



# ASHBURTON INTERMEDIATE CODE

*Our school is a place where courtesy, self discipline, common sense and respect for others is practised by all.*

*You as a student have rights and responsibilities. By following the Ashburton Intermediate Code the rights of all will be protected.*

## **Your Right**

- 1. To learn without being interrupted*
- 2. To be treated courteously and respectfully*
- 3. To express yourself and to be listened to*
- 4. To feel proud of your efforts, your school and yourself*
- 5. To work and play in a safe school environment*
- 6. To be protected by school expectations*
- 7. To have learning resources that meet learning needs*
- 8. To work in a positive learning environment*

## **Your Responsibility**

- 1. To respect others' rights to learn without interruption*
- 2. To treat others with consideration, using good manners*
- 3. To be thoughtful, co-operative and tolerant*
- 4. To act in ways that build good image and bring credit to our school*
- 5. To wear the school uniform correctly and with pride*
- 6. To act responsibly and take pride in our school, keeping it clean, safe and attractive*
- 7. To be familiar with and obey classroom and the school's expectations*
- 8. To take care of school property and respect the property of others*
- 9. To apply your best possible effort at all times*

# ASHBURTON INTERMEDIATE VALUES

<p>“Values are part of the everyday curriculum – encouraged, modelled and explored.”</p> <p>The New Zealand Curriculum 2007.</p> <p>As a school we believe that values build character which produces behaviour that is beneficial for the individual, others and the community. Values enhance the well being of all and as such at Ashburton Intermediate we acknowledge values displayed by our students.</p>	<p><b>CONSIDERATION</b></p> <ol style="list-style-type: none"> <li>1. Displays empathy</li> <li>2. Cares for the school environment</li> <li>3. Courteous towards others</li> <li>4. Respect for own and others property</li> <li>5. Respect for others</li> <li>6. Responsibility for own well being</li> <li>7. Cares for the community</li> </ol>
<p>The four main Values that we as a school embrace are:-</p>	<p><b>INTEGRITY</b></p> <ol style="list-style-type: none"> <li>1. Honesty</li> <li>2. Meets personal commitments</li> <li>3. Responsible for own actions</li> <li>4. Trustworthiness</li> <li>5. Contributes to a personal classroom culture</li> <li>6. Honour yourself and others</li> <li>7. Meets school commitments</li> </ol>
<p><b>CONSIDERATION - <i>Whai Whakaaro</i></b></p> <p><b>INTEGRITY - <i>Ngākau Pono</i></b></p> <p><b>EXCELLENCE - <i>Panekiretanga</i></b></p> <p><b>INNOVATION - <i>Auahatanga</i></b></p>	<p><b>EXCELLENCE</b></p> <ol style="list-style-type: none"> <li>1. Do your best at all times</li> <li>2. Sets and reflects on goals</li> <li>3. Celebrates success</li> <li>4. Represents the school in a positive way e.g. sports and culture</li> <li>5. Achieves above and beyond in learning</li> <li>6. Demonstrates/respects leadership</li> <li>7. Motivated learner and participant</li> </ol>
<p>Students are involved in Values lessons as part of classroom programmes and will be taught about the Values Certificate and Badge Programme the school has.</p>	<p><b>INNOVATION</b></p> <ol style="list-style-type: none"> <li>1. Thinks outside the square</li> <li>2. Encourage others confidently</li> <li>3. Stepping outside the comfort zone</li> <li>4. Accepts all challenges</li> <li>5. Working in teams/groups</li> <li>6. Reflects on what is happening</li> <li>7. Building an inquiry mindset</li> <li>8. Demonstrates creativity and curiosity</li> </ol>

# POSITIVE REINFORCEMENTS

As part of the Ashburton Intermediates School's PB4L-SW Programme, the positive daily events are highlighted throughout the school community in the promotion of a positive environment for all.

Positive reinforcements are highlighted in the following ways:

## ***Ka Pai, Values Certificates and Badges***

*At AIS we use a ka pai ticket system to acknowledge student positive behaviour related to our values. The badges presented alternate between Māori and English to show which year they were presented.*

*Students who are able to achieve all four badges within the year are able to have their photos displayed on our Values Champions Wall in the Office at School.*

## ***Merit Awards***

*Each week every classroom teacher is able to select a student or students from their class whom they wish to receive a Merit Award at the school's weekly formal Assembly. Students receive these awards for a variety of positive reasons such as achievement, progress, improvements, having the courage to speak out and leadership etc.*

## ***House Points***

*A weekly competition is conducted and the results are announced at the school's weekly Assembly. Students can be awarded house points both in the classroom and playground for a variety of reasons. The weekly results are collated with the overall winning house for the year being announced and an award being presented at the Final Assembly for the year. Students can also compete for house points at school sporting events.*

## ***KAPAI***

*The school is able to acknowledge the many students who regularly demonstrate positive playground behaviour. When positive happenings are observed, staff members present students with a small "bonus slip" or Kapai on which the students print their full name and then place this in their classroom collection box.*

*One name from each class, along with an additional lucky draw to bring the total to 18, goes into a prize draw at the weekly school assembly. A 'number wheel' is spun to find out who the lucky recipient will be. This lucky person spins the wheel to draw a number and is then given the chance to take the number, which they hope will not be a 'surprise' prize, or the bag. The student is tempted with many fun items from the bag. This is a very popular and fun event at the school's weekly assembly.*

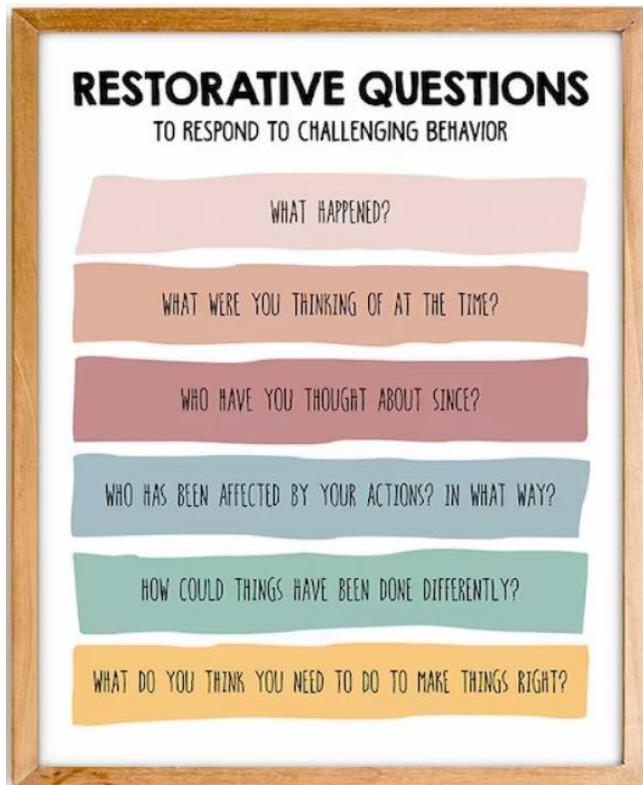
## ***End of Term Treat***

*At the end of each term students NOT on Level 4 or above are given a special treat to celebrate their positive participation in the school community. The favoured treat is to attend the Movies.*

# RESTORATIVE PRACTICES

*A number of years ago all staff members took part in two teacher only days of Professional Development of Restorative Practices in Classrooms with Margaret Thorsborne who is a highly respected and renowned advocate of restorative practice. The school has made a commitment to ensuring all new staff members to the school are given the opportunity for training in Restorative Practices.*

*As a consequence of this professional development, all classroom teachers are expected to employ restorative practices in their classroom behaviour management programmes.*



A restorative classroom is characterised by **high levels of support** as well as clear boundaries, where problem solving around issues is done with students. The kinds of conversations that can be heard in classrooms are about what happened, what was the thinking behind the behaviour, who had been affected and in what way.

The conversations in classrooms focus on fair process, responsibility and accountability and the repair of relationships that have been damaged. We know that to change behaviour we need to provide a process to engage students in meaningful dialogue about what they are doing or not doing. This dialogue involves discussions around feelings.

# SCHOOL EXPECTATIONS

**At all times we expect students to behave sensibly and with courtesy, respecting the property, rights and feelings of others.**

Uniform:

- The correct uniform is to be worn.
- Unnatural hair colouring, makeup including nail polish is not to be used.
- The only allowable jewellery is a watch and ear studs (one per earlobe).
- Any other items require exemptions via the Board of Trustees.
- Hair that is longer than collar length needs to be tied back at all times as it is a Health and Safety risk in many cases.

Areas of Play:

- Turf Area
- Adventure Playground (not before school)
- Back Field
- McLean Park at Big Break

Movement/Games:

- Students are expected to walk in an orderly way in corridors, classrooms and walkways.
- Sliding down on the bannisters is not permitted.
- Court games may be played on the turf and at McLean Park.
- No mixed sex tag games including rugby and contact sports.

## CELL PHONE STATEMENT

We as a school strongly discourage students bringing a cell phone to school as students do have access to the school phone if necessary. Parents can always ring the school and leave a message for their child.

If a student brings a cell phone we expect it to be turned off and handed into the office for safe keeping. We also wish to point out that we take no responsibility for cell phones if they are damaged or stolen whilst at school.

Once a student enters the school grounds it is forbidden to use a personal cell phone unless express permission is given by a teacher for an educational activity. If a student is caught using their phone then it will be confiscated and kept at the office until 3:00pm. The phone will then be returned to the student with a letter to take home explaining our policy on phones. If a child is caught using their phone for a second time in the same manner during any given term, then they will be given consequences under the school's behaviour management system. The use of phones for inappropriate video recording and uploading to social media poses a significant risk and the school has a duty to protect all students from such activity.

## General

- *Sweets and gum are not to be brought to school.*
- *Remain seated until dismissed from lunch.*
- *Nobody is expected to be at school before 8.10am or after 3.15pm.*
- *Students may not enter buildings until 8.20am.*
- *No students may leave the grounds unless the school has received an approved note from home. A School Pass is to be approved via the School Office.*
- *All road rules must be obeyed.*
- *Students are not permitted in classrooms or corridors during breaks.*
- *Computers and electrical equipment (used only under teacher supervision during break times)*

# BULLYING

## Rationale:

This school defines bullying as -

behaviour, by one person to another, which is designed to hurt, injure, embarrass, upset or discomfort that person in an ongoing way.

It may be:

- physical aggression
- the use of put-downs or insults;
- name calling;
- damage to property;
- deliberate exclusion from activities;
- the setting-up of humiliating experiences;
- Intimidation;
- up-staging or taking over another's domain.

## Guidelines For Victims:

- empower student via programmes e.g. CHOICE.....
- incidents of bullying be brought to the attention of an adult in authority who will:-
- ensure safety of student
- reinforce strategies for empowerment
- help student make a complaint via 'Student Complaint and Bullying Report Form'
- make a formal referral (oral or written) to the Deputy Principal

## Guidelines For Bullies

- **Complaints against students will be dealt with via levels outlined in the Behaviour Management Programme, handled by the Deputy Principal**
- Complaints against staff will be handled under the Complaints Policy.

## Conclusion:

***This school does not tolerate bullying or harassment.***

***The staff is firmly committed to putting an end to acts of bullying.***

***Victims will be supported. No-one deserves to be bullied even if their behaviour is irritating or annoying.***

# SCHOOL'S LEVEL SYSTEM

LEVEL	CONSEQUENCE	ACTION
<b>LEVEL 1</b>	Students could have one or more of the following:- <ul style="list-style-type: none"> <li>• Warning</li> <li>• Time Out of the playground</li> <li>• Removed from classroom</li> <li>• A mini-restorative session</li> <li>• An apology expected</li> </ul>	<ul style="list-style-type: none"> <li>• Record data</li> <li>• Notify parents</li> <li>• Discussed with a Senior Teacher or Deputy Principal/Principal</li> <li>• Teachers reserve the right to <b>not</b> issue an invitation to attend the end of term treat</li> </ul>
<b>LEVEL 2</b>		
<b>LEVEL 3</b>		
<b>LEVEL 4</b>  Responsibility of Deputy Principal. Also link up with Principal and possibly outside agencies.	<b>One Big Break time detention</b> <ul style="list-style-type: none"> <li>• A restorative session may take place</li> <li>• On Level 4 for 5 weeks</li> <li>• During the 5 weeks no end of term treat</li> <li>• Not eligible to represent the school while on this level</li> </ul>	<ul style="list-style-type: none"> <li>• Record data</li> <li>• Deputy Principal notifies parents by Letter and/or telephone call.</li> </ul>
<b>LEVEL 5</b>  Responsibility of Deputy Principal. As for Level 4 above.	<b>3 Big Break time detentions</b> <ul style="list-style-type: none"> <li>• A restorative session may take place</li> <li>• On Level 5 for 10 weeks</li> <li>• No end of term treat while on this level</li> <li>• May be placed on a behavioural contract.</li> <li>• As above for Level 4</li> </ul>	<ul style="list-style-type: none"> <li>• Record data</li> <li>• Deputy Principal notifies parents by letter and /or follow up telephone call.</li> <li>• An interview with the Deputy Principal/Principal and others may be requested.</li> </ul>
<b>LEVEL 6</b> Responsibility of Deputy Principal as above for Levels 4 and 5	<b>5 Big Break time detentions</b> As above for Level 5	<ul style="list-style-type: none"> <li>• Record data</li> <li>• Deputy Principal notifies parents by letter and /or follow up telephone call.</li> <li>• An interview with the Deputy Principal/Principal and others may be requested.</li> </ul>
<b>LEVEL 7</b>  Responsibility of Deputy Principal. As above for Levels 4, 5 and 6.	<b>10 Big Break time detentions</b> <ul style="list-style-type: none"> <li>• A behavioural contract is put in place for 4 weeks.</li> <li>• As above for Level 5 &amp; 6</li> <li>• <b>NOTE:</b> For serious offences the school reserves the right to fast track the system and impose a Stand Down, Suspension or Exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Record data</li> <li>• Deputy Principal notifies parents by letter and a follow up telephone call.</li> <li>• An interview with the Deputy Principal/Principal and others may be requested.</li> <li>• For a Suspension a Board meeting takes place.</li> </ul>

# NEGATIVE INAPPROPRIATE BEHAVIOUR

## Serious Inappropriate Behaviour

The school community at Ashburton Intermediate considers that the following actions are **SERIOUS** inappropriate behaviours. Students who decide to involve themselves in these actions will be placed on Level 5 or above under the direction of the Deputy Principal and/or the Principal.

- *Inappropriate verbal comments/actions to staff*
- *Spitting*
- *Inappropriate language*
- *Vandalism - major*
- *Alcohol/drug use*
- *Smoking and vaping*
- *Disobedience/defiance*
- *Damage to buildings and other's property (intentional)*
- *Serious physical and verbal assault*
- *Serious theft*
- *Bunking classes/Truancy*
- *Electronic items misuse*
- *Graffiti on school property*
- *Intentional dangerous use of equipment*
- *Sexual harassment*
- *Arson*
- *Threatening with a weapon*
- *Ongoing or serious defiance*

**Alcohol and drugs are illegal** and any student involved with these illegal substances while under the direction and care of the school will be placed on BMP level 7 with the following steps also being taken:

- *child interviewed*
- *Principal advised*
- *parents contacted of Stand Down or Suspension*
- *student sent home*

## **Removal from Room**

*All students have the right to learn without disruption from other students. All teachers have the right to teach without disruption from students.*

*If a student fails to keep to this expectation and the teacher has exhausted all classroom strategies (including warnings) to engage this student the student will be requested to leave the classroom for a specified period. The student is expected to work independently in a specified space (at the office) where they will be supervised.*

*If a student is removed from the classroom on more than three occasions they are placed on a level. Parents are notified of their child's removal from the classroom via a letter. This letter has a tear off portion where the parent can sign that they have seen this with the expectation the child returns this slip to the Deputy Principal*

## COMING DOWN THE LEVELS

1. All level reviews will be conducted by the Deputy Principal (and/or the Principal).
2. Any student placed on Level 4 or below will remain on that level for a minimum of 5 school weeks before a level review process will be conducted.
3. Any student placed on Level 5 or above, will remain on that level for a minimum of 10 weeks before a level review process will be conducted.

*If a level review meets with a positive result, the student would be dropped to Level 4 (or below as considered appropriate).*

**NOTE: If a student has a further referral to the office during the 10 week period (and the referral is validated), a level review will not take place at the completion of the first five or ten weeks.**

4. If a student's behaviour level placement has been lowered to Level 3 (or below) and subsequent to the review, the student displays further inappropriate behaviour resulting in a referral to the Deputy Principal (and/or the Principal) and the referral is again validated, the student may be returned to at least his/her previous level.

A student may be moved to a higher level at a later stage if required.

**\* Level 4 and above are not able to represent our school at outside events.**

5. A student successfully coming off a 4 week Behaviour Modification Contract after a suspension will remain on Level 7 for a further 6 weeks before coming up for review.
6. Any Year 7 student on a level at the end of the school year will be removed completely from the behaviour level process to enable a fresh start the following year.
7. Any child who is currently on Levels 4 to 7 during the year, will **NOT** be eligible for term treats.

Parents/caregivers will be notified in writing, of all level review outcomes each term.

# STAND DOWN, SUSPENSION AND EXCLUSION

## DETENTION

Detention operates at the school each day, usually at the office with the Time Out Room being used should there be too many students to cater for at the office.

Being placed on a school detention is seen as a serious outcome for misbehaviour.

Parents/caregivers of students placed on school detention will be informed by telephone the day before the actual detention - if telephone contact is not able to be achieved, a detention information letter will be forwarded home, with the parents/caregivers requested to sign and return the reply slip the following morning.

Sometimes it may be necessary to withdraw students from class/playground to a withdrawal area available in the administration area.

## STAND DOWN, SUSPENSION AND EXCLUSION

The Principal may Stand Down a student for up to ten days during a school year because of gross or continued misbehaviour or disobedience, which could be harmful to that student, other students or teachers.

The Principal may suspend students if an offence is sufficiently serious. The suspension time is at the discretion of the Principal and BOT.

Exclusion is an option where students may have been suspended on several occasions. This is at the recommendation of the Principal and discretion of the BOT. In either case, parents will be kept fully informed.



## **PARENTS' AND CAREGIVERS' AGREEMENT**

(as per the Ashburton Intermediate School's  
Behaviour Management Programme)

To the school management team,

I/We have read the Behaviour Management Programme Handbook.

The handbook has been discussed at home with my/our child and we are familiar with its contents.

As a family, I/we are prepared to support the Ashburton Intermediate School and my/our child's teachers in their endeavour to provide my/our child with a sound education.

I/We understand that in the event of my/our child displaying inappropriate behaviour I/we will be contacted as required and I/we are prepared to work in partnership in assisting my/our child to accept responsibility for his/her own behaviour.

\_\_\_\_\_

Child's full name

Class

Signed: \_\_\_\_\_

Parents/Caregivers

PLEASE CONTACT YOUR CHILD'S TEACHER, OR THE DEPUTY PRINCIPAL IF YOU REQUIRE ANY FURTHER INFORMATION ON THIS AGREEMENT