

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.
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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.
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The following summary outlines the key elements at each stage of the Behaviour Management process in place to manage **persistent non-compliance with classroom expectations** after all attempts to effect behaviour change have been attempted.

Key Elements of Stage One:

- Student is withdrawn from class and sent with work to the Front Office (Student Entry)
- The student will be held at the Front Office until seen by the class teacher during their next available break.
- Student is not released to classes until work provided has been completed to an acceptable standard.
- Class teacher and student negotiate a Stage 1 Classroom Agreement

STAGE ONE



CONTINUED UNACCEPTABLE BEHAVIOUR
(i.e. Stage 1 Classroom Agreement breached)



Key Elements of Stage Two:

- Student is withdrawn from class and sent with work to the Front Office (Student Entry)
- The student will be held at the Front Office until seen by the Collegiate Team Leader and class teacher at the earliest opportunity.
- Student is not released to classes until work provided has been completed to an acceptable standard.
- Class teacher and student negotiate a Stage 2 Classroom Agreement in collaboration with the Collegiate Team Leader

STAGE TWO



CONTINUED UNACCEPTABLE BEHAVIOUR
(i.e. Stage 2 Classroom Agreement breached)



Key Elements of Stage Three:

- Student is withdrawn from class and sent with work to the Front Office (Student Entry)
- The student will be held at the Front Office for remainder of the day, with work collected from their classes by the College Ambassador at the start of each lesson.
- Student is not released to classes until work provided has been completed to an acceptable standard.
- Meeting convened with parent/guardian and student to develop behaviour management plan and negotiate a Stage 3 Classroom Agreement

STAGE THREE



CONTINUED UNACCEPTABLE BEHAVIOUR
(i.e. Stage 3 Classroom Agreement breached)



Key Elements of Stage Four:

- *Student is withdrawn from class and sent with work to the Front Office (Student Entry)*
- *The student will be held at the Front Office for remainder of the day, with work collected from their classes by the College Ambassador at the start of each lesson.*
- *Student is not released to classes (in school suspension) until a meeting has been convened with parent/guardian and student to develop and individual behaviour management plan*
- *Case Conference convened by Deputy Principal (or delegate) with the student and parent to discuss behaviour concerns and develop an action plan for improved behaviour.*

STAGE FOUR

Staff Roles and Responsibilities in Classroom Student Behaviour Management Process

Stage	Class Teacher	Collegiate Team Leader	Deputy Principal
<p>1</p>	<p>Once the decision to withdraw the student is made, the class teacher must:</p> <ul style="list-style-type: none"> ✓ Send the student to Front Office (Student Entry) using Class Withdrawal Slip <u>with</u> work to complete; ✓ Touch base with the student at the next available break to make a time meet with the student to discuss behaviour concerns; ✓ Meet with the student to discuss behaviour concerns, review reflection sheet (if appropriate) and develop an action plan for improved behaviour; ✓ Complete Student Info Sheet → Student Services (Entered on system); ✓ Contact parent (by telephone); ✓ Advise Collegiate Team Leader; and ✓ Formalise the discussion by completing a Classroom Agreement (Stage 1) <u>and</u> sending a copy home to parent/guardian for signing. <p>The class teacher may choose to:</p> <ul style="list-style-type: none"> ☹ Give student a detention or school community service; ☹ Require student to complete behaviour reflection sheet; and/or ☹ Discuss support options available with Year Coordinator and/or Program Coordinator (Student Services). 		

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Stage	Class Teacher	Collegiate Team Leader	Deputy Principal
<p style="font-size: 2em; font-weight: bold; text-align: center;">2</p>	<p>Once the decision to withdraw the student is made, the class teacher must:</p> <ul style="list-style-type: none"> ✓ Send the student to Front Office (Student Entry) using Class Withdrawal Slip with work to complete; ✓ Advise Collegiate Team Leader; ✓ Complete Student Info Sheet → Student Services (Entered on system); ✓ Contact parent (by telephone); and ✓ Formalise the discussion by completing a Classroom Agreement (Stage 2) AND sending copy home to parent/guardian for signing. <p>The class teacher may choose to:</p> <ul style="list-style-type: none"> ☹ Touch base with the student* (if appropriate) at the next available break to make a time meet with the student to discuss behaviour concerns; ☹ Give student a detention or school community service; ☹ Require student to complete behaviour reflection sheet; and/or ☹ Discuss support options available with Year Coordinator and/or Program Coordinator (Student Services). 	<p>Collegiate Team Leader supports the process by:</p> <ul style="list-style-type: none"> ✓ Discussing the situation with class teacher and developing an agreed approach and course of action; ✓ Touching base with the student* (if appropriate) at the next available break to make a time meet with the student to discuss behaviour concerns; ✓ Facilitating a three way meeting with the class teacher and student to discuss behaviour concerns and develop an action plan for improved behaviour; and ✓ Ongoing monitoring of student behaviour in collaboration with the class teacher. <p>* The decision as to who touches base with the student and arranges the time for the three-way conversation between class teacher, student and Collegiate Team Leader is determined by the class teacher and the Collegiate Team Leader.</p>	

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Stage	Class Teacher	Collegiate Team Leader	Deputy Principal
3	<p>Once the decision to withdraw the student is made, the class teacher must:</p> <ul style="list-style-type: none"> ✓ Send the student to Front Office (Student Entry) using Class Withdrawal Slip with work to complete; ✓ Advise Collegiate Team Leader ✓ Completing a Student Info Sheet → Student Services (Entered on system) <p>The class teacher may choose to:</p> <ul style="list-style-type: none"> ☹ Touch base with the student* (if appropriate) at the next available break to make a time meet with the student to discuss behaviour concerns; ☹ Give student a detention or school community service; ☹ Require student to complete behaviour reflection sheet; and/or ☹ Discuss support options available with Year Coordinator and/or Program Coordinator (Student Services). 	<p>Collegiate Team Leader follows up by:</p> <ul style="list-style-type: none"> ✓ Touching base with the student at the earliest opportunity; ✓ Contacting parent/guardian (by telephone) to set up a meeting at the school to discuss behaviour concerns and develop an action plan for improved behaviour; ✓ Facilitating a meeting with the class teacher, student parent/guardian and other relevant personnel to discuss behaviour concerns and develop an action plan for improved behaviour; ✓ Formalising the discussion by completing a Classroom Agreement (Stage 3); and ✓ Ongoing monitoring of student behaviour in collaboration with the class teacher. 	

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Stage	Class Teacher	Collegiate Team Leader	Deputy Principal
4	<p>Once the decision to withdraw the student is made, the class teacher must:</p> <ul style="list-style-type: none"> ○ Send the student to Front Office (Student Entry) using Class Withdrawal Slip with work to complete; ✓ Advise Collegiate Team Leader and Deputy Principal as soon as possible; and ✓ Complete a Student Info Sheet → Student Services (Entered on system) 	<p>Collegiate Team Leader follows up by:</p> <ul style="list-style-type: none"> ✓ Meeting with the student at the earliest opportunity; and ✓ Advises Deputy Principal of situation. 	<p>Deputy Principal supports the process by:</p> <ul style="list-style-type: none"> ✓ Contacting parent/guardian (by telephone) to set up a meeting at the school to discuss behaviour concerns and develop an action plan for improved behaviour; ✓ Facilitating a meeting with the class teacher, student parent/guardian and other relevant personnel to discuss behaviour concerns and develop an action plan for improved behaviour; and ✓ Ongoing monitoring of student behaviour in collaboration with the Collegiate Team Leader and class teacher.

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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.

