

## ENGAGEMENT POLICY AND GUIDELINES

### RATIONALE

At Nexus, good standards of engagement and self-regulation are essential and are expected of the whole community. We seek to optimise learning, and ensure that the school environment is safe, by nurturing suitable conditions to prevent undesirable behaviours, and when such behaviours occur we seek to engage in restorative practice to re-establish a positive environment and prevent further difficulties.

### AIMS

The policy is intended to:

- To actively encourage positive behaviours by fostering a rich and positive atmosphere based on the school's core values, high expectations and excellent example/lead taken by adults.
- To actively encourage the teaching of positive behaviours and positive reinforcement of such behaviours.
- To support positive relationships between learners, staff, parents and other members of the school community achieving a spirit of trust, cooperation and mutual responsibility.
- To achieve a calm and orderly environment in which inclusive teaching and learning meets learners' academic, social, moral, and spiritual personal development.
- To maintain a consistent approach to behaviour throughout the school, working closely with parents and families.

## GUIDELINES

### Preventative

Undesirable behaviours are better prevented rather than resolved. Nexus takes the following clear, consistent, positive and supportive steps to prevent undesirable behaviours:

#### Positive & Supportive Environment

We strive to provide:

- Relevant, stimulating international curriculum pathways that promote excellence for learners both inside and outside the classroom that facilitate the learners' progress as lifelong learners.
- Inclusive teaching and learning that meets individual learners' academic, social, moral, and spiritual personal needs.
- A positive learning environment that fosters an appreciation of what learning means, learning how to learn, and an enthusiasm and commitment for everyone to reach their full potential.
- A safe, supportive environment based on the values of trust, respect, empathy, cooperation, mutual responsibility and learner agency.
- Strategies for creating positive and supportive environments can be found in [Appendix One](#).

#### Clear & Consistent Expectations

- Expectations of behaviour are rationalised by the Taylor's Schools RECIPE and enacted through the IB Learner Profile attributes.
- All classes create an 'Essential Agreement' on an annual basis which reflects their age-appropriate interpretation of behaviour expectations embedded in the RECIPE and IB Learner Profile.
- Essential agreements, the RECIPE, and the IB Learner Profile are always displayed in prominent places in learning spaces.

- All adults display consistent expectations of behaviour coordinated by the essential agreements, the RECIPE, and the IB Learner Profile.
- Strategies for making clear and consistent expectations can be found in [Appendix Two](#).

### Consistent Teaching of Behaviours

- Behaviour learning is as important as academic learning and teaching of behaviours is actively planned for.
- An 'Introduce/Tell - Show/Model - Practice - Reflect' model is used to teach behaviours using the RECIPE and IB Learner Profile as a guide.

### Positive Reinforcement of Behaviours

- Adults actively seek to positively reinforce expected behaviour, which in turn reinforces understandings of expected behaviours and spurs learners to strive to meet expectations.
- Positive reinforcements are made directly in relation to IB Learner Profile elements.
- Adults are actively encouraged to use verbal praise to reinforce 'everyday positive behaviours' explicitly relating these to the IB Learner Profile, while 'notable positive behaviours' are logged in the daybook categorised by the IB Learner Profile.

### Preemptive Intervention

- Once a pattern has been identified, we are better able to determine the function of the behaviour and to intervene appropriately to help the learner meet their needs in positive ways.
- Adults are encouraged to use the ABC model to identify patterns of behaviour: A: Identify the Antecedent/trigger, B: Identify the resulting Behaviour, C: Identify the Consequence of the behaviour.
- Adults are encouraged to be alert to the identified antecedents/triggers and make active pre-corrections to avoid undesirable behaviours.
- Strategies for making a preemptive intervention can be found in [Appendix Three](#).

### Responsive

Behaviour ignored is behaviour condoned; therefore, it is crucial that staff respond to undesirable learner behaviours. Staff must understand that the relationship between an adult and learner is critical to learning and must be maintained when issues of engagement are being addressed. Nexus staff take the following actions, that are restorative and respect the individual needs, rights and dignity of all learners, to respond to undesirable behaviours in a fair, equitable, constructive and compassionate way:

## Restorative Practice

Restorative Practice is a process to involve, to the fullest extent possible, those who have a stake in a specific issue and to collectively identify and address harms, needs and obligations in order to heal and put things right as quickly as possible.

- Key principles: (1) Misconduct is a violation of people and relationships; (2) Violations create obligations and liabilities; (3) Restorative practice seeks to heal and put things right.
- Nexus staff use the following 4-step WARM process/mode: (1) What: What happened? (Tell the story) (2) Affect: Who has been affected? In what ways? (Explore the harm); (3) Repair: What do you need to do to put things right? (Repair the harm); (4) Move: How do we make sure this does not happen again? (Move forward).
- The process reinforces the concept that learners should be trusted/empowered to resolve their own issues.
- The hierarchy for our restorative approach is teachers, Year Leaders/Learning Area Leaders, Heads of School, Principal.
- A guide to restorative practice can be found in [Appendix Four](#).

## Moving Forward

Following a restorative conversation, learners at Nexus are supported to meet the expectations made explicit by the RECIPE and IB Learner Profile through:

- Active collaboration between staff, school learnership, parents, and the learners themselves.
- Being supported to take responsibility for their actions and taking corrective actions (e.g., if they have hurt someone's feelings - apologise and promise to be respectful in the future).
- Being supported to self-reflect on their behaviours, possible antecedents, and possible alternative ways of dealing with situations in the future.
- The pre-teaching of behaviours using the 'Introduce/Tell - Show/Model - Practice - Reflect' model.
- Accepting agreed consequences, which are always age-appropriate, and take into account the specific nature of the behaviour incident and the individual characteristics of the learner.

## Tier 2 & 3 Behavioural Support

Those learners who need additional support to meet behavioural expectations should be referred to the Inclusive Support team via the [referral system](#), and if moved through to tier 2 receive support through:

- Being allocated a 'Support Manager' from the Inclusive Support team (e.g., a learning support integrator or a counsellor).
- The creation of a Learner Profile and/or Collaborative Action Plan (CAP) with goals and actions.
- Individual support sessions/interventions where necessary.
- Increased collaboration/communication between the support manager, teachers, parents/family, and school leadership.

## Data Collection & Analysis

Data analysis in response to incidents provides valuable indications that can be used to formulate preventative actions. Data analysis happens through:

- Analysis of daybook entries, by year group leaders, towards identifying trends.
- Periodic meetings are organised between the staff responsible for data analysis.
- Monitoring of daybook entries for accuracy and consistency.

## Suspension & Exclusion

The responses of suspension (internal or external) and exclusion are utilised in response to serious violations of behavioural expectations, or repeated less serious behaviour incidents with little or no response to support provided, by applying the following guidelines:

- The [process](#) must involve three members of the senior leadership team.
- Suspension and/or exclusion must be used to safeguard the learner welfare of the majority.
- No learner is discriminated against in the process.
- Parents/Guardians are responsible for the supervision, care and safety of the learner during suspension. Academic tasks are provided during this period.
- The school's [terms and conditions](#) are applicable in this scenario.

## APPENDIX ONE: Guidelines for Providing a Positive & Supportive Environment

### Lesson Planning & Management

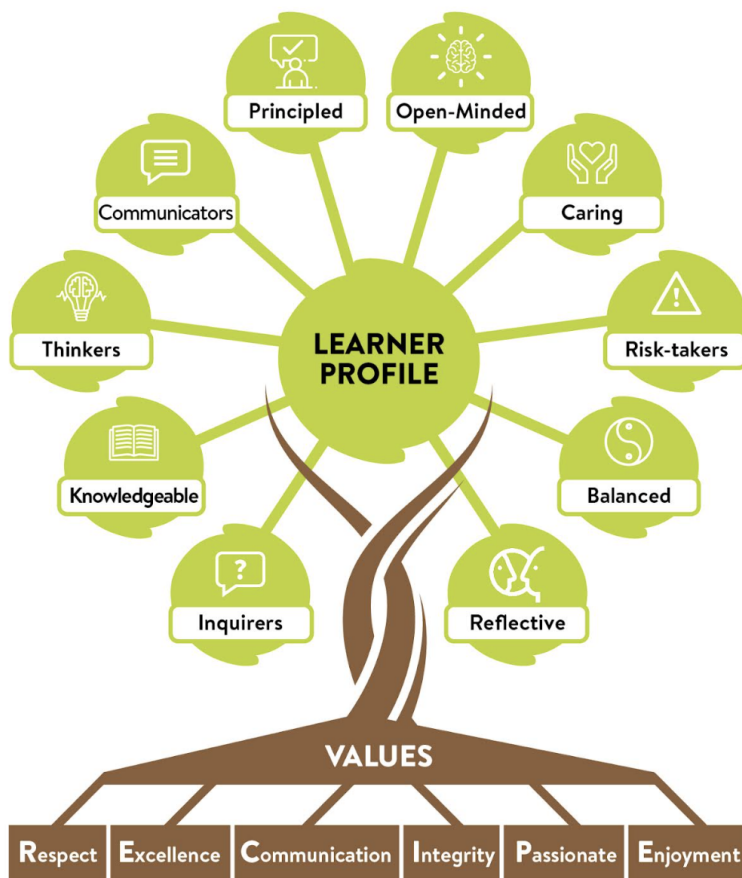
- Make the purpose of learning clear through explicit learning intentions and success criteria presented or developed for each session.
- Ensure that inclusive pedagogy is engaged in, and that the individual needs of all learners are addressed at the planning stage of the lesson.
- Greet learners (individually, if possible) before addressing issues such as hats off, devices away (if applicable), incorrect uniform, etc.
- Maximise learning time by establishing and maintaining class routines (e.g., getting books and equipment out - devices should not be routinely opened without the teacher allowing this to happen).
- Have a predetermined signal for when all learners are required to listen.
- Instructions to be given at a low volume, kept brief, with the dialogue covenant adhered to at all times.
- Sessions conclude with learners going through the learning intentions, reflecting on outcomes, checking against success criteria, and linking learning to future lessons.
- The learning spaces are respected, tidied and left in a 'cared for' state before breaking for snack, lunch, and at the end of the day.
- Provide where necessary, feedback and feed forward to individual learners, privately and in a respectful manner.
- Build relationships with learners inside and outside the classroom to strengthen the school community and classroom relationships.

By following these procedures, we collectively support one another, the whole school community and the consistent climate of respect.

## APPENDIX TWO: Guidelines for Clear and Consistent Expectations

Essential Agreements maximise positive learning relationships within co-constructed learning spaces. These concepts have come from some established procedures and from well-tested educational research. The premise is two-fold: (1) if learners have a clear understanding of expectations they are more likely to meet those expectations; (2) if learners co-construct agreements, and consequently feel ownership over agreements, they are more likely to meet the related expectations.

Essential agreements are created by the homeroom teacher or tutor with their classes at the start of each academic year. Behavioural expectations are rationalised by the Taylor's Schools RECIPE and enacted through the attributes of the IB Learner Profile. All elements of the essential agreements must therefore arise from the RECIPE and/or the IB Learner Profile.



Essential Agreements, the RECIPE, and the IB Learner Profile may be displayed prominently on a wall in the learning space for reference of learners and academic staff.

### APPENDIX THREE: Active Use of Preemptive Interventions

#### Relaxed Vigilance

Supportive Behaviour Management strategies are those that are delivered low key and go virtually unnoticed by other learners. They are brief, subtle reminders of expectations. Many of the most effective are non-verbal. Regular, genuine and specific praise of positive behaviours is crucial.

Strategy One	Make EYE CONTACT with learners who are off-task.
Strategy Two	MOVE NEAR to learners who are misbehaving, establish brief EYE CONTACT and say nothing.
Strategy Three	Check misbehaviour with FACIAL EXPRESSION e.g. a very slight shake of the head, a frown (NOT a long suffering look).
Strategy Four	USE GESTURES. Palm out = stop. Finger to lips = quiet.
Strategy Five	Call the learner's NAME.

These strategies intentionally aim to minimise drawing attention to misbehaviour, and they place the responsibility for behaviour back on to the learner. In this way they show consideration and respect and encourage personal responsibility.

Cultural Sensitivity: Be culturally sensitive in dealing with learners from different cultures (e.g., Maori learners – a learner who feels ‘whakamā’ about their behaviour may not look you in the eye; Japanese learners – may lower their head to show respect; Chinese learners – may smile to save face).

### Slightly Less Relaxed Vigilance (Choice/Reminder)

The following strategies are used to give assertive verbal messages when unacceptable behaviour persists and should follow these guidelines:

- Appropriately supported by non-verbal actions (e.g., a held up open hand (not pointing) and keep a metre’s distance)
- Calm, clear, matter-of-fact tone.
- If possible, deliver the messages privately by speaking quietly or taking the learner aside. Pre-emptive conversation.
- Keep your focus on the primary misbehaviour and do not allow the learner to move you on to side issues and to get you into public arguments.

#### Strategy One: I-Messages

Key words “I want”. State the obvious.

Example “I want you to look this way now, thanks”

#### Strategy Two: Expectation

Key word “Thanks”.

Example Use language and tone of expectation that you will be obeyed.

“Thanks” communicates expectation rather than ‘please’ which is a request.

“Maybe you were, but I want you to go back to your seat now, thanks” – then move away as this reinforces your expectation of compliance.

#### Strategy Three: Broken Record

Explanation State clearly what you want if the learner argues back and continues to calmly focus on the initial request. The more upset the learner becomes the calmer you must become to diffuse the learner’s anger. The broken record should be repeated a maximum of three times. If the learner continues to argue, move through the strategies.

Example “I want you to return to your seat and complete your work ...I want you to return to your seat thanks.”

#### Strategy Four: Tune in

Key words “Maybe...but...” “Good but...” “You’re right but...” You tune in to or acknowledge that you have heard the side issue raised by the learner but you have retained your focus on the primary behaviour.

Example “Back to your seats thanks.” “I was just discussing my work.” “Maybe you were but I want you to go back to your seat now thanks.”

Example “You can’t make me move.” “You’re right but I want you to go back to your seat now thanks.”

#### Strategy Five: Norm reminders

Key words “You know our Essential Agreement about... (make reference to a specific IB

- Learner Profile attribute)”
- Example The teacher refers to the established Essential Agreement to remind learners about acceptable behaviour. The word ‘our’ is used to reinforce the rule was agreed and it is not worded as a question so there is no opportunity for debate.
- Example “You know our Essential Agreement about listening to others. Use it now thanks.”

#### Strategy Six: Limited choices

- Key word “or”
- Example Limited choices avoid confrontation by providing the learner with some limited control. If there is some argument then the broken record is used. There should be no threat or sarcasm.
- Example “I want you to put the iPod in your bag or on my desk.” “Do you want to go back to your desk or sit at this one by me?”

#### Strategy Seven: Direct questions

- Key words “You are...” and “What are...?”
- Example “You are out of your seat talking to...What are you supposed to be doing?”
- Explanation Use the broken record with the second question if the learner attempts to bring in side issues.

#### Strategy Eight: Chosen consequences

- Key words “If you choose...You will be choosing ...”
- Example “If you choose to leave your seat then you will be choosing to be put in another seat/go to time-out.
- Explanation This emphasises that the consequences are the learner’s choice and effectively acts as a last warning.

These strategies can be used several times throughout the lesson and should be used before a learner is given time to reflect.

## Appendix Four: Guidelines for Restorative Practice

Nexus International School (Singapore) uses an approach of Restorative Practice to seek solutions that strengthen the relationships and the community rather than using a purely punitive system.

### What is Restorative Practice?

Restorative Practice is a process to involve, to the fullest extent possible, those who have a stake in a specific issue and to collectively identify and address harms, needs and obligations in order to heal and put things right as quickly as possible.

*“An ideal approach to wrongdoing is one that works to strengthen connections between people within a community. This approach is highly confrontational to wrongdoing but at the same time, fair, honest and highly supportive of all 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 practice.”* Bill Hansberry 2004

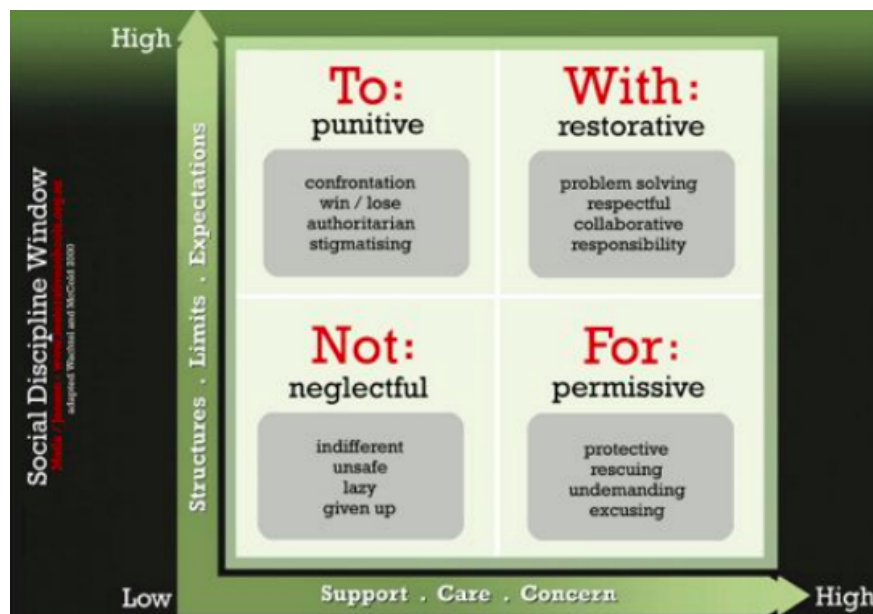
### Key Restorative Principles

- 1) Misconduct is a violation of people and relationships.



- 2) Violations create obligations and liabilities.
- 3) Restorative practice seeks to heal and put things right.  
(Adapted from Zehr and Mika, 1997)

### The Social Discipline Window



- By working WITH learners we problem solve together, we are respectful of each other, approaches are collaborative, and involve individuals taking responsibility for their actions.
- This is a framework for teachers to analyse their practice and reflect on the way they operate most instinctively with learners.
- For some the axis of support and care needs to be developed, for others the axis of structure and limits needs strengthening and for a few both areas need developing so that ideally teachers are operating in the 'WITH' Restorative quadrant.

### What Does A Restorative Conversation Actually Look Like?

Key restorative questions:

- |   |        |
|---|--------|
| 1. What happened? (Tell the story)                                | WHAT   |
| 2. Who has been affected? In what ways? (Explore the harm)        | AFFECT |
| 3. What do you need to do to put things right? (Repair the harm)  | REPAIR |
| 4. How do we make sure this does not happen again? (Move forward) | MOVE   |

Good restorative questions (WARM) are good coaching questions (GROW - Goal, Reality, Options, Will)

## Coaching & Restorative Practice

**G** Restore the relationship

**R** W - What happened?

**R** A - Who might have been affected?

**O** R - How could you repair this?

**W** M - What could you do to move forward?



*The principles are the same*

### The Pre-emptive/Restorative Conversations

A pre-emptive restorative conversation is a brief conversation that should be held when learning is being disrupted, or when an individual's behaviour is causing disruption or harm. For example: issues arising from low-level distractions, lack of equipment, poor choices, late arrival.

Explanation: This conversation should take place away from other learners and seeks to prevent further escalation by addressing the issues behind the behaviour and avoiding confrontation in front of the class. The Restorative conversation is a critical stage in the restorative system. When a learner returns from any time-out, they need to be ready to have a conversation. It should not be carried out when emotions are heightened. The aim is to explore the issue(s) together, establish what harm / loss of learning has been caused and who has been affected, then to work together to establish what is needed to put things right.

Example:

- What is the expectation at Nexus regarding your behaviour /language? / What were you doing? (W)
- What affects are your actions having on your learning? (A)
- Who is being affected by your behaviour? / How is it affecting them? (A)
- How can we put it right? (R)
- How do we move forward? / What support do you need to stop this from happening again? (M)

A Restorative conversation should be relatively short. Avoid lecturing the learner, instead follow the process of two-way communication.

A restorative conversation must involve a consequence. Involve the learner in deciding on this, ask them for some suggestions. The consequence could be:

- Apologise, could be in written form, could be to read to the class,
- Commitment to get on with it,
- Agree to some form of catch up or clean up.

It is expected that home contact is made following a restorative conversation, to involve parents /caregivers in the progress of their child's learning.

If the learner does not complete the agreement or follow through on their obligations and refer to a Mediated Restorative conversation.

### Mediated Restorative conversation

The Mediated Restorative conversation can be called for by learners or staff, where parties need support to have the Restorative conversation or where an issue(s) is spiralling.

This may be when earlier obligations are not being met or where relationships have broken down to a point where support is needed to move forward.

Exploring the issues through independent parties can be extremely helpful in difficult situations.

Mediators may be one of the following; Phase Leaders, Senior Leadership Team, Counsellor or Learning Support.

### Conference

The Conference uses the same Restorative questioning and approach. This is a way of resolving harmful events that involve more than one learner and/or teachers. This mediated approach involves preparation and can resolve issues relatively quickly. Families can be involved in the conference, and are informed of the outcome. A wider Community Conference may be needed. This is a meeting of people affected by behaviour that has caused serious harm. It provides a forum in which offenders, victims, and their respective supporters can seek ways to make amends, to repair the damage caused by the incident and to minimise further harm.

### HOW TO TAKE A RESTORATIVE APPROACH - Examples

A Restorative Approach to:

#### Late to school/class

- If a learner has informed the school no response is required, apart from welcoming them to class and getting them started.
- If did not inform:
- Have a restorative conversation with the learner to find out the reason and if they need any support.
- Pre-emptive conversation to encourage the learner to describe their actions, what they were thinking, who it has affected, what impact it has had and how they solve the problem. This may be:
- Learner committing to get it right from now on.
- Learner agreeing to catch up time with you at a convenient time.

- A consequence or task if they don't come to school/class on time next time.
- If the learner does not complete your catch up time OR continues to arrive late after carrying out the agreed consequence, email to involve Parents and Guardian in the process. Should the lateness continue after this contact has been made and consequences not supported change then refer to the Phase Leader.

### Inappropriate Language

- As part of your essential agreement, co-construct with learners at the start of the year the expectations. ie. We communicate in a positive manner.
- In both public and private environments, we learn to respect these spaces.
- Use relaxed vigilance strategies: If no significant harm has been caused.
- Firm reminder to the learner
- Pre-emptive conversation if behaviour continues. This may occur again at the beginning of the next lesson as a reminder to a consistent transgressor. Obligations could involve:
- Learner apologises and commits to improve
- Apology to affected person(s) if applicable

If the learner continues to use inappropriate language after carrying out the agreed consequence, have a Restorative conversation or refer on to Mediated Restorative conversation.

### Unexplained Absences

The main priority with unexplained absence is to establish a relationship between tutor/homeroom teacher and learner, which works on honesty and trust. Use Restorative Conversations to discuss "What the problem is" and what can be put into place to help fix this.

#### Unexplained Absences:

- Discussion with the learner to establish reasons for absence.
- Parent/guardian to be contacted by Learner Services, and if necessary the Year Leader liaises towards finding a solution. An actual conversation is more effective than written communication. However, if contact cannot be made, then an email should be sent.
- Year Leader and learner to discuss strategies for moving ahead. Obligations may include; creating a 'catch-up' time, this may involve classroom teachers, this could be self-directed, a written assignment.

#### Continued Absence:

- Further home contact - Year Leader to arrange a meeting involving learner, tutor/homeroom teacher and parents/guardians to discuss issues.
- Phase Leader informed of outcome.
- Situations with ongoing absence passed on to the Deputy/Head of School.

### Continual Disruption or Disengagement

- Use relaxed vigilance strategies:
- Eye contact
- Stand beside
- Quiet encouragement to settle
- Use slightly less relaxed vigilance strategies:
- Move in and speak quietly to the learner (bring yourself to their physical level) and give calm but clear reminders/redirection.

- Pre-emptive conversation (following up on previous conversation if required).
- Next level conversation ‘What can be done to get your learning back on track?’
- If disruption continues after reminders/redirections, and there has been support to change behaviour, then advise Phase leader of the situation but send learner to a quiet space to give time to calm down (you and learner).
- Learner returns to class or at arranged time – Restorative conversation when teacher and learner have had time to reflect. Go through Essential Agreements with the learner and once actions have been discussed, the impact they have had, agree on strategies to move forward. These may include:
  - Agreeing to stop, apologising and returning to class
  - Making up time
  - Completing work and returning by...
  - Changing position in class
  - Contract (co constructed) with outcomes including checking in after a given number of days (depending on the age of the learners).

Contact parents/guardians and enter the outcome of your Restorative conversation and the details of the home contact on Engage Daybook (Secondary) or Engagement Tracker (Primary). If the agreed upon strategies are not met OR, disruption/disengagement continues, have a further restorative conversation to reinforce expectations. If there is still no change in spite of this support or other interventions are needed refer to Phase Leader for a Mediated Restorative conversation and a meeting with parents and learner.

### Disorganisation/No Equipment

- Tutor (or Homeroom) teachers to check in with individuals who need support and strategies around equipment/stationary issues, at Tutor/Homeroom time.
- Have clear expectations of what learners need to bring.
- Store equipment and books in class where appropriate.
- What we do is : For basic equipment, give the learner this if available, and discuss during the period. Getting them started and engaged is the priority. Having replacement equipment/books in class and exchanging for collateral is a possible strategy.
- Use slightly less relaxed vigilance strategies.
- Contact home
- Meeting with tutors/form teachers
- Pre-emptive conversation. Once the learner has described their actions, who they are affecting, discuss how to solve the problem. This may be:
  - Agreeing to meet expectations and getting it right from now on.
  - Catch up time to complete work or other agreed consequence.

If the learner does not complete your catch up time or complete the work as agreed OR continues to not bring equipment after carrying out the agreed consequence, have a restorative conversation or refer onto a Mediated Restorative conversation.

### Non-Completion of Home Learning

- At the start of the year, co-construct with learners the essential agreement in relation to frequency, amount and consequences. Display these in the learning space and communicate with parents.
- Strategies to support learners:
  - Regular reminders as deadlines approach through the hub
  - Consistent routines in setting homework supported by the hub.

- Time in class to clearly explain home learning.
- Ensure learners know where to get support if required.
- Consistently collect on the due date and give feedback as soon as possible.
- Other strategies to support whole class:
- Contact home if additional information needed
- If large group issue, involve Subject Leaders/ Learning Area Leader
- Involve or Phase Leader (who may involve Head of School)
- Pre-emptive conversation - Once learner has described their actions, who they affected discuss how to solve the problem

This may be:

- Agreeing to meet expectations and getting it right from now on
- Taking responsibility and initiate an agreed extension
- Catch up time to complete work which could be during lunch

If the learner does not complete a catch up time or complete the work as agreed OR continues to not complete home learning after carrying out the agreed consequence, have a restorative conversation with agreed consequences and seek support if a restorative conference is required.

### Uniform

- Teachers check that the learner's uniform is ready for the day. When necessary they will discuss with the learner as to what stopped the learner wearing the correct uniform.
- Learners will be asked to change into the correct uniform items if these are available.
- Use questions such as:
- “What is the school expectation on uniform?”
- “Can you put the hoodie in your bag? Thanks, or I can look after it for you?”
- “You are responsible for keeping it there, if I see it again you know I will have to look after it for you don’t you?”
- Non-compliance needs to be referred to Phase Leader if it occurs on a daily basis.
- If learners are repeatedly speaking to the Phase Leader about uniform requests, it will be useful to inform the parents to seek their support. A restorative conversation may be useful to put in place a plan for the learner.

### Technology Use

- Have clear expectations of the learner, co-construct with class at the start of the year (includes sharing guidelines at the beginning of the year).
- As you greet the learner at the start of the lesson, a quiet reminder of the agreed expectations may be required around removal of hats and cellphones.
- Avoid confrontations in front of the class and create ‘lose – lose’ situations (encourage to put devices away).
- Through a pre-emptive conversation, ask learners to do above or hand to the teacher for the period.
- If learner fails to oblige, refer learner to SL or LAL or PL (primary), for a later mediated restorative conversation (which includes revisiting the technology essential agreement).
- If there is continued disregard for the technology essential agreement, refer to PL and then SLT.

### Physical Fighting in the Primary/Secondary School

- Ascertain if the fighting is ‘real’ or ‘play fighting’.

- If this occurs in a homeroom classroom, bring both learners together for a restorative conversation.
- If this occurs in a specialist classroom, bring both learners back to the homeroom for a restorative conversation.
- Get learners to write responses to the WARM questions in quiet zones, if possible. This can be a calming, venting process.
- Homeroom teacher to work with the year team to create strategies. For example, role play activities that highlight acceptable behaviour and vocabulary activities that provide learners with the necessary vocabulary to express their feelings.
- If the conflict continues after intervention, refer both learners to the counsellor for a mediated restorative conversation.

If a physical fight occurs outside your classroom: E.g between periods, lunchtime or other interval:

- Go with the learners to the home room so that they acknowledge and take ownership of their actions.

## APPENDIX FIVE: Teachers Actions and Responses - Checklist

### Have you tried the following?

1. I have established positive, collaborative learning environments.
2. I have set clear expectations: collectively through the Essential Agreement (RECIPE/IB Learner Profile) and individually when a learner needs guidance.
3. I am vigilant and engage in pre-corrective practice when I observe an opportunity to do so.
4. I use every opportunity to positively reinforce desirable behaviours and utilise school systems to support this (e.g., Daybook).
5. I actively teach behaviours in class using the intro-model-practice-reflect process.
6. I have used relaxed vigilance and slightly less relaxed vigilance strategies.
7. I have had preemptive conversations.
8. I have used restorative conversations and mediated restorative conversations when necessary.
9. I have sought collegial support.
10. I have informed and involved the parents/caregivers.
11. I have recorded incidents of undesirable behaviour and resulting actions taken (e.g., restorative conversations or corrective measures) on the Daybook.
12. I have then involved:

#### Primary

- Homeroom Teacher
- Year Leader
- SLT

#### Secondary

- Tutor Teacher
- Learning Area Leader/Subject Leader
- Year Leader
- SLT

By following these procedures, we collectively support one another, the whole school community and the consistent climate of respect.