

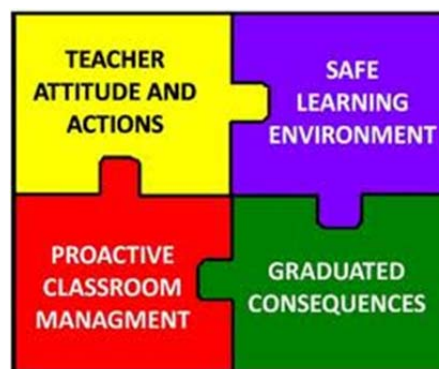
Student Behaviour Management

Baldivis Secondary College provides a safe, supportive and positive learning environment which offers opportunities for all students to achieve to their potential in all aspects of their education. The college's **core value of respect** underpins the management of student behaviour at Baldivis Secondary College.

Classroom Behaviour Management Protocols

At Baldivis Secondary College classroom teachers are expected to make a concerted and deliberate effort in creating and maintaining safe, inclusive and challenging learning environments for their students and implement fair and equitable behaviour management plans. Strategies to promote appropriate behaviour are clearly articulated and the school has documented policies and procedures – including clearly articulated responses and consequences for inappropriate student behaviour.

The graphic below represents the four interrelated dimensions of a harmonious and productive teaching and learning environment. If one or more of the 'pieces' are missing, the classroom environment becomes dysfunctional.



1. The classroom **teacher's attitude** to student misbehaviour underpins the effectiveness of their management response.
2. A safe learning environment relies on **positive teacher-student relationships** and positive peer relationships. Teachers can develop such relationships by taking a meaningful interest in their students' lives, and promoting an anti-bullying ethos through their words and actions.
3. Make an effort to forge positive, respectful relationships with your more challenging students. Study the purpose and triggers of their behaviours, and learn about their backgrounds. Use behaviour management strategies which target the cause of their misbehaviour, and remember they too have the right to a **safe learning environment**.
4. A proactive classroom management approach relates to the facilitation of the teaching and learning process as well as the preventative management of student misbehaviour.
5. Fairly and consistently apply your system of **graduated consequences**. Ideally, such consequences should foster student self-discipline and bring about behaviour change.

(Michael Graffin, November 2008)

Communication

At all stages in the behaviour management process students and teachers are expected to engage in positive dialogue with a view to resolving issues and re-engaging in the teaching and learning process.

Communication is integral to this process. This includes communication within the college between key personnel as well as with parents/guardians. The following communication tools are used to ensure that all relevant members of the school community are adequately informed:

- **Classroom Agreements** – Classroom Agreements are formal documents which are initiated when students are persistently **non-compliance with classroom expectations** after all attempts to effect behaviour change have been attempted. Students are withdrawn from the classroom situation and required to negotiate their return to class with their class teacher. This process is designed to facilitate an important conversation **between** the teacher and the student which re-establishes a very clear understanding of the behaviours that are expected within the classroom on a daily basis; and
- **Student Info Sheets** - Commendation Letter and/or Notice of Behaviour Incident letter generated and posted home to parent/guardian.

Baldivis Secondary College

The Student Behaviour Management Process both an educative and restorative process, predicated on class teachers working in collaboration with each other and their students to **develop classroom cultures which are based on trust and respect, foster a sense of community and promotes individual responsibility and accountability for learning.**

The three key elements in achieving this are:

1. the **establishment of clear agreed classroom expectations;**
2. the **implementation of a range of effective classroom management, instructional strategies and pedagogical approaches;** and
3. clearly articulated responses and consequences for inappropriate student behaviour which are **fairly and consistently applied**

Establishing Classroom Expectations

It is expected that classroom teachers will be proactive in establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.



Implementing a Range of Classroom Management and Instructional Strategies

The following are some examples of strategies known to be effective in promoting a positive learning environment:

- Be well prepared and ensure lesson has structure;
- Ensure teaching and learning program is relevant, meaningful and engaging;
- Demonstrate a positive attitude to your work;
- Use a wide range of Low Key Techniques to 'Win Over';
- Prevent and respond to student misbehaviour;
- Use a range of pedagogical practices;
- Cater for individual needs (Inclusive education practices);
- Reward appropriate behaviour;
- Personally contact parents (by telephone or email);
- Discuss concerns with student on an individual basis;
- Implement consequences for inappropriate behaviour;
- Make informal agreements;
- Withdraw student to a support class for the remainder of the period;
- Discuss possible strategies with school leaders and colleagues;
- Liaise with Year Coordinator, Student Service Program Coordinator;
- Attempt to resolve issues at the individual level;
- Isolate/ separate student from group;
- Complete Student Info Sheet; and
- School Community Service.

Managing Student Behaviour

Each student is required to accept the logical consequences of his/her behaviour choices.

The following steps will be implemented to manage the behaviour of students. It is important to note that our Managing Student Behaviour procedure focuses on a 'Personal Plan' and each student accepting the logical consequences of his/her personal behaviour choices.

Students are placed at Stage 1 if they have behaved inappropriately in class, or in the school yard, and have not accepted their teacher's warnings.

Stage 1

- The student works through the 'Student Self-Reflection Sheet' with the teacher.
- Parents/carers contacted by the teacher to help resolve student behaviour problems.

Stage 2 (If the inappropriate behaviour/s continues)

- The student works through the 'Student Self-Reflection Sheet' (optional).
- Parents/carers contacted by the teacher to help resolve student behaviour problems.
- An appropriate sanction may be applied at this stage; e.g. yard duty, one period withdrawal, detention

Stage 3 (If the inappropriate behaviour/s continues)

- The student works through the 'Reflection Sheet'.
- The Curriculum Team Leader will ensure that the parent/caregiver is contacted to discuss concerns and implications in relation to student learning.
- The Curriculum Team Leader may choose to isolate the student from his/her class until the behaviour problem is satisfactorily resolved with the class teacher.
- An interview may be arranged with the parent/caregiver.
- An appropriate sanction may be applied at this stage; e.g. yard duty, one period withdrawal, detention

Stage 4 (If the inappropriate behaviour/s continues)

- At this stage, the student will be referred to the Deputy Principal who may:
 - Place the student in an alternative location for a minimum of one day (Withdrawal), or suspend the student from school.
 - Inform the parent/caregiver that the student has been withdrawn. An interview may be conducted (by telephone or in person) to discuss the agreed conditions for a return to class.
- Where there has been a serious teacher-student conflict resulting in the student's suspension, the Curriculum Team Leader is responsible for the student's re-entry to class, upon the student's return.
- Where a student has been suspended, on return to school, the student is to be accompanied by a parent/carer for a re-entry interview.
- If a student's behaviour is severe, they may be placed immediately at Stage 4 where a Deputy Principal will apply an appropriate sanction and assist the student to resolve his/her behaviour issues.

Behaviour Agreements

- Students are withdrawn from class and required to negotiate their return to class with the class teacher, thus re-establishing a very clear understanding of the behaviours they are expected to demonstrate in the classroom on a daily basis.

Serious Breaches of Discipline

The School Education Act states that “a student shall comply with and give effect to every instruction given by a teacher in the course of his/her duties or in the exercise of his/her powers as a teacher”.

Students may be suspended for serious disobedience, misconduct, or conduct prejudicial to the good order and management of the college. Suspension can be an effective behaviour management strategy when it is reserved for serious or persistent breaches of discipline. Suspension removes the student from the college environment, reduces the opportunity for reinforcement of their behaviour and provides a period of respite between the incident and the resolution process.

The decision to suspend a student from the college is not one which is taken lightly and is only made after serious consideration and discussion has taken place. The processes for imposing suspension are the same for all students. Suspension provides an opportunity for the student, parents/guardians, and college staff to reflect on the incident and resultant behaviour thus enabling a considered, positive resolution and re-entry plan.

When a student is suspended from the college the student loses all privileges associated with attending college. The student is not permitted to come onto the college grounds or into any area normally used by the college. While on suspension the student is under parental control and may be required to do college-related work. The student will not be accepted back into classes until the student and a parent/guardian have met with a member of the college’s administration team. This meeting is an important strategy in supporting the student in making a successful return to school and ensuring that there is a reduced risk of recidivism.

Serious breaches of school discipline should be **immediately referred to the Deputy Principal** using the Serious Breach of Discipline Form.

Students who have been suspended from college will not be permitted to attend any extra-curricular events for ten school weeks from date of the incident.

Yard Student Behaviour Management Process

School rules are made in order to maintain a safe environment that protects all members of our school community. In order to protect the safety and welfare of self and others in the yard, staff will:

- Support students to solve problems in the yard
- Ask student/s to stop inappropriate behaviour
- Remove students from general play if required

Responding to Student Behaviour

Make sure to be complimentary and positive towards those students who are conducting themselves in a mature, responsible and pro-social manner. Most unacceptable student behaviour can be promptly and effectively dealt with at the time by the duty teacher. This may involve, for example, isolating the student from peer group, talking with the student in isolation, or placing the student on rubbish duty.

Avoid discussing an issue/incident with a student in front of their peers. Ask the student to move away from the group to have a conversation in private. If the student refuses to move away from the group to talk with you, simply remind them that they have a choice to discuss the matter with your now or later when the consequences are likely to be more serious.

If a student’s behaviour is serious or persistent the student should be referred to the **Deputy Principal** and an Info Sheet completed. In this instance the yellow copy should be forward to the Deputy Principal.

Very serious incidents involving fighting or smoking should be referred directly to the **Deputy Principal**.

Cleanliness of the Yard

Students are required to keep “their” area of the yard clean. Duty Teachers should insist that this is done and should ask students to clean up as required. Students who litter should be immediately required to clean up larger areas of the yard. The college has a supply of rubbish pickers which should be offered to students who are reluctant to ‘handle’ rubbish.

Out of Bounds

Being in these areas between 8.30am and 2.40pm is considered a serious breach of college rules. Students found to be in these areas within this time-frame should be directed to the **Deputy Principal** immediately.

