

# NEWSLETTER TO PARENTS AND CAREGIVERS OF

## Otaika Valley School



### TERM 2

Friday 4<sup>th</sup> of May 2018  
Week 1 of 10



Dear Parents & Caregivers, Tena Koutou Katoa.

I hope everyone was able to spend some time with your children during the school holidays. It's nice to see the children refreshed and ready to learn. Welcome to Logan Jones, Joss Morgan, Miller Pukeroa, Ivy Smith, and Isla Taylor in Room 1 and Allyse Porter in Room 6.

In a few weeks it will be Bullying-Free NZ week commencing Monday the 14<sup>th</sup> through to the 18<sup>th</sup> of May. There will no doubt be discussion in the media during this week around this topic. I thought it timely to raise this discussion with you and maybe answer some questions you may have.

When I meet new parents wanting to enrol their child/ren at school I try to spend between 20 to 40 minutes sharing an overview of what our school is about, how it works and functions and some of the background story as to why we do what we do here. As adults we all have our stories of school life and not all of these are good stories. Many of us have had disagreements, fallen out with friends, changed friends, been called names and maybe even 'bullied'. We have to be careful with this overused word. The definition of bullying is....

***"Bullying occurs when a person or group is intimidated, humiliated, frightened, excluded, hurt or discomfited by a sustained pattern of behaviours directed at them by others."***

Often the word bullying is used for the one-off disagreements, name calling incidents or inappropriate physical contact between students. It is important to make this distinction when dealing with behaviour. At Otaika Valley School we are fortunate that our environment is a very positive place for children to be. Just like at home we constantly have minor challenges that we help the students deal with. Learning to deal with problems is all part of children developing the skills to negotiate life. Our school RURU values have helped our school support children through this learning journey. At times we do get bullying as a sustained pattern of behavior and we take it very seriously.

**Question:** Does Otaika Valley School have an anti-bullying policy?

**Answer:** Yes we do. This is found in the Health and Safety Policy document as outlined below as shown in this one important sentence.

### **Health and Safety Policy**

*The principal, as Officer has responsibility for implementing this policy and therefore must:*

- *ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place.*

Policies are just policies or words, that don't always match practice in institutions or workplaces. At Otaika Valley School we have spent considerable effort over a sustained period of time to develop, review and refine '**effective processes**' to achieve the above policy. These processes are outlined in our School Procedures document (see below under 'Behaviour Management Procedures').

The background story behind these procedures is a long one. It began early in 2011 and was developed over three years with all staff as a school-wide approach to learning and behaviour. These procedures are researched based and has been proven effective and successful at our school numerous times. Sometimes it has been difficult and lengthy to achieve the desired outcome. The best outcomes have been when school and home, work together. When we don't get support from home and a willingness to problem solve together, then unfortunately the outcome will be unsuccessful. I will not be arrogant and say we are perfect, we make mistakes, but I will say we have a culture of care and have children at the heart of what we do.

The approach that underpins our behaviour and learning is called PB4L or Positive Behaviour for Learning. In essence, it means what we do at Otaika Valley School is carefully planned to encourage positive behaviour. The real strength is that this is a school wide system that is evident in every classroom. The key words are school wide, shared understanding, proactive approach. The old fashioned approach to send the 'naughty kids' to the principal to sort out is long gone. The school wide approach means all teachers have a shared understanding of what we do and why when it comes to learning and behaviour. We support each other as teachers and principal to solve problems together. If a particular child needs behaviour modification to keep others feeling safe, then this may involve a number of teachers' support and involvement throughout the day. Each year we review how these extensively integrated approaches are working within our school.

Each week on a Friday morning the teaching staff meet and discuss children. We discuss and share any parental concerns about 'bullying' (if we have bullying). We discuss children who are struggling with friendships and pretty much anything else to do with child health and welfare. These shared discussions means we as a staff have a raised awareness of student needs during break-times, when most of these behaviours can and tend to occur. Staff will actively go looking for children who need extra care during their playground duties where plans have been made and to act upon them.

The procedures below are referred to by staff and myself as we negotiate challenges. They are a guideline for our shared understanding of our practice here. We use our professional experience and discretion to use parts or all of these procedures to keep children safe and happy.

I am convinced our school and staff are in a strong position to care for your child/ren.

Please take the time to read through the 'Behaviour Management Procedures'.

Kind Regards,

Terry Brock

# BEHAVIOUR MANAGEMENT PROCEDURES

## ENCOURAGING POSITIVE BEHAVIOUR

- **Class Plan**

At the beginning of each year, each teacher will revisit school values, encouraging positive behaviour for learning. The class behaviour management programme (see below) must reflect the school's behaviour management plan which is stated positively and includes clear expectations and consequences.

- **Implementation**

Each class is to unpack R.U.R.U at the start of the school year, introduce the behaviour peg chart and revisit expectations regularly. Use teaching unit to help support this. (Appendix 1)

### Our Values are: R.U.R.U

Respect	Whakanui
Unique	Ahurei
Responsibility	Mana Whakahaere
Up to you	Ki Runga Kia Koe

- **Steps for class programme**

*Peg charts are to be displayed in a clearly visible and accessible part of the classroom. We expect positive behaviour and have high expectations of our students at each level. Children are to work hard at each stage and to be intrinsically motivated before they are progressed onto the next. As a guideline there should be approximately 2 or 3 children to reach outstanding each week.*

- **Positives**

**Pink** (Outstanding) = record students' name (teachers discretion as to how this is to be recorded). After being at Outstanding 5 recorded times, the student receives an outstanding RURU reward (decided on by whole school staff at the beginning of the year), certificate in assembly, name written in the RURU book, announced in the newsletter.

**Purple** (Role Model)= expectation

**Blue** (Showing Pride) = expectations/ positive praise - contact parents - keep a list of parents that have been positively contacted - at least 2 families a week. (Appendix 2)

**Green** (Reading to learn) = expectations / positive praise

*Students' peg can go below Green when they are using disruptive and destructive behaviour. During this time students will need to reflect on their behaviour and their actions. Teachers will use the Otaika Valley School Way (Appendix 3) before negative behaviour escalates and then to scaffold students to move back up to Green and beyond. If a students' actions are extreme, teachers can use their discretion to move the pegs to necessary measures (logical consequences and parent contact). An example of this type of behaviour may be violence towards others (verbal or physical).*

**Yellow** = warning Otaika Valley School Step 4 (OVS way)

Consistently Disruptive (Positive steps to be used before behavior escalates).

**Orange** = warning time out/loss of privilege Step 5 and 6.

Such as continuing consistently disruptive or destructive behaviours.

**Logical consequences for actions or behaviours...**

**PB4L - staff school wide strategies to deal with difficult behaviours**

Have shared school wide behaviour management strategies for negative behaviours;

1. Run occasional staff meetings on role playing dealing with students who are difficult/challenging (using the strategies listed below);
2. **Strategies we will use for difficult children:**
  - Value restatement - "You know our RURU values?"; "Follow them please?"; "Thanks"
  - Question and Feedback - "What are you doing?"; "No your not, you're ...." ; "Back to work please" ; "Thanks"
  - Give a choice - "You can either do your work now without interrupting others or you can do it at morning tea - It's your choice" ; "You decide." Turn away
  - Give a choice - for little off task situations to work away from another child
  - Ignore student back chat/excuses
  - Turn away after giving instruction and ignore arguments - quickly move onto positive RURU etc with other students
  - Positive described along RURU values outweigh negatives by 10 to 1 at least.
3. Give a choice to work with others or be removed from groups - isolation within the room
4. Do work within another room - work not completed - complete at morning tea/lunch for short period
5. Morning tea 15 mins doing school work at 10:55 to 11:10 Take morning tea with them. Duty teacher picks them up to walk on duty. Do the same for lunchtime 1:15 to 1:30 take lunch etc then duty teacher picks them up.
6. The school can act strongly with the high end behaviours and firmly respond to parents that this is our proactive school-wide approach.
7. RTLB referral to help behaviour
8. Letters for stand downs ready

At this stage staff who deal with the behaviour are to inform the child's teacher (if necessary) and to record behaviours on Etap. (Appendix 4)

**RED** = Phone call home / parent / teacher / student meeting. Suggested way to start the call is "Hi, today as school we encountered a challenge. (Explain). We would like your support with this situation so that it doesn't become a problem. What we would like to see is..." (Remember to inform parents of a time to revisit the conversation and update each other).

Red = Needs Individual Behaviour support plan. (Appendix 5 PB4L folder).

### **REMINDER - Energy flows where the attention goes.**

## **TROPHIES**

R.U.R.U trophies - to be awarded in assembly. Children who are working within the expected behaviour zone (green to pink) can receive these awards. One Junior (red trophy) and one Senior (green trophy). A letter will be sent home to each child who has received the R.U.R.U trophy. Signed by teacher and Principal. (Appendix 6)

- ***Provide lots of positive reinforcement for appropriate behaviour***

The best way to increase appropriate behaviour is to reinforce it when it occurs. Look for students behaving appropriately and reinforce them for that behaviour rather than attending to children behaving inappropriately.

Reinforcement should be given for specific behaviour ( ie. Contingent upon ) rather than be general in nature. E.g. "That's very neat handwriting Johnny", rather than "Good boy". There are many forms of positive reinforcement; a smile, a nod, specific praise, the close proximity of the teacher, a hug, a stamp, a tick, a sticker, a certificate, name mentioned in class, assembly or

newsletter, work held up as an example of good work, being allowed free time, reward activity, being allowed to be leader, choosing a story, - to mention but a few.

In fact, anything that motivates students to repeat behaviour is reinforcing for them.

- **Remember, positive reinforcement should be:**

- Clearly related to specific appropriate behaviour; and

- Motivating for the students (otherwise it won't be reinforcement); and

- As immediate as possible

*Why wait till you have to resort to using punishment to manage behaviour when you can more effectively manage behaviour through the use of positive reinforcement.*

**REMINDER - Behaviour has a function - to get something or to escape something**

There are lots of reasons why students behave inappropriately:

- Hungry or tired
- Unstable home background
- Never taught to behave appropriately by parents
- Bored at school
- Trying to control teacher
- Can't successfully do the work
- Lack of friends
- Physical or sexual abuse etc.
- Misbehaviour in order to get the attention.
- Child is venting frustration.
- Misbehaviour helps the child to avoid an unpleasant task.
- Child's community endorses the misbehaviour.
- The child uses the behaviour to gain revenge.
- The child's behaviour reflects child's feelings of inadequacy.
- The child finds the behaviour fun in and of itself.

Regardless of the reason for inappropriate behaviour, the teacher has to deal with it when it arises (even if only by choosing to ignore it ).

**All staff need the confidence and strategies to deal quickly and effectively with inappropriate behaviour so it causes a minimum of disruption to the class/school and gives the student the message that their behaviour is unacceptable and we expect positive behaviour from them (see below).**

## **THE OTAIIKA VALLEY WAY - STRATEGIES**

### ***Step One***

Ignore inappropriate behaviours. Use non-verbal cues and ensure you have clear expectations and have a joint understanding of RURU.

### ***Step Two***

Use positive verbal redirects, and re-engagement strategies. Continue to ignore the inappropriate behaviour.

### ***Step Three***

Reminder of expectations / warning of consequences. For example "If you continue to... you will be moving to yellow on the behaviour chart..."

#### **Step Four – Reflection Time**

Child's peg moved to yellow on behavior chart – be specific when explaining why the child is there but do not enter into lengthy conversation with them. Three key questions to guide you would be "what should you have done?" "How will you show me you're ready to learn?"

#### **Step Five - Orange - Consequences**

Orange on the behaviour chart.

Use **Logical consequences for actions or behaviours...**

#### **PB4L - staff school wide strategies to deal with difficult behaviours**

At this stage staff who deal with the behaviour are to inform the child's teacher (if necessary) and to record behaviours on Etap.

#### **Step Six - Red**

Phone call home / parent / teacher / student meeting. Suggested way to start the call is "Hi, today as school we encountered a challenge. (Explain). We would like your support with this situation so that it doesn't become a problem. What we would like to see is... Remember to inform parents of a time to revisit the conversation and update each other.

**NOTE:** When the above steps are not successful refer to 'Good Practice: Guidelines for Principals and Boards of Trustees for managing behavior that may or may not lead to **stand-downs, suspensions, exclusions and expulsions.**

### **Stand-Downs and Suspensions**

The MOE 2003 handbook 'Guidelines for Principals and Boards of Trustees on Stand-Downs, suspensions, exclusions and expulsions' are to be used in all matters pertaining to the stand-down or suspension of a student at Otaika Valley School.

#### ***Stand-downs, suspensions, exclusions and expulsions***

Sections 13 to 18 of the Education Act 1989 provide procedures and requirements relating to stand-downs, suspensions, exclusions and expulsions. Section 13 provides the purpose of the provisions of the Act concerning the standing-down, suspension, exclusion, or expulsion of a student from a state school is to:

- “(a) Provide a range of responses for cases of varying degrees of seriousness;
- (b) Minimise the disruption to a student's attendance at school and facilitate the return of the student to school when that is appropriate; and
- (c) Ensure that individual cases are dealt with in accordance with the principles of natural justice.”

The Principal and Board as appropriate must ensure that the decision to stand-down or suspend a student is made in accordance with all the legal requirements.

The processes dealt with in sections 14 to 18 of the Act are:

- “(a) “Standing-down”, which is the process described in sections 14, 17A(1), and 18(1) of the Act:
- (b) “Suspension”, which is the process described in sections 14(1) and (3), 15(1) to (4), 17(1)(a) and (b), 17(2) to (4), 17A, 17B, 17C, and 18(2) and (3) of the Act:
- (c) “Exclusion”, which is the process described in sections 15(1)(c), (5), and (6), 16, 17C, 17D(1) and (2), and 18(3) of the Act:
- (d) “Expulsion”, which is the process described in sections 17(1)(c), (2)(b), 17D, and 18(3) of the Act.”

Clause 7 of the Education (Stand-down, Suspension, Exclusion, and Expulsion) Rules 1999 provides that every participant in the processes, practices, and procedures dealt with in sections 14 to 18 of the Act and these rules should be guided by the following principles:

- (a) The need for every participant to understand the processes, practices, and procedures;
- (b) The need for every participant to treat every other participant with respect, which includes recognising and respecting New Zealand's cultural diversity;
- (c) The need to recognise the unique position of Māori;
- (d) The need for every participant to be guided by the charter of the student's school; and
- (e) The need for every participant to recognise that the board has a responsibility to maintain a safe and effective learning environment at the student's school

## **Dealing with Bullying**

Our aim at Otaika Valley School is to ensure that all students and staff are safe, healthy, happy and free from physical and psychological intimidation and harm. Therefore, it is the responsibility of all the school community to recognise bullying and to take action when they see it happening. Otaika Valley School will never tolerate bullying of any kind from its students or staff, whoever it is directed at.

### **DEFINITION**

Bullying occurs when a person or group is intimidated, humiliated, frightened, excluded, hurt or discomforted by a sustained pattern of behaviours directed at them by others.

There are different types of bullying. These include:

1. **Physical bullying:** when physical actions such as hitting, poking, tripping or pushing, are used to hurt and intimidate. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
2. **Verbal bullying:** involves the use of negative words, like name calling, insults, homophobic or racist slurs, or words used to intentionally upset someone.
3. **Social bullying:** when lies, the spreading of rumours or nasty pranks are used. This includes repeated mimicking and deliberate exclusion.
4. **Psychological bullying:** involves the repeated and intentional use of words or actions which can cause psychological harm. Examples include intimidation, manipulation and stalking. This also includes labeling students who report bullying as "Narks".
5. **Cyber bullying:** is when technology is used to verbally, socially or psychologically bully. It can occur in chat rooms, on social networking sites, through emails or on mobile phones. Refer to the Digital Citizenship Policy, responsible use agreement and procedures for information on the school dealing with Cyberbullying and internet safety.

### **Bullying isn't:**

- Mutual arguments and disagreements single episodes of social rejection or dislike single-episode acts of nastiness or spite random acts of aggression or intimidation.
- Bullying happens in every community: it is not just something that happens in schools.
- Bullying can make life intolerable: it destroys confidence, undermines self-esteem, affects learning and can lead to extreme physical and psychological dangers to the point where a person may refuse to attend school or even, in more extreme cases, contemplate and commit suicide.

## **All forms of bullying can be damaging.**

### **Bullies**

Three types of bullies have been identified (Stephenson & Smith 1989).

- Confident bullies who are physically strong, enjoy aggression, who feel secure and are of average popularity.
- Anxious bullies, who are weak academically, have poor concentration, and are less popular and less secure.
- Bully/victims who are bullies in some situations and are bullied in others.

### **Victims**

- Often have poor social skills.
- Lack the confidence to seek help.
- Don't have the support of the teacher or classmates who find them unappealing.
- Blame themselves and believe it is their own fault.
- Are desperate to 'fit in'.
- View is very often reinforced by the attitude of adults in their lives.
- It is highly unlikely that they will seek help.

### **Making Otaika Valley School bully free ... Taking Immediate Action**

As much as it is possible we will ensure that all students have opportunities to develop positive social skills in order to prevent any bullying behaviour within the school.

### **Dealing with a bullying incident:**

#### **First:**

- Express relief that the bullying is now out in the open and can be dealt with.
- Support the victim.
- Identify what has happened.
- Record events in etap. Notify class teacher / DP / Principal as appropriate.
- The aim of any intervention must be to stop the immediate abuse.
- Avoid recriminations.
- Help the child who bullies change his or her behaviour.
- Make the peer group aware and ask them to help the victim if appropriate.

#### **Provide support for the victim:**

- Ensure the victim has access to a bully free environment at all times.
- Use reliable peers, teacher aides, senior volunteers and others as supporters.
- Spend time with the isolated pupil if appropriate. This can only be a short-term measure, as most victims of bullying want to be with their peer group.
- Help the victim to act more decisively to increase their own confidence.

#### **A special safe room that has adequate staff supervision is useful:**

- E.g. Library

#### **Withdrawn and isolated victims:**

- Need the opportunity to be involved in special confidence building programmes such the social skills group because they may have difficulty integrating with their peer group.

#### **Change the behaviour of children who bully:**

- Use small group or individual intervention programmes such as:
  - **No Blame Approach (see Kia Kaha Programme).** It focuses on seeking the support of the peer group to solve the bullying problem.
  - Refer to RTLB for intervention programmes.

**Working with students who continue to bully:**

- Some pupils find it difficult to leave behind aggressive ways of relating to other pupils.
- The aggression may have been so reinforced that an ongoing programme aimed at developing social skills is necessary. Consider involving Youth and Families Services, Group Special Education or other appropriate agency.
- In cases of serious physical assault, involve your local police.

**Curriculum Action:**

All pupils in the school will need to have their awareness raised in a variety of ways. This can be:

- Formalised within the curriculum. For example the Police 'Kia Kaha' anti-bullying programme can be used at all levels of the school.
- Using our in-class Social Skills resources (Alison Schroeder).

The goal is to sell the idea that **STOPPING BULLYING IS EVERYONE'S RESPONSIBILITY**. Communities have to Stand Strong to Eliminate Bullying

**INDIVIDUAL BEHAVIOUR SUPPORT PLAN**

**Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_  
**Class:** \_\_\_\_\_ **Year:** \_\_\_\_\_  
**Team Members:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Objective of Plan:**

Staff working with (CHILD) will commit to using positive behaviour support strategies to maintain a safe and positive environment for (CHILD), other students and staff.

**Key Understandings about:**

-  
-

**Plan:**

All staff will be made aware of the issues around (CHILD'S) behaviour and updated regularly in staff meetings and Etap.

**Problem behaviour is most likely to occur when:**

-  
-

**Warning Signs that problem behaviour may escalate:**

-  
-

**Immediate plans to defuse the situation:**

-  
-

**Positive Behavior supports in place for (CHILD):**

-  
-

**Help his/her Peers to Learn:**

-  
-

**Staff will provide Additional Support by:**

- All speaking the same language when an incident happens and not giving reinforcement for negative behavior. Focus on Positive Behaviour – we get more of what we focus on.

### **Crisis Management Plan:**

If aggressive or unsafe behavior occurs in spite of proactive strategies, the school plan is to

- Remove other children from harm
- Monitor (CHILD) if tantruming, make sure no obstacles in way.
- No engaging in the abuse if he is getting verbally abusive – talk to when calm only.
- Principal to assess the next steps in relation to seriousness of incident in accordance with school policy.

### **Signed Team Members:**

Teacher \_\_\_\_\_

SENCO \_\_\_\_\_

Principal \_\_\_\_\_

## **CLASS AWARDS**

**Rm 1:** Logan Jones, Megan Martin, Joss Morgan, Miller Pukeroa, Ivy Smith, Isla Taylor

**Rm 2:** Emmalee Connell, Marcus Houliker-Te Tai, Tyler Macdonald

**Rm 3:** Oliver Emerson, Ephraim Locke, Isaac Mawson, Charlie Peachey, Braxton Rielly, Tautahi Stone

**Rm 4:** Theodore Hurley

**Rm 5:** Harry Alchin-Most, Layton Naidu, Rylie Roberts-Cross, Sequoia Stowers

**Rm 6:** Lochie Cameron, Halo Delahoya, Abby Rutherford, Ezekiel Timewell

**Rm 7:** Finius Ashby, Anna Clinch, Isobelle Holehan, C0dy Noble, Zoe Roberts

# SEEKING BUSINESS SPONSORSHIP!

Are you interested in advertising exposure for your business, as well as helping out our awesome kids, in return for your sponsorship \$?

The OVS Miniball whanau need 20 more basketball singlets for the growing number of kids enjoying the sport. If your business would like to cover the cost of the new singlets with your business name/logo printed on them, please contact Kiri – ph 021 0474 629

**A great reading challenge with tasty rewards.  
HELL Pizza Reading Challenge**



Dear Parents/caregivers

Your child's school is participating in the HELL Pizza Reading Challenge, which is being run in conjunction with the 2018 New Zealand Book Awards for Children and Young Adults.

The HELL Reading Challenge is a highly successful programme that gets kids reading and enjoying the pleasures of stories with free pizza rewards.

How the Reading Challenge works:

Children are being given "pizza wheels". Every time they finish a book, the wheel gets clicked off and signed by a teacher or librarian. When they have finished seven books, they can take their completed pizza wheel to any HELL Pizza store and redeem it for a free 333 Pizza.

All HELL 333 kids' pizzas pass the FSANZ Nutrient Profiling Scoring Standard 1.2.7. HELL kids' pizzas are very high in protein & calcium, high in fibre, low in sugar, and tasty!

Here are the rules:

- Each pizza wheel is good for one 333 Kids' Pizza from any HELL Pizza store nationwide
- The wheel must be signed by a teacher/librarian, and stamped with the official school stamp
- One pizza per visit per child
- Wheels are non-transferable for money
- Children must redeem their free pizza in person, and before Monday 3 December 2018

If you have any queries about the HELL Pizza Reading Challenge, please contact the classroom teacher or school librarian.



## UPCOMING FUNDRAISING EVENTS

### MAY

**5th :** Room 6 BBQ Fundraiser for Playground at the Warehouse , 8.30am to 3pm

**24th :** Room 5 School Lunch Fundraiser - Pizza's

### JUNE

**7th :** School Lunch PTA - Hot Chips

**16th :** Room 7 BBQ Fundraiser at the Warehouse

**21st:** School Lunch PTA - TBC

**28th:** DISCO!!

VOLUNTEERS NEEDED!

