



**OPOTIKI COLLEGE**  
Behaviour Management Handbook

# OPOTIKI COLLEGE

*BEHAVIOUR  
MANAGEMENT*  
*Restorative  
Principles*

## Behaviour Management Handbook

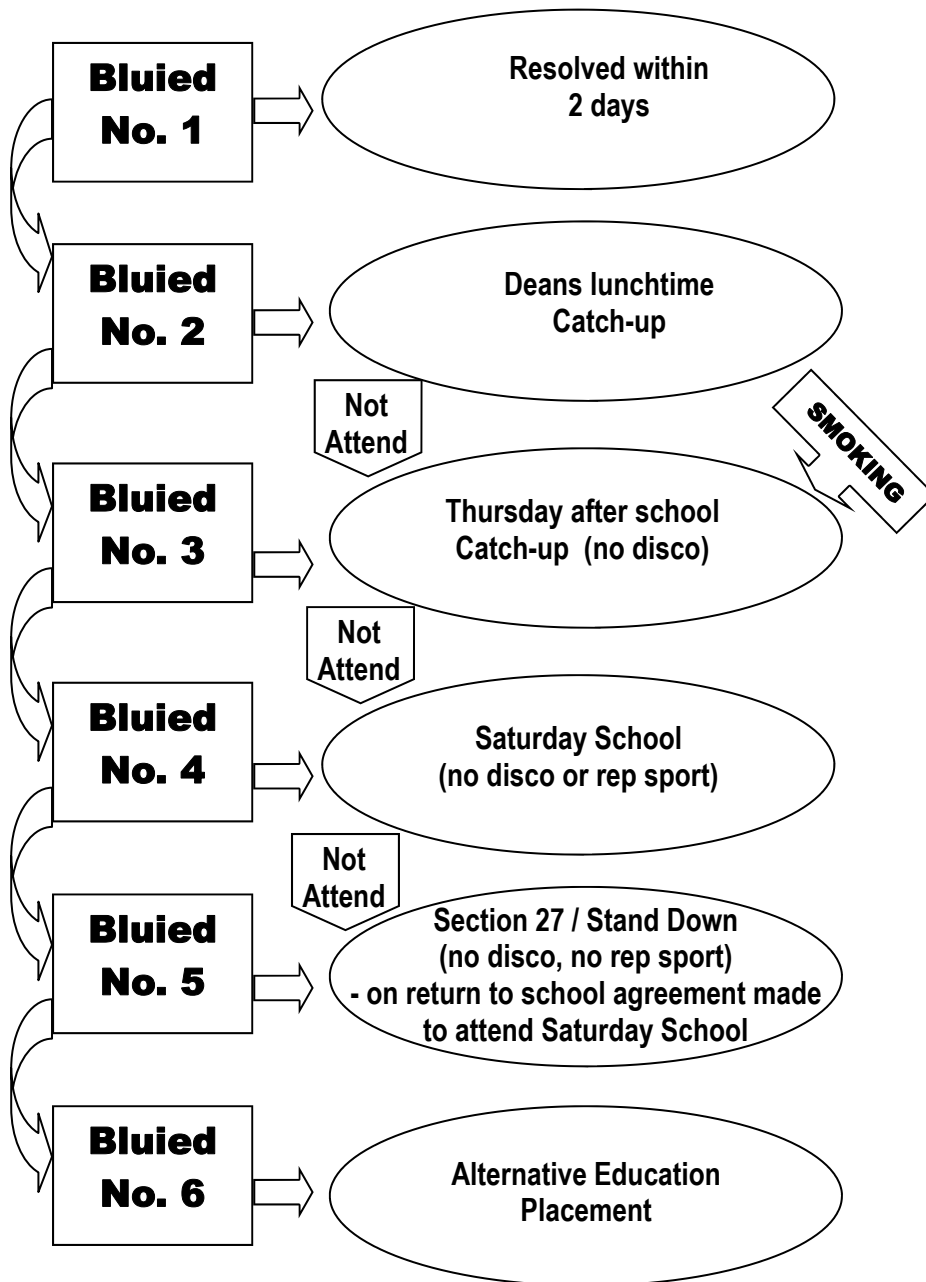
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*"The classroom is a  
community.  
A community is healthy  
when its connections  
between members are  
sound."*

- Thorsborne & Vinegrad

## Punitive Cycle



NB: After completing the consequence it is possible to negotiate a clean slate as part of any ensuing agreement so that representation status can be earned back.

## School Wide Behaviour Management

### COMMON CLASSROOM PROCEDURES (For all Years 9-10 Classes)

#### Line up outside the room

- This procedure is designed to ensure that the start of the lesson is orderly with students entering the classroom together. It also allows non-teaching/learning issues to be addressed outside the classroom (eg. hats off, non-uniform addressed).

#### Students sit according to your seating plan

- This shows that you are in charge of the learning environment. A seating plan, however, can and should be open to negotiation from time to time. As well, if a student misbehaves in one place they should be shifted to another 'safer' position for them.
- Students immediately work on a 'Do Now'. Each lesson will start with a brief 3-5 minute activity which should be written on the board before they enter or immediately as they enter. This should be a brief review activity or practice of previous learning or an introduction of new learning. It must be individual, written, doable and brief.
- Such a practice ensures that the first action of students who enter your room is to carry out a learning activity which requires no distraction i.e. teacher instruction or student discussion. Any instruction should be given outside while lining up.
- While students are working on the 'Do Now' write the learning intention and success criteria on the board and perhaps a list of the key lesson stages.
- Clear learning intentions help students to place learning in context, which is a key element in student motivation.

#### Teachers will not issue instructions over the top of student talk.

- Few researchers accept that students can take in instructions or information while they are talking or while they are distracted by others talking. This is especially true in the case of boys.

#### Lesson ends under teacher control.

A suggestion is that students pack up and pay attention and then you give a brief recap of the learning outcome and learning activities. You may wish to comment on behavioural issues e.g. congratulate or mention issues you had to deal with and that need to improve. Students are then dismissed by you – preferably right on the bell. STUDENTS MUST NOT BE DISMISSED EARLY OR LEFT WAITING AFTER RECAP BEFORE THE BELL GOES. As students leave it might be appropriate to talk briefly with an individual about their improved behaviour or to re-establish a relationship if that person had to be admonished that period.

- Such an ending ensures that learning has been the focus of the lesson and continues the theme of the teacher being in control.

# The Restorative Process

## Underpinning Philosophies

- The students are given a choice to participate in the restorative process or a punitive process.
- All of us do all in our power to encourage them to participate in the restorative process.
- The Mini-Chat is a **process** not a consequence. Use the Mini-Chat to determine if the student is going to participate in the restorative process. Possible consequences that may result from the Mini-Chat are:
  - a. Student is given another chance to get it right
  - b. Student agrees to catch-up time with the teacher
  - c. Referral is made to Dean where there is a high probability of Dean catch-up time

*"We have come to understand that significant cultural change is possible within schools when they choose to work restoratively with young people"*


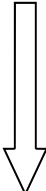

*- Thorsborne & Vinegrad*

MY GOAL IS:

How close am I to achieving my Goal?


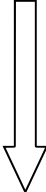

- Leave this monitoring sheet with your teacher and at the end of each lesson both you and your teacher are to fill it out, indicating how well you think you worked towards achieving your goal.

Student to complete at the end of each lesson:

Date:   

	MON	TUES	WED	THURS	FRI

Teacher to complete at the end of each lesson:

Date:   

	MON	TUES	WED	THURS	FRI

To the teacher: The Dean will be seeing you prior to meeting with the student one week after their return to class. Please ensure that you pass this form to the Dean.

## Student Reflection and Restorative Plan

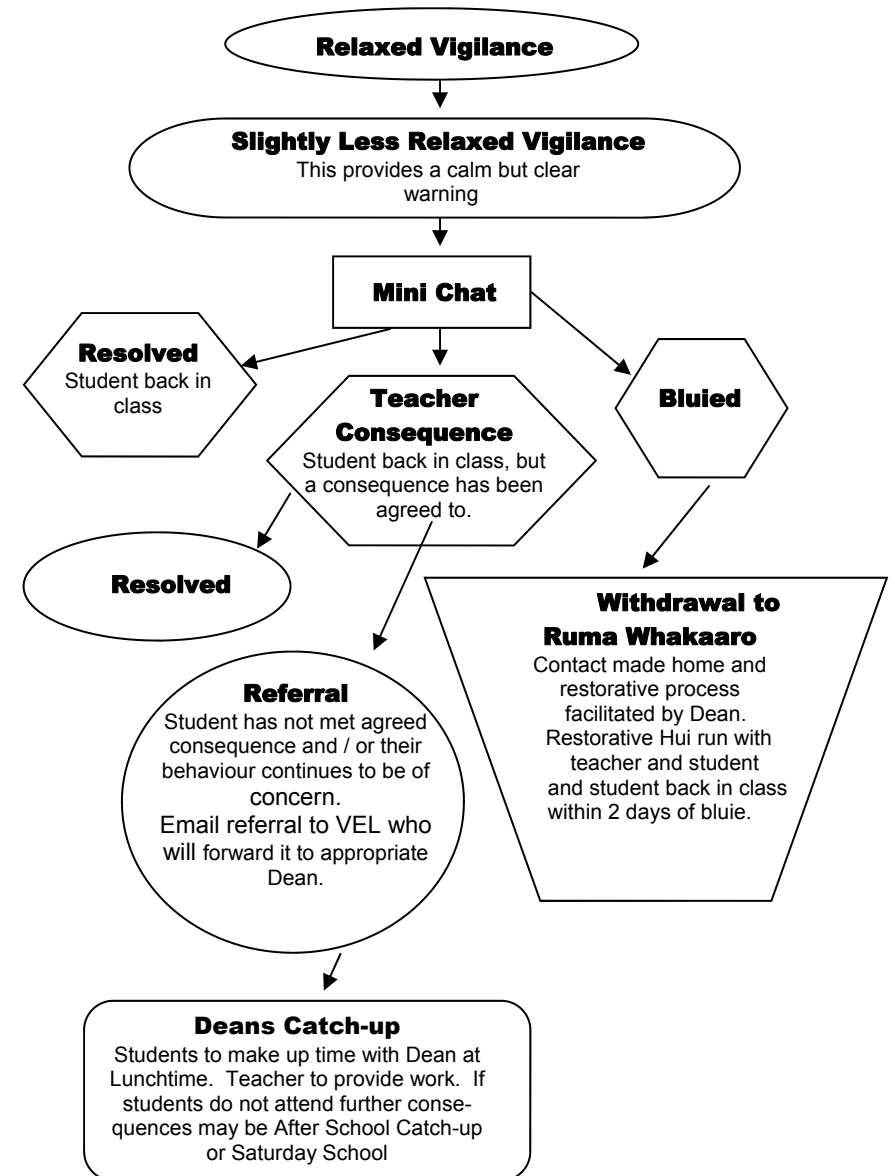
NAME: \_\_\_\_\_ CLASS / YR: \_\_\_\_\_ DATE: \_\_\_\_\_

TEACHER: \_\_\_\_\_ SUBJECT: \_\_\_\_\_

What I did	
What I was thinking or feeling	
How it affected others	
One thing I will do differently next time	
What will help me do this	
When I return to class my Goal is	
How the teacher can support me to keep to my Goal	
What I need to do to put things right with those affected	

## The Restorative Process in the Classroom

### THE RESTORATIVE PROCESS IN THE CLASSROOM





## Relaxed Vigilance

### Supportive Behaviour Management

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 non-verbal.

- |                       |   |
|-----------------------|---|
| <b>Strategy One</b>   | Make <b>EYE CONTACT</b> with students who are off-task.   |
| <b>Strategy Two</b>   | <b>MOVE NEAR</b> to students who are misbehaving, establish brief <b>EYE CONTACT</b> and say nothing.                               |
| <b>Strategy Three</b> | Check misbehaviour with <b>FACIAL EXPRESSION</b> e.g. a very slight shake of the head, a frown ( <b>NOT</b> a long-suffering look). |
| <b>Strategy Four</b>  | <b>USE GESTURES</b> . Palm out = stop. Finger to lips = quiet.  |
| <b>Strategy Five</b>  | Call the student's <b>NAME</b> .  |

These strategies intentionally aim to minimise drawing attention to misbehaviour and they place the responsibility for behaviour back on to the student. In this way they show consideration and respect and encourage personal responsibility.

#### PLEASE NOTE

These strategies are designed to be applied to behaviours that interfere with the learning of others. Abusive, threatening or dangerous behaviour should result in a class suspension (bluey) and emailing (via KAMAR) of incident report to the DPs.

Be culturally sensitive in dealing with Maori students. A student who feels "whakama" about their behaviour will not look you in the eye. Teachers often expect students to look at them when they are reprimanding them. To assist in managing Maori student behaviour, make eye contact with the student you are concerned about but look down as soon as you have established this contact. This will indicate to the student that you are aware that they are not behaving as you would have expected.

### STAFF SELF REFLECTION

What steps did you take prior to the student being blueied from your lesson:  
(i.e. eye-contact, reminder of expected behaviour, mini-chat, time-out etc)

STEPS TAKEN	OUTCOME / EFFECT

Did the student arrive to class with an attitude which may have contributed to the conflict? Please describe:

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How does the student usually work in your classroom?

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TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_

## The Bluie Form

**BLUIED FROM CLASS**  
You must report to the office with this form

TEACHER: \_\_\_\_\_ PUPIL: \_\_\_\_\_ TUTOR: \_\_\_\_\_

SENT FROM: \_\_\_\_\_ TIME SENT: \_\_\_\_\_ DATE: \_\_\_\_\_

REASON FOR WITHDRAWAL:

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**OFFICE:** Please record details and send student to the Ruma Whakaaro  
- keep bluie form in office until student reflection form can be attached.

TEACHER WHO IS USING BLUIE: Please complete reverse and hand to dean.

DEAN: Action Taken

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Please update KAMAR when resolution is complete

## 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:

- Appropriately supported by non-verbal actions eg. a held up open hand (not pointing) and keep a metre distance.
- Calm, clear, matter-of-fact tone.
- If possible, deliver the messages 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  
Example

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

#### Strategy Two:

#### **EXPECTATION**

Key Word  
Explanation

"Thanks"  
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 become 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 Explanation**

"Maybe....but..." "Good but ..." "You're right but ...."  
You tune in to 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 just 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 Explanation**

"You know our rule about..."  
The teacher refers to established class rules to remind students about acceptable behaviour. The word 'our' is used to reinforce the rule was agreed and it 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 Explanation**

"Or"  
Limited choices avoid confrontation by providing the student with some limited 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 Walkman 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 Example**

"What" followed by "You are...What...supposed to....?"

"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.

## **Ruma Whakaaro**

The Ruma Whakaaro is being developed as a Restorative Thinking Room and will largely be staffed by Ruth Pirini. As soon as the student arrives in the Ruma Whakaaro Ruth will work with them on completing their reflection sheet and preparing them for their restorative hui with their teacher and Dean. Ruth will work with Deans to co-ordinate meetings with teachers.

**Staff who blueie a student to the Ruma Whakaaro need to commit to replying promptly to emails and requests and make themselves available ASAP for the restorative meeting.**

### **POLICY**

Students who are continually disruptive, despite strategies being put in place, will be removed from the classroom into the Ruma Whakaaro.

### **RUMA WHAKAARO (RW) PROCEDURES:**

- Students blueied from class report to the office where blueie details are recorded so that a letter can be sent home.
- Office sends student to Ruma Whakaaro with reflection sheet.
- RW teacher records student's name in RW log book.
- Working with the RW teacher the student completes the Reflection Sheet.
- Once the reflection sheet is completed the RW Teacher is to assist students with other RW resources.
- Within 24 hours of being blueied the following must occur:
  - RW Teacher / Dean sets up a meeting time with the teacher and the blueied student to run a restorative hui.
  - Restorative Hui is run and student returns to class. During this meeting the students reflection sheet, on which a goal has been set, is discussed. Teachers will then use the monitoring sheet for the next week to indicate how the student is going in class.
  - RW teacher makes contact with home.
  - DP sends letter home explaining blueie from class.
- One week after the student has returned to class the RW teacher makes contact with both the student and the teacher to see how things are going.
- RW teacher keeps DP notified of number of blueies students have had.
- Dean / RW teacher add action details on to KAMAR (blueie will already be entered by the office).



## **Rewarding Positive Behaviour**

### **Reddies**

#### Student Reddy

Students can be referred to the DP, using the reddy slips, for the acknowledgement of improved and/or sustained positive behaviour and/or attitude.

The name of the student and the reason for referral is written on the sheet, along with the subject and teacher name and delivered either by the teacher or pupil to the DP.

Three referrals are rewarded with a letter home and names go into a monthly reddy draw for a canteen voucher.

#### Class Reddy

Year 9 and 10 classes can be referred to the DP, using the attached form, for the acknowledgement of improved and/or sustained positive behaviour and/or attitude by the whole class.

## **Strategy Eight:**

## **CHOSEN CONSEQUENCES**

### **Key Words**

### **Explanation**

"If you choose.... You will be choosing...."

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 / go outside and wait / be bluied."

**These strategies will be used several times throughout the lesson but all should be used before a student is sent outside for a mini-chat/bluied.**

**When a student has been bluied they will not be permitted to return to class until there has been a resolution between the teacher and student facilitated by the Dean.**

## How to take a Restorative Approach

### ***A Restorative Approach to: LATE TO CLASS***

- If a student has a note which indicates their lateness is explained then no response is required, apart from welcoming them to class and getting them started.
- If no note / or a note indicating unexplained (students signing in):
  - Mini Chat or name on board for mini chat later in the lesson when convenient.
  - 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:
    - Student committing to get it right from now on.
    - Student agreeing to catch up time with you at a convenient time.

If the student does not complete your catch up time OR continues to arrive late after carrying out the agreed consequence refer to the Dean who will place on Dean's catch up.

### ***A Restorative Approach to: SWEARING***

- Co-construct with students at start of year the expectations. Display these.
- 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
- Mini chat if still continues. This may be at the end of a lesson or at the beginning as a reminder to a consistent transgressor:
  - Student apologises and commits to improve
  - Apology to affected student(s)
  - Teacher/student contract
  - Whole class chart

## Other Behaviour Management Procedures

### **Lunchtime Deans Catch-up:**

- Deans Lunchtime catch-up is issued by the DP.
- Deans catch-up takes priority over other commitments.
- Students may complete class work in catch-up.
- Lunchtime catch-up is run Tuesday and Thursday by the Deans.
- Students who miss a lunchtime catch-up will be followed up by the Deputy Principal and will be placed on after-school Catch-up.
- Deans on duty will issue the work, ensure that the work is being done, and collect it at the end. It is important that the Deans are proactive in keeping all on task and ensuring that there is no communication or writing on desks.
- Catch-up times are as follows; Tues 1:25pm – 1.50pm; Thurs 1:20pm – 1.45pm.

### **Class catch-ups**

- Class catch-ups may be issued by teachers and must be held on an appropriate day so that students can be held back during interval or lunchtime straight after their usual lesson or by arrangement with another teacher who has them during either period 2 or 4. Non-attendance at classroom catch-up will, therefore, not be an issue.

### **Referrals**

- Teachers who have concerns about continuing misbehaviours can email a referral to DP (VEL). Please use the referral process on KAMAR. It is vital that you show the steps you have taken prior to referral. The referral will be placed on the student's behaviour management profile page and the appropriate staff will be notified.

### **After School Catch-up**

- Students who are caught smoking or do not attend Lunchtime Catch-up will be placed on after-school Catch-up. Deans are rostered to run this catch-up.

### **Saturday School**

- Students who continue to be truant or continue to not meet other catch-up requirements will be required to attend Saturday School. Saturday School is run by the SLT.

### **Teachers providing work for Catch-up**

- Deans and the SLT run catch-ups for staff, therefore, it is important that staff supply work for their students to do during catch-up time. If a student is on catch-up because they have missed your class you must provide the work so that catch-up time is relevant. VEL will email out names of students on after school and Saturday catch-up so teachers can arrange work.

## The Mini Chat

### MINI CHAT

**Tell me what happened.**

**What were you thinking at the time?**

**Who did this affect?**

**What do you think about it now?**

**What do you need to do about it?**

**How can we make sure this doesn't happen again?**

**Great, have a nice day!**

The aim is to get the student to 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 catch up.

If the student does not complete the agreement, refer to Dean who will place on catch up.

If the student does not engage in the mini chat either:

- Accept back into class if the student can commit to co-operate and then refer to Dean for catch up.
- Bluey if the student can not agree to co-operate.

### NB

- Incidents should not immediately lead to a mini chat. Use relaxed and not so relaxed vigilance strategies.
- A failed mini chat does not have to automatically lead to a bluey.

A mini chat does not have to happen right there and then. Perhaps a name on the board means the student needs to remain behind for the mini chat.

If the student does not complete your catch up time OR continues to swear after carrying out the agreed consequence refer to the Dean who will place on Dean's catch up. 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: CONTINUAL DISRUPTION***

- Use relaxed vigilance strategies:
  - 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."
- Mini chat 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, apologizing and returning to class
  - Making up time
  - Completing work and returning by ....
  - 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 refer to the Dean who will place on Dean's catch up.

### ***A Restorative Approach to: NO EQUIPMENT***

- Have clear expectations of what students need to bring.
- Store equipment and books in class.
- Have replacement equipment/books in class and exchange for collateral.
- Use relaxed vigilance strategies.
  - Give pack up time so that students have the opportunity to re-claim all of their equipment.

- Regularly monitor who is and is not bringing equipment.
- Use reward system (reddies) to acknowledge those who always have the correct gear.
- Use slightly less relaxed vigilance strategies.
  - Contact home
  - Meeting with form class teachers
- Mini Chat. 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.
  - Catch up time to complete 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 refer to the Dean who will place on Dean's catch up.

### ***A Restorative Approach to: NON-COMPLETION OF HOMEWORK***

- Co-construct with students at start of year the expectations in relation to frequency, amount and consequences. Display these and send home in a class newsletter.
- Use relaxed vigilance strategies:
  - Regular reminders as deadline approaches
  - Offer help as deadline approaches
  - Consistently collect on due date and give feedback asap.
- Use slightly less relaxed vigilance strategies:
  - Contact home
  - If large group issue, call form class teacher meeting
- Mini chat. 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
  - Giving an agreed extension
  - Catch up time to complete work.

If the student does not complete your catch up on time or complete the work as agreed OR continues to not complete homework after carrying out the agreed consequence refer to the Dean who will place on Dean's catch up.

### ***A Restorative Approach to: PHONES IN CLASS***

- As students come into the class / or are lined up give gentle reminders about the phone rule (i.e phones off before you come into class)
- If a student has their phone on remind them to turn it off and put it away.
- If a student continues to use phone ask them to hand it over and they will receive the phone back at the end of the period.
- If student refuses to hand phone to teacher send for DP. DP will confiscate phone and it will remain in the office until a caregiver can pick it up.

### ***A Restorative Approach to: ABUSE OF STAFF***

- If a student is abusive towards a staff member during class time, blue student (with explanation on blue being 'Abuse of Staff').
- Follow up ASAP to ensure student reported to office.
- Inform DP that student was abusive and complete an incident report ASAP, which is then sent via KAMAR to DP.
- If outside of class time, inform DP and complete an incident report ASAP.

#### **ACTION:**

The student will not return to school until the parent and student meets with a member of the SLT and a restoration is agreed upon. This may occur on the same day and if not there will be a Section 27 until that does occur. The aim of the restoration is to get the student to accept responsibility and apologise and commit to improvement. There does need to be some level of discretion because in a few rare cases the student response is caused by inappropriate staff behaviour. In such cases both parties will be brought together and restoration made by both parties.