



**HURUNUI COLLEGE**

enter to learn, leave to serve

whakauru ki tē ako, wehe atu kia manaakitia

# MANAGING RELATIONSHIPS HANDBOOK



## KEY POINTS

We aim to:

1. Develop and communicate clear expectations and maintain these consistently.
2. Work hard to maintain positive relationships with students. This is the key to our success in managing student behaviour.
3. Model the behaviour we expect from our students.
4. Problems can be avoided by effective planning, interesting and well-focussed lessons which cater for the needs of the students.
5. The person closest to the problem is the best person to deal with it.
6. There is a referral system for ongoing or serious problems.
7. It is important to keep accurate and timely records of behavioural issues.
8. Effective and clear communication to students, colleagues, and parents is an important component of our Relationship Management System.
9. All teachers work collegially to support the Relationship Management System

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Te piko o te māhuri, tēā te tupu o te rākau.

The way a sapling is nurtured determines how strong it will grow

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## INTRODUCTION

The PB4L framework and restorative practices are the tools we use at Hurunui College to reach the school's vision as an aspirational learning community where all are empowered to reach their potential.

This booklet discusses the principles of our approach, how we go about establishing positive environments in our classrooms, and how we deal with the problems that arise.

## PRINCIPLES of PB4L School Wide and Restorative Practices

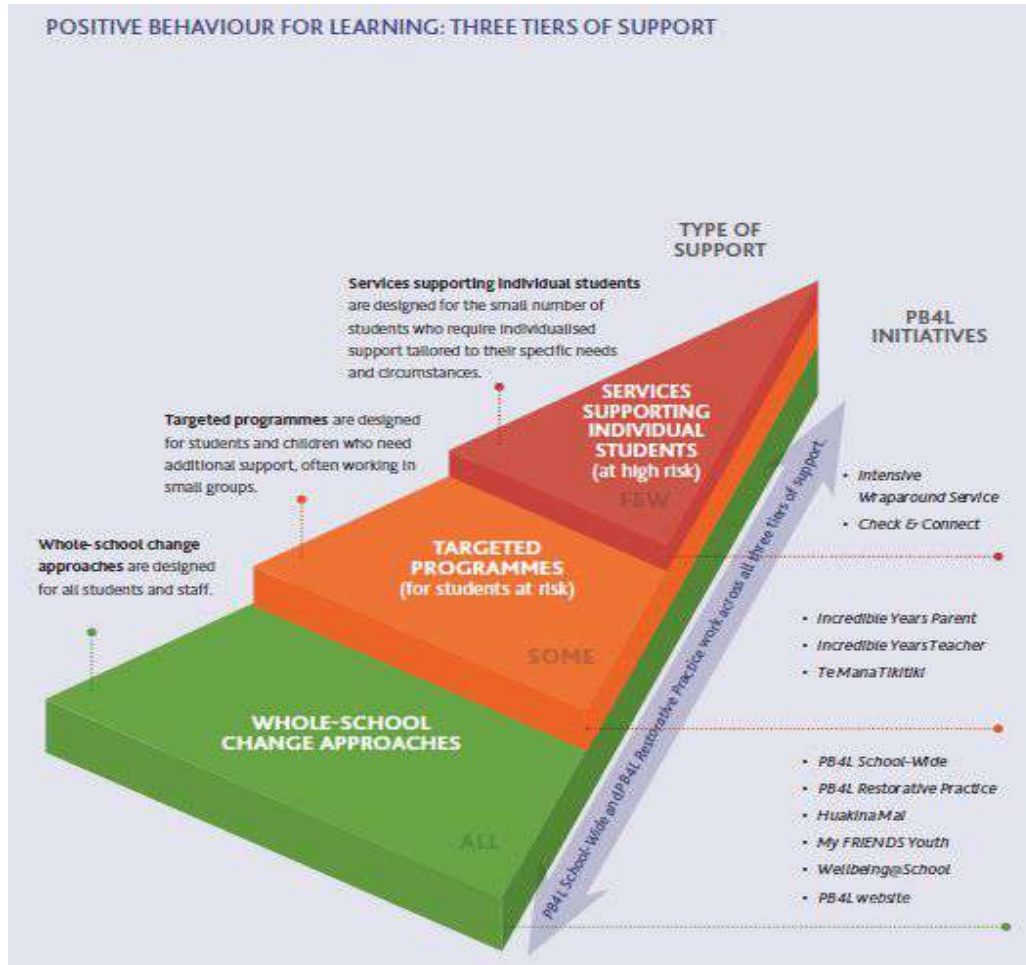
PB4L School-Wide takes the approach that opportunities for learning and achievement increase if:

- the school environment is positive and supportive
- expectations are consistently clear
- students are consistently taught desired behaviours
- students are consistently acknowledged for desired behaviours
- behaviours are responded to in a fair and equitable way.

**Tier 1** - is the foundation on which the other two tiers are built. It looks at the support systems and processes across the whole school – things that impact on all students and adults.

**Tier 2** - provides interventions for students who require additional behaviour and learning support.

**Tier 3** - provides a more individualised and intensive support for students who experience chronic, severe and challenging behaviour.



Restorative Practice is a relational approach to school life grounded in beliefs about equality, dignity, mana and the potential of all people.

The PB4L and Restorative Practice model focuses on building and maintaining positive, respectful relationships across the school community and offers all staff best-practice tools and techniques to restore relationships when things go wrong. By building and maintaining positive, respectful relationships within a school, staff to staff, staff to student and student to student, issues are more easily managed.

PB4L and Restorative Practice is based on a set of best practice tools and techniques to support a consistent and sustainable approach to managing positive, respectful relationships within the school.

Through the application of the PB4L and restorative principles, Hurunui College works to achieve the following positive outcomes:

- a calmer school environment, with less classroom disruption and more time for teaching
- an increase in the engagement and learning of students in the classroom
- growth in relational and problem-solving skills, both for adults and students across the school community
- improvements in attitudes and relationships across the whole school community
- a consistent best-practice approach across the whole school community that aligns with the school's shared values.

# CREATING A SUPPORTIVE LEARNING ENVIRONMENT

'Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive.'

The New Zealand Curriculum, page 34

Creating a supportive learning environment that helps students to develop the competencies of self-management, participating and contributing, and relating to others must be a priority for all teachers. Through collaboration with students we aim to create an environment where all students feel valued, included, supported, and secure, and in which they take responsibility for themselves and others. There will be routines in place that promote safety, smooth transitions between activities, and a calm and cooperative space for learning and socialising. The environment will be inclusive, underpinned by our shared values, and supportive of the needs and aspirations of all learners and their whānau.

Six important strategies support the development of a positive, proactive, and instructional approach to behaviour at Hurunui College:

## 1. Collaboratively Developing Behaviour Expectations

Hurunui College has identified and put in place expectations for behaviour for both teaching and non-teaching spaces. These agreed set of expectations across the school ensures a consistent approach. This clarity and consistency helps students to reflect on and monitor their own behaviour. These expectations align with our core values of Respect, Integrity, Service and Excellence.

## 2. Establishing a Supportive Physical Environment

The physical environment your students experience plays a vital role in supporting positive behaviour. It can help to promote learning and prosocial behaviour by providing spaces for independent work and purposeful talk and interactions, access to information technology, and visual prompts for using strategies when needed. It can also facilitate the celebration of diversity by displaying images of diverse peoples engaged in a range of activities, iconography that reflects the cultural narrative of the area, and the language(s) of tangata whenua and other groups in your community. This all helps to signal to your students that their cultural identities are valued.

## 3. Establishing and Explicitly Teaching Routines

Sensible routines help to set your students up for success. Routines for your teaching and learning spaces reflect Hurunui Colleges broad expectations and matrix of expected behaviours. Having routines in place for actions such as getting and returning materials, transitioning between activities or spaces, early finishing, using activity centres, asking for help, and working with a partner or in groups improves the

flow of activity and instruction and helps create a calm, well-ordered environment for learning. When you and your students have decided that a routine is needed for a particular situation or way of working, discuss with your students:

- Why do we need this routine?
- When do we need it?
- How will it help us to learn, play, or socialise together?
- What do we expect to happen in the routine?
- What would work to remind us to follow the routine? (e.g., signage, a signal, tuakana providing prompts and reminders to teina)

Describe the routine in a way that is accessible and manageable for all students. Word the routine in positive terms, focusing on what students should do, rather than what they shouldn't do. List the steps for the routine, making sure that they are relevant and meet the needs and ways of working of your students and are suitable for the learning space. In the same way that school-wide or classroom expectations need to be explicitly taught, routines need to be taught and practised until students are fluent with what is required. Explicit teaching includes describing, modelling, practising, and most importantly, providing helpful feedback as the routine is practised. For younger students, role-playing can be helpful, as can 'thinking aloud', in which you explain your thinking as you practise or imagine a particular routine – for example, It's a wet lunchtime today ... What sorts of things can I do in a wet lunchtime? ... What will I need to remember before the bell goes after lunch? ... Time to pack up my game, go to the bathroom, wash my hands, and be ready for the bell.

#### 4. Using Preventative (non-contingent) Strategies

Using preventative strategies is a key way in which you can create an environment that supports positive behaviour. Sometimes, you might feel that you spend much of the school day reacting, responding, and 'putting out fires', behaviourally speaking. This can be exhausting and frustrating, and it can take up a great deal of valuable instructional time. It can also mean that some students get less attention or are left waiting while behavioural issues are resolved. Often, behavioural challenges at school are triggered by issues and experiences that are outside of the school's control. Students' behaviour is influenced by the modelling and feedback they are exposed to outside of school. In particular, social learning at home and in the community is a powerful influence on the ways in which students respond to stress, frustration, and challenges in forming and maintaining relationships. While you will generally only have a limited influence on your students' experiences beyond the school, you can implement strategies in your learning space that will reduce the likelihood of challenging behaviour and help to create a positive instructional and relational environment. Actively and explicitly teaching behaviour will support these strategies, helping students to be clear about expected behaviour and fluent with the routines attached to particular activities and learning spaces.

Examples of preventative (non-contingent) strategies include the following:

- Remind students of the expected behaviour before they begin a task or activity.
- Prompt students to think about routines (e.g., the routine that supports a smooth transition).
- Ensure that all students are clear about a task or activity before they begin, and that they either have the tools and materials they need or can easily get them when needed.
- Use 'thinking aloud' to model how to plan for and work through a likely problem or situation (e.g., What will I do if I need help? I have finished early, so what will I do?)
- Ensure that the instructional pace is appropriate for the needs of all your learners – ideally quick

enough so that students stay focused and interested, but with sufficient 'thinking time' for everyone to understand and respond (e.g., during group discussion).

- Check frequently for understanding and repeat instructions if necessary.
- Use the 'Two-by-Ten' strategy to promote caring relationships with your students, especially those whose behaviour challenges you most. This involves identifying a student with challenging behaviour and committing to having a personal conversation on anything that interests the student for two minutes every day, for 10 consecutive days.
- Ensure that students who are likely to need more frequent advice or feedback know strategies for self-help or appropriate ways to seek help from their peers or an adult.

## 5. Providing feedback and encouragement

Feedback and encouragement are fundamental to building warm, caring relationships with your students that are focused on their strengths and potential. While feedback focuses on what a student has done or attempted to do, encouragement will be 'future focused' and should convey positive expectations and a belief that the student can improve and succeed. In learning environments built on core values such as manaakitanga and aroha, students are noticed for their efforts and progress and valued for the unique contributions they bring to the learning community. Teachers are skilled at providing quality academic feedback that helps students to understand what they need to do to improve their work. In the same way, behavioural feedback will help your students to understand what they need to work on to improve relationships, to regulate their emotional responses, and to manage their learning.

Here are some key practices for acknowledging positive behaviour:

- Provide feedback and encouragement as your students meet behaviour expectations.
- Notice and recognise attempts, approximations, effort, and progress. For example, for some students the effort required to be calm in the face of frustration is great and deserves acknowledgment.
- Give feedback privately for older students. Sometimes a simple 'thumbs up' or smile will be sufficient.
- Encourage your students to notice the good work and behaviour of their peers. For younger students, a 'compliment circle' can be a useful way of supporting them to respond positively to each other and of building self-esteem.

## 6. Providing Feedback and Fair Consequences for Problem Behaviour (contingent strategies)

While it is important to have a planned approach for responding to problem behaviour, as much as possible the focus should be on preventative (non-contingent) strategies and creating a supportive environment where problem behaviour is less likely to occur. However, even in the most positive of environments there will be times when a fair and logical consequence is needed. For example, it is logical for students who have left an area of the learning space untidy, despite an agreed expectation and reminder to leave it tidy for the next group, to have to tidy it in their own time. Similarly, it is reasonable for a student who has spoken disrespectfully to another student or teacher to apologise, and, if the behaviour is repeated and the student warned about the possible consequence, to have to give up a privilege. As your students are learning and practising new ways to behave, it is inevitable that they will make mistakes. Often these mistakes will be linked to a student's ability to self-manage and to regulate their emotions. In the same way that we provide feedback for academic learning, feedback around these mistakes needs to:

- occur as soon after the incident as possible

- be given calmly and privately
- relate specifically to the behaviour expectations for the learning space
- recognise the student's particular behavioural strengths and challenges
- explain what the student did appropriately and what they need to do differently next

time.

As a PB4L–SW school, you have access to a menu (or continuum) of responses for discouraging problem behaviour. This will include low-level (non-explicit) responses, such as reminding a student of the expected behaviour or redirecting them to a more appropriate behaviour, and higher level responses (explicit), such as meeting with parents or holding a restorative hui. Try to use the least aversive consequence where possible, but where repeated incidents of the same minor misbehaviour occur, you may decide to tap into the schoolwide higher level systems for responding to major behavioural incidents. Key considerations for responding to problem behaviour include the following:

- Where it is possible to safely ignore problem behaviour, particularly with young children, the behaviour is likely to decrease because it is not receiving the 'oxygen' of attention.
- Make sure that there are visual prompts to remind students of expected behaviour. If you have a matrix showing the expected behaviours for the learning space, use these as a teaching tool when you need to redirect a student.
- Think environmentally. When a behavioural incident occurs, consider if there are aspects of the instructional or relational environment that need to change, routines that need to be reviewed or retaught, systems or practices that need to be reviewed or developed, and relationships that need to be strengthened.
- Make sure that consequences are educative rather than punitive – they should help a student to understand what is expected of them, to restore relationships where needed, to develop empathy and an understanding of the impact of their behaviour on others, and to strengthen their ability to manage their behaviour in the future.
- Where possible, create opportunities for a student to practise new, preferred behaviours and to receive feedback as soon and as often as possible.

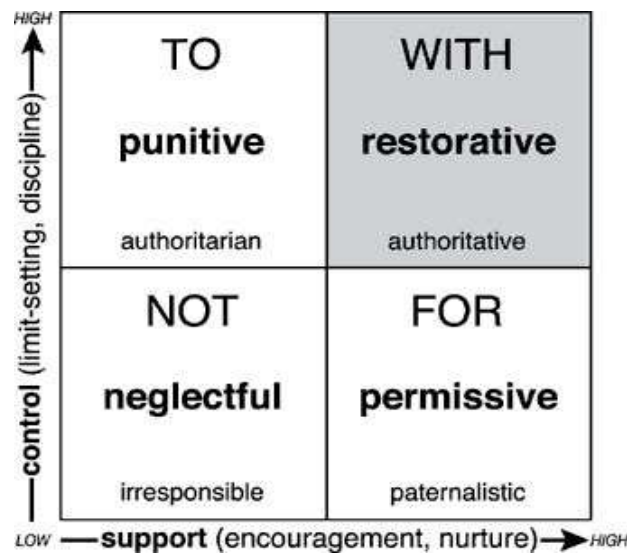


# RESTORATIVE PRACTICES

*"An ideal approach to wrongdoing is one that strengthens the connections between people within a community. This approach is highly confrontational to the wrongdoing, but at the same time, fair, honest and highly supportive of all the people involved. This approach is based in the art of listening and the search for shared understanding of how people are affected by the actions of others. This approach is the way forward and its name is restorative justice"*

*Hansberry 2004*

Restorative Practices at Hurunui College underpin the PB4L-SW framework helping in creating a supportive learning environment. The approach is one which supports our vision and values by encouraging students to value relationships of care and respect, to take responsibility for their behaviour and be accountable for their choices, become critical thinkers, confident and resilient.



Restorative Practices are about working in the "with" quadrant as much as possible. This approach may challenge some of our concepts about how teachers work, and require a re-thinking of our role in the classroom. Restorative Practices include strategies such as the Mini-Chat, Mini-conferences, Class Circles, and Full Conferences (for the most serious offences).





# ENCOURAGING POSITIVE BEHAVIOUR

Positive behaviour can be learnt. A safe and caring environment that supports positive learning behaviour needs to be created.

Tips for success:

- you can't do it alone – kia mahitahi, work (and learn) as a team
- show children and young people you care, show that you believe in them, show that you trust them and play with them often
- have high (and realistic) expectations for children and young people. They will rise to these
- family and whānau usually know their children or young people best – involve them and you increase your chances of connecting with a child or young person
- children and young people don't always know how to behave – you need to teach, regularly practice and positively reinforce the behaviour you want to see
- provide the foundations for all children and young people to learn and succeed – make sure all of your school or systems support positive behaviour
- remember the quiet ones – those who internalise their behaviour (e.g. withdraw or sulk) need the same positive attentions as those who externalise behaviour.

## Non Contingent Management Strategies - Providing a positive and inclusive learning environment

### Care and Learning Expectation

- Teachers have high expectations (that are achievable) for all children and young people and show them they believe they can succeed.
- Teachers show children and young people they care about them.
- Teachers greet each child or young person every day when they arrive and ask after them by name. They are greeted in their own language.
- Teachers listen, have empathy and have positive regard for others.

### Routines

- Routines are explicit and directly taught. If children or young people have difficulty with a routine, it is modelled and immediately re-taught in a simplified way.
- Schedules and routines for handling transitions are predictable.
- Children and young people spend most of the time engaged in active learning.

### The Physical Space

- The room has sufficient space and access to materials to support teaching activities and smooth transitions.
- Instructional areas have clear, visual boundaries for children and young people. The teacher(s) can see all children and young people when scanning the room.
- Inattentive and easily distractible children or young people are close to the teacher's desk/near the teacher(s).
- The teacher is visible to the children and young people and moves throughout the room.

### The Classroom Programme

- The curriculum programme provides opportunities for learners to engage in tasks likely to enhance their self-awareness, interpersonal and social awareness, self-regulation and management, relationship skills and responsible decision-making.
- The classroom programme supports social relationships through shared activities, peer tutoring, cooperative learning, acknowledging the accomplishments and cultures of all learners.

## Transitions

- The teacher(s) greet each child or young person by name when they arrive.
- The teacher(s) gets attention before giving instructions.
- Transitions between activities or rooms are directly taught and are practised.

## Positively stated behavioral expectations are clearly displayed and taught and revisited regularly

- A small number (three to five) of positively and clearly stated expectations or rules are defined and communicated to the children or young people.
- Behaviour expectations are developmentally appropriate and achievable for the children or young people.
- Behaviour expectations are clear, positive and visually displayed in the centre or classroom.
- Behaviour expectations are directly taught. When children or young people have difficulty with a particular expectation, and associated social and emotional skills, it is immediately re-taught, practised and reinforced.
- Children and young people make a written or verbal commitment to follow the behaviour expectations.
- Children and young people can state the behaviour expectations.

## Reward systems are utilised with a continual focus on the free of frequent

- The teacher uses at least four positive interactions for each instance of corrective feedback.
- The teacher gives children and young people who are engaged and following directions frequent attention, praise and encouragement.
- Incentives are earned by children and young people to motivate them and increase positive, appropriate behaviours.

## Contingent Management Strategies for addressing minor behaviour

### Non-explicit responses to managing minor problem behaviour

Not all behaviours require an explicit response. Certain behaviours occur spontaneously during a lesson or activity that are minor yet contrary to Hurunui Colleges expectations.

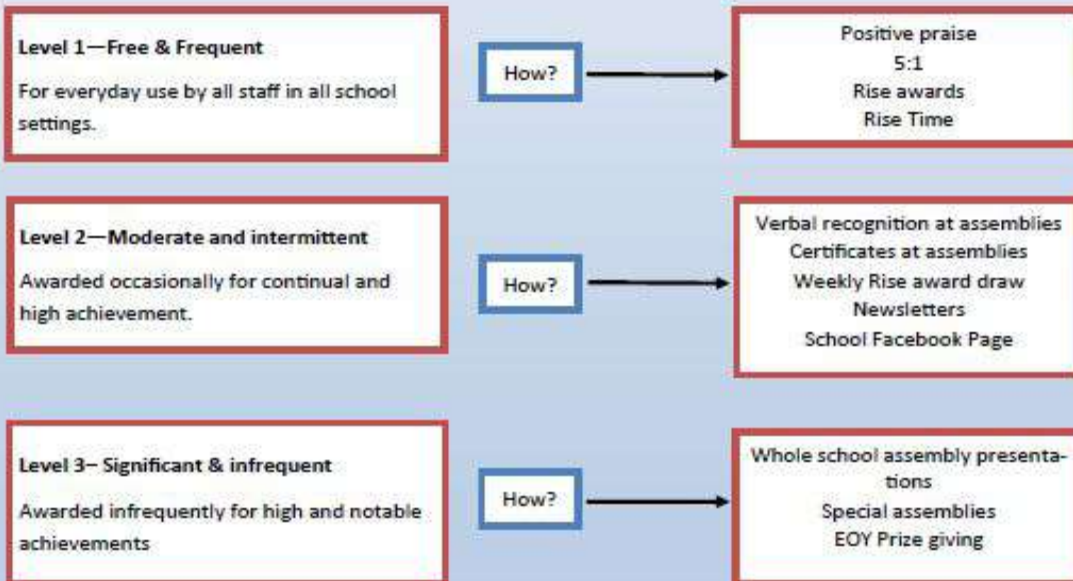
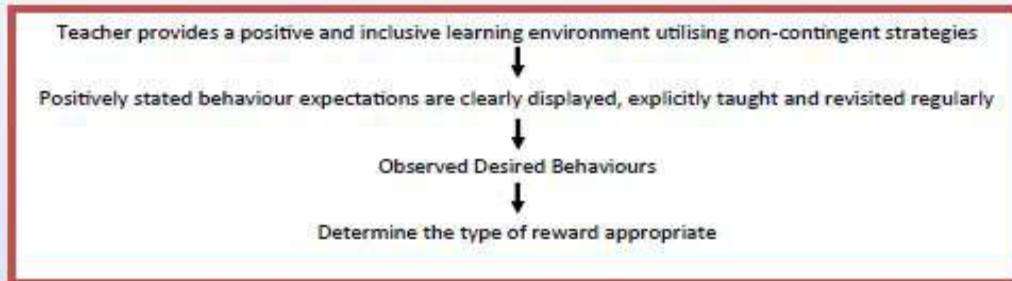
- Proximity control - standing near a student who is behaving inappropriately.
- Signal or non-verbal cue - eye contact, hand gesture, clearing one's throat. A simple non verbal cue like this can be enough to suggest to the student that you are aware of their behaviour and prepared to intervene if it continues.
- Ignore, attend, praise - The teacher praises an appropriately student near a second student who is not. The praise indirectly remind steh student of the expectations.

### Explicit responses for managing minor problem behaviour

- Prompt - Anticipating that one or more students may not follow the expectations, you prompt them about the expected behaviour.
- Redirect - This strategy is a very brief, clear restatement of the expected behaviour. A redirect is often links to a behaviour from the expectation matrix.
- Reteach - A reteach builds on the redirect, by reviewing the desired behaviour or routine more thoroughly. It briefly capitalises on the teachable moment. Label the behaviour, unpack it, and give the student the immediate opportunity to practice by demonstrating it to you.
- Provide choice - You direct the student to choose between the desired behaviour and an alternative.
- Student conference - This is a lengthy reteaching or problem-solving opportunity when misbehaviour is more frequent or intense. Discuss the problem, teach the desired behaviour and explore the reasons for it,

and make a plan to ensure the behaviour is used in the future.

## **POSITIVE REWARDS SYSTEM**



# DISCIPLINE and REFERRAL SYSTEM

