

# 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](#)

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## **Includes:**

- Respect the student
- Check-in, check-out approach
- Maintain a learning focussed climate
- Useful approaches and activities
- Self-assessment

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From

Guide: [Behaviour and learning](#)

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

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Date

25 April 2024

Link

[inclusive.tki.org.nz/guides/behaviour-and-learning/actively-manage-classroom-behaviours](https://inclusive.tki.org.nz/guides/behaviour-and-learning/actively-manage-classroom-behaviours)

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## 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.

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## 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/MyPUY38blZQ>

Closed Captions

Source:

[Edutopia \(US\)](#)

<https://www.youtube.com/channel/UCdksaQxXH13BMeHoo9MorBg>

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## 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).

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## 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.

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