

Behaviour Management at Waimairi School

Behaviour is a form of communication

When all is well, so is behaviour.

When things are not good for a child, the behaviour is often not good either.

One size does not fit all

Our response to behaviour is tailored to the individual child, not a template applied to all children. You may see a variety of broad approaches in use at our school.

Positive reinforcement & reward systems

- A whole class (or groups within a class) are awarded points objects when desired behaviours are noticed. A reward is earned by the class (or group) when a pre-agreed number of points are earned.
- An individual may have their own reward system in place to develop certain targeted behaviours.
- Check-in. Check-out. (CICO). A member of our senior leadership team meets the child at the start and end of each day. Goals for the day are set and at the end of the day a review of how it went is done. A daily CICO form is sent home to whānau each day.

Mess up, own up, put it right, move on

- We all mess up from time to time. Each time is a potential learning experience.
- The particular incident is unpacked. This includes hearing from any victim(s) and/ or witnesses.
- Where possible a restorative approach is used. Apologies are made and the child is taught to see things from the victim's perspective.
- In some cases consequences are put in place such as missing break times, or being limited to certain areas of the school playgrounds.

It's really complicated

- In some cases children come to school with complex backgrounds and life experiences. For a variety of reasons some children have yet to learn to regulate their emotions. This is a long-term process for our trained professional staff. There is no 'quick fix'.
- Individual behaviour plans are developed for these children and our response to incidents is very different to the majority of other children who can regulate their own behaviour.
- *"That kid just trashed the classroom and is now playing with lego in the principal's office" ... Highly dysregulated children need at least 30 minutes of quiet calming before any thought of consequences or 'next steps'.*

Learn more

[Calmer Classrooms](#)

[Making Space for Learning](#)

[Inclusive Education](#)

Get in touch... if you ever have any questions or concerns, talk to us.

Lynley or Katie are happy to help you out.

