

Actively manage classroom behaviours

A suggestion for implementing the strategy

'Collaboratively develop a safe and caring
culture and climate' from the Guide:

[Behaviour and learning](#)

Includes:

Respect the student

Check-in, check-out approach

Maintain a learning focussed climate

Useful approaches and activities

Self-assessment

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Collaboratively develop a safe and caring culture and climate](#)

Suggestion: [Actively manage classroom behaviours](#)

Date

17 May 2024

Link

inclusive.tki.org.nz/guides/behaviour-and-learning/actively-manage-classroom-behaviours

Respect the student

Practical actions to demonstrate respect and preserve a student's dignity.

- ✓ Demonstrate a supportive approach: "I'm here to help."
- ✓ Be flexible in your responses: adapt what you're doing to the demands of the situation.
- ✓ Be reasonable: a reasonable action, request or expectation deserves a reasonable response.
- ✓ Promote and accept compromise or negotiated solutions, while maintaining your authority.
- ✓ Take the student seriously and address issues quickly.
- ✓ Address private or sensitive issues in private.
- ✓ Avoid the use of inappropriate humour such as sarcasm or mocking.

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Collaboratively develop a safe and caring culture and climate](#)

Suggestion: [Actively manage classroom behaviours](#)

Date

17 May 2024

Link

inclusive.tki.org.nz/guides/behaviour-and-learning/actively-manage-classroom-behaviours

Check-in, check-out approach

Sometimes students will need a little extra support to boost self-esteem and self reflection.



Video hosted on Youtube <http://youtu.be/MyPUY38bIZQ>

Closed Captions

Source:

[Edutopia \(US\)](#)

<https://www.youtube.com/channel/UCdksaQxXH13BMeH009MorBg>

Maintain a learning focussed climate

Actively support students to manage their behaviour for learning.

Use your up-to-date knowledge of students' wellbeing to give context to your observations.

- ✓ Prompt expected behaviours and then acknowledge students.
- ✓ Recognise, remove, or minimise things that can cause distress.
- ✓ Give reminders about self-management strategies, such as taking a break.
- ✓ Reduce identified behaviours by distracting the student or re-engaging them in another activity.
- ✓ Provide a choice of activity and allow take-up time.
- ✓ Learn to recognise signs that a student's behaviour is escalating and use verbal messages/cues and alternative calming activities to help calm them.
- ✓ Ignore minor examples of poor behaviour, especially if the student is following instructions.
- ✓ Stand in close proximity to the student as a way of moderating off-task activities.
- ✓ In the playground, wear a lanyard with "restorative chat" prompts and questions outlined, the aim being to reflect, repair, and reconnect (ERO, 2016).

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Collaboratively develop a safe and caring culture and climate](#)

Suggestion: [Actively manage classroom behaviours](#)

Date

17 May 2024

Link

inclusive.tki.org.nz/guides/behaviour-and-learning/actively-manage-classroom-behaviours

Useful approaches and activities

Always consider the needs and sensitivities of all your students before including any activity.

Adapt as needed.

- ✓ [60-second strategy: Snowball toss](#)
- ✓ [60-second strategy: Do now sheets](#)
- ✓ [Demonstrating self-regulation with tone of voice](#)
- ✓ [60-second strategy: TUMS at the door](#)
- ✓ [Peace corner: Creating safe space for self reflection](#)
- ✓ [Getting ready to learn with mindfulness](#)
- ✓ [Fostering belonging with classroom norms](#)

Self-assessment

Are these strategies emerging, partly in place, or established in your practice?

Illustrate your response with examples from your own teaching.

- Students receive positive attention that shows that they are noticed and valued.
- Students are reminded about expected behaviours.
- The instructional pace is appropriate for the needs of all my students.
- I check frequently for understanding.
- Students know how to seek help.
- I use a variety of response strategies for minor problem behaviour (for example, prompting, redirecting, reteaching, conversing with students, and providing choice).
- I know and use our school’s agreed responses if behaviour escalates.

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.