

## PROCEDURE 17: STUDENT BEHAVIOUR MANAGEMENT

### Why have this set of procedures?

The philosophy of Whareorino School is to provide an inclusive and positive education which is fostered in a holistic manner. Student behaviour is viewed as a part of child development that will be modelled and encouraged within a partnership between home and the school. Inclusive practices and safe environments are of greatest importance to all students.

Behaviour goals have been formulated to provide a school-wide restorative approach in this area. This is our Whareorino School philosophy, and it is highly visible in all interactions and flows through to every part of our school community. Our School Values, **Relationships**, **Resilience** and **Reflection** are the cornerstone of students self-regulating their own behaviours, with the support and guidance of staff, parents and whānau.

### Behaviour Principles

- Behaviour is a form of communication.
- The emphasis is on inclusiveness and social responsibility.
- An appropriate curriculum and effective teaching engage learners and encourages good behaviour.
- An environment of high challenge and low stress is most conducive to learning and good behaviour.
- Students need access to role models who are aware of and manage their own emotional responses appropriately.
- An emphasis is placed on the use of positive strategies to increase desirable behaviours.
- Student's behaviour is underpinned by the stage they have reached in their social and emotional development.
- Behaviour is learned and therefore amenable to change.
- Some emotions can block learning, while others promote learning. Learning to recognise and manage emotions can assist learning and help to improve standards.
- Assertiveness is essential; it involves confirming rights and responsibilities with respect to school guidelines.
- Consequences need to teach the students what to do instead. The focus is on restoring the relationship and using the incident primarily as a teachable moment.
- Improvement in a student's behaviour is significantly better when working in partnership with parents and carers. Positive messages home can make a difference if parents are also involved in the reinforcement process.

Managing behaviour relies on consistently applying both our school's restorative practices approach and strategies to promote positive student behaviour.

### At Whareorino School:

#### Within school:

- Staff maintain positive learning environments and relationships with students.
- The Key Competencies in the New Zealand Curriculum and the values of Whareorino School community encompasses student development in this area.
- Clearly articulated school expectations for student and staff interactions are in place. Classroom guidelines will be developed at the beginning of the school year and are frequently revisited and reinforced in an affirming manner.
- Actively monitor wider classroom/playground behaviour.
- All members of the school, including the students themselves, have a responsibility to recognise bullying and to take action when they are aware of it happening.

- A restorative justice process which reflects clearly communicated expectations, actions and consequences will maintain the dignity of the individuals involved so that ‘natural justice’ principles are upheld at all times.
- We consistently apply an appropriate behaviour intervention in all cases of unacceptable behaviour.
- All issues and incidents are to be viewed as learning opportunities for individual growth, appropriate interactions and consequences need to reflect this. Any incident or issues of concern, need to be communicated to the Principal for consideration and action.

### **School and Community:**

- We make our behaviour expectations clear through our Whareorino School Behaviour Management Plan which is shared with all staff, parents, and students.
- These behaviour goals are applicable during the school day, coming to and going from school, on school trips and at all events organised by the school.
- Parents/caregivers, where necessary, will be involved when a student’s behaviour is causing concern to enable their cooperation.
- The school implements the procedures outlined by the Ministry of Education for the stand-down, suspension, or exclusion of students, in cases of extreme and persistent behaviour.
- Individual programmes and strategies for students with particular behaviour difficulties are devised with parents and staff, and outside agencies if necessary, and these students may have corrective strategies which may need to fall outside the school's behaviour plan.
- Where deemed appropriate, further assistance will be sought with external agencies e.g. RTLB. or Ministry of Education Special Education. This will occur through the involvement of the Principal, after discussions between school, home and student. The Learning Support processes will apply.

### **Parent/Caregiver concerns about student behaviour**

If a parent has a concern about an incident at school, the parent should in the first instance, contact their child’s teacher, so the school can deal with the concern. Parents should not approach other students or parents about school behaviour incidents, but rather, work with the school on such matters.

### **Contact between staff and students at school**

- Staff may need to physically help students from time to time, especially in the case of younger students, temporary physical contact such as holding a hand, or a guiding hand on the arm, back or shoulders to remove a student from a situation to a safer place.
- When staff are interacting with a student one-to-one, they ensure, wherever possible, that the space is not closed off from other people.
- Teachers take particular care with students who express themselves freely and seek close physical contact. When this is a problem, it is always discussed with the child's parents.
- Staff are aware that students with **special needs** may have particular needs with regards to safety and supervision.
- Corporal punishment is prohibited, and staff are to avoid physical contact with students that could be considered intimate, sexual, threatening, or violent.
- If a teacher is attacked by a student, they protect themselves without causing injury to the student involved, and immediately report this incident to the Principal. If a student cannot be restrained in any other way, the adult physically restrains the student as appropriately as possible and seeks other adult support. *See **Physical Restraint** section below.*

### **Time-out and seclusion**

- Seclusion is prohibited at Whareorino School. Seclusion is defined as placing a student, involuntarily, into a room by themselves for any amount of time, where they cannot leave of their own will. It is inappropriate and can be emotionally (and physically) damaging to students.

- Time-out is different from seclusion and can be used at school. In time-out, a student may be asked to go to a specified area, either within the classroom or in another part of the school, in order to calm down. In these situations, the student may be separated from others, but is not secluded. Any student in time-out is checked regularly by staff. The student is to be integrated back into the learning programme as soon as possible.

## **Physical Restraint**

- Whareorino School has procedures in place for managing student behaviour and guidelines around the care and management of students. The key point is to safeguard the well-being of students, staff, and others whenever behaviour management issues arise.
- Staff use preventative and de-escalation techniques, (see the Ministry of Education guidelines referenced below), if a student's behaviour is becoming out of control and/or poses a danger to themselves or others. The other students can be removed from the situation which may calm the student down.
- However, in an emergency situation, it may be necessary to use physical restraint. This is a serious intervention and only used when there is 'imminent danger of physical injury' of other students, staff, themselves, or others. It may be necessary to move people out of the area to de-escalate the situation and keep them safe. In some cases, it may be necessary to involve the Police.
- The Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint must be followed in all circumstances; *refer to Procedures 19 and 20*.
- If physical restraint is warranted, the level of restraint should be proportional to the level of risk the student, or their behaviour, poses and should end as soon as the safety of everyone involved is assured. Ideally, physical restraint should only be applied by staff trained in its safe use.
- It is important to monitor the student, and the person who applied the physical restraint for signs of distress or shock in the aftermath of the incident.
- The school holds a debrief after the incident, using the Ministry of Education appropriate forms. This will examine the events leading up to it, the interventions used, and what could have been done differently. Staff must complete a Staff Physical Restraint Incident form within 24 hours.
- An Incident of Physical Restraint Form is to be completed and given to the Principal, who will notify MoE using their approved format. The Board is notified of any incident involving physical restraint at the next available BoT meeting or earlier if deemed by the Principal to be the correct course of action.
- Parents/caregivers whose child was involved in the incident should be notified on the same day, as soon as practically possible. They should be invited to offer suggestions to avoid the use of restraint in the management of their child's behaviour. Any complaints from parents should be dealt with through the school's complaints process, and the Ministry of Education or School Trustees contacted for advice, if necessary.
- Students with high-risk behaviours should have an Individual Behaviour Plan in place. Key staff members and parents/caregivers are involved in the development of the plan. All staff, working with the particular student, are fully briefed on the agreed protocols in the plan, and all staff are made aware that there is an Individual Behaviour Plan in place for the student.

## **Monitoring the use of physical restraint**

The principal, or delegate, monitors the use of physical restraint and collates information about any incidents. The principal shares this information with the board through the Principal's Report at Board meetings (in a public-excluded session).

## **Related Documents**

- Procedure 01: Concerns and Complaints
- Procedure 18: Antibullying
- Procedure 19: Stand Down – Suspension – Exclusions

- Procedure 20: Physical Restraint of Students
- Procedure 21: Prohibiting Use of Force
- Procedure 22: Surrender-Retention of Property-Searches
- Education and Training Act 2020



PRINCIPAL

Dated: February 1, 2022