

# 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.

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| 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.