

NORTHLAND SCHOOL

Health and Safety Procedures Behaviour Management



Northland School's Qualities programme and Charter of Student Rights and Responsibilities guide the school's behaviour management procedures. Programmes that support positive student behaviour and aim to eliminate negative behaviour (including bullying) will be incorporated into the classroom programmes at the appropriate levels, eg:

- Qualities programme
- Kia Kaha
- Keeping Ourselves Safe
- Sexuality Road
- RTLB Social Skills programmes (eg: Gratitude)

Procedures are in place to provide an environment where:

- students can feel safe and secure in the school environment
- the freedom to teach and learn within the school is not compromised by inappropriate behaviour
- behavioural expectations are clearly established and understood by teachers, parents and students
- students are encouraged to recognise and display appropriate, positive behaviour
- students will take responsibility for their actions
- staff acknowledge noteworthy, positive behaviour

The Qualities Programme

Using the language of the Qualities programme to acknowledge appropriate behaviour enhances positive reinforcement. The language of the Qualities programme can also be used to redirect inappropriate student behaviour – see Qualities Programme folder

The Charter of Student Rights and Responsibilities

The Charter of Student Rights and Responsibilities will be clearly displayed throughout the school and in school publications. At the beginning of each year teaching staff will discuss with students the Charter to ensure that it is understood.

Repeated Incidences of Inappropriate Behaviour

Staff will keep an Edge Pastoral record of incidents where inappropriate student behaviour has been repeated or there is cause for concern. This report will note date, time, incident and follow up. Staff, with support from Associate Principal – Pastoral) to review notes on a termly basis to identify trends and patterns.

Stand-down, Suspension and Exclusion

There are formal mandatory requirements for the process of suspension that must be followed if the student's behaviour is serious enough to warrant this action being taken. Refer to the Ministry of Education guidelines for further details: *Guidelines for principals and boards of trustees on stand-downs, suspensions, exclusions and expulsions*

Bullying

Bullying, in any form, is not acceptable. Staff will be pro-active in seeking to eliminate this behaviour and be reactive in response to any incidents of bullying. All members of the school community have a responsibility to recognise bullying and to take action when they are advised of bullying occurring.

Most cases of bullying behaviour can be appropriately responded to by students themselves or by classroom or duty teachers.

See separate *Bullying Procedures for Action Plan*

Corporal Punishment

Corporal punishment is unacceptable and unlawful.

Seclusion

The Education Act (1989) bans the use of seclusion in schools.

Suggested Behaviour Management Strategies

Recognition of Appropriate Behaviour

It is extremely effective for appropriate and desired behaviours to be publicly recognised and acknowledged, especially using the language of the Qualities programme and the Charter of Student Rights and Responsibilities.

Ignore the Behaviour

There is a place for ignoring some inappropriate behaviour that is neither too disruptive to others' learning or well-being nor worthy of comment. This has the additional benefit of lessening the negative attention that the child receives.

Brief attention to the Behaviour

Either by look, personal connection (e.g. touch on the shoulder), mention of their name or brief pertinent comment. This can be affected without disturbing the teaching and learning activities of the class as a whole.

Communication

Discussing the behaviour, with the student using clear links to the Charter of Student Rights and Responsibilities and the Qualities programme (outside the hearing and sight of the other students whenever possible). The discussion focuses on the behaviour not the person. Emphasis is on personal responsibility and the effect on their and others' learning.

Consequences

Some actions result in consequences for the student in order to reinforce the personal responsibility we all have for our own actions. The consequences should be relevant to the behaviour and appropriate to the age of the child. Consequences should be of value to the team or school.

Time Out – on office steps by the library

“Time Out” is used for instances of student behaviour at morning tea or lunchtime that is offensive or that endangers themselves or others. All students are to be aware that when a staff member tells a student “Time Out” no further discussion is necessary. “Time Out” is up to 10 minutes for Years 1 – 4 students and up to 20 minutes for those in Years 5 – 8. The staff member who puts a student into “Time Out” is responsible for releasing the student. A record needs to be made in Edge (Add Pastoral Note) to identify trends and patterns of behaviour.

Out of Class

If a student is hindering teaching and learning activities they may be asked to work in another classroom, away from their peers, and under the supervision of another teacher, Associate Principal or Principal.

Referral to Senior Leadership Team

Teachers may send students to the Principal or Associate Principals when they feel the inappropriate behaviour warrants this attention or when they have made every effort to reconcile a situation themselves without success. The Principal or Associate Principals may follow any of the responses above or may have the student work at the office either until unfinished work is completed or until the student is able to return to the class.

Keeping In

Students may be kept in at morning tea or lunchtime to make up time lost, to complete work or re-do work that is not up to standard. They may be kept in for up to 10 minutes (morning tea) or 30 minutes (lunchtime) and will be supervised by the class teacher. Teachers and parents may agree to send the work home instead.

Parent Contact

Parents will be informed if inappropriate behaviour is serious or repetitive. Contact will be made following discussion with Team Leaders and the Principal or Associate Principals.

Physical Restraint of Children

Physical restraint can be used by teachers and authorised staff in situations where:

- the teacher or staff member reasonably believes that the safety of the student or any other person is at serious and imminent risk; and
- the restraint used is reasonable and proportionate in the circumstances
- in most situations the principal or associate principal will be providing support.

See below: *Good Practice in the Use of Physical Restraint*

Reporting Physical Restraint

Any time that physical restraint has to be used then a *Staff Physical Restraint Incident Report* must be completed. Copies of this report must:

- be kept on the student's file
- the student's teacher
- the student's parents

The Ministry of Education must be informed through the *Information for the Ministry of Education and the employer* (Incident of Physical Restraint Form). A copy must also be provided to the Board of Trustees.

Acceptable Physical Contact with Students

Staff may need to physically support students including:

- temporary physical contact eg open hand on the arm, back or shoulders to remove a student from a situation to a safer place
- supporting a student to move them to another location
- younger students sometimes need additional help getting from one place to another (shepherding)
- holding the hand for a short time of a young student who is happy to have their hand held
- picking up a student to comfort them
- assisting a student with toileting (ensure two staff always present. This needs to be noted in Edge (Add Pastoral Note).

Good Practice in the Use of Physical Restraint

(refer: *Guidelines for Registered Schools in NZ on the Use of Physical Restraint – Ministry of Education*)

- Student and staff wellbeing come first.
- Use only when there is a serious and imminent risk to safety
 - A weapon is involved with clear intent on using violence towards another person
 - A student is physically attacking another person or is about to
 - A student is throwing furniture or equipment
 - A student is putting themselves in danger
- Use preventative and de-escalation techniques first
 - Understanding the student
 - Potentially difficult times or situations that may be stressful

- Identifying early student's personal signs of stress or unhappiness and intervene
 - Monitoring classroom/playground behaviour for potential areas of conflict
 - Respecting the student
 - Demonstrating a supportive approach
 - Being flexible in response – adapting to the demands of the situation
 - Promoting and accepting compromise while maintaining authority
 - Taking the student seriously and addressing issues quickly
 - Preserving the student's dignity
 - Addressing private or sensitive issues in private
 - Avoiding the use of inappropriate humour
 - Creating Space and Time
 - Removing the audience
 - Giving the student physical space
 - Naming the emotion in a calm even voice
 - Communicating Quietly
 - Talking quietly
 - Trying to remain calm and respectful
 - Monitoring own body language and allowing the student the opportunity to move out of the situation with dignity
 - Focusing on communicating respect and desire to help
 - Keeping verbal interactions respectful
 - When appropriate giving the student clear choices and/or directions to help them feel secure and regain control
 - Thinking ahead in case the situation escalates
 - Move further away
 - Ensuring that the teacher/staff member has an exit plan
 - Constantly reassessing the situation
 - Sending for help
 - What may escalate the situation
 - Threatening the situation
 - Arguing or interrupting
 - Contradicting the student
 - Challenging the student
 - Trying to shame the student or show disrespect
- Following an Incident Involving Physical Restraint
 - Complete Incident of Physical Restraint Form and submit to Ministry of Education with a copy to the Board of Trustees.
 - Check staff member and the student regularly to ensure that they are not in shock.
 - Tell parents/caregivers the same day incident occurred
 - Reflect why the incident occurred
 - Consider whether all preventative and de-escalation strategies were used and if the restraint used was safe
 - Review any Individual Behaviour Plan
 - Debrief staff - with a focus on:

- The incident, the lead up, the different interventions used and what could have been done differently
- Involvement of RTLB or other agencies associated with the student
- Writing up of notes of the debrief with next steps of action
- Debrief parents and caregivers
 - Meet with parents and caregivers within two days to discuss the incident and explore ways of alternatives to restraint. If appropriate involve the student
 - Write up notes of the debriefing with next steps.

Appendices

- **Northland School Charter of Student Rights and Responsibilities**
- **Restraint forms**

(from *Guidelines for Registered Schools in NZ on the use of Physical Restraint*)

- Information for the Ministry of Education and the employer form (***Incident Form***)
- **Staff Physical Restraint Report Form**
- **Staff reflection form**
- **Physical restraint debriefing form – parent, caregiver, student**
- **Physical restraint debriefing form - staff**



Charter of Student Rights and Responsibilities

| I have the right to | I have the responsibility to |
|--|---|
| be included and respected | include and respect others |
| feel safe at school | be caring and thoughtful towards others to keep them safe |
| use school facilities and equipment | care for and share school facilities and equipment |
| work and play in a clean and healthy environment | care for and respect the environment |
| learn to the best of my abilities | take part to the best of my abilities and allow others to do the same |
| be treated fairly | treat others fairly |
| be trusted | show trustworthiness by behaving appropriately |
| be heard | listen |
| communicate openly | communicate honestly and appropriately |
| belong to the school community | work co-operatively with all members of the school community |

Incident of Physical Restraint form

| Information for the Ministry of Education and the Employer | | | |
|--|--|---|--|
| Completed by | | | |
| Date of Incident | | Date of Report | |
| School name & number | | | |
| Student's National Student Number (no name) | | Date of Birth | |
| Gender | | Year Level | |
| Ethnicity | | | |
| First time the student has been physically restrained? | Yes / No (delete one) | The student was physically restrained more than once during the day? | Yes / No (delete one) If yes, how many times? |
| The student has an Individual Behaviour Plan? | Yes / No (delete one) | Physical restraint was a part of the plan? | Yes / No (delete one) |
| Were parents notified? | Yes / No (delete one) | | |
| Was anyone injured? | Yes / No (delete one) If yes, describe | | |
| Was the staff member who applied the restraint a teacher or authorised staff member? | Yes / No (delete one) If no, provide details | | |
| Role of staff member who applied the restraint | Teacher / Other (delete one) If Other, describe role: | | |
| Did the staff member who applied the restraint receive any training prior to the incident? | Yes / No (delete one) If yes, what training? | | |

Why was the use of physical restraint considered necessary?

Serious and imminent risk to the safety of the student or any other person – describe

Any other comments

Required Action

Complete the form above and email it to the Ministry of Education at <mailto:physical.restraint@education.govt.nz> Provide a copy to the employer (board of trustees, sponsor of a partnership school kura hourua, or manager of a private school)

Note: The information in this form may be the subject of requests made under the Privacy Act 1993 and the Official Information Act 1982.

Staff Physical Restraint Incident Report form

| | | |
|---|-----------------------|-------------------------|
| Report completed by: | Date of incident | Date of report |
| Name of student | | |
| Date of birth | Gender | M F |
| Ethnicity | | |
| Time restraint started | | |
| Time restraint ended | | |
| Name/s of staff member/s administering restraint | | |
| Trained in safe physical restraint? | Yes No | |
| Other staff /adults who witnessed | | |
| Place where restraint occurred | | |
| Classroom | | |
| Corridor | | |
| Assembly hall | | |
| Outdoor area | | |
| Toilet block | | |
| Administration area | | |
| Other (identify) | | |
| Behaviour directed at | | |
| Staff member – name | | |
| Student – name | | |
| Self | | |
| Property – describe the serious and imminent risk to the safety of self or others | | |
| Reason restraint was considered necessary | | |
| Serious and imminent risk to safety – describe | | |
| Actual injury – describe and attach injury form | | |
| Signatures | | |
| Principal or Principal's delegate | Staff member involved | Other staff (witnesses) |

Place copy on Student's file

Staff Reflection form

Events leading to the incident

Describe what was happening before the behaviour started to escalate. What was the student doing? What do you think might have triggered the behaviour? How were other students reacting to the student?

Behaviour of the student

What did you notice about the student's behaviour that alerted you that they were struggling to cope? Think about the way they looked, for example facial expressions, physical signs, language.

What did you try before the restraint?

Describe the alternative techniques and interventions tried to prevent the emergency, including a description of the de-escalation strategies you used. What was the response from the student?

The restraint method used

Describe the nature of the physical restraint. Include the type of hold and number of people required.

Monitoring

Describe how the student's physical and emotional distress was monitored while they were restrained.

Physical Restraint Debriefing form – parents or caregivers, student

| | | |
|--|-----------------------|--------------------|
| Date of incident | dd/MM/yy | |
| Date of debriefing | dd/MM/yy | Time of debriefing |
| Names of the people at the debriefing | | |
| Findings of debriefing | | |
| Parent or caregiver – comments and suggestions | | |
| Student – comments and suggestions | | |
| Next steps/actions agreed | | |
| Signatures | | |
| Principal or Principal's delegate | Parents or caregivers | Student |

Debriefing form for staff involved in physical restraint incident

| | | | |
|---|----------|--------------------|--|
| Date of incident | dd/MM/yy | | |
| Date of debriefing | dd/MM/yy | Time of debriefing | |
| Names of the people at the debriefing | | | |
| | | | |
| Findings of debriefing | | | |
| | | | |
| Next steps/actions | | | |
| | | | |
| Principal or Principal's delegate signature | | | |