

Outcomes for Student Behaviour

Behaviour levels	Indicators	Examples	Recommended outcomes
Level 1 - 'Conflict' - Minor harm	In the moment - unplanned Others feel upset Low-level physical contact causing minimal or no injury	Not agreeing on rules for a game Arguing, shouting Accidental contact	Resolve issues with mediation from staff or peers Teaching staff ongoing monitoring
Level 1 - 'Rude' behaviour - Minor harm	Unintentional and infrequent Others feel hurt or upset Low-level physical contact causing minimal or no injury	Unintentional: Putdowns, name-calling, teasing Social exclusion Collisions, trips Swearing Minor damage to property	Acknowledge behaviour to peer and/or staff Verbal commitment to modify behaviour Apology to respective students or staff
Levels 2 & 3 - 'Mean' behaviour - Moderate harm - Repeated behaviours	Unintentional moderate physical contact Repeated unintentional behaviours Intentional: Moderate physical contact causing injury Moderate emotional impact causing distress <u>Level 3:</u> Intentional and repeated - or escalation is required	Intentional: Putdowns, name-calling, teasing Social exclusion Hitting, kicking, scratching, pinching, pulling, pushing with moderate force Spreading rumours Threats Bringing inappropriate items Swearing / Spitting Not following staff instructions Unintentional moderate injuries to others	Level 2 'Reflection' process Verbal commitment to eliminate behaviour Apology to respective students or staff Level 3 'Reflection Time' process Written commitment to eliminate behaviour Apology to respective students or staff Contact parents
Level 4 - 'Bullying' - Ongoing Level 3 behaviours - Disrespect towards staff	Intentional, <u>ongoing</u> and/or targeted, or highly concerning: Moderate physical contact causing injury Moderate emotional impact causing distress Moderate property damage Disobedience towards staff Level 3 support not achieving expected success	Ongoing and intentional: Putdowns, name-calling, teasing Social exclusion Hitting, kicking, scratching, pinching, pulling, pushing with moderate force Spreading rumours Threatening Bringing inappropriate items Swearing / Spitting Not following staff instructions Stealing Damaging school property Damaging property of students or staff	Level 4 DP investigation Removal from classroom and/or playground DP, parent & student meeting Student behaviour plan established or reviewed Restorative actions planned Supervised reintroduction to classroom and/or playground
Level 5 - Serious incidents - Ongoing Level 4 behaviours	Physical contact causing significant injury Dangerous and/or intentional actions with the potential for significant injury Significant emotional impact Significant property damage Significant disrespect Any other actions that could result in significant outcomes Level 4 support not achieving expected success	Significant force - Hitting, kicking, scratching, pinching, pulling, pushing Continual disobedience towards staff, including school leadership Significant damage to school property or property of students, staff, whānau Sexual, racial harassment or harm Dangerous or illegal items	Level 5 Principal investigation Stand-down or suspension from school considered - or at least significant removal from class/playground Principal, DP, parent & student meeting Student behaviour plan established or reviewed Restorative actions planned External agency support options engaged

Red behaviours:

Considerations for Level 4-5 DP or Principal decision making:

- Previous Red behaviours? None 1 2 3 4 5 Many
- Recent behavioural improvements? Very positive 1 2 3 4 5 No improvements
- Parents working with staff? Very constructive 1 2 3 4 5 Not constructive
- Impact on other students' learning? No impact 1 2 3 4 5 Considerable impact
- Impact on other students' wellbeing? No impact 1 2 3 4 5 Considerable impact
- Impact on staff teaching? No impact 1 2 3 4 5 Considerable impact
- Impact on staff wellbeing? No impact 1 2 3 4 5 Considerable impact

The above questions help to determine:

Length of any removal from classroom/playground; appropriate behaviour plan strategies; appropriate restorative practices; appropriateness and length of stand-down or suspension (if warranted)

[Stand-down & Suspension flowchart from Ministry of Education](#)

Caregiver Communication

LEVEL 1	Student impacted: Caregiver communication	Student responsible: Caregiver communication
Minor harm incidents	NO	NO

LEVELS 2 & 3	Student impacted: Caregiver communication	Student responsible: Caregiver communication
Moderate harm incidents Unintentional	YES - if distressed Phone call from office	NO
Moderate harm incidents Intentional	YES - if distressed Phone call from office, teacher or DP	YES - At Level 3 Email or phone call from teacher or DP

LEVELS 4 & 5	Student impacted: Caregiver communication	Student responsible: Caregiver communication
Bullying incidents Serious incidents	YES Phone call from DP/Principal	YES Email or phone call from DP or Principal

Investigating incidents - Students involved and 'Bystanders'

All incidents involving distress or harm, or the potential for harm, are investigated by staff. Any students who were impacted or potentially responsible or observed an incident may be **spoken to by staff during this process.**

Once a conclusion has been reached, caregiver communication (as outlined above) will be completed.

Caregivers of any observers (bystanders of incidents who may be spoken to as part of an investigation process) will not be contacted unless there are special circumstances (e.g. they were extremely distressed by what had occurred).

'Students impacted'- knowing the outcomes for behaviour

If caregivers of a 'student impacted' are contacted as above, they will be informed of the relevant 'behaviour level' for an incident. **Each level of behaviour has 'Recommended outcomes'** which will be consistently implemented.

In most circumstances, **caregivers will not be made aware of the specific details regarding actual outcomes for a 'student responsible'**. This is simply due to privacy requirements for that student and their whānau.