STRIVE LANE

# The Boys Engagement Early-Warning & Response Kit

A practical 20-minute tool for Year 7-10 wellbeing, year-level and pastoral leaders

| SPOT DRIFT EARLIER | MATCH THE RESPONSE | CREATE ACCOUNTABILITY |
|---|---|---|

**Use this before disengagement becomes a suspension, chronic absence or complete withdrawal.**


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# 1. What are we actually seeing?

Complete this snapshot for one student or a small priority group. Score each indicator based on the last four school weeks - not a single bad day.

| Signal | 0 - Stable | 1 - Emerging | 2 - Escalating | Score |
|---|---|---|---|---|
| Attendance | 90%+ | 80-89% or pattern forming | Below 80% / refusal | |
| Participation | Attempts learning | Avoids, withdraws, off-task | Regular refusal / exits | |
| Behaviour | Responds to redirection | Repeated low-level incidents | Major / repeated removals | |
| Belonging | Has trusted peers/adult | Peripheral or guarded | Isolated / says they don't belong | |
| Regulation | Recovers with support | Slow recovery / shutdown | Frequent escalation / flight | |
| Purpose | Can name a goal | Vague / low confidence | Sees no point in school | |

**TOTAL: _____ / 12**

0-3: monitor and reinforce. 4-7: targeted support now. 8-12: coordinated case response with family and relevant specialists. This is a conversation tool, not a diagnostic instrument.

# 2. Look beneath the behaviour

Behaviour is information. Before choosing an intervention, test what the student may be protecting, avoiding, seeking or missing.

## Ask the student

1. When is school easiest for you - and what is different then?
2. When do you feel like checking out, leaving or getting into trouble?
3. Who at school knows the real you?
4. What do adults keep getting wrong about you?
5. If the next four weeks went better, what would we notice?
6. What is one thing you are willing to own?

## Ask the team

What pattern comes before the incident? Is the student avoiding shame, academic difficulty, social threat, boredom or loss of control? Where do we already see capability? Which adult has relational credit? Are our responses predictable and consistent?

**Do not confuse the visible behaviour with the whole problem.**

# 3. Match support to the need

| Primary need | First response | Avoid |
|---|---|---|
| Belonging / identity | Trusted-adult check-in; strengths and story work; purposeful peer role | Generic rewards without relationship |
| Emotional regulation | Co-regulation plan; rehearse reset routine; predictable re-entry | Discussing consequences while escalated |
| Agency / motivation | Two bounded choices; short goal; visible progress; student voice | Doing the plan to the student |
| Behaviour / accountability | Name impact; repair action; standard for next time; follow-through | Shame, public confrontation or vague warnings |
| Attendance / avoidance | Identify trigger; staged return; morning connection; family partnership | Waiting for absence to become chronic |
| Academic confidence | Low-floor success; scaffolded task; private feedback; celebrate effort | More independent work as punishment |

**Choose one primary need, one adult and one observable next step. Complexity is real; confusion is optional.**

# 4. Build the four-week response

Keep the plan small enough to deliver consistently and specific enough to measure.

| Element | Decision |
| --- | --- |
| Priority student/group | |
| Primary need | |
| Trusted adult / owner | |
| Student-owned goal | |
| Weekly action | |
| Family connection | |
| Repair/accountability action | |
| Success indicator | |
| Review date | |

# 5. Measure movement, not perfection

Use baseline and four-week data. Pick two or three measures only; the team must be able to collect them without creating another administrative burden.

| Measure | Baseline | Week 2 | Week 4 |
|---|---|---|---|
| Attendance % | | | |
| Class exits / removals | | | |
| Behaviour incidents | | | |
| Learning attempts / week | | | |
| Student belonging (1-10) | | | |
| Student confidence (1-10) | | | |
| Teacher concern (1-10) | | | |

## Four-week review questions

What improved? What stayed stuck? What did the student say helped? Was the plan delivered consistently? What should stop, continue or intensify?

**A good intervention should create evidence, not just a good feeling on the day.**

# 6. Run a 20-minute team huddle

0-3 min: name the observable concern and baseline.
3-7 min: identify the likely primary need.
7-12 min: hear the student's voice and strengths.
12-16 min: choose one response, owner and student goal.
16-19 min: agree on two measures and the review date.
19-20 min: confirm who communicates with family and staff.

## Use this sentence

**We are seeing [observable pattern]. It may be connected to [need]. For the next four weeks, [adult] will [action], the student will own [goal], and we will track [measures]. We will review on [date].**

## Safeguarding note

Follow your school's child-safety, student-protection, disability-adjustment and referral procedures. Escalate disclosures, risk of harm and significant mental-health concerns to qualified staff immediately. This kit supports professional judgment; it does not replace it.

# When a one-off response is not enough

Some cohorts need more than another assembly. Strive Lane partners with schools to build identity, belonging, emotional regulation, accountability and self-leadership through highly interactive workshops and targeted programs.

## A practical next step

Bring your current cohort challenge, behaviour patterns and school priorities to a short fit conversation. We will identify whether a keynote, workshop, targeted series or referral pathway is the right response - including when Strive Lane is not the right fit.

**Explore: strivelane.com**

# STRIVE LANE

OWN YOUR LANE. MAKE YOUR MARK.