



MOUNTAIN VIEW
ADVENTIST COLLEGE

Senior Behaviour Management Policy



Updated January 2013

Philosophy

Mountain View Adventist College aims to meet the needs of every student through its behaviour management policy. The College encourages each student to adopt and develop a core set of values in harmony with Christian ethics. The two main types of behaviour, positive and negative, are treated through different systems. The underlying focus of each system is restorative justice, where the relationship between the students and staff is restored where possible through necessary means.

The structured system of behaviour management is aimed at encouraging the student to self-discipline. Students will be instructed in appropriate behaviour and where necessary given assistance to develop the skills needed to modify their behaviour. It is important to note that the College focuses on negatively re-enforcing unacceptable behaviour and positively re-enforcing acceptable behaviour in a Christian manner that restores relationships and individuals.

Key Principles

- A Christian perspective of forgiveness, care and love
- A restorative approach to all relationships and individuals involved
- Fairness is always sought
- Discipline supersedes all other aspects of College i.e. Excursions, sports, etc.
- Consistency in disciplining is required by individual staff and as a corporate body
- Sensitivity to others' feelings and needs
- Development of self-discipline
- Clarity in the expectations of the behaviour management policy by staff and students
- Senior students and students holding positions of responsibility will be treated differently to junior students
- Balanced approach between sensitivity and consistency
- Periodical review of the policy by staff
- Parents will be involved in the entire process
- All parties concerned in a matter will be able to voice their view in an open and accepting forum
- Student input through the Student Representative Council, to the policy is encouraged

Behaviour Management Overview

In a whole-school approach, it is expected that all teachers will be actively responsible for behaviour management. This means being actively engaged with the students in the classroom and in the playground. The College's behaviour management policy encourages an increased awareness in all duty-of-care issues. A two-tiered approach has been adopted to ensure that the students who adopt and adhere to the College ethos are rewarded and those who do not are given the skills to change. Parents are an active aspect of the process and will be notified when it is deemed necessary (communication will be either by phone, letter or email).

Discipline

Mountain View Adventist College adheres to the NSW Educational Reform Amendment Act (1995), which forbids the use of corporal punishment in schools. A student's choice of behaviour is recognised and they are allocated a level (See *Behaviour Status diagram* p.7). As of 2006, the College has also incorporated Restorative Justice as part of the overall Behaviour Management System. This means that at each Discipline Level the student relationships that have been destroyed by inappropriate behaviour will be discussed in the hope of restoring them. It is believed that open discussion between students, parents, teachers and administration is the best way to find a long-term solution to discipline problems.

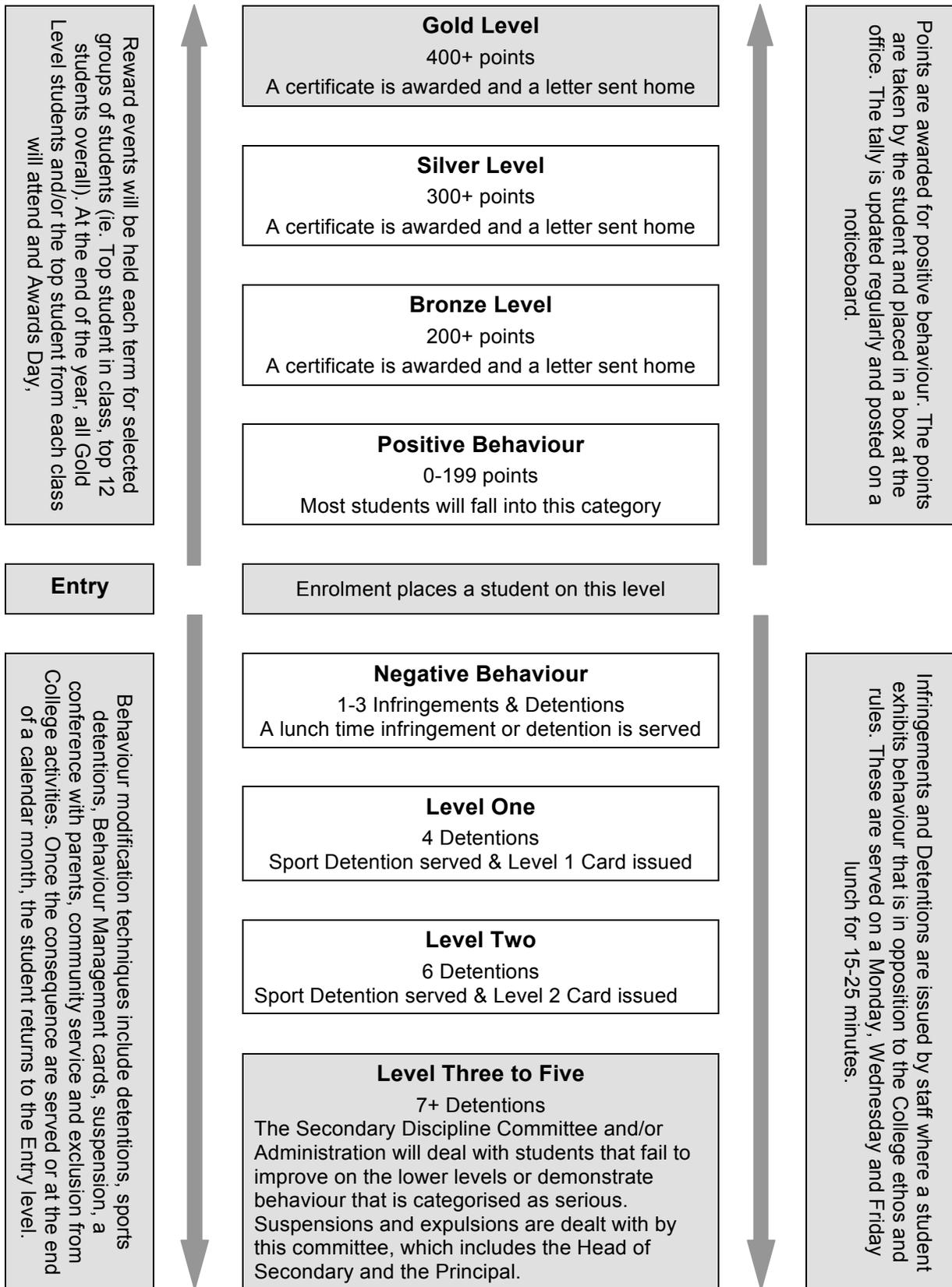
Positive Reinforcement

This component is designed to encourage and affirm all students to behave in a way that encourage a positive learning environment. The program operates by students demonstrating positive behaviour and being rewarded through the allocation of points. When a student accrues sufficient points they will progress to a Bronze Level of achievement after which they will receive a Bronze Merit Award Certificate. Students achieving this award by the end of the first Term will receive a special award as deemed appropriate by the Head of Secondary. The Silver, Gold and Platinum Award Certificates can be achieved in like manner with the student rewarded for achieving successive awards within the time frame.

It is not practical to expect all students to achieve a level every term. It may take some students up to three terms to achieve the Bronze Level. Students can gather points through active involvement in any of the various College activities throughout the year.

The program is designed primarily to affirm students who consistently conduct themselves in an acceptable manner at college. Students who are often disruptive in class or rarely submit completed homework for example, will find that their points do not increase. However, a students' misbehaviour does not subtract from the points they have earned.

Behaviour Flow Chart - for Students, Parents & Staff



The infringement and detention count are reset at the end of every calendar month. This gives students the opportunity to redeem themselves from past negative behaviour. Negative behaviour does not deduct points from the positive side but may stop them participating due to not being allowed to participate in College activities.

Secondary Discipline System

Mountain View Adventist College's discipline system is described below. The following notes are an explanation of the procedures carried out at Mountain View Adventist College.

1. *Infringement*

An infringement is an offence initially not deemed worthy of a detention. They are active on the students' discipline record for 30 days. They are issued in triplicate to ensure that the student, teacher and discipline coordinator all receive a copy. Included are such things as:

- Unsigned or defaced College diary
- Not bringing materials to class
- Not doing homework
- Being late for class or roll marking
- Out of class without permission
- Not wearing correct uniform
- Shirt being untucked (boys)

2. *Detention*

A detention is given when a student's behaviour is considered bad enough to be recorded on their discipline record. Detentions stay active for 30 days. They are issued in triplicate to ensure that the student, teacher and discipline coordinator all receive a copy. A student may obtain a detention for the following:

- Defiance of teacher's authority
- Missing class
- Failure to report
- Absence without leave
- Truancy
- Defacing College property
- Unacceptable language
- Three (3) active infringements
- Other (Reasons deemed appropriate by a teacher)

3. *Lunchtime Detention*

Students that receive an infringement and/or detention are required to attend a lunchtime appointment with the Detention Officer. Student's names will be posted on the staff announcement sheet and on student notice boards. Students are required to turn up to the allocated room at the allocated time.

Lunchtime Detention/Infringement Procedures

- a) Teacher fills in Detention Form
- b) White copy is given to the student
- c) Yellow copy is given to the Discipline Coordinator
- d) Blue copy is kept by the issuing teacher
- e) The Discipline Coordinator will make sure the students who are to carry out a detention will be on the morning announcements
- f) The Roll Call Teacher will notify the students through the announcements if they have a detention the morning that the detention is to be carried out
- g) The detention list for the day is given to the Detention Officer
- h) The detention is to be carried out on the day that the student is notified about the detention
- i) The Detention Officer checks that the students have attended and provides activities for them to do – students should not do homework
- j) If students are late, the Detention Officer gives a further detention
- k) A detention period is for 25 minutes and an infringement is 15 minutes
- l) The Detention Officer issues detentions to those who did not attend or were late to detention and hands the detention sheets to the required people

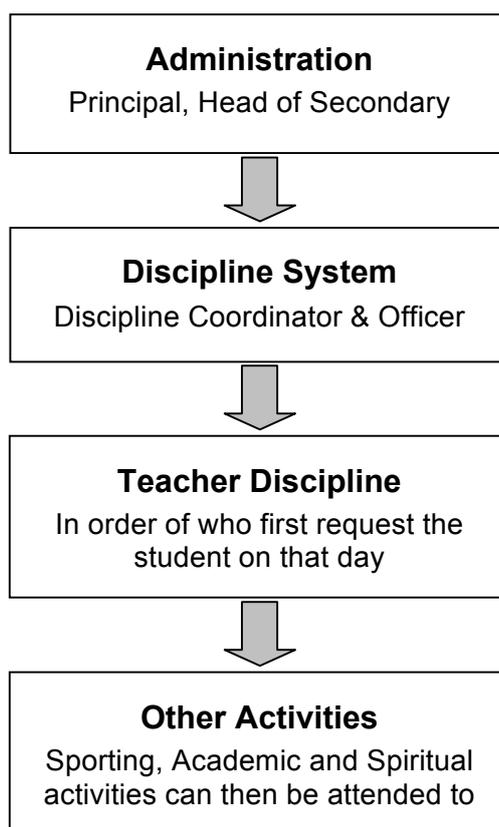
m) The Detention Officer returns the list with the needed changes to the Discipline Coordinator

4. Sports Detentions

Students who gain 3 active detentions are removed from Sport to complete a Sport Detention (2 periods). The Head of Secondary consults with the students with the intention of encouraging the student to take pro-active measures to improve his/her behaviour. The Head of Secondary can place students directly on a Sport Detention.

5. Discipline supersedes all other aspects of College life

Students are required to deal with discipline issues before all other aspects of College life. The student's first responsibility is to the College then to individual teachers. The Principal and/or Head of Secondary and/or Discipline Coordinator will be involved in all discipline procedures. The following outlines the priority for students with regards to College appointments:



6. Levels of Discipline

The Discipline Level System is designed to be a redemptive process. The offending student is encouraged at each stage or level to make the correct decisions, which will return them to a higher level. In support of this, a 30-day drop off process is set in place. A detention stays active on a student's record for 30 days and then lapses. A lapsed infringement or detention is not included in the active status of a student. Therefore, when a student makes the active decision to adhere to the Student Code of Conduct and return to a satisfactory level, they can keep their record clean for 30 days and then advance through the Level System.

Students accumulating 3 detentions or engaging in more serious misbehaviour will find themselves placed on one of the Levels of Discipline. All levels carry with them a student Behaviour Management Card (see next section for more details), which is completed by class teachers, Head of Secondary/Discipline Coordinator and parents.

Mountain View Adventist College sees the importance of fostering relationships. As this is an important feature at Mountain View Adventist College, we work hard to restore relationships throughout the discipline process. We work on the changing the behaviour of the student and showing them that the behaviour is unacceptable.

7. Behaviour Management Cards

The *Levels of Discipline* are supported by the use of *Behaviour Management Cards*, allowing both the student and administration to monitor their improvement, or lack there of. The cards ensure that all groups affected by the student's behaviour – student, parents, teachers and administration can have input into monitoring and encouraging the student to modify wrong behaviour.

The example below reveals how each of the key groups can have input.

1. The teachers will monitor the behaviour each class and record how they went in six (6) key areas: attendance, uniform, equipment, work ethic, interaction and obedience. These are the key areas in which most students exhibit undesirable behaviour
2. The student will self-evaluate at the end of each day. This has been included so that the student can reflect over the events of the day and suggest ways to improve or ideas that they implemented to improve their behaviour.
3. The administration will sign the card 3 times a day. This allows the student to be congratulated on their good behaviour or encouraged to improve during the day rather than waiting for the end of the day. A member of administration, mainly the HOS, will evaluate how the student has gone. This also enables the administration to communicate with the parents, teachers and student.
4. The parents will have a chance to evaluate and reflect on how their child went throughout the day. This will allow them to communicate with the teachers and administration and create a chance to talk to their child. Parental involvement is paramount in the Behaviour Management process at Mountain View Adventist College.

The diagram illustrates the components of a Behaviour Management Card. It shows a grid for recording behavior across six categories: Attendance, Uniform, Equipment, Work Ethic, Interaction, and Obedience. The grid is divided into sections for 'Teacher's Comments', 'Self-Evaluation', 'HOS Comments', and 'Parent Comments'. Brackets and numbers 1 through 4 indicate the specific areas where each group (Teachers, Student, Administration, and Parents) provides input.

The card is a record of the child's behaviour and will be kept on file once completed. This will enable the administration to demonstrate a pattern of behaviour should a student fail to reform.

Once the card is completed, a period of 5 or 10 days, the evaluation section at the rear of the card will be filled in by the student, parent, administration and where necessary the chaplain, counsellor and learning support. Should the card be complete, every day fully completed, the student will come of the card system. The card will be filed for future reference.

The following are a description of the key components of the Behaviour Management cards:

Level Details

Level One

This card may be used for minor student monitoring for a 5/10-day period – high detention count and other issues that warrant student monitoring. The student may also be required to attend counselling, pastoral care sessions and learning support sessions to aid improvement where appropriate. If the student receives three or more “5’s” for two consecutive days on this card they will progress to a higher card. Student and parent/guardian are required to make sure the checklist provided on the front cover is completed EVERYDAY.

Level Two

This card may be used if no improvement is seen by: the teachers, Head of Secondary or parent/guardian on the Level 1 card. It may also be used for more serious issues than the Level 1 card (repeated or worsening behaviour). The student may also be required to attend counselling, pastoral care sessions and learning support sessions to aid improvement where appropriate. If the student receives three or more “4’s” for two consecutive days or no improvement is seen the student will be referred to the Administration and could progress to a higher card. Student and parent/guardian are required to make sure the checklist provided on the front cover is completed EVERYDAY.

Level Three

This card may be used if the student has returned from a suspension, or has progressed from the Level 2 card. The student will be required to attend counselling, pastoral care sessions and learning support sessions to aid improvement where appropriate. If the student receives one or more “4’s” for two consecutive days or no improvement is seen the student will be referred to the Administration and could progress to a higher card. Student and parent/guardian are required to make sure the checklist provided on the front cover is completed EVERYDAY.

Level Four

This card may be used if the student has returned from a suspension, or has progressed from the Level 3 card. The student will be required to attend counselling, pastoral care sessions and learning support sessions to aid improvement where appropriate. If the student receives three or more “3’s” for two consecutive days or no improvement is seen the student will be referred to the Administration and could progress to a higher card. Student and parent/guardian are required to make sure the checklist provided on the front cover is completed EVERYDAY.

Level Five

This card is used for monitoring the student in conjunction with continued enrolment conditions. It may also be used for student’s returning from a second suspension in a calendar year. The student will be required to attend counselling, pastoral care sessions and learning support sessions to aid improvement where appropriate. If the student receives one or more “3’s” for two consecutive days or no improvement is seen the student will be referred to the Discipline Committee and could progress to a higher card. The student and parent/guardian will be required to attend an Administration meeting to discuss the future of the student at Mountain View Adventist College. They will revert back to a Level 4 card for 10 days.

Failure to successfully complete or the misuse of the Behaviour Management Record will result in the student being brought before the Secondary Discipline Committee.

Identification of Values

Attendance

- 1 = arrives at class before the second bell or waiting for the teacher to arrive
- 2 = arrives at class with the first group of students
- 3 = arrives at class with the middle group of students or has an explained lateness
- 4 = arrives at class with the last group of students
- 5 = arrives late for class without explanation

Uniform

- 1 = immaculately dressed – has all the pieces of their uniform worn correctly
- 2 = correct uniform, but is not worn properly – tie untied, shirt untucked
- 3 = missing a piece of uniform and has a Uniform Pass
- 4 = uniform pass for missing parts of uniform while remaining uniform is not worn properly
- 5 = is out of uniform and does not have a Uniform Pass

Equipment

- 1 = has all pieces of necessary equipment for that class including their diary
- 2 = has necessary equipment including diary, but is missing ONE piece of equipment
- 3 = has all pieces of necessary equipment for that class but does not have their diary
- 4 = is missing their diary and more than one piece of equipment
- 5 = is missing most pieces of necessary equipment including their diary

Work Ethic

- 1 = completed all required tasks on time and to the best of their capabilities
- 2 = completed all required tasks on time to a lesser ability
- 3 = completed some of the required tasks and was on task for most of the class
- 4 = completed very little work, but was focused for most of the class
- 5 = completed very little work and was not focused or caused distractions

Interaction

- 1 = participated to the best of their ability in class activities while respecting teacher and students
- 2 = participated in class activities while respecting teacher and students
- 3 = participated in class activities while respecting teacher but not other students
- 4 = failed to participate in class activities, struggling to respect teacher and other students
- 5 = failed to participate in class activities and failed to respect teacher and other students

Obedience

- 1 = obeyed all the instructions given by the teacher the first time they were given
- 2 = obeyed all the instructions given by the teacher soon after they were given
- 3 = obeyed most of the instructions given by the teacher after repeating them several times
- 4 = obeyed some of the instructions given by the teacher and questioned teachers reasoning
- 5 = failed to obey most of the instructions given by the teacher

Secondary Positive Reinforcement System

Mountain View Adventist College's positive reinforcement system is described below. The following notes are an explanation of the procedures carried out at Mountain View Adventist College.

1. Issuing of Points

When a staff member notices that a student is acting in a positive and responsible manner they are to reward the student by completing a points card. The point's cards (as shown below) are to be given for a large array of activities.

The image shows three point cards from Mountain View Adventist College. Each card is a square with a colored border and the college logo at the top. The first card is green with a large '+2' in the center. The second is purple with a large '+5'. The third is blue with a large '+10'. Below each card is a form with the following fields: Name: _____, Year: 7/8/9/10/11/12, Reason: _____, and a signature line. The reason section includes a list of checkboxes: Assisting a staff member, Assisting a class member, Academic application, Active participation in class, Other _____.

2. Collection of Points

Students are to take their completed points slips to the Office where there is a Reward Points box. The points are to be entered here by the student offering the student a degree of responsibility in the process.

3. Tallying of Points

The Reward Points Coordinator will collect and tally the points. This is to be done on a regular basis, ideally, weekly. The Coordinator is to check for any irregularities in signatures and points from one teacher to one student in particular. Any problems are to be discussed with the Head of Secondary.

4. Reporting of Points

Once the points have been tallied a printed copy is to be posted on a student notice board. It is hoped that students will be encouraged to gain points and thus adopt more appropriate behaviour in order to increase their points.

5. Presentation of Certificate

At the end of each term, in the Awards Chapel, students will be presented with a certificate if they have reached one of the 4 levels of achievement. This is the responsibility of the Reward Points Coordinator.

6. Planning of Rewards

The Reward Points Coordinator in consultation with the Head of Secondary is responsible for discussing, planning and booking the rewards event for each term. The aim is to ensure that the reward gradually increases as the year progresses.

7. Collection of Rewards

Students will be notified in writing that they have been selected to participate in the Rewards Event/Day. Permission from their parents is required before the student can attend.

8. Abuse of System

A student who abuses the system by forging a point slip will be referred to the Head of Secondary. The student will then be dealt with by the discipline system and will no longer participate in reward related events/days.

Transport Discipline

Due to the large number of students being transported on bus and train, the behaviour of students is a significant consideration in terms of supervision and disciplinary procedures. Students who misbehave on College or Public transport, will be dealt with through the College Behaviour Management System.

Bus

Supervision

1. Bus drivers and the operators have direct control over the students on buses.
2. Given the difficulty and responsibility of the task of driving a large passenger vehicle as well as maintaining order on it, the school co-operates as closely as possible in helping the drivers by disciplining students for inappropriate bus behaviour.

Rules

1. Students must not:
 - a) Eat on the bus
 - b) Push others while on the bus
 - c) Hang any part of the body out of the bus
2. All students on buses must obey directions from the driver (his/her directions are law on the bus).
3. The drivers will report to the Head of Secondary any student who persists in breaking the rules. Where deemed necessary, Mountain View Adventist College reserves the right to suspend students from College and/or the use of the bus system.
4. When bus trips are being taken, students are to be dropped off at the address supplied to the College, unless otherwise specified in a written note beforehand.

Train

Supervision

1. Due to the lack of College and CityRail personnel on the train the supervision of the students rests on senior students and a degree of self-regulation.
2. Prefects and senior students (Years 10-12) are to report to the College administration any misbehaviour that they witness or hear about on the trains.
3. The College does provide supervision at the Doonside station from 3:30-4:00pm on a school day.

Rules

1. Students are to abide the CityRail rules at all times. The operator reserves the right to suspend (withdraw train passes) from students from the train and the College may suspend students for inappropriate language or behaviour.
2. Members of the public or CityRail staff that contact the College with concerns will have all concerns dealt with at the earliest possible time to ensure minimal disruption to normal train travel.

Classroom Discipline

Each teacher has the authority to maintain discipline in the classroom. During normal tuition if a student's behaviour is inappropriate and they are in breach of the classroom rules, a teacher has the authority to require a student to report at lunchtime. It is expected by the College administration that teachers will deal with inappropriate classroom behaviour themselves, unless it is of such a severe nature that it deems being dealt with by the Head of Secondary.

Inappropriate behaviour includes such things as:

- Failure to follow instructions or co-operate during lessons
- Failure to seek permission to move, leave or use classroom equipment
- Failure to complete tasks or homework
- Behaving in a manner that interferes with class activities
- Failure to respect others and their property
- Lateness to class

Various techniques that teachers may consider at lunchtime include:

- Sitting quietly
- Writing lines
- Cleaning the classroom (desks, floor, windows, chairs etc.)
- Running errands
- Cleaning up an area of the playground

All activities are to be carried out under the direct supervision of the teacher and are to not exceed more than 20 minutes of the students' lunchtime.

Bullying

Bullying is centred on the systematic abuse of power directed by more powerful individuals or group against those who are less powerful. It may be physical (hitting, kicking punching) or verbal (saying nasty things to a person or about a person or their family). It may cause physical and psychological harm. Children tend to focus on more obvious forms of abuse such as verbal and physical. It must be acknowledged that often there is difficulty in identifying bullied children.

It is important that teachers accept that bullying does occur. It is important to acknowledge that both boys and girls are bullied and are bullies. Teachers' experience and insight will help distinguish between a one-off behaviour (which will be dealt with accordingly) and a repeated and hurtful series of events. Through the different support systems provided, students are encouraged to tell somebody about the bullying.

At Mountain View Adventist College:

- We acknowledge that bullying does occur;
- Any allegation of bullying will be sensitively investigated and appropriate outcomes initiated. We do not accept bullying as "part of growing up";
- The College discipline system will act appropriately when bullying behaviour is identified;
- Allegations of bullying will be dealt with as soon as possible;
- Students involved and that witnessed the bullying will be interviewed and may be asked to make written statements;
- The College will address both parties to assist with understanding and acceptance of responsibility on both parts;
- Monitoring of bullying and raising the awareness of the College community should happen on a regular basis;
- Teachers, especially playground duty teachers, should be aware of the behaviour of students which may be bullying;
- To the best of our ability, we will have possible strategies for bullied children to use, eg attempting to ignore or not show distress, building self-confidence, etc;

- Peer systems and group dynamics with a teacher or College counsellor can discuss the behaviours and the responses of both victim and bully in a non-threatening way;
- A student that demonstrates a pattern of bullying will be suspended and will be required to attend visits with the College counsellor.
- Support by a College counsellor will be available when needed.

Bully's Behaviour and Examples:

Direct verbal abuse	Name calling, verbal nastiness
Direct physical abuse	Hitting, punching, kicking, tripping
"Picking on"	Tormenting, unkind teasing, racial abuse
Taking belongings	Stealing, damaging things, losing class time
Threatening	Demanding money, food, forced against will
Excluding	Feel unwanted, won't allow others to join in, spreading rumours, older, bigger, stronger, more than one of them.
Effect on victim	Feeling bad or sad, lower self-esteem, feeling insecure, not wanting to come to school.

Coping Strategies That Work:

Listening	Significant adults listening and reassuring
Group Dynamics - "How I felt"	Sharing of the pain and how it affects a person
Providing space	AVO of 5 metres for two weeks
Discipline	Behaviour code consequences.

Senior Discipline Management

The daily management of discipline is managed by the Deputy-Head of Senior School. It is the duty of the Head, in conjunction with the Principal, to consider students who have decided by action or inaction to conduct themselves in a manner contrary to the values of Mountain View Adventist College.

Some of the behaviours that the Head will deal with immediately are:

- Using, possessing or distributing tobacco, alcohol, narcotics or drugs
- Any form of action or behaviour that places others at risk
- Gambling, or the possession of gambling devices
- Using offensive language or possessing obscene literature
- Dishonesty, cheating or theft
- Wilful destruction of property
- Improper conduct/abuse – verbal, physical or sexual
- Undermining the College's Religious ideals and standards

The Deputy/Head of Senior:

1. Monitors the operation of the Senior Discipline Policy
2. Recommend changes in Discipline Policy to the General Staff meeting
3. Deal with all major discipline problems

Job Description

The Deputy, with support of staff, will design and implement policies to reflect the Christian values of the College. They will be expected to:

- Identify values to be used as a basis for planning policies and procedures
- Receive input from a variety of sources, eg, College Council, teachers, students, parents and concerned community members
- Undertake regular evaluation of policies and procedures
- Encourage staff to identify potential discipline problems and students with problems so action can be taken
- Ensure all staff are aware of discipline policies and procedures
- See that written policies maintain consistency with reference to all relevant printed resources, eg, attendance form, diary, student handbook
- Ensure all staff are consistent with the discipline policies and procedures
- Plan a central file to record decisions made, i.e. students' record, and record for precedents
- Provide adequate support for students (and parents where possible) through programs, such as Mentors, Peer Support, Chaplaincy help and Counselling referral
- Involve the Chaplain whenever necessary.

It is expected that the Deputy will call in any staff member that they feel could be of support, either for the student/s involved or whoever was involved in the action of the student. If there is to be a serious action- suspension or expulsion – the principal and the Head of Middle school will be involved in the decision.

Once a decision is made, the staff are to be informed (if the Deputy feels the need, they may take it to a staff meeting before a decision to get their input). If they feel strongly about the decision, the Deputy will take their thoughts into account.

The parent will then be informed as to the reason and all of the facts will be recorded and put on file – usually on Deputy's computer or their filing cabinet.

There may be extra support required through counselling, Chaplaincy visits or outside support. Parents and the student will be informed of this support and will be expected to take advantage of it, for the rehabilitation of the student.

Grievance Procedure

If a student or parent has a question regarding a disciplinary action, that matter should be raised immediately with the teacher involved by appointment. The student, parent, teacher involved and Deputy will be involved in the disciplinary matter. Should the matter not be resolved then the matter should be passed to the College Principal who is the final adjudicator in such matters. Any grievance or misunderstanding should be clarified immediately after the event. It is expected that Christian principles of fairness, justice and mercy will apply to all matters of discipline.

Grievance Policy

If a difficulty occurs, the process is set out in steps as follows:

- i. Take the matter up with the individual, the teacher or administrator within the school community.
- ii. If step 1 does not resolve the issue, the Deputy will work together with the people involved to resolve the matter. You may wish to invite a third party for support.
- iii. If step 2 does not resolve the issue, the Principal and all prior people involved in the issue will come together to resolve the issue.
- iv. It is expected that at each stage the process will include confidentiality and justice to apply at all times and that the clarification of information is a very high priority.

It is important to maintain open communication at times of conflict and to contribute sincere efforts towards reducing the conflict.

Good Teaching Practice

As part of the College's Behaviour Management policy, all staff are encouraged to follow good teaching practice. Good teaching practice means that teachers can spend less time on behaviour management and more on teaching their content and working with the students. The expectation of classroom management, are as follows:

1. Relationship Building

Teachers are encouraged to develop a professional yet personal relationship with the students so that they are known as individuals. Showing interest in students' hobbies, interests and friends fosters an environment of growth and nurture.

2. Planning and Organising

The nature of teaching demands that students be kept on task with appropriate work for the entire period.

3. Visual Scanning

It is important that the teacher be aware of the activities of all the students throughout the period by keeping visual contact with all members of the class.

4. Personal Awareness

The way a teacher stands and the way they use their voice can set the tone for the class. Being aware of this will reduce conflict with students and enhance the teaching environment

5. Modelled Behaviours

In many instances students model the behaviour of the teacher. For this reason it is expected that the teacher will model the courtesies expected of the students.

6. Reprimands

These are to be used sparingly and are to be firm, not aggressive in nature. The behaviour should be the target, not the person. Where possible conduct them in private and always avoid sarcasm and idle threats

7. Follow Up

It is a teacher's responsibility to follow through with their discipline as students soon learn if discipline is just words and no actions. If follow up does not occur the teacher loses respect in the eyes of the students.

The Operation of Common & Preferred Practice

Within a whole-college approach, it is expected that teachers will take active responsibility for behaviour management, using preferred practices both in the classroom and all other areas of supervision throughout the College.

1. Positive Behaviour Management

All teachers will clarify the common rights, rules and responsibilities at the classroom level, and general duty-of-care level. Positive behaviour management is based on a balance of rights and responsibilities. Fundamental rights need to be balanced by responsibilities. Teachers need to teach both, and manage within a context that emphasises both. Rights can be protected, in part, by rules and consequences, but rights need to be taught within the context of a supportive college environment. Students seen to be making an effort in exhibiting positive behaviour will be rewarded through the Positive Rewards System.

2. The College's Rights-Responsibilities-Rules-Routines Code

The College's rights-responsibilities-rules-routines code forms the basis for all behaviour management and discipline. The 4Rs are the rights, responsibilities, rules and routines we refer to when managing students. Whether we are:

- enforcing rules
- encouraging routines
- correcting a student who is calling out, butting in or wandering around
- helping squabbling students with conflict resolution
- applying consequences and sanctions.

The emphasis of management and discipline needs to focus on the rights that are affected, not just our personal anger, our status as a teacher, or on mere exercise of control. We need to bring students' thinking and attention back to how their behaviour affects others:

- what they did that affected others' rights
- which rule was broken (in effect, which right was affected)
- what they think they can do to fix things up (reconciliation and restitution).

A right can be seen as a reasonable expectation of what ought to be. One can expect to be treated with respect and dignity. However, a right can only be enjoyed when people are acting responsibly. Because we live in a highly fallible world, we never fully enjoy our rights.

Hence the need for rules, order and discipline when rights are infringed.

Everyone has the right:

- To feel safe at school - students cannot learn well, or socialise effectively if they feel unsafe in classrooms or playgrounds. Emotional and physical safety, therefore, are high priorities in student management.
- To learn to the best of their ability with the best of assistance.
- To be treated with dignity and respect even when they are misbehaving.

3. Minimise unnecessary confrontation when managing students

Students' behaviour can be frustrating, very frustrating, at times, especially when it takes the form of procrastination, playing the clown, answering back and wanting the last word. However (notwithstanding the 'bad-day' syndrome), it is unhelpful, unnecessary and unwise to use sarcasm and put-downs such as, 'You idiot!' 'What's wrong with you? Are you thick or what?' 'How many times have I told you?' 'When will you ever learn, eh?' 'You stupid boy!' and "You're the worst class I've ever had!"

Some teachers do not seem to be aware of how characteristically, sometimes subtly, they use verbally confrontational and sarcastic practice. Some typical examples:

- Verbally categorizing students in a negative sense: The worksheets are over here. There are two sets. The first one is for the brighter students, the second one is for...'
- The teacher asks the class a question. Silence. The question is repeated. Silence. The teacher says, 'Come on, even Lisa could answer that question.' Such behaviour will hardly gain Lisa's cooperation or enhance her public esteem!
- The student(s) forget, make a mistake, or have an accident with the paint. That's typical of you, isn't it? You always muck things up!

Teachers need to distinguish assertion from aggression when considering management practice. Assertion is fundamentally the ability to convey one's needs and rights in a way that doesn't trample on others' needs and rights. On some occasions we need to be unambiguously assertive with students, but this doesn't justify screaming, yelling, vilification, poking at students' work, saying, 'Is this the best you can do? You call this neat!' thoughtlessly invading their personal space, or towering over a small student. Assertiveness involves a firm, decisive tone focused on addressing the behaviour without attacking the student. This is a fundamental premise of positive behaviour management and conflict resolution.

4. Use positive corrective practice wherever possible

A good deal of corrective discipline and management concerns low-level but annoying behaviour such as calling out, lateness, not having equipment, task avoidance, talking out of turn, chair leaning. When dealing with disruptive behaviour, it is often possible to be both positive and corrective. Several points need to be considered:

- plan the language of corrective discipline
- use a least-to-most-intrusive intervention
- balance corrective discipline with encouragement
- re-establish working relationships as soon as practicable.

Planning Corrective Language

During the instructional phase of the lesson, one or more students call out. The teacher gives a direction to the group or the individual:

- General direction: 'Okay folks, it's hands up without calling out.'
- Individual direction: (student's first name should always be used where possible). A specific student is addressed, using first name where possible.

In other words, the direction focuses on the behaviour expected, rather than the disruptive behaviour. For example, 'Don't call out when I'm teaching' becomes, 'Facing this way and listening thanks;' or 'Michael, pen down and facing this way. Ta,' or 'Four on the floor thanks, Craig' to a student leaning back on his chair.

If a student asks to go to the toilet during instruction time with a grin on his face, the teacher might suspect attention-seeking behaviour. Rather than say, - you can't because I'm teaching' or 'Why do you want to go now?' we can use a conditional direction such as, 'After I've finished this part of the lesson, then you can go' or, 'Yes, John, when...' or 'When... then.'

5. Keep the focus on the primary behaviour - Avoid argument

When we correct students, some come back on task quickly, some slowly, some procrastinate, some want the last word or sulk, pout or argue:

- Tactically ignore the nonverbal secondary behaviour - the pouts, sighs, whines, folded arms etc. Obviously verbal abuse and aggressive or persistently disruptive behaviour cannot be tactically ignored:
- Keep the focus on the primary issue.
- Give a simple direction or a simple rule reminder - 'Melinda, chewing gum in the bin, thanks' or 'Melinda, we've got a school rule for chewy. In the bin, tah', rather than, 'Why are you chewing gum?' or 'You're not supposed to be chewing gum. Get it in the bin! Now!'
- Avoid argument (especially in a public forum).
- Refocus the secondary dialogue:
Student: 'Other teachers let us chew gum.'
Teacher: 'Maybe they do (partially agree), but the rule is clear in this class. Chewing gum in the bin, thanks'.

6. Invite, model, and expect respect

We can't make every student like us, neither can we like every student, but we can make it very hard for them to hate us. It was William Glasser who made that important point for teachers. Respect is an action that does not depend on liking which is affected by preference, taste and looks. Respect can be as basic as 'Please', 'Thanks', 'Excuse me', using first names at all times, and greeting students out of class. Some teachers walk past their students in the corridor or playground without even a nod or smile, let alone a 'Hi!'

Respect involves:

- Separating the behaviour from the person. (This is not easy to do but keeps the respect of the person in focus.)
- Allowing the consequences to do the teaching, not an added message such as, 'It serves you right, you idiot! You've lost your playtime now!'
- Using private, rather than public, reprimands where possible to consciously enable face-saving.
- Taking students aside where possible (in on-task time) to focus on what they should be doing.
- Avoiding holding grudges throughout a day, or from day to day.
- Reestablishing the relationship after correction.

None of this is easy. It is possible, though, because respect is what can be done, not necessarily what is felt. If we wait to feel the right emotion before we act, we may never initiate positive language, basic manners, resolution, forgiveness or restitution.

7. Utilise related and reasonable consequences

When students do not respond to positive correction, it is important to clarify consequences and apply them where necessary. For consequences to be effective, staff need to agree on some preferred practices in setting up and applying consequences and punishment. This is particularly necessary for common, disruptive behaviour as well as behaviour which

significantly infringes on the safety and fair treatment of others.

Consequences can be immediate or deferred. Immediate consequences could mean: sitting away from others, working away from others, cool-off time in the room, time-out, away from that classroom or activity.

Deferred consequences range from the chat after class, through to students doing work in their own time, or fixing up the mess later.

8. *Emphasise relatedness of the behaviour and the outcome*

This is often described in the literature as logical consequences. Some logical connection between the disruptive behaviour and the consequence applied by the teacher is developed or negotiated between teacher and student. For example, rather than writing a hundred lines, students ought to be writing about their behaviour:

- What I did.
- Why I think this happened (their right of reply).
- What rule (or right) I broke or affected.
- What I need to do to fix things up.

This challenges students to think about and reflect on their behaviour and consider how they might fix it. This consequence is commonly used with upper grades, but should not be forced on a student who has difficulty with writing. It can be used as a teacher-student exchange to resolve a behaviour problem and to initiate appropriate consequences or restitution.

Emphasise certainty rather than severity.

Particular students can be kept back to work in their own time because they 'chose' not to do it in class time. Assuming they do not have a learning problem, and the teacher is catering for mixed abilities in the curriculum, this consequence is not unreasonable.

However, if a teacher then gives the student a lecture: 'Yes, Dean, you're inside now. Lost your recess time haven't you! Well it serves you right. You could be out playing now, couldn't you? No, you, had to be special didn't you?' Some teachers (and parents) believe that it's not enough that a student experiences some related consequence, they must make the student suffer as well and put the verbal boot in or the student won't understand! Not so.

The certainty principle is crucial whenever a teacher is clarifying consequences. It ties in with the principle of avoiding unnecessary confrontation. It can be extended to correction as well as consequence. If students drop litter in the playground, run in the corridor, are silly during lining-up time or at assembly, they need correction. However, we don't have to add to the correction a litany of mixed messages:

- 'How many times have I told you? Why is it always you, eh?'
- 'You never . . . You always ... I'm sick and tired of telling you.'

If we consider, in our professional judgment, that correction needs to be followed up by some sort of consequences, then we need to let the consequences teach the students:

- about the relationship between their behaviour and the outcome applied.
- that they choose their own behaviour (the YOYOB principle: You Own Your Own Behaviour). The teacher's job is to help students to make better behavioural choices.
- to work for reconciliation and restitution rather than revenge. Reparation between student and student, student and work, student and teacher should be the goal of applying consequences. In other words, we go beyond the actual consequence to ask how we can help this student to repair and rebuild damaged relationships or attitudes. This approach is longer term than just applying punishment.

- about the need to allow cool-off time when applying consequences. Some consequences cannot be applied effectively while a student is still angry. Apart from the need for immediate consequences such as relocation or time-out, deferred consequences work more effectively because we've allowed cool-off time.

9. *Actively promote, teach and support positive behaviour*

When staff are discussing behaviour management, it is very easy to get bogged down by focusing on disruptive students. We may forget that most of our students behave well and positively most of the time. Even the painful ones behave positively and responsibly from time to time.

Students are not born responsible, they learn responsibility. We need to build school climates that enhance responsibility and cooperation.

We can do this in a variety of ways.

- Acknowledge students when it is appropriate to do so. Catch students doing the right thing and give a brief word publicly or privately. 'I appreciate it when . . .' or 'It was great to see that. . .' or 'Well done for . . .' or 'Great manners!' or 'You did that well' or 'Good on you'.
- Build a positive working environment in the classroom. Through positive rules, simple and clear routines, maximum use of seating plans, effective monitor systems, a balance of cooperative learning and teacher redirected/individual learning.
- Gear the curriculum and the teaching and learning environment for maximum success in a wide range of academic and non-academic activities. While a program cannot, of itself, guarantee success, it can promote it by the way it is planned, structured and delivered. Staff teams can plan for good-practice models by collaborating on successful programs, lesson units, styles of group work, special elective activities, and by rotating key lessons such as science and music with teachers who are specially talented in those areas.
- Give regular encouragement (verbal and nonverbal) and descriptive feedback. When considering positive behaviour it is important to consider feedback from students.

10. *Restore broken relationships*

The aim of restorative justice is reconnecting and recreating healthy relationships. It is usually the case that when a disciplinary issue is dealt with a relationship has been damaged. This relationship may be between two students or teacher and student. It is important in the long term, when trying to create a Christian College, that all relationships within the College are healthy. A healthy relationship is one that thrives on mutual respect, understanding, open communication and understanding. These key elements, if not addressed, allow problems to continue and never be rectified. Mending broken relationships reduces the desire of students to exhibit bad behaviour.

