

Tokomairiro High School

Behaviour Management for Teaching & Learning

A Handbook for Teachers



To develop a trusting learning atmosphere in all situations that encourages all individuals to achieve to their potential

Kaua e takahi i te mana o tetahi atu
Refrain from trampling on the essence of another

Underpinning Philosophies

- Students are responsible for their learning.
- Stay cool always; minimise emotions, contain your own emotional responses, keep things brief.
- Students are only asked to leave class and go to the withdrawal room if they disrupt the learning of others; withdrawal is not a consequence
- Students will participate in the restorative process as appropriate.
- The interview is a process not a consequence
- Depending on the situation the following are possible plans from an Interview.
 - a. Student given another chance to put it right
 - b. Student agrees to consequence with the teacher
 - c. Request assistance from Dean.

Restorative practices focus our attention on the quality of relationships between all members of the school community

Thorsborne and Cameron (2000, cited in Cameron and Thorsborne 2001)

The Tokomairiro Way

All members of our school community are expected to live our values

Respect

- Other members of our school
- Visitors to our school
- for yourself

Responsible

- Learners
- Behaviour that aids learning
- in our relationships with others
- with property

Excellence

- Strive for in our learning
- Strive for in our citizenship

Integrity

- Be honest in our relationships with others

Equity

- Be fair as we relate to others

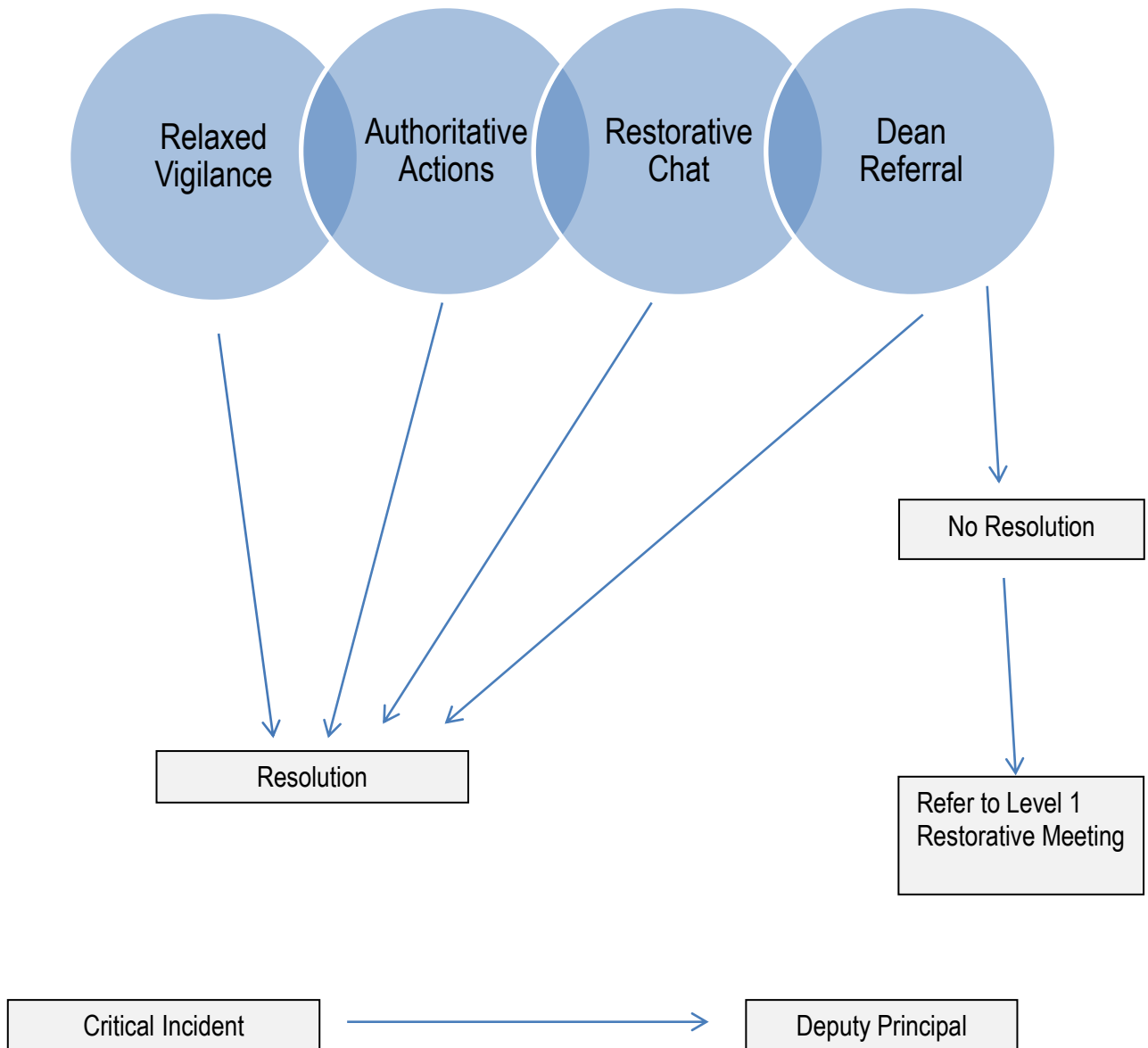


Team Work



- Admin & Teacher work as a team
- Admin has processes & structures
- Admin backs up Teacher's processes

The Restorative Process in the Classroom



Notes:

- Dean referral is for repeated infringement and repeated restorative attempts leading to no positive outcome, non-completion of teacher consequence, or deliberate non-engagement in restorative process.
- Level 1 Restorative Meeting to occur within two days. Deans to request cover.

What is a Restorative School?

A restorative school takes a new look at traditional processes of educating:

- Appreciation, alternative possibilities and hope take central ground, displacing judgement, deficit and failure.
- The school addresses issues rather than punishing students.
- Teachers see themselves as relating with students, not as authorities over them.
- When discipline offences occur, the focus is on restoring order through restoring relationships rather than through authority.
- The mana of individual students is maintained and nurtured.
- People speak respectfully of one another, (including about students and their families), recognising that all families want success for their children.
- Teachers and students look forward to the challenges they meet at school.
- The voice of every student is heard rather than being drowned out by the noise of the loudest or weightiest.

A restorative school **seeks excellence in respectful relationships** by valuing everyone in the school community.

A restorative school **has hospitable practices** because:

- The communities of care around the school and its students become very visible.
- Students learn that living in a complex community is more than just possible – it can be enjoyable.
- There are fewer referrals for bad behaviour

Peace Breaks Out.

[Restorative solutions for schools, an introductory resource book. Jude Moxon, Catherine Skudder and Jim Peters. *Essential Resources Educational Publishers Limited. 2006*]

The Restorative Process in the School Support System

The School Support System is part of the Team Work approach. The purpose of the School Support System is to give the classroom teacher support for:

1. Disruptive behaviours where no change is occurring after class strategies have been applied.
2. Critical incidents.

For the first situation, the first school support action is a Dean initiated level 1 restorative meeting.

Level 1

Restorative meeting involving the following:

Offending student, Dean, Form Teacher, Class Teacher, Class Student Representatives (2)

Level 2

Restorative meeting involving the following:

Offending student & parents, Dean, Deputy Principal, Head Students

Level 3

Restorative meeting involving the following:

Offending student & parents, Principal, Deputy Principal, BOT student representative, two BOT members.

Level 4

Suspension to the Board of Trustees disciplinary committee

Restorative practice is about restoring relationships. The people attending the meetings can vary depending on the circumstances. In some situations it may not be appropriate to have the wronged person present.

If the offending student does not buy in to the restorative process they will still be required to front up to a discipline meeting

School-wide Behaviour Management

Common classroom procedures

Entering the Room

- Be on time (early if possible) to every class
- Teacher greets students as they enter the learning environment, sit down and get on with the “do now” activity with the appropriate equipment for the lesson. Teacher using relaxed vigilance technique checks uniform and equipment so that the lesson start is not interrupted.

Students sit according to your seating arrangements

In the Room

- “Do now” activity lasts for 3-5 minutes. No verbal teacher instruction needed for this activity as the instructions are written on the board (or other visual medium used).
- Advanced organiser communicated to students so they know the learning outcomes and the organisation of the lesson. They know what is expected of them in terms of behaviour and participation throughout the lesson.
- Recognise positive behaviour with Merits.

Teachers will not issue instructions over the top of student talk

Lesson Ends Under Teacher Control

- Go over learning outcomes. Link to the next lesson. Comment on positive behaviours and attitudes.
- Teacher farewells the students as they leave.
- **Classes are not released before the end-of-lesson bell**

Make this an everyday routine.

Classroom Management – Lesson Planning – Student Behaviour

The teacher has the responsibility to ensure that their students are engaged in their learning. It is paramount that careful thought goes into the planning of the delivery strategies used in a lesson or series of lessons.

When an observer enters a room and notes a class that is well managed with students on task, the following good practice is observed:

- Students are able to tell you what they are learning and why.
- Students are able to tell you the type of behaviour expected of them by the teacher. They know where the behavioural boundaries lie and that they are fairly enforced for all.
- It is evident that the students respect the teacher.
- It is evident that the teacher has a positive affirmative relationship with individual students. The teacher is observed frequently reinforcing good behaviour and uses relaxed vigilance to correct behaviour variances.
- It is evident all students are focused on their learning and that it is appropriate to their level.
- Several strategies or styles of teaching are observed throughout the lesson thus maintaining student interest.

Advance Organisers

Advance organisers are organisational frameworks presented in advance of lessons that emphasize the essential ideas in a lesson or unit. They focus student attention on the topic at hand and help them draw connections between what they already know and the new knowledge to be learned. *Schoen and Schoen (2003)* recommend advance organisers, noting that they help students understand key concepts that they will be exposed to in a text. For example, when webs are used as advance organisers, students can see connections between words or phrases and the topic by following symbols and arrows.

Generalisations from “*Classroom Instruction That Works*”

Four generalisations are identified in the research on advance organisers:

1. As is the case with cues and questions, advance organisers should focus on what is important instead of what is unusual.
2. Again as with cues and questions, higher-level advance organisers produce deeper learning than lower-level advance organisers.
3. Advance organisers are best used to give structure to information that is not well organised.
4. There are four main types of advance organisers: expository, narrative, skimming, and graphic. Different types of organisers can be used for different purposes and produce different results.

W.A.L.T

What Are We Learning Today?

This is another form of signalling learning intentions. If this strategy is used then it should conclude the learning episode with the question, what have we learnt today?

Another Advanced Organiser Format

Title (or topic):

Rationale:

New Words:

Main Ideas:

In today's lesson we are:

At the end of this lesson:

You will know:

Another strategy is to have a worksheet that you hand out to the students as you meet and greet them upon entry in to the room. They are then expected to get on with the learning set by the worksheet.

Supportive Behaviour Management

Authoritative Relaxed Vigilance

Supportive behaviour management strategies are those that are delivered low key and go virtually unnoticed by other students. They are brief, subtle reminders of expectations. Many of the most effective are nonverbal.

- Strategy 1** Make **EYE CONTACT** with the students who are off task
- Strategy 2** **State the obvious** and use the **fast factual sweep** technique. Also state four positive statements before a negative.
- Strategy 3** **MOVE NEAR** to students who are misbehaving, establish **EYE CONTACT** and say nothing
- Strategy 4** Check misbehaviour with **FACIAL EXPRESSION** e.g. a very slight shake of the head, a frown (not a long suffering look)
- Strategy 5** **USE GESTURES**. Palm out = stop. Finger to lips = quiet
- Strategy 6** Call the student's name
- Strategy 7** **Tactically ignore**

These strategies intentionally aim to minimise drawing attention to misbehaviour and place the responsibility back on to the student. This encourages respect and personal responsibility.

Please note that these low level strategies are designed to deal with learning disruptions. Abusive, threatening or dangerous behaviour should result in immediate referral to a Deputy Principal. This is done by sending a reliable student to get the DP who will then come and deal with the student. If the situation is such that the rest of the class are in danger then take the class from the room.

Be culturally sensitive in dealing with Maori students. A student who feels “whakamā” about their behaviour will not look you in the eye.

If you do make eye contact look down as soon as you have established this contact as this will indicate to the student that you are aware that they are not behaving as they should be.

Authoritative Slightly Less Relaxed Vigilance

Corrective Behaviour Management

The following strategies are used to give assertive verbal messages when unacceptable behaviour persists and should follow these guidelines.

- Continue to reiterate clearly the behaviour(s) that you are expecting in this lesson episode.
- Positively acknowledge in a relaxed way those who are clearly showing the expected behaviour(s).
- Appropriately support by non-verbal actions e.g. a held up open hand (not pointing) and keep a metre's distance.
- Calm, clear, matter of fact tone.
- If possible deliver the message privately by speaking quietly or taking the student aside.
- Keep your focus on the primary misbehaviour and do not allow the student to move you on to side issues and to get you into public arguments.

Strategy One: I - Messages

Key word "I want"

Example "I want you to look this way now thanks"

Strategy Two: Expectation

Key word "Thanks"

Explanation Use language and tone of expectation that you will be obeyed. "Thanks" communicates expectation rather than "Please" which is a request.

Example "Maybe you were, but I want you to go back to your seat now, thanks." – then move away as this reinforces your expectation of compliance.

Strategy Three: Broken record

Explanation State clearly what you want and if the student argues back continue to calmly focus on the initial request. The more upset the student becomes the calmer you must be to diffuse the student's anger. The broken record should be repeated a maximum of three times. If the student continues to argue move through the strategies.

Example "I want you to return to your seat and complete your work. ... I want you to return to your seat, thanks."

Strategy Four: Tune In

Key words "Maybe...but..." "Good but..." "You're right but..."

Explanation You tune in to or acknowledge that you have heard the side issue raised by the student, but you have retained your focus on the primary behaviour.

Example "Back to your seat thanks". "I was discussing my work." "Maybe you were, but I want you to go back to your seat now thanks."

Example "You can't make me move." "You're right, but I want you to go back to your seat now, thanks."

Strategy Five: Rule reminders**Key words**

“You know our rule about...”

Explanation

The teacher refers to established class rules to remind students about acceptable behaviour. The word ‘our’ is used to reinforce that the rule was agreed upon and is not worded as a question so there is no opportunity for debate.

Example

“You know our rule about listening to others. Use it now, thanks.”

Strategy Six: Limited choices**Key word**

“Or”

Explanation

Limited choices avoid confrontation by providing the student with some control. If there is some argument then the broken record is used. There should be no threat or sarcasm.

Example

“I want you to put the iPod in your bag or on my desk.” “Do you want to go back to your desk or sit at this one by me?”

Strategy Seven: Direct questions**Key words**

“What” followed by... “You are” followed by... “what are you supposed to be doing?”

Example

“What are you doing?” “Nothing” “You are out of your seat talking to ... What are you supposed to be doing?”

Explanation

Use the broken record with the second question if the student attempts to bring in side issues.

Strategy Eight: Chosen consequences**Key words**

“If you choose...You will be choosing”

Explanation

This emphasises that the consequences are the student’s choice and effectively acts as a last warning.

Example

“If you choose to leave your seat again then you will be choosing to be put in another seat / stay back after class

These strategies will be used several times throughout the lesson but all should be used before a student receives a mini interview, and or a consequence.

When a student is sent to withdrawal it will be because they are disrupting others learning. As they will also miss their own learning they will need to catch up. This can be achieved by going to catch up class. Before this applies it needs to be ascertained that the learning is set at the correct level for the student.

A restorative approach to:

Late to class

- If the student has a note no response is required, apart from welcoming them to class and getting them started.

- If the student has no note
 - Put name on board to Interview later in the lesson when convenient to you and the class so the flow of the lesson is not interrupted.

 - Once the student has described their actions, what they were thinking, what impact it has had and what they are thinking now agree on a consequence. This may be:
 - Student committing to get it right from now on.
 - Conduct
 - Student agreeing to catch up time with you at a convenient time.

If the student does not complete the catch up time OR continues to arrive late after carrying out the agreed consequence **a formal restorative conversation is put in place.**

A restorative approach to:

No Equipment

- Have clear expectations of what students need to bring.
- Store equipment and books in class where appropriate.
- Have replacement equipment / books in class and exchange for collateral. If used the following procedures still apply.
- Use relaxed vigilance strategies.
 - Give pack up time so that students have the opportunity to reclaim all of their equipment.
 - Regularly monitor who is and is not bringing equipment.
 - Acknowledge those who always have the correct gear.
- Use slightly less relaxed vigilance strategies for on-going problem. (*after two - three repetitions within a short time frame*)
 - Contact home
 - Refer to Dean to request a meeting with the class teachers.
- Interview. Once student has described their actions, what they were thinking, what impact it has had and what they are thinking now agree on a consequence. This may be:
 - Agreeing to meet expectations and getting it right from now on.
 - Catch up class to complete missed work.

If the student does not complete your catch up time or complete the work OR continues to not bring equipment after carrying out the agreed consequence **a formal restorative conversation is put in place.**

A restorative approach to:

Continual Disruption

- Use relaxed vigilance strategies:
 - Acknowledge and reward those who are doing the right thing
 - The look
 - Stand beside
 - Name the student and give a calm, but clear warning

- Use slightly less relaxed vigilance strategies:
 - Move in and speak quietly to the student and give calm, but clear second warning
 - Stop ... and listen to what I am telling you. This is your last warning.
 - If all interventions fail and disruption interrupts the learning of others then send The student to withdrawal.

- Interview at a time when teacher is calm. Once student has described their actions, what they were thinking, what impact it has had and what they are thinking now agree on a consequence. This may be:
 - Agreeing to stop, apologising and returning to class
 - Making up time
 - Completing work (catch up class)
 - Changing position in class
 - Contract
 - Write out class expectations

If the student does not complete your catch up time or complete the work OR continues to disrupt after carrying out the agreed consequence **a formal restorative conversation is put in place.**

A restorative approach to:

Swearing

Note: This strategy applies to low level bad language not associated with a verbal assault to other students or staff.

Verbal assault to other students or staff must in the first instance be referred to the dean.

- Use relaxed vigilance strategies to identify breaches:
 - Eye contact
 - Raised eyebrow
 - Rule reminder
 - Set as a lesson goal from time to time

- Use slightly less relaxed vigilance strategies:
 - Quiet reminder to student
 - Firm reminder to student

- Interview if still continues. This may be at the end of a lesson or at the beginning as a reminder to a consistent transgressor. If necessary to do during lesson do when class in working state so as to not disrupt the lesson.
 - Student apologises and commits to improve
 - Apology to affected student(s)
 - Teacher / student contract

If the student does not complete your catch up time OR continues to disrupt after carrying out the agreed consequence **a formal restorative conversation is put in place.**

You may, however, choose to follow the above process a few times as it may take several interventions to change some habits.

A restorative approach to:

Non – Completion of Homework

- Inform students at the start of the year the expectations in relation to frequency, amount and consequences. Display these and send home in a class newsletter or as a note in the student Log Book.
- Use relaxed vigilance strategies:
 - Regular reminders as deadline approaches
 - Check Logbook entries regularly
 - Offer help as deadline approaches
 - Consistently collect on due date and give feedback as soon as possible
- Use slightly less relaxed vigilance strategies:
 - Contact home
 - If large group in the class raise the issue at the next Year level meeting run by the dean.
- Interview. Once student has described their actions, what they were thinking, what impact it has had and what they are thinking now agree on a consequence. This may be:
 - Agreeing to meet expectations and getting it right from now on
 - Giving an agreed extension
 - Catch up time to complete work

If a student does not complete your catch up time or completes the work as agreed OR continues to disrupt after carrying out the agreed consequence **a formal restorative conversation is put in place.**

Uniform

The process of dealing with uniform issues:

Uniform monitoring is the responsibility of all teachers.

Non uniform that can easily be removed; e.g. Tee-shirt, jewellery, jackets, scarf.

Ask the student to remove the item and put it in their bag, give them a conduct (be specific).

If you are giving a conduct for “Out of Uniform” and notice one has already been given that day, put a referral into the dean. This is to be written.

Non uniform that cannot easily be removed; e.g. shoes, trousers, skirt

Ask the student to show you their Log Book. A Deputy Principal should have signed the note from home regarding reason. If there is no note, give a conduct.

Form Teachers/Teachers:

Send a student out of uniform to the Deputy Principal responsible for your level at the end of the lesson or at form time..

Deputy Principals:

Deputy Principals will follow up uniform issues with the objective of having all students in the correct uniform. A note will be written in the logbook by the DP.

Students are not to be deprived of their lessons because they are out of uniform.

Cell phones and Electronic Devices

Unless students are using them specifically for learning and have permission from the class teacher, these are to be off and out of sight at all times when during lesson time.

If a cell phone or electronic device is seen or heard then:

1. Ask for it to be turned off and put away. Remind students of the expectations and the consequences for any further breach.
2. If a further incident occurs ask for the device. If asking for the device causes an unreasonable reaction that is disruptive then [inform the students if they choose to refuse your request, it will be referred to a Dean or DP](#). If you decide the device should be confiscated, hand it to the DP with a written explanation of why the device has been confiscated.

When a device is received by a DP the incident is recorded on the electronic database and a letter is sent home.

The following also applies:

First log – device kept secure for 24 hours and a letter is sent home and backed up with a telephone call if possible

Second log –device kept secure and the cell phone privilege is revoked with a review within ten weeks. This stage is managed by the DP based upon a recommendation from the Dean. Note: If a device is used improperly outside of the lesson time then the above procedure can apply. But, it is important in this situation the improper use is clearly documented when referring to a dean or DP

Restorative Chat

Step 1. What is happening?

- What has happened?
- What is the problem?
- What is causing the problem?

Step 2. What are the effects of this problem on...

- You?
- Your family?
- Classmates and friends?
- Your relationships?
- Your Learning?
- Your future plans
- Your classroom teacher me

Step 3. What needs to happen to make things OK for

- Me?
- You?
- Classmates?
- Learning to happen?
- Your future plans back on track?

Great, have a nice day!

The aim is to get the student to accept responsibility and acknowledge wrong and to agree on a consequence/ the consequence is likely to be:

- Apologise, commit and get on with it.
- Agree to some form of consequence.

If the student does not complete the agreement, a formal restorative conversation is put in place.

If the student does not engage in the Interview either:

- Accept back into class if the student can commit to co-operate and then formal restorative conversation is put in place.
- Withdraw if the student cannot agree to co-operate.

NOTE:

- Incidents should not immediately lead to an Interview. Use relaxed and not so relaxed vigilance strategies.
- A failed Interview does not have to automatically lead to a punitive action.

An Interview does not have to happen right there and then. Perhaps a name on the board means the student needs to remain behind for the interview.

As a result of Restorative Conversations:

Students are to end up saying:

1. "I am responsible"
 2. "I am sorry"
 3. "It won't happen again"
 4. "What can I do to make up for it"
-

Classroom Support System

Withdrawal

We are all part of maintaining and developing a positive and working culture within our classrooms and School. When difficulties arise it is important to remember you are not working in isolation and there are many staff members who are able to help, support and advise. Most classroom issues are dealt with quickly and effectively as they arise and the lesson continues on its way. However there are times when a student's behaviour is such that they are seriously disrupting the lesson and interfering with the rights of other students to learn. They do not respond to the normal techniques and need to go to withdrawal for the remainder of the period to enable class to continue.

If a student refuses to go to withdrawal send for a Dean or Deputy Principal.

Process:

- Student repeatedly misbehaves and is not responding to normal classroom management techniques.
- Student sent to withdrawal with completed slip accompanied (escorted!) by reliable student if needed.
- Withdrawal teacher enters name on the withdrawal book and enters incident in the logbook.
- At the end of the period the withdrawal teacher sends the students back to class and the puts the withdrawal slips in the appropriate dean's pigeon hole.
- Referring teacher and student have a Restorative Conversation as soon as possible.

Please note:

- The "withdrawal" system gives relief from a specific situation. If there are repeated instances with a student then that is when the school support system is initiated.
- Students are not in the withdrawal system for what they might have done in previous lessons, for not having pen or paper or other correct gear or for not having done prior impositions. These should all be dealt with using other methods

Serious Incidents

It is difficult to describe all potential serious incidents but the main consideration should be the safety of others.

- If immediate action is required, enlist the help of those staff closest to you then send for DP.
 - Physical threat to staff and/or students
 - Loud and abusive language to staff and/or students
 - Damaging property
 - **** If necessary take students out and away from the situation.***
 - If a student is suspected of being under the influence of a drug or alcohol and their behaviour is passive, quietly send for DP.
 - If a student arrives to class and smells of cigarette smoke and their behaviour is passive, quietly send for DP.
-

Be an Active Role Model by...

- ... Dressing according to professional standards.
- ... Being prudent and careful about having students as Friends on Face book or swapping phone numbers with students.
- ... Attending meetings on time and with appropriate gear / preparation.
- ... Avoiding the use of cell phones in class unless it is for learning.
- ... Actively supporting school rules by insisting on them in your presence and following through when transgressions occur.
- ... Making frequent reference to the Log Book and using the Learning Curve aspects to enhance the learning.
- ... Making sure you follow up or follow through on issues with students.
- ... Being prepared to have direct contact with parents.
- ... Speaking positively about students.
- ... Being available for duty, interviews, extra-curricular activities.

- ... Leaving relief which is clear, easy to follow, useful and appropriate and keeps classes fully occupied

Index

	Page
Advanced Organisers	10
Authoritative Relaxed Vigilance	11
Authoritative Slightly Less Relaxed Vigilance	12
Be an Active Role Model	23
Cell Phones	19
Classroom Management (lesson Planning/ Student Behaviour)	9
Common Classroom Procedures	8
Continual Disruption	16
Ending the lesson	8
Entering the Room	8
Late to Class	14
No Equipment	15
Non-Completion of Homework	18
Restorative Chat	20
Restorative Process in the Classroom	5
Restorative Process in the School Support System	7
Result of Restorative Conversation	21
Serious Incidents	23
Swearing	17
Team Work	4
The Tokomairiro Way	3
Underpinning Philosophies	2
Uniform	19
What Is a Restorative School	6
Withdrawal Room	22