of both students and teachers.

**CONFERENCE:** A more formal process for more serious incidents or an escalating pattern of behaviour. Focus on changing thinking and behaviour, including parents/caregivers in the process. May include visible outcomes, a behaviour contract, and/or an apology

Behaviours that require a conference will be communicated to the parents/caregivers or Whānau, through a phone call, and a behaviour notification email, generated by the school management system. If parents/caregivers or Whānau cannot be contacted a message will be left with the details of whom to contact.

A staff member will be assigned to coordinate the conference.

Information will be gathered in the form of statements of incident/s from all, of those affected, and the wrongdoer/doers and at times witnesses.

Statements are collated and if necessary some will be reviewed to check for accuracy of events.

The staff member will then go over the conference procedures with all concerned. This can include parents/caregivers and Whānau.

Before the conference can take place, all participants must acknowledge that they are entering into the process in good faith.

If a conference cannot proceed due to any participants' reluctance to act in a restorative manner, this will be referred to the Principal.

## Incident Report Statement

<b>Name of Student:</b>	<b>Whānau:</b>	<b>Today's Date:</b>
<b>Name of Teacher:</b>		

<b>Date of incident:</b>
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<b>People involved: (full name and Whānau)</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
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<b>What Happened:</b>
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<b>Diagram:</b>
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## The Restorative Conference Structure and Script

### **1 - Before the Conference**

- Get a report of the incident/s.
- Check with those who have been wronged.
- Check with the wrong doers.
- Invite significant persons who will carry a solution forward.

(They need a good relationship with the wrong doers)

Mention

- This is the incident that has occurred.
- What are the issues for you?
- Do you accept responsibility for your part?
- Do you want to resolve the matter?
- Is there anything else you need to know?
- Be thinking of what might be a good solution or plan to set the matter right and prevent it reoccurring.
- Time, date and place of the conference.

If they seem uncertain they may need to have reassurance by knowing.

- Everyone will have their say.
- The conference decides what the solution will be.
- This is how we do things at Bream Bay College.
- The police have referred the matter (if relevant).
- What sort of questions will be asked....what happened, what they were thinking, what the effects have been, what a good solution might be.

Other preparations

- Room booked
- Seating arranged
- Office informed
- Food, drink, tissues.
- Review script and prepared self.

(You are as prepared as you can be....kia kaha )

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### **2 – Start of the Conference**

- Meet, greet and show each person their place.
- Open with welcome, acknowledgement of significance of the meeting and karakia/hope for the meeting.
- We are here to put right a matter that has damaged the relationships between many of us namely.....
- The school/police have referred the matter to be resolved at this conference.
- This may be new to some of you but this is how we deal with these matters at Bream Bay College.
- At any stage people may leave and have the matter dealt with by another forum.
- We are mindful of the motto "the problem is the problem; the person is not the problem". This conference is not concerned with casting judgments or deciding whether people are good or bad.

- We do want to seek understanding of what has happened. We also want those responsible to be accountable for their actions and we want to develop a plan that will set the matter right.
- Can you please introduce yourself, tell us who you are connected with in this conference and in one sentence, what you hope this conference will achieve.
- I will start. My name is.....I have been asked to facilitate this meeting. My hope for this conference is that ....."

### **3 - The story**

*To the offender*

Name.... to help us understand about this incident and who has been affected by it, could you start by telling us, in as much detail as possible, what happened.

And then what happened

Can we go back to..... There's a bit I am not clear on

What was happening before.....

How did you come to be involved?

What made you do that?

What were you thinking at the time?

What have you been thinking about since?

Who has been affected by your actions? In what way

### **4- Exploring the harm**

*To the Victims*

What did you think at the time?

What have you thought about since?

How has this affected you?

How have things changed with your friends?

How did your Whānau react when they heard?

What has been the worst for you?

*Victim supporters*

What did you think when you heard about this?

How do you feel about what has happened?

What concerns you most?

What changes have you seen in .....

As parent/ friend/ colleague what has been the hardest for you?

*To the school representative*

What did you think when you heard about this?

How do you feel about what has happened?

What concerns you most?

*To the offenders supporters*

This must be difficult for you

What did you think when you heard?

How do you feel about what has happened?

How has it affected you?

How are things now with you?

How are things now between you all?

### **5- Apology**

*To the offender*

Now that you have heard from everyone what is that you have realised that you didn't know before?  
What difference does it make now that you know these things?  
Is there anything you want to say to ..... or anyone else here  
Is there something parent/ friend/ colleague needs to hear from you?

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## **6- Agreement**

*To the victim, victim supporters*

I imagine that there are things that you didn't understand before that you do now. What are some of those new understandings?  
What difference has that made to you?  
What else do you want to see happen as a result of this conference?

*To the offender*

Does this seem fair?

*To the offender supporters*

Is there something you would like to see happen that might help the solution.

*To everyone*

Who will be responsible for supporting this solution?

---

## **7- Summary**

No further actions/outcomes can be added once the agreement is signed.

*Read list of actions and outcomes, and get final agreement from all in the Restorative Conference before signing.*

---

## **8- Closure**

*To everyone*

This will set us on a new pathway to repair the harm caused.

A copy of this agreement will be given to you all, and the Behaviour System will be updated.

Those who have responsibilities for actions, please report these back to the coordinator.

Thank you for your efforts

Please come for refreshments.

## Restorative Conference Agreement

Date:	Facilitator:
<b>Conference Level:</b> Conference    Accountability Conference    New Directions    Stand down equivalent    Board Level	
<b>Conference Issues Being Addressed:</b>  	
Name of Participants - Designation	Signature of participants at conclusion
..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....

The following plan was agreed upon to solve the problems that were discussed at the restorative conference.

The behavioural expectations/outcomes/New directions as a result of this conference are: (changed behaviour outcomes must be reasonable, achievable and limited to 1 to 2 to be successful)	Who is responsible for following up on outcomes:	Outcomes/Review of conference signed off and communicated to participants

This plan will be reviewed by .....on .....

- Copy given to all key participants
- SMS Edited/updated with outcomes of conference
- Copy placed on Student File in Office.

**NEW DIRECTIONS:** This conference can be done at any time in the restorative flow. It starts by asking what is going well for the child and what their strengths are, then what challenges there are, and then how to build on the strengths to move forward. This conference does not allow for discussion of specific incidents on either part. A behaviour plan specific to the child that leverages their strengths should be the outcome.

A New Directions conference is used when a student seems to be engulfed in trouble with many teachers and many situations about the school. It involves a lot of people and has a powerful effect to move a young person onto a new direction.

The process is based on the Waikato model of restorative conferencing. Key stakeholders are invited including the student, Whānau, caregivers, and teachers. It is important that those who can attest to the problems are present. It is also important to present those who have experienced the student in other situations, situations where his/her behaviour is an expression of respect and trust. It is these behaviours that will form the basis of the New Direction.

---

### **1 Before the Conference**

- Get a report of the incident/s/ problems.
- Check with key stakeholders.
- Invite significant persons who will carry a solution forward.

Mention

- 3 stages of a New Directions Conference
  - 1) The problems and their effects.
  - 2) Times when these problems are not present – how do we describe
  - 3) What can we put in place so we move from the problems to a New Direction?
- Time, date and place of the conference.

If they seem uncertain they may need to have reassurance by knowing.

- Everyone will have their say.
- The conference decides what the solution will be.
- This is how we do things at Bream Bay College.
- What sort of questions will be asked...what happened, what they were thinking, what the effects have been, what a good solution might be.

Other preparations

- Room booked
- Seating arranged
- Office informed
- Food, drink, tissues.
- Review script and prepared self.

(You are as prepared as you can be....kia kaha )

---

### **2 – Start of the Conference**

- Meet, greet and show each person their place.
- Open with welcome, acknowledgement of significance of the meeting and karakia/hope for the meeting.
- Introduce the 3 stages of a New Directions Conference, may like to place on a whiteboard.
  - 1) The problems and their effects.
  - 2) Times when these problems are not present – how do we describe
  - 3) What can we put in place so we move from the problems to a New Direction?
- This may be new to some of you but this is how we deal with these matters at Bream Bay College.

Guidelines

- Respectful language.

- State facts rather than 'shoulds'.
- Stages 1 & 2 speak to me.
- The problem is the problem; the person is not the problem.
- Can you please introduce yourself, tell us who you are connected with in this conference and in one sentence, what you hope this conference will achieve.
- I will start. My name is.....I have been asked to facilitate this meeting. My hope for this conference is that ....."

### **3 - The story                      The problems and their effects.**

#### *To the student*

*Name...* We would like you to help us understand about what problems have been occurring and their effects this and who has been affected by it, could you start by telling us, in as much detail as possible, what are some of the problems.

And then what happened

Can we go back to..... There's a bit I am not clear on

What was happening before.....

How do you come to these problems?

What made you do that?

What were you thinking at the time?

What have you been thinking about since?

Who has been affected by your actions? In what way

#### *To the teachers*

What did you are the problems?

What have you thought about since?

How has this affected you?

What changes have you seen in .....

What has been the worst for you?

#### *To the school representative*

What did you think when you heard about this?

How do you feel about what has happened?

What concerns you most?

#### *To the students supporters*

This must be difficult for you

What did you think when you heard?

How do you feel about what has happened?

How has it affected you?

How are things now with you?

How are things now between you all?

### **4 Times when these problems are not present – how do we describe the learner**

- We are mindful of the motto "the problem is the problem; the person is not the problem". This conference is not concerned with casting judgments or deciding whether people are good or bad, it is to understand our students and look at ways we can work positively.

In this stage of the conference we need to produce a rich description of the sort of person that the student is when the problems are not about.

#### *To the student*

When or what times and classes are these problems not present?

How do you feel when they are not present?

Do you have any goals you are wanting to achieve?

#### *To the teachers*

When or what times and classes are these problems not present?

How do you feel when they are not present?

*To the school representative*

When or what times and classes are these problems not present?

How do you feel when they are not present?

*To the students supporters*

When or what times and classes are these problems not present?

How do you feel when they are not present?

---

## **5 What can we put in place so we move from the problems to a New Direction?**

We now need to come to an agreement to work towards a positive change.

*To the student, student supporters*

I imagine that there are things that you didn't understand before that you do now.

What are some of those new understandings?

What difference has that made to you?

What else do you want to see happen as a result of this conference?

*To the staff present*

Is there something you would like to see happen that might help the solution.

*To everyone*

Who will be responsible for supporting this solution?

We need to set a date to follow up on this conference and potentially seek some future positive directions...

---

## **6- Summary**

No further actions/outcomes can be added once the agreement is signed.

*Read list of actions and outcomes, and get final agreement from all in the New Directions Conference before signing.*

---

## **7- Closure**

*To everyone*

This will set us on a new pathway to repair the harm caused.

A copy of this New Directions agreement will be given to you all, and the Behaviour System will be updated.

Those who have responsibilities for actions, please report these back to the coordinator.

Thank you for your efforts

Please come for refreshments.

---

## **8 Follow up Conference**

At the follow up conference it is important to start with the description outlined in stage 3.

The stages of the follow up meeting are;

- 1) When have you seen any evidence of this New Direction over the past four weeks?
- 2) In the past four weeks have there been any problems that have gotten in the way of Sam's New Direction?
- 3) We put the following plan in place to support Sam achieving this New Direction. Do we need to add or subtract anything?

This same process can be repeated at a later date.

**Classroom Conference Meeting**

**This is an outline of the restorative classroom process that we use at Bream Bay College.**

- **Before the meeting seating is arranged in a semicircle with a desk between 2/3 chairs. Thought is given to who is working with whom in these pairs or small groups.**
- **Students are met at the door and shown to pre-arranged seats.**

*If a class is finding relationships are especially difficult then it may be necessary to have a dean or senior manager in the room to support respectful interactions.*

## **Classroom Listening Meeting**

Today we are having a classroom meeting to hear how some problems have been affecting us all. This is your opportunity to say how things are in the class in terms of Respect. We are here today to focus on Respect, not all the problems, just Respect. For a start there are some group rules.

Group rules.....*(Have these written up to refer to)*

- When someone is talking you listen.
- Each person will have a chance to speak.
- You may pass a turn but then you have lost your chance to speak.
- Speak Respectfully (No Put Downs)
- Name the problem not the person

### **1st Round.**

Write these Questions on the board.

This can be done in small groups - or in the whole class.

Break into small groups of 2/3...one person scribe...one person feedback....When reporting back the appointed speakers will speak, others in their group are asked if they have anything to add.

*(Depending on the class and the available time you may write answers up or collect written sheets at the end)*

**What are the problems that are disrespectful of you or others?**

**What things do people do that show a lack of respect?**

Remembering I don't want to know the names of people but I do want to know the names of the problems that are affecting you.

### **2<sup>nd</sup> round.**

**What effect do these problems have on you, your friends, your Whānau and your teachers?**

### **3<sup>rd</sup> round**

**There are two questions here.**

**When do these problems not occur, there will be certain classes or places around the school when these problems do not occur, where are they?**

**What is great about being in this class? (Write these up).**

I know that this is the sort of class that we all want to have.

**Does anyone have any suggestions that might help these things occur more often?**

Some suggestions may not be possible but we welcome any suggestions at the moment (All listen to them).

I would now like you to nominate two people to be part of a small group who will work on these suggestions of how best to make this a better class

*(students write nominations down, when selecting the group try and ensure that each student has a nominee in the small group)*

Finally I need to know whether you want a **follow up meeting in 2or 3 weeks' time.**

We want to see more of the class being respectful and we may invite others who are not able to be part of today's meeting to be there.

We may want to let parents know about the progress that has been made.

Thanks for coming to this meeting.

### **Meeting 2**

- Write up all the things that are great about the class and the times/places they occur.
- Write up rules

We have been trying to focus the class on a new direction.

The purpose of this meeting is to see how much progress has been made on this new direction.

We can see what of class we all want and the places and times the class has been like this.

### **Round One**

What do we need to add to the list of what is great about this class and when the class has been like this?

### **Round Two**

If there are still *major problems* then ask:

I want to know when problems have stopped the class being as good as they are able.

What are the problems and most importantly what have you seen people do that fix or lessen the problems.....

(These solutions become the plan that you circulate to all teachers/students to remedy the problems)

If the class is *significantly better* then:

Choose the five things that are great about the class that you most agree with.

Write these five things on the letter home.

Write your name in the middle of the page.

When someone gives you a strength card, write it on your letter.

Arrange it to ensure that everyone gets several strength cards.

When they give the card the person needs to clearly say why they are giving the person the card.

Students and teachers take part.

Get students to address the envelopes and post them home.

Dear parents / caregivers

Today we held a classroom meeting to remind ourselves what made our class such a great place to be in. The things that are great about our class are.....

We all contribute different things and what .....contributes to this class is.....

We hope that you appreciate knowing these things.  
Please contact your classroom teacher, if you have any questions.

**STAND DOWN EQUIVALENT:** This conference occurs for an incident that is deemed serious enough for a stand down, or if a student has had other conferences but changes of behaviour are not occurring.

Conference severity can vary from an equivalent of one to five days of stand down time, the student will be removed from class. This conference must include parents/guardians, the Deputy Principal (as the school). May include outside agencies like police. A behaviour plan or contract must be put in place and followed up after a set time.

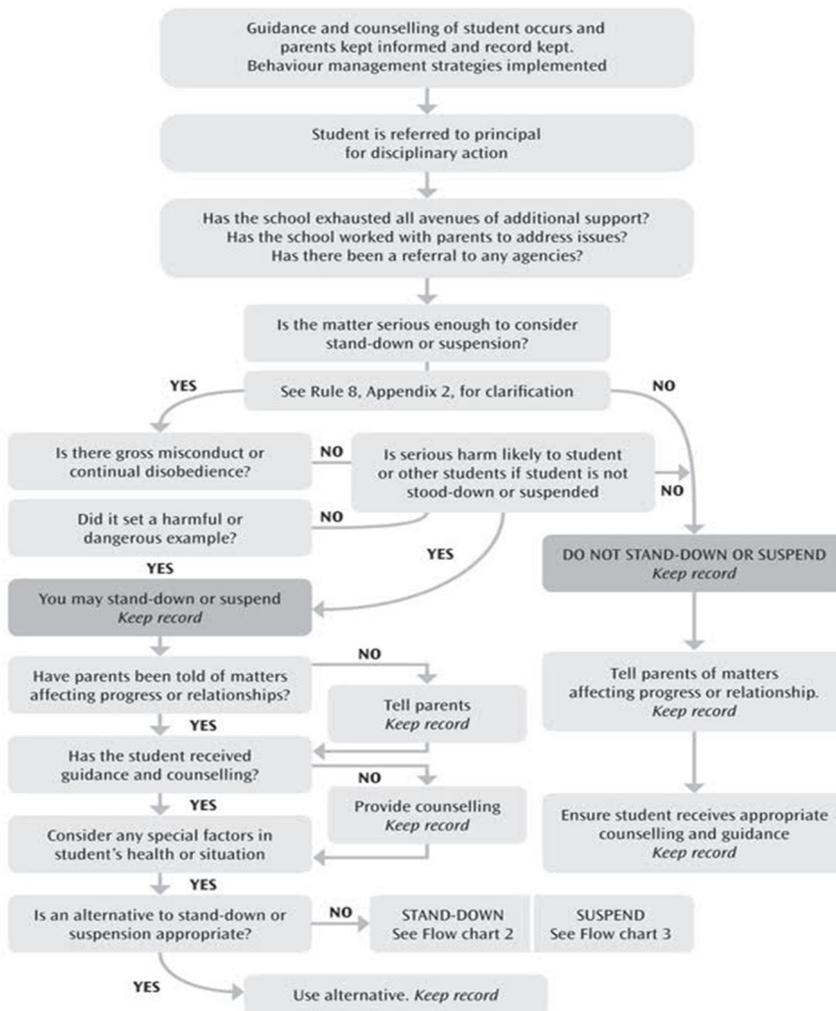
**BOARD LEVEL CONFERENCE:** This occurs when an incident is serious enough (gross misconduct) that a student may not be able to remain in school or continual disobedience, which is repeated, non compliant behaviour. This conference must include parents/guardians, the Deputy Principal or Principal and a board member. Outcomes must include counselling and a visible consequence, and may include outside help, actions that show that the offender is genuinely remorseful, and an apology to the wider affected community. A comprehensive behaviour plan/contract must be put in place and followed up with parents/caregivers after a set time.

After conferences, reflection conferences, with no change in behaviour, major behaviour, or very serious behaviour the Dean/DP will consult with the Principal to decide on the level of conference. [A Suspension/Stand-Down Report](#) will need to be completed, and a meeting arranged with the Principal to decide on next stages of conferencing, and guidelines and processes reviewed. They will use the same format as the conferences (see previous conference format). The conferences will be numbered and entered into the SMS to update the incident.

**Ministry Decision Guidelines For Stand Downs, Suspensions, Exclusions and Expulsions.**

Please refer to the hyperlink for the guidelines and processes.

At all times, the principles of natural justice apply – act fairly and reasonably in the circumstances.



**SUSPENSION:** When the question "what will it take to keep the child in the school?" is answered with "we do not have the resources" or "the disruption to others is such that price of keeping the student out ways the cost of others learning", suspension is the likely outcome. This process allow for a student to legally be excluded from the school.

In Consultation, with the appropriate DP the Principal will coordinate all required documents to support the suspension meeting, this will be completed and delivered within 72 hours of notification of suspension.

The notification will come from the Principal, to the parents/Whanau that the student will be suspended.

**Suspension Documentation required to be prepared as a pack:**

Student information

Attendance Information

Behaviour Information/notes

Report Most recent report

Intervention Notes

Summary of the information needs to be provided, including the major and serious behaviours.



# SUSPENSION/STAND-DOWN REPORT

<b>Student Name:</b>		<b>DOB:</b>
<b>YEAR:</b>	<b>WHANAU/HOUSE:</b>	
<b>Teacher completing Report:</b>		<b>DATE:</b>
<b>Conference/Report Type:</b>	Stand Down = Days_____	Suspension

Please tally the behaviour notes and incident information for each of the following.

## PREVIOUS RECORDED INCIDENTS

Abusive to teacher .....	<input type="checkbox"/>	Drugs .....	<input type="checkbox"/>	Bullying .....	<input type="checkbox"/>
Misbehaviour .....	<input type="checkbox"/>	Fighting .....	<input type="checkbox"/>	Refusal to obey instructions ...	<input type="checkbox"/>
Uniform .....	<input type="checkbox"/>	Smoking .....	<input type="checkbox"/>	Truancy .....	<input type="checkbox"/>
Vandalism .....	<input type="checkbox"/>	Stealing .....	<input type="checkbox"/>	Out-of-bounds .....	<input type="checkbox"/>
Failing course completion.....	<input type="checkbox"/>	Awards letter sent .....	<input type="checkbox"/>	Lateness .....	<input type="checkbox"/>
Phone Use.....	<input type="checkbox"/>	Device Use .....	<input type="checkbox"/>	Cyber related behaviour .....	<input type="checkbox"/>

## DISCIPLINE - AREAS OF CONCERN/REQUIREMENTS NOT BEING MET

Dresses correctly .....	<input type="checkbox"/>	Is on time .....	<input type="checkbox"/>	Has equipment .....	<input type="checkbox"/>
Follows instructions ....	<input type="checkbox"/>	Works at set tasks .....	<input type="checkbox"/>		
Respects people .....	<input type="checkbox"/>				
Respects oneself .....	<input type="checkbox"/>	<i>i) drugs</i> .....	<input type="checkbox"/>	<i>ii) alcohol</i> .....	<input type="checkbox"/>
		<i>iii) smoking</i> .....	<input type="checkbox"/>	<i>iv) substances</i> .....	<input type="checkbox"/>
Respects possessions..	<input type="checkbox"/>	<i>i) theft</i> .....	<input type="checkbox"/>	<i>ii) damage to property</i> .....	<input type="checkbox"/>
Does not respect property	<input type="checkbox"/>	<i>i) graffiti</i> .....	<input type="checkbox"/>	<i>ii) vandalism</i> .....	<input type="checkbox"/>
Does not stay in school bounds	<input type="checkbox"/>	Does not meet safety requirements	<input type="checkbox"/>		

## SUPPORT OFFERED/UTILISED

Counsellor/Independent .....	<input type="checkbox"/>	Deputy Principal .....	<input type="checkbox"/>	Assistant Principal .....	<input type="checkbox"/>
House Leader .....	<input type="checkbox"/>	Whanau Teacher .....	<input type="checkbox"/>	Drugs counsellor.....	<input type="checkbox"/>
Parent Contact .....	<input type="checkbox"/>	District Truancy Service .....	<input type="checkbox"/>	Behaviour Management Group	<input type="checkbox"/>
Year level Dean .....	<input type="checkbox"/>	RTLB .....	<input type="checkbox"/>	Withdrawal .....	<input type="checkbox"/>
TRK	<input type="checkbox"/>	IRF	<input type="checkbox"/>	ACC	<input type="checkbox"/>
MOE/SPECIAL EDUCATION	<input type="checkbox"/>	CYFS	<input type="checkbox"/>		<input type="checkbox"/>



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**Student:**

**Class:**

**House:**

Complete a brief Summary here of the current behaviours and issues being supported.

### Behaviour Plan ideas/planning consideration.

What we know about (insert names) Behaviour:

<p><b>Date</b></p>	<p><b>Triggers:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
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**Modifications of the environment:**

Level	Signs and symptoms of emotional state - tips and tricks		Staff Response	Student needs to (self-identified)
Ready to learn	-	C A L M  a n d  Q u i e t  V o i c e	•	•
Out of sorts	-		•	•
Out of control	-		•	•
Calming down and return to Ready to learn	-		•	•

Notes: