

Behaviour Framework

Ponatahi Christian School



ENABLING YOUNG PEOPLE TO SERVE GOD AND
SOCIETY

*Thou shalt love the Lord thy God with all thy heart, and
with all thy soul, and with all thy mind.*

Thou shalt love thy neighbour as thyself.

DISCIPLING THROUGH DISCIPLINE

Foundational Biblical principles to underpin the philosophy of discipline from a Biblical perspective.

1. The motivation and necessity for discipline is to guide and direct young people to seek for and deepen a restored relationship with God and with their neighbours (Matt 22: 37-40).
2. Biblical discipline acknowledges the work of the Holy Spirit and points students towards Christ and eternal life (Rom 3:22; Psalm 51:10)
3. Biblical discipline leads to the opportunity of restoration of relationship: student to God; student to teacher; student to student. (2 Cor 5:20; Rom 12:9-21).
4. Discipline should be done gently, in love for the students, recognising that every student is a child created by God in His image. (Heb 12:7-11; 1 Thess 1: 6-7; Eph 6:4; Gen 1:27)
5. Discipline is motivated by the desire to help a student do right, rather than merely punish them for wrong- doing. Discipline is used as teaching opportunity to instruct how to change undesirable behaviour into behaviours that display self-discipline and biblical virtues to the glory of God. Consequences are not to be seen as an 'end in itself' but rather one step along the way. (Jer 31:33; 2 Tim 2: 22-26; 1 Cor 10:31)
6. In the spirit of submitting to each other in love, and to supporting each other as colleagues, personal preference is submitted to the school's discipline policies and procedures. (Rom 13; Eph 5:21).
7. Staff model the Christ-like character as our vision values describe and we desire to see in students (Heb 13:7; Matt 7:12)
8. Biblical discipline is accompanied and strengthened with prayer and the wisdom of the Scripture (Phil 4:6; 2 Tim 3:16-17)

BEHAVIOUR FRAMEWORK

INTRODUCTION:

We have written this guide so that all of us who belong to the school – pupils, parents and staff:

1. Are clear about the standards of behaviour we expect.
2. Are clear about how to respond to undesirable behaviour.

OUR INTENTION IS:

To nurture the comprehensive wellbeing for all staff and students

THE ULTIMATE AIMS ARE TO:

1. To create an awareness of our need for forgiveness and to grow in a restored relationship with Him.
2. To develop skills that promote strong and safe relationships with all others we come into contact with.
3. To nurture a thriving learning environment that supports personal virtue, self-discipline and academic excellence.

TO ACHIEVE THIS WE WILL:

1. Understand that all our actions impact relationships.
2. Develop awareness that the students are responsible for their own behaviour and the consequences of this behaviour (both positive and negative).
3. We will promote positive behaviour, by teaching what this positive behaviour looks like, and acknowledge it.
4. Implement a consistent standard for responding to undesirable behaviours.
5. Involve parents in the discipline process as needed.

DISCIPLING WITH A RELATIONAL APPROACH

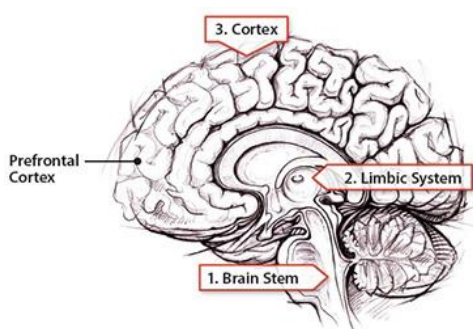
Staff members at Ponatahi Christian School strive to use a relational approach in all their interactions with students, parents, families, colleagues, Board members, and visitors. **We believe that the key to learning and positive behaviour is building strong and effective relationships within the classroom and school environment that demonstrate our five core Christian values: respect, diligence, integrity, fellowship, and kindness.**

Sin breaks relationships between God and people and between people; and this is experienced in the classroom as well. God actively seeks to restore relationships broken by sin (Genesis 3:8-9; Isaiah 55:1-13; John 3:14-17; Luke 15), not only by giving His Son to take away the guilt of sin, but also by pursuing us with His grace and mercy through His Word and Spirit. Staff members show the grace of God through restorative practices when dealing with sin which comes out in undesirable behaviours (Galatians 6:1-2; Ephesians 2; 4:15-16, 29-32). *The goal of discipline is to restore relationships in a way that is compatible with the teaching of the Scriptures and God's design of the human brain.*

Relationships are the heart of Jesus' ministry, as He taught, interacted, modelled, and cared for His disciples in His earthly ministry, and as He continues to do today through His Holy Spirit in His Church.

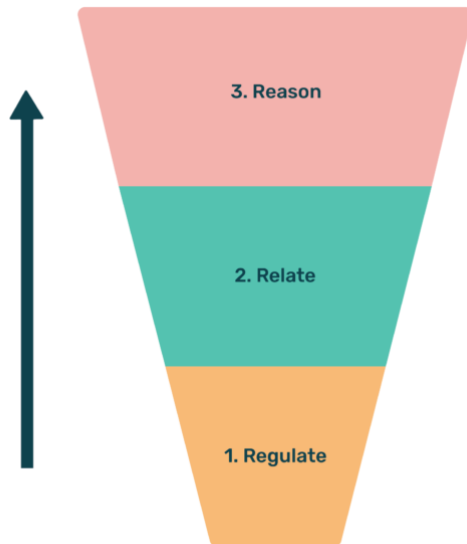
He came to this world to be the Saviour: to restore the broken relationship between God and the fallen human race so that God and His people may have everlasting communion (John 17; Rom. 4:25-5:2; 5:8-11; 8:35-39; Eph. 2; Rev. 21:3-7).

The Gospel of Redemption displays God's purpose in creating humans for relationship—first, for relationship with Himself (Genesis 3:8-9), and secondly, with each other (Genesis 2:18-25). This is also seen in the amazing way He created the human brain.



The human brain is admirably complex. However, for classroom practice, it can be simplified to three broad areas of function: **survival** brain (brain stem), **emotional** brain (limbic system), and **thinking** brain (pre-frontal cortex). God has designed our bodies marvellously so that we can respond immediately to danger, even without thinking. Threats, danger, and stress cause areas of the thinking brain to shut down and the emotional or survival brain takes over.

This knowledge is essential for staff members to understand and use when responding to student behaviour. Thinking is hindered or impossible when a student is stressed or dysregulated. Dr. Bruce Perry's model, the 3 R's, is helpful to use when engaging with a student about their behaviour.



1. Regulate

Before speaking with a student about a behaviour or incident, it is important to first determine if the student needs to calm down. The student may need time and a space to calm down. Some students may need co-regulation. It is important for staff members to be attuned to their own needs; if the staff member is upset, he or she may need time to self-regulate before they can help the child regulate.

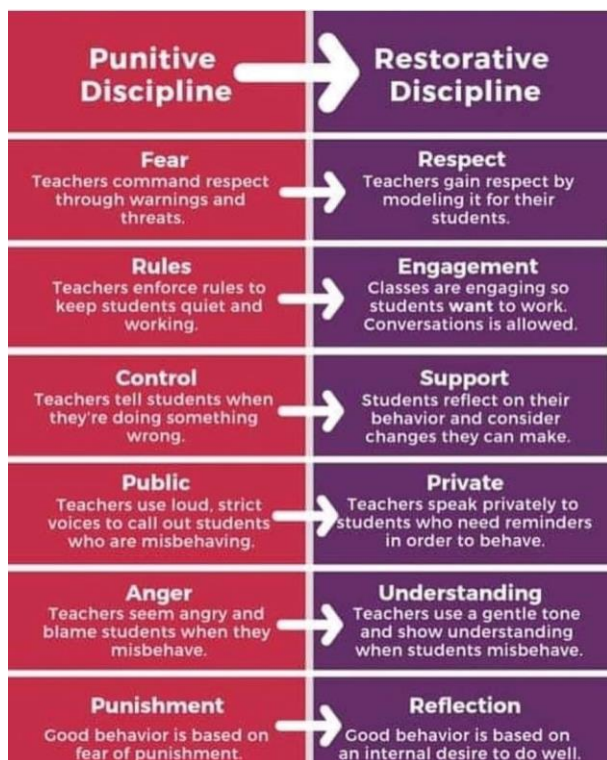
2. Relate

After the student has had time to become calm, the staff member makes a connection with the student. This is the time for listening. They might ask how the child is feeling or for the student's perspective on what happened. Listening with a caring, open, and calm manner establishes a connection, which allows the cortex, or thinking part of the brain to function. If a child does not feel a connection, they will have a more difficult time using reasoning skills.

3. Reason

Once a student is regulated and the staff member has made a connection with the student, a restorative conversation about the behaviour or incident takes place and consequences are given. Natural or logical consequences are part of the restoration process; staff members have a flowchart to guide them in identifying if behaviours are considered minor or major, selecting appropriate consequences, and determining next steps (see page 11 of this guide). Resources for Restorative practices are in Appendix B and C.

RELATIONSHIPS ARE PARAMOUNT



In restorative discipline, relationships are paramount. The infographic on the left shows key differences between punitive discipline and restorative discipline, which define the dynamics of the teacher – student relationship.

Our students are created in the image of God and as such, are to be treated with respect and kindness. Especially in the discipline process, staff members are to model and exercise the grace of God:

“But God, Who is rich in mercy, for His great love wherewith He loved us, even when we were dead in sins, hath quickened us together with Christ, (by grace are ye saved!) and hath raised us up together, and made us sit together in heavenly places in Christ Jesus: that in the ages to come, He might show the exceeding riches of His grace in His kindness toward us through Christ Jesus” (Ephesians 2:4-7).

Promoting Positive Behaviours

See Appendix A for expected behaviours within our values.

The first step to reaching our discipline aims is to teach the behaviours that are expected within our five core values. The teaching of the Christian values will be done school wide once each term, e.g., Week 1-2 – Respect; Week 3-4 – Diligence; Week 5-6 – Integrity; Week 7-8 – Fellowship; and Week 9-10 – Kindness.

ACKNOWLEDGEMENT OF POSITIVE BEHAVIOURS IN OUR SHARED SPACE (E.g., the corridors and playground)

Teachers and student leaders on duty in the playground and corridor will be encouraged to capture examples of students displaying the Christian values. The principal will be told about students who have shown these values, and he will use examples to acknowledge positive behaviour publicly at our assemblies (with or without names), and also to privately acknowledge the students involved. They will also be recorded. When a student has been noticed 5 times displaying the same value, a message will be sent home with the student to help the parents celebrate this value.

The template for recording these positive behaviours will be stored near the high vis vest that is worn by the duty teacher.



ACKNOWLEDGEMENT OF POSITIVE BEHAVIOURS IN OUR CLASSROOMS

We encourage all teachers to do this in a way that the relationships (teacher to student, student to student) are enhanced. We also encourage teachers to consider building students intrinsic motivation, without relying too heavily on individual extrinsic motivators.

Intrinsic rewards are where students are working for their own satisfaction and goals, and nothing is given to them in the form of an extrinsic reward. Extrinsic rewards are where students are awarded something for either achievement or expected behaviour.

Suggested ways to encourage intrinsic motivation in our classrooms:

1. Students want to learn: consider the 6 R's of an engaging lesson.

- Relational
- Relevant
- Repetitive
- Rewarding
- Rhythmic
- Respectful



Adapted from Bruce D. Perry.

NEUROSEQUENTIAL NETWORK™

2. Emphasis on Christian values: doing the right thing pleases God.
3. Verbal encouragement and acknowledgement of achievement and expected behaviours.
4. Cultivate a love for learning – children are naturally curious and open to learning about the world around them.
5. Learning with a group.
6. Having the students understanding what they need to do to be successful, and showing them where they have been successful.
7. Encourage the students to use the skill of reflecting on their own learning.

8. If extrinsic rewards are used, consider using them to build class wide relationships, rather than singling individual students.

Some ideas could include:

- Shared kai
- Free period
- Class outing
- Board game afternoon
- Choosing the seating arrangement for the day
- Etc

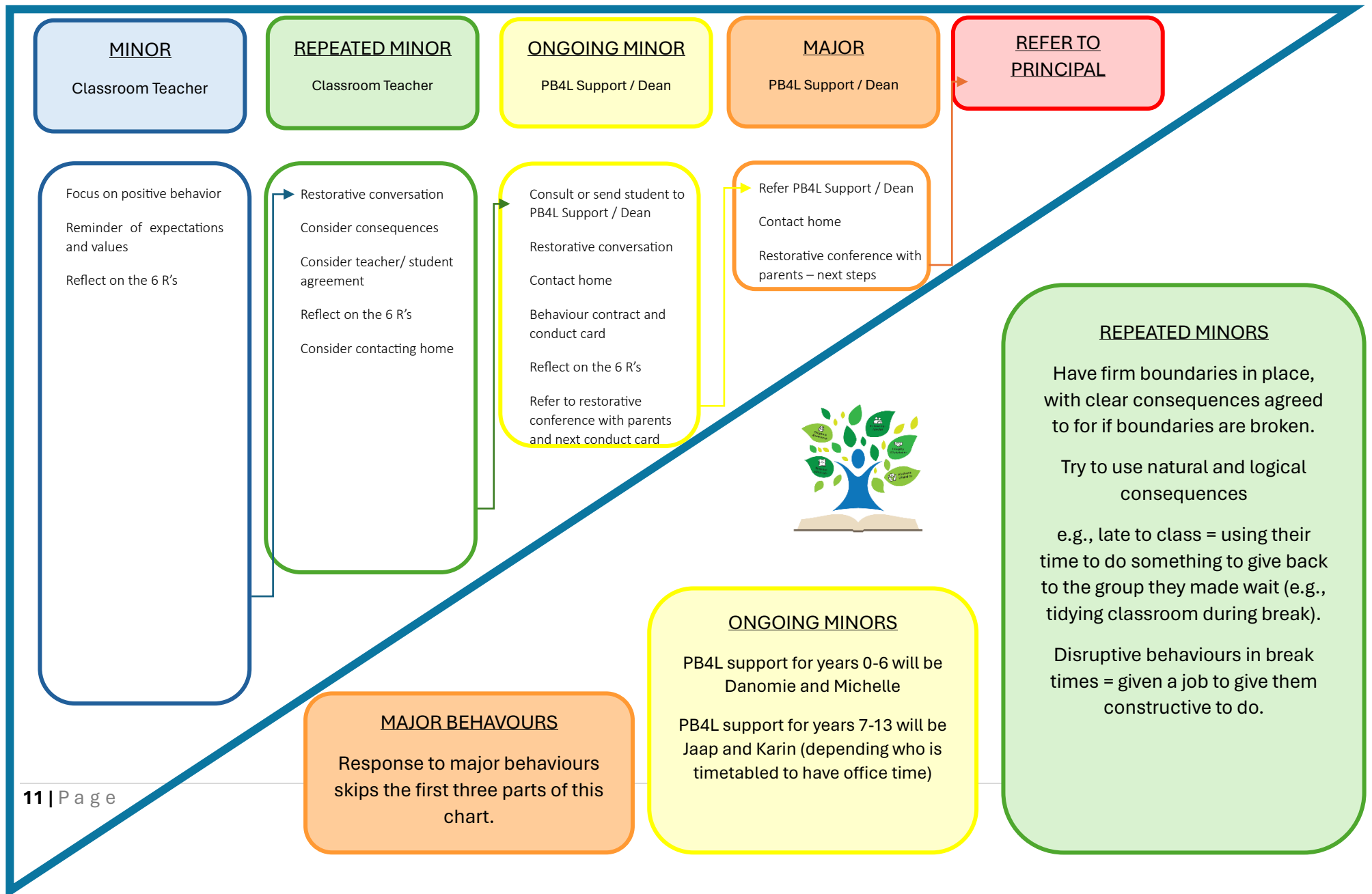
“Generally, children lose engagement after being externally rewarded. This suggests that extrinsic motivation is short-term and can lead students away from an inherent love of learning. As a teacher, you can prevent this by prioritizing intrinsically motivated learning in the classroom” – K. Cherry

Responding to Undesirable Behaviours

Defining Undesirable Behaviour.

Behaviour	Definition	Examples- Minor	Examples- Major
Disrespect	Not showing respect and care towards others, and the environment	<ul style="list-style-type: none"> - Back chat - Non-compliant uniform - Making unnecessary disturbances - Not looking after others' property - Breaking the rules e.g., running in corridor, scooters under the verandah - Interrupting - Minor offensive language (shit, bastard, bitch) 	<ul style="list-style-type: none"> - Vandalism - Major Offensive language (taking God's name in vain; curses; f***; gay; sexual slurs) - Personal attack against someone (including bullying) - Defiance
Carelessness	Failure to take care of something or do the right thing; being negligent	<ul style="list-style-type: none"> - Being unprepared for lessons - Incompleted work - Being late - Untidy (lockers, desks, workbooks, belongings) - Leaving a mess 	<ul style="list-style-type: none"> - Skipping class - Cheating
Dishonesty	Being deceitful, untrustworthy or insincere	<ul style="list-style-type: none"> - Blameshifting - Using other's property without permission - Being irresponsible - Unfair play - Instigating or encouraging bad behaviour 	<ul style="list-style-type: none"> - Lying - Stealing - Criminal behaviour (drugs, smoking, vaping, alcohol, sexual behaviour)
Self-centred	An attitude of self-interest and disregard to others	<ul style="list-style-type: none"> - Complaining - Criticising others, gossip - Excluding others - Not working as a team 	<ul style="list-style-type: none"> - Intentionally destroying relationships (cyberbullying, intentional gossip) -
Unkind	Being inconsiderate and harsh towards others.	<ul style="list-style-type: none"> - Intimidating others - Unkind words (mean jokes) - Not showing compassion - Bad manners - 	<ul style="list-style-type: none"> - Bullying - Inappropriate physical touch (sexual and violent) - Putting yourself or others at serious risk of harm

Responding to Undesirable Behaviour



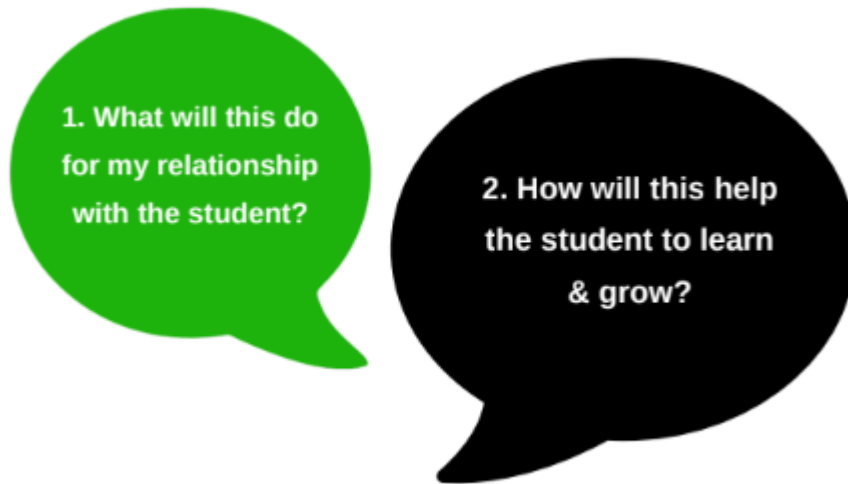
Appendix A: Expected Behaviours

	ALL SETTINGS	CLASSROOM	CORRIDOR	PLAYGROUND	BATHROOMS	SPECIALIST ROOMS (ART ROOM, LIBRARY, KITCHEN)	BUS
RESPECT	<ul style="list-style-type: none"> - Be polite - Use respectful language - Be considerate of others and their property - Be thankful 	<ul style="list-style-type: none"> - Be polite - Use a quiet voice - Be ready to work - Take care of school property - Be attentive 	<ul style="list-style-type: none"> - Be purposeful - Be considerate to others who are working. - Be mindful of younger students 	<ul style="list-style-type: none"> - Make safe choices - Use gentle hands - Respect the Student - Be careful with equipment 	<ul style="list-style-type: none"> - Respect privacy 	<ul style="list-style-type: none"> - Follow the rules of the room. - Tidy up - Look after equipment 	<ul style="list-style-type: none"> - Use an inside voice - Stay seated - Keep the aisle clear - Thank the bus driver.
DILIGENCE	<ul style="list-style-type: none"> - Use the environment carefully - Manage yourself 	<ul style="list-style-type: none"> - Be ready to learn - Be focused - Give your best 	<ul style="list-style-type: none"> - Be cautious of others - Be considerate of others 	<ul style="list-style-type: none"> - place rubbish in trash cans - Put away equipment 	<ul style="list-style-type: none"> - Keep it tidy - Wash hands 	<ul style="list-style-type: none"> - Use equipment carefully - switch off and put away appliances 	<ul style="list-style-type: none"> - Keep it tidy - Be on time

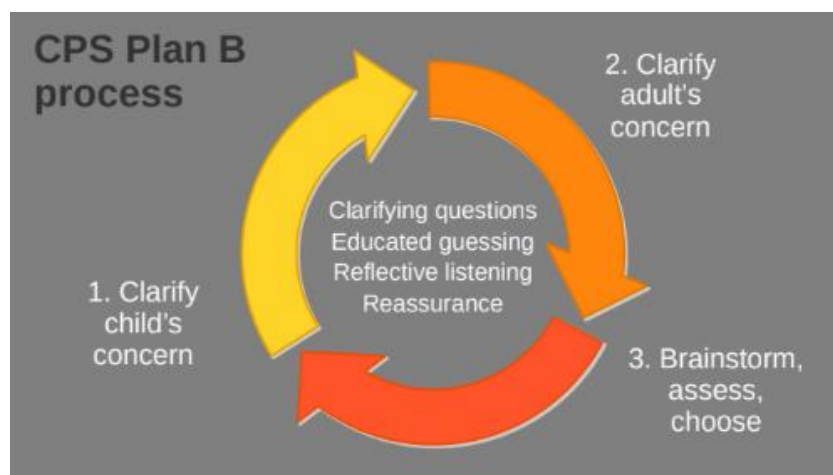
INTEGRITY	<ul style="list-style-type: none"> - Be honest - Be responsible 	<ul style="list-style-type: none"> - Ask for help - Do the right think when no one is looking. - Be open 	<ul style="list-style-type: none"> - Follow the rules 	<ul style="list-style-type: none"> - Play fair - Stay in approved areas - Encourage others to make good choices 	<ul style="list-style-type: none"> - Be quick 	<ul style="list-style-type: none"> - Put away what you use 	<ul style="list-style-type: none"> - Follow the rules
FELLOWSHIP	<ul style="list-style-type: none"> - Be thankful - Be gentle - Be friendly - Be humble 	<ul style="list-style-type: none"> - Encourage each other - Be patient - Work together - Participate 	<ul style="list-style-type: none"> - Acknowledge each other 	<ul style="list-style-type: none"> - Look after each other - Include others 	<ul style="list-style-type: none"> - The bathroom is not the place for fellowship 	<ul style="list-style-type: none"> - Work together 	<ul style="list-style-type: none"> - Accept those sitting next to you.
KINDNESS	<ul style="list-style-type: none"> - Include everyone - Show empathy - Serve each other 	<ul style="list-style-type: none"> - Support each other - Encourage each other - Work together 	<ul style="list-style-type: none"> - Use good manners 	<ul style="list-style-type: none"> - Use kind words - Invite others into your game - Show compassion 	<ul style="list-style-type: none"> - Be considerate of others 	<ul style="list-style-type: none"> - Look after each other's safety - Share the space - Value other's work 	<ul style="list-style-type: none"> - Have positive conversations - Greet others

Appendix B: RESTORATIVE CONVERSATIONS

With any repeated or ongoing minor behaviour, teachers have a restorative conversation with the student. A restorative conversation is a short, calm conversation that teacher and student have privately. The teacher keeps these two questions in mind throughout the interaction:



Restorative conversations help the student identify what the expected behaviour is, share what happened, think with the teacher how the behaviour impacts others and him/herself, and hear what the teacher expects the student to do / not do. For some minor behaviours, especially a first occurrence, a short restorative conversation is sufficient. For other minor behaviours and for repeated or ongoing minor behaviours, a natural or logical consequence may be given at the restorative conversation. In general, the format of the restorative conversation may look like this:



Appendix C: Restorative Circle Prompts – Class-wide discussion

Restorative Circles

Classwide Problem Solving Questions

- What is a problem our class is having?
- Why is this a problem?
- Who is or was hurt by this problem?
- How does this problem make our class less safe?
- How does it make it harder for us to be great learners?
- What has each of us done that was part of the problem? (that caused the problem or made it worse)
- How does this problem make us feel?
- What has been the hardest part for you?
- What are some ideas for how we can solve this problem?
- How can we make it better?
- How can we move forward from what happened?
- Which of these is our best solution? Let's make a plan for using it.
- How will we know if things are better?
- How can we hold each other accountable/responsible with this plan? Or what can we do to remind each other when we stray from our plan?

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Restorative Circle Guidelines

We listen and speak respectfully.

We raise our hand while we wait for our turn to contribute our thoughts.

We use I messages.

We name the problem or effects.

We try to be open and honest.

We expect, accept and respect different ideas.

We need each other, and together we are amazing!

Appendix D: THE PB4L RESTORATIVE PRACTICE MODEL

