



**TOTARA  
COLLEGE**

## Behaviour Management Policy

*'No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.*

Hebrews 12:11

The purpose of behaviour management at Totara College is to build good character. This policy is predicated on a values-based foundation for behaviour, in which students are taught what the values of Respect, Integrity, Kindness and Diligence look like in particular contexts.

The focus of behaviour management is to create a positive, rich culture that enhances learning and promotes positive character. Positive behaviour needs to be recognised and celebrated to support the character development and learning of participant and onlooker alike.

Consistent behaviour management procedures are essential for all students' safety, learning and wellbeing, as are reward strategies comprising part of the overall character development package. Disciplinary intervention should give students opportunities for growth in character in a supportive environment.

Teachers must be committed to modelling the values expected from our students, to consistently maintain classroom standards, and to follow up on disciplinary issues as required. Doing so ensures that the unity of approach commands God's blessing and speeds the uptake of positive behaviour among our students.

### Aims

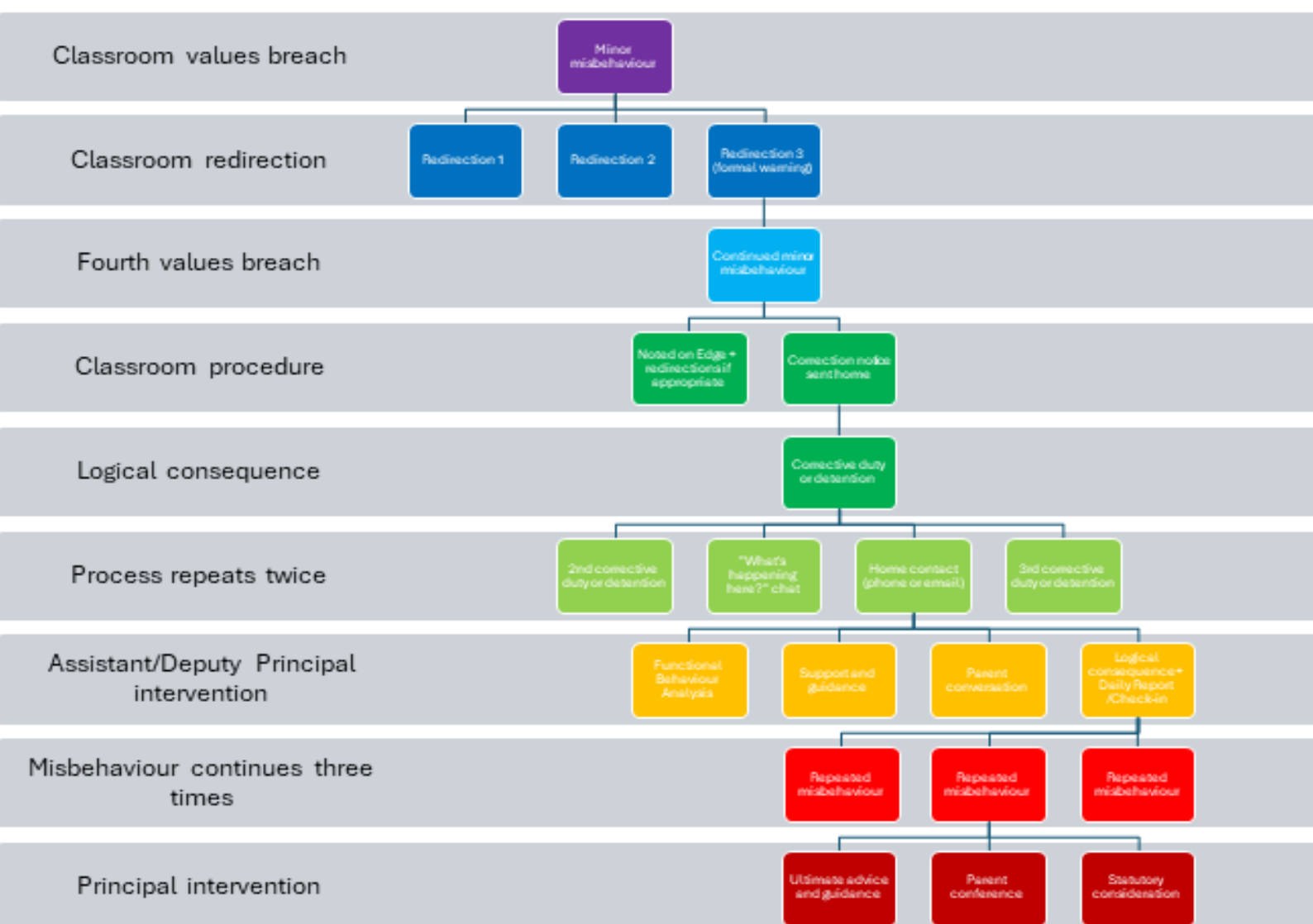
1. For staff to approach incidents of misbehaviour with a fair, inquiring mindset.
2. To present an environment that encourages a positive focus on learning with a team approach, underpinning behaviour management.
3. To clearly communicate expectations for behaviour based on school values.
4. Working with family/whanau - this is an essential element of effective behaviour management at Totara.
5. To meaningfully acknowledge positive behaviours.
6. To use Peacemaker practices, restorative conversations and strategies to:
  - Encourage the growth of Christian character

- protect the learning environment,
- restore relationships and,
- ensure safety of all students.

## Classroom Behaviour Management Procedure

Minor values breaches/misbehaviours are things such as unkind talk, disruptions, distracting behaviour, calling out, interruptions, low-level intimidation, bus violations, avoiding class instructions, disobedience, inappropriate contact, minor physical aggression, technology violation, minor vandalism, disrespecting others' property.

Steps for teachers:



**Classroom Redirection Strategies** are found at the end of this policy.

**Cell Phone Use** by students in schooltime can occur if there is no other viable means of carrying out the specific purpose, at teacher discretion. If so, the student must:

- display a written note from the teacher stating the purpose and time
- do so in the front office
- use the school phone if possible.

First offence: confiscate until end of the day (take phone to front office as soon as possible) .

**Major values breaches/misbehaviours** defined as: physical aggression, allegations of repeated intimidation or harassment (bullying) (physical or cyber), gross or repeated sexualised behaviour, threatening behaviour, unsafe behaviour, drugs, alcohol, vaping, etc. Major values breaches must be immediately referred to SLT.

**Records on MUSAC Edge (our student management system**

The screenshot shows a web-based form titled "Add Problem Behaviour" with a close button (X) in the top right corner. The form is organized into several sections:

- Student:** A text input field with a dropdown arrow. Below it, the text "Multiple items can be selected" and "Value required." is displayed in red.
- Behaviour:** Three radio buttons: "Problem" (selected), "Support", and "Positive".
- When:** Two input fields showing "25/06/2024" and "10:47 AM".
- Referring Staff Member:** A dropdown menu with "Ferrari, Peter" selected.
- Type:** A dropdown menu with "Redirections ineffective and behaviour continued" selected.
- Location:** A dropdown menu with "(type to search)" as the placeholder.
- Severity:** A dropdown menu.
- Motivation:** A dropdown menu.
- Others Involved:** A dropdown menu.
- Consequence:** A dropdown menu with "(type to search)" as the placeholder.
- Responses:** Two input fields: "Due Date:" and "Completed By:" with "(type to search)" as the placeholder.
- Additional Information:** A large text area with a "(2000 character limit)" note at the bottom right.
- Attach Files:** A button labeled "Select files..."

A "Save" button is located at the bottom right of the form.

## Honour Roll

Honour roll activities occur as a positive reward for students at the end of the term who have achieved creditable standards in

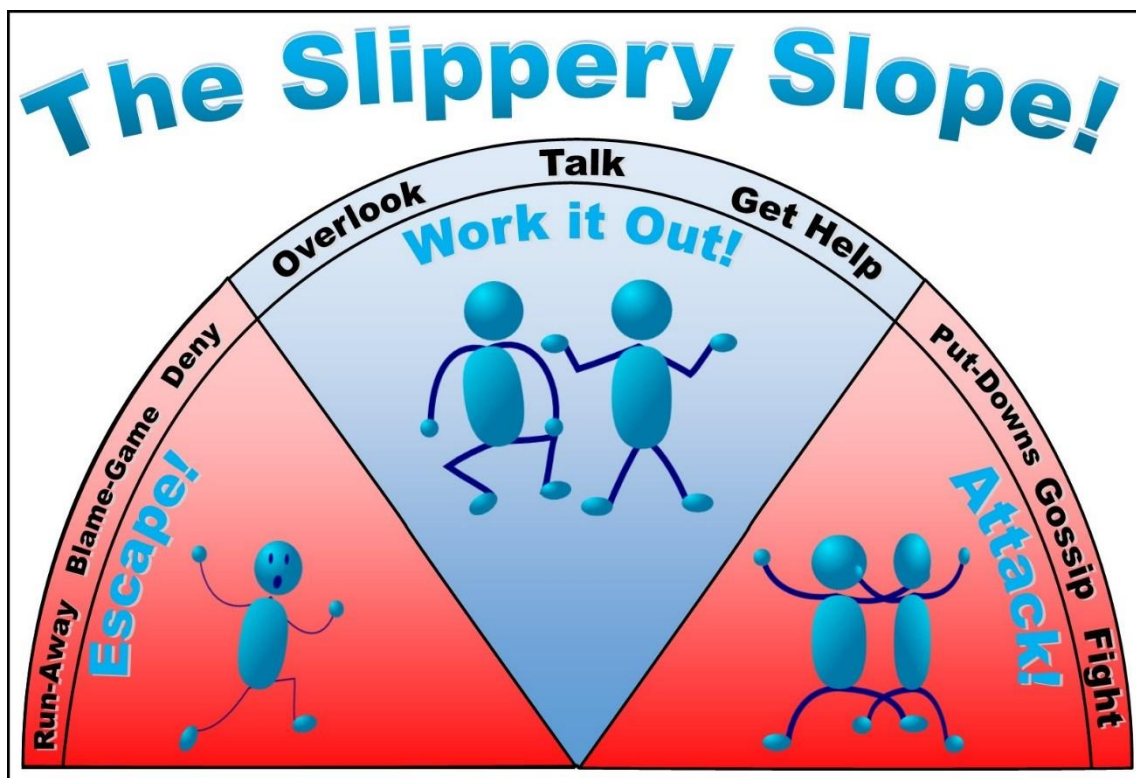
- behaviour
- Learning goals
- memory verse memorisation

Students' attendance on class Honour Roll can be lost through misbehaviour, at the discretion of Senior Leadership. This will be clearly signalled to the student in a timely fashion since the purpose is for the student to remediate.

## Resolving Interpersonal Conflict

### Peacemaker Strategies for resolving conflict

The Peacemaker Programme is based on the idea that when students are faced with challenging situations our gut instinct is to either 'fight' or take 'flight'. These two extremes of behaviour are ineffective ways of dealing with conflict. As per the blue sector in the diagram below, it is far better to overlook certain behaviours, talk it through or get help to resolve the conflict. The 'Slippery Slope' diagram can be an effective teaching tool for helping students to realise how they can appropriately deal with a conflict situation.



## Restorative Practice

Restorative Practice can be considered as a key part of the blue sector of the Peacemakers 'Slippery Slope' diagram above.

The essence of restorative practices is simple: 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.

Restorative approaches enable links to be made between wrongdoers and those they have harmed, punishment and the actual offence.

When working with students who have made poor behaviour choices the following methodology is a good process:



## Restorative processes are:

Minor misbehaviours: Restorative chat between the teacher and the students concerned

Major misbehaviours: Serious restorative procedure - facilitated by experienced, trained staff, e.g. SLT or those trained in restorative procedures.

(Exceptional circumstances: At times, senior management may deem an issue too serious to warrant the above and move straight to the consequence e.g. illegal or unsafe behaviour.)

**Restorative Chat:** a 2-4 minute conversation between teacher and students (these can be held in a classroom or on the playground etc) examples could be: homework not completed, students being unkind to each other, off task in the classroom, not following instructions, disrespectful but minor misbehaviour etc.

**Restorative Midi Conversation:** facilitated formal conversation, which resolves serious issues between students.

**Restorative Full Monty:** facilitated formal conversation where all affected parties are present. These usually involve parents and others and can take 2h+. These are only facilitated by experienced, trained staff.

### Carrying out a Restorative Chat:

Restorative Conversations focus on accountability, healing & needs. A good format for a restorative conversation is as follows:

1. **What** happened?
2. **Who** has been affected? How?
3. **What** needs to be done to put things right? (which may include a consequence which is agreed during the conversation)
4. **How** do we make sure it is not going to happen again?
5. **When** shall we follow this up (often the same time next week)?

Note: It is often best to get the students to speak to you, rather than to each other, and you feedback to them what you have heard. Do not expect total agreement over what happened; the focus is on repairing the harm and reducing the risk of future conflict.

## Redirections for off-task students

Select a student whose behaviour you find most challenging and consciously use each strategy at least 3 times, recording the results in the boxes.

Strategy	Tally	Effectiveness (tick/cross)
<b>Connect before you correct</b>		
e.g. aim for 4 positive interactions before every negative.		
<b>Proximity control</b>		
e.g. strategic movement to encourage positive behaviour.		
<b>Values expectation reminder</b>		
Keep it positively phrased. E.g. ‘We show respect by listening to whoever is talking.’		
<b>Signal or non-verbal cue</b>		
e.g. eye contact, gestures, handclap, clearing throat.		
<b>Praising appropriate behaviour of nearby student</b>		
<b>Prompt about the expected behaviour</b>		
<b>Redirect</b>		
e.g. brief, clear and private reminder: “We are.....”		
<b>Reteach</b>		
Remodel the behaviour and give immediate opportunity for practice.		
<b>Provide choice</b>		
e.g. “You can choose to complete the work now or at lunchtime”. Praise when correct choice is made.		
<b>Exit strategy</b>		
e.g. offer a two-minute break, but remind a conversation will be needed if the student takes longer.		

## Advice for teachers around **The Do's and Don'ts** of effective class management

### ***The do's...***

- Always be calm – don't lose your cool with a student.
- Treat students with respect and recognise their dignity as human beings.
- Establish clear guidelines on such matters as how to enter and leave a classroom, how to address a teacher, the way work is to be set out.
- Let students know in advance assessment criteria for work and due dates for set work and tests.
- Indicate what sort of behaviour is acceptable and unacceptable.
- Positively reinforce desirable behaviour
- Vary your teaching practice, combining such strategies as group work, individual study, guest speakers, class visits, all/only where appropriate.
- Establish friendly relationships with students without becoming familiar.
- Be consistent in your treatment of students.
- Encourage a desire to learn and be enthusiastic about teaching.
- Be punctual.
- Mark work regularly and monitor student progress carefully.

### ***The don'ts...***

- Don't threaten students.
- Avoid raising your voice as this soon loses its effectiveness.
- Be careful with the appropriateness of your humour
- Don't punish a whole class when only a group is responsible.
- Don't use sarcasm or public humiliation as a punishment.
- Don't keep a problem hidden; approach someone who can help.
- Avoid trying to be the popular teacher with students.
- Don't suppress feelings of anger or disappointment but express them in a calm and rational way.
- Watch excessive compassion



## Classroom Management - Toolbox of Strategies

Effective classroom management enables students to focus on learning. Since this is a Christian school, we draw upon the fact that we aim to grow together into a Christ-centred community. Effective behaviour management across a school is one of the most vital aspects to a school's positive culture and directly affects learning.

Teachers are responsible for setting the culture and the management structure in their classroom. Teachers should demonstrate self-discipline for students. Some of the things, which we can aim towards, include: well-prepared lessons, professional dress, be calm under stress, control of our tongue, punctuality.

Correcting of a student who misbehaves or who is inattentive is an art. It is not wise to take offence personally if a student misbehaves. Correct with the eye first; sometimes a quiet signal is sufficient. Speak calmly and clearly if you need to speak at all. The use of excessive volume to control behaviour is discouraged. Avoid any semblance of a confrontation – if tricky situations arise, do not hesitate to postpone action but do follow up later.

Early days and weeks in the year are crucial for establishing the eventual rapport of teacher and class. A little 'professional distance' and formality early in the year can mean that you can direct the relationships at your own pace after a few weeks. You have the choice of establishing your classroom rapport on your terms; if you choose to disregard this, students will certainly establish things on their terms.

Disciplinary tasks should be relevant to the misdemeanour and not excessive. Guided reflection in written form can be a useful tool.

Students may be temporarily removed from a class only for disruptive incidents and on rare occasions only. The teacher should seek the soonest possible moment to discuss the situation with the student. Occasionally it may be necessary to remove disruptive students to another class and this should be done under parameters set up by senior leadership.

Class-wide penalties should not be given, except under unusual circumstances. Justice for individual students should be protected.

The vast majority of issues in a classroom should be dealt with by the teacher in charge.

All teachers can be sure that support will be given for their genuine efforts – successful or otherwise – to promote a wise attitude to discipline. However, all should exercise good judgment in handling the odd difficult situation.

It should be noted that any physical aggression against a student is unacceptable in the teacher's code of ethics.