

**Our Aim:** Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

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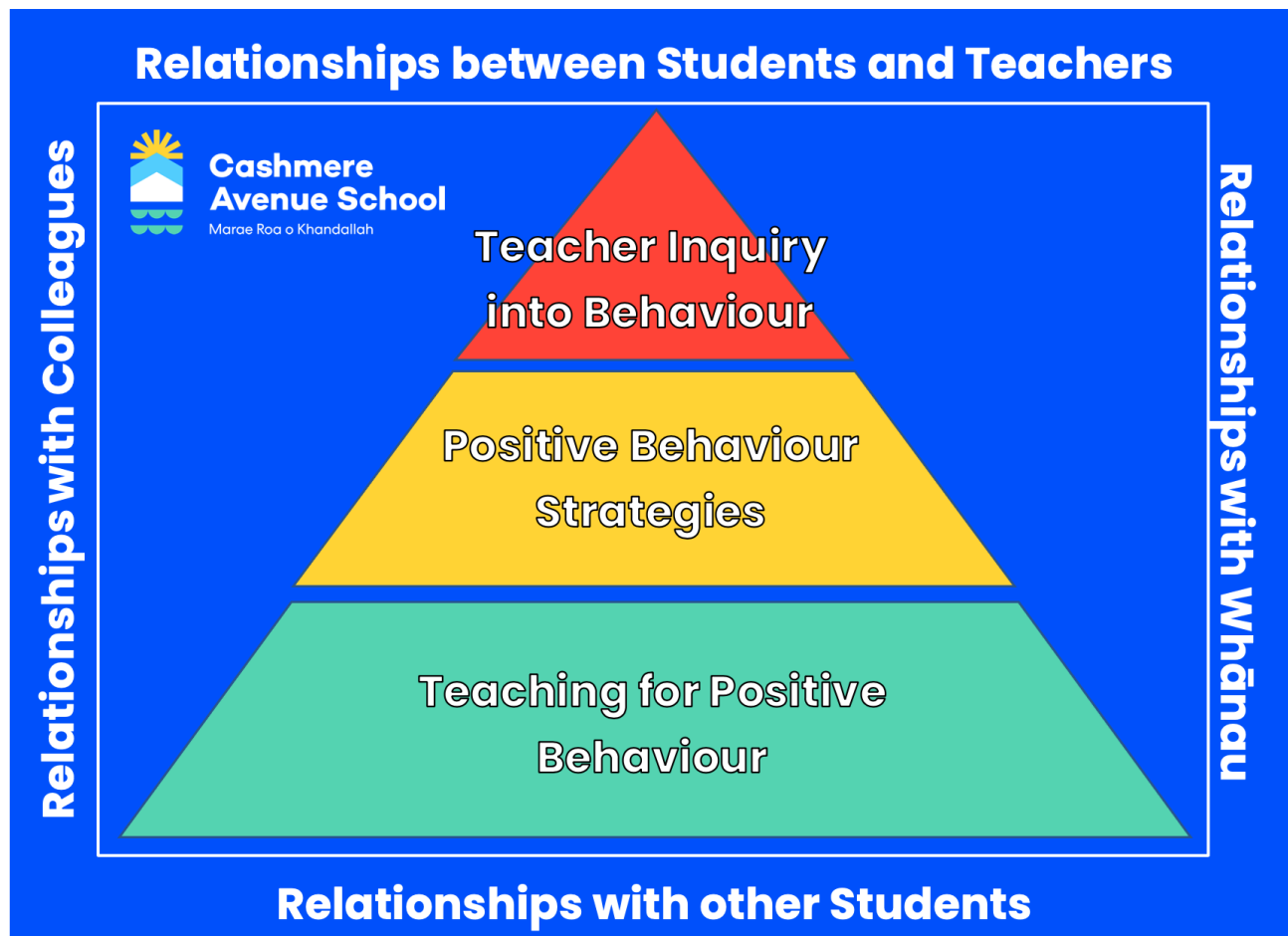
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Next Review: August 2021

# CAS Relational Behaviour Pyramid

The following diagram symbolises our daily approaches to behaviour.



Every day we teach for [positive learning behaviour](#). This will see staff use daily strategies that build positive relationships and enhance students' engagement, participation and learning. [Our Vision](#) approaches support teachers in their design for teaching for positive behaviour. For example, our approach to agency causes teachers to create learning opportunities that allow our students to self-manage their learning. The relationship between the teacher and the student has enabled an understanding of what agency looks like.

[Positive behaviour strategies](#) are employed when there are needs to refocus and redirect our students. This will see staff use strategies from the Incredible Years Teacher programme, such as, 'emotional coaching' (see [Positively Recognising Behaviours](#)). Although positive behaviour strategies may be observed regularly, the relationship between the teacher and the student ensures that the positive culture is maintained.

A teacher will commence [an inquiry](#) into behaviour that becomes inappropriate and challenges the culture of the learning environment. This may look like 'major' behaviour events or the compounding effect of minor behaviours. The relationship between a teacher and the student provides insights into a student's situation thus enabling the teacher to inquire into what may be creating the behaviour for the student.

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# Teaching for Positive Behaviour

***We are Kaitiaki of ourselves and others, we are Kaitiaki of our environment.***

To enable our [Values and Capabilities](#) to flourish we build positive relationships. These relationships are key to how we manage behaviour. Developing positive classroom cultures by utilising effective strategies is something that as teachers we can control. These are our whole school initiatives:

- **Develop proactive classroom practice** that teaches and models positive behaviour to create preventative routines (see [IYT pyramid of Teacher Strategies](#)).
- **Establish positive classroom culture** at the start of the year
  - Explore what a learning community feels like when we support each other (Mahi Tahi & Whanaungatanga)
  - Explore with students acceptable and not acceptable behaviour: create T charts with students 'What does powerful learning look like / sound like?' 'What does proud, respectful behaviour look like / sound like?'
  - Discuss the effects when we see / hear things that are not respectful / are not examples of powerful learning e.g. not speaking nicely to others
  - Core routines – what these sound like, look like e.g. entering class, transitioning between activities, how we leave the classroom
- **High expectations** for all students, and praise at all times
- **Restorative Practice**
- Focusing on **solutions**, having a **Growth Mindset**
- Explicit teaching, modeling and practising of **social behaviours for collaborative learning**
- Explicit teaching, modeling and practising of how to **solve playground conflict**
- Children's writing of **Values Stories** and the promotion of these
- Issuing of **SuperKid tokens** for Values-based behaviour across the school environment
- **Whole class reward** for the class of the child who wins the value award
- **Teachers on duty** supporting students to solve problems, and issuing SuperKid tokens
- **Tuākana-Teina**: Seniors modelling positive behaviour, praise for tuākana e.g. playground mentors, mixed age Ako grouping
- **Inclusive and responsive** to unique needs and backgrounds of students i.e SEN students, behaviour, cultural
- **Community partnerships** and regular communication – **engaging with whānau** over positive news
- **Promotion** of positive behaviour – assemblies, newsletters, Student Events calendar messages
- **Top 10 behaviours** – promotion of these in different contexts
- Social and emotional **coaching**
- **Incentives** e.g marbles
- Use of **mindfulness**, gratitude and breathing techniques
- **Relationship rebuilding** after an incident
- **Calm down zones** that may have visual or tactile support e.g. breathing cards
- Teaching of **Zones of Regulation**

**Whatever systems you use, be realistic, consistent, and always follow through with coaching and praise.**

## Positive Behaviour Strategies

When minor incidents occur we apply a range of strategies (see [appendix](#)) to deal with these that keep the child's mana intact. It is up to the teacher to ensure that the relationship is repaired by reconnecting in a positive way afterwards. We also utilise a range of [restorative conversations](#) to find a natural/logical consequence, when there are incidents between two parties.

[Plan B conversations](#) are utilised to re-teach lagging skills and/or to get students to be able to identify ways to rethink their choices in a problem solving way. This can be utilised quickly in the playground to redirect minor incidents or can also be used for repeated incidents both in class and in the playground. Plan B conversations are best when children are calm.

**NB:** Repeated behaviour incidents need to be recorded under 'Guidance' in eTAP. The class teacher is pivotal to addressing the lagging skills and will decide if/when the parents need to be notified.

### Duty incidents

Class teachers need to be informed of minor incidents that occur during break times or times when other teachers or staff are supporting the learner. This is because they have the most important relationship with the child.

If an event occurs whilst on duty, the adult on duty needs to investigate the incident to ascertain what has happened and whether additional support needs to be utilised e.g. the classroom teacher, SLT or, if they can resolve it themselves. Through their investigation they need to ask all the parties what occurred, where they were, **what was happening before** the event occurred, if **anyone else was involved** that needs to be spoken to as part of the data gathering and resolution process (see [20 investigation questions](#)). If they feel the **incident needs to be put into eTAP**, they will also need to **have a conversation** with the classroom teacher(s) involved, either **in person or, over the phone**. If through the investigation they think it warrants further follow up, they need to engage in the [investigation process](#).

**If there is not enough time to fully investigate**, the other adult can ask for the child during eating time to investigate further or, they can negotiate for the class teacher to investigate further. However, the other **adult who responded** to the incident should **check back in with the class teacher** to find out the outcome of the incident and consequences. This enacts our value of Whanaungatanga.

### Consequences

We believe these corrective responses need to be:

**Logical** - linked to the behaviour that needs reflection, age appropriate and reflective of student's learning stages, for example:

- Loss of choice of where to do work,
- Missing out on another task to finish their work, walk around with the duty teacher, if they make a mess they have to clean up, they are encouraged to have calm down time, if upset someone you need to rebuild the relationship by facing up to what they have done, parents being informed etc
- Carried out as soon after the incident as possible,
- From a relational position e.g. the teacher would use an even tone and use a 1:1 talk (Plan B),
- A learning opportunity - feedback and encouragement is provided for a student to identify the behaviour to correct, reflect on and self-manage, to decrease the likelihood of repetition,
- An opportunity for the student to understand the behaviour that is expected,
- An opportunity for the student to 'fix' a situation.

They can aim to teach the replacement skill, with support, and repair damage. [Consequences](#) need to allow students to be resilient - to bounce back, and use other skills or strategies. **Consequences are not a loss of a privilege for the long term**, rather, the privilege is earned back.

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## Teacher Inquiry into Behaviour

For **repeated or more serious incidents** we apply an [inquiry process](#) approach. We explore what the child's behaviour is trying to communicate to help understand the function of, or reason for, the behaviour. At all times through the inquiry process, the person who has raised the concern needs to be at the heart of it's resolution and ensure a relationship is maintained with the student. A record needs to be kept under 'Guidance' in eTAP of the incident, actions and any communication with whānau. The child's whānau/family also needs to be an active part of this process.

When exploring the concern focus on the:

- **Antecedent** (what happens before the behaviour occurs),
- **Behaviour** itself
- **Consequence** (what happens immediately after the behaviour)

or **ABC**.

We can then apply a coaching approach (see **ARA** model below) to **identify strategies** that will help to **develop the lagging skills** the student is exhibiting.

**Aim:** *What is your goal for the child? Why is this important? What will be your indicators of success?*

**Reality:** *So talk me through exactly where you are at & how you know that / how we can be sure of that. What have you tried? What has worked / not worked?*

**Action:** *So pinpoint your next steps to me. What will you do? What will happen? What will that look like? What's your plan? What will we see / by when?*

At this point the teacher, with their coach, may fill in a [de-escalation scale](#) or do an [IYT behaviour plan](#).

### [SLT support for Major Behaviour events](#)

There are however, some behaviours that need (instant or further) support from SLT. *These are when children are making unsafe choices that put themselves or others into danger* e.g. **violence** towards themselves or others, **racist or sexist comments**, or when children are **emotionally overloaded** and thus **extremely heightened**, and also incidents of **bullying**.

In these circumstances **one of the Senior Leadership team will make themselves available** to support. **During lunchtimes**, one of the SLT is rostered on to deal with these incidents. Teachers can also get a **neighbouring teacher for instant support** e.g. sending the other children to their room or asking them to ring the office to get SLT support.

**Together with the teacher the SLT member** will deem the best course of action for that child. SLT will communicate clearly about the incident, any findings, potential triggers and decide who will notify the parents and record the incident in eTAP. They will assess if it deems outside agency support together also.

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Behaviours requiring <u>teacher to inform</u>	Behaviours requiring <u>instant support</u>
<ul style="list-style-type: none"> <li>- Fighting</li> <li>- Intimidation</li> <li>- Bullying</li> <li>- Self harm</li> <li>- Vandalism</li> <li>- Violence</li> <li>- Stealing</li> <li>- Ongoing repeated minor behaviour</li> </ul> <p><b>Inform:</b> AP / Principal/ SENCo,  <b>Other requirements:</b></p> <ul style="list-style-type: none"> <li>- Communication with parents</li> <li>- Record in eTAP</li> </ul>	<ul style="list-style-type: none"> <li>- Serious violent behaviour in the classroom or playground, self harm etc.</li> <li>- Support is available when there are <u>immediate safety concerns</u></li> </ul> <p><b>Inform:</b> AP / Principal/ SENCo  <b>Other requirements:</b></p> <ul style="list-style-type: none"> <li>- Undertake an <u><a href="#">inquiry process</a></u> e.g. de escalation scale / IYT plan</li> <li>- Communication with parents</li> <li>- Record in eTAP</li> </ul>

## **Bullying**

At Cashmere Avenue School we have a **zero tolerance for bullying**. Bullying is a form of harassment, and usually refers to intimidatory behaviour between school students, but may involve staff. **Bullying is deliberate, harmful behaviour that is often repeated, or continues over a period of time.** It often involves a power imbalance and it is difficult for those being bullied to defend themselves. Bullying takes place in the digital world too.

All members of the school, including students themselves, have a responsibility to recognise bullying and to take action when they are aware of it happening. Bullying behaviour can be overt (directly and easily observed) or covert (indirect and hidden or less easily observed). A great deal of bullying is covert with bullying behaviour rarely occurring in front of adults. If students are being bullied, they need to feel supported and know what to do.

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# What Evidence-based Research guides us?

## **He aha te mea nui o te ao**

What is the most important thing in the world?

## **He tangata, he tangata, he tangata**

It is the people, it is the people, it is the people

-Maori proverb-

### **The Importance of Relationships**

Educational research highlights the importance of the relationship between the teacher and the learner as an integral part of effective teaching (Alton-Lee 2003, Bishop 2003; Hattie 2009; Macfarlane et al 2015 & 2017). Therefore teachers form professional positive relationships with their students that are focussed on the learning and wellbeing of each learner.

Knowing your learner is pivotal. Teachers connect with each student to explore what Kathryn Burkett describes as their 'tolerable zone'. This is knowing how much challenge is safe for each student and what would be too much of a stretch, or cause them to enter the 'intolerable zone'. Through being safely stretched, we build children's resilience. Every student will have a different 'tolerable zone' and through relationship building, teachers are aware of how far the stretch is for each student.

### **Current Neuroscience**

Having an understanding of the brain and what it does under stress guides us in our practice. When the brain is affected by stress and anxiety, it will impact upon behaviour. The brain is predetermined to go into 'fight, flight, freeze or submit' mode when there is perceived danger. This reaction is involuntary. It is reactive rather than chosen and causes physiological effects that impact on the body.

As educators we recognise that behaviours happen for a reason, therefore, we need to identify the cause or triggers for a behaviour. By identifying the triggers we can support the student to make more appropriate choices.

Through understanding the reason for *why a behaviour occurs*, we can then teach an alternative behaviour to help ensure that a students' needs are met in a safe and socially acceptable way.

### **Child Development / Hauora**

As part of a child's development, they are learning to manage their emotions. Children need guidance, coaching and opportunities to practise, learn and further develop the skills to regulate their emotions. Children who are in the early stage of this process express their needs in ways others find challenging. As children develop they learn to identify their feelings, verbalise them, and then build a bank of strategies to help regulate themselves.

At CAS, teachers draw from their relationships with learners to inquire into how incidents have affected the Hauora/Wellbeing of children. We need a knowledge of each dimension of hauora to ensure we are aware of where harm has occurred so that we can respond appropriately. These dimensions are:

- Taha Wairua. Spiritual well being. Having values and beliefs.
- Taha Hinengaro. Mental and Emotional wellbeing. Expressing your thoughts and feelings.
- Taha Tinana. Physical wellbeing. Looking after your body.
- Taha Whānau. Social wellbeing. Feeling like you have a sense of belonging.

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The '[Zones of Regulation](#)' allow children to notice their emotional changes and apply strategies to support a balanced hauora.

E whā ngā kokonga o taku whare  
Ka hinga tētahi ka hinga taku whare  
Te taha wairua  
Te taha hinengaro  
Te taha tinana  
Te taha whānau

*There are four dimensions to my house  
Should one be weak then my whole house will fall  
The spiritual dimension  
The mental and emotional dimension  
The physical dimension  
The family dimension  
(Durie, 1994:70)*

### **Culturally Responsive Practice**

When dealing with our students we apply our understanding of culturally responsive practice. Our practice and pedagogies require us to apply our 'cultural consciousness' where we reject any deficit thinking about students, and incorporate our knowledge for how language and culture influence behaviour and learning. We adapt our approach towards responding to situations to ensure we are non-confrontational and can retain as much mana as possible for each child.

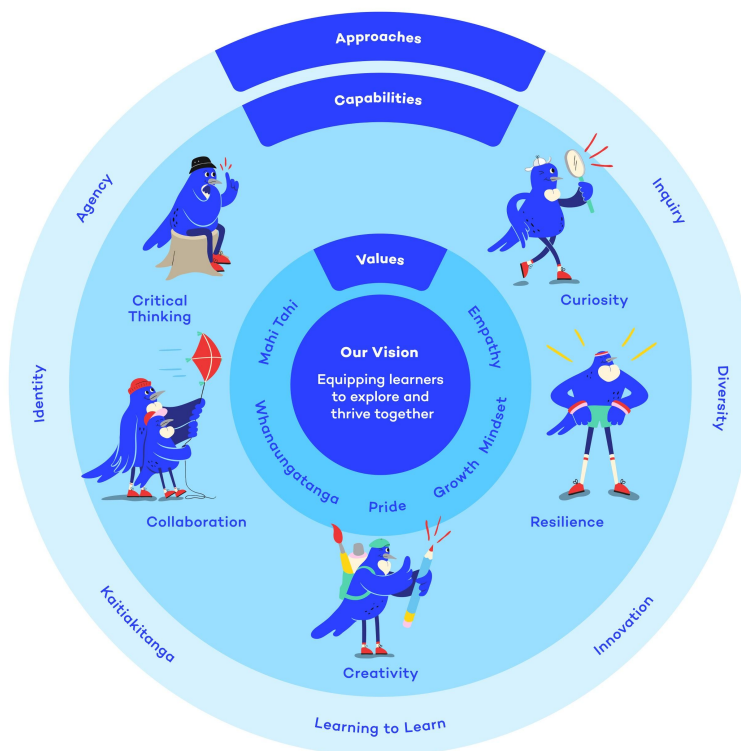
Ensuring time for a restorative conversation aligns with Māori philosophy and supports tinana, hinengaro and wairua of all those involved (Macfarlane, 2007). To retain the mana of individuals, our practice focuses on examination and restoration of incidents rather than blaming and punishing.

From the evidenced-based research, and in consultation with all stakeholders, we chose the following [Values and Capabilities](#) as part of our Vision, that support positive behaviour management.

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## Our Vision



### Values & Capabilities

Our Values and Capabilities help us enable our Vision to 'equip our learners to explore and thrive together'. They are central to all decisions that we make and underpin the way we support our students to make positive choices and decisions. At Cashmere Avenue School, the way our people work and play together is treasured by all, hence the inclusion of the concept of being together, known to us as 'whanaungatanga'. Our values underpin the way that we act and therefore the way that we treat each other. Building the different capabilities helps us to make the choices necessary to action our values and maintain positive relationships. When behaviour issues arise, our capabilities help us to resolve them.



#### **Mahi tahi**

We work together to achieve our goal



#### **Whanaungatanga**

We connect to belong



#### **Pride**

We are proud of ourselves, others and our place



#### **Empathy**

We understand and care about how others might feel



#### **Growth mindset**

We have a can-do attitude when facing challenges



#### **Creativity**

I can come up with new solutions and ideas



#### **Resilience**

I can bounce back when things are tricky



#### **Critical Thinking**

I can stop and think deeply



#### **Collaboration**

I can work and play well with others towards



#### **Curiosity**

I ask questions and wonder about the world

## Appendix

### Teaching for Positive Behaviour

## Building Positive Relationships

### The 'Top 10'

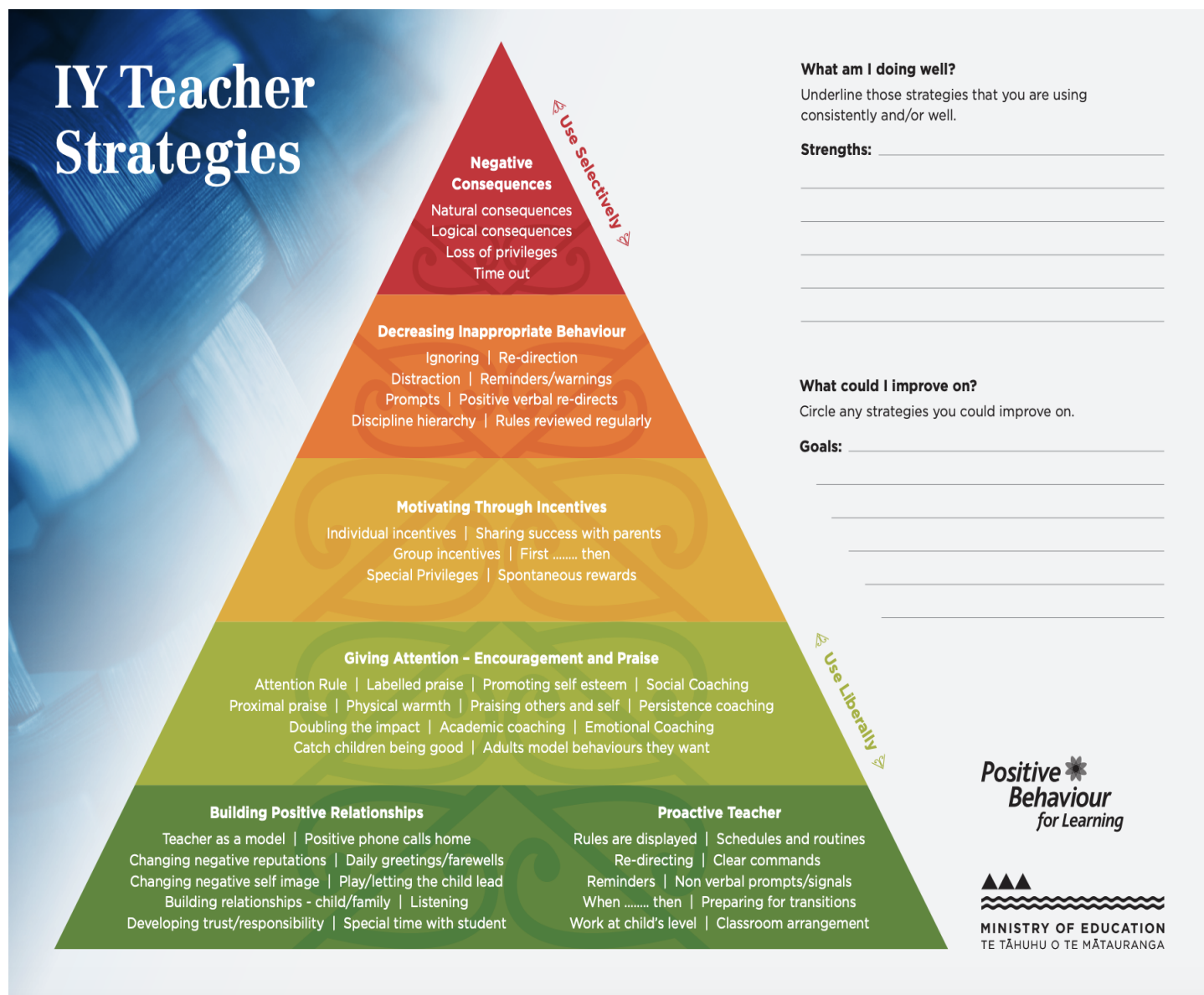
1. Control and manage our feelings
2. Have meaningful conversations
3. Invite and include others
4. Cooperate, share, take turns
5. Use good manners and friendly talk
6. Accept that others may think and feel differently
7. Use humour (be funny) without offending others
8. Be kind - helpful and sympathetic
9. Negotiate and problem-solve
10. Admit to mistakes and apologise when in the wrong



### Our School Values



## IYT pyramid of Teacher Strategies



**The bottom layer of the pyramid** provides the foundation scaffolding and nurturing necessary for children to learn and grow. When this foundation is truly in place, then children will respond to the strategies higher up the pyramid. The bottom layer is therefore where we should spend lots of time every day. It is all about building strong relationships with our tamariki so they can confidently take risks in order to maximise their learning without their behaviour getting in the way.

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## Positive Behaviour Management Scripts

What is a 'Kaitiaki'?

- Kaitiakitanga has been described as guardianship or protection. The basic meaning of 'tiaki' is to guard, but depending on the context in which it is used, it also means to preserve, keep, conserve, nurture, protect and watch over.
- The prefix 'kai' with the verb 'tiaki' denotes the agent of the action of 'tiaki'.
- Therefore, a kaitiaki is a guardian, keeper, preserver, conservator or protector. The addition of 'tanga' denotes preservation, conservation and protection.

**-We are Kaitiaki of ourselves and others-**

**-We are Kaitiaki of our environment-**

**We take care by:**

Environment	People - physical	People - wellbeing
<ul style="list-style-type: none"> <li>• Walking around gardens, not through</li> <li>• Playing under &amp; in trees/bushes- take care of trees</li> <li>• Staying off the banks</li> <li>• Leaving Junior equipment where we find it e.g in front of their classrooms</li> <li>• Using other areas in our playground when the red flag is out for the Adventure and Field</li> <li>• Using school equipment the way it is intended, and ensure it goes back to the right place</li> <li>• Looking after our school buildings and playgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Walking around corners and on decks, running on fields and courts</li> <li>• Telling a PE monitor when balls go over the fence on top court</li> <li>• Kicking balls on the field or by kickboard- no where else (e.g. top court, court by new playground)</li> <li>• Playing cricket or strike only on the field</li> <li>• Staying off the top of concrete walls and high areas when it is not safe below e.g. concrete ground</li> <li>• Going down the slide on the Junior playground rather than on top of it</li> <li>• Playing on the slides safely and take turns</li> <li>• Wearing sunhats in Term 1 &amp; 4</li> <li>• Using the stairs by the office only if we are with an adult</li> <li>• Walking around the car park to go to the bottom PE shed</li> <li>• Riding our scooters and use wheels on the school grounds after the 3.15pm bell</li> <li>• Only using welcome touch</li> </ul>	<ul style="list-style-type: none"> <li>• Being responsible for bringing and trading our cards on Fridays</li> <li>• Leaving our toys at home (if ok'd by teacher it is to be left in bag)</li> <li>• Playing outdoors during morning tea &amp; lunch, unless told by a duty teacher or the rainbell goes</li> <li>• Staying in the school grounds</li> <li>• Using positive language</li> <li>• Including people in our games and conversations</li> <li>• Letting other people get on with their work or play</li> <li>• Showing respect e.g. wearing our hoods and hats outside</li> <li>• Using computers safely e.g Pause and Think Online, and when an adult is in the room</li> <li>• Respecting others' privacy</li> <li>• Admitting to our mistakes and apologise when in the wrong</li> <li>• Respecting others thoughts and feelings</li> <li>• Controlling and managing our feelings</li> </ul>

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## Logical & Natural Consequences

### Suggestions

- Discuss Kaitiaki & its importance
- Chat/Have a conversation- 'That doesn't look like CAS behaviours.' 'Hey I've noticed...Is that a good choice?' 'The court isn't the place to kick balls. The field is an area for kicking balls.'
- After repetition of conversations & choices/ repeat offenders- remove what using as unsafe
- Ask them to have a break: Have a sit down & think about it
- Distraction ' The deck is no longer part of your game. Try something else.'

### Positively Recognising Behaviours

Social and Emotional coaching from IYT

- People might forget what you say or do but *they never forget how you make them feel*. By using the emotional coaching method you are building up in children, a positive sense of well being. It's a way to make people feel good.
- When we start recognising that a child's responses are about us, when we look for the positives, we stop looking for the disease, the label, we stop looking for the deficit. Our lense *changes*. By increasing the noticing of good behaviour rather than focus on the negative, look for their children will start believing in themselves.
- You need to give 10 times MORE positive praise than negative feedback.

Social Coaching	Emotional Coaching
<p>KEY IDEA: <u>To help children to develop friendship skills</u></p> <p>Key Skills: sharing, helping others, initiating conversations, listening and cooperating, waiting, asking first before just grabbing, and taking turns.</p> <p>1. Name the skill 2. Describe what you see 3. Describe the effect</p> <p>E.g: "You shared with Mary. That was so friendly. Look at how happy your friend seems now." "Peter, I can see that you want to use that toy. I think you can stop your body and take a big breath. Can you ask Simon if you can borrow it?" "Jane, I know that you want your turn to talk. I am proud of you for waiting until I said your name."</p>	<p>KEY IDEA: <u>To help children develop emotional, 'feelings' literacy and empathy towards others</u></p> <p>Key Emotions: happy, sad, disgust, fear, surprise, anger, pride, shame, embarrassment, and excitement etc</p> <p>1. Name the emotion 2. Describe what you see 3. Describe the effect</p> <p>E.g. "You look frustrated about that, but you are staying calm and concentrating hard to solve the problem." "I could tell you felt shy about asking her to play. It was really brave of you to try it."</p> <p><b>Once they're calm...</b></p> <ul style="list-style-type: none"> <li>- Have a conversation <ul style="list-style-type: none"> <li>- Plan B or,</li> <li>- Restorative (if the harm involves another person)</li> </ul> </li> </ul>
<p>Social skills are a prerequisite for academic learning. They involve self regulation, how to give and get help from others, work together, listen to others, communicate with others, and problem solve. Social and emotional coaching with children develop these skills. Think about how you can change your 'script' when talking to children to include this powerful tool.</p>	

## Zones of Regulation

### My Zones of Regulation - Sample

	BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
<b>How I look or act</b>	I sigh or pout I yawn, stretch, rub eyes I have a sad face, I cry I move slowly and rest	I sit up straight I look around me I make eye contact I smile	I wiggle and squirm I frown and glare I act silly or wild My muscles get tight and my heart beats faster	I cry I yell or scream I stomp or bang on things I lose control
<b>What do I need to do?</b>	Get my energy up. Get more engaged.	I'm good. I'm ready to learn and connect.	Use some strategies to settle back down into the green zone.	Use some strategies to calm down!
<b>What could I do that would help me?</b>	Stretch Walk around Get a drink of water Ask for a hug Tell someone how I feel Think happy thoughts	I'm doing well I can play or learn I could help a friend I could help a grown-up I can practice a calming strategy so I'm better at using it when I need it	Count to 20 Take deep breaths Think about a safe place Squeeze/press something Jump or dance or run Tense & release muscles Write, draw, talk about it	Stop what I'm doing Walk away Be safe Ask for a break Get help

## Positive Behaviour Strategies

### MINOR problem behaviour

Best-Practice Strategy	Explanation	Example
<b>Proximity Control</b>	<ul style="list-style-type: none"> <li>Every teacher knows how effective it is to stand near a student who is having difficulty.</li> <li>This technique is the strategic movement / placement by the teacher in order to encourage positive behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>When Alan is off-task or talking, the teacher continues to teach the group while, at the same time, moving toward Alan or even standing next to him for a moment.</li> <li>Once Alan engages in appropriate behaviour, brief positive feedback will help to maintain the desired behaviour.</li> </ul>
<b>Signal/ Non Verbal Cue</b>	<ul style="list-style-type: none"> <li>Teachers have a variety of signals that communicate to the student what is expected.</li> <li>These non-verbal techniques include such things as eye contact, hand gestures, a handclap, clearing one's throat etc.</li> <li>Such a simple cue suggests that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues.</li> <li>This works best when the teacher has a relationship with the student(s).</li> </ul>	<ul style="list-style-type: none"> <li>When Sarah begins to talk to her neighbour, the teacher glances in her direction and holds the look until she is quiet again and attending.</li> <li>The teacher then praises Sarah for her attention.</li> <li>The group of students are getting restless.</li> <li>The teacher uses her handclap signal to regain their attention, then praises the group and reminds them of her expectations for independent work time.</li> </ul>
<b>Ignore/ Attend/ Praise (proximity praise)</b>	<ul style="list-style-type: none"> <li>This technique is based on the power of praise or positive feedback.</li> <li>The teacher praises a student behaving appropriately in proximity to the student behaving inappropriately.</li> <li>The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately.</li> <li>When the student exhibits the appropriate behaviour, attention and praise is then provided.</li> </ul>	<ul style="list-style-type: none"> <li>Paul is off-task during independent work time.</li> <li>The teacher briefly ignores Paul, and specifically praises a student who is nearby who is on-task, "Good work, Hemi. You are making great progress on your assignment."</li> <li>When Paul begins to get back to work, the teacher then immediately praises him, "Thanks Paul for being on task."</li> </ul>

If the above techniques do not result in the desired change in behaviour, more direct instructional approaches can be used. While there are many strategies for dealing with inappropriate behaviour, the following four strategies provide a continuum of instructionally based approaches (see below).

Strategy	Explanation	Example
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<b>Re-Direct</b>	<ul style="list-style-type: none"> <li>• This strategy employs a very brief, clear and privately stated verbal reminder of the expected behaviour.</li> <li>• A redirect includes a specific re-statement of school-wide and non-classroom or classroom behaviour.</li> <li>• A re-direct emphasises the “what” of the behaviour (instead of the “why”).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>“Jason, please begin your writing assignment.”</i></li> <li>• <i>[LATER] . . . “Nice job, Jason, you have begun your assignment”.</i></li> </ul>
<b>Re-Teach</b>	<ul style="list-style-type: none"> <li>• Re-teaching builds on the redirect</li> <li>• above and re-teaches the specific behaviours or routine.</li> <li>• Done privately, it capitalises on the teachable moment to review the expectation more thoroughly yet briefly.</li> <li>• Just as in instruction, you label the skill, teach and show, and give the student the opportunity to practice by demonstrating the behaviour.</li> <li>• Once the student uses the appropriate behaviour, praise should follow.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>“Ezra, you need to stay on task.</i></li> <li>• <i>That means your desk is clear of everything but your book, you continue working until you’re finished and if you need help, raise your hand”.</i></li> <li>• <i>[LATER] . . . “Excellent Ezra, it looks like you are ready to learn. Let me know if you need help”.</i></li> </ul>
<b>Provide Choice</b>	<ul style="list-style-type: none"> <li>• Providing choice can be used when re-directs or re-teaching have not worked.</li> <li>• This is the statement of two alternatives – the preferred or desired behaviour OR a less preferred choice.</li> <li>• When options are paired in this way, students will often make the preferred choice.</li> <li>• Pause after providing the choice, and when the student chooses wisely, provide praise.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>“John, you can get on-task and begin working OR you can finish your task later today during our special activity.”</i></li> <li>• <i>OR</i></li> <li>• <i>“John, you can get organised and work here at your seat, OR you can work in the quiet area.”</i></li> </ul>
<b>Student Conference</b>	<ul style="list-style-type: none"> <li>• This is a lengthier re-teaching or problem solving opportunity when behaviour is more frequent or intense.</li> <li>• The behaviour of concern is discussed, the desired behaviour is taught, reasons for the desired behaviour are explored, and a plan made to ensure the behaviour is used in the future.</li> <li>• A student conference might include practice.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>“Jason, several times today I have had to remind you about being on-task. When you are given an assignment, you need to ...</i></li> <li>• <i>The sooner you get things done the quicker you can move on to things you enjoy.</i></li> <li>• <i>Tell me what you will do next time. Let’s practice.....How can I help you to do that? Or can I get a commitment from you to do that?”</i></li> </ul>



## Restorative Practice

When a conflict or disagreement has occurred which has resulted in emotional or physical harm between different people, we use the restorative process to reach a resolution.

Restorative Practice reinforces our belief at Cashmere Avenue School for a relational approach to school life. It is based on beliefs about equality, dignity, mana and the potential of all people. It also aligns with our values i.e Mahi Tahi, as we need to work together to solve the problem, it builds Empathy as feelings are acknowledged and a Growth Mindset is needed to problem-solve.

Fostering positive, respectful relationships with young people can have a profound impact on their overall behaviour, learning, and achievement outcomes. By viewing 'problems as problems' rather than 'people as problems', people can talk with each other in a respectful manner, and talk with themselves in ways that support their responsibility and their accountability (White, 1989).

The fundamental unifying hypothesis of restorative practices is disarmingly simple: that human beings are happier, more productive and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them (Wachtel, 2009, page 7).






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## Restorative Conversations

There are 3 phases for a restorative conversation.

Preparation	Participation	Follow-up
<i>The purpose of this phase is to lay the groundwork for action.</i>	<i>This involves the facilitation and running of the conversation. It includes all who were affected by the incident and focuses on the facts, accountability, needs, and healing.</i>	<i>The purpose of this phase is to check the progress of any agreement or outcome. This phase is vital to ensure that the participants feel it was an effective process.</i>
<u>It can include:</u> <ul style="list-style-type: none"> <li>→ establishing the extent of the issue or the details of an incident</li> <li>→ establishing the reasons for using a restorative approach</li> <li>→ exploring who has been affected and how</li> <li>→ communicating with all the people involved</li> <li>→ setting up the protocols and environment for the conversation</li> <li>→ where appropriate, beginning to explore how things can be put right.</li> </ul>	<u>Five step restorative dialogue*</u> <ol style="list-style-type: none"> <li>1. tell the story</li> <li>2. explore the harm</li> <li>3. repair the harm</li> <li>4. reach an agreement</li> <li>5. plan follow-up</li> </ol> <p><small>*adapted from Thorsborne and Vinegrad, 2008</small></p>	<u>Do you need to:</u> <ul style="list-style-type: none"> <li>→ Contact the child's classroom teacher (quick phone call)?</li> <li>→ Contact parents?</li> <li>→ eTAP the event?</li> <li>→ Contact AP/ SENCO etc?</li> </ul>

## CAS Restorative Conversation

				
<p>What happened?</p> <p>What were you thinking about when that happened?</p>	<p>How has this made you feel?</p> <p>How has this made others feel?</p>	<p>I wonder how we can use Mahi Tahī to put this right?</p>	<p>If this happens again what can we do next time?</p>	<p>When would be a good time to check in to see how you are going with the solution?</p>
<p>Now, do you need to....</p> <ul style="list-style-type: none"> <li>• Contact the child's classroom teacher? (Quick phone call)</li> <li>• Contact parents?</li> <li>• eTAP the event?</li> <li>• Contact AP/ SENCO etc?</li> </ul>				

### **Restorative Conversation Script example**

#### **Teacher to lead Opening:**

- Welcome
- Name issue
- Name rules: we are going to listen and take turns talking, no name calling....
- Outline process: everyone will get a turn talking
- All agreed?

#### **Teacher to Student who Harmed:**

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think needs to happen to make things right?

#### **Teacher to Student who has been Harmed:**

- What happened?
- What did you think when you realised what happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

#### **Teacher to both Students:**

- This is the story I have heard...is that correct? (Include the outline of the harm and how it made the student feel).

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- Teacher to the Student who has Harmed:
  - What are you thinking now?
  - What could you do to start putting things right?
- Teacher to the student who has been harmed:
  - What would you like to see happen to help put things right for you?
- Teacher to the student who has harmed:
  - What could you do differently next time to make sure this doesn't happen again?
  - What kind of support do you need to follow through with making this right?
  - When are we going to know you took action to make things right?
- Teacher to the student who was harmed:
  - Is there anything else you want to hear now?
  - How else can we support you?
  - What could you do if you notice this is not being put right?
  - When is a good time to check in with you on the progress of this?
- Teacher lead Closing
- Acknowledge participation
- Recap agreement
- Clarify follow up

### Plan B conversations – Dr Ross Greene

This approach is underpinned by the belief that even challenging behaviour in children is a result of lagging cognitive skills (in the general domains of flexibility / adaptability, frustration tolerance, and problem solving). It also advocates that the best way to reduce challenging episodes is by working together with the child by collaborating to solve the problems that are upsetting them rather than using rewards and punishment. Teachers use this to address issues that arise during the day both in and out of class. It can be used for dealing with and reteaching lagging skills in both major or minor incidents.

The Plan B conversation is based on 3 steps:

1. The **Empathy step** – information is gathered from the child to clarify their perspective or concern on the problem.
2. The **Define Adult Concerns step** – the adult can share their reason for their concern.
3. The **Invitation step** – the adult and child use Mahi Tahi to brainstorm solutions and to come up with a plan of action that they are both happy with.

**NB:** See Plan B 'Cheat Sheet' example below

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# PLAN B CHEAT SHEET



Collaborative & Proactive Solutions  
THIS IS HOW PROBLEMS GET SOLVED

## ① EMPATHY STEP | INGREDIENT/GOAL

Gather information about and achieve a clear understanding of the kid's concern or perspective on the unsolved problem you're discussing.

### WORDS | Initial Inquiry (neutral observation)

"I've noticed that...(insert unsolved problem)... what's up?"

### DRILLING FOR INFORMATION

Usually involves reflective listening and clarifying questions, gathering information related to the who, what, where, and when of the unsolved problem, and asking the kids what they're thinking in the midst of the unsolved problems and why the problem occurs under some conditions and not others.

### MORE HELP

If the kid doesn't talk or says "I don't know", try to figure out why:

- Maybe the unsolved problem wasn't free of challenging behavior, wasn't specific, wasn't free of adult theories, or was "clumped" (instead of split)
- Maybe you're using Emergency Plan B (instead of Proactive Plan B)
- Maybe you're using Plan A
- Maybe he really doesn't know
- Maybe he needs the problem broken down into its component parts
- Maybe he needs time to think

### WHAT YOU'RE THINKING

"What don't I yet understand about the kid's concern or perspective? What doesn't make sense to me yet? What do I need to ask to understand it better?"

### DON'T

- Skip the Empathy step
- Assume you already know what the kid's concern is and treat the Empathy step as if it is a formality
- Rush through the Empathy step
- Leave the empathy step before you completely understand the kid's concern or perception
- Talk about solutions yet

## ② DEFINE ADULT CONCERNS STEP | INGREDIENT/GOAL

Enter the concern of the second party (often the adult) into consideration.

### WORDS | Initial Inquiry (neutral observation)

"The thing is (insert adult concern)...." or "My concern is (insert adult concern)...."

### MORE HELP

Most adult concerns fall into one of two categories:

- How the problem is affecting the kid
- How the problem is affecting others

### WHAT YOU'RE THINKING

"Have I been clear about my concern? Does the child understand what I have said?"

### DON'T

- Start talking about solutions yet
- Sermonize, judge, lecture, use sarcasm

## ③ INVITATION STEP | INGREDIENT/GOAL

Generate solutions that are realistic (meaning both parties can do what they are agreeing to) and mutually satisfactory (meaning the solution truly addresses the concerns of both parties)

### WORDS | Initial Inquiry (neutral observation)

Restate the concerns that were identified in the first two steps, usually beginning with "I wonder if there is a way..."

### MORE HELP

- Stick as closely to the concerns that were identified in the first two steps
- While it's a good idea to give the kid the first opportunity to propose a solution, generating solutions is a team effort
- It's a good idea to consider the odds of a given solution actually working ...if you think the odds are below 60-70 percent, consider what it is that's making you skeptical and talk about it
- This step always ends with agreement to return to Plan B if the first solution doesn't stand the test of time

### WHAT YOU'RE THINKING

"Have I summarized both concerns accurately? Have we truly considered whether both parties can do what they've agreed to? Does the solution truly address the concerns of both parties? What's my estimate of the odds of this solution working?"

### DON'T

- Rush through this step either
- Enter this step with preordained solutions
- Sign off on solutions that both parties can't actually perform
- Sign off on solutions that don't truly address the concerns of both parties

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# Lagging Skills

Using this Lagging Skills checklist helps support teachers to identify behaviours and needs that feed into creating an [IYT plan](#).

**ALSUP** ASSESSMENT OF LAGGING SKILLS  
& UNSOLVED PROBLEMS



Collaborative & Proactive Solutions  
THIS IS HOW PROBLEMS GET SOLVED

CHILD'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

**INSTRUCTIONS:** The ALSUP is intended for use as a discussion guide rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent.

If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

LAGGING SKILLS	UNSOLVED PROBLEMS
<input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another	
<input type="checkbox"/> Difficulty doing things in a logical sequence or prescribed order	
<input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	
<input type="checkbox"/> Poor sense of time	
<input type="checkbox"/> Difficulty maintaining focus	
<input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)	
<input type="checkbox"/> Difficulty considering a range of solutions to a problem	
<input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words	
<input type="checkbox"/> Difficulty managing emotional response to frustration so as to think rationally	
<input type="checkbox"/> Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	
<input type="checkbox"/> Difficulty seeing "grays"/concrete, literal, black & white, thinking	
<input type="checkbox"/> Difficulty deviating from rules, routine	
<input type="checkbox"/> Difficulty handling unpredictability, ambiguity, uncertainty, novelty	
<input type="checkbox"/> Difficulty shifting from original idea, plan, or solution	
<input type="checkbox"/> Difficulty taking into account situational factors that would suggest the need to adjust a plan of action	
<input type="checkbox"/> Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid")	
<input type="checkbox"/> Difficulty attending to or accurately interpreting social cues/poor perception of social nuances	
<input type="checkbox"/> Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills	
<input type="checkbox"/> Difficulty seeking attention in appropriate ways	
<input type="checkbox"/> Difficulty appreciating how his/her behavior is affecting others	
<input type="checkbox"/> Difficulty empathizing with others, appreciating another person's perspective or point of view	
<input type="checkbox"/> Difficulty appreciating how s/he is coming across or being perceived by others	
<input type="checkbox"/> Sensory/motor difficulties	

## UNSOLVED PROBLEMS GUIDE:

Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior; free of adult theories and explanations; "split" (not "clumped"); and specific.

### HOME EXAMPLES

- Difficulty getting out of bed in the morning in time to get to school
- Difficulty getting started on or completing homework (specify assignment)
- Difficulty ending the video game to get ready for bed at night
- Difficulty coming indoors for dinner when playing outside
- Difficulty agreeing with brother about what TV show to watch after school
- Difficulty with the feelings of seams in socks
- Difficulty brushing teeth before bedtime

### SCHOOL EXAMPLES

- Difficulty moving from choice time to math
- Difficulty sitting next to Kyle during circle time
- Difficulty raising hand during social studies discussions
- Difficulty getting started on project on tectonic plates in geography
- Difficulty standing in line for lunch

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# Teacher Inquiry into Behaviour

## IYT Behaviour Plan

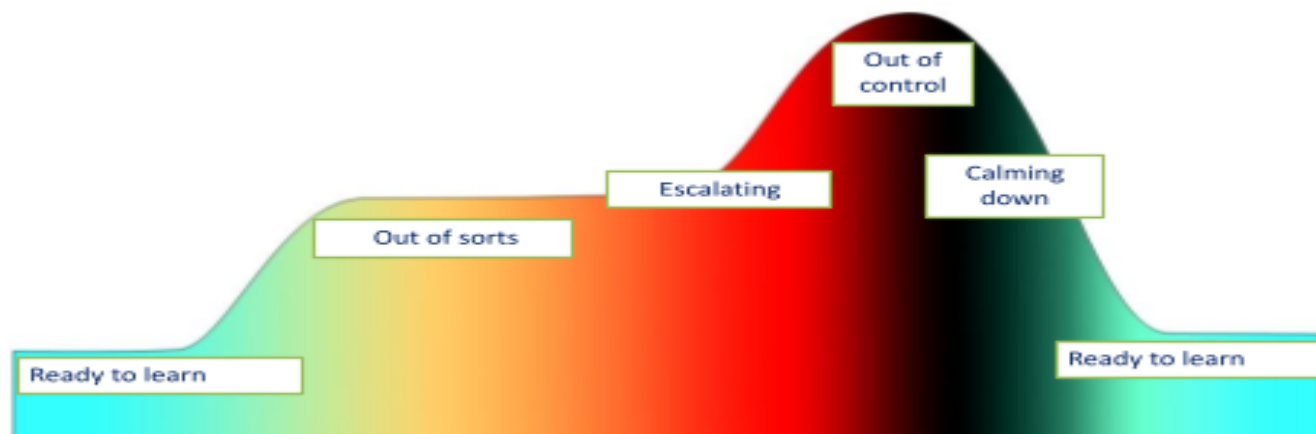
This IYT Behaviour Plan is a really good way to try and understand a child's puzzling or undesirable behaviour.

IYT Behaviour Plan for:						Date:	Review Date:				
<b>Targeted Behaviour</b> (one undesirable behaviour)	<b>Where, When &amp; Why it occurs</b> (discover the behaviour's function)	<b>Positive, Desired Behaviour</b> (the opposite of the undesirable behaviour – keep it simple)	<b>Relationship building strategies</b> e.g. <ul style="list-style-type: none"> <li>Special 1-1 time</li> <li>Have genuine conversations</li> <li>Schedule time to connect daily</li> <li>Teacher: a model of relationships</li> <li>Make positive phone calls/texts/emails home</li> <li>Change negative reputations</li> <li>Have rituals: daily greetings/farewells</li> <li>Change negative self-image</li> <li>Building relationships – child and family</li> <li>Purposefully listen to them</li> <li>Build and develop trust/responsibility</li> <li>Promote positive reputation</li> </ul>	<b>Proactive strategies</b> <i>Set children up to be successful</i> e.g. <ul style="list-style-type: none"> <li>Pre-empt problems and avoid them</li> <li>Clear rules</li> <li>Positive commands</li> <li>When...then commands</li> <li>Increase structure</li> <li>Give choice</li> <li>Teach new, replacement skills</li> <li>Layer in strategies</li> <li>Schedules</li> <li>Reminders</li> <li>Differentiate and adapt the curriculum</li> <li>Cooperative strategies</li> </ul>	<b>Praise and Encouragement</b> <i>Significantly increase positive attention</i> e.g. <ul style="list-style-type: none"> <li>Proximity praise</li> <li>Specific genuine praise</li> <li>Double the impact</li> <li>Non-verbal: smile, high 5, pat on the shoulder etc.</li> <li>Compliment circle</li> <li>Self-encouragement bubble</li> <li>I can statements</li> <li>Social/emotion/academic/persistence coaching</li> </ul>	<b>Incentives to motivate</b> <i>They must inspire the child</i> e.g. <ul style="list-style-type: none"> <li>Small behaviour steps</li> <li>developmentally appropriate</li> <li>Individual reward charts</li> <li>Group rewards</li> <li>Class rewards</li> <li>Specific/consistent/frequent initially</li> <li>Pace rewards</li> <li>Daily +ve reflection/notes home/certificates home</li> </ul>	<p><i>Always choose <u>the least intrusive intervention</u> first Give massive attention, coaching, praise, encouragement for prosocial behaviour</i></p> <table border="1"> <thead> <tr> <th>Decrease Inappropriate Behaviour</th> <th>Consequences</th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> <li>Non-verbal cues/clear rules</li> <li>Positive verbal redirect/distract/re-engage/ignore strategies</li> <li>Coach/teach calm down strategies e.g. tucker turtle, positive self-talk, deep breaths, talk to your adult buddy</li> <li>Ignore non aggressive misbehaviour</li> <li>Natural/logical consequences e.g. lose 2mins play, no computer, loss of privilege</li> </ol> </td> <td> <ul style="list-style-type: none"> <li>Aggressive, destructive behaviour –</li> <li>For noncompliance –</li> <li>Review this behaviour plan – parent discussion, SMT involved, Check motivators are working, enough attention is being given for desired behaviour</li> <li>New learning trial phase – model coach, practice, praise desired behaviours.</li> <li>Plan individual lesson or whole class circle time lesson to support desired behaviour generally.</li> </ul> </td> </tr> </tbody> </table>	Decrease Inappropriate Behaviour	Consequences	<ol style="list-style-type: none"> <li>Non-verbal cues/clear rules</li> <li>Positive verbal redirect/distract/re-engage/ignore strategies</li> <li>Coach/teach calm down strategies e.g. tucker turtle, positive self-talk, deep breaths, talk to your adult buddy</li> <li>Ignore non aggressive misbehaviour</li> <li>Natural/logical consequences e.g. lose 2mins play, no computer, loss of privilege</li> </ol>	<ul style="list-style-type: none"> <li>Aggressive, destructive behaviour –</li> <li>For noncompliance –</li> <li>Review this behaviour plan – parent discussion, SMT involved, Check motivators are working, enough attention is being given for desired behaviour</li> <li>New learning trial phase – model coach, practice, praise desired behaviours.</li> <li>Plan individual lesson or whole class circle time lesson to support desired behaviour generally.</li> </ul>
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Strategies for the teacher to implement:											
Review:											

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## De-escalation scale

[Link to template](#)



Each stage of the scale needs reflection and information on **'What it looks like:'** and **'We can:'**

EXAMPLE: Out of sorts

**What it looks like:** low-level noise making, body moves, fidgeting

**We can:** give choices, do mindfulness

## Differential Responding (UBRS)

### *Continuum of de escalation strategies*

Strategy	Active Listening (out of sorts)	Support (out of sorts)	Clearly State (escalating)	Manage Safety (escalating)	Exit (out of control)
<b>When to use</b>	<p>When a student is just starting to get out of sorts.</p> <p>Can also be effective when the behaviour is starting to escalate.</p>	<p>When a student has just started to exhibit mild signs of agitation.</p> <p>If the challenging behaviour doesn't happen very often.</p> <p>If it's more important to manage the dangerous behaviour right now than to avoid reinforcing it.</p>	<p>If the support strategy has not been effective or is not appropriate.</p> <p>When the student can understand instructions and is likely to comply with a simple request.</p>	<p>If the support and clearly stated strategies appear to make the situation worse.</p> <p>If you want to avoid all reinforcement of crisis behaviours.</p> <p>When nothing else is working</p>	<p>If the situation is becoming or has become dangerous quickly.</p>
<b>Steps to follow</b>	<ol style="list-style-type: none"> <li>1. Focus all your attention on the student- listen to what they are saying and how they are saying it.</li> <li>2. Restate what they have said and acknowledge the emotion- 'I can see you are really frustrated', 'You think the job I've asked you to do isn't fun and it is making you angry'.</li> <li>3. Ask clarification questions once in a while. 'Can I just check that what you are saying is...?'</li> <li>4. Remain calm and if the student settles, acknowledge that and praise them..</li> </ol>	<ol style="list-style-type: none"> <li>1. Approach the student (Be aware of your body language) and use a calm neutral tone.</li> <li>2. Ask how you can help.</li> <li>3. Allow 5-10 seconds for the student to process your request.</li> <li>4. Repeat if necessary.</li> <li>5. If the student makes a reasonable request, comply with it and praise the student for asking appropriately.</li> <li>6. Stay calm and if the student settles, acknowledge and praise.</li> <li>7. If the student doesn't settle, shift your focus to the Clearly Stated strategy.</li> </ol>	<ol style="list-style-type: none"> <li>1. State the desired behaviour in a calm, neutral tone, giving simple, clear direction- visuals and gestures can help.</li> <li>2. Allow 5-10 seconds and give physical and emotional space for the student to follow your request.</li> <li>3. Repeat the statement if needed.</li> <li>4. Praise any compliance.</li> <li>5. If they don't comply, give them a choice. State the desired behaviour first, and then the next step if that doesn't happen. Make the sequence simple, clear and enforceable.</li> <li>6. Allow 5-20 seconds and physical and emotional space for the student to process the choice.</li> <li>7. Repeat the process if needed.</li> <li>8. Praise any compliance, or follow through with the consequence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create space- redirect other students in the class and make sure that other staff or students won't accidentally intrude.</li> <li>2. Position yourself where you can monitor the student without putting yourself at risk.</li> <li>3. Avoid reinforcing the student's behaviour (for example, don't talk, give eye contact, or respond to provocations).</li> <li>4. If the student behaves more calmly, consider switching to the Clearly Stated strategy.</li> <li>5. If the student continues to escalate, then consider the Exit strategy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stay calm</li> <li>2. Calmly ask the students to leave the class by an exit that is away from the student.</li> <li>3. Call for support from the wider school network.</li> <li>4. Create as much physical and emotional space around the student as possible.</li> <li>5. Wait.</li> <li>6. Be calm. Keep your language and body calm and supportive.</li> <li>7. Wait.</li> <li>8. When the student is calm enough, the them leave the class. Let them go to another staff member with whom they have a positive relationship.</li> <li>9. Return the class to the room.</li> <li>10. Only return the student when back to a ready- to -learn state.</li> </ol>

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MAJOR problem behaviour		
Best-practice Strategy	Explanation	Example
<b>De-escalation</b>	<ul style="list-style-type: none"> <li>This is a largely preventative strategy.</li> <li>It requires good knowledge of the student and the events that can trigger anxiety, anger, or other strong, hostile, emotional responses.</li> <li>Using this strategy relies on an understanding of the optimum time to intervene, how to do this safely, and how to debrief with the student after the event (Colvin &amp; Sugai, 1989).</li> </ul>	<ul style="list-style-type: none"> <li><i>Eric sometimes responds aggressively because of challenges in relating to others and accepting disappointment or perceived unfairness.</i></li> <li><i>Teachers who know Eric well are able to recognise the signs of imminent distress, anxiety, and aggression and to intervene with prompts and reminders that help him to calm down.</i></li> <li><i>Eric is becoming better at using self-managing strategies, such as removing himself from the situation, taking deep breaths and counting to ten, and seeking help from a trusted adult or peer.</i></li> </ul>
<b>Conference</b>	<ul style="list-style-type: none"> <li>A conference takes place well after a behavioural incident, when the student is calm and more likely to respond positively – this may be part of a restorative approach.</li> <li>A conference aims to strengthen relationships, to support the student to make better future choices, and to plan strategies that will support ongoing positive behaviour – a collaborative, problem-solving approach is most helpful.</li> <li>The conference should take place with an adult who is liked and trusted by the student. Involving whānau members helps the school and family to work in partnership to support the student.</li> <li>Where whānau are included, a culturally responsive approach is vital.</li> </ul>	<ul style="list-style-type: none"> <li><i>Mandy has been involved in a major incident in the playground involving verbal and physical abuse.</i></li> <li><i>While other staff have supported the victim of the abuse, the teacher and Senior Leader has arranged to meet with Mandy and potentially her mother to discuss the incident.</i></li> <li><i>During the discussion, Mandy is reminded about playground behaviour expectations and the kinds of activities that are appropriate at lunchtime.</i></li> <li><i>The three participants also discuss other issues affecting Mandy's engagement and success at school and develop a plan to check in each day with the AP.</i></li> </ul>
<b>Conference and Consequence</b>	<ul style="list-style-type: none"> <li>It may be decided that as well as a conference, a fair and logical consequence will be applied.</li> <li>Ideally this should be task- rather than time-oriented, with educative and, where possible, restorative goals.</li> <li>For older students, the loss of a privilege will be accepted as a reasonable consequence if there is a logical connection to the misbehaviour.</li> </ul>	<ul style="list-style-type: none"> <li><i>Inappropriate behaviour during a sports trip has resulted in a conference with the AP, one of the team's coaches, and a whānau member.</i></li> <li><i>Concerns are shared, behaviour expectations reconfirmed, and plans for ongoing monitoring agreed.</i></li> <li><i>The student agrees to miss the next match, research the dangers of their action and write a letter of apology to those involved.</i></li> </ul>

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## Collaborative Problem Solving

### Data gathering questions (from PBFL) – Teaching for Positive Behaviour

#### What is the problem behaviour?

##### How often does it happen?

*Non-compliance with teacher instructions, daily, particularly during literacy time ... Calling out and attention seeking, several times a day, when teacher is working with others ...*

##### What is the typical setting or context for the behaviour?

*Mondays ... A reliever in the learning space ... Inside lunchtimes ... A long time sitting on the mat ... Break times ... Transitions ...*

##### What typically happens before the behaviour occurs?

*An instruction to complete a written task ... A competitive activity ... An expectation of silent, independent work ... Teasing or name calling by peers ... Conflict with peers over space or resources ...*

##### If I wanted to make the behaviour happen, what would I do?

*Give many instructions at once ... Demand silent work ... Require written responses only ... Make the student work in a self-selected pair or group ... Make the student work with a particular peer ... Leave the student working independently for long periods of time ...*

##### What happens immediately after the behaviour?

*The student is reprimanded ... The student is sent to 'time out' ... The student is asked to work at a separate desk ...*

#### When is the behaviour least likely to occur?

*When the student understands what is being asked of them ... When the student has choices about where they work, how they present their work, the order for completing tasks, who they work with ... When the student is working cooperatively rather than competitively ... When the student has plenty of time to complete a task ... When there is a mix of ways of gaining information (some teacher talk, some video, some independent research) ...*

##### What might the student be avoiding or getting through this behaviour? How is the behaviour 'useful' for the student?

*Avoiding a task that is too difficult ... Getting one-on-one attention from the teacher or a peer ...*

##### What might the student be communicating through this behaviour?

*I don't have the social skills needed to work with other students on this task ... I don't understand the task ... The task has too many components to it ... I don't have the materials needed for the task ... I need help ... I need the option to work in a low-distraction area ... I need you to slow down ... I need you to repeat the instructions ... I need another way to show you what I have learned ... I'm bored, anxious, stressed ... I expect to fail at this task ... I lack the skills needed to plan, organise, self-assess, and provide positive self-talk ...*

##### What currently works well to calm, refocus, or re-engage the student? How could we build on this to provide a sustainable solution?

*Acknowledging that the student is experiencing stress ... Providing alternatives to writing ... Working with an older buddy ...*

# Investigating Behaviour Incidents

## Top 20 Questions to Ask in Investigation Interviews

Many investigators make a list of predetermined questions to ask. Some experts say that this approach limits the information the investigator will get from the interview because it constrains the conversation within a rigid framework. Investigators who use pre-set questions only as a starting point and treat the interview as a fluid conversation are more likely to find their way to the truth. Use these 20 questions as a guide to frame your interviews.

### The Basics

1. What happened?
2. Where did it happen?
3. When did it happen?
4. Who did it?

### The Context

5. Has it happened before?
6. How often?
7. Who else was present?
8. Do you know of others who may have been affected by the incident or behavior?
9. Who else may have seen or heard the incident or behavior?

### The Reaction

10. How did you react?
11. How did any others present react?
12. Did you ever indicate that you were upset or offended by the incident or behavior?
13. Have you discussed the incident or behavior with anyone?
14. Has anyone else reported this?

### The Impact

15. How has the incident or behavior affected you?
16. How has the incident or behavior affected your job?
17. Have you sought medical treatment or counseling because of the incident?

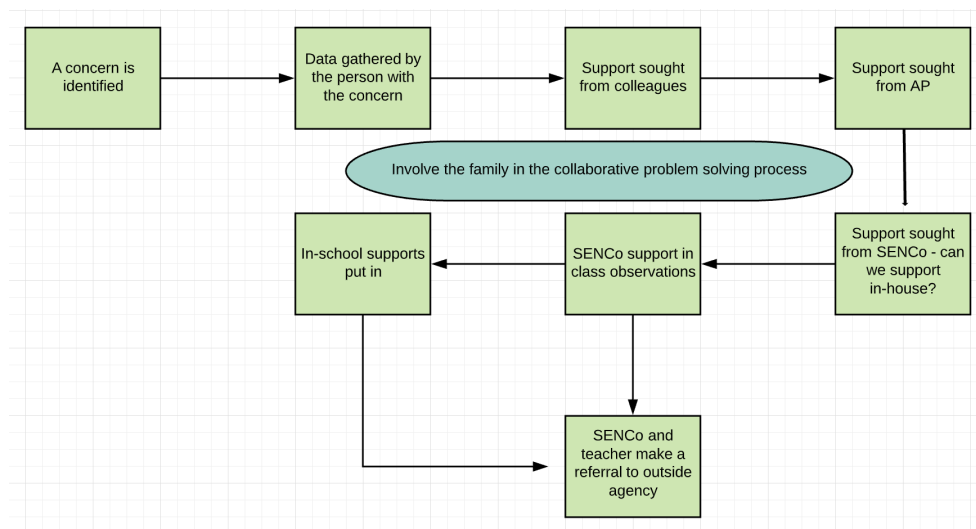
### Additional Questions

18. Do you have any evidence or documentation about the incident or behavior?
19. Is there anyone else who may have relevant information?
20. Is there any other relevant information that I haven't asked you about?

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## Duty Investigation Process

Steps	<i>An event occurs in the playground and the duty adult is notified...</i>
<b>1</b>	Duty adult investigates by asking: <ul style="list-style-type: none"> <li>• What happened?</li> <li>• Who was involved?</li> <li>• Where were you?</li> <li>• What was happening before the event occurred?</li> </ul>
<b>2</b>	The duty adult decides if they can resolve the conflict themselves using a minor behaviour strategy, a restorative conversation or a natural/ logical consequence. They also need to decide if it needs to be communicated with the classroom teacher or entered into etap. OR If they can't locate all the parties during their duty they can negotiate who the best person is to resolve this (either themselves or the class teacher). This can be done during class time. The adults will negotiate who will etap it and if the class teacher needs to notify parents/SLT of their investigation. OR If it is of a more serious nature and needs to be resolved by SLT ( <a href="#">see red section</a> ).
<b>3</b>	If it needs further investigation by SLT, they will pass on all the information they have gathered and ensure the class teacher is aware of the situation and that SLT is resolving it.
<b>4</b>	SLT to investigate the issue and ensure natural and logical consequences are implemented. They need to enter what they know into etap and negotiate with the class teacher who is best to inform the parent(s) that are involved.
<b>5</b>	Duty teacher to check back in with the class teacher about the outcome.



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## References

### Educational

- Neuroscience – [Kathryn Berkett](#), [Nathan Wallis](#), [Dr Ross Green](#) / [Stuart Ablon](#)
- MoE [UBRS](#) training
- [IYT](#) Training
- [Restorative Practice](#)
- Best evidence – [Bill Rogers](#)
- [Steven Covey](#) – [Circle of influence](#)
- Discipline, Democracy, and Diversity. (A. H. Macfarlane, 2007)
- [Mason Durie](#)

### Legislative

- [Vulnerable Children's Act \(2014\)](#)
- [Child Protection Act](#)
- Staff Code of Conduct – see 'Appropriate Conduct with Students' (needs regular staff training)

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