

Raumati Beach School

Relationship Management Procedure

Updated APRIL: 2018



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"How well we do in life —whether in the classroom, at home, or the boardroom—will depend on how well we forge and navigate relationships. If we can empathize, then we can communicate, collaborate, and lead. We can solve problems—for ourselves and for each other. No matter who we are or what we do." Ashoka

A) Statement of Beliefs

Positive relationships are core to effective practice. The concept of 'whanaungatanga' is embedded in our community: *respectful working relationships with learners, parents and whanau, colleagues and staff and the wider community. Tataiako pg8*

We believe:

- We are an **inclusive** family with common goals
- That all family members should feel **secure**: safe to participate and contribute
- Relationships are essential to **learning** and societal **well-being**
- In the **holistic** nature of children's lives and the need to respect this: recognising individuals backgrounds, hauora, responsive to variety of individual needs
- Relationships are the **foundation** of effective classroom management and practice (pedagogy)
- Enjoying and celebrating each other **affirms** our self-worth
- We need to **explicitly teach** relationship skills/emotional literacy
- Our regard for each other should be **unconditional** and display **compassion**
- Positive Relationships result in a **community** that is confident, connected, democratic and inclusive

Positive relationships display:

- Commitment
- Trust
- Respect
- Empathy, caring, nurture
- Fairness
- Consistency: a shared understanding of clear expectations and boundaries
- Reciprocity
- Honesty and openness: leads to understanding
- Flexibility and adaptability
- Humour
- Genuine interest
- Encouragement

Key Relationship skills

- Active listening
- Questioning
- Authentic praise & critique
- Effective Emotional regulation
- Negotiation and compromise

B) Principles

1. Our focus is on positive relationship management primarily through a pro-active approach that involves establishing safe and supportive classroom communities.
2. The efforts of those students who are behaving responsibly ought to be recognised and celebrated.
3. Strategies for managing incidents that do not reflect our school's values are applied consistent and fairly by all staff. All staff are aware of and use the school procedures.
4. The school values are the foundation for our dealings with all members of our school community: Respect, Responsible, Resilient, Involved, Communicate, Curious, Have fun.

C) School RICH Values

Our school actively encourages the development and application of the school values in all aspects of school life.

It is expected that students and staff show the following values and understand our expectations:

- Respect/Aroa-ki-te-tangata: *courtesy, cooperation, tolerance, kindness*
- Resilience/Manawaroa: *consistent effort, positive attitude, persistence*
- Responsibility/Pou Whirinaki: *managing self, owning actions, growing independence*
- Involvement/wahiwahi: *participation in tasks and opportunities, contribution to and engagement with community*
- Communication/ata korero: *clear, timely and respectful*
- Curiosity/Pakiki/Mahiratanga: *Interest in a subject/theme/idea, desire for knowledge/skills*
- Have Fun: *Enjoyment of learning and opportunities*

In following and fulfilling these values, we have three fundamental school expectations: *Treat others kindly and with respect, care for our class and school environment and work, move and play safely*. These three school-wide expectations form the basis of class and team discussions with understandings of how they look in practice being developed with each class at the start of the year.

The following aspects are considered:

1. Treat others kindly and with respect – words, body language, tone, physicality/actions
2. Care for our class and school environment – property, environment, personal belongings, uniform
3. Work, move and play safely – uniform (jewellery), sunsafe, digital safety, shared spaces (see below)

How these fundamental school expectations look in shared spaces is currently (2017) being developed by teams: how we are in the Library, learning St, shared learning spaces, school meetings/assemblies, out in the community, walking around the school.

D) Relationship Management

Our school believes in a proactive response to building and managing student-teacher relationships. When expectations about behaviour are not met, there is a negative impact on relationships that also impacts on learning. Restoring broken relationships following unacceptable actions is important to re-establishing community (class, school etc) and a consistent approach by all staff is essential in ensuring clarity and success. We aim to build our school community through proactive means, and through responding positively to issues that require resolution.

i) Proactive

Our powerful learning model includes 'respectful, reciprocal relationships' as a key component to learning. This includes: building a safe class environment, knowing students personally, understanding students' worlds/realities, understanding student needs (attitudes, skills, knowledges), learning about students from multiple sources.

As a result, classroom teachers

- a) develop safe class environments: display the school values and community expectations, explicitly teach the school values, teach emotional literacy, are clear about expectations, listen to students, have obvious and consistent attention cues, do not raise their voice, be present (in rooms by 8.50) and prepared (in class strategies Appendix 1)
- b) plan for learning that will engage students: seek student voice, have tasks that are clearly understood and work for students who finish early
- c) nurture whanaungatanga: engage with whanau: team-up day, regular contact, open-door policy, celebrations, share positives, early communication when necessary
- d) readily use support services: team leader, mentor teachers (boy's group etc), SENCO
- e) recognise and commend positive behaviours: frequent, specific praise, celebration certificates, team assembly awards, in class reinforcement,
- f) follow school-wide expectations and reinforce these with ALL students (see Section C)
- g) Reflect on their practice: What am I doing? Is it working? Am I developing relationships with students when they are good?
- h) Explicitly model and teach emotional & social literacy: circle time, tapawha, Values, conflict resolution (see appendix 6)

Duty teachers need to;

- a) be visible: circulate fully around designated areas, wear vest
- b) be vigilant: look carefully at groups of students and monitor situations
- c) be familiar with health, welfare and behaviour needs – these are itemised on the ring binder in each duty bag
- d) Respond to incidents in a restorative manner, encouraging students to problem solve.
- e) Inform class teachers of incidents and summarise these on our SMS as necessary.
- f) Be aware of issue that arise due to homophobic comments and or around transgender issues

ii) Responsive

The school will always attempt to resolve situations that have not gone as they should, in a restorative manner. This holds people accountable for their actions and supports them in learning about the impact of what they have done to others and finding a way to behave differently next time. It is part of our duty to educate students about how to communicate and build positive relationships, and to practice Wananga (communication & problem solving). As a school, we have identified behaviours we regard as minor and major (Appendix 2) : this helps us to ensure consistency of application of the following processes.

Principals of Restorative Practice

- a) The problem is the problem, not the person. In no way should a student be made to feel that THEY personally are the issue. They need to be supported to fix the problem.
- b) There are consequences to our actions that we must confront and deal with: harm should not be minimised.
- c) This is a problem solving approach – strategies are employed to develop students' ability to fix the harm
- d) The process is voluntary: while a student should be encouraged to engage with a restorative process, seeing it as part of our community's practices, if they do not chose to participate, then they will need to accept the decisions of the Deputy Principal/Principal regarding necessary consequences.
- e) This is a community based approach: responses to behaviour that isolate children from their class and/or school community are not supported (eg: removal from class, sitting outside, kept in for lines during break etc) at

Raumati Beach School. Where children are removed from class, it is because the safety of other students is compromised and a member of senior management is involved.

f) Problems must be dealt with primarily by the teacher involved and not 'referred' to senior staff and ignored. Where harm is major, another staff member may facilitate this process, but the involvement of the teacher concerned is paramount.

Teachers use the following steps to manage wrong-doing within the community:

Early intervention

Step 1 a) Connection/Check in: students that we are aware are vulnerable, or who give us signs of unease will have the opportunity to 'touch base' with their classroom teacher as this is noticed. It may be as simple as a 'how are you?' or 'so what's up for you today?' or completing a feelings barometer – but this allows for a student to feel valued and supported.

Step 1 b) Neutral statement of fact and Neutral request: If a student is not responding to a request, a statement given in a neutral tone is used to indicate this; 'Fred, your writing book is not on your desk.' If a student is breaching a community understanding, a neutral request is made clearly: 'Samantha, please remember that in this class we raise our hand before we join in a discussion.'

Step 1 c) In class restorative chat: Low-level classroom disruptions result in respectful dialogue, teacher-led at eye-to-eye level:

- What were you thinking...?
- Who has been/is being affected by what you did?
- What do you need to do to fix this?
- How can I help you?

Incident response

Step 2: Referral Restorative chat: If a student needs to be referred to another room, they are sent with a Yellow card to another teacher within their team. This indicates that the student needs 5 – 10 minutes within another room. Following the student's readmission to class, a Restorative chat must be held within 24 hours to discuss the issue and co-construct a plan (see Appendix 3 - maybe verbal or written). The class teacher needs to inform the student's parents, their Team leader and record details of the incident and outcome (planner, class incident book etc). Records will be discussed regularly at Team meetings.

Step 3: Mini conference A: Events involving several students and/or a teacher, repeated referrals out of class are resolved with a meeting that is documented briefly on a 'fix-it' sheet (see Appendix 4). The mini conference should be discussed with team leaders who will support staff in implementing these as necessary. These incidents are not serious enough to involve parents, although parents are informed of the outcome and included in the follow up. Class observations may be made at this point to examine the antecedent to the behaviour and support offered to the teacher and pupil. Release from DPs and/or Principal provides some time for preparation and meetings to take place.

Step 4: Mini Conference B: If a student does not respond to the plan, then Team Leaders, in consultation with our Student support Leader, convene a hui with their whanau and appropriate staff and/or students. Release is provided to allow for Team Leaders/Student support leader to plan for these meetings. A plan is constructed with parent/family contributions and a full record placed on our SMS. Class observations may be made at this point to examine the antecedent to the behaviour and support offered to the teacher and pupil. An IBP or behaviour contract is usually an outcome of this meeting and should include a review date.

Step 5: Full conference: In the case of serious harm, a full conference is convened by a trained facilitator (DPs, student support leader). This involves the whanau of victims and offenders and requires careful preparation. To allow for this preparation, release will be provided as necessary, and the student offender may be stood down. A person responsible for follow-up is assigned and agreements recorded on the school's SMS (Assembly). See

Appendix 5 for details. If a student and/or their family does not want to participate in this process, then the school will have to engage with their more formal process which includes stand-downs and expulsion.

Class conference: This approach may be applied where a whole class is affected by harm and learning is impeded. A neutral facilitator, teachers and students meet and discuss the issues, explore the harm and construct solutions together.

E) Surrender and Retention of Student Property

Schools are required to provide a safe physical and emotional environment. It is legitimate of parents, students, staff and the public to expect that school is free from drugs, weapons, alcohol and cyber bullying. Schools will act reasonably to ensure this, taking into account the NZ Bill of Rights (1990) which protects students against 'unreasonable search or seizure.'

Any item impounded (temporary deprivations of property) must be cared for securely and returned appropriately to the student, passed on to an agency (NZ Police etc) or disposed.

Staff who are concerned about the safety and well being of a student, and who feel they need to search a student's belongings, must first speak with the Deputy Principals and/or Principal to ensure they are following the principles of the Guidelines. Staff must have reasonable grounds to believe the student has an item that

- a) endangers the safety of ANY person or
- b) detrimentally affects the learning environment

A brief action plan will be agreed on that ensures due diligence has taken place. This plan will note

- a) the reasons for confiscation
- b) the secure storage of the item
- c) when it will be returned to the student or the student's family or an appropriate agency or disposed of
- d) who is to record the particulars of long term confiscation (2 nights and longer)

Students must first be asked to surrender the item. Searches can only take place if a student has refused to produce and surrender the item. Searches of clothing or bags must be done by a teacher of the same sex within the presence of the Deputy Principal/s or the Principal (of the same sex). It must be done with decency and sensitivity and in a manner that affords the student the greatest degree of privacy and dignity.

Once an item has been confiscated by an authorised staff member, it is to be placed in secure storage (identified by teacher in consultation with Deputy Principals and/or Principal).

Records of all searches and/or confiscations will be kept by the Principal, on behalf of the Board.

F) Restraint

Introduction

This procedure is focused on the safety and well-being of students, staff, and others when managing behaviour. In the unlikely situation that some physical restraint is required, guidelines are adhered to. Physical restraint affects the wellbeing of both the student and the staff member who applies it.

Guidelines

- Raumatī Beach School has procedures in place for promoting positive behaviour, which outline our values, expectations and use of restorative practice.
- Staff use de-escalation techniques (see the Ministry guidelines below) if a student's behaviour is becoming out of control and/or poses a danger to themselves or others. Parents will be involved as soon as possible. Restraint is the last option and would only be used in extreme circumstances. Raumatī beach School does not encourage the use of restraint.
<https://www.education.govt.nz/assets/Documents/School/Managing-and-supporting-students/Guidance-for-New-Zealand-Schools-on-Behaviour-Mgmt-to-Minimise-Physical-....pdf>
- In an emergency situation, it may be necessary to use physical restraint. This is a serious intervention and only used when there is a high likelihood that the student will injure a staff member, another student, themselves, or others. It may be necessary to move people out of the area to de-escalate the situation and keep people safe. In some cases, it may be necessary to involve the Police.
- All teaching staff are authorised through the Teaching Council to use restraint.

when it is applied in accordance with this document and the *Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint*. It would also usually be a part of an established Individual Behaviour Plan.

- Students with high-risk behaviours should have an Individual Behaviour Plan in place. Key staff members and parents/caregivers are involved in the development of the plan. All staff working with the particular student are fully briefed on the agreed protocols in the plan, and all staff are made aware that there is an Individual Behaviour Plan in place for the student. If restraint is a required part of the plan, staff must be trained to do so.
- If physical restraint is warranted, the level of restraint should be proportional to the level of risk the student or their behaviour poses, and should end as soon as the safety of everyone involved is assured.

- The student's physical and psychological state should be monitored during the restraint. The student, and the person who applied the physical restraint, should be monitored for signs of distress or shock in the aftermath of the incident.
- Parents/caregivers whose child was involved in the incident should be notified as soon as practically possible. They should be invited to offer suggestions to avoid the use of restraint in the management of their child's behaviour.

Restraint

- The school holds a debrief as soon as possible after the incident, examining the events leading up to it, the interventions used, and whether things could have been done differently.
- The Ministry of Education, and the board (in committee), is notified of any incident involving physical restraint. The Ministry of Education requires all incidents of restraint to be reported using an **incident of physical restraint form** .

<https://www.education.govt.nz/assets/Documents/News/Incident-of-Physical-Restraint-form-for-the-Ministry-of-Education-and-th...docx>

Conclusion

Physical Restraint is only used in very rare situations. Staff are focused on using restorative practice and others de-escalation strategies. If restraint is required, it will be completed in as safe a manner as possible as outlined by the MOE.

Appendix 1: In-class strategies

We are a no yelling, no shame school.

Full attention cue	The way in which a teacher asks for all students to watch and listen. Should be obvious, clear and allow time for attention to be focussed. Must be used consistently and expectations reinforced eg: no speaking over students
Sweep	A series of quick-fire praise statements or factual statements (with a hint of approval) made immediately after a Full Attention cue to encourage students to reach the full attention level.
Praise	Any comment made with a positive tone that expresses approval of the students' work or behaviour
Voice Drop	Teacher deliberately lowers his/her voice volume for effect
Body Language	Any technique used by the teacher to communicate with the students without speech: signals, finger clicks, 'Simon says', quizzical looks, mime (Proximity control – staying or physically moving close to students can worsen behaviour in the long term and is not a valid technique)
Wait	Teacher stands or sits motionless, without speaking/communicating with students, and waits for inappropriate behaviour to stop. Can be used when a teacher is talking by freezing mid sentence: mid sentence wait
State the obvious	Teacher states the inappropriate behaviour in a flat, neutral tone. "Sam, you are speaking when I am."
Neutral Prompt/Neutral question	A reaction to inappropriate behaviour given in a neutral manner, no negative tone: Question: ' Simon, what should you be doing?' Prompt: ' Fred, please move to the next seat.' If the instruction has already been given, this would be a repeated instruction which is not encouraged.
Tell off	Comment made to student/s with a negative tone which expresses disapproval.
Punish	A negative consequence – a threat to punish is also seen as a punishment.
Consequence	Either the natural result of an action, or a result that is necessary to 'fix' the action. Eg: cleaning up spilt paint, sanding back graffiti, sewing up shirts etc

Courtesy of NZ Graduate School of Education

Appendix 2:

<p>Minor behaviours: 80% (behaviours that are dealt with through referral, (Step 2) and/or a mini conference (Step 3))</p>	<p>Unkind words: Name calling, swear words Unkind tone: shouting, screaming, mimicking, calling out Unkind actions: pulling faces, sticking tongue out etc low level physical contact (elbowing, shoulder shove etc – made to irritate) Running/physical play inside & corridors Littering Property: misuse, damaging through error or neglect Disengagement from learning tasks (affecting self) Non-regulation uniform Defiant – responds to cajoling</p>
<p>Major Behaviours: 15% (dealt with through a mini conference B (Step 4) that involves team leaders and whanau)</p>	<p>Repeated offences Non-compliance: refusal, talk back Unkind words: swearing to teacher/TAide, office staff, parents Vandalism: intentional damage to property Physical contact: to provoke or harm Disruptive in Learning time: affecting others Exclusion of others BYOD/E-learning contract breached</p>
<p>Severe behaviours: 5% (dealt with through a Full conference convened by a trained facilitator)</p>	<p>Sustained physical attack (more than one kick/punch etc) Abuse: verbal, sexual, physical, emotional Bullying: repeated behaviours &/or major altercations Open, aggressive defiance – affecting learning of others and/or teacher relationship Unkind words: offensive racially, sexually, homophobic, transgender intollerant and aggressive Leaving learning space: class or school grounds Theft Use and/or possession of alcohol/drugs/weapongs</p>

Minor behaviours are best managed by a class, school wide and ALL staff approach to school expectations.
Major behaviours require the support of team leaders, the involvement of whanau and a co-constructed plan: IBP, contract, check in or fix-it sheet.
Severe Behaviours require the involvement of the Deputy Principal (Student Engagement) and require a systemic individualised approach, often in coordination with other agencies/experts.

Appendix 3: Co-constructed Plan

Name:

Date: _____

What happened?

What were you thinking at the time?

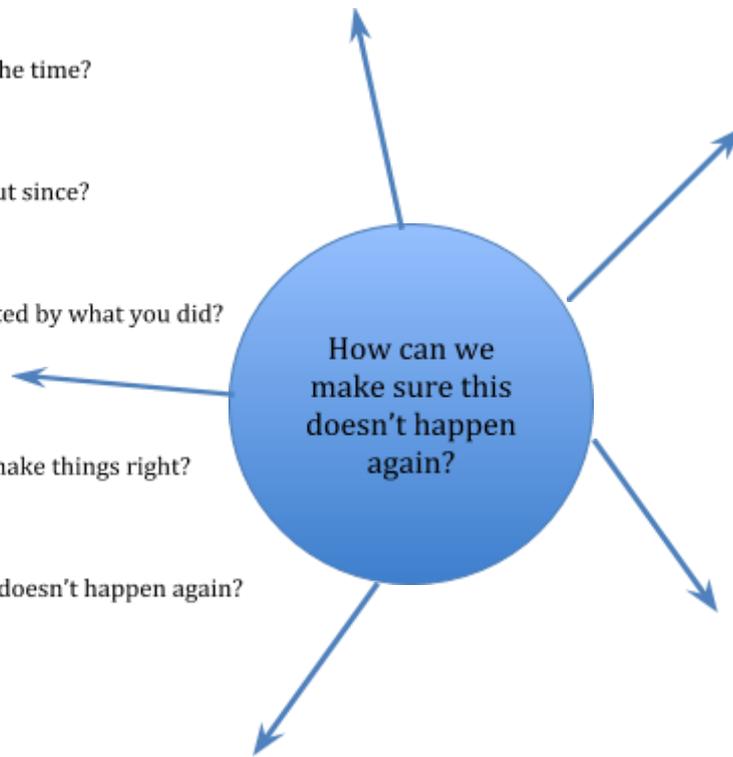
What have you thought about since?

Who do you think was affected by what you did?
How?

What do you need to do to make things right?

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

What can I do to help?



Appendix 4: Fix it sheet

Name:

Date:

Parents informed:

Other student/staff involvement:

Teacher/Team leader:

What happened?

What were you thinking at the time?

What have you thought about since?

Who do you think was affected by what you did?
How?

What did you think or feel when happened?

What have you thought about since?

How has it affected you?

What's been the worst of it?

What's needed to make things right?

What do you need to do to make things right?

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

What can I do to help you?

How would you like me to follow up with you?

Date to meet again? _____

The RBS Community Conference

Preparation Script for attendees

Introduction

The Community Conference is based on the principles of restorative practice. This is where we look beyond the 'rules' that have been broken, to understand the harm that has been caused to relationships. We seek to explore that harm and repair the damage, minimising further harm. A conference gives the wrong-doer an opportunity to understand that their actions have impacted many people and allows them to make amends. It allows those that have been harmed to explain how they have been affected and be involved in negotiating how to repair the harm.

What happens?

The conference is coordinated by a trained facilitator. It follows a strict format whereby participants listen to the stories of what happened and hear the impact of the behaviour on everyone present. They then decide what needs to be done to repair the damage and move forward. An agreement is reached which is recorded and signed by all, and copies are given. A follow up occurs at an agreed time. It is usually difficult to estimate how long a conference takes as it depends on the complexities involved but most last around an hour.

Conference Guidelines

- What is said at the conference, stays in the room.
- One person is to speak at a time, as directed by the facilitator.
- Only the incident raised is discussed: no other matters will be allowed
- If any participant does not wish to continue, they may leave the conference. This results in the incident being dealt with in another manner.
- The conference is about repairing harm: it is NOT about passing judgement on any persons

Conference Script

The conference will follow a similar process to that below.

Introduction

Facilitator introduces self. Other attendees introduce themselves also.

The incident is named and shared. Participants are reminded about the conference guidelines and about their choice to leave.

Telling the story

The wrong-doer is questioned: Tell us what happened? How were you involved? What were you thinking? What have you thought about since? Who do you think has been affected and in what way?

Exploring the harm

The student harmed is questioned: What did you think at the time? What have you thought about since? How has this affected you? How did your friends and family react? What has been the worst of it?

The student harmed's supporters: What did you think when you heard...? How do you feel about what has happened? What changes have you seen? What has been the hardest/worst of it?

Wrongdoer supporters: This must be difficult to hear: what did you think when you heard? How do you feel about what happened? What has happened since? How has it affected you? In the wake of what has happened, how are things at home? What has been the worst?

Other's affected: How has this affected you? How did you feel when you heard about ...? What has happened since? What has been the worst of it since then?

Acknowledgement and apology

To the wrong-doer: Now that you have heard from everybody about how they've been affected by what you've done, is there anything you want to say to....., or anyone else here? Is there something that you could say which might begin to make things right?

Agreement

Victim: What do you want to happen to feel safe/repair the harm?

All: suggestions from others? Is there something else that might help?

Wrongdoer: Does that seem fair?

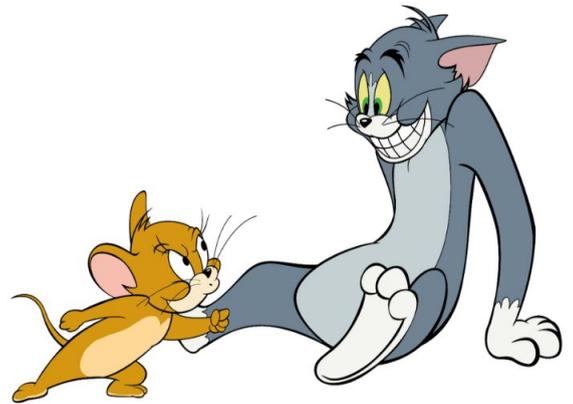
All: In this case, is going to supervise this agreement and we will report back to you all

The agreement is recorded and signed, and copied while biscuits/refreshments are served.

Let's sort it out!

Face Up

- Find somewhere to speak honestly
- Explain what I did
- Talk about who I think might have been harmed



Own Up

- Take responsibility for your actions
- Explain why you made those choices
- Apologise : what are you sorry for? Why? What will you do differently next time?



Fix It

- Discuss how you will make amends
- Ask what the other person needs from you
- Who will you get to help?



Forget it

- Be kind, be polite,
 - Move on