Review of Current Practice

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Methodology

Over a four week period, I visited 18 schools. These included 4 Primary Schools, 5 Secondary Schools, and 9 Special schools. Most of these schools were within the Canterbury region, with some samples from Auckland.

The Primary and Secondary Schools ranged from Decile 2 to Decile 8, with rolls ranging from 183 students to 1,530 students. All ethnicities were represented in this sample. From the Special Schools, 7 were residential schools. These schools also sat under the DHB and Child Youth and Family umbrella, with the schools themselves reporting to The Ministry of Education.
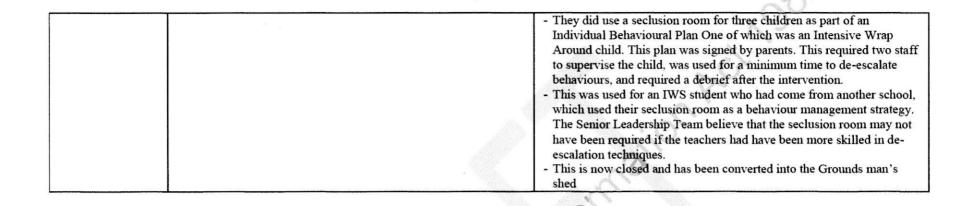
Schools have not been individually identified in this report, as the purpose was to gain a snapshot of what is happening now. All schools were asked the same questions.

	School A Primary MoE	School B Primary MoE
Manifestation of Challenging Behaviours	- Verbal Abuse. - Hitting. - Kicking. - Punching. - Throwing things. - Non-Compliance/ Refusal.	- Physical Violence towards self, others, and property. - Defiance. - Verbal Aggression. - Absence. - Damage to Property.
Develop Positively Stated School-Wide Expectations	- Uses Metaphor "REAL Heroes" - Respect self, others and the environment - Encourage others - Achieve to the best of their ability, and are... - Lifelong learners	- There are clear expectations.
Integration of School-Wide Systems around Positive Behaviour	- PB4L - As a staff group, they revisit the expectations and the need for consistency around language and behavioural management strategies. - Emphasis is placed on training, and on building positive relationships. - A model of problem-solving: "Mucked up... Own up... Put it Right... and Move On". This is based on making 'REAL choices'. - Staff are highly visible and interactive during breaks. They wear orange vests and continuously move around the playground at break times. - Use the 4 step inquiry process as per James Nottingham model. - Use Steps referral process, which assimilates the principles of restorative justice. Referral cards are structured in accordance to the 'mucked up...own up...put it right...move on' model, and also identify all of the steps that have occurred prior to referral. - Year 4, 5, and 6 students assume leadership roles as 'Playground Heroes', where with yellow vests in pairs will model good	- PB4L - 5-step programme (Warning, Isolation, Thinking Spot, Reflection Sheet, and Principal Referral). - A pet kune-kune pig is fully integrated into all of their systems e.g. they have a kune cash system, where children earn 'money' based on positive behaviours. The 'money' acts as an incentive, as the goods that they purchase are meaningful (e.g. movie passes, clip'n'climb, pencils, pizza with the Principal). The ultimate prize is to be the Principal for the day, working out of the Principal's office, sometimes in suit and tie, they take control of the intercom, allow their class to have a longer lunch break, and in one situation let a teacher have a half-day. - They also have an open plan environment. - They do a lot of Inquiry learning, and have a creative curriculum based on themes e.g. Heroes with subgroups (social leaders, sports, arts, and science and technology). These allow individual choice. - They also stream for literacy and numeracy to ensure teaching is pitched at the right level.

	behaviour, and have the authority to give out rewards for good behaviour. They also alert duty teachers if they identify high tension situations. - This school has very clear routines, both within the classroom, and the playground. - Every assembly assimilates 'REAL Heroes'. - Students receive 'Hero tickets' for displaying positive behaviours. These go into the draw for ten minutes of extra play time. - Reports and three-way conferencing have a 'real hero' component. Parents are given fridge magnets as a means of promoting this and building consistency between home and school. - Buddying with a staff member, or completing school community service as part of 'putting it right' model. There is consistent use of this model by all staff. - 'REAL hero' visuals are displayed around the school.	- They have active leadership. - They have 5 teaching teams.
Individualise Plans for Students	- Utilise individual behavioural plans.	- They use Individual Behaviour Plans, which include parents' input and buy-in. - Kune cash system is integrated into these processes - There are 6-monthly check-ins with parents. - 80 children were on individual programmes that were reviewed on a 4-weekly cycle as part of the social work cluster group, and once a term as part of a multidisciplinary group including social workers, public health nurses, special education, and RTLB, classroom teacher, Child Youth and Family and Senior Leadership Team.
Resources	- A full-time learning assistant is employed to develop positive relationships with the child, family, and teachers. At risk students report to her class at the start of the day. Parents alert this staff member via text message before the child gets to school, so as the teacher aide can prepare and manage appropriately. - Teacher aide also visits classes and children can self-select to go to this room. - Teacher brings in her dog, who is warmly accepted by students. - They have modern learning spaces that enable peer-review, group planning, collective responsibility, and more eyes and support.	- They have resourced a DP in a student wellbeing and liaison role.

View on Physical Restraint of Seclusion Rooms	- SENCO's training in physical restraint made her determined to never to use it. - Having worked in a school where there had been a locked timeout room and it had been used on a regular basis, she was totally committed to proactive behavioural strategies. She interpreted this as a personal failure. - She did believe that a couple of staff members need to be trained for the worst case scenario in relation to physical restraint, but did not believe that a separate room was necessary.	- She questioned the rationale of having high needs children (eg Intensive Wrap Around) in a mainstream environment, as they were not able to get the benefit of a school environment such as working in groups, and sharing playtime and lunch. Often these children were working with a teacher aide, who did not have the training to manage these complex needs. - Prior to this child, they did not have a seclusion room and have no plans to use such as space in the future. - They believe there is a place for physical restraint training, but only if there is a huge emphasis on de-escalation and positive learning environments. - The police have expressed frustration being called, as they believe staff have the same rights to restrain as what they do.
Physical Restraint	- No physical restraint used - Last use: 2007	- They **have used physical restraint**. There are 4 students that have required physical restraint in the last year. - The Senior Leadership Team are the only staff who can restrain. - They call the Police to restrain older children. - Physical Restraint was used 3 times in 2014, and 3 times last term with an Intensive Wrap Around child.
Training	- Staff have completed extensive training on different personality types and learning styles, and have learnt strategies to engage and connect with different styles. - Staff have also had training into their working style, and are aware of their strengths and weaknesses. - SENCO attended physical restraint training 3 years ago. She likened this to a self-defence class.	- Extensive professional development of staff. - Two are trained in Safe Crisis Management.
Time Out and Sensory Rooms	- There is a 'green seat' outside the school office. - Alternatively, students might be sent to 'team leaders' class for 10 minutes - Students may also be sent to the DP.	- Every class has a 'thinking spot' within the classroom, where the child sits and thinks about "why they are there", "what they should be doing", and "What they will do next". These three questions are discussed with the teacher before re-joining the class. - They also have a separate room called the 'thinking tank', which is a glassed-in room (safety glass), where a child can work alone or one-on-one. This room does not feel separate. This room has cushions and is supervised by two staff.
Seclusion	**No Seclusion Room**	- **No Seclusion Room**

		- They did use a seclusion room for three children as part of an Individual Behavioural Plan One of which was an Intensive Wrap Around child. This plan was signed by parents. This required two staff to supervise the child, was used for a minimum time to de-escalate behaviours, and required a debrief after the intervention.
		- This was used for an IWS student who had come from another school, which used their seclusion room as a behaviour management strategy. The Senior Leadership Team believe that the seclusion room may not have been required if the teachers had have been more skilled in de-escalation techniques.
		- This is now closed and has been converted into the Grounds man's shed

	School C Primary MoE	School D Primary MOE
Manifestation of Challenging Behaviours	- Bad language. - Non-compliance. - Low level actions such as foot trips.	- Vary from minor to major, usually in the form of defiance.
Develop Positively Stated School-Wide Expectations	- Strong Focus on Values (including a values assembly) and on engaging in programmes. - The values assembly addresses themes that are relevant to the children. For example, having the assembly at the flying fox, and discussing how to share. - Clear expectations are clear and very visible throughout the school. - Behavioural expectations are restated before every event.	- Values are evident and integrated without systems in the school, as well as in a visual manner. - Other agencies positively reinforce these expectations around behaviours.
Integration of School-Wide Systems around Positive Behaviour	- PB4L. - Children wear wristbands. - Individual classroom plans. - Kete cards are used for positive reinforcement. These cards are linked into fun activities at the end of the year. - They use a metaphor around a bucket/how to fill buckets/how to fill other people's buckets/how not to dip into other people's buckets by doing or saying mean things. This is based on a book by Carol MCloud.	- PB4L. 90% emphasis on positive culture, rewards and celebrations. - They use data to analyse behavioural themes, and to make school-wide changes where appropriate. - They reflect on data twice a term, or on an as needs basis. - They have a neighbourhood police team, with the view of the police developing a positive profile with the students. On occasions, 12 officers may visit the school and play sports with the kids. It is common practice for a policeman to stop by, and chat with the students (old fashioned 'bobby on the beat'). These same policemen follow up on truancy, and are known to the families. They also identify potential risks e.g. Children wearing different coloured bandanas that represented gang colours.
Individualise Plans for Students	- Use individual plans for students.	- They develop behavioural contracts with the individual children. Students on this contract have a book that goes home to parents on a daily basis. Teachers work from a functional analysis perspective with these children. - They have a lot of multidisciplinary meeting. - Intensive Wraparound children. - They have individual behaviour management programmes.

		- Individual programmes unfortunately are not handed over to the intermediate school, which is a loss of relevant information.
Resources	- Employed a specialist.	- They employ a Social Worker. - Their staff employed are culturally diverse. - They will bring parents of unsettled children into the classroom, so that they are fully involved in the education of their child. This also allows for greater continuity between the school and the home, and empowers the parent. - They also involve professionals from all agencies as part of celebrating different language weeks, so as to break down barriers.
View on Physical Restraint or Seclusion Rooms	- The school believes that there is no place for a seclusion room in Primary Schools. - They feel very uncomfortable about restraining someone else's child. - They believe teaching and learning is their game, not custodial care.	- The school believes that there is no need for seclusion. They believe that there may be a place for physical restraint, but only as a last resort (e.g. life threatening, or at risk of a serious injury). - They would only use restraint in a very extreme situation, where the child was a risk. This behaviour would have to be very extreme, as there is a full emphasis on relationship teaching de-escalation skills. - They may also hold an arm or hand, if I child was to run out onto the dual carriage way outside of the school. If however the child was a known runner, and wasn't at risk of running across the road, they do not pursue the child, but inform the parents.
Physical Restraint	- No, but guided an ORRs student out of assembly.	- Rarely. - Would only use in extremely extreme situations. - They have called the police on one occasion in 1999, when a student was breaking windows with a spade.
Training	- No training on physical restraint and would see this as an extreme intervention.	- No physical restraint training. - All training is emphasised on relationships, positive reinforcement, and de-escalation.

Time Out and Sensory Rooms	- Yellow spot on the veranda. - **Open Time-out space** outside the Principal's room - There is a special room that students can be referred to, to reflect on school-wide expectations. - Sometimes they will go to the corner of the room, but rejoining the classroom activities as soon as possible.	- They practice inclusion time-out, so as the child is never isolated from other children, be it in their own class or in another class.
Seclusion	- **No seclusion room**	- **No Seclusion.**
Suggestions	-	- If there are to be guidelines, they would hope that these are not prescriptive, and allow professionals to make choices.

	School E Secondary Schools MoE	School F Secondary Schools (Year 7-13) MoE
Manifestation of Challenging Behaviours	- Physical harm. - Defiance. - Fights between students. - They tend to have more issues with the younger students.	- Disruption. - Defiance. - Fighting. - Substance Abuse. - Bullying. - Internet bullying. - Throwing objects.
Develop Positively Stated School-Wide Expectations	- All staff are given a booklet on expectations, procedures, and consequences, which encapsulate ABC (Antecedent arrow Behaviour arrow Consequence). This includes guidelines on making positive verbal praise more effective, the referral process, guidelines around abuse of staff, and duty of care. (Could be an exemplar).	- There is a behaviour support room, based on an American programme 'Why Try'. At risk, or vulnerable children report in here at period one every day. Children can request to go back to this room if they are feeling insecure throughout the day. It has a different atmosphere to an attendance room.
Integration of School-Wide Systems around Positive Behaviour	- PB4L - Relationship teaching focussing on the students as a person. - Systems are aligned and they sing from the same song sheet. - Students are engaged. - All students are given a booklet of referral actions. - 'Carr' rewards about rewarding good behaviours. - Pink card system. - Awards in assembly. - Staff get rewards for rewarding students.	- Policies on management of behaviour, discipline, harassment, and search and seizure. - They have referral room procedures. - They have restorative justice. - They have employed their own attendance officer through board funding.
Individualise Plans for Students	- IEPs for students, and behavioural plans - Work closely with multidisciplinary teams	- IEPs. - Behaviour management plans.
Resources		- Behaviour specialist. - Full time teacher aide, who works in a behavioural support team based on "Why Try" (American Programme). - There is also a behavioural support room.
View on Physical Restraint and Seclusion Rooms	- They would only restrain a student as the last resort, with the view of de-escalating the behaviour.	- They want the autonomy to make a decision based on the situation in front of them.

	- They are more likely to let the student roam, and call the police. - They identify a need for training in safe holds, with the majority of the training being on de-escalation techniques.	- They are worried about the legal ramification, the professional risks, and hurting the students. - Their worst fear was a historical investigation, where practices of the past are measured against current practice.
Physical Restraint	- **Occasionally (Approx. once a term).** - Usually only used when there is a fight between students. - As a last resort, they would involve police - There was a major incident that involved scissors, and managed this without physical restraint - There are no policies on physical restraint.	- Used **rarely (twice in the last three years).** - It will be used if a deemed risk is observed. -Where an extreme risk is identified, the staff will hold the student down until the police arrive. They will not attempt to move the child.
Training	- Staff are trained in de-escalation through PB4L. - Professional Development. - There is no training in physical restraint.	-Staff have undergone de-escalation training.
Time Out and Sensory Rooms	- **They have no time out space** - They allow the students to roam, as opposed to attempting to contain them in a specific space. - They occasionally remove children from the classroom.	- **Sensory rooms are used in their 'special area' as time out,** or students remove themselves to this area. - If a child is throwing things, the other children are removed from the room. - There is a referral room. A student can stay here for one period, or over a longer period of time (subject based). - There is always a restorative process before they go back into the class.
Seclusion	- **There is no seclusion room.** - They do have an admin area where the staff stand in front of glassed doors. Staff remain inside the area with the student, not outside.	- **No seclusion room.** - They use the office and foyer areas to retain students.

	School G Secondary Schools MoE	School H Secondary School MoE
Manifestation of Challenging Behaviours	- Mental Health concerns. - Anxiety. - Depression. - Attachment Disorders. - Non-compliance. - Verbal and Physical Abuse. - Threats.	- Late to school. - Late to class. - Incorrect uniform and equipment. - Distracted students. - Emotional distress. - Hungry and cold students. - Theft. - Drugs (Very rarely). - Occasional fights between students. - Verbal Attacks.
Develop Positively Stated School-Wide Expectations	- PB4L (in its infancy). - There are behaviour action plans to standardize practice across the school. - They have a referral system with a schedule of escalating behaviours and who students should be referred to based on the level of severity. - Restorative practice (Deans/Mentors).	- PB4L. - Clear pastoral clear procedures. - Classroom rules. - Engaged learners through individual pathways. E.g. pathways with the Polytech.
Integration of School-Wide Systems around Positive Behaviour	- Counselling. - Life-Skills programme (AGAPE Trust). - External counselling. - Waipuna on-site counselling. - Complex mental health issues. - 24/7 workers running groups. - Altered timetable in Op room. - Support from Child youth and family, and YSS. - Waipara adventure theory. - Muliti-disciplinary approach in fortnightly Year 7 and 8 pastoral meetings with CDHB (Mental Health).	- Values driven. - Behavioural Expectations integrated into their systems. - Stand downs. - Restorative justice is built into procedures. - Vertical streaming, so that the older students can role model positive behaviours, and know the students.

	- Rock On (Reducing Our Community Kids Offending Now), which involves the police YSS CYF Truancy in schools. This involves monthly meetings. - There is a 7-step plan: 1- Letter from school, 2- letter from school, 3- Police letter and visit, 4- Hui involving all agencies and family, 5- Child, Youth, and Family referral, 6 – Child, Youth and Family group conference, 7 – Prosecution. - Relationship teaching. - Working on engaging programmes (Inquiry focussed).	
Individualised Plans for Students	- IEPs. - Behavioural Plans.	- There are individual behaviour plans.
Resources	- The school would like to resource their own truancy officer, and are exploring a check in/check out room for needs students. - They are also restructuring a Year 9 class to operate from a home base, as opposed to changing for every period.	-
View on Physical Restraint and Seclusion Rooms	- Physical Restraint is used only as a last resort. - If a seclusion room was needed, they would prefer that this was done under police supervision.	- The school did not feel that there was a need for a specifically designed seclusion room. - They could however identify a need for physical restraint as a last resort, re: harm to themselves, others, of property.
Physical Restraint	- **Occasionally** - Police will be called every time that physical restraint is used.	- **Rarely.** - Often students will intervene, as they know fights are not allowed.
Training	- The police showed a staff member how to physically restrain a child using a pressure point/pain technique. The staff member was uncomfortable with this.	- One teacher was experienced in physical restraint. This teacher is Primary School trained, understands antecedence, and the need for relationships with families.
Time Out and Sensory Rooms	- **They have 'chill out' space.** These can be anywhere from a counsellors room to a foyer.	- Withdrawn from class and work from a desk near the Principal's office. - The students sit by themselves, and are not able to mingle with their friends at interval or lunchtime. - When children are in time out, the parents are informed - They have removed other children from classrooms when students are acting out.
Seclusion	- **No seclusion**	- **No seclusion room**

	School I Secondary Schools MoE
Manifestation of Challenging Behaviours	- Full range of behaviours - Fighting - Self-harm - Verbal abuse - Theft - Alcohol and drug abuse - Occasional vandalism - Peaks end of Term One (Forming and Storming Stage), and at the end of the year. - Their greatest concerns are trespassers, and gang connections outside the school.
Develop Positively Stated School-Wide Expectations	- Their values are visual from the foyer (displayed on a television), and throughout the school. Not only are the values explicit, but the unpacking of these values as per specific behaviour expectations, is also visual. - Expectations within the school are clear, but their rules are not rigid, as the aim is to understand the antecedence, and respect the child as a whole. They endeavour not to be reactionary, where one intervention fits all. - The school places huge emphasis on relationship teaching, and their staff knowing and understanding the students. Eg. They interpret smoking as an addiction, not as pushing school rules. - They view the child in the wider social and cultural context. - The school believes that rigidity makes a student worse, and they avoid backing a student into a corner.

	- The staff have clear boundaries between education and justice. They refer to the police wherever necessary to avoid compromising the teacher-student relationship. - This school has one of the highest retention rates in New Zealand. Year 13 – 87%.
Integration of School-Wide Systems around Positive Behaviour	- PB4L 5 years - KMAR is used extensively, with all relevant information linked to the individual child, and teachers accessing and inputting into regularly. Staff also input positive conversations that they have had with the child into this system. They 'flag' any concerns needs e.g. the need for an interpreter. - Students set career goals each year. - They have a strong academic mentoring system. This includes deans, form teachers, and mentors. - Academic mentors meet with 12 – 15 students weekly. - They have vertical streaming. - They place huge emphasis on their pastoral care system. - They are one of five schools involved in a programme exploring idea towards mental health. - They have a Christian Trust that works in the school to provide data on anti-bullying and anger management. - They have a Social Worker active within the school (Check-in and Connect contract). - They had been part of Cops in School programme, but no longer have a cop on site. However, they are still linked into this programme, but use it for advice and guidance. They also engage in the running of programmes around driving and drugs etc. This liaison has been invaluable, and reduced the need for 111 calls.
Individualised Plans for Students	- Many are monitored via daily reports through the deans and senior leadership team. - They have multidisciplinary meetings.
Resources	- Professional development includes coaching around the appropriate use of language, and positive reward systems. - In recruitment, they place an emphasis on suitability not just eligibility, as the philosophy of the staff member is crucial. - They place a lot of emphasis on educating families.

	- Kia-eke. Emphasis on building culturally responsive pedagogy, and strengthening relationships (14% Maori, 14% Asian, 40% Indian (Fijian), 20% Pacifica, 12% Pakeha)
View on Physical Restraint and Seclusion Rooms	- The school prides itself on good systems that are not punitive. For example, they do not have detentions, and any consequences involve restorative processes. - They reinforce the message to all staff not to make physical contact with a student, attempt to hold back, or stand in front of doorways. They let students walk. - They do believe in time out to remove the child to keep them safe, but they do not believe in seclusion. - Senior Leadership Team believe that there is a place for stand downs and suspensions, but once again, only if this is going to have beneficial effect on the student. Discussions are had with parents before any decisions are made, to enable the exploration of circumstances, and to maintain an open mind-set. This often occurs before an investigation. - Parents never get a letter about a stand down. They are always informed before any intervention. - Before returning to school, the student meets with the DP and has a follow up session with a school councillor.
Physical Restraint	- **Rarely.** - Principal recalls 3 times over a 20 year period. - There is a culture of students breaking up fights, as they are aware that this is not part of their culture. - Last incident, student was under the influence of drugs and staff held him down until police got there. - They call 111 for volatile situations, especially those outside the school gate.
Training	- They have not received specific training in relation to physical restraint. - Emphasis of training has in\stead been on de-escalation, and in talking students down. It is not uncommon for the Principal to remove the child from a situation and take them out for a cup of tea at a nearby café.

Time Out and Sensory Rooms	- They do **use time out**. - Usually in the corridor or in another classroom. - If the child does not settle, they contact the parents, as they recognise the child settles more quickly outside of the school context and away from peers.
Seclusion	- **No Seclusion.**

	School J Primary Special School MoE	School K Secondary Specialist School (Year 7-13) 1 MoE
Manifestation of Challenging Behaviours	- Kicking, biting, grabbing hair, tantrums, - Attempting to exit classrooms - Head-butting, and scratching - Spitting - 2 high needs adolescent boys	- Hitting, kicking, and screaming. - Acting out. - Biting themselves. - Throwing objects. - Absconding.
Actions to Develop Positively Stated School-Wide Expectations	- Interactions with pupils are respectful and aim to preserve their dignity. - Instances of unacceptable behaviour are seen as opportunities for staff to learn acceptable alternatives. - They have very clear class routines. - The student and staff safety and wellbeing underpins all school activity.	- Very clear structure. - Visual schedules. - Structured timetable. - Daily debriefs to review challenging behaviour.
Integration of School-Wide Systems around Positive Behaviour	- They have a token economy, in which positive behaviour is reinforced. They get certificates, stamps and stickers. - They have protocols and procedures in place in relation to the safe room and the management of serious incidents. - They have review meetings. - They also have policies on aversive processes.	- Policies surrounding safe room use. - There is 15 minutes of reflection surrounding challenging behaviours on a daily basis.
Individualise Plans for Students	- All students have IEPs. - They engage in Functional Behaviour Analysis, involving psychologists, paediatricians, and other members of the multidisciplinary team. - Individual systems have an emphasis on respectful relationships. - They use the ABC model (Antecedence, Behaviour, and Consequences). - They use positive reinforcement. - They also use differential reinforcement or other behaviour (DRO). - They use behaviour chaining.	- Functional Analysis. - Behaviour Plans. - Visual schedules.
Resources	- They appreciate the paediatricians going out to the schools, as these doctors often assume an advocacy role when talking to psychiatrists.	-

	- They have a behavioural specialist teacher and a school psychologist. - They work closely with other agencies and have protocols for engaging these.	
View on Physical Restraint of Seclusion Rooms	- Their philosophy is that there is a need for seclusion rooms as a last final resort as a way to protect staff and others. One staff member was concussed last year, highlighting the potential for harm. - The feel it may be appropriate where a psychiatrist and a psychologist has deemed the use of seclusion as a therapeutic intervention, such as XXXX syndrome.	- They have experienced huge success through the use of the sensory rooms, and would very rarely use seclusion.
Physical Restraint	- They do use physical restraint, and have policies and procedures surrounding this.	- Used **frequently.** - Safe holds are used.
Training	- All staff trained in Safe Crisis Management. - They are skilled in de-escalation techniques. - They are going to explore the effectiveness of 'Team Teach'.	- In house training two days a year, plus three half hour staff meetings around de-escalation. Not registered training.
Time Out and Sensory Rooms	- They have an outside area that children can go to. - They may limit access to resources, and limit students' freedom to the class and playground. - They may have time away from other pupils, and may have ongoing closer supervision and proximity to staff.	- **Sensory rooms** are used in their 'special area' as time out, or students remove themselves to this area. - They have a quiet room used for behavioural management - Some students self-select, and other students sleep in here. - It has sensory equipment, e.g. Heavy blanket.
Seclusion	- They have one seclusion room, and one temporary seclusion room. - This room has only been used for two students who display extremely aggressive behaviour, and is used for the minimal amount of time. They are trailing medications. - They will use this room when the student is at risk of hurting themselves or others. - The room is used as a last resort, but may be used as a behaviour management strategy, as per the Functional Behaviour Analysis, and Behaviour Management Plan that has been agreed to by the Senior Leadership Team, the school psychologist, the behaviour specialist teacher, and by the student's parents and caregivers. - Accurate records of room are kept and reviewed at regular intervals.	- Used **Rarely.** - There is also a seclusion room, where the door is closed and held closed. The child is visible at all times. - All parents have sited the school layout - Parents do not give specific permission for use of this room, but do site the behavioural support plans. - Sometimes a staff member may stay in the room with the student. - There is a policy surrounding the use of the room.

| Suggestions | - They believe the criteria to gain entry into the IWS is too concrete and rigid.
- They feel that the IWS should be able to support the school if the child is in care, not just when the child is at home.
- They also feel that there is capacity to meet more children's needs in these care facilities, as opposed to just being limited to IWS students.
- They believe that there should be a specialised unit and residential setting for children with mental health issues. They have identified a gap since Psychiatric Services for Adults with Intellectual Disabilities was closed. There is a team here, but they have to go through 'Explore' which is often too slow, as it caters for all ages.
- Additionally, they find that funding is a problematic area, as there appears to be discrepancies between what different students receive.
- They believe there is a place for a psychiatrist to visit and assess children within their setting, as opposed to the child going to their office.
- If they want prompt action, they will sometimes go through the Emergency Psychiatric Team, which seems extreme. | - Staff found staffing ratios to be a concern.
- Funding was also an area of concern while some children had excessive funding (IWS), while others had to battle to get resources. |

	School L **Special Residential School** **MoE**	School M **Special Residential School** **MoE & Independent Trust**
Manifestation of Challenging Behaviours	- All children come via the IWP Intensive Wraparound Programme, which would put them at the top 1% of challenging behaviours. - There is an increase in challenging behaviours when the children transition from a weekend at home back into the structured residential environment.	- Swearing, and yelling. - Kicking, hitting, and punching. - Many children have underlying conditions e.g. ADHD, ODD, Attachment Disorders, Autism, Cognitive Delay, IWS and Developmental Delay. - This school does not enrol children with inappropriate sexualised behaviour if they are not on a plan, or fire-setters (unless they have had significant work done with them).
Actions to Develop Positively Stated School-Wide Expectations	- They operate on the key principles of Positive Behaviour for Learning (PB4L), with school-wide programmes underpinning the behavioural management system. - They adopt an ecology approach.	- Their philosophy of care is values based, recognising the need for the child to feel accepted and liked. They avoid using labels, although spend significant time unpacking behaviours, drivers, and antecedents. - They operate on a very clear value base, where there are clear expectations for students and staff. - "Children deserve to be treated in the same way that you would like to be treated". - They are child-centric and believe that the child has self-knowledge and the potential to manage themselves. They believe that staff are there to support the child in this. - They place a huge emphasis on relationships. - They model their programmes on the 'therapeutic milieu' concept, and social pedagogy. - They use nurture groups for part of the day, for the first 4-6 weeks, before being transitioned into the classroom. - Pastoral needs are seen as their core curriculum, placing focus on competencies XXXX. - If they were to use one word to sum up their culture, it would be 'nurturing'.
Integration of School-Wide Systems around Positive Behaviour	- They have a reward system which is integrated into their plans, whereby children work towards different coloured wristbands. - All staff have 3-weekly supervision from the in-house child and family psychologist. - They have hand-overs every morning, between the school and villas.	- The term 'behaviour guidance', not 'behaviour management' is used. - They use positive reinforcement. - All staff have supervision once every three weeks. - They use adventure based learning. - There are incident reports which are reviewed by the practice leader, and signed off by the service manager. - They have 'discovery time'.

	- They have pastoral notes, where staff are kept informed via email in relation to students' situations. - Debriefing with the child after an incident is an important part of the process, and there is a clear expectation that staff are expected to repair the relationship and move on. - Positive reinforcement is used, as well as tick charts. - Monitoring systems are in place, with a designated staff member who analyses patterns and feeds this into quality improvement initiatives. - They have safe room procedures and policies, including parental consent in place.	- They also have an emphasis on Inquiry Based Learning.
Individualise Plans for Students	- They use functional behaviour assessments for higher needs students, but not all students. This is a multidisciplinary approach, and involves staff from the school and villas. - They use safe crisis management, which integrates behaviour management theory with functional behaviour analysis. - They use behaviour support plans. - They use IEPs. - They use distraction, clear consequences, PB4L, de-escalation techniques, clear routines, and restorative justice.	- They have monthly reviews involving ICM, education, child youth and family, community services, and RTLBs. - They also have the Child Youth and Family group conference where there are SIFs involvement. - They have strong relationships with Child Youth and Family Mental Health service through Whakatane house. - All students formulate a contract with a staff member on arrival.
Resources	- The school is looking forward to building resources that are fit for purpose, allowing more spaces, opportunities for grouping, and private bedrooms. - They have funded a Child and Family Psychologist.	- Their physical environment, which they are about to occupy, has integrated the XXXX theory, and has characteristics of caves, watering holes, mountains, sandpits, and campfires. - The outside play area is like an adventure playground. These make for a 'camp-like' feel. - They are exploring an equate programme to introduce animals, such as chickens. - Recruitment is as much about cultural fit as it is about experience. - They employ Danish postgraduate students, similar to the woofer (XX) programme, as these postgrad students are in alignment with their philosophy, having been trained in XXX.
View on Physical Restraint of Seclusion Rooms	- They believe that the safe room is an evidence based management strategy that can be used when less restrictive measures of behaviour management have been ineffective. - The Senior Leadership feel uncomfortable about chemical restraint in the form of PRM meds.	

	- They go for the 'best' intervention, rather than seeing the safe room as the 'last chance'. - They view calling the police to manage aggressive behaviour as 'traumatising' for the students, given that they use a different form of restraint involving pressure points and pain. Police have been known to wrestle them to the ground, which staff view as inappropriate. - They feel strongly that there is a use for residential settings, but would like to be more involved with the transitioning of the child moving back into their home environment.	
Physical Restraint	- Used **Frequently**	- They use gentle holds, or firm hugs, while constantly reassuring students. - Instead of restraining students, sometimes the other students are removed from the class. - They debrief with the child once they are settled. This includes a cuddle and a milo, and is often when the closest bonds are formed. - Staff debriefing also occurs in supervision. - If there was a crisis (e.g. child with a weapon), they would physically restrain, and if need be, they would call the police.
Training	- All staff are trained in Safe Crisis Management.	- Staff are trained in de-escalation techniques. - A Practice Leader is trained in MAB, with regular training around de-escalation.
Time Out and Sensory Rooms	- They are exploring the possibility of a sensory room, and children can use other areas as safe areas (e.g. outside). - Some students choose to remove themselves to the time out room to self-regulate.	- They do not use time out or sensory rooms, but they do use open spaces creatively. - They will remove children from a classroom or separate children if necessary. - They never leave a child on their own.
Seclusion	- There are two safe rooms on site. - The door is closed, a staff member holds it closed from the outside, and the child is visible at all times. - Accurate records are kept, and there is a designated role in the school to monitor and analyse this data with the view of quality improvement.	- Historically, it was used **4-5 times a day.** - They removed the door from a pre-existing time out room in 2010. They have not needed this room since, despite the children presenting more challenging behaviours.

	School N **Special Residential School 3** MoE	School O **Special Residential School** MoE & Health
Manifestation of Challenging Behaviours	- Severe conduct disorder. - Self-injurious behaviour. - Threats to physical safety of other students, staff, and property. - Sexualised behaviour.	- Biting, hitting, and kicking. - Strangling, hair pulling, shocking, head butting, grabbing clothes, and spitting. - Self-abuse, verbal abuse, smearing. - Property damage.
Actions to Develop Positively Stated School-Wide Expectations		- They place a huge emphasis on understanding what drives behaviour. - They have a reward system, but the rewards are individualised. E.g. one client likes clocks, while another might like a bracelet.
Integration of School-Wide Systems around Positive Behaviour	- Positive Behaviour Support underpinned by Restorative Practice. - Traffic Light Behaviour System. - Targeted Professional Development in the management of autistic behaviours, Oppositional Defiance Disorder, ADHD, and Personality Disorder. - Use of outside agencies such as CAMHS (Child & Adolescent Mental Health, Police Youth Aid, Police Child Protection Team). - SAFE Network (sexualised behaviour in girls). - EXPLORE. - First Security (for damage to property). - High staff to student ratio. - Utilise MOE psychologist. - Counselling is available for students. - Behaviour Management Policy (Involves Positive Behaviour Support Manual as a base, incidents are reviewed by staff, serious incidents are reported to the Ministry of Education, parents are kept informed).	- Non-Violent interventions (XXNVIP?), which puts the emphasis on personal safety and de-escalation techniques. - Incident reports. - Restraint register, which identifies children that may need restraint, and includes permission from parents. - Restraint committee that meets monthly that reviews data, and makes alterations to their behaviour management plans. - Data on restraint as part of the Board Report. - They have tight policies and procedures around restraint. - They have a positive behaviour programme based on IBA in America. - They have a yearly audit, which looks at policies and procedures, and often focusses on physical restraint. They need to meet the New Zealand standard/restraint minimisation and safe practice NZS8134.2.2008. This accreditation process is similar to ERO, where they can be given a 3 year certificate, but always have an interim audit at 18 months. - They have very good handovers to school staff. - Their documents are linked, e.g. the incident forms are linked to the restraint form.
Individualise Plans for Students	- Individual Functional Analysis of Behaviour Plan. - Individual Behaviour Support Plans.	- Behaviour Management Plans, which may include a restraint plan. - Functional assessments are carried out.

		- All students have an individual behaviour plan, and some have individual support plans that include teaching protocols for staff. - Their functional behaviour plan is signed by a registered Psychologist.
Resources	- Takes a systems approach.	- 2 behavioural specialists - They have a manager called 'Organisational Development' who has restraint in her portfolio. - The staff have 3 monthly training sessions with the team leader, and they have monthly meeting in addition to all of the meetings surrounding the client.
View on Physical Restraint or Seclusion Rooms	- They have moved away from restraint strategies, and the use of timeout facilities or any form of containment. - They have instead moved towards the strategies highlighted above, as they have found them to be more effective. This is especially due to the backgrounds of abuse that many students have experienced, as well as the emergence of mental health conditions in students. - They believe that the strategies that they use have the greatest chance of success in keeping everyone safe, as they avoid the escalation of behaviours further and provide a clear pathway for restitution to be made. - They feel that if schools are using restraint procedures or time out rooms, there should be Ministry guidelines for use that are strictly adhered to.	- Their philosophy is that this organisation does not agree with seclusion, and strongly believe that creative alternatives are better for all concerned. - They are nervous that guidelines around seclusion may legitimise the process. - Physical Restraint is only used as a last resort.
Physical Restraint	- There is a policy which excludes the use of restraint, containment, or isolation. - Their research and past experience demonstrates that restraint escalates behaviour and can result in injury to the students and/or the staff carrying out the restraint.	- They have a individual restraint assessments for all of those children on the restraint register. These stipulate the preferred 'hold'. - Where children are at very high risk to self or others, or are Child Youth and Family children, they do not use restraint. This is as per the Child Youth and Family agreement. - Given the client group, they may use physical restraint around medical conditions (e.g. suturing). - There is an on call manager for back-up, and when necessary the police are called.
Training	-	- All staff are trained in NCVI (2 day training programme), and attend a refresher for one day a year. They have four designated

		trainers and the performance certificate is maintained on a yearly basis. - There is an online exam every second year. - Every 3rd year there is a 3 day refresher course for instructors.
Time Out and Sensory Rooms	- **No Time out** rooms are used - Their time out room was disestablished in 2011	- They **do not have a time out room**, but they have turned it on its head, and it is the staff and the other children that go to a safe area within the house. This could be a locked lounge or bedroom, and there is a sheet on the fridge which tells them where the safe area is. - As an organisation, they are addressing aspects of environmental restraint, such as locked fridges and kitchens. - Two of their houses are locked units, and have been authorised by the Ministry of Health.
Seclusion	- **No seclusion room**	- **No seclusion room**. - They closed their seclusion room in 2000. This required the staff to adapt, as the previous institution that many of the staff came from was used to using seclusion as a management tool.
Suggestions	- There needs to be recognition of the complexity of working with young people who have emerging health conditions and ministry led provision of professional support for this group. - There needs to be easier access to support from CAMHS. - There should be more robust transition processes for students with challenging behaviours (at key points such as preschool to Year 1, Year 6 to Intermediate, Intermediate to Secondary, and Secondary to post-secondary courses of supported employment). - They also feel that mainstream schools should have access to PD in the management of challenging behaviours.	

	School P Residential Special School MoE	School Q Residential Special School MoE & Health & Youth Justice
Manifestation of Challenging Behaviours	- Verbal abuse. - Stand-over tactics. - Non-compliance. - Storm outs. - Hitting, punching, and kicking. - Student fights.	- A range of violent behaviours.
Actions to Develop Positively Stated School-Wide Expectations	- Set very clear expectations, which are value based and are consistent across the school and the residencies. - They have very clear rules.	- They put a huge emphasis on transitioning children back into their schools, and between the school and their unit.
Integration of School-Wide Systems around Positive Behaviour	- They see the grouping of students as important. - They use restorative justice. - They use a lot of positive behaviour strategies. - They align student management systems with a positive behaviour support model of best practice. - They put significant energy into building consistent and cohesive modes around best practice. - They take a multi-disciplinary approach. - They have a lot of training about recognising what sits underneath behaviours. - They put a lot of emphasis on debriefing after an incident or escalation of behaviour.	- They adopt an ecological model, which puts the children's difficulties in a social construct. - They work in a partnership model. - Educational services are tailored to meet individual needs. - At least 3 staff are required to be at City at any one time, each with specific jobs. - Have a policy of removing students (taking them to a safe area) and objects/furniture within the immediate vicinity of the child that is acting out. - Parents are notified if an incident has occurred. - They debrief not just with the student involved, but with all of the students that were present. Students are given the opportunity to speak with a staff member. - Use data collection forms to collect incidents.
Individualise Plans for Students	- They have individual Behavioural Management Plans. - They have Functional Analysis. - They also have IEPs.	
Resources	- With students that exhibit extremely challenging behaviour, they will have a minder with them at all times. They will also restrict the areas that these students go to.	

View on Physical Restraint or Seclusion Rooms	- They put a lot of resources into proactive preventative strategies, as they believe that physical restraint and seclusion rooms destroy relationships. They feel that once that trust is lost, it is very hard to regain. - They focus on the intervention being reasonable and proportionate.	- They feel that restraint and seclusion would be an absolute last resort, as the teacher/student relationship is paramount, and given the cliental, may re-traumatise the child. - The Child Youth and Family staff, and the Mental Health staff, are very skilled in de-escalation. They are authorised to do this under the Mental Health Act, and the Justice Act. - They believe the closing of their seclusion rooms was the best thing that happened to them. They likened the previous seclusion rooms to concrete bunkers, and described the process surrounding it as "quick and dirty". - They find it ironic that it is usually the least trained teachers (e.g. teacher assistants) working with the most complex behaviours.
Physical Restraint	- **No Physical Restraint is used.** - Last use of physical restraint was in 2010. - They have a positive handling plan. - They have the practice of removing the students and the residents away from the child in an escalated state. They find that the behaviours dissipate when the audience is removed. - They prefer guiding techniques, as opposed to restraint techniques.	- Physical Restraint is used **occasionally**. - Rarely the staff may need to intervene about once every 6 months. However, the facility staff may need to use physical restraint once a month. - Because these units are attached to a wider facility, be it Youth Justice or Mental Health, the staff from the adjacent unit are called to do the restraint. - ABC (Antecedence, Behaviour, and Consequence) form the basis of a comprehensive debrief.
Training	- The training is Team Teach, and they are accredited every 2 years, with 2 instructors on site. - All staff have significant training in de-escalation techniques.	- They are NVCI trained, where teachers learn to read antecedence and perform accordingly
Time Out and Sensory Rooms	- As part of their orientation, **students select a time out area**, be it the library, or outside beside a tree. Students also learn when they need time out to either signal it, or pick up a time-out card. - When they assess that the child may be at risk, an adult will stay in close proximity. - Staff are fully supportive of students taking time out, and encourage this as a self-regulation strategy.	- **There are time out areas** for de-escalation.
Seclusion	- **There are no seclusion rooms.**	- **No seclusion rooms.** - They closed their seclusion room 8 years ago, and have viewed this as the best thing that ever happened. - The residential schools attached to these schools do use seclusion.

Suggestions	- There needs to be a centre of excellence, where staff from all sectors partake in practical training around de-escalation and positive strategies, with physical restraint being a small part of this training. - They always have psychology involvement.	

	School R Residential Special School MoE & CYF
Manifestation of Challenging Behaviours	- Falls in the top 2% of challenging behaviours. - Violent, traumatised students. - Some have mental health issues which can manifest in extreme behaviours.
Actions to Develop Positively Stated School-Wide Expectations	- PB4L. - Very clear expectations.
Integration of School-Wide Systems around Positive Behaviour	- It is a high security school that works closely with the Child Youth and Family team. The environment has characteristics of this type of area, such as cameras, and high staff-student ratio - They have strong policies and procedures. - Sound induction processes and review processes. - They use a model by Dr Bruce Perry, which assimilates reasoning, relating, and regulating. - Staff have PD around looking behind the behaviour that is being presented. - They have policies on crisis-management, risk-management, time-out, bulling, absconding, violence, security, incident reporting, and student achievement.
Individualise Plans for Students	- They have individual learning plans.
Resources	
View on Physical Restraint or Seclusion Rooms	- Prevention is high on their agenda, and the Principal commented on the high level of skill by the Child, Youth, and Family staff to talk situations down.
Physical Restraint	- If clients' behaviour escalates, staff are trained to de-escalate. If clients' present angry or violent behaviour, staff **will use physical restraint**. Usually they will call Child, Youth, and Family to do this, so as to preserve the child-teacher relationships.
Time Out and Sensory Rooms	- They have 'chill out' areas in the corridor.

Preliminary Analysis of Data from Primary and Secondary School Interviews

Physical Restraint and Seclusion

- The more the schools develop, integrate, and embed systems around positive behaviour, the less the need for physical intervention and seclusion. This was demonstrated by the schools who were into their 5th year of PB4L, citing a marked decrease in the need for any physical intervention or seclusion. These schools emphasised the importance of a positive culture. This was irrespective of the school's decile.
- Clear expectations were evident in all schools that had very strong opinions about no need physical restraint and seclusion.
- Some schools had policies and procedures around physical restraint, but the majority of Primary and Secondary schools did not. Some made reference to Physical Restraint in their Health and Safety policies.
- All schools acknowledged a need for physical restraint as a last resort, mostly referencing harm to self and others, but not property.
- Some schools had clear boundaries between education and justice, and deferred to the police as their first option. This was especially evident when children were older.
- There was a clear correlation between de-escalation training and reduction in use of physical restraint.
- Many teachers viewed physical restraint as a sense of failure.
- Some schools had policies around the use of time out, and had linked these to behaviour management plans.
- All schools found the use of time out spaces, be it separating students out from the group, or quiet spaces with or without a teacher, to be useful. Also, where time out had been used, most schools used this as an opportunity discuss precipitative factors and alternative strategies before the student partook in classroom activities.
- No Primary or Secondary School visited used a seclusion room, however many made reference to having used seclusion historically, one as recent as last year. No school had policies around seclusion, but some schools had policies around exclusive and inclusive time out.
- Some schools made reference to other schools still using seclusion as a form of behavioural intervention. However, I did not obtain this information first hand.
- The majority of the schools saw no need for seclusion, and appeared to be managing behaviours through less restrictive methods. However, some schools said that they would only use a seclusion room if it was a part of a behavioural management programme specific to a student, and was recommended by a psychologist with parental approval. But the one school that had seclusion as part of a behaviour management programme, felt uncomfortable with this, and found an alternative that did not involve seclusion.
- Many schools viewed this practice as historically punitive, and the rooms themselves as inappropriate. Schools used emotive terms to describe these room e.g. 'concrete bunker', 'the cage', and 'quick and dirty'.

- All schools were apprehensive about the use of physical restraint and seclusion in relation to their legal standing and protection as professionals.
- All schools had clear referral systems.
- Some schools' referral systems were more complicated than others, involving staff at numerous levels as student behaviour escalated.
- When asked about the management of challenging behaviours, all schools spoke to positive behavioural strategies. Only one school used the term 'punishment'.
- The Primary Schools appeared to have closer relationships and regular dialogue with the parents. This allowed them to share information between home and school more regularly, which was helpful in identifying antecedence. However, one Secondary School was exemplary in its use of KMAR in relation to pastoral care.
- There were various opinions on the effectiveness of open modern learning spaces. These varied from viewing them as providing better teaching and more engaged learning, to being viewed as over-stimulating, looser environments that do not suit all children, especially those on the autism spectrum.
- Grouping children and pitching the teaching at the right level promotes engaged learning, thus reducing problematic behaviours.

Barriers

- A lack of staffing was highlighted as a barrier by many schools, with some schools using Board Resources to buffer additional teaching positions.
- Some schools had better inter-agency relationships than others. Ministry of Education initiatives (e.g. PB4L, Kia Eke, Restorative Justice, and ROCK ON) were providing a framework to harness this.
- Teacher mind-set was identified as a barrier in relation to confidence, the effectiveness of positive behavioural strategies, and the removal of seclusion.
- Access to professional training around de-escalation was identified as a barrier. Many staff spoke of the value of training around the management of challenging behaviours and de-escalation techniques. They spoke of the need for the training to be practical and relevant ('grass roots' level). They saw value in the private training options available, however found the cost prohibitive, especially when yearly registration was an ongoing cost.
- Although identifying the need for Functional Analysis, the level of understanding, and the lack of experts to undertake this was problematic.

Analysis of Data from Primary and Secondary Special School Interviews

Physical Restraint and Seclusion

- These schools use seclusion more than was evidenced in the Primary and Secondary sector.
- Use of seclusion rooms varied from frequent to rare use.
- Some identified a therapeutic gain through the use of seclusion in relation to a specific student e.g. XXX syndrome.
- Most viewed seclusion as a last resort to protect students from harming themselves or others. Schools' interpretation as to what constituted the behaviour that warranted seclusion, varied greatly. What equates to seclusion in one school, did not equate to seclusion in another. Some Special Schools believed that there was no need for seclusion, and employed models that turned this on its head e.g. Policies on No Physical Restraint or Seclusion.
- Some schools had turned seclusion and timeout on its head, where they were putting themselves and the other students in a safe room, while leaving the acting out student to calm down without needing to remove them. The schools using this method of de-escalation had found it effective.
- Some schools preferred to call the police to manage dangerous behaviours, citing it protected the student/teacher relationship. Other schools believed strongly that this was the role of police.
- Some of these behaviours were so complex that if they did not have a seclusion room, they would have to stand down or suspend students. In these instances, seclusion was viewed as a best alternative to standing down students.
- All of these schools had policies and procedures, albeit some were more robust and linked than others.
- From a wider systems perspective, some schools monitored the trends better than others, with some schools reflecting on a daily basis, and providing a supervision to staff, as all schools found restraint and seclusion as undesirable.
- Only in some schools did the data around physical restraint and time out go to the level of governance.
- Debriefing and reconciliation between teachers and students is seen as very important if seclusion has taken place.
- Sensory rooms and creative use of open spaces were being used more often, and many schools that did not have these were developing such areas.
- Schools emphasised the importance of establishing Ministry guidelines around seclusion room use. However, some schools were concerned that through establishing these guidelines, it may act to legitimise their use.
- Many schools spoke of the use of seclusion as having a negative effect on the students' wellbeing, whilst others saw it as a necessary reality given the complexity of the students involved.

- The schools that were under the umbrella of Child Youth and Family, and Mental Health opted for calling the residential staff to physically restrain and remove a child. Some of these organisations were using seclusion. Teaching staff in these organisations spoke highly of the staff skill set in talking students down, and had had extensive training on this.

Barriers

- All schools identified the need for more training.
- Schools had various opinions as to the use of Intensive Wraparound, and the low number of children who had access to this finding.
- Schools expressed the need for professional development in relation to challenging behaviours to be more accessible and affordable.
- Concerns were also raised as to transition processes, such as between year levels and schools, as well as between residential and school care.