

# Behaviour Management

All behaviour is a form of communication.

It serves as a reminder to look deeper, to see what is behind the behaviour.

One size does not fit all.

We customise our approach to behaviour based on each child's unique needs, rather than implementing a one-size-fits-all template. As a result, you may observe a diverse range of strategies being utilised to address behaviour. We are **relational, responsive and restorative**.

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EVIDENCE BASED

SCHOOL CULTURE

STRENGTH BASED  
& POSITIVE  
REINFORCEMENT

MESS UP, OWN UP,  
PUT IT RIGHT,  
MOVE ON

IT'S REALLY  
COMPLICATED

We use evidence based practises:

- Trauma-informed
- Restorative Practise
- Awareness of self- Interoception and Zones of Regulation
- Whole brain learning: mindfulness/ brain breaks
- PACE approach: Playfulness, Acceptance, Curiosity and Empathy

- We teach the values of kindness, belonging, passion and bravery, which we use to set clear boundaries in all settings.
- We use the well-being model of Te Whare Tapa Whā
- We use the three tiered approach of E Tū Tāngata.
  - You have Value
  - Together we Succeed
  - Others Matter

- We focus on learners' strengths.
- We celebrate success.
- An individual may have their own agreed system in place to develop certain targeted behaviours.
- A class might implement a temporary system to reinforce positive class culture.

- We all mess up from time to time. Each time is a potential learning experience.
- In some cases natural consequences are put in place, such as missing a play time.

- In some cases, children come to school with complex backgrounds and life experiences. For a variety of reasons some children have yet to learn to regulate their emotions. This is a long-term process for our trained professional staff.
- Individual plans are developed for these children and our response to incidents is very different to the majority of other children who can regulate their behaviour.