



EOTC Middle Syndicate Plea

We need more helpers for this Wednesday's walk up the Te Whiti Riser. If you/caregiver or another adult can help by going along with your child's class, please let their class teacher know tomorrow morning,

Tuesday, 7th March. Without more helpers this activity will not go ahead.

Gracefield Greatest award recipients:

- ◆ Avy Uili for being conscientious (pukumahi)
- ◆ Amira Va'a for being respectful (whakaaro nui)
- ◆ Jenna Hawker
- ◆ Sophie Hughes for being respectful (whakaaro nui)
- ◆ Ella Burns for being respectful (whakaaro nui)
- ◆ Thalia Gribble for being a risk taker (maia)

Welcome to Hadley Butchart and Ethan Hall who started in Room 1 last week.

Camp

Medication for camp

All students who need medication on camp, must come to the hall and see Sarah McAuliffe from **8am on Wednesday**, as soon as they arrive at school. All medication must be in clearly labelled containers and bags with dosage for the child. If you'd like to speak to Sarah personally, she will be in the school hall from **8am on Wednesday**.

Camp fees

Can be paid to the office either cash or cheque or by internet banking, please reference your **child's name** and **what the payment is for** i.e. Camp.

Bank account details:	Bank & Branch:	ASB Bank, Queensgate
	Acct Name:	Gracefield School
	Acct Number:	12-3142-0035595-00

Weet-Bix Tryathlon

There are only 4 days left to enter this event, which is being held on **Thursday, 16th March**. Those children who have already entered will be receiving their packs in the mail 3-5 days before the event. A letter will be sent home from school today with further information. A reminder too, that parents are responsible for getting their children to and from the event.

Basketball

Thank you to those families that showed an interest in their child playing basketball for Gracefield School in Term 2. However, we didn't get enough numbers to make up a junior or senior team so will not be putting any teams forward.

The Parent Conferences

We are to hold our first round of parent conferences on **Tuesday, 21st March and Wednesday 22nd March**. These meetings are to establish learning goals for the first part of the year in consultation with parents and whanau. It is hoped that all parents will be able to attend this vital partnership/link between home and school.

School will close at **2pm on Tuesday, 21st March**. This is so teachers have enough time to get through their conferences in two days. After School Care will run from this time.

We are once again asking parents to book their times using the internet. To do this follow the instructions below:

1. go to <http://www.schoolinterviews.co.nz/home>
2. select **Booking**
3. enter the following school event code: **d2rdf**
4. follow the screen instructions to book a time with the teacher.

An email will then be sent to you confirming the time.

Please note:

- **Parents need to know that it is first in, first served.**
- You can go back in at any time and edit your booking before **Monday, 20th March at 3pm**. The booking sheet will close after this time. This is so teachers can print off their lists and prepare. If you need to make or change a booking after this time, please contact either Simon or Hamish in the office on 569-5422 and we will do this manually.
- Jan Riley in Room 1 needs to have 30 minute slots. You will note that for her class every second session has been blocked out.
- If you do not want to use this system because you don't have access to the internet, we will make the booking for you, if you call the school office on 5695422. Ask for Simon or Hamish and explain that you want to make a parent conference booking.

School Donations

School donations are \$20 per term per child, or \$80 per annum per child, or \$50 per term for a family of 3 or more children. You can pay your donations either by cash or cheque to the office or by Direct credit or Automatic payment to the school bank account. If paying to the school bank account, you need to reference your **child's name** and **what the payment is for** i.e. school fee.

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Total Touch Results

Gracefield Teams	Played	Score	Player of the day
Sea Eagles	Normandale Flames	Draw 3 – 3	Riley and Louie
Tiger	Maungaraki	Won 11 – 5	Logan
Rabbitohs	Wilford	Won 9 – 4	Ben C
Eels	Sacred Heart	11 – 9	Ruby

Friday 10th March

Gracefield Teams	Playing	Time	Field
Sea Eagles	Korokoro Rockets	4pm	3a
Jets	EHS Thunder	4:30pm	7b
Broncos	OLRS Roosters	4:30pm	4b
Tigers	Normandale Dodgers	4:30pm	8b
Storm	Fernlea Bulldogs	4pm	8b
Eels	Raphael House Pumas	5pm	5b
Rabbitohs	SH Sharks	5pm	6a
Dragons	Tawhai Thunderbolts	5:30pm	8a

****Don't forget to show up at least 15 minutes before the game.**

You can look out for any updates on the school facebook page. As some weeks the draw changes after our school newsletter goes out.

Behaviour Management and Restorative Practice

The management of student behaviour is one of the most important things any school does. It can make or break a student and/or a school. It can build relationships between families and school or can be detrimental to them.

Over the last few years, Gracefield has increasingly incorporated the concepts of restorative practice into the way we manage students' behaviour. The results are impressive on so many levels (I plan to share these with you) and quite honestly speak for themselves.

I want to explain below why restorative practice works successfully.

It's very important that parents have an understanding of what we're trying to do so they can support us. At a very basic level behaviour management works best when parents and teachers are on the same page. I think all parents have experienced what happens when children get mixed messages when parents disagree. The same happens when parents and teachers are in conflict about what is and isn't appropriate in dealing with student behaviour at School.

I would strongly encourage you to come and ask me questions if you have any, as I am more than happy to answer these. I'm also keen to get any feedback you may have about what you read.

(The sentences below in bold are from our behaviour policy. The information underneath is my explanation for each point)

- **Restorative Practice focuses primarily on the repairing of damaged relationships, rather than punishment.**

It is fundamental that parents understand this point. Older style draconian punishments have limited success in constructively changing unwanted behaviour in children.

At no stage during a restorative conference does the teacher raise their voice or show disapproval for the child who has made the mistake. This is because we want them to be open and honest during the conversation, so they can reflect on what they've done and come up with solutions to put things right. If you yell at, or berate a child, they will almost always shut down, or offer the answer that they think you want to hear. This does little to help the problem get resolved.

It is very obvious that the relationships we have now, are far stronger between our more difficult students and staff, than they have ever been before. This is primarily because restorative practice gives students a chance to be listened to and to come up with resolutions themselves.

- **Restorative Practice seeks to heal and put right wrongs in a way that is constructive for both the person harmed and the person causing harm.**

When a child makes a mistake we negotiate ways that they can repair any harm that they have done to the relationship between themselves and the child/person they harmed. Often this is a simple face-to-face genuine apology. We teach students that an apology is a promise not to make the mistake again. However, it could be one of many different options. For example if a child stole another child's food, a resolution could be that they bring them some extra food tomorrow. The key here is to negotiate a resolution that is satisfactory to both parties.

- **Restorative Practice allows all affected parties (teachers, young people and parents, where appropriate) to engage in the process of problem solving and to determine what is needed to put things right.**

This is important because it is not just the child who has broken the rules that is affected. The child harmed needs to know that the perpetrator is held accountable and the end result will hopefully be that the action is not repeated.

- **Restorative Practice gives everyone the chance to tell their story. This allows people to understand the other person's situation and in doing so builds empathy.**

Empathy is undeniably important in changing unwanted behaviour. If you were to survey adults, guilty of serious acts of violence you would find most lack empathy for their victims. It makes sense that it's easier to build empathy that hopefully will be lifelong, at a younger age, than to wait until the child is a young adult.

- **Restorative Practice encourages the person causing harm to recognise their obligations and responsibilities.**

If the child accepts they made a mistake and has a say in repairing the damage, they are more likely to learn the lesson now and not repeat the unwanted behaviour.

- **Restorative Practice allows the person harmed to move forward with confidence.**

For the child that has been harmed, usually the highest priority is to stop the behaviour happening again. This is particularly so if the action has been physical and they've not been able to stop it. Because restorative focuses on repairing rather than punishing, there is far less chance of retribution/retaliation for the child that has been harmed.

- **Restorative Practice looks to reintegrate the person causing harm back into the school community in a positive way.**
 This is far more likely to happen if the child (perpetrator) leaves the discussion feeling they've been listened to and had the chance to explain why they did what they did. That doesn't mean we excuse their behaviour, but children do things for a reason and it is a constructive fair thing to listen.
- **Restorative Practice addresses the root causes of harmful behaviour.**
 Because the children doing the harm are interviewed in a non-judgemental, calm manner, and that they know the end result will not be that they have to sit in a corner or break rocks, they are far more likely to be honest immediately. This is most definitely my experience with interviewing students at Gracefield. Almost always, we now get to the root of the problem immediately without any time wasting trying to find out who did what. The three steps for a successful restorative conference are to get the child to "fess (confess) up, face up and fix up."
- **Restorative Practice aims to stop the behaviour re-occurring in both the short and long-term.**
 It is difficult to know how effective we are going to be long-term (years ahead), but we keep very accurate behaviour data and we know that almost all high-level (more serious behaviours) restorative conferences result in the individual child not repeating what they did. 18 out of 19 conferences last year successfully stopped the child doing what they had previously done. In my opinion this result is quite remarkable and testimony to how successful the process is.
- **Restorative Practice builds and strengthens links between home and school.**
 No parent likes to hear that their child has broken a school rule, particularly so if it involves physical aggression towards another child. But it's my experience that parents are more accepting if they know we're working in a constructive way to change the behaviour rather than punishing, or yelling and screaming at this end.