

# 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**.

1

**EVIDENCE BASED**

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

2

**SCHOOL CULTURE**

- 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

3

**STRENGTH BASED  
& POSITIVE  
REINFORCEMENT**

- 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.

4

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

- 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.

5

**IT'S REALLY  
COMPLICATED**

- In some cases, children 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.