



Positive Behaviour Development

Guidelines and Implementation Procedures

Rathmines Public School 2023

Integrity – Resilience –
Empathy – Respect –
Responsibility

Table of Contents

Page	3	Introduction
	5	Positive Behaviour Development from K-6
	6	The Foundations of Positive Behaviour Development
	8	Character Strengths and Zones of Regulation
	9	Classroom Relationship Development
	13	The Positive Behaviour Development Continuum
	14	Aspect 1: Core Correction
	18	Aspect 2: Acknowledgement Plan
	22	Aspect 3: Behaviour Interventions
	27	Aspect 4: Restorative Practice
	33	Appreciative Inquiry into student behaviour

Introduction

Our Vision

To pursue and celebrate excellence in all areas and to ensure everyone has the opportunity to experience success within a supportive, safe, personalised and engaging learning environment which embraces the creative and productive use of technology and is free from all forms of discrimination. Our vision is to educate students for life, to enable them to act with moral and ethical integrity by fostering their sense of wellbeing and developing their personal values of integrity, resilience, empathy, respect and responsibility.

Our Mission

To improve the quality of student outcomes and teaching practice by promoting and maintaining healthy and productive relationships through the development of positive behaviour for all and by all.

Aims of a PBD Policy

- Promote positive relationships and bring our values to life
- Promote social inclusion and equality
- Proactive approach to behaviour management, rather than reactive regulation
- Restorative Practice as first response to behaviour issues
- Restorative Practice as explicit and consistent framework for promoting positive relationships
- Expectations clearly stated
- Social Emotional Learning (SEL) programs designed to develop emotional intelligence and moral development
- Procedures model desired behaviours and outcomes
- Mechanism for regular review and monitoring of effectiveness

Why a whole-school approach? (National Safe Schools Framework, pp 21 – 25)

In the past, a range of issues that have implications for all students (such as drug education or child protection) have been thought to be the province of particular learning areas or of the co-curriculum. More recently, a whole-school approach to these and many other issues has been widely advocated. A whole school approach is one that involves all the members of the school community (students, staff, parents and carers, and other community members), and works across all the areas of school life. It implicitly acknowledges that learning occurs not only through the formal curriculum, but also through students' daily experiences of life in the school - and beyond.

Conditions necessary for developing a Whole School Positive Behaviour Development Policy

- School readiness is reflected by management understanding the philosophy and is willing to drive the change with resources and behaviour
- The school has a vision of the journey and a mission in what they want to achieve
- Planning has been done to put in place training and measuring
- Strategic planning has identified who, with whom and how much in terms of training
- The whole community are part of the information and change loop

- Monitoring change / evaluating progress / targeting shortfalls and gaps
- Success and achievements are celebrated and milestones and issues acknowledged
- Written into school improvement plans and policy

Steps to Successfully Implement PBD at Rathmines PS

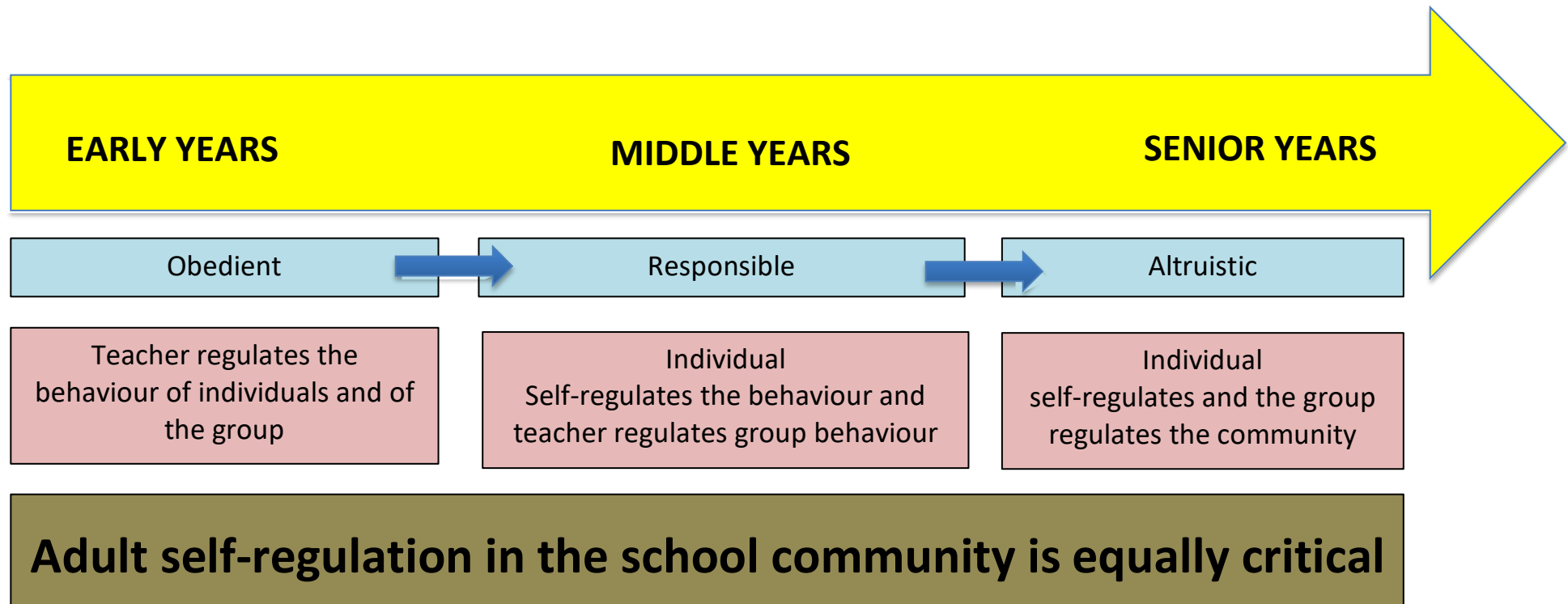
- Have the right drivers for implementation
- Senior management team on board (trained) first
- Designate a school champion(s)
- Review our current processes and plan and write implementation into school improvement plans
- Tiered approach to training- awareness for whole school, then targeted and systematic for whole staff
- Restorative Conferencing training for targeted senior staff, behaviour coordinators etc.
- Monitor/evaluate/review

Indicators of a Quality Positive Behaviour Development School

- School culture is excellent and noticeable to visitors to school
- Calmness throughout the school is noticeable
- Increased level of student self-regulation
- Lower incidence of playground incidents
- Greatly reduced number of recorded incidents and referrals
- Positive feedback from parents/carers/community
- Reduction in difficulties reported by parents/carers
- Fewer incidents in the community outside of school
- Reduction in exclusions/suspensions/detentions
- Reduction in students needing behaviour support
- Respectful relationships between students and staff and between staff members
- 'Big deals' reduced to 'little deals' through restorative conversations and meetings
- Raised attainment and achievement in relation to academic outcomes

Positive Behaviour Development K-6

- *Responsive regulation in contrast to reactive regulation*
- *Addressing life span development needs and resources*
- *Applying systematic models of relationship development*



The Foundations of Positive Behaviour Development

5 Key Strategies in building classrooms that promote positive behaviours

Planning lesson content & planning for behaviour must go hand in hand.

What you teach and how you teach it will impact on how students behave.

1. Engage

Develop interesting lessons that are differentiated for a wide range of abilities, achievable steps so students know they are learning & succeeding, and summative & formative feedback is gathered by student participation.

2. Routines & procedures

When classrooms are safe and predictable students will do the right thing most of the time.

3. Acknowledgement & feedback

When students know they are learning and have a respectful relationship with you and others they will develop a positive mindset.

4. Behaviour promotion

Catching students doing the right thing and reinforcing desired positive behaviour not only promotes positive relationships but provides an example for future student behaviour choices.

5. Expectations & rules

Setting clear limits and boundaries at school makes it easier for staff and students to make positive choices throughout the day.

By upholding our 5 core values of Integrity – Resilience – Empathy – Respect – Responsibility students will demonstrate positive behaviour development in their classrooms, playgrounds and community.

Our approach to behaviour development:

- Holds students accountable for their behaviour
- Is respectful
- Views misbehaviour as a teachable moment
- Ensures everybody's dignity remains intact
- Is cooperative as opposed to adversarial
- Works on the belief that behaviour is learned
- Gives students the information they need to make good choices

Through explicit teaching about our values, restorative conversations that centre around our values and classroom routines and structures that promote positive relationships students will develop ownership of our school's expectations and their behaviour choices.

Staff at Rathmines Public School use a continuum to manage relationships, encourage positive behaviour, or respond to disruptions or difficulties.

The 3 fundamentals of cooperative classrooms and positive classroom climate are lesson content, instructional practice, and relationships.

There is a temptation when looking at classroom management to take a narrow focus on quick tips, techniques, and strategies that relate to student behaviour so that we feel confident to react when the inevitable happens. A well-planned lesson using the most appropriate instructional practice will result in student behaviour being seamlessly integrated into the business of the classroom. To establish a positive classroom climate the teacher needs to:

- Have high expectations and make them clear to students accompanied with support (firm & fair)
- Teaches and applies rules & values, routines, sanctions and rewards consistently and fairly (social justice)
- Use the language of mutual respect (models what is expected – walks the talk)
- Avoid over-reaction and confrontation (demonstrates emotional control and is relational)
- Use a range of techniques and strategies (flexible and skilled)
- Adopt a positive approach to problem solving (empowers students and restores relationships)

Character Strengths & Zones of Regulation

Focusing on student's character strengths is integral to providing an individualised approach to Positive Behaviour Development. We identify student and teachers character strengths and use those as a foundation for savouring our successes and repairing relationships in "making it right" conversations.

Since the introduction of positive psychology (Seligman and Csikszentmihalyi, 2000), the study of **Character Strengths** has been at the forefront of research on human well-being and optimal functioning. The Character Strengths and virtue classification is now considered one of the main building blocks of positive psychology.

Teachers and Students (Years 3- 6) at Rathmines PS will take the VIA Character Strength Survey at the beginning of every year. In years K-2 they are exposed to the 24 Character Strengths and explore how they might be represented in texts and everyday life.

Teachers and Students at Rathmines PS understand that while we all possess all of the 24 Character Strengths we are most likely to flourish if we are using our signature Character Strengths (Seligman 2012). In line with our school's practice of ensuring that every child is *known, valued and cared for* our students in years 3-6 have their character strengths recorded in a central location so that they can form the basis of our formal "making it right" conversations.

The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories. It is an explicit teaching tool that provides a framework for the teaching of emotional regulation through self-awareness. Students are taught about their emotions and their bodies, how to recognise their feelings and how to regulate them to reach their potential as learners.

Classroom Relationship Development

Working towards a consistent approach to maximising relationships so that we can maximise learning outcomes.

When we have a **consistent** approach to the management of student behaviour in our classrooms through the use of **routines** and **procedures**, we provide a **predictable** teaching and learning environment for both students and teachers. When we respond with processes and rules that are **fair** and **just** we give life to those **values** and **beliefs** enshrined in our mission statement.

When we manage students with **dignity** and **respect** we build and promote safe and supportive classroom **communities**. When teachers collaboratively **plan** and **evaluate** whole school student behaviour management strategies stress levels are **reduced** and work satisfaction levels **increase**. When classroom teachers are skilled and poised and **focus** on the quality of relationships with and between students, learning outcomes can be **maximised**.

When we focus on the management and promotion of healthy **relationships** rather than the **violation** of rules and we build positive school **cultures**. When we are more concerned with **people** than **power**, we build community.

When we are more concerned about students doing the right thing by self-regulating their behaviour and making informed choices that are supported by **restorative** school responses, we call this **Relationship Development**. This is in contrast to **Student Discipline** or **Behaviour Management** which is more concerned with regulating student choices and behaviour by **punitive** controls and sanctions.

Use Fair Process to teach and develop the rules about 'relationships' - Engagement, Explanation and Expectation (adapted from Harvard School of Business)

Engagement means involving people in the decisions that affect them by asking for their input and providing them with a 'voice'.

Explanation means that everyone involved and affected should understand why final decisions are made. An explanation of the thinking that underlies decisions makes people confident that leaders have considered their opinions and have made those decisions impartially in the overall interests of the class/school. An explanation allows people to trust leaders' intentions even if their own ideas have been rejected. It also serves as a powerful feedback loop that enhances learning and classroom relationships.

Expectation clarity requires that once a decision is made, leaders state clearly the new rules of the game. Although the expectations may be demanding, people should know that the new expectations will be accompanied by a range of supportive measures that will enhance their understanding and improve their practice.

Ideas and Strategies for Establishing relationships

Explicitly teach and model the behaviour management rules or expectations that explain 'how we should treat each other':

- Collaborate and decide on a set of shared expectations that reflect school values
- Decide and discuss the behaviour that reflects these expectations
- How Student Voice can be used to discuss classroom norms and standards
- Teach and explain democratic classroom values
- Use Classroom Circles as a pedagogy to discuss classroom issues and processes
- Use 'getting to know you' games and activities
- Develop a classroom community by establishing ownership (displays and visuals)
- Teach and model common courtesies to develop positive regard with and between students

Establish classroom routines by explicitly teaching:

- How to enter the classroom and what to do on arrival
- How to exit the classroom and what to do beforehand
- Expectations for participating in class discussions
- Expectations for working individually and in groups
- What students should bring to class to be prepared
- How to seek the teacher's assistance
- When, where, and how to hand in completed work
- Three things to do when you hear, "Give me your attention, please."
- The procedures you need to follow before using the toilet.
- List two things you must do to avoid being tardy.
- Four items students must always bring to class?

Provide opportunities for students to practise and routinise expectations. Allow for mistakes and give authentic feedback. Take a strategic approach to establishing relationships by:

1. *Set the learning intentions.* Begin the lesson by clearly communicating what they are about to learn and why it is important. *'We are going to discuss how we should treat each other, the rules for our classroom and how I will help you be on task (correction and acknowledgement plans).'*
2. *Encourage discussion behind the logic and rationale for each rule/expectation.* Firstly, make clear the non-negotiables and explain the rationale for each rule and why it's important. (uniform, materials, punctuality etc.) Students tend to support policies that are logical and make sense. Don't assume students understand the logic behind each rule/expectation.
3. *Role Play and Model the expected behaviours.* Incorporate specific examples of what is being taught. This is a great time to introduce and teach your correction and acknowledgement plan.
4. *Allow for questions and answers.* Encourage students to ask questions to determine that they understand the concepts being taught.
5. *Ask students to demonstrate their understanding.* After you have taught and discussed the agreed expectations and your correction/acknowledgement plan allow for students to demonstrate their understanding of the concepts and system.

Provide ample time to establish relationships and have your acknowledgement and correction planning tested and understood.

Other relational activities to establish connections

- Commonalities exercises
- Activity bingo
- Listening actively to students concerns and opinions
- Modeling required behaviours
- Learn names through games in the first week if possible
- Use 'check-in' and 'check-out' circles to keep a check on the classroom pulse
- Use 'problem solving' circles to manage issues and reinforce classroom norms
- Use a seating plan that changes every few weeks so students meet each other 'academically'
- Provide opportunities for students to share their stories and perspectives
- Establish clear protocols for classroom discussions – involve all and make sure it is 'safe'
- Constantly give the message that you have high expectation for work and behaviour
- Provide visual cues about classroom procedures and expectations
- Use routines to reinforce skills and to provide security and certainty
- Model how to appropriately manage strong emotion
- Teach conflict resolution tips and strategies early
- Provide positive feedback and praise in a ratio of about 5:1 to correction feedback

Sustaining and strengthening relationships

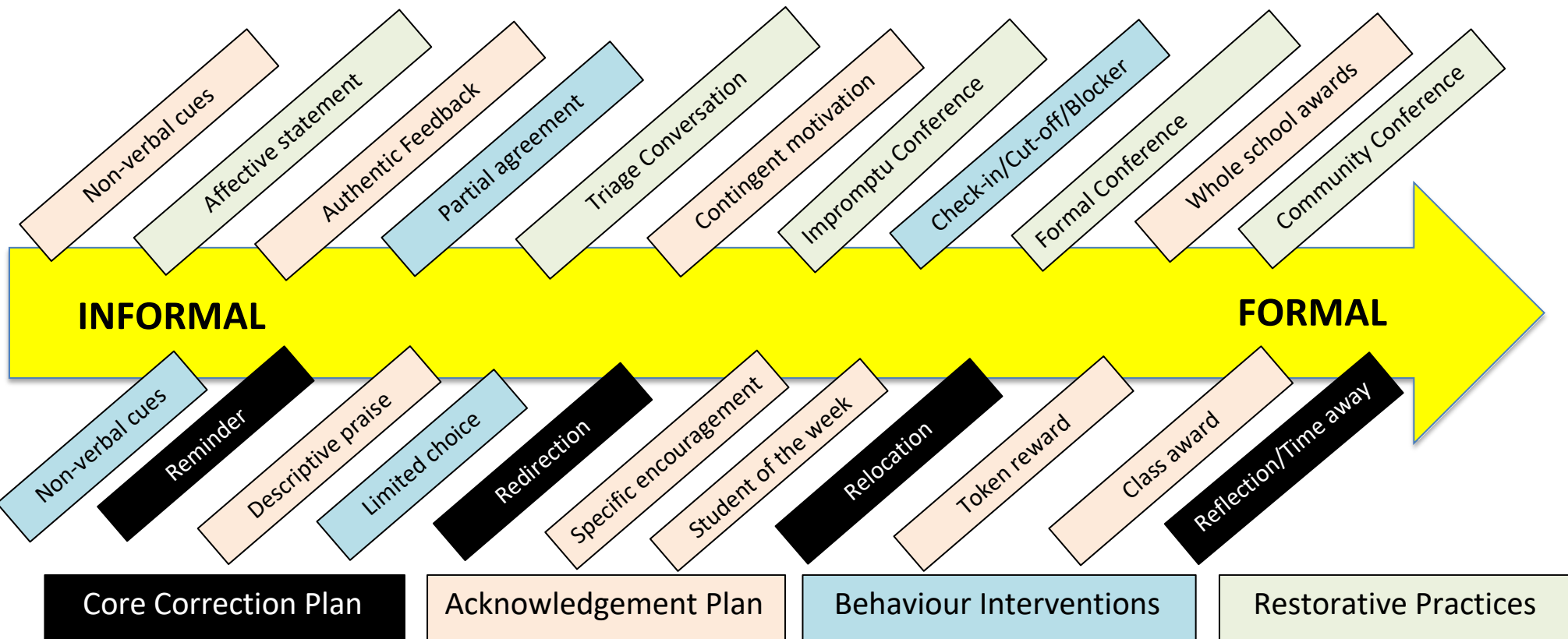
- Connecting with students in the corridors and playground
- Standing at the doorway and welcoming students into the classroom
- Celebrating birthdays
- Knowing something unique about every student
- Displaying 'about me' posters and cards
- Using 'relationship development time' (playground duty) to connect with students
- Going on camps and excursions
- Eat lunch with students
- Say hello to at least 6 students when on relationship development time (playground duty)
- When you do a favour for a student it is conditional that that student does something for another student.
- Use 'affirmation' circles to teach appreciation, acknowledgement, and acceptance
- Constantly change the seating arrangements
- Increase the latency/delay period between when you ask questions and wait for an answer
- Display student work
- Use descriptive praise and statements
- Show off the class's achievements at assemblies and in corridors
- Speak to the accomplishments of all your students
- Communicate to parents/carers regularly about student accomplishments
- Establish a Peer Support program
- Implement 'student of the week' with students selecting the recipients (everybody must take turns to receive the award)
- Authentic 2-way Feedback
- More positive than negatives, use descriptive praise 3 x more the corrective language

Repairing relationships

- Teach conflict resolution skills explicitly
- Use visual cues and sentence completion activities to teach conflict resolutions
- Use Restorative Practices to engage and build oral language competencies
- Shift to the role of facilitator and seek to understand before being understood
- Teach explicitly the concept of apology
- Teach necessary social and emotional competencies for students to engage in respectful dialogue
- Seek out quality professional learning opportunities

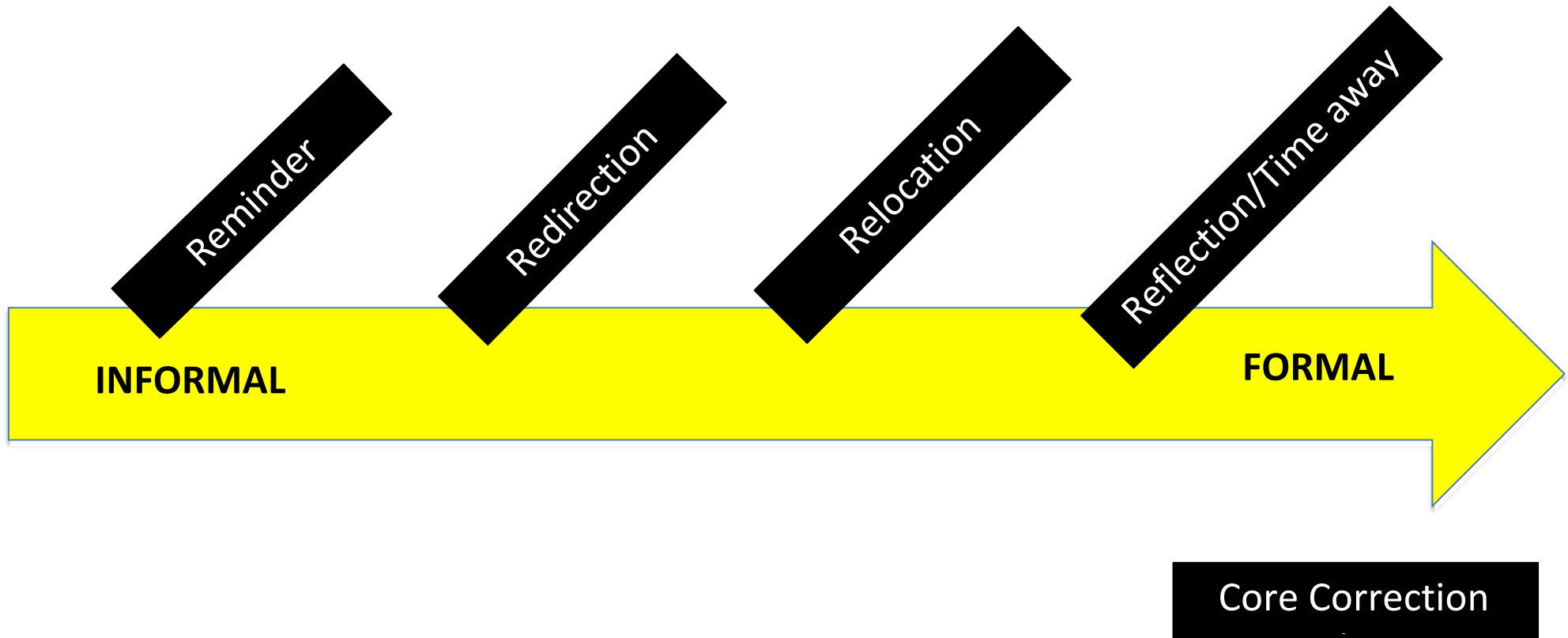
Positive Behaviour Development Continuum

- *As a starting point - get relationships right*
- *The least intrusive intervention is usually the best*
- *Catch them being good*
- *The more serious the behaviour the more formal is the response*



Core Correction

- *As a starting point get relationships right*
- *The least intrusive intervention is usually the best*
- *Catch students being good*
- *The more serious the behaviour the more formal is the response*



Our 4Rs Plan

Remind Redirect Relocate Reflection



Reminder: teacher reminds the student about classroom expectations

'Remember our agreement about coming to class on time and prepared for work, open your book and begin the work thanks.'

'Hey, we value being responsible for our learning, time to focus on the work thanks.'

Redirection: teacher redirects the student from what they are doing to what they need to be doing

'I can see that you are having some difficulty beginning the work. You need to stop _____ and begin the work thanks.'

'Would you like some help starting the work? You can move to my desk if you like or begin now.'

Relocation: teacher relocates the student to sit by themselves to complete the work

'It looks like you need some time by yourself to get this work done. I need you to move to that desk and complete the work thanks, then you can move back.'

Reflection: teacher directs the student to sit in 'Time Away' and complete a 'Think' sheet

'I need you to move to 'Time Away' and work on a 'Think' sheet. I will come and help you when I am free.'

ABOUT THE 4 Rs MODEL: remind, redirect, relocate, reflect.

This model is based on a set of values and beliefs that include:

- Recognition of student and teacher rights and responsibilities
- Need for the teacher to teach and students to learn
- Values driven practice. Our values are: integrity, resilience, empathy, respect, responsibility
- A code of cooperation that drives and makes expectations clear and achievable
- A relational approach to developing healthy connections to minimise mistakes and wrongdoing
- A restorative approach to inappropriate behaviour

The model is designed to establish and support:

- A set of generic classroom rules/expectations that are displayed in all classrooms and are negotiated and taught to students by their teachers
- Processes to manage appropriate and inappropriate behaviour that encourages students and staff to own their behaviour and to reflect on the consequences of their actions and is consistent across the school
- A relocation and reflection process that removes the student from the social setting/classroom so the teacher can continue teaching and students can continue learning with a focus on social responsibility
- A 'Think' sheet that asks the student/s to reflect on their behaviour and to make better choices in the future
- A process that collects objective data about student behaviour so we can act quickly and effectively in the interests of everybody
- Practices and processes that are restorative rather than punitive

Correcting off-task behaviours with the 4 Rs

When a student/s is not on-task or not showing work related behaviour respond in the following way:

NON VERBAL INTERVENTION: eye contact, move closer to the student/s, let them know that 'you know', click of the fingers etc.

REMINDER: "Sam, you know our rule about being on time and prepared for work, get on with it thanks."

REDIRECTION: "Sam, you need to stop playing the game on your iPad and begin the work thanks."

RELOCATION: "Sam, you will have to move to that table over there and complete the work thanks."

REFLECTION - TIME AWAY: "Sam, you will have to move to 'Time Away' and I will give you a 'Think' sheet." Repeat the direction/expectation and if the student argues use a-

- **'take up time'** – give the direction/expectation and move away allowing the student time to take up/process what was said.
- **'check-in'**- "Can you tell me what I asked you to do?"
- **'cut-off'** – "We are finished talking about this, we will continue our conversation at lunchtime/recess."
- **'blocker'** – "Are you refusing?"

AVOIDING CONFRONTATION: The 'broken record technique' (standing your ground and repeating over and over the instruction) is not advised as it has the potential to escalate the dialogue into conflict. Avoiding confrontation does not mean avoiding the behaviour. It is quite the opposite. The effective technique is to ignore the secondary behaviours that students use mostly to 'save face'. The above strategy is a clear message to the student and onlookers that the offending behaviour will be addressed and the only thing being escalated are the consequences rather than the stakes and tempers.

DIALOGUE WITH THE STUDENT AT THE END OF CLASS: Use **restorative** dialogue to discuss the behaviour with the student; (This should take a couple of minutes.)

"What were you thinking about when this happened?"

"What have you thought about since?"

"Who has been affected by what you did, in what ways?"

"How can you make things better?"

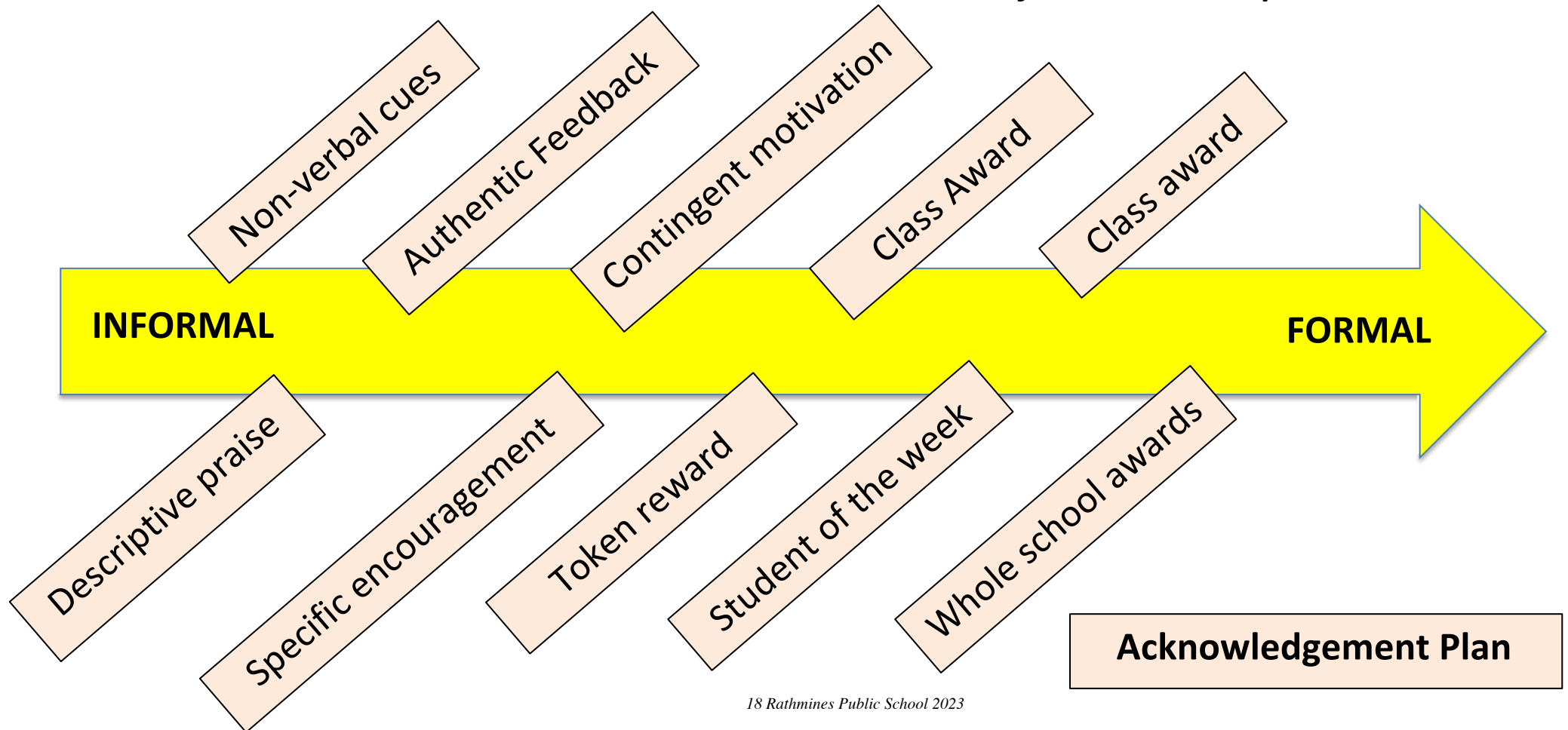
"What can I do to help you?"

OTHER STRATEGIES:

Positives and the 5:1 guide: if you tactically ignore the negative behaviour (consider safety) and focus on positive behaviour several benefits will be gained. You will reduce the stressors involved in the job as you are more positive than negative in your interactions with the class and kids will turn their focus from disruptive behaviour to more positive and socially acceptable behaviour. Try handing out 5 positives to the one negative next class and see how you feel. A simple strategy is to acknowledge the positive work and behaviour of a student before you move to a disruptive student. Make sure that the disruptive students hear the reward and affirmation. This practice assists teachers to establish themselves by explicitly demonstrating the classroom boundaries and how the relational dynamics and agreements operate.

Acknowledgement Plan

- *As a starting point get relationships right*
- *The least intrusive intervention is usually the best*
- *Catch students being good*
- *The more serious the behaviour the more formal is the response*



Rewards and sanction: What really works? (adapted from Dave Stott <http://www.dave-stott.co.uk>)

How effective are the rewards you use in the classroom? Before evaluating them, it's worth spending some time taking a closer look at the balance between sanctions and rewards. Although you may think you are using a positive approach to managing student behaviour, you may be surprised to find that in practice, your style is rather more tipped towards negative consequences.

To check your overall use of rewards and sanctions begin by noting down all the strategies and techniques you use relating to rewarding good and appropriate behaviour and all those strategies and techniques you use relating to sanctions or consequences of unwanted or inappropriate behaviour. It's important to include all techniques, beginning with the simplest and lowest on your hierarchy. Begin both your lists with 'The Look.' Now build up a comprehensive list of strategies. It may appear something like this:

Positives/rewards	Sanctions/consequences
<ul style="list-style-type: none">• 'The Look' (positive facial expression)• Secret positive signal (thumbs up, etc)• Positive verbal comment together with student's name• Sticker/ Certificate• Point or credit if you are using a points system• Positive note/phone call home• Refer to another member of staff• Special privileges (activity, use of play equipment, etc)• Raffle tickets for weekly/termly prizes	<ul style="list-style-type: none">• 'The Look' (negative facial expressions)• Secret negative signals (outstretched open palm indicating 'stop')• Negative verbal comment• Verbal warning• Raised tone and volume of your voice• Invading personal space• Loss of credit or point from system• Negative note/phone call home• One-to-one meeting• On report• Send to another member of staff• Loss of privileges• Time out• Change seat• Detention

The above lists may not be entirely accurate or reflect the exact strategies you may be using. However, it is quite clear that even in a hypothetical list of techniques and strategies, there is a clear imbalance: more negative techniques relate to sanctions and consequences than positives relating to rewards. Even if your own lists are balanced you may find that, in practice, you are overusing the sanction list and could benefit from a focus on more positives – catching them being good.

If you are prepared to let other students hear your comment, then don't simply say 'Good' or 'Well done' – be prepared to add why you are giving the positive comment: 'Craig, that's great, well done you've put your things down and you're looking at me.'

How effective are your rewards?

Moving through your hierarchy of positive rewards, how effective are they in practice? Are the rewards offered valued by students? Do you have some individual rewards specifically designed to manage the individual needs of some students? Are any of your rewards directed toward the whole class group? If, through your monitoring of student behaviour, you are aware that even though you are using the recognised rewards within the school/class environment, they are not having any effect, it's time to review the rewards. There is no point continuing to use something that is not working. This is true not just of rewards but also consequences and sanctions. Continually monitor the range and number of rewards you are using. Are they being used with all students or just those who demonstrate poor behaviour? Take time with your students to review rewards, techniques and strategies and be prepared to consider suggestions that will increase effectiveness.

About praise and encouragement effective

- Be explicit about the behaviour and be specific with the praise – “You’ve done a good job because you have...” rather than “Well done.”
- Be authentic. Praise with sincerity and enthusiasm and use a variety of ways. Make a big deal of it. Smile, show warmth, make eye contact, try to individualise, teach students how to accept a compliment by using Affirmation Circles.
- Don’t wait for behaviour to be perfect before praising.
- Use praise consistently and frequently, especially when the class or student is first learning a new skill or behaviour.
- Focus on a student’s efforts and learning, not just the end result.
- Promote self-praise and self-reflection, eg “How do you feel about what you have achieved...?”
- No Buts! – don’t mix praise with a correction or negative feedback - “You cleaned up your desk like I asked **but** next time do it before I have to ask you.”
- Balance praise of academic as well as social behaviours.
- Use proximity praise and parallel cueing – instead of focusing on the student who is disengaged, praise those who are working on the task and completing their work.
- Have positive and high expectations for all students –every student has potential and if you show that you believe in them they will develop self-belief leading to self-motivation.

Move from extrinsic to intrinsic rewards. Early years students are motivated more by extrinsic rewards due to their stage of life span development. Encouraging a “love of learning” and the inner satisfaction of problem solving and overcoming academic obstacles will develop the intrinsic motivation for student to do their best in your classroom.

Finally, if positive rewards are to be truly effective they need to be something that the student values and appreciates, something we are comfortable using and are aligned to our school behaviour policy.

Using Descriptive Language

Instead of:

Manipulating student's behaviour by using up classmates as examples

"Ben and Claire are lining up, why can't the rest of do that?"
(announced to the class to get a few students to stop pushing in the line).

Phrasing directions as questions

"Could you please wait until it's your turn to speak?"

Using sarcasm

"Samantha, you're in grade 3, children in Kindergarten can follow rules better than you. Why am I not surprised by your behaviour?"

Generalising about a child's motivation

"You're testing my patience, aren't you? I think you enjoy starting arguments during recess."

Pulling in negative history

"Tim we've talked about this lots of times. How many times do I have to remind you to keep your hands to yourself when walking in line?"

Try:

Telling the student directly what to do

"Ben and Claire come with me to the end of the line. Show me how to follow our lining up routine." (said quietly to both students).

Phrasing directions as directions

"It's time to listen." (in a matter-of-fact tone with a raised-hand signal for attention).

Pointing child in the positive direction

"Samantha, stop. Now walk to your classroom. I'll watch you from here." (in a firm tone).

Figuring out what's going on for a student

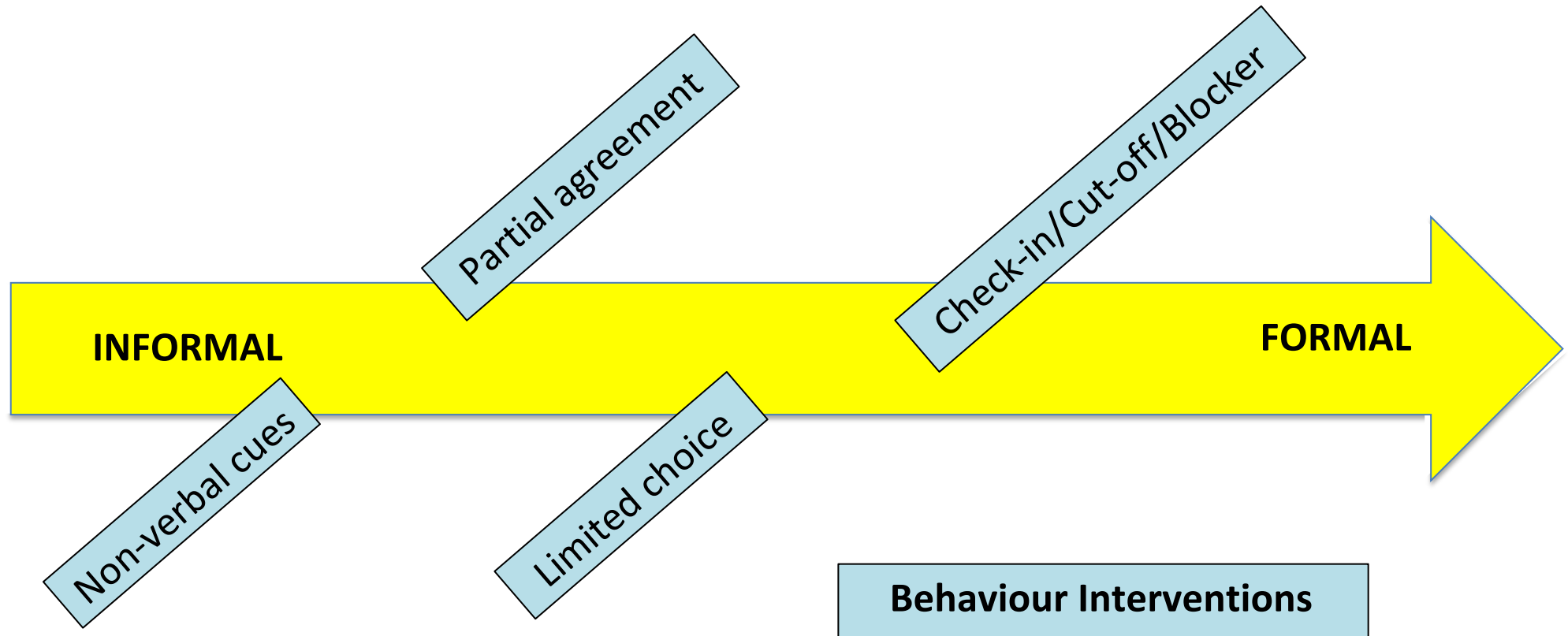
"It looks like recess is a hard time of day for you. What's happening at recess that makes it hard to remember our rules about safety?"

Remaining in the present moment

"Taylor, hands to yourself in the corridor. Walk with me thanks."

Behaviour Interventions

- *As a starting point get relationships right*
- *The least intrusive intervention is usually the best*
- *Catch students being good*
- *The more serious the behaviour the more formal is the response*



33 Behavioural Interventions

Least intrusive to most intrusive

1. SILENTLY LOOKING ON

Standing watching with expectation of appropriate behaviour

2. TACTICAL IGNORING

Looking past/away, eye sweeping actions as long as safety is not an issue

3. NON-VERBAL MESSAGES

Body language, facial expressions, showing approval or disapproval

4. TEACHER PROXIMICS

Teaching standing/moving near/moving away from students/inviting self into student space

5. CASUAL STATEMENT OR QUESTION

How is it going? What's happening? Where are you up to?

6. ENCOURAGEMENT

Come on you are nearly finished/It's looking better every minute/I can see you are trying hard by using all the tools

7. AFFIRMATIONS

I like it when you play well together/When you cooperate you get more work done

8. PARALLEL CUEING

Teacher praises/acknowledges behaviour/effort of student close by

9. SIMPLE DIRECTIONS

Put that iPad away now thanks/Back to your seat now Jane

10. RESPECTFUL INSTRUCTION

Thank you for putting your bag on the bench or Thank you for putting your chewing gum in the bin

11. RULE REMINDERS

Peter, remember our rule about respecting others and their property, return it and get and begin the work. What is our agreement about playing near the windows?

12. NON-DIRECTIVE/REFLECTIVE STATEMENTS

I see you are playing in the wrong area, what are you thinking about now?
I notice you missed the bin with your rubbish?

13. HUMOUR/DEFUSION

Come on you won't die if you pop it in the bin
You're going at warp speed, speed of walk will do

14. PARTIAL AGREEMENT/RE-STATEMENT

I agree that it might be boring but the chairs need to be stacked

15. DISTRACTIONS AND DIVERSIONS

If we anticipate a problem then give them a job to do, ask an unrelated question etc.

16. QUESTION & FEEDBACK

Can you tell me what is happening here? What are you doing? What were you thinking when.....?

17. AFFECTIVE 'I' STATEMENT

When you _____ (state the behaviour) **I feel** _____ (state the feeling) **I need you to** _____ (state the expectation)

18. DIRECT INSTRUCTION

Stop that, sit down now and begin the work thanks

19. LIMITED CHOICE

You can put it away now or place it on my desk, your choice

20. CONDITIONAL DIRECTION

Yes.....when.....

Yes you can read your book **when** you have finished your reflection

After.....then.....

After you have completed the worksheet ***then*** can play that game.

When.....then.....

When you have cleaned your work area ***then*** you can go to lunch.

21. TAKE UP TIME

Teacher gives direction/choice and then moves away to allow student time to process the expectation and to reduce the risk of confrontation

22. CHECK-IN

Can you tell me what I just asked you to do?

23. CUT-OFF

We are finished talking about it, we can continue at lunchtime

24. BLOCKER

The teacher asks the question – are you refusing?

25. ONE ON ONE CHAT

Take the student aside and explore the behaviour and discuss a plan for change

26. COOL-OFF TIME

Time away from the group to move from red zone to blue zone emotions

27. TIME OUT/TIME AWAY

Planned area of the classroom/playground for students to reflect about their behaviour

28. PLAN/CONTRACT/AGREEMENT

A plan developed to collect objective information about specific behaviours or to modify them

29. PHYSICAL INTERVENTION

Move between students to stop the conflict but only when your safety is not at risk

When, and only when appropriate move/guide the student away by holding their arm

30. PRACTICE & FEEDBACK

Repeating of wanted behaviours with feedback to reinforce and embed

31. COUNSELLING/SUPPORT/ASSESSMENT

A range of one-to-one time with staff to address specific behaviour

32. CLASS CONFERENCE/MEETING

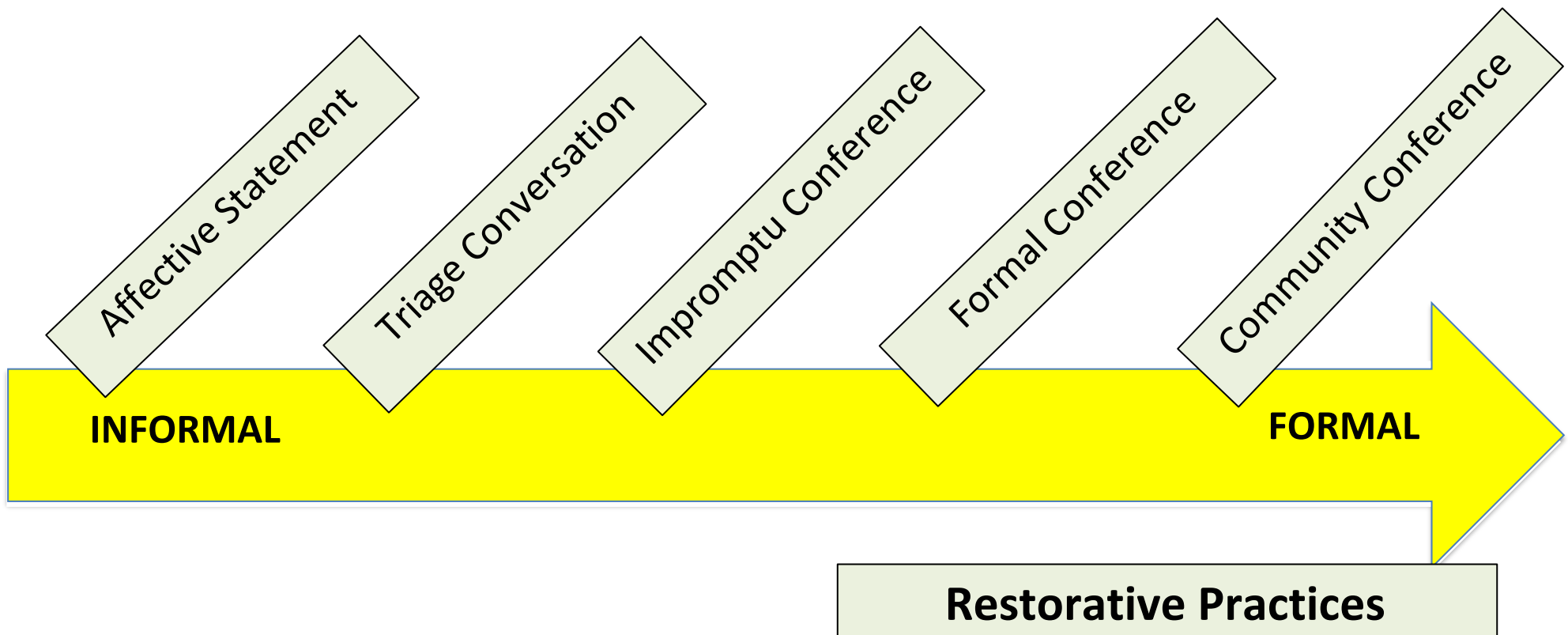
When behaviour affects most of the class and most of the class are responsible a scripted class meeting is held

33. EXIT FROM CLASSROOM

Student exits the classroom and is supervised elsewhere to reflect on behaviour and problem solve

Restorative Practices

- *As a starting point get relationships right*
- *The least intrusive intervention is usually the best*
- *Catch them being good*
- *The more serious the behaviour the more formal is the response*



Moving along the continuum of Restorative Practice

1. Use Calm & Assertive Body Language, calm tone & non-violent communication

2. **Affective Statement ('I' statement):**

When _____
I feel _____ I need you to _____

3. **Triage conversation**

1. You have the strengths of....
What are your top character strengths?



2. And I know you share our school value of....



3. This was not your moment/day



4. Let's talk about what we need to do to make things right again



5. How do you think Felt when you said/did that?



6. What can we do to make things right?



7. One more thing: We need to make sure you complete the work you missed



8. What went well in this conversation?

4. Small group informal conference –

- *impromptu meeting including students involved in dispute/rupture*
- *set guidelines for the chat:*
 1. *Everyone will get a chance to speak – please don't interrupt*
 2. *The purpose of the chat is to make things right so we can move on*

What has happened?

What were you thinking/feeling when you?...

Who has been affected/harmed/hurt by what you did/said?

What needs to happen now to make things right?

What could we agree to do if this happens again?

*What, where, when, which, who, how questions are more readily answerable and helpful.
Why questions are not so effective.*

5. Formal Conference

- *Relevant students, parents, staff are invited*
- *The set-up of the meeting is important. Chairs are arranged in a circle*
- *Participants are reminded of guidelines:*

1. Everyone has the right to speak without being interrupted

2. Everyone is responsible for their own behaviour choices

3. Language must be respectful and kind

4. If our school values are not upheld during the discussion it will end and other behaviour support strategies will be implemented

- *Responses are recorded to the following questions*

What has happened?

What were you thinking/feeling when you?...

Who has been affected/harmed/hurt by what you did/said?

What needs to happen now to make things right?

What could we agree to do if this happens again?

- *To close the meeting follow the ORID framework for reflection*

Objective questions – Reflective questions – Interpretive questions – Decisional questions



Rathmines Public School

Formal Restorative Meeting Date: ___/___/___

Participants: _____

Meeting Guidelines

1. *Everyone has the right to speak without being interrupted*
2. *Everyone is responsible for their own behaviour choices*
3. *Language must be respectful and kind*
4. *If our school values are not upheld during the discussion it will end and other behaviour support strategies will be implemented*
5. *The purpose of this meeting is to “make things right” so that we can all move on*

- What happened?

- What were you thinking/feeling when you?

- Who has been affected by what you did/In what ways?

- What have you thought about since?

- What needs to happen to make things right?

- How could I use my character strengths if this happens again?

O - What have we talked about today?

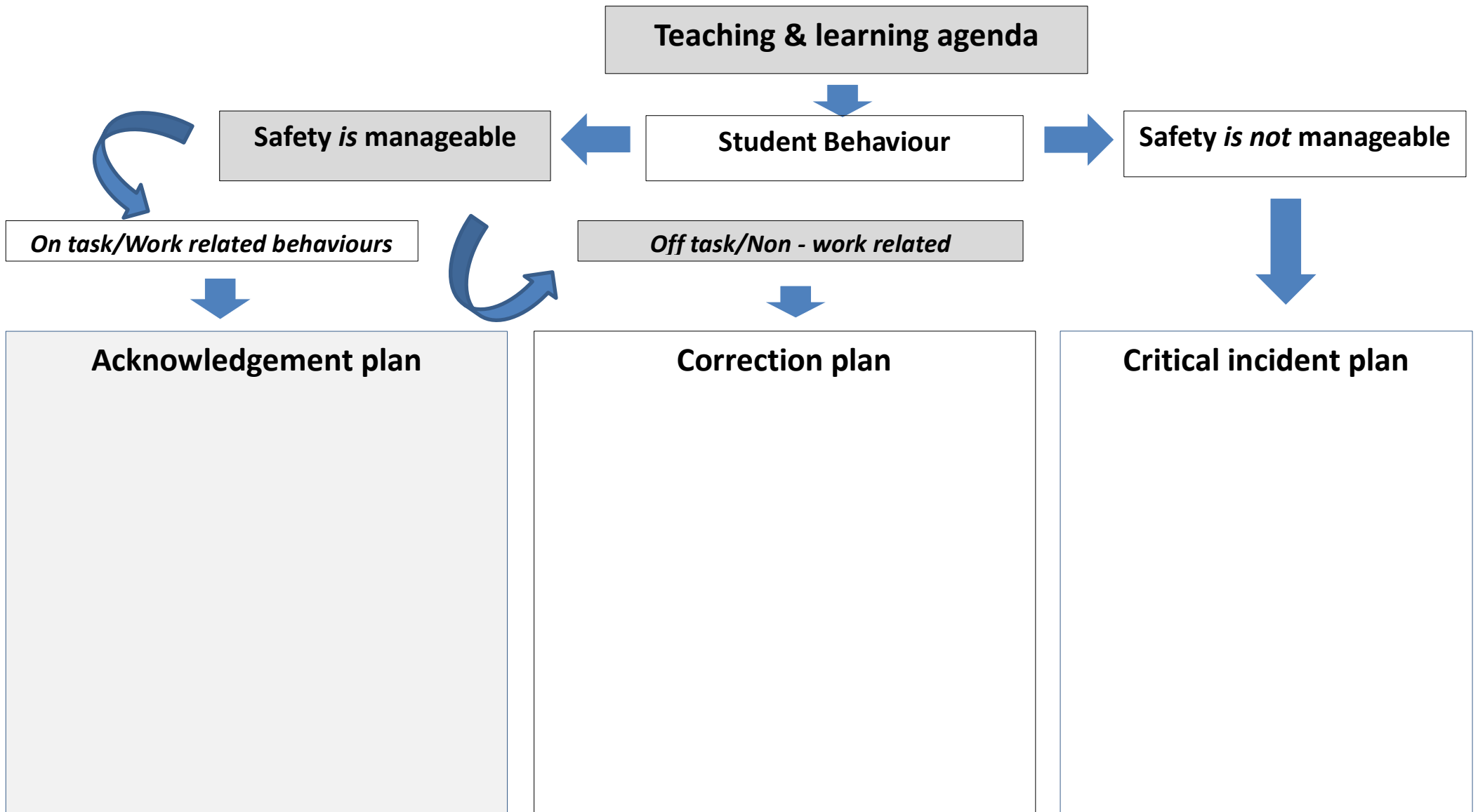
R - How did you feel during this process - what was surprising or unexpected

I -What do you think was the most important thing we spoke about

D - What do you think will be different now? How will you act differently?

Signed: _____

Appreciative Inquiry: Explicit framework to support positive student behaviour



Appreciative Inquiry: Explicit framework to support positive student behaviour

Classroom Relationship Development

Establishing relationships

Harm to relationships

Strengthening relationships

Establishment plan

Strengthening plan

Restoration plan