

Fordell School Positive Behaviour for Learning (PB4L)

The purpose of PB4L-SW at Fordell School is to further enhance our culture of a safe and positive learning environment where relationships are valued.

The Fordell Values are our school-wide expectations for behaviour and learning and are deliberately modelled, taught and acknowledged.

Fordell School is a **Positive Behaviour for Learning** School. This means we have high expectations and use our Fordell School Values as cornerstones for all that we do. Our expectations (rules) are the Fordell School Values, consistent language and strategies are used to teach students what we expect in all school settings. This is done through:

Prevention - *Everyone at Fordell School puts in the time setting clear expectations, then teaching our students what this looks like.*

Early Intervention - *We address behavioural issues promptly and effectively when they do arise, using a range of interventions tailored to meet the needs of individual students.*

Consistency - *We ensure that our expectations for behaviour are consistent across our school in all areas of our environment, including classrooms, common areas such as assembly, the library, bus, online, office area, on and off site events, playground, etc.*

Overall PB4L creates a positive school culture where our students feel valued, supported, and empowered to succeed academically and socially. We emphasise the importance of teaching and reinforcing positive behaviour/choices, rather than simply reacting to negative behaviours with punishments.

Fordell School uses **Restorative Practices** as an approach to discipline and conflict resolution that focuses on repairing harm and restoring relationships rather than simply punishing wrongdoing. These practices are rooted in the principles of social justice, empathy, and accountability. Key components of restorative practices include:

Building Relationships - *emphasising the importance of building strong, positive relationships within our school community. This includes relationships between students, between students and staff, and between school and whānau/families.*

Community Building - *We promote a sense of community and belonging within the school environment with a range of activities that foster connections and build trust.*

Conflict Resolution - *When conflict arises we use a structured process for addressing them. This may involve bringing together the individuals involved in the conflict, along with other relevant parties, to discuss the impact of the behaviour, identify underlying needs or concerns, and work together to find a resolution that repairs harm and restores relationships.*

Accountability - *Restorative practices hold individuals accountable for their actions while also recognising their capacity for growth and change. Rather than focusing solely on punishment, restorative approaches encourages individuals to take responsibility for their behaviour, making it right for any harm caused, and work towards a positive change.*

Overall, restorative practices is an alternative to traditional disciplinary approaches by prioritising relationship building, empathy, and collaborative problem solving.

We believe that by having a strong belief in both practices it has created that positive environment where our students flourish both academically and socially.