Decision making flow chart for use by schools when self assessing their behaviour management processes and practice in regard to the implementation of 'Guidance for New Zealand Schools on Behaviour Management to Minimise Physical Restraint'

Understanding Behaviour – Responding Safely

Whole school staff training to support behaviour management practice through prevention and de-escalation

What are our priorities?	Reflection questions & next steps	How will this training help our processes & practice?
	(Before attending training consider the following actions)	

1. Assurance
We want to ensure our school policies and procedures are aligned with the '*Guidance for New Zealand schools on behaviour management to minimise physical restraint'*.

- *Do we have a good understanding of the definition of restraint and why this practice needs to be minimised?*
- *Do we have any school policies and procedures on restraint and do they align with the new guidance?*
- *Do the ways in which we have managed recent incidents align with the new guidance?*
- *How do we currently report to the BoT about incidents?*

BoT and school leadership:
- Read the Guidance & discuss.
- Review policies and procedures relating to this topic.
- Review records of previous incidents, if any

- Establish and maintain professional leadership on this topic
- Increase confidence that should a serious and/or dangerous behaviour incident occur it will be managed safely.
- Establish a team approach with oversight of this area of practice.
- Align your school's policy and procedures with the latest guidance to promote consistently safe practice.
- Use behaviour data to inform the systems and practices in place in your school

2. Staff and student safety/wellbeing
We want to ensure that students and staff are learning and working in a safe environment

- *How do we make student and staff wellbeing and safety a priority in our school?*
- *How do we find out whether students and staff feel safe in this school?*
- *Are there systems and practices that we could implement to help make all students feel safer?*
- *When incidents have occurred in the past, how were these managed in ways that maintain the wellbeing, safety and dignity of those involved?*

Staff & leadership consider:
- Systems for gathering data about wellbeing and student safety
- Processes & procedures for capturing student voice
- Results & data from surveys, SMS and/or incident reports

- Understand student and staff wellbeing issues in the school
- Provide assurances to your school community that the school has systems and procedures in place to support student safety and wellbeing.

3. Improving teacher practice
We want to ensure our teachers have the knowledge and skills they need to manage escalating and dangerous behaviour and that all staff feel safe in escalating situations.

- *How is improving teacher practice of managing escalating behaviour included in our strategic planning?*
- *How do we encourage pro-social behaviour at a whole school level?*
- *How are teachers encouraged to increase their skills around effective classroom management*
- *Do the adults at our school know and demonstrate appropriate and safe practice when managing escalating behaviour?*
- *Have staff indicated that they would like more support or training in this area?*
- *Have we got a reliable data system in place to gather and analyse information about student's behaviour?*

Staff & leadership review and discuss:
- Whole school learning behaviour expectations
- Staff experiences of dealing with escalating behaviour
- Classroom practices currently used to prevent and manage escalating behaviour

- Understand why students engage in anti-social and dangerous behaviour and what conditions make this more likely.
- Understand their own thinking and emotions in the face of dangerous and escalating behaviour and how that influences their management of situations.
- Understand and practise the techniques that decrease the likelihood of dangerous behaviour occurring
- Understand and practise techniques for managing dangerous and escalating situations safely when they do occur.
- Feel more confident and competent when managing escalating behaviour