

James Cook High School

Discipline and Pastoral Care Handbook

For Teaching and Learning

JAMES COOK
HIGH SCHOOL **K**



“Quality education that develops the personal excellence of every student”

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Our Philosophy

At James Cook High School all students our core values are **We Care, We Contribute, We Endeavour and We Learn.**

It is important that these core values are upheld and underpin our learning in and out of the classroom so that we can assist every student to gain a quality education and be well prepared to embrace the challenges of the outside world once they leave our school.

We aim to instil these Values by doing our best to ensure that:

1. Students care about their learning, other students and staff as well as the environment,
2. Students endeavour to do their best in and outside of the classroom and achieve to the best of their ability,
3. Students use every learning opportunity positively and
4. Students help themselves and others learn to be the best they can be.

Our school Vision reflects our Values and sets out the nature of the young person we seek to develop at our school:

Vision

“James Cook High School students are confident, qualified and culturally competent”

Our school Mission Statement also reflects our values and sets out the nature of the teaching and learning we as staff seek to provide:

Mission

“Quality education that develops the personal excellence of every student”

Approach

We use restorative approaches to develop and instil these Values and Vision for our students. A restorative approach focuses on accountability and meeting the needs of those involved. The aim is to modify behaviour so that it won't happen again. Essentially stopping, reflecting/learning, putting things right, and moving on.

Restorative practices are not punishments. Whilst resolution may well include a consequence for the student in effect the student is given a chance to put it right, then continue to do the right thing.

All staff will endeavour to do all in their power to encourage the student to participate in the Restorative Process.

By working with students and each other, staff and school communities share, collaborate and problem solve together, they are inclusive of cultural diversity and take responsibility for their behaviour.

This action is to also modify behaviour, it allows the student to reflect on their action and take responsibility and recognise there is a consequence encouraging the student to not make the same mistake again.

Students will be given two (2) chances in the classroom to change their behaviour before the restorative procedure begins (ie they have used the **Relaxed Vigilance (RV)** and the **Slightly Less Relaxed Vigilance (SLRV)** techniques in the first instance) before starting on the more direct **Restorative Practice** process outlined in the “Nuh” moment card and Restorative Thinking Sheet.

These strategies form what is termed in this manual as the Classroom Management Plan (Appendix A). It is hoped that by using the strategies from this plan, in conjunction with existing positive teacher / student relationship, results in reduced escalation of incidents and lower level incidents that are handled with a respectful and consideration for all parties.

The Restorative Process

A restorative approach “equips children with the skills and language to find solutions to everyday conflicts and to reflect more on their own behaviour. It is solution-focused and deepens and develops children's understanding of the spiritual, moral, social and cultural aspects of life retrieved from: <https://restorativejustice.org.uk/resources/restorative-thinking-restorative-practices-interactive-toolkit-written-teachers-teachers1> September 2017

The action of the initiative Restorative Thinking sheet and following discussion and agreement is a process and not a consequence. It is used to determine if the student is going to take part in the Restorative process. *Possible* consequences that may result from this initial process may be that the student agrees to catch up time with the teacher, or some other appropriate action which makes it right with the teacher.

The 3 Steps before referral:

1. Warning: Relaxed Vigilance and Slightly Less Relaxed Vigilance
2. Restorative chat (Mini Chat): Using the ‘Nuh Moment’ Card if needed.
3. Restorative Thinking Sheet (see appendix) allows the student the chance to get it right before a more consequential effect/direct approach by the classroom teacher occurs.

A referral by the classroom Tutor/Classroom teacher is made to the HOF (with notifications to the Dean), after all 3 of the above steps of the process have been completed by that teacher/tutor.

The onus, in the first instance, is on the classroom teacher to manage and deal with lower level incidents before referral to Head of Faculty (HOF), Deans Team or the Senior Leadership Team (SLT).

Discipline and Pastoral Care Plan

Rationale

The school shall have a clearly defined discipline and pastoral care plan.

Purpose

To ensure that the schools code of conduct for students is applied consistently and equitably.

Guidelines

The Board of Trustees' place in the referral system:

Discipline matters will only be handled by the Board of Trustees after they have been through the referral system as documented below via suspension.

Discipline matters referred to the Board will be considered by the disciplinary subcommittee.

The Process of Referral

The Board of Trustees is the last place of referral for students who have committed major transgressions of the school rules, guiding principles and values. Occasionally, serious breaches of discipline are not progressive and under these circumstances they may be referred directly to the Board.

The school staff will keep records of individual records of individual students (KAMAR), whose discipline is causing concern, so that the disciplinary subcommittee can be assured that the correct procedures have been followed, and that referral of a student to them has only occurred when other forms of discipline have failed.

The Discipline Process

The Discipline and Pastoral Care Plan provides detail on how to manage specific discipline matters. The following is a general commentary only.

Stage 1: Department

- Teacher uses the Classroom Management Plan strategies and scripts to manage behaviour (See Appendices)
- Teacher manages classroom behaviour with the proactive involvement of the HoD, HOF, senior teacher etc. in accordance with the school Discipline and Pastoral Care Policy.
- Incidents should be recorded by the teacher in KAMAR.
- If the errant behaviour continues then the student is referred to the HOF for further action and they may notify the Deans and or Guidance team.

If errant behaviour continues then student is referred to the Deans Team.

Stage 2: Deans

- Deans Team, Teacher and HOF discuss the situation and consequences. The HOF or appropriate Dean may inform or involve the family or caregiver of student.
- Outcomes and details should be recorded by the teacher in KAMAR.
- Information is fed back to the appropriate staff members.

If errant behaviour continues then student is referred to Senior Dean and Senior Leadership Team.

Stage 3: Senior Leadership Team

- Incident is referred to the SLT by the Deans team.
- Dean and Deputy Principal discuss the situation and consequences.
- Information is fed back to the appropriate staff members

Teachers will always be supported, because the discipline chain is hierarchical where staff support those above and below them.

To be effective, the HOF or Dean Team must be able to assume that the classroom teacher has at least on several occasions practised the procedures in Stage 1 with regards the Classroom Management Plan and attempted some Restorative approach with the student(s).

This is important:

- For the teacher's own standing in "the eyes" of his/her students.***
- So that "the big guns are not fired too soon."***

Referral to the Senior Management Team, in nearly every incidence should, come via the Faculty Head or Senior Dean.

The School Values and Behavioural Consequences

Wherever possible the core school values of **We Care, We Contribute, We Endeavour and We Learn**, should be reinforced whether this be for positive or negative behaviour incidents.

If we, the teaching staff, show that these core values are important to us and direct all that we do, then this will be reflected in the students.

Consequences

Consequence should be firm but fair and reflect our core values.

The student should always know why he or she is being made to accept a consequence. Punishment (if required) should fit the act, eg damage to property would involve money or help in repairing the damage. Where possible the consequence should be constructive and restorative conversations must follow soon after.

If a teacher refers a student to a HOF, Dean or SLT member, then the sanction or solution is devised by the senior staff member. i.e. the decision is then out of the teacher's hands but the "problem" is not. The teacher should endeavour to work restoratively to repair the relationship between teacher and student.

Consequences should be private and should always allow the person self-respect and dignity. As soon as possible after the consequence, try to find something to praise the student for. **Praise is usually far more effective than punishment.**

Please consider the student in all that you do. Try to empathise and understand that the **child** may have a lot to deal with outside of school, Period 2 on Tuesday that day may be the last straw for them. Allow the student and yourself some time to breath and take the time to consider the bigger picture before acting.

Home contact should only occur after discussion with Tutor, HOF and or Dean. If a student is having a "bad day" then five teachers, a HOF and a Dean calling home may not help the situation.

Please communicate with the student's teachers, Dean and if necessary their counsellor before contacting home.

Rewarding Positive behaviour

Each teacher must endeavour to provide students with positive affirmation for working well in class.

Names of those students who exhibit Exceptional academic/sporting achievement to be given to the Dean and these names put into a draw to win a monthly prize.

Junior classes referred to the Dean and acknowledged for making an improvement in their attitude, effort or behaviour. Junior classes who are displaying school values will be placed in a monthly draw for a class reward.

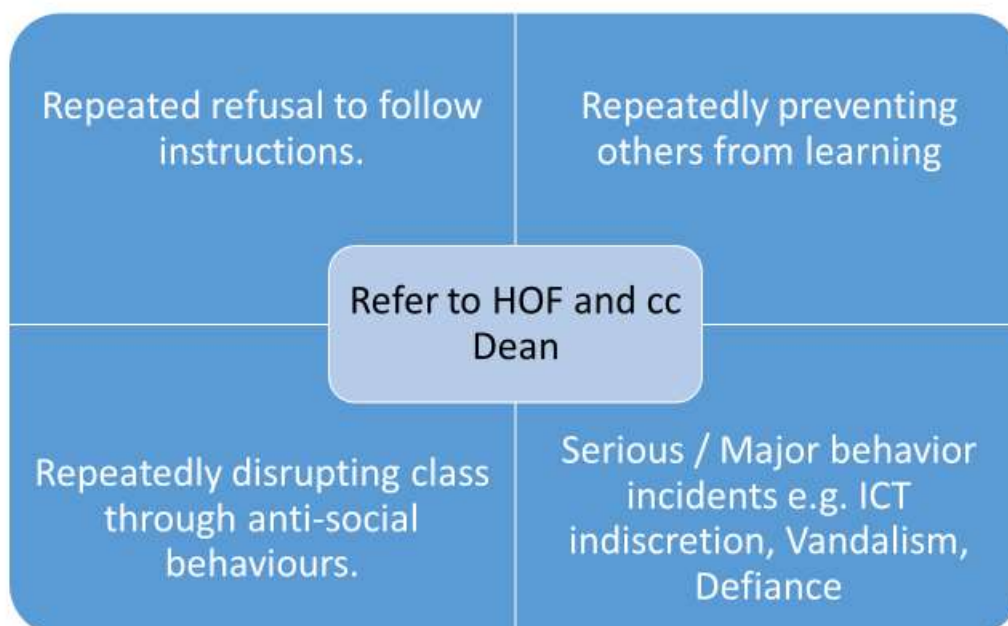
To recognise and encourage good work and habits of students perhaps follow these steps to improve classroom engagement and culture;

- Make a KAMAR entry
- Names on the board during class; catch them being good.
- Class reward system (Form or Subject)
- Send a postcard or email home to notify Whanau
- Celebrate achievement and the most improved
- Kia Manawanui (Junior Log Book) for class reward at end of term on a league table points basis.

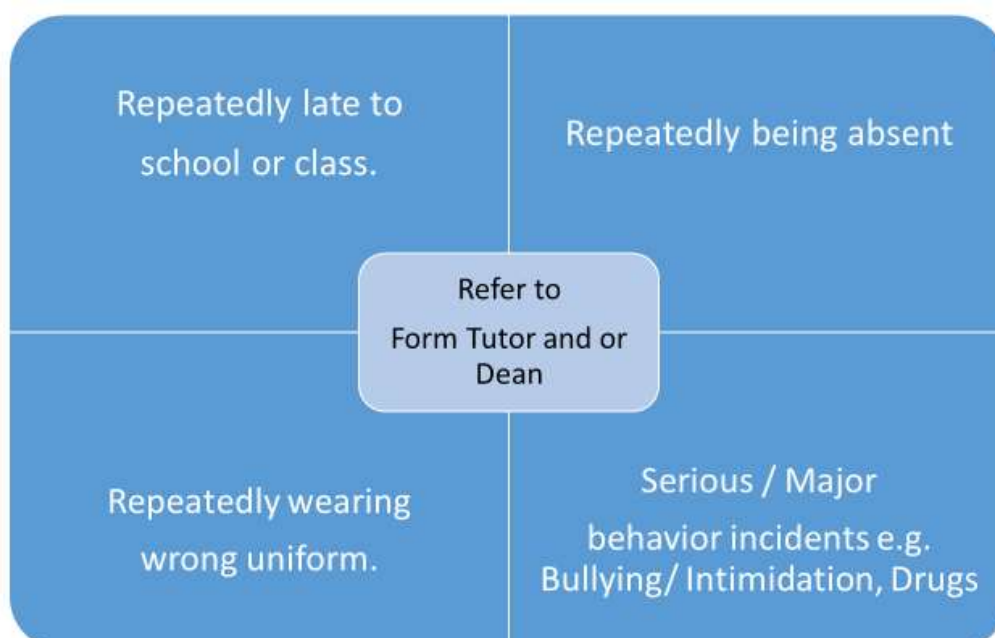
Certificates for attendance and participation in school groups will be presented in assemblies. Student achievement in and out of school will also be recognised and celebrated in assemblies.

Referral of Students or Incidents

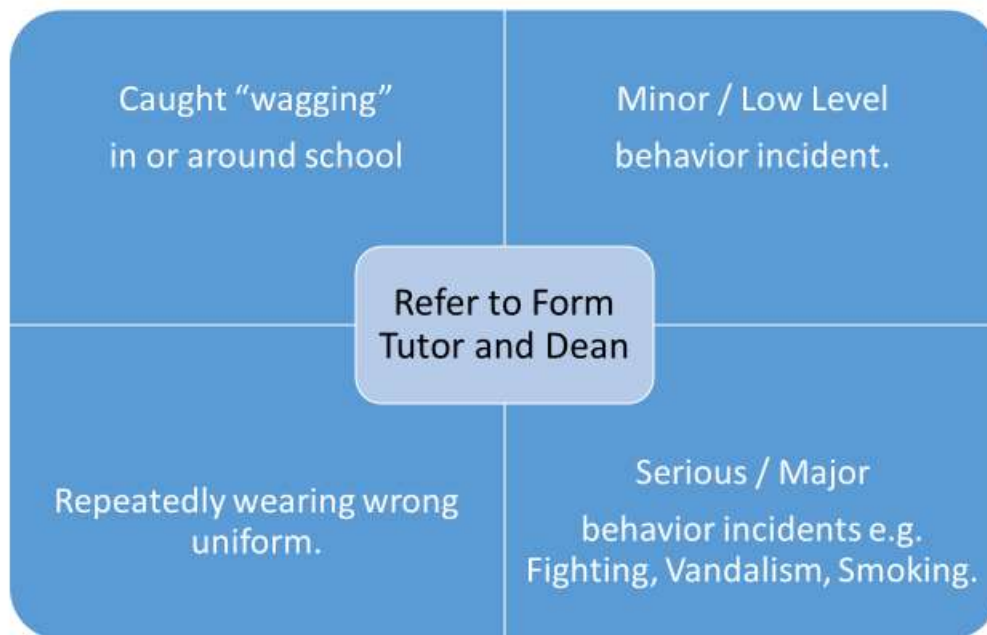
Classroom Issues



Pastoral Issues



Schoolwide Issues



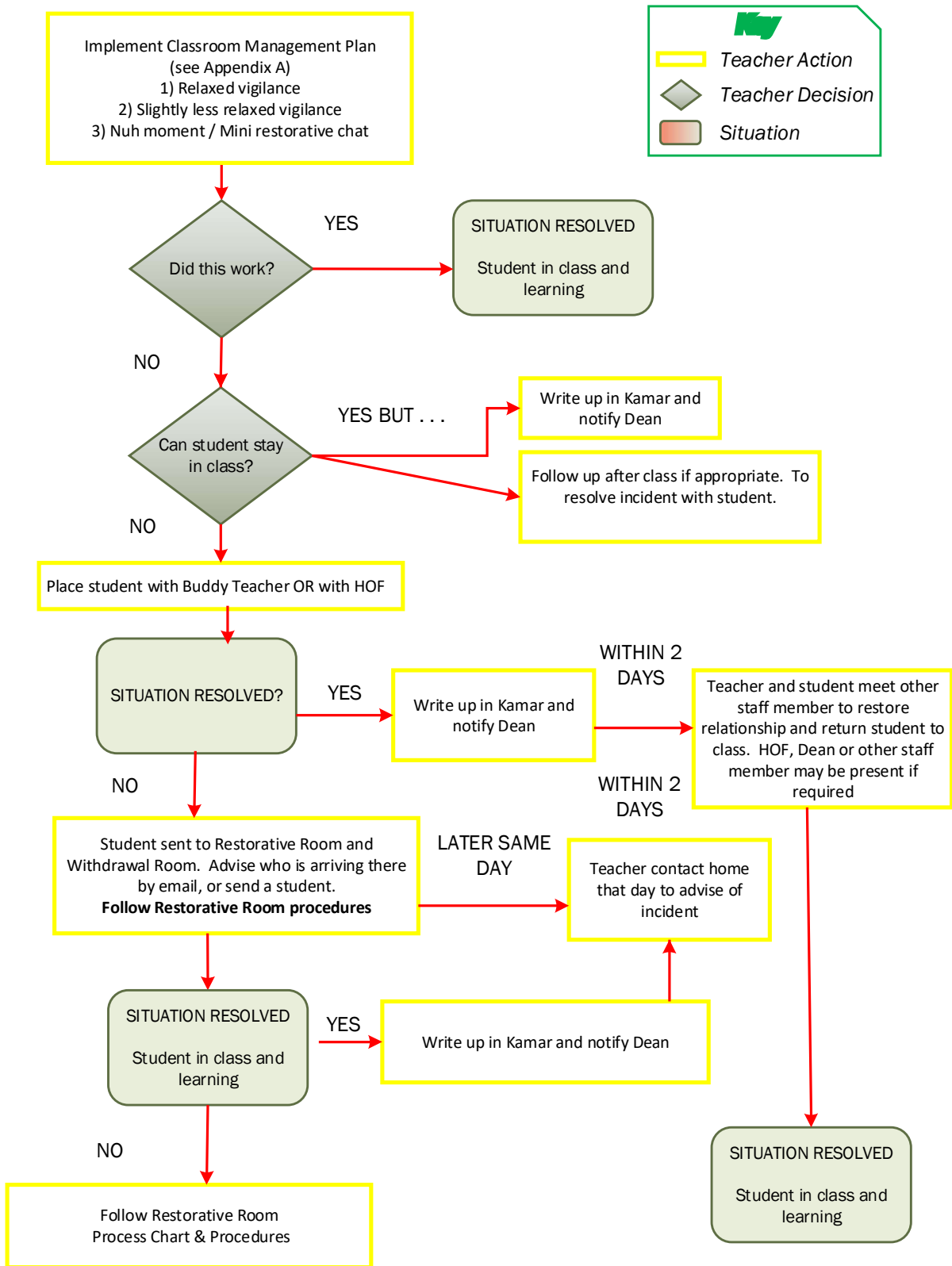
In each instance, the disciplinary steps must be followed as outlined in this handbook.

Before referring to the Deans Team evidence of use of Restorative Thinking Sheet and a restorative process, must be completed (signed and agreed) with the student before any action will be taken by the Dean and detailed KAMAR entries must support this.

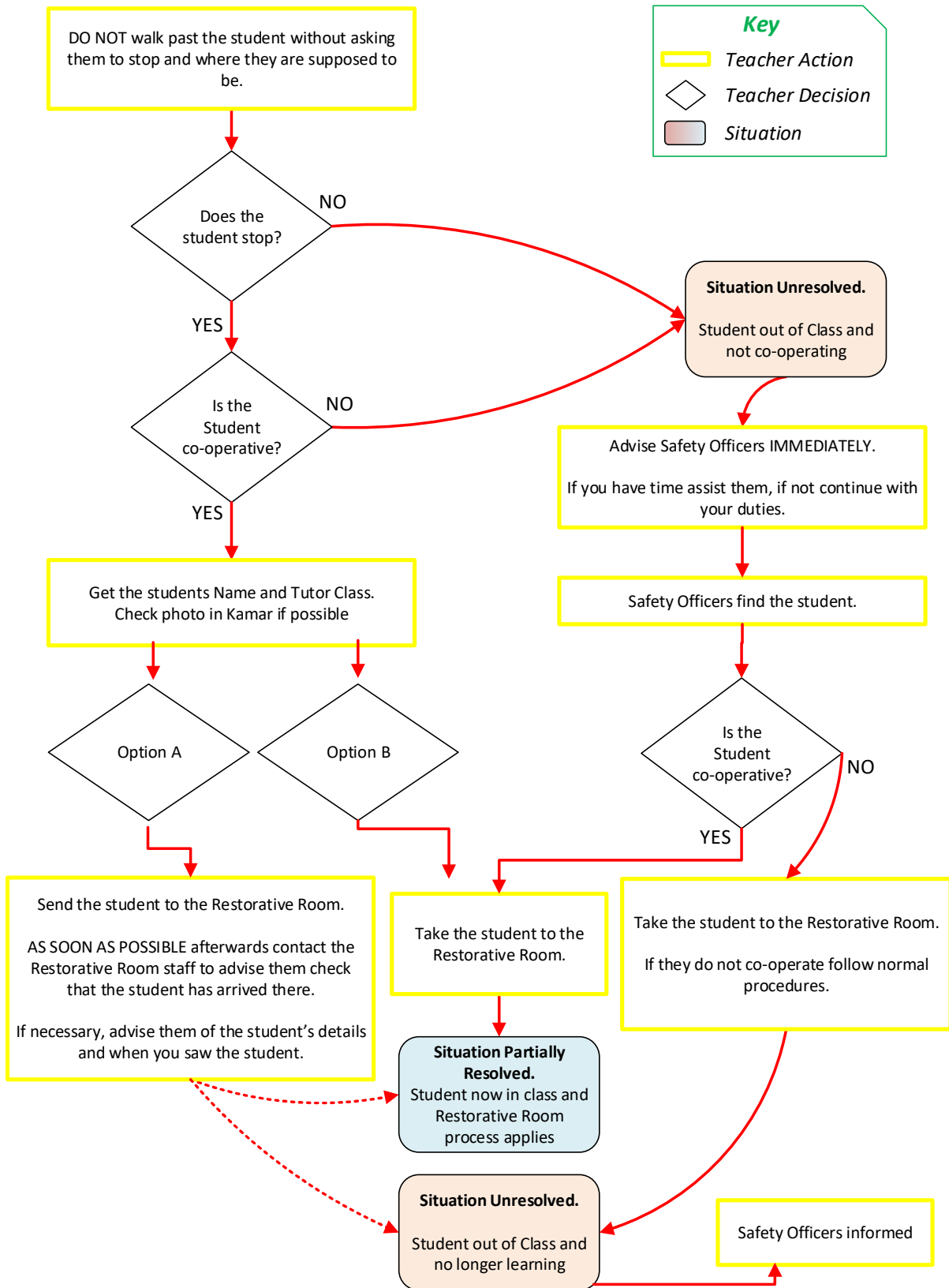
Remember: If a situation occurs during lesson time, the onus, in the first instance, is on the classroom teacher to manage and deal with lower level incidents before referral to Head of Faculty (HOF), Deans Team or the Senior Leadership Team (SLT).

However, if the situation is High level, Serious or Major i.e. Gross Misconduct then urgent follow up is required and will be dealt with by the Senior Dean and or the Senior Leadership Team.

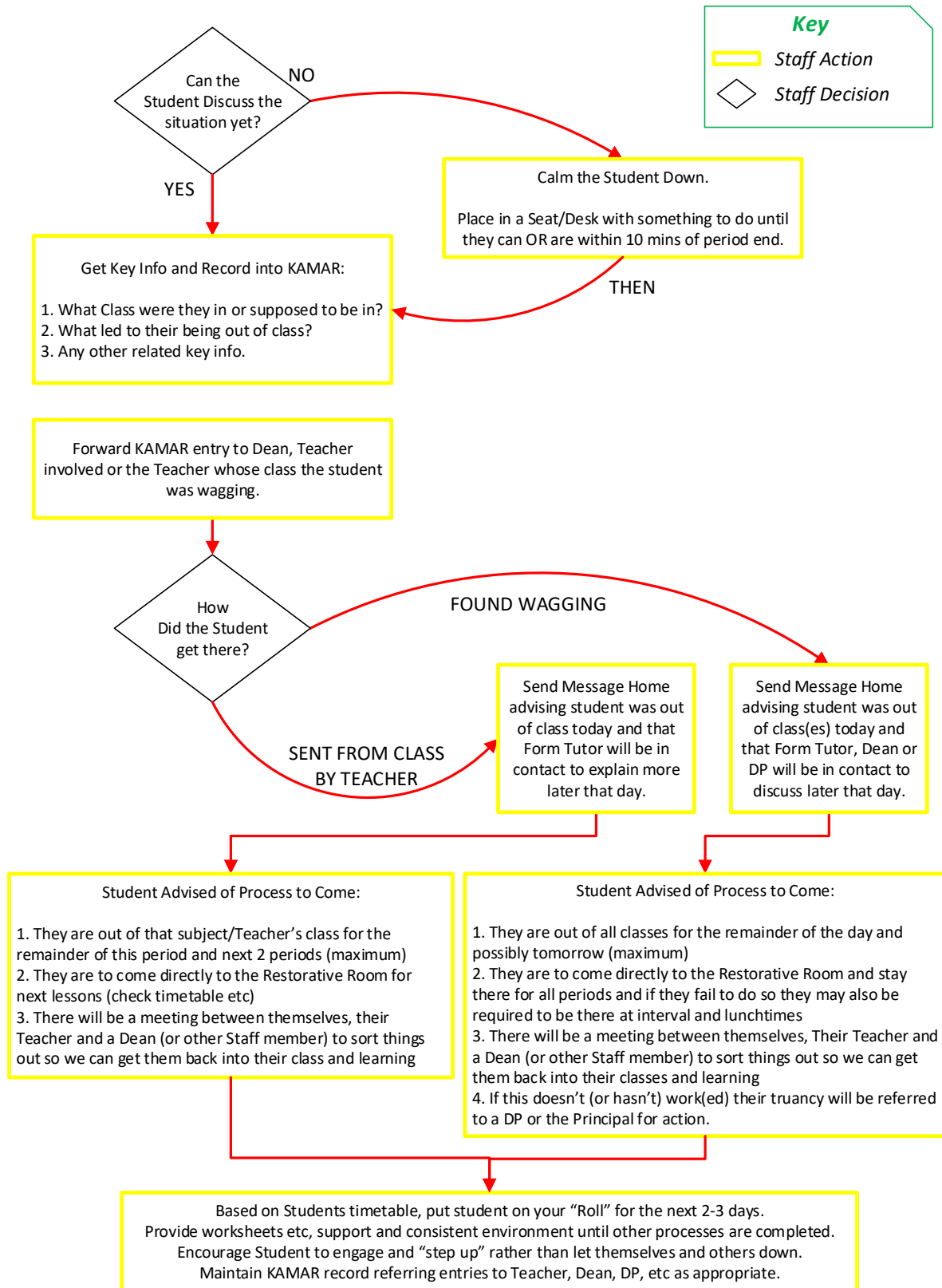
Students Misbehaving in Class



Internally Truant Student Found By Staff



Student Arrives at Restorative Room



Restorative Room Responsibilities and Expectations

Teacher Responsibilities:

- 1.) When an incident occurs that has required the student(s) to be removed from class, send Ve'a and Davinia an email (or note with another student) - N.Fuamatu@jchs.school.nz or d.hepi@jchs.school.nz - informing them of the intended arrival of the student.
- 2.) The removed student can be sent to the Restorative Room by themselves but ideally they are escorted by a trusted student or buddy teacher to ensure they arrive and do not wander the campus.
- 3.) Make a KAMAR entry using the "Discipline" option in Pastoral, as soon as you can. Outline the specific reason why the student has been sent to Restorative Room e.g. abusive language, serious defiance etc. and notifies HEP, FUA in the KAMAR entry.
- 4.) Potentially the student stays in Restorative Room for a maximum of 2 periods that they have your class – less if possible. This gives everyone time to "cool off" and to reflect on the situation and behaviour. The initial referral to Restorative Room requires work to tide them over and **for the next 2 periods. It is essential that you provide work for them to do.** Restorative Room staff can offer students SOME assistance.
- 5.) Restorative Room Staff will send a brief, non-detailed message to their parents / caregiver informing them they have been sent here for behavioural reasons
- 6.) As soon as you can, **follow up** with a phone call home giving parents / caregiver a detailed explanation as to why their child was removed from class, also informing them they will not be in class for the next 2 periods – **Record this in KAMAR.**
- 7.) After the 2 periods (days) **a "restoration meeting" must occur between you and the student.** Ideally this happened the same day but certainly within 2 days.
 - In this meeting discuss what went wrong, how you both can move forward, consequences, etc.
 - This meeting can happen at any time; lunch, interval, your free period – Teachers may not mind having students taken out of their class for this meeting to take place but as a courtesy ask those that may be affected. Feedback suggests that there is more of a chance that the student will turn up to the meeting if it's during period time.
 - The completion of this meeting will hopefully have "restored" your Teacher-Student relationship and the student will be ready to return to your class and begin learning.
 - This meeting can occur with whomever you like, I do suggest having a support person there with you where possible but if "one to one" have the meeting in a "safe space" with open doors and visibility of the meeting to protect both parties.
- 8.) A **final KAMAR entry** to be made marked as **"Restorative Room Restoration"** with details given of the outcome of the meeting i.e. Consequences/ sanctions, agreements made etc.

A Dean can be informed and involved during this entire process but will not pick up the responsibility unless it is a repetitive or a serious behaviour incident.

Restorative Room Staff responsibilities:

1. Email you to confirm the student has arrived to the Restorative Room.
2. Make a KAMAR entry stating they have arrived for behavioural issues, E.g. Defiance. I will Notify you into this entry.
3. Send a text home informing parents their child is here for "misbehaving" in class
4. Mark the student's attendance when they are present in the Restorative Room
5. Have a brief discussion with student about why they are here and assist with supplied work (where they can).
6. Email a reminder to you about the upcoming Restoration meeting

Teacher Aides and Behaviour Management

The teacher aides at James Cook High School are employed to assist in the learning and provide support to individual students in our classrooms as directed by the SENCO. As such they can expect and deserve the same levels of respect as any member of staff employed by James Cook High School. However, in the matters of discipline and behaviour management in class and around school, Teacher Aides should not be the staff member that disciplines students or sets sanctions.

The responsibility for discipline in the classroom rests solely with the class teacher. Our teacher Aides can support and assist the teacher should the need arise - but ultimately the class teacher is in charge.

Classroom and General School Incidents

If a teacher aide has an issue with a student's behaviour during a lesson and the usual management strategies are not working, then the Teacher Aide must ask the teacher they are supporting to manage and address the situation. The class room teacher will do this by following the school procedures in the appropriate way for the behaviour incident encountered.

If a teacher aide has an issue with a student's behaviour outside of the classroom and the usual management strategies are not working, then the Teacher Aide must inform a nearby teacher on duty, the Dean office, the SENCo or the SLT. They will then manage and address the situation as directed by the situation and incident level.

Restorative Room

Only class teachers, HOF's, Deans and SLT can make referrals to the Restorative Room.

Teacher Aides can assist the class teacher by taking students to the room if directed - but the class teacher must follow the procedures as outlines on page 11 of this manual. This is to ensure the required administration is completed as expected and that the Restorative meeting takes place between all parties as soon as possible after the lesson.

Discipline, Pastoral Care and Counselling Procedures:

A guide to manage behaviour incidents in classrooms and school

Classroom and Academic Guide	page 17 - 19
General School and High Level Incidents Guide	page 20 - 23
Truancy and Attendance: Whole School & Under 16's	page 24 - 26
Bullying Response and Guidance	page 27 – 30

Classroom and Academic

Incident	Action Sequence	Records on File	Follow-up / Review / Counselling
<ul style="list-style-type: none"> • Lateness to class • Poor organisation, eg forgetting books • Disruptive behaviour (first offence) 	<ul style="list-style-type: none"> • Classroom Management Plan Strategies (See Appendix A) • Teacher detention. • Tutor teacher informed.. • Restorative thinking sheet completed by student (in detention). • Restorative thinking sheet discussed and agreement section signed by teacher and student 	<ul style="list-style-type: none"> • Record kept by Subject Teacher and Form Tutor. • Kamar entry and record of actions taken and outcomes. • Restorative thinking sheet. 	<ul style="list-style-type: none"> • Subject Teacher with Restorative Chat and thinking sheet. • Tutor teacher • Staff follow-up – Merit Points at staff discretion for change or improvement
<ul style="list-style-type: none"> • Disruptive behaviour (second offence) 	<ul style="list-style-type: none"> • Classroom Management Plan Strategies (App A). • Place with Buddy or HOF • Teacher detention • Restorative thinking sheet completed by student (in detention). • Restorative thinking sheet discussed and agreement section signed by teacher and student • Parent contact by Tutor teacher after discussion with HOF / Year Level Dean and Guidance. 	<ul style="list-style-type: none"> • Subject teacher issues and monitors Green report. • HOF and Tutor teacher notified. • Kamar entry and record of actions taken and outcomes. • Restorative thinking sheet. 	<ul style="list-style-type: none"> • Subject Teacher, HOF and Guidance Counsellor (if appropriate) with Restorative chat and thinking sheet. • Staff follow-up – Merit Points at staff discretion for change or improvement

Incident	Action Sequence	Records on File	Follow-up / Review / Counselling
<ul style="list-style-type: none"> Disruptive behavior (Third Offence) <p>Note: See <u>High Level action plan for Extreme (classroom/ school wide) disruptive behaviour.</u></p>	<ul style="list-style-type: none"> Classroom Management Plan Strategies (App A) Refer student to HOF for action. Home contact/ interview by HOF Restorative Room for period. Restorative thinking sheet completed by student (in detention), discussed by teacher, HOF and student. Agreement Section signed by teacher, HOF and student. Amber Report (HOF) Parent contacted / interview by HOF after discussion with Year Level Dean and Guidance. 	<ul style="list-style-type: none"> Subject Teacher, HOF Amber report issued and monitored by HOF Year Level Dean notified. Restorative thinking sheet. 	<ul style="list-style-type: none"> Subject Teacher, HOF and Guidance Counsellor (if appropriate). Year Level Dean informed for Serious/ Major incident. Senior Dean SLT Kamar entry with 3 demerit points Staff follow-up – Merit Points at staff discretion for change or improvement

Classroom and Academic

Incident	Action Sequence	Records on File	Follow-up / Review / Counselling
<ul style="list-style-type: none"> • Failure to meet academic commitments, e.g. no homework, poor homework • Assessment not handed in. 	<ul style="list-style-type: none"> • Classroom Management Plan Strategies. • Green report issued and monitored by teacher after 2nd instance. <p><u>Persistent:</u></p> <ul style="list-style-type: none"> • Referral to HOF for action at 3rd incident. • Amber Report • Incident logged Kamar. • Year Level Dean notified • Parent/Guardian notified of action by HOF. 	<ul style="list-style-type: none"> • Subject Teacher, HOF • Kamar entry and record of actions taken and outcomes. 	<ul style="list-style-type: none"> • Subject Teacher, HOF, Tutor teacher. • Year Level Dean
<ul style="list-style-type: none"> • Learning and Behaviour concerns 	<ul style="list-style-type: none"> • Inform HOF / Year Level Dean / HOF Guidance / HOF SENCO 	<ul style="list-style-type: none"> • HOF / Year Level Dean / HOF Guidance / SENCO • Kamar entry and record of actions taken and outcomes. 	<ul style="list-style-type: none"> • Subject Teacher • Subject HOF • HOF / SENCO • HOF Guidance

General School and High Level Incidents

Incident	Action Sequence	Records on File	Follow-up / Review / Counselling
<p>Disrespect of a Teacher</p> <p>Minor Offence</p>	<ul style="list-style-type: none"> Classroom Management Plan Strategies Teachers detention Tutor teacher notified 	<ul style="list-style-type: none"> Subject Teacher, Tutor teacher. Kamar entry and record of actions taken and outcomes. 	<ul style="list-style-type: none"> Subject Teacher and Tutor teacher
<p>Repeated Minor Offence.</p> <p>Note: After the 3rd minor offence being repeated this become persistent and moves to next level.</p>	<ul style="list-style-type: none"> As above for Minor Offence. Restorative thinking sheet completed by student (in detention). Restorative thinking sheet discussed and agreement section signed by teacher and student Subject Teacher Issues and monitors Green Report Tutor teacher, HOF and Dean notified 	<ul style="list-style-type: none"> Subject Teacher monitors Green Report. Detailed Kamar entry and record of actions taken and outcomes. Restorative thinking sheet. 	<ul style="list-style-type: none"> Subject Teacher, Tutor teacher, HOF.
<p>Major Offence (or persistent minor)</p>	<ul style="list-style-type: none"> HOF, Year Level Dean notified and investigate. Amber Report by appropriate staff member Restorative Room 1-2 days (with work). Restorative thinking sheet completed by student. Restorative thinking sheet discussed and agreement section signed by teacher and student Parents/Guardians notified by Year Level Dean. Red Report with SLT Possible Stand Down or suspension. Purple report issued and monitored by appropriate staff member on return. 	<ul style="list-style-type: none"> Detailed Kamar entry and record of actions taken and outcomes. HOF, Dean, Tutor teacher, Subject Teacher and SLT notified of actions and outcomes. Restorative thinking sheet. 	<ul style="list-style-type: none"> HOF, Year Level Dean Senior Dean SLT Mediation and restorative meetings <u>must</u> occur within the first week of student(s) returning to school. Purple report monitored if Stand Down or Suspension occurs

Incident	Action Sequence	Records on File	Follow-up / Review / Counselling
<ul style="list-style-type: none"> • High Level: Smoking Disruptive behaviour Theft Defiance Other gross misconduct. 	<ul style="list-style-type: none"> • Year Level Dean to investigate. • Student isolated in Deans office / Restorative room. • Senior Dean / Year Level Dean to contact Caregiver (interview if needed). • Restorative thinking sheet completed and discussed. • Deans Amber Report • Possible Stand down • Possible Suspension. 	<ul style="list-style-type: none"> • Dean and Senior Dean, Counsellor • Student Subject Review Form / Email sent to relevant staff to get a bigger picture of student. • Detailed Kamar entry and record of actions taken and outcomes. • Deans Behaviour agreement based on outcomes from Restorative thinking sheet and interviews, signed as part of report. 	<ul style="list-style-type: none"> • Year Level Dean, Guidance counsellor • Outside agency • SLT • Mediation and restorative meetings <u>must</u> occur within the first week of student(s) returning to school. • Purple report monitored if Stand Down or Suspension occurs.

General School and High Level Incidents

Incident	Action Sequence	Records on File	Follow-up / Review / Counselling
<p>Vandalism</p> <ul style="list-style-type: none"> • Minor Examples: Writing on desk, books, breaking low cost school property (ruler, calculators etc) 	<ul style="list-style-type: none"> • Teacher informs Tutor teacher, HOF (if classroom) or Duty Teacher informs Year Level Dean (if incident occurs outside the classroom). • Teacher detention • Restorative thinking sheet completed and discussed • Parents/Guardian notified of outcomes. • Reparation 	<ul style="list-style-type: none"> • Teacher, HOF, Year Level Dean. • Detailed entry in KAMAR with full notes of investigation and outcomes. • Restorative thinking sheet 	<ul style="list-style-type: none"> • Subject Teacher • Year Level Dean • HOF
<ul style="list-style-type: none"> • Major Examples: Serious/significant damage to school property (Intentional and unintentional), malicious significant damage to students' property. 	<ul style="list-style-type: none"> • Actions as above: Year Level Dean / Senior Dean. • Isolation in Deans office or Restorative room. • Parent/Guardian notified by Deans (potentially to collect). • Restorative thinking sheet completed and discussed. • Possible Stand Down • Possible Suspension • Reparation 	<ul style="list-style-type: none"> • HOF, Year Level Dean, Senior Dean, SLT. • Restorative thinking sheet • Detailed enter in KAMAR with full notes of investigation and outcomes. • Return to school interview and Behaviour Agreement will inform targets for daily report. 	<ul style="list-style-type: none"> • HOF • Senior Dean • SLT • Mediation and restorative meetings <u>must</u> occur within the first week of student(s) returning to school. • Purple report monitored if Stand Down or Suspension occurs.

General School and High Level Incidents

Incident	Action Sequence	Records on File	Follow-up / Review / Counselling
<p>Major and Serious</p> <p>Alcohol / Drugs</p> <ul style="list-style-type: none"> Use / possession of <p>Weapons:</p> <ul style="list-style-type: none"> Obvious or concealed <p>Fighting/ Assault: <i>Note: Evidence from investigation to discern</i></p>	<ul style="list-style-type: none"> In all instances inform Year Level Dean and Senior Dean to immediately to investigate. Confiscate weapon or substance and contain in a safe secure place. Student(s) to be isolated, under supervision, in appropriate location; Restorative Room, HOF/ Deans/ SLT office, Nurses bay. Deans to notify parent / caregiver (for collection). In the case of Drugs notify Police. Restorative thinking sheet completed and discussed. Possible Stand Down Possible Suspension If Caregivers fail to attend school interview or do not contact Dean, refer to Health and Well-being for home visit. 	<p>Detailed Kamar entry and record of actions taken and outcomes.</p> <ul style="list-style-type: none"> Year Level Dean Senior Dean SLT HOF Guidance <ul style="list-style-type: none"> See <u>guide</u> on dealing with intoxicated students here. Appendix C. Restorative thinking sheet Return to school interview, restorative sheet / meetings and Behaviour Agreement will inform targets for daily report for follow up. 	<ul style="list-style-type: none"> Student/Caregiver and Dean formulate, Behaviour Agreement with conditions signed by all parties before re-entry. Mediation and restorative meetings <u>must</u> occur before any students are returned to school particularly in the case of fighting/ assault. Senior Dean, Year Level Dean monitor progress through discussion with report monitor. Drug Counsellor and/or outside agencies SLT Purple report monitored if Stand Down / Suspension occurs

Truancy and Attendance

Form Tutor/ Dean <i>responds appropriately to all students, according to the circumstances*</i>	Action Sequence	Records on File	Follow-up / Review / Counselling
<p>Truancy – All Ages</p> <ul style="list-style-type: none"> • One Period up to Half a Day • 1-3 <u>periods</u> <p>Note: If phone numbers are invalid a home visit by Youth Worker can be arranged. Contact Guidance to set this up.</p>	<ul style="list-style-type: none"> • Tutor teacher • Students to make an appointment with subject teacher to explain and catch up on work. • Parents/Guardians notified by Tutor teacher: Phone call, text message, letter home. • Notify subject teachers, HOF, Deans. • Tutor teacher tracks attendance 	<ul style="list-style-type: none"> • Tutor teacher • Detailed entry in KAMAR including all home contact attempts and outcomes. 	<ul style="list-style-type: none"> • Tutor teacher • Youth Worker can get the contact phone numbers during their visits and update in the KAMAR through KRA or the deans.
<ul style="list-style-type: none"> • 1-3 days • More than half a day or more <p>Note:</p> <p>A. A detailed account of the <u>day to day</u> form tutor attendance responsibilities is outlined in the Appendices.</p> <p>B. If phone numbers are invalid a home visit by Youth Worker can be arranged. Contact Guidance to set this up.</p>	<ul style="list-style-type: none"> • Tutor teacher contacts home each day of unjustified absence. • Notify Dean o 3rd unjustified absence. • Student to make an appointment with subject teacher to explain and catch up on work. • Supervised Study in Restorative Room. • Tutor teacher notifies parents/Guardians notified by phone, text and or letter. • Green Report for attendance tracking. • Tutor teacher Notify subject teacher, HOF's, Deans. 	<ul style="list-style-type: none"> • Tutor teacher • Year Level Dean notified • Detailed entry in KAMAR including all home contact attempts and outcomes. 	<ul style="list-style-type: none"> • Tutor Teacher to monitor Green report. • Subject Teacher • Dean • Counsellor (if required)

	Tutor teacher/ Year Level Deans	Attendance Registrar and Guidance	Year Level Dean / Senior Dean / SLT
<p>Truancy Over 16 Years of Age</p> <p>Persistent (3 or more consecutive days unjustified absence)</p> <p>Note:</p> <p>A. A detailed account of the <u>day to day</u> form tutor truancy/ attendance responsibilities is outlined in the Appendices.</p> <p>B. If phone numbers are invalid a home visit by Youth Worker can be arranged. Contact Guidance to set this up.</p>	<ul style="list-style-type: none"> • The above steps for 1 – 3 days unjustified. • Year Level Dean notify Senior Dean. • Dean notify Attendance Registrar to contact Solomon Group 16+. • Deans notify Parents/Guardians by phone, text and or letter signed by Senior Dean • Supervised Study in Restorative Room. • Amber Report for attendance tracking. • Possible Stand Down/ Suspension • Possible removal from roll. 	<ul style="list-style-type: none"> • Attendance Registrar to load referral to Solomon Group (16+). • Detailed entry in KAMAR including all home contact attempts and outcomes • Year Level Dean notify Guidance for Home Visit <u>if required or</u> interview to discuss options beyond school with Whanau. • Careers Team may be contacted if career options and pathways beyond school is best solution. 	<ul style="list-style-type: none"> • Year Level Dean Monitor Amber report (attendance). • SLT to make decision on possible removal from roll. • SLT: Possible Stand Down, Suspension or Expulsion.

Note: A student can be removed from the roll by the Attendance Registrar if the student has not attended for a period of 20 days or more of unjustified attendance.

Truancy / Attendance Procedure:
Ministry Requirements for Students under 16 Years of Age

Following 1 – 3 days unjustified absence.	Tutor teacher/ Year Level Deans	Attendance Registrar and Guidance	Year Level Dean and Tutor teacher	Dean, Senior Dean / SLT
<ul style="list-style-type: none"> • 4 Days Unjustified absence. • Persistent (3 or more days unjustified) <p>Note:</p> <p>A. A detailed account of the <u>day to day</u> form tutor truancy/ attendance responsibilities is outlined in the Appendices.</p> <p>B. If phone numbers are invalid a home visit by Youth Worker can be arranged. Contact Guidance to set this up.</p>	<ul style="list-style-type: none"> • Tutor teacher notifies Dean. • Dean notify Attendance Registrar to contact Solomon Group. • Dean notifies Parent/ Guardians by phone and send letter (letter headed paper) signed by SLT. • Dean notify Guidance Counsellor (if required). • Dean (and Guidance if required) meet Parents/Guardians • Sanctions issued: Supervised Study • Refer student to Counsellor (if required). • Year Level Dean tracks attendance Amber Report. 	<p>Attendance Registrar to load referral to Solomon Group</p> <ul style="list-style-type: none"> • Notify Form Tutor, Dean and Guidance of Solomon Group reply. • Guidance reviews outcomes from Solomon Group actions. • Inform Deans of outcomes for monitoring. 	<ul style="list-style-type: none"> • Dean provides Attendance Registrar evidence of all steps taken to return student to school. • Detailed entry in KAMAR including all home contact attempts and outcomes. • Deans monitor Amber Report to Track student attendance. • Tutor teacher notified of outcomes. 	<ul style="list-style-type: none"> • Kept informed • Possible Stand Down • Possible Suspension. • Possible NET (removal from Roll)

James Cook High School Bullying Response

James Cook High School recognises that there are different levels of bullying (moderate, major and severe). As the level of bullying varies so does the response.

James Cook High School staff will refer to the Responding to Bullying Incidents Guide when managing a bullying incident.

- All reported incidents of bullying are taken seriously
- An appropriate adult will support the affected students
- Reassurance given to the student – they have done the right thing in reporting the incident.
- Parents are to be informed if appropriate

Student Reporting Procedure

Investigation of any bullying incident will be carried out in a prompt and fair manner.

- The student should report the incident of bullying to a staff member eg Form Teacher, Guidance Counsellor, Youth Support Worker, Dean or Subject Teacher.
- An investigation will be conducted by the Year Level Dean and consultation with the Guidance Team and Senior Dean should occur throughout.
- Parents informed (if appropriate)
- Documentation to be formally recorded i.e. Written Statements and interviews conducted (Guidance counsellor included for all parties if appropriate).
- Consequences implemented and harm repaired through Restorative process if both parties are willing.
- Students will be informed through school wide strategies on how to manage and report bullying incidents.

Ministry of Education

<http://www.wellbeingatschool.org.nz/sites/default/files/bullying-prevention-and-response-A-guide-for-schools.pdf>

Preventing Bullying

<http://www.bullyingfree.nz>

Harassment

Incident	Action Sequence	Records on File	Follow-up / Review / Counselling
<ul style="list-style-type: none"> • Low level / continued 	<ul style="list-style-type: none"> • Classroom management plan operates – see Appendix 2 • Form Teacher and HOF notified • Action per school bullying policy • Parents/Guardians notified 	<ul style="list-style-type: none"> • HOF and Form Tutor. • Detailed entry in KAMAR 	<ul style="list-style-type: none"> • Form Tutor and HOF.
<ul style="list-style-type: none"> • First repeated offence – verbal bullying 	<ul style="list-style-type: none"> • Isolation in Restorative Room to maximum 2 days, • HOF and Year Level Dean notified. • Parents/Guardians notified. KAMAR letter. • Year Level Dean notified. 	<ul style="list-style-type: none"> • Year Level Dean/ HOF/ Guidance. • Detailed entry in KAMAR 	<ul style="list-style-type: none"> • Form Tutor, Year Level Dean, • Guidance Counsellor
<ul style="list-style-type: none"> • Second offence – verbal bullying 	<ul style="list-style-type: none"> • Isolation in Restorative Room to maximum 2 days, • Possible Stand Down 	<ul style="list-style-type: none"> • HOF / Senior Dean • Detailed entry in KAMAR 	<ul style="list-style-type: none"> • Senior Dean / Guidance Counsellor

Responding to Bullying Incident Guide

Bullying is: Deliberate, Repetitive, Harmful, Power Imbalance

A general response to all bullying is to:

LISTEN: Listen to the students, you are probably the first person they have told.

REASSURE: Reassure them that they have done the right thing to tell an adult.

ACT: Refer the incident to the students Year Level Head or Senior Dean

Response to Moderate Level of Bullying (GREEN)

Physical threats or harm, intimidation or social exclusion where the target is likely to cope with minimal support: Never or seldom occurred before, and unlikely to recur.

- An incident of bullying is reported to / observed by a staff member
- Assessing the risk and outcomes the staff member responds immediately and consults with the Year Level Dean as soon as reasonably possible regarding further action.
- Refer to Guidance / Wellbeing Team
- Incident recorded in KAMAR.

Response to Major Level of Bullying (ORANGE)

Major bullying involving physical threats or harm, intimidation, sexual statements or threats where the target is likely to cope with additional support: Similar incidents may have occurred fewer than three times and / or likely to recur. Repeated GREEN.

- Incident reported to Year Level Dean.
- Year Level Dean to notify Senior Dean.
- Parents informed of investigation
- Formal investigation process is commenced by either Year Level Dean or Senior Dean.
- Written statements requested of students and witnesses.
- KAMAR entry completed by Senior Dean.
- Appropriate consequences and harm repaired (Guidance follow up)

Response to Severe Level of Bullying (RED)

Harm requiring medical attention, sexual threats or inappropriate sexualised behaviour where the target is likely to require intensive support in school and from specialist agencies: Similar incidents may have occurred at least three or more times and are very likely to recur or be digitally replicated. Repeated GREEN and ORANGE.

Action Sequence in the case of Bullying

Moderate (Dean)	Major (Snr Dean)	Severe (Snr Dean / SLT)
Dean to investigate Written statements from victim	Dean to investigate Written statements from victim (and witnesses)	Senior Dean to investigate Victim and bully isolated Written statements from victim (and witnesses)
Investigation conducted fairly and promptly: <ul style="list-style-type: none"> • Interviews all parties • Record information, notes, screen shots etc. 	Refer to Senior Dean Investigation conducted fairly and promptly: <ul style="list-style-type: none"> • Year level Dean to assist with interviews of witnesses • Gather statements 	Refer to Senior Dean and SLT Investigation conducted fairly and promptly (as Green and Orange). <ul style="list-style-type: none"> • Involve Guidance • Police contacted if necessary • Other agencies
Parents informed if appropriate (Dean)	Parents informed if appropriate (Dean)	Parents informed if appropriate (Snr Dean/SLT)
Refer to Guidance – repair if appropriate	Senior Dean to make decision on Stand Down or Suspension in consultation with SLT attached. Follow procedure for Stand Down/ Suspension	Senior Dean to make decision on Stand Down or Suspension in consultation with SLT attached. Follow procedure for Stand Down/ Suspension
Document KAMAR (Dean)	Document KAMAR (Dean)	Document KAMAR (Dean)
Possible consequences: <ul style="list-style-type: none"> • Detentions • Apology Letter • Restorative meeting with victim (if willing) to repair the harm (Guidance / Dean) 	Possible consequences: <ul style="list-style-type: none"> • Detentions • Apology Letter • Restorative meeting with victim (if willing) to repair the harm (Guidance / Dean) • Stand Down • Suspension 	Possible consequences: <ul style="list-style-type: none"> • Detentions • Apology Letter • Restorative meeting with victim (if willing) to repair the harm (Guidance / Dean) • Stand Down • Suspension

Appendices

- A. Classroom Management Plan
- B. Restorative Thinking Sheet
- C. Procedure for Dealing with Alcohol or Drug Incidences
- D. Stand Down and Suspension (step guide) procedure
- E. Return from Stand Down / Suspension process (still in progress)
- F. Tutor Teacher Focus

Appendix A:

Classroom Management Plan

Guidance for Teachers and Tutors

Step 1: Relaxed Vigilance (RV) *Visual Cues*

This is a set of techniques that aims to minimise attention to misbehaviour and to pass responsibility to the student. Use these techniques in the first instance for behaviour that is disrupting other students learning. Do not use for serious abuse or unsafe or dangerous behaviour. In these cases, send to the HOF, or Restorative Room or Deans or SLT.

These are subtle messages sent to students without the teacher saying anything. Teachers are to implement low key, barely noticeable strategies. They are brief and subtle reminders of our values and classroom expectations. Many are nonverbal.

Relaxed Vigilance Strategies

Strategy	Visual Cues
1	Make Eye contact with those off task, keep the eye contact brief; just long enough for the student to understand that you have noticed the misbehaviour
2	Move near to those who are off task and make eye contact, but say nothing
3	Make eye contact and accompany it with facial expressions and/or a movement of the head eg quizzical look, shake of the head, frown. It should be brief – not prolonged.
4	Make eye contact and use a gesture – eg palm out - stop, fingers to lips – quiet, thumbs up – good work.
5	Call the student's name just once or twice quietly if necessary for the student to know that you have noticed.

If the methods above do not work, then move on to the slightly less relaxed vigilance techniques as described below. Note at least one of these methods should be used before moving on to the restorative chat/restorative thinking sheet process.

Step 2: Slightly Less Relaxed Vigilance Strategies Verbal Cues (SLRV)

Strategy	Verbal Cues
strategy 1	"I" Messages
key word	I want
example	I want you to look this way now - thanks
strategy 2	Expectation
key word	thanks -
example	maybe you were, but I want you to go back to your seat now thanks
strategy 3	Broken Record
	state clearly what you want to happen and if the student argues back, continue to focus on the initial request. Remain calm at all times. Ask a maximum of 3 times.
example	"I want you to return to your seat and finish your work. I want you to return to your seat thanks. Thanks for going back to your seat.
strategy 4	Tune in
explanation	you acknowledge that you have heard the student, but you remain focused on the main behaviour
example	Maybe... but..., good but... you're right, but... back to your seat thanks. Maybe you were discussing your work, but now I want you to go back to your seat - thanks
strategy 5	Rule Reminders
key words	You know our rule about....
explanation	the teacher refers to the classroom rules to remind the students about the acceptable behaviour.
example	you know our rule about one person speaking and everyone else listening. Use it now thanks.
strategy 6	Simple choices
key word	OR
explanation	where the teacher gives the student an option to think about making a sensible choice to resolving the situation. Use no threats, keep calm, speak assertively and convey expectation.
example	Do you want to return to your desk or sit at this one near me or want you to put your phone in your bag or you can give it to me to look after for the whole period. You may need to use this with the broken record technique.
strategy 7	direct questions
key words	What are you supposed to be doing?
explanation	use the broken record strategy if student brings in other issues
example	<ul style="list-style-type: none"> • what are you doing • what are you supposed to be doing? • What should you be doing?
strategy 8	chosen consequences
key words	if you choose to ... you will be choosing....
explanation	this tells the students of the consequences of making the choice and is the last warning
example	if you choose to leave your seat again, then (Consequences) will follow

The Next Steps

The “Nuh” Moment Card or The Restorative Chat

If a teacher has tried to resolve the situation using both Relaxed Vigilance types of strategies and the “Nuh’ Moment card and the situation remains unresolved, it is time to **move on** and **begin the Restorative Process**. This process will require a direct approach by the teacher/tutor and is best to occur **after the lesson or at a suitable point in the lesson** to not draw more attention to the issue.

The “Nuh” Moment
‘Re-Try’ Approach

1. **Buy time.** “I’m going to give you a moment to think about that.”
2. **Prompt** “This is still quite simple, I don’t want it to get any worse, do you?”

The student either ‘buys in’ and...

3. **New Deal.** “OK. Let’s start again. Please...”

OR, the student remains uncooperative and is referred to Withdrawal Room

The “Nuh” Moment
Boundary Approach

1. **Buy time.** “I’m going to give you a moment to think about that.”
2. **Re-Ask** “I’m asking you again to...”
3. **Warning.** “You have two choices here. The right choice means we solve this here and now. The wrong choice could mean this gets more serious. Is that what you are want?”

The student either ‘buys in’ OR continue with below...

4. **Escalate.** “I’m sorry you have chosen not to co-operate. If you don’t co-operate now I have to involve someone in School management”
5. **Refer student to Withdrawal Room, Or if they refuse to leave, send another Student to Reception to get a Dean or DP.**

If you send a student to the Withdrawal Room, also send the student’s details ahead. By either email or another student.

If you have any feedback, or wish to discuss any of these ideas please contact a Dean or a Member of SLT

The “Nuh” Moment
‘Mini-Restorative’ Approach

1. **Avoid the Audience** “We will discuss this later. I will talk with you about this at the end of class.”

If the behaviour doesn’t stop then ask to talk to the student outside. Outside: Assess whether to re-enter classroom or refer to Dean etc

In the After Class Discussion with the Student

2. **Question One:** “What were you thinking at the time?”
3. **Question Two:** “What have you thought about since?”
4. **Question Three:** “What do you need to do to make things right?”
5. **Question Four:** “How can we make sure that this doesn’t happen again?”
6. **Supportive Follow Up** the next time that the student is with you

Teachers should also make use of their “Buddy” to help resolve the issue if applicable. The Buddy could take the student to their room to work or to cool off.

In the first instance teachers refer to HOF and notify the Year Level Dean. If this student has ‘incidents’ in multiple subjects, then the Year Level Dean will deal with this student and notify the Form Tutor. For this to happen KAMAR entries are essential to include Dean codes.

At this point the Form Tutor can issue and monitor the Green Report and possibly notify home.

Teachers should try to resolve the situation on their own so that in the “eyes of the student” they retain their “Mana”. Steps should be followed to allow a gradual process to avoid losing respect of students.

The Dean or the Senior Dean and SMT must be able to assume that the classroom teacher/Tutor teacher has practiced the procedures as set out in this handbook.

Appendix B:

Restorative Thinking Sheet (Follows)

The “Restorative Thinking Sheet” electronic version can be found in the Shared Drive

T:\Referral Room

Restorative Thinking Sheet

James Cook High School students:

- Have the right to learn in a positive, respectful and safe environment
- Are prepared and willing to strive for personal excellence
- Demonstrate our school values of we care, we endeavour, we contribute, we learn.

Name _____	Date: _____
Class/TG: _____	Teacher: _____
Referral Teacher _____	Subject: _____
Agreed Referral Meeting Time: _____	Date: _____

We help our learning by:

<ul style="list-style-type: none"> • By getting to class on time 	<ul style="list-style-type: none"> • By always having our own gear 	<ul style="list-style-type: none"> • By always being ready to learn 	<ul style="list-style-type: none"> • By asking for help and feedback
<ul style="list-style-type: none"> • By listening to the teacher, the first time 	<ul style="list-style-type: none"> • By following the teacher's instructions, the first time 	<ul style="list-style-type: none"> • By being considerate of others in the classroom 	<ul style="list-style-type: none"> • by aiming high and persevering with practice
<ul style="list-style-type: none"> • by attending regularly 	<ul style="list-style-type: none"> • using my electronic gear only when instructed 		

We look after Community of learners and our Environment by:

<ul style="list-style-type: none"> • by being respectful of others 	<ul style="list-style-type: none"> • by using good manners in and out of the classroom 	<ul style="list-style-type: none"> • by using positive language when talking to each other
<ul style="list-style-type: none"> • by wearing our school uniform with pride 	<ul style="list-style-type: none"> • by respecting our and each other's belongings 	<ul style="list-style-type: none"> • by being accepting of the many different cultures and ethnicities in our school
<ul style="list-style-type: none"> • by caring for our school environment by keeping it free of litter 	<ul style="list-style-type: none"> • by helping others when they need assistance 	<ul style="list-style-type: none"> • by maintaining a safe and non-threatening environment

Student Name _____

Tell the story: (What happened?) _____

Link to our values: (How did your behaviour or action not fit with our values of We Care, We Endeavour, We Learn, and We Contribute?) _____

Explore the harm: (How do you think YOUR learning was Affected by your behaviour?) _____

How do you think OTHER STUDENTS' learning was affected by your behaviour? _____

How do you think your TEACHER was affected by your behaviour? _____

Reach Agreement: (What actions will you need to make it right and repair the harm? AND How can we make sure this doesn't happen again?) _____

Student Signature _____

Teachers Signature _____

Date _____

Y/N – RTS filed in Deans Centre

Y/ N - Incident recorded on KAMAR

Y/N – Referring teacher notified

Y/N - Tutor referred/notified

Y/N - Dean referred/notified

Y/N - SLT referred/notified

Classroom Restorative Script

Tell the story:

- 1) What were our learning intentions today?
- 2) What happened?
- 3) What were you thinking?

Explore the harm:

- 1) Who has been affected by this behaviour? In what ways?
- 2) How has your behaviour affected our learning today?
- 3) How fair is this on others in the class?

Repair the harm:

- 1) How can you go about fixing this?
- 2) What exactly are you sorry for?
- 3) How will this support others learning?
- 4) How will this support your learning?

Reach an agreement

- 1) What do you need to do from now on?
- 2) How can I support you to do this?

Plan follow up

- 1) When would be a good time to check in with you to see that you're doing what we agreed?
- 2) What support do you need from me to make sure this doesn't happen again?

Appendix: C

Procedure for Dealing with Alcohol or Drug Incidences

- If a student is suspected to be under the influence of drugs or alcohol the Senior Dean (or Year Level Dean) should be contacted immediately to carry out an investigation as outlined in the Discipline, Pastoral Care and Counselling Procedures.
- The student should be isolated with a staff member supervising until they can be escorted to the Restorative Room.
- If student is incapacitated the nurse should be called and student cared for and moved to nursing station.
- Consultation with student and teacher/tutor/Dean for clarification of situation and surrounding circumstances. Written statements are required as part of the investigation – if the student is coherent enough to do this – and a detailed pastoral entry is required by all staff involved.
- The Deans Team will gather evidence and collate statements to enable the Senior Dean and SLT to decide on the next steps.

- Possible Stand down or Suspension is the usual consequence of these types of incidences, however consultation between Deans and SLT will determine the outcome for the student concerned. Specific guidance applies as outlined in the Discipline, Pastoral Care and Counselling Procedures.

Appendix D:

Stand Down Process (Continual and or Serious/ Major Behavioural Incidents)

1. Deans investigate, gather evidence (written, video, data) and produce a summary report and log in KAMAR. Deans communicate with Senior Dean to inform of incident and the recommended course of action.
2. Senior Dean to makes Stand Down decision based on the evidence gathered through **further** investigation and consultation with Guidance/ Student Welfare department (case by case and context reviewed. See step 7)
3. Senior Dean **informs and discusses** action with Year Level Deputy Principal*. i.e Stand Down or not - if not, why not and what is the next disciplinary step.
4. Senior Dean or Dean (depending on availability) informs student of action being taken.
5. **In Stand Down situation:** Senior Dean ensures student is in Restorative Room until collection by whanau or removed from site by youth worker dropped home. Senior Dean informs Attendance Registrar who issues leave pass.
6. Senior Dean to log Stand Down incident in KAMAR (fighting, assault, use of drugs etc) and duration of stand down - consistency needed but case by case assessment of circumstance also must apply (see step 2). This alert will also notify relevant teachers.
7. Senior Dean gives Office Manager the Stand Down KAMAR entry for paperwork and return to school appointment time (after consulting Deans and DP's for appointment time).
8. KAMAR entry will alert student's teachers to inform them of Stand Down duration and expected return to school date.
9. Dean or Senior Dean (depending on availability) must contact home to inform of steps being taken by phone, text, email. Enter home contact on KAMAR. If no home contact is made then the letter should be delivered to the address by a Youth Worker.
10. Attendance Registrar enters Stand Down / Suspension code on KAMAR to reflect the attendance for the duration of the sanction.
11. Dean ensures Stand Down letter is sent home same day, with copy to Office Manager and a copy for Attendance Registrar. Student can take letter home; it can be given to whanau in person on collection of student or a Youth Worker can deliver letter home.
12. Dean that investigated incident to manage subsequent return to school interviews (with Student advocate from Guidance counsellor if possible) – *Senior Dean and SLT informed of outcomes and details of return to school interview and can be involved if needed (see step 3).*
13. Deans to ensure all letters, statements, interview notes, behaviour plans and subsequent paperwork to be stored in the students file for future use if needed.
14. Attendance Registrar to record Stand Down data in KAMAR. Senior Dean to report at HOF/ HOD/ SLT meeting "overview of Stand Down to Date".
 - Office Manager: Gina Gorshinski
 - Attendance Registrar: Sandy Kramer
 - Senior Dean: Seelan Ramiah

Appendix E:

Students Returning from Stand Down or Suspension

Any student who has been stood down (for any number of days) must attend a Return to School (RTS) - meeting with the Senior Dean, Dean or SLT member attached.

This RTS meeting must take place before the student can attend timetabled classes and whanau or guardian, preferably caregiver listed on KAMAR, must be present to sign the Letterheaded Behaviour Agreement

During the interview a restorative discussion should occur where the incident can be discussed and a reflection on the actions, consequences and outcomes can occur to inform the Behaviour Agreement and the Daily Report (Purple) targets.

Administration:

Following the decision to stand down a student (Outline in appendix F) it is essential that the Attendance Registrar is informed immediately and all paperwork is followed up the same day.

The staff member interviewing the student and whanau / caregivers will receive two (2) official Return to School Behaviour Agreement letters.

Upon a successful RTS meeting a signed and dated copy of the Return to School Behaviour Agreement must be returned to the Attendance Registrar for filing and to allow the students attendance to amended to reflect the change in circumstance.

The other copy of the agreement should be given to the student's whanau / caregivers to hold as evidence of the meeting but more importantly to ensure the agreement conditions are known and visible.

If the students breach the agreement or conditions set in the agreement then it is likely that the students will need further disciplinary action dependant on number of stand down day on file and or the nature of the incidents.

Appendix F:

Tutor Teacher Focus

Because of the changes that we want to implement within the school there is a need to reinforce the 'core values' of James Cook High School. The key is to make sure that all students across the school are getting the same message and the form tutor is the first line in delivering, monitoring and recording change in how our students feel about life at James Cook High School.

What are the characteristics of an effective form tutor?

• Role models	• Inspirational
• Efficiency in administration	• Positive attitude
• Sympathetic	• Engaging
• Confront students	• Contact whanau

There are many different aspects to being a Form Teacher, but one of the most important is the basic routines or 'nuts and bolts' during form time. A reminder of some of these routines follows.

Students	
Uniform Check	<ul style="list-style-type: none"> • Check uniform (a good time is as they enter the form room). • The form tutor to do what is necessary to ensure that the uniform is up to standard and remains that way all day. i.e. not correct or missing, a uniform pass can be issued, Equity can be sought.
Monitor Behavioural Problems and Liaise with Subject Teacher, HOF and Year Level Deans.	<ul style="list-style-type: none"> • The form tutor is on the front line; be sure to liaise with your Year Level Dean about any behavioural and wellbeing concerns that are raised and passed to you from staff. • Monitor behaviour of your form class in assembly - sit with class in form areas of hall. Break 'problem groups' apart. • Use the James Cook High School values to promote a safe, caring environment and reinforce expected behavior.
Build a Rapport with the Class	<ul style="list-style-type: none"> • Work at developing an understanding and knowledge of your form class and their abilities and needs as individuals. What do your tutees do outside of school; rugby, soccer, netball, music etc. Take an interest. • Encourage and record participation /co-curricular activities. • Inform the Year Level Dean of any achievements in co-curricular activities for acknowledgement in Year Level assemblies. • Motivate your form class – You start their day off. Get them ready for learning as best they can. • Share out leadership jobs fairly between male and female students – e.g. log book monitor or Daily Notice reader. Change each term as it provides participation opportunities for the students. • Discuss study skills, goal setting, study timetables; find out information about your students. • The form period is a great opportunity to build upon form class unity and school spirit, especially when there are inter-house events planned.
Form Time Structure	<ul style="list-style-type: none"> • All form tutor sessions should be held in classrooms. • Students line up quietly outside the form room until tutor is prepared to let them enter. • Students should sit down at desks during form time. • Form time is not a social time for students. E.g. Monday: Attendance catch up, Homework, Tuesday: Quiz, Wednesday: Assembly, Thursday: Reading, Friday: House assembly.

<p>Administration</p>	
<p>Attendance/Register Check/Administration</p> <p><i>Please refer to the section on Truancy and Attendance in the in the Discipline, Pastoral Care and Counselling Procedures.</i></p>	<p><u>Full Day Absence:</u></p> <ul style="list-style-type: none"> • Seek explanation about every question mark in record. • If family has phoned/ text school the administration team will have amended the roll. • All other absences require a written note or communication from parent or caregiver. • If explanation is not forthcoming after 2 requests or 1 full week, contact home directly and if no response is forthcoming refer the students to your Dean. <p><u>Single Period absence</u></p> <ul style="list-style-type: none"> • Check single period questions marks. • If explanation involves another teacher; email teacher to confirm. • If not confirmed act and record on Kamar as Truant (T). • Refer to Dean if tutor action is not effective. <p><u>Multiple absences over a short period:</u></p> <ul style="list-style-type: none"> • On first day of an unjustified absence the Tutor Teacher contacts home by phone or text and updates KAMAR notes. • On second day of an unjustified absence the Tutor Teacher contacts home by phone or text and updates KAMAR notes. • On third day of an unjustified absence the Tutor Teacher contacts home by phone or text and updates KAMAR notes. The Dean is now notified and advised that there have been 3 consecutive days of unjustified absences. • On the fourth day of an unjustified absence the Dean notifies the Attendance Registrar to load a referral to Solomon Group. All steps taken by the school (Tutor Teacher and Dean) to re-engage the student and family must be included in the correspondence. <p><u>Lateness:</u></p> <ul style="list-style-type: none"> • Check lateness record per student. E= Late to school, L= Late to class • Talk with student about lateness (Relaxed Vigilance). • Contact parents when student is late 3 times or more over a 2-week period • Place on Green Report, monitor and follow up. • Refer to Year Level Dean if lateness persists. <p>Record all actions on Kamar.</p>

<p>Form Time: The Most Important Communication System in the School</p>	<ul style="list-style-type: none"> • The form tutor reads the relevant Daily Notices. • Insist on 'No Talking' during the reading. (No phones and headphones / earphones off) • The form tutor has a vital role in communicating information from the staff briefing to the students. This is often about changes to day-to- day routines. • It is your responsibility to make sure your students know what is happening to them during the day, eg during Sports Day and exams.
<p>Kia Manawanui (Junior Log Book) and Classroom Management.</p>	<ul style="list-style-type: none"> • Help the monitor set up the Kia Manawanui as per instructions and monitor that it is being done, eg calculation of log points, keeping an eye on positives and negatives, homework and general teacher comments. • Take an interest in the Kia Manawanui. Find out how your class is doing. Give praise or a gee up when they deserve it. • Be the 'first port of call' for trouble in the class for subject's teachers.

