



## Operational Policy 16 Managing Challenging Behaviour and Physical Restraint

### National Administration Guideline 5

Each School Board is required to:

- i. provide a safe physical and emotional environment for ākongā;
- ii. comply in full with the Health and Safety at Work Act 2015 (HSWA) and any subsequent amendments, which has come into force on 4 April 2016, to ensure the safety of ākongā and employees.

Connects with NELP 1 and 2

### Our Commitment

The Miramar Christian School Board will ensure the school's physical and emotional environment is safe and healthy for all workers, ākongā, visitors and contractors before during and after management of challenging behaviour.

## 1. Principles

- 1.1 It cannot be assumed that ākongā will know how to behave appropriately in a range of social settings. Ākongā need to be assisted to learn how to interact socially in ways that ensure ākongā safety and wellbeing. The PB4L programme is designed to explicitly teach Miramar Christian School expected behaviours.
- 1.2 When addressing inappropriate or unsafe behaviour, we will use a "Recognise" (Mātaitai), "Respond" (Atawhaita), "Restore" (Whakawhenuatia) approach. A priority will be given to restoring relationships that are negatively affected by the behaviour, as well as to restore the person themselves.
- 1.3 Alongside a "Recognise" (Mātaitai), "Respond" (Atawhaita), "Restore" (Whakawhenuatia) approach, consequences will be an essential aspect of managing unacceptable behaviour. These will focus on natural justice where applicable.
- 1.4 At Miramar Christian School we will treat ākongā respectfully even when they have behaved inappropriately. We believe ākongā are to be taught and supported in learning Godly ways to behave.
- 1.5 Behaviour management at Miramar Christian School begins with showing the ākongā has "understanding" first, before considering outcomes and consequences. If a ākongā is behaving inappropriately, it is our responsibility to understand the causal factors for the behaviour, and address those if possible, rather than just focusing on behaviour modification.
- 1.6 Each incident will be investigated independently of any previous event. However, consequences may reflect an emerging pattern of behaviour.
- 1.7 This Policy is to be read alongside Op 2 Health and Safety; and Health and Safety Procedure 2.01 Care and Management of Children.

## 2. Guidelines

- 2.1 Teachers will regularly work collaboratively with ākongā to create a shared expectations about "how we treat each other here". These will be based on the idea we are all made in the image and likeness of God.
  - i This truth will be at the heart of cultural and behavioural norms, expectations, systems, structures, and processes.
  - ii Teachers and ākongā will regularly refer to norms many of which are captured in Miramar Christian Schools PB4L Matrix.

- 2.2 Concerns about ākongā behaviour will be identified early and discussed with senior staff.
- 2.3 Whānau will be kept informed of any concerns with their child's behaviour. We will take a no-surprises approach. Early communication and collaboration with whānau will be conducted, promoting a team approach to understanding and managing unacceptable behaviours.
- 2.4 Programmes of work will be engaging, personalised, and well monitored to minimise behaviour issues. Programmes of work will regularly assist ākongā to develop effective and appropriate social skills. If required specific programmes will be put in place for identified needs of individuals or groups of ākongā. Learning behaviour goals will be set in collaboration with each ākongā and reviewed and reflected upon by ākongā and teachers on a regular basis.
- 2.5 The following stages will be followed when ākongā do not meet expectation:
  - i Eye contact, a teacher look. If behaviour continues ...
  - ii Reminder – calmly and quietly, in a dignified manner, remind the ākongā of the expectation they are not meeting and why that expectation is important. If behaviour continues ...
  - iii Second reminder
    - Checking in – Calmly ask the ākongā to move somewhere away from the rest of the ākongā and as soon as possible have a quick chat, referring to the expectation they are not meeting, and checking to see whether there is a reason they might be struggling with appropriate behaviour. If behaviour continues ...
    - Reflection – move the ākongā to a safe space away from other ākongā and ask them to complete a PB4L “think sheet”. Ensure the ākongā understands the reflection task is to consider their behaviour and its impact on others. Discuss the responses with the ākongā. If behaviour continues ...
    - Referral – the ākongā may be referred to complete another “think sheet” in another class. This “think sheet” goes home.
    - Referral – to the team leader or Principal.
    - Referral for outside support, e.g., RTL, Severe behaviour team.
- 2.6 If the incident involves serious misconduct such as an illegal act, physical violence, verbal abuse, deliberate damage to school property, sexual or sexualised behaviour, the matter will be referred to the Principal. The Principal will:
  - i. Carefully and thoroughly investigate the matter – recording responses.
  - ii. Interview the ākongā concerned – recording responses.
  - iii. Meet with whānau to discuss the matter and to co-construct an individualised plan for restoring the ākongā and putting things right.
  - iv. Consequences will form part of the plan.
  - v. It is likely that a restorative conference will form part of the plan.
- 2.7 In the case of serious incidents in No. 2.6 above, it is likely that the consequences may be a stand-down (of 1 – 5 days) or suspension. The procedures outlined by the ministry for stand downs, suspensions and exclusions will be followed. International ākongā may have their contract terminated in line with the International Ākongā Withdrawal and Termination Procedure 6.4.5.
- 2.8 Support, such as guidance and counselling will be provided for ākongā to assist the restorative process. International ākongā may have additional support provided in their pastoral care programme.
- 2.9 Consistent with a “Recognise” (Mātaītai), “Respond” (Atawhaita), “Restore” (Whakawhenuatia) approach, the school will do all it can to restore relationships before taking any other course of action to ensure a safe environment for all.
- 2.10 Consequence will be fair and reasonable. Physical punishment is not allowed. Ākongā will not be detained after school.

### 3 Physical Restraint Definition

Physical restraint is when teacher(s) or authorised staff member(s) uses their own body to deliberately limit the movement of an ākongā. This is not temporary physical contact e.g. a light hand on the arm, back or shoulder to guide a ākongā from a situation to a safer place.

- 3.1 Physical restraint will only be used in situations where preventative and other all other de-escalation techniques have been tried but have not reduced the potential for injury have been exhausted, and *it is necessary to prevent imminent harm to the health, safety or wellbeing of a child, young person or to another person*”.

- 3.2 In the event physical restraint is employed, it will be carried out by teacher(s) or authorised staff member(s), and recorded documentation will be provided in accordance with Ministry guidelines. Communication of the restraint will also be conveyed to the ākonga's whānau or guardians. Also refer to 1.3.6 Physical Restraint Procedure.
- 3.3 Any incident of physical restraint is to be notified to the whānau/caregivers as soon as possible on the day and at least before the ākonga is released to go home. The incident will be reported to the School Board by and Principal and to the Ministry of Education within a week of the incident following their prescribed system.
- 3.4 Debriefing for all involved will be carried out after the incident.
- 3.5 All teachers are required to familiarise themselves with the Ministry of Education guidelines for registered schools in New Zealand on the use of physical restraint, and to undertake appropriate professional development. Rule 12 (a-B) requires all teachers to complete the first online module by 7 February 2024 and subsequent models by 7 Feb 2025.

#### 4 Class Evacuations

Where preventative and other all other de-escalation techniques and the student will not leave the class to calm down the class may need to be evacuated to reduce stress from witnessing the incident. Those witnessing an extreme incident may need to be debriefed afterwards.

#### 5 Seclusion

Seclusion of a ākonga will never be used. Timeout, however, is an acceptable consequence.

- 5.1 **Definition of Seclusion:** Seclusion is when a ākonga is involuntarily placed alone in a room, at any time or for any duration, from which they cannot freely exit. This can be psychologically damaging for the ākonga. Time out, however, is when a ākonga is placed in a predictable, comfortable room with a familiar adult close at hand. If there is no better alternative it may require a separate room but only for short periods of time. Time-out is where, in a planned way, a child is verbally prompted or gently guided away from a situation for a period of time so that they can calm down.

The response to inappropriate behaviour will never just be a consequence. Talking with ākonga about the behaviour incident will always accompany any teacher action taken.

#### 6 Complaints

All complaints regarding physical restraint will be dealt with in a confidential and professional manner. Complaints should be directed to the Principal who will document the version of events with relevant staff members and present the report to the School Board.

#### 7 Conclusion

The school through PB4L, peer mediation and other restoration measures takes an educative and restorative approach to behaviour management. Physical restraint is viewed as a last resort action. The focus with all difficult behaviour will be on restoring relationships and working with ākongas in ways that honour the fact they and fellow class members are learners, made in the image and likeness of Christ.

Signed:



On behalf of and with the authority of the School Board on      Date: 20 March 2023

Presiding Member:      Andrew Green  
(Name)

Next review date: March 2025