



This survey is a hardcopy version for reading and discussion.

**Please complete the actual survey online.**

The *Wellbeing@School* Teacher Survey is for ALL staff who teach students.



## Information

This survey explores how well your school promotes a safe and caring social climate. This survey asks questions about:

- school-wide leadership, climate, policies, and practices
- how teachers teach, and what happens in classrooms
- student culture and behaviour, and
- how connections are made with the school community.

This survey is part of the *Wellbeing@School* School Self-Review Tool (SSRT). The combined set of data from this Teacher Survey will be used by a review team to complete an SSRT for your school. The aim of the SSRT (and Teacher Survey) is to support schools to review different layers of school practice to identify areas of strength and possible next steps that could be taken to promote a safe and caring climate.

There are two types of questions in this survey:

**1)** Some questions ask how strongly you **agree or disagree** with a statement. Four answer options are provided. These are:

- **Strongly disagree** (this is not in place **OR never or hardly ever** happens at this school)
- **Disagree** (this might happen sometimes **OR this varies a lot** across this school)
- **Agree** (this is in place **OR this is true for many** staff, classes, or students)
- **Strongly agree** (there is a shared view **OR this is true for all** staff, classes, or students).

**2)** Other questions ask **how often things happen**. Five answer options are provided:

- **Never** or hardly ever
- 1 or 2 times a **year**
- 1 or 2 times a **month**
- 1 or 2 times a **week**
- Almost **every day**

Please answer every question. If you are not sure about an answer, please choose the option that is closest to your experience at school or how you feel. Think about what your school is like **this term** when you are answering these questions.

**This survey is voluntary and anonymous;** no one at your school will know how you responded.



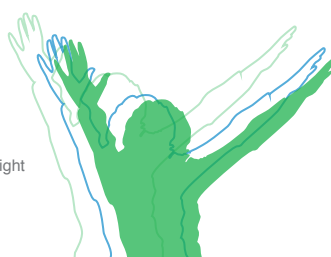
**School-wide climate and practices:** This section asks about leadership, school climate and culture, and how students' different cultures and backgrounds are affirmed.

How much do you agree?

Strongly disagree    Disagree    Agree    Strongly agree

**At this school...**

1	Staff share a strong collective vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	School leaders promote the school as a caring and culturally inclusive community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The leadership teams work collaboratively with staff to set school directions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	School leaders encourage staff to share ideas rather than compete with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Staff respect and care about students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Staff always behave how they would like students to behave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Staff treat each other with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Staff consider students' wellbeing to be a priority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Staff have a strong sense of belonging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Staff and students are committed to the school values (e.g., respect for others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Students' successes are shared widely (e.g., at assemblies, during staff meetings, in newsletters).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Staff recognise and acknowledge students' caring and helpful behaviours (e.g., in classrooms, on duty, at assembly).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	We have effective ways of celebrating students who demonstrate care and concern for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Staff encourage students to be inclusive and respectful of peers from other cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Staff relate well to students from different cultures or backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Staff are supported to learn effective ways of working with students from different cultural groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Staff have an awareness of the concepts and practices of tāngata whenua.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	The cultural practices of our students are reflected in school life (e.g., new students are welcomed with a powhiri, fono are held for parents).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	We make connections to local community events and festivals (e.g., Matariki, White Sunday).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	The buildings, equipment, and grounds are well looked after.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	There are lots of examples of student work in school corridors and classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



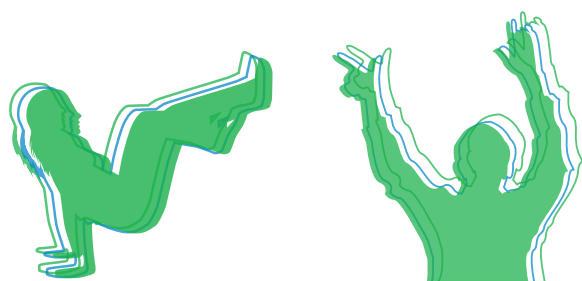
**School-wide climate and practices:** This section asks about student and staff safety, behaviour expectations and management, and the promotion of caring behaviours.

How much do you agree?

Strongly disagree   Disagree   Agree   Strongly agree

**At this school...**

22	We have done an audit to assess whether people feel safe in places like hallways, classrooms, toilets, and on school buses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	We provide a safe social and physical workplace for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	We actively address staff workplace harassment and bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	We provide a safe social and physical environment for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	We have good standards of student behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	We <b>do not</b> have a problem with student bullying, harassment, or violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	Students are safe when they are going to or from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	We have an agreed set of strategies to help students to relate well to each other (e.g., restorative talks are promoted in classrooms, on duty, at assembly).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	Staff convey consistent and clear expectations about desired behaviours (in classrooms, on duty, at assembly).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31	All students know the expectations about behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	We have a school-wide behaviour management policy or procedure that is easy for our school community to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	We have school-wide guidelines that help us recognise and address student behaviour incidents of differing severity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	We have a policy or procedure that promotes safe and responsible Internet and cellphone usage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	We actively address negative student behaviours such as harassment, violence, bullying, and cyber-bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	Staff recognise student behaviour triggers and develop strategies for early intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37	Behaviour management policies or procedures are applied consistently and fairly to all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38	We use behaviour management strategies that avoid shaming or excessive punishment (e.g., minimal use of time out, detention, or suspension).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39	Students are rarely stood-down, suspended, excluded, or expelled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40	Approaches to addressing student behaviour incidents <b>are not</b> consistent across the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41	There are a lot of fun activities that students can do at break times (e.g., clubs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42	Duty teachers have a consistent approach to addressing student behaviour incidents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**School-wide climate and practices:** This section asks about student support and how students are involved in school life.

How much do you agree?

**At this school...**

Strongly disagree   Disagree   Agree   Strongly agree

		Strongly disagree	Disagree	Agree	Strongly agree
<b>43</b>	We have effective ways to support students who are new to the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>44</b>	We have effective support systems for students with special learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>45</b>	We offer effective support and programmes for students with social or behavioural needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>46</b>	We have effective systems for referring students with behavioural concerns (if necessary).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>47</b>	We provide extra support for students who are the target of bullying or harassment (e.g., counselling).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>48</b>	Students are treated as responsible citizens who have a say in what happens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>49</b>	We have effective processes for consulting students about ways to improve their safety and social wellbeing (e.g., students are on a school health and wellbeing team).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>50</b>	We have effective systems in place for students to provide social support to their peers (e.g., tuakana–teina partners, buddies).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>51</b>	All students are taught how to provide social support to their peers (e.g., how to be a buddy for junior students).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>52</b>	We have a school-wide approach that involves students in addressing conflicts and deciding solutions (e.g., we train all students to hold conflict resolution or restorative conversations).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>53</b>	Students regularly promote healthy behaviours to their peers (e.g., using drama or role plays at assembly to explore positive ways to deal with cyber-bullying).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>54</b>	Many different students lead activities or hold positions of responsibility (e.g., team and club leaders, student council).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>55</b>	We make sure it is not just the well-known students who lead things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

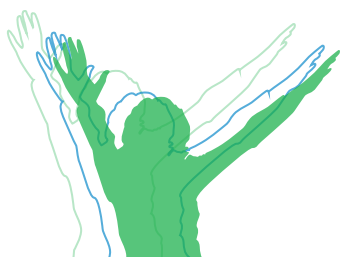


**School-wide climate and practices:** This section asks about how your school implements new approaches and current or recent professional learning practices.

**At this school...**

How much do you agree?  
Strongly disagree   Disagree   Agree   Strongly agree

		Strongly disagree	Disagree	Agree	Strongly agree
56	Staff approach new developments or problems as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57	We seek input from all key stakeholders (staff, students, parents and whānau) when we are making changes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58	We select new approaches or programmes based on student data and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59	When we start new approaches, school leaders make sure all staff have enough information and training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60	All teachers are learners at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61	Professional learning provides opportunities for teachers to work together to develop, trial, and refine new approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62	Professional learning enables teachers to observe their colleagues modelling new practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63	Professional learning enables staff to explore their assumptions about student behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64	Professional learning supports staff to effectively manage student behaviour in a non-confrontational way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65	Professional learning supports staff to recognise the four different types of bullying behaviours, and the difference between violence and bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66	Professional learning promotes teaching strategies and activities that build students' capacity to relate well to others (e.g., the use of role plays or drama to explore topics such as difference and diversity or conflict).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67	Professional learning supports staff to facilitate learning activities that help students develop strategies to address their social concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Teaching and learning:** This section asks about your classroom practice.

How much do you agree?

**At this school...**

Strongly disagree   Disagree   Agree   Strongly agree

68	I create a strong sense of trust and community in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69	I frequently praise students for helpful and caring behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70	I care about students and get to know them as individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71	I listen carefully to students' concerns and always take action if someone is being hurt or bullied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72	I <b>often</b> use put downs or sarcasm to manage students' behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73	I have high expectations for students' social behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74	I believe <b>all</b> students can achieve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75	I give students regular formative feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76	I tailor teaching materials to students' skills, needs, and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77	I use cooperative learning strategies in ways that build students' capacity to relate well to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78	I use role play or drama activities to support students to develop and practise effective strategies for relating to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79	I make use of visual resources (e.g., DVDs) to support students to discuss and develop effective strategies for relating to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80	My curriculum or lesson plans include a focus on the social and behavioural skills this school would like students to develop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81	I encourage all students to set goals that develop their skills in relating to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82	I regularly set up learning experiences that enable students to be actively involved citizens (e.g., documenting history through interviewing senior citizens, doing environmental projects, or working to support disaster appeals).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83	I use classroom discussion time (e.g., form time or circle time) for students to share and resolve any concerns they have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84	I ask students for their ideas about how to improve the classroom or school social climate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85	Classroom or form teachers work with students to develop a charter or commitment to a shared set of class values or behaviours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Teaching and learning:** This section asks about your classroom and curriculum programme.

How much do you agree?

***In the classes I teach...***

Strongly disagree Disagree Agree Strongly agree

<b>86</b>	Students are taught to consider other students' feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>87</b>	Students are taught that it is OK to be different from other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>88</b>	Students explore the social norms of different cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>89</b>	Students are taught strategies for managing their feelings and emotions in non-confrontational ways (e.g., using "I" statements).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>90</b>	Students are taught how to recognise the four different types of bullying behaviours, and sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>91</b>	Students learn and practise strategies they could use to resolve conflicts (e.g., how to deal with cyber-bullying or hold a restorative conversation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>92</b>	Students are taught ways of intervening in conflict or bullying incidents to support each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Student culture and strategies:** This section asks about students' peer culture.

How much do you agree?

***At this school...***

Strongly disagree Disagree Agree Strongly agree

<b>93</b>	Students treat each other with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>94</b>	Students relate respectfully to teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>95</b>	Students get on well with others from different cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>96</b>	Students always intervene to support peers if they are being bullied or hassled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>97</b>	Students often praise and encourage each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>98</b>	Students include others who are being ignored or left out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>99</b>	Students look after others who are new to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Student culture and strategies:** This section asks about students' skills and strategies in managing their social interactions.

How much do you agree?

***At this school...***

Strongly disagree Disagree Agree Strongly agree

<b>100</b>	Students can clearly state how they are feeling (e.g., using "I" statements).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>101</b>	Students ask peers for help if they have a problem with another student (e.g., buddies).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>102</b>	Students can stand up for themselves in a calm way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>103</b>	Students feel they can ask school staff for help if they have a problem with another student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>104</b>	Students can ignore or walk away from people who are hassling them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Student culture and strategies:** This section asks about the extent to which students engage in aggressive behaviours.

**NOTE:** The way of answering the question has changed.

How often do you see students engaging in these behaviours, or have them reported to you?

**At this school...**

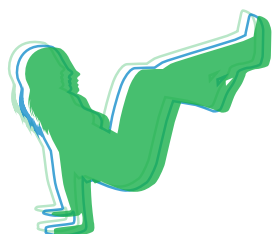
Never or hardly ever    1 or 2 times a year    1 or 2 times a month    1 or 2 times a week    Almost every day

105	Students make fun of or tease others in a mean way (e.g., use put downs or rude names).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106	Students leave others out of activities or ignore them on purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107	Students hit, push, or hurt others in a mean way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108	Students spread lies or unkind rumours about others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109	Students threaten others in a mean way, or force them to do things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110	Students break or take other students' stuff in a mean way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111	Students are rude or mean to others because they have different learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112	Students are rude or mean about other students' culture, family, or religion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113	Students use cellphones (like texting) or the Internet (e.g., facebook) to be mean to each other or spread rumours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114	Students make unwanted sexual comments or touch others in ways that make them uncomfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115	Students call others gay to put them down, or are rude about others' sexuality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If they happen repeatedly to the same student, all of the behaviours above are examples of different forms of bullying.

Never or hardly ever    1 or 2 times a year    1 or 2 times a month    1 or 2 times a week    Almost every day

116	Overall, how often do you see or hear about students bullying each other?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**Community partnerships:** This section asks about how connections are made with parents and whānau.

How much do you agree?

**At this school...**

Strongly disagree   Disagree   Agree   Strongly agree

		Strongly disagree	Disagree	Agree	Strongly agree
<b>117</b>	We have effective ways of making sure parents and whānau feel welcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>118</b>	Staff and parents and whānau respect each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>119</b>	We regularly contact parents and whānau to share students' successes with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>120</b>	Parents and whānau take an active role in student 3-way conferences or learning interviews.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>121</b>	Parents, whānau, and community members are often invited to speak to classes or volunteer to support the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>122</b>	We have effective processes in place for consulting parents and whānau about ways to improve students' safety and wellbeing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>123</b>	We listen to, and take action to address, the concerns of parents and whānau.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>124</b>	A lot of our contact with parents and whānau is about problem behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>125</b>	We run sessions for parents and whānau about ways they can support students to relate well to others (e.g., training in conflict resolution or restorative conversations).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>126</b>	We share the school expectations of behaviour with parents and whānau.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>127</b>	We keep parents and whānau informed about the approaches we use to resolve student conflicts (e.g., restorative conversations).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>128</b>	We contact parents and whānau early on, if we have a concern about student behaviour, to jointly work on solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

