



Te Kura o Te Pāroa

Next review: Term 2 2025

Behaviour Management

Our school provides a safe physical and emotional environment for students and staff. We promote a culture of **care and protection** of students, and we prioritise this when managing behaviour and dealing with behaviour incidents.

Te Kura o Te Pāroa is a PB4L school. PB4L stands for Positive Behaviour for Learning and is a positive, proactive, schoolwide organisational framework for behaviour and discipline.

At Te Kura o Te Pāroa we promote positive student behaviour and **de-escalation** of challenging behaviour. We accept that challenging behaviour is a result of student distress, and respond accordingly. For more information, see **Reducing Student Distress**.

We also expect our students, staff, and the wider school community to maintain high standards of **conduct**, and for visitors, parents, and whānau to model positive behaviour for students. **Bullying** and **harassment** within the school community is taken seriously, and is dealt with through our **behaviour management** strategies. We advise our community of procedures to follow if they have any **concerns or complaints**.

Behaviour management guidelines

At Te Kura o Te Pāroa all staff are made aware of the following behaviour management guidelines.

- We make a clear statement of acceptable and unacceptable behaviour known to all staff, parents/caregivers, and students.
- We communicate to all members of the school the responsibility to recognise bullying, harassment, and inappropriate behaviour, and how to take appropriate action when necessary.
- Staff (including relievers, coaches, tutors, etc.) maintain positive learning environments and relationships within the school community.
- We consistently apply our **behaviour management** strategies in all cases of unacceptable **behaviour**, and endeavour to maintain the dignity of the student at all times.
- Our procedures are fair and transparent, reflect our expectation that ākongā take responsibility for their actions, and are clear to all students and the community.
- Staff manage challenging behaviour appropriately and use de-escalation techniques if student behaviour poses a danger to themselves or others. Physical restraint may only be used by teachers or authorised staff members to prevent imminent harm, and only according to our **physical restraint guidelines**.
- We action procedures outlined by the Ministry of Education for **stand-down, suspension, or exclusion** in cases of extreme misconduct, continual disobedience, and/or behaviour risking serious harm.
- We work with parents/caregivers, staff, and outside agencies if necessary, to plan **individual programmes** and strategies for students with particular behavioural needs.

These students may be managed outside our behaviour plan.

- **Seclusion** and corporal punishment is prohibited.

See our **Behaviour Management plan**  for more information.

Parent/Caregiver concerns

If a parent/caregiver has concerns about incidents between students, staff, or other parents/caregivers, they should contact our school directly to voice their concerns through the appropriate channels. We do not encourage parents/caregivers to approach students, their whānau, or other members of the school community to privately discuss behaviour issues. This also applies to incidents that occur out of school time or off school grounds but when students are still connected with the school e.g. at camp or on school trips, and while wearing school uniform, or travelling to and from school.







Concerns involving relatives of staff or board members

If a behaviour issue or a concern arises at school that involves the child or relative of a currently employed staff or board member and another student or group of students, the staff or board member is not involved in its resolution. A delegated staff member with no relationship to the student or relative manages the incident.

Related topics

- **Community Conduct Expectations**
- **Parent Involvement**
- **Bullying**
- **Minimising Physical Restraint**
- **Raising Concerns**
- **Learning Support Supervision**
- **Individual Education Plan**
- **Supporting Student Wellbeing**

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: **Student behaviour - help and guidance** 
- NZSTA: **Student behaviour management** 
- TKI | Te Kete Ipurangi: **Use de-escalating behaviour strategies** 
- TKI | Te Kete Ipurangi: **Positive Behaviour for Learning** 
- TKI | Te Kete Ipurangi: **Kaupapa Māori: Huakina Mai** 
- TKI | Te Kete Ipurangi: **Kaupapa Māori: Te Mana Tikitiki** 

Release history: Term 1 2023, Term 3 2022, Term 4 2021, Term 1 2019

IN THIS SECTION

School Values and Behaviour Expectations

Bullying

Searches, Surrender, and Retention of Property

Minimising Physical Restraint

Stand-down, Suspension, and Exclusion

Last review	Term 2 2022
Topic type	Core