



At Tikipunga Primary School, we provide a safe, caring and welcoming environment in which our Tamariki develop skills to take responsibility for their actions and to strive for excellence in their behaviours. They will develop mutual respect and understanding for others including their peers and Kaiako.

Kaupapa

To live our school values of

- Ako Runga
- Manaakitanga
- Whanaungatanga
- Pono

To provide an environment within which staff and children feel safe, secure and comfortable, in order to make the most of their teaching and learning experiences.

To explicitly integrate KiVa lessons and Zones of Regulation alongside our school values (Ako Runga, Manaakitanga, Whanaungatanga, Pono), ensuring we are proactive to equipping our Tamariki with the social and emotional toolkit:

- explicit strategies that support emotional regulation
- respectful communication
- conflict resolution
- resilience, and wellbeing
- enabling Tamariki to make positive choices and build strong relationships.

To ensure behaviour data is consistently recorded on eTap and tracked by teachers, SLT and Principal for referrals.

Students have the right to:	Students have the responsibility to:
<ul style="list-style-type: none"> • Be valued as members of our school community • Be treated fairly, consistently and with respect • Be able to seek help when needed • Be able to express how they feel in a respectful manner 	<ul style="list-style-type: none"> • Respect views, rights and property of others • Behave safely and responsibly in and out of the classroom • Accept ownership for their own behaviour and learning

MINOR BEHAVIORS	MAJOR BEHAVIOURS
Disruptive behaviour Out of bounds – leaving class without asking Hurting other feelings Disrespectful to environment and/or property Swearing (talking back, dishonest, arguing) Getting in personal space Stealing Play fighting Lateness after break times Ignoring instructions Exclusion	Physical abuse Bullying Racism Wilful damage (include stealing) Verbal abuse Blackmail Defiance Leave school grounds Inappropriate sexual behaviour Inappropriate use of digital technology Drugs – vapes etc

POSITIVE BEHAVIOUR – RECOGNITION & INCENTIVES

In the Classroom

- Teachers implement age-appropriate and developmentally suitable reward systems to reinforce positive behaviours.
- Systems are aligned with school values and classroom expectations.

In the Playground

- Students may receive a *Tauira Card* for demonstrating school values in action.
- Positive behaviours are acknowledged and celebrated.

Modelling

- Staff consistently model expected behaviours, language, and respectful interactions.
- Desired behaviours are explicitly taught, practised, and reinforced.

RESPONDING TO INAPPROPRIATE BEHAVIOUR (MINOR)

Our responses are calm, restorative, and proportional.

Redirection

- Teacher calmly explains the expected behaviour.
- Conversation is respectful and maintains the student's mana.
- Opportunity given to correct behaviour immediately.

Time Out (In-Class Reset)

- Student may require a brief time out within the classroom to regulate and reflect.
- Follow-up restorative conversation occurs before returning to learning.

eTap Recording

- If behaviour continues or is repeated, the incident is recorded in eTap.
- Whānau are contacted to ensure communication and partnership.

Team Leader Support

- Referral to Team Leader may occur (in consultation between teacher and Team Leader).
- Team Leader facilitates restorative conversation

Whānau Involvement

- If behaviour persists or requires additional support, a whānau hui may be organised.
- Classroom teacher or Team Leader seeks SLT support before arranging this.
- Goal: collaborative solution-focused planning.

SLT Involvement

When behaviour is ongoing or escalated:

- Behaviour Plan develop with input from student, whanau and classroom teacher
- Regular Check-ins with classroom teacher, SLT

RESPONDING TO MAJOR INCIDENTS

Staff Must:

1. Ensure safety.
2. Call SLT immediately.
3. Record factual account on eTap

SLT Response

SLT will:

- Investigate.
- Contact whānau same day.
- Determine consequences.
- Facilitate restorative process.
- Decide if a Behaviour Plan is required.

Behaviour Plan (If required)

Implemented when:

- Major behaviour is repeated, OR
- Incident is serious, OR
- Ongoing safety concerns exist.

Plan may include:

- Whānau hui
- Clear expectations and goals
- SLT check-ins
- Increased supervision
- Review dates

Key Expectations for Staff

- Stay calm
- Maintain student dignity
- Record accurately
- Escalate promptly
- Be Consistent

SERIOUS DISCIPLINARY PROCESS

If behaviour causes serious harm, poses serious risk, or significantly disrupts learning, stand-down or suspension procedures may be initiated in line with the Education and Training Act 2020.