

# PB4L: FREQUENTLY ASKED QUESTIONS / COMMENTS

## WHAT IS A “POSITIVE OPPOSITE”?

We refer to teaching students the “positive opposite” in the flowchart for minor behaviours. When a student’s behaviour is not meeting the expectations, we want to teach them a clear, positive direction so that they are learning what to do instead. This supports students to understand the desired behaviour. For example, if a student is frustrated at another student and calls them a name, a teacher might say something like, “If you’re upset, tell them how you feel without using hurtful names.” The teacher would likely then model this so that the student is learning how to use their words in positive ways.

## WHAT IS A “NATURAL AND LOGICAL CONSEQUENCE”?

**Natural Consequence:** A natural consequence is what naturally happens as a result of the behaviour. An example of a natural consequence could be: If a student calls other students’ names and is not kind, others may not want to play with them. Natural consequences teach that choices have results (if I run on a slippery surface, I will fall and get hurt, if I talk while the teacher is explaining, I am not going to know what to do).

**Logical Consequence:** A logical consequence is a consequence that is directly related to the behaviour. An example of a logical consequence could be: If a student draws on a table or other classroom object they would support the teacher or caretaker to clean it off. Logical consequences teach children that their choices have outcomes — and gives them a chance to fix or take responsibility for their actions.

## WHAT IS A “BEHAVIOUR INTERVENTION”?

A “behaviour Intervention” is a planned strategy used to help a student learn positive behaviours and reduce inappropriate behaviour. It supports the teaching of better ways to handle situations. In the Conifer Grove Flowchart, these are introduced at a repeated minor or a major behaviour. Initially, these behaviour interventions may be low level such as a home / school communication book to highlight the positive behaviour and inform about a target behaviour we want to decrease, or it may be something such as a sticker chart where we are recognising where students have made positive choices. When a behaviour intervention is created, this will be in collaboration with whaanau.

## WHAT DO THE ACRONYMS MEAN?

### **RTL**: *Resource Teacher of Learning and Behaviour*

RTL is an educational service that supports schools with learning and /or behaviour. We refer to this service when we have a learning or behaviour present that we would like some more expert support with. The RTL service helps students who are struggling with learning or behavior by working alongside teachers and schools to find practical, inclusive solutions — so students can succeed and feel supported in the classroom. This is a short term intervention.

### **MOE**: *Ministry of Education*

### **IB**: *Individual Behaviour Plan*

An Individual Behaviour Plan is implemented with continual and ongoing minor behaviour as well as some major behaviours. It is a personalised plan that helps a student learn better ways to behave. It clearly explains what behaviours need support, what the goals are, and how the adults at school will help. The behaviour plan covers: target behaviour/s (the specific behaviours that need support), goals (what the student is working towards), triggers (what usually causes the behaviour), prevention strategies (what staff can do to reduce the chances of the behaviour happening), teaching strategies, (what skills we want to student to learn instead), a response plan (what staff will do if the behaviour happens, and a reward / reinforcement (positive feedback or incentives will help encourage change) with clear roles for teachers, other staff, parents and others involved.

### **AWOL**: *Absent without Leave*

AWOL refers to times when a student is out of the class without permission and the teacher is unaware of the students whereabouts.

### **AP / DP**: *Assistant Principal and Deputy Principal*

## WHY ARE PARENTS NOT INFORMED ABOUT MINOR BEHAVIOURS?

At Conifer Grove School, partnering with parents to support and develop student behaviour is important to us. We inform parents about minor behaviours once these are classified as a repeated minor (behaviour that occurs 3 times within a 3 week period). As these behaviours are minor, we address them through our school values and teaching of positive opposites. When these things do not appear to be working (as the behaviour is continuing) we contact parents. Many students occasionally engage in minor behaviour and a redirect and reminder of the school values is enough to see a change.

## **PARENTS SHOULD BE INFORMED IF THEIR CHILD IS THE “VICTIM” OF A MINOR OR MAJOR BEHAVIOUR.**

Our process is that we inform parents if their child has been the “victim” of a major or severe behaviour while at school. We do not notify parents if their child has been involved in a minor behaviour, such as being called a name. If a student was the “victim” of a repeated minor behaviour by the same child (e.g., repeated name calling to the same student over a period of 3 weeks), we would then make contact with the family as the process for a repeated minor is the same as a major.

## **HOW WILL PARENTS BE NOTIFIED?**

In the first instance, parents will be notified via a phone call. If a staff member is unable to reach a contact via phone, there may be an email sent as well as other attempts to contact via phone. To support us, we would appreciate it if all contact details were updated at the school office if there are any changes to these.

## **STAND DOWNS AND SUSPENSIONS MAY BE FUN FOR STUDENTS. CAN THERE BE AN ALTERNATIVE SUCH AS TEACHING THEM ALTERNATIVES AT SCHOOL?**

A stand-down and a suspension are two types of formal actions a principal can take when a student’s behaviour is serious or ongoing, and affects the safety or functioning of the school. Both are part of the Education and Training Act 2020, and must follow clear legal procedures — they are not punishments, but formal processes used when other strategies haven’t worked or the behaviour is very serious.

**Stand Down:** A stand down is a temporary removal of a student from school, decided by the principal. The purpose of a stand down is to give time for the student, the school, and family to cool off, reflect, and plan for re-entry.

**Suspension:** A suspension is more serious. The student is removed from the school until the board of trustees (or school board) decides what will happen next. This is used for very serious misbehaviour, or when serious behaviour has not improved after earlier support.

We are aware that stand downs and suspensions are difficult for parents. As seen in the flowchart, these consequences are used as a last resort for either severe or continued major behaviours and the decision to stand down a student is not taken lightly. Legally, it is not possible to have students attending school during a stand down or suspension.