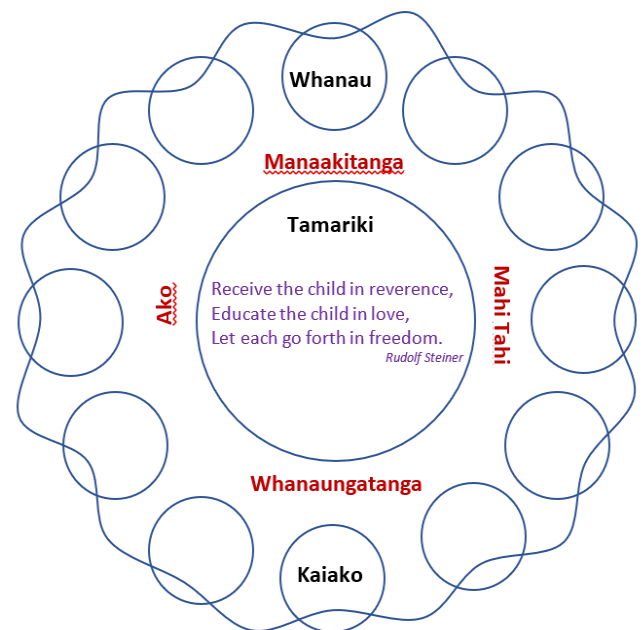# BEHAVIOUR SUPPORT @ TE RĀ SCHOOL

This document must be read in conjunction with our school's **Student Welfare and Safety** policies and related guidelines, particularly:

- Child Protection
- Safe Practice Professional Development
- Care and Management of Students
- Behaviour Management
- Sexual Behaviour in Students
- Supporting Student Wellbeing
- Physical Restraint
- Missing Student/Child Protocol

Principles of manaakitanga, whanaungatanga, ako and mahi tahi[1] align with Rudolf Steiner's perspective on the reciprocal relationship between individuals and their community. Our behaviour processes are child-centred, strength-based, solution focussed and strive to maintain the mana of all involved.

Key to emotional wellbeing and behaviour support at school is the positive, trusting relationship between teacher and student, and between teacher and whānau.[2] Shared, consistent expectations of what positive behaviour looks like provides structural support across these circles of support, at school and at home.



Whanau

Manaakitanga

Tamariki

Ako

Receive the child in reverence,
Educate the child in love,
Let each go forth in freedom.
*Rudolf Steiner*

Mahi Tahi

Whanaungatanga

Kaiako

The healthy social life is found when, in the mirror of each soul,
the whole community finds its reflection,
and when, in the community, the virtue of each one is living.

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1 "School Evaluation Indicators Effective Practice for Improvement and Learner Success". ERO. July 2016
2 Refer also "Teaching, the Joy of Profession". Christof Wiechert. Verlag am Goetheanum, 2015.

## Concerns about Behaviour

When parents/whānau have a concern about the behaviour of their child or other children they should, in the first instance, approach their own child's teacher. Where this does not resolve the concern, parents/whānau can contact the principal directly.

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## Types of Support Strategies

### *Prevention*

This refers to age-appropriate strategies before problem behaviours occur.

### *Responses*

This refers to age-appropriate strategies while, or immediately after, problem behaviours occur.

### *Behaviour Support Actions*

This refers to strategies to address ongoing problem behaviours.

Information about approaches that strengthen behaviours that promote learning and minimise behaviours that disrupt and inhibit learning can be found on the MOE initiated [Inclusive TKI website](#).

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https://bullyingfree.nz/preventing-bullying/the-nine-elements-of-an-effective-whole-school-approach-to-preventing-and-responding-to-bullying/

# Prevention of Problem Behaviours

### *Whole school/whole class strategies*

Teachers use a range of strategies to create environments where a strong social ethos and responsible individual behaviours support learning and wellbeing, e.g.

- Clear age-appropriate explanation of expected behaviours and agreed rules that apply during school hours (incl. on EOTC events).
- Positive, strength-based feedback to class and individuals
- Tuakana-teina approaches, buddy systems and other strategies to encourage collaboration and peer support
- Meeting physical needs (e.g. healthy rhythms within and between lessons, well-heated & well-ventilated classroom, sufficient break times, opt-in/opt-out arrangements for activities)
- Supporting healthy dynamics (e.g. well-considered seating arrangements or grouping of students for cooperative activities, offering 'time out' to pre-empt behaviour escalation, after break "check in" activities)
- Social stories (for individual children or whole class; sometimes referred to as "curative stories" or "pedagogical stories")
- KiVa programme[3] (Class 3 and above)

### *Individual support*

Where whole-class strategies do not suffice to prevent individual problem behaviours, teachers draw from observations and contextual knowledge of students and their whānau to make decisions about individual, age-appropriate supports. These may include reminders of expected behaviours, signals to "take a break", individual check-in/check-out, or specifically targeted positive feedback to an individual student

Teachers may seek advice or input from colleagues, the principal or external advisors. Where individual supports are needed to meet significant problem behaviours (see "Level 2 behaviours" below), teachers liaise with the student's parents/caregivers so strategies are understood and supported at home.

# Immediate Teacher Responses to Problem Behaviours

### *Reminders, chances or warnings*

The initial response to most problem behaviours is often a reminder. Where behaviour has already occurred frequently, the teacher may already use a system of chances or warnings and fair consequences, agreed with the student.[4] This system is considered as a Behaviour Support, see below.

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[3] KiVa is a bullying prevention programme that has been developed by the University of Turku, Finland. The programme is evidence-based which means that the effectiveness of KiVa has been proven through research. KiVa offers a kete of tools for schools to use to address bullying.
[4] https://www.inclusive.tki.org.nz/guides/behaviour-and-learning/agree-behavioural-expectations-and-agree-fair-consequences

### *Time-Out*

[MOE guidelines](#) consider Time-Out[5] an effective, evidence-based intervention in response to frequently occurring disruptive student behaviours. Time-Out is different from Seclusion, which is prohibited. Time-Out means:

- A child or student voluntarily takes themselves to an agreed space or unlocked room to calm down, OR
- A teacher prompts the child or student to work in another space.

A student in Time-Out is supervised by school staff and able to leave the room or area freely (i.e. it is not locked or blocked). Teachers ensure that the duration and frequency of Time-Out is reasonable and age appropriate.

As with a system of warnings or reminders above, wherever possible, the option of Time-Out is agreed with students **prior** so they understand which space they will take themselves to or work in. Where Time-Out occurs or is likely to occur multiple times each week, the student's parents/caregivers and the principal is informed.

Where a student refuses to return to class from Time-Out, the teacher informs the principal who will decide on the next steps.

### *Physical Restraint*

Physical restraint is a serious intervention and different from acceptable physical contact.[6] When a child's behaviour is getting out of control and may pose a danger to themselves or others, teachers and school staff use preventative and de-escalation techniques in the first instance. **Physical restraint is used only when the teacher or authorised staff member reasonably believes that the safety of the student or of any other person is at serious and imminent risk.**

⇨ Refer to the Physical Restraint guidelines on our [SchoolDocs website](#)
⇨ Refer to this [MOE guidance document](#)

Teachers/staff take particular care with tamariki who seek close physical contact with adults. When this is a concern, it is discussed with the child's parents/caregivers. Teachers and school staff avoid physical contact with children that could be perceived to be intimate, sexual, threatening, or violent.

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[5] *"Where possible, schools manage challenging behaviour by preventing dangerous situations developing or using de-escalation techniques to calm things down. […] These include strategies for preventative and de-escalation techniques. Time Out, for example, is still an acceptable method of de-escalation, whereas seclusion is not."* [MOE March 2021](#)

[6] Acceptable physical contact to support students is explained the [MOE guidance document](#) mentioned in the text. For example, temporary physical contact, such as an open hand on the arm on back or shoulders can be used to remove a student from a situation. Staff may hold the hand of a young student who is happy to have their hand held for a short time or pick a student up to comfort them. For students requiring additional physical assistance, e.g. for toileting, this is included in an individual plan.

# Supportive Actions for Problem Behaviours

Our school uses a range of strategies to support students with problem behaviours. We constantly review and update our approaches to ensure they meet pedagogical best-practice and align with our special character pedagogy.

**Restorative actions** following specific incidents, e.g. conflict or general breaches of school rule, enable students to "put things right" with peers or teachers. Examples are conversations where misunderstandings are clarified and agreements about future actions are made.

**Whole Village** strategies more significant support behaviours that require a wraparound response with the aim of creating a caring environment. They usually involves duty teachers and other class teachers to be part of the team that support a student or group of students.

We are a **KiVa School**. We use the KiVa programme[7] in classrooms to prevent bullying, and the KiVa process to address specific incidents of bullying if they occur, promoting zero tolerance. Bullying often occurs from a series of seemingly small incidents, none of which require reporting in themselves, e.g. exclusive and/or unkind language (including body language).

Where problem behaviours are significant and/or have a considerable impact on learning of an individual or a group of students, **Individual Behaviour Plans** are developed in collaboration with whānau and our SENCO[8]. These are generally aligned with approaches such as UBRS and PB4L[9] which are promoted by the Ministry of Education.

**External agencies**, such as the RTLB[10] Service, the Ministry of Education or other external providers (e.g. community services), can be approached by schools to receive additional support. In cases of extreme and persistent problem behaviours, the school follows the MOE procedures for the **stand-down, suspension** or **exclusion** of students.

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[7] KiVa is a bullying prevention programme developed by the University of Turku, Finland. The programme is evidence-based and the effectiveness of KiVa has been proven through research.

[8] Refer also to our "Guidelines for Diverse Educational Needs and Therapeutic Processes"

[9] UBRS = Undertanding Behaviour Responding Safely; PB4L = Positive Behaviour for Learning

[10] RTLB = Resource Teacher for Learning and Behaviour

# Levels & Types of Problem Behaviours

| Level 1 | Level 2<br>*Generally includes repeated, sustained, or targeted Level 1 behaviour* | Level 3<br>*Generally includes repeated, sustained, or targeted Level 2 behaviour* |
|---|---|---|
| Individual instances where a general school rule[11] is breached. | Repeated breaches (more than two) after expectations were clearly explained; open (articulated) refusal to keep within defined rules | Defiance; deliberate and persistent non-compliance |
| Off task behaviour that impacts on own learning or on others | Non-compliance, repeated off task behaviour that impacts negatively | Persistent non-compliance, refusal to complete tasks |
| Intentionally late to class (within school) | Repeated, intentional lateness Truancy | Persistent truancy |
| Put down of others (in words or body language), social exclusion of others | Repeated put downs of others.<br><br>Possible bullying | Bullying<br><br>Organised or intentional physical or emotional harm of others |
| Inappropriate language or behaviours, including hand gestures (includes swearing, sexist or sexual, racist, homo-/transphobic, violent or gang-related language or behaviours) | Deliberate and/or repeated use of inappropriate language (including swearing, sexist, racist, homophobic, transphobic, or content that may be violence or gang related) and behaviours, including hand gestures | Repeated and deliberate use of threatening language or behaviours (includes swearing, sexist or sexual, racist, homo-/transphobic, violent or gang-related language or behaviours). Where this is targeted at individuals or groups, it may be regarded as harassment |
| "Play" fighting, including headlocks and wrestling moves | Moderate, reactive physical violence (e.g. spontaneous hitting, kicking etc. out of frustration or similar) | Intentional physical violence or physical acts that harm, or may harm, others |

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[11] Expectations for behaviours that support a safe, healthy, inclusive and respectful learning environment are articulated through our policies and procedures and communicated to students in plain language that is appropriate for their age.

# Levels and Types of Problem Behaviours (contd.)

| Level 1 | Level 2<br>*Generally includes repeated, sustained, or targeted Level 1 behaviour* | Level 3<br>*Generally includes repeated, sustained, or targeted Level 2 behaviour* |
|---|---|---|
| Sexual behaviours (including language) considered part of **normal** sexual explo-ration in children aged 5-12 years of age, **when these are upsetting for others**. | Concerning sexualised behaviours that are **NOT considered part of normal sexual exploration** in children aged 5-12 years of age, regardless of whether these are upsetting for others.<br>Refer also to this resource | Repeated concerning sexualised behaviours **NOT considered part of normal sexual exploration** in children aged 5-12 years of age, and individual targeted sexual behaviours. Any **harmful** sexualised behaviours. |
| Taking others' belongings without permission | Minor theft (intentional taking)<br>E.g. small stationery or lunch items; includes school property | Serious theft<br>E.g. cash, valuable items such as cell phones |
| Negligent damage to school property (materials, equipment, furniture, natural / outdoor environment) (e.g. breaking a desk by jumping on it; scribbling/ tearing of pages in ML book; damaging plants or outdoor features as part of a game) | Intentional damage to school property. (e.g. drawing on chairs, desks or walls; scratching words or images into surfaces; rolling out a fire hose; throwing wet toilet paper, breaking play structures) | Deliberate, intentional substantial damage to school property:<br>E.g. throwing a chair into a window, kicking in a door, setting paper on fire. |
| Risk taking behaviour that harms, or potentially harms, others, without awareness of risk. | Repeated risk taking, without awareness of risk, **OR**<br>Risk-taking behaviour that harms or potentially harms others, with awareness of risk. | Repeated risk-taking behaviour that harms or potentially harms others, with awareness of risk **OR**<br>Single incident with intentional harm, or potential harm, to others. |
| | Bringing weapons, drugs or alcohol to school | Using weapons or consuming drugs or alcohol at school |

# Teacher Actions follow-up on Problem Behaviours

All behaviour is contextual and dynamic. The actions below are guidelines and can be adapted to suit individual needs and contexts. Text in **bold** refers to actions that are generally expected.

| Level 1 | Level 2 | Level 3 |
|---|---|---|
| **Teacher Actions** | | |
| **SAME DAY**<br>**Follow up with student as soon as possible. Clarify what is expected.**<br>**WITHIN 24 HOURS**<br>**Keep general notes (day-book)**<br>Restorative actions or conversations, if appropriate.<br>For students in Class 3 and above, consider whether reminder/chances system or Time-Out is required, and if applicable discuss with student.<br>Note agreed outcomes in daybook.<br>Immediate follow up with whānau when there is prior history.<br>Complete incident report if unsure if Level 1 or 2 (e.g. if unclear if behaviour was deliberate or age appropriate).<br>**OVER NEXT 2 WEEKS**<br>**Monitor and reassure.**<br>Follow up with students involved.<br>Signal to class/school that teacher is aware and monitoring, invite conversations.<br>If no further problem behaviour, no further action. | **SAME DAY**<br>**Follow up with student as soon as possible. Clarify expectations.**<br>For students of any age, consider whether reminder/chances system or Time-Out is required, and if applicable discuss with student. Note what is agreed in day-book.<br>**Inform parents/caregivers of students involved in incident and explain actions** (in person/by phone if possible)**. Record this on incident form/SMS note**. Offer meeting to discuss with whānau.<br>**WITHIN 24 HOURS**<br>**Pastoral Care Note (in SMS) OR Incident report (if applicable)**<br>**Submit incident report / notify principal.**<br>Initiate KiVa Process* if bullying is suspected or identified, **even when only the victim experience is known at the time**<br>Note: if bullying is not identified, the level of problem behaviour may still require an incident report.<br>**WITHIN WEEK**<br>Restorative conversations/circles with peers, if appropriate.<br>Contact / meet with parents/caregivers of student with problem behaviour to discuss plans going forward.<br>**Update principal.**<br>- If no further problem behaviour has been observed, no further action. Monitor.<br>- If problem behaviour prevails, work with principal/SENCO to identify school support actions (see below).<br>- Initiate "Whole Village" if ongoing pastoral support is required. | **SAME DAY**<br>**Immediately respond to behaviours if likely to cause harm/further harm. Get help if needed.**<br>- If restraint was used, complete restraint form.<br>- If applicable, involve KiVa team and/or others already involved with support.<br>**Notify principal.**<br>**Incident report (if applicable) and/or Pastoral Care Note (in SMS)**<br>**Inform parents/caregivers of students involved in incident and explain actions** (in person/by phone if possible)**. Record this on incident form/SMS note**.<br>Principal or teacher: invite whānau to a meeting.<br>Be available for a meeting after school to discuss with whānau.<br><br>**WITHIN 24 HOURS AND ONGOING**<br>**Liaise with principal**<br>Refer School Actions<br>**Monitor closely** |

# School Actions follow-up on Problem Behaviours

All behaviour is contextual and dynamic. The actions below are guidelines and are adapted to suit individual needs and contexts. Text in **bold** refers to actions that are generally expected.

| Level 1 | Level 2 | Level 3 |
|---|---|---|
| **School Actions** | | |
| <ul><li>Consider prior history if unclear whether to elevate to Level 2 or 3.</li><li>MOE support for traumatic incidents: 0800 TI Team (0800 848 326)</li></ul> | | |
| Provide general teacher support for behaviour management | **Principal or SENCO review** (and if necessary update) **existing documentation of problem behaviour, including existing IEP/IBP.**<br><br>If appropriate, principal meets with student/student whānau<br><br>**As applicable:**<br>Review of Incident Report<br>Incident investigation.<br>Review of KiVa documentation.<br><br>**Support class teacher.**<br><br>If problem behaviour does not improve following initial actions (e.g. resolution of conflicts or social dynamics, "putting right" actions), ensure whānau involvement and document support plan for student with problem behaviour.<br>Access support from external agencies, via MOE or RTLB referral, as required.<br>**Monitor.** | **Principal or SENCO review existing documentation of problem behaviour, including existing IEP/IBP.**<br>**Support class teacher.**<br>**Meet with whānau.**<br>**Support class teacher.**<br>Provide emergency TA support.<br>Ensure restorative circles/conference, if appropriate.<br>Inform other staff as required, e.g. duty teachers, TAs, depending on support plan.<br>Contact MOE behaviour team<br>Access support from external agencies, via MOE or RTLB referral, CAMHS or Oranga Tamariki.<br><br>**SENCO: develop or update Behaviour Plan (with whānau)**<br><br>If required, i.e. for abusive, violent or aggressive behaviours where there is a concern for the safety of students or staff:<br>- Follow stand-down/suspension/exclusion protocol.<br>- Inform School Board |

**\*Note:**

The KiVa screening tool is used to identify bullying (form 1). A copy of the completed form is provided to the principal to discuss further actions. If bullying is identified through the screening interview, copies of subsequent records (forms 2-6 of the KiVa programme) are provided to the principal.

# Appendix



https://bullyingfree.nz/preventing-bullying/the-nine-elements-of-an-effective-whole-school-approach-to-preventing-and-responding-to-bullying/

# School Rules

### *Student Conduct Expectations*

Students are expected to

- Act in a way that allows others to learn
- Use good manners
- Be respectful of others' opinions and support others
- Be helpful, cooperative, and kind
- Strive to do their best
- Look after our environment and their property (including bikes, bags and books)
- Follow the instructions of teachers and school staff
- Follow the school's expectations in regard to a dress code
- Respect our 'healthy lunchbox' rule (i.e no sweets and chocolate unless on special occasions and in agreement with the class teacher).
- Keep games and electronic/digital devices at home and do not use cell phones on school grounds during school hours.
- Stay on the school site during school hours (boundaries see below)
- Keep themselves and other safe!

### *Boundaries*

Out-of-bounds areas (unless an adult is accompanying or has given permission

- **All areas beyond fences or boundary ropes**

As well as:

- Carpark
- Areas to the west and south of the hall (including bike stands)
- Area around the maintenance shed
- Area at the back of the white house (unless moving to and from the handwork room)