

Supporting Documentation for Tisbury School's Behaviour Management

A) The Board's Role in Student Behaviour Management

The Board is required to understand the procedures and processes that they are to follow in their role of supporting the school's behaviour management procedure.

Objectives and Procedures:

1. Know that the general day to day Behaviour Management Procedures determined by the school are delegated through the Principal and Staff. Any concerns regarding those procedures should be referred to the Principal or should go through the school's complaints procedure.
2. In the event of severe behaviour, know what the legislation says, its intent, and what the Principal and Board can do and cannot do. All Board members:
 - have a copy of "**Stand-downs, Suspensions, Exclusions and Expulsions Guidelines**". It is expected that they will become familiar with this document in the event there is a requirement to implement any of the options noted.
 - can contact NZSTA helpdesk to request a local workshop covering this topic or seek information and/or guidance from NZSTA.
3. In the event of any of the above options occurring the following will happen:
 1. The Principal will follow the procedures as set out in the "Stand-downs, Suspensions, Exclusions and Expulsions Guidelines" to ensure that the correct steps are legally conducted. (IE advising MOE via enroll, letters to parents, reports for any suspension meetings.)
 2. The Principal will advise the Board Chair immediately of any stand-down or suspension.
 3. The Principal will write the required report, which will be filed in the School's Behaviour Management Folder in the Principal's Office.
 4. In the event of a suspension meeting, the Board Chair will advise all Board Members and establish a quorum for the Suspension Meeting – procedures will be followed as detailed in the "Stand-downs, Suspensions, Exclusions and Expulsions Guidelines". If further clarification is required, the Board Chair will contact NZSTA helpdesk (ie possible conditions relating to suspensions).
 5. Any suspension meeting will be held in accordance with the procedures of the "Stand-downs, Suspensions, Exclusions and Expulsions Guidelines". The Board's Secretary will take "in-committee" minutes of any suspension meetings. These are to be held separate to the ordinary board minutes.
 6. The Principal and Board are to self-review any stand-down and suspension processes.
 7. The Principal will report to the board on any student who have been in a stand-down or suspension situation and who remain at school on a monthly basis or until it is deemed there no longer a need to report as "things" have changed.
 8. The Board will monitor stand-downs and suspensions throughout the year. The Board may ask the principal to report on stand-downs and suspensions using the following headings:
 - Year levels
 - Gender
 - Ethnicity
 - Reason
 - Outcome
 - Repeat offenders
 - Numbers in comparison to same time last year
 - Between meeting/term/year totals.

B) Managing Severe Student Behaviour

The Health and Safety of all students and staff in paramount – full details are contained within:
Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint – August 2017

Objectives and Procedures:

- Staff are to be made aware of procedures in handling severe behaviours plus the above documents.
- The teacher is responsible for all students in their class. The teacher must ensure a healthy and safe environment exists so effective teaching and learning can take place.
- The teacher has overall responsibility for students both inside and outside the class room environment.
- The teacher facilitates all classroom management.
- Positive behaviours should be reinforced at all times.
- Intervention for inappropriate behaviours is immediate and start at the least intrusive level
- The teacher manages the intervention through the support of the Teacher Aide/s is applicable.
- The Teacher aide/s are to carry out the appropriate Individual or Class Room Behaviour Management Plan.
- It is the teacher's role to ensure the Class Room Rules and Behaviour Management Plans are up to date and that Teacher Aides either are made aware or have copies of these. Plans are to be displayed in an appropriate place for easy reference.
- If the behaviour is unable to be managed effectively or health and safety risks to the individual/other students or staff arises, the base school/office is contacted immediately by phone or in person so that the Principal or Senior Teacher can facilitate -each class has their own procedure for this.
- In appropriate behaviours are to be managed in the school setting in which they took place (unless stated in Individual Behaviour Management Plans) using appropriate techniques and interventions.
- Students who have displayed recent inappropriate behaviours should not attend Community outings.
- It is the class room teacher's responsibility to decide if Community Outings take place/are abandoned or rescheduled. The teacher will talk to the Principal to discuss.
- If inappropriate behaviours occur, which cause Health and Safety concerns, in the community the class should return to school (if appropriate) and contact the Principal.
- Incident reports are to be completed and signed off on the same day as the incident. Teachers will ensure the Incident report is given personally to the Principal.
- After the incident a restorative justice process (ie the school's WITS walk) may occur.

Class/or Individual Behaviour Management Plan: for: Room/Name:

In the event that a student display's severe behaviour which results in a health and safety concern for the rest of the students and staff, the following will happen:

- 1) If in the classroom – remove all students out of the classroom through a safe exit as soon as possible, tell them to go to the library or have a code word or colour (ie code blue – means library).
- 2) Phone for assistance – either the Principal or a Senior Teacher – advise the situation and that you have removed all other students.
- 3) Do not interact with the disruptive student - keep yourself at a safe distance.
- 4) When support arrives, re-assess the situation – the following may be appropriate:
 - a) If the student has calmed down sufficiently, provide choices:
(ie: ... you have a choice, come with me to Room 5 or the office to chill out.)
 - b) If the student responds – walk with them to their choice and leave them to chill out. Retrieve your class from the safe place, and debrief with the students what happened and listen to their side of events – ensuring that they have the correct version to home with. If appropriate a note may need to go home advising parents of the correct facts.
Senior Staff / Office will assist with in creating the note.
 - c) If student does not respond to the above, then phone the parents/guardian for help – advise they are required to come and remove student.
 - d) If no parent is available and student is still being destructive or abusive – call the police for assistance (extreme situation – but do not hesitate if all else fails).
 - e) A written report will be required as this would be supporting documentation for a stand-down or suspension process. Attached to this document is the required report format as noted above in Support Document 2.

C) GUIDANCE FOR PHYSICAL RESTRAINT

Under the Education Amendment Act 2017, the MoE provided new rules and regulations around the use of physical restraint and the use of seclusion rooms at schools.

The Amended Act states that physical restraint is defined as a severe intervention that has significant emotional and physical impacts on the student and staff. In addition there are legal and reputational risks if a student is harmed.

The first aim of the Act is to **avoid** the use of any physical restraint or the use of seclusion. The top priorities are to prevent or de-escalate to reduce the risk of injury.

All staff, (Teachers and Support Staff, including Office Administration) are to receive training around the Amended Act and the supporting guidelines, namely: **Guidelines for Registered Schools in NZ in the use of Physical Restraint – published August 2017.**

For Tisbury School, Training was held on 5 September 2017. All new staff will be required to undertake training. As part of the school's set up at the start of the school year, all staff will be asked to revise the guidelines to ensure they are informed of the procedures and processes around physical restraint – this will be undertaken under the umbrella of PB4L discussions.

Procedures:

- 1) Community, Students and Staff to be aware of the Guidelines – all staff provided with a copy of the guidelines for their reference. A copy of the guidelines will be uploaded to the school's web page and sit along side inside the behaviour management procedures.
- 2) In essence, the use of physical restraint is a serious intervention and is only to be used in the situations of imminent risk or injury to self or any other person.
The guidelines provide examples of what this could be like, refer page 6, however, teachers and authorized staff members will need to use their professional judgment to decide what constitutes "a serious and imminent risk to safety".
- 3) In a severe situation staff are to:
 - a) Implement preventative techniques (Guidelines Page 7) no response, then
 - b) Implement de-escalation techniques (Guideline Pages: 8 and in Behaviour Plan in Part B of this document)
 - remove the audience – ask other students to take their work and move away.\
 - give the student physical space.
 - name the emotion in a calm even voice: "You look really angry", "I can see that you are very frustrated" etc.
 - wait.
 - c) Get Support from Senior Management – ie Principal, Senior Teacher.
 - d) If severe behaviour continues, contact family for support, and monitor from a distance.
 - e) If family are not available and severe behaviour continues, phone police.
 - f) Once the incident is resolved, complete incident report.
 - g) If physical restraint was used at any point in time, then a physical restraint reports will be required. Reports will be lodged with The Ministry of Education and The Board of Trustees. Debriefing forms will be completed by the parents/caregivers of student involved and the staff involved. (Appendix: 1 to 5 in the Guidelines Booklet – pages 17 to 21).
 - h) Tisbury School has never had a seclusion room.