

STUDENT BEHAVIOUR SUPPORT

The social and learning environment of a school is enhanced if a whole-school approach is developed. The “Dimensions of Learning Framework,” from which Terrace’s Teaching and Learning programs are designed note that Dimension 1, developing **Positive Attitudes and Perceptions** is paramount to this process.

Developing and fostering positive attitudes within our students’ social development and in their learning is crucial. Research is very clear that students will not become involved in any productive thinking if they do not feel safe and supported within their school, their classrooms and in their learning endeavours. It is crucial to the learning process that our classrooms are **safe, orderly and attractive places**.

The material presented below represents a summary of Terrace’s approach for Student Behaviour Support in the classroom. Please make yourself aware of this material and consistently implement in your classes. For all other incidents that occur outside the classroom, e.g. playground, change of period, bus stop etc, use the BMDB to communicate information to the student’s House Dean.

Dimension 1: Positive Attitudes and Perceptions

Students should:

1. Feel accepted by Teachers and their Peers:

Consider:

- Establishing a relationship with each student;
- Know students as individuals;
- Engage in equitable and positive behaviour;
- Reinforce effort and provide recognition in students’ achievements;
- Monitor and attend to you own attitudes;
- Plan opportunities for goal-setting and feedback;
- Provide opportunities for students to develop peer relations;
- Help students develop their ability to use their own strategies for gaining teachers and peer acceptance.

Students should:

2. Perceive the classroom as a comfortable and orderly place for learning:

Consider:

- Establishing and communicating classroom rules and procedures;
- Modelling expected behaviour;
- Creating a positive learning environment;
- Establishing a sense of academic trust;
- Varying positive reinforcement offered when students give the correct response;
- Providing appropriate feedback;
- Desk layout within classroom is conducive for learning;
- Recognising and provide for students’ individual differences;
- Be aware of malicious teasing or threats inside or outside the classroom, and take steps to stop such behaviours.

Students should:

3. Commence the Lesson in a structured way:

Please:

- Line students up quietly outside room (where space allows);
- Enter students quietly with correct gear, including diary;
- Stand students behind desks in silence for greeting;
- Pray when appropriate;
- Check graffiti at the start and end of class;
- Mark attendance roll.

Students should:

4. Conclude the Lesson in a structured way:

Please:

- Prepare students for the end of class;
- Ensure students copy down homework;
- Clean classroom floor & whiteboard;
- Straighten desks & chairs;
- Cross-check graffiti;
- Check uniform & wish students well for the rest of the day.

Student Behaviour Support Procedures – Stages One to Three

Stage One – Communicate with Student

Stage One misbehaviour is characterised by infrequent, low-level, minor or isolated incidents which may be challenged and dealt with immediately by the classroom teacher.

Positive Strategies – Reward, praise and encouragement:

Good behaviour can be promoted by using some or all of the strategies listed below. This is especially important for establishing a positive culture in the classroom and for students who do not otherwise demand much teacher attention.

Such strategies may include:

- ✓ Using positive verbal and non-verbal cues;
- ✓ Giving praise and/or rewards to individuals for good behaviour, high work standards, enthusiasm, good attitude;
- ✓ Writing positive comments in students' diaries;
- ✓ Sending Letters of Commendation or phoning parents;
- ✓ Using a whole school approach structure and features of best practice.

Support Strategies:

- ✓ Involve the House Tutor by communicating the issue and asking them to talk with the students.;
- ✓ Find out something that interests the student and begin building a relationship based on this;
- ✓ Use an important/significant adult in the student's life to assist at this time e.g. cricket coach, debating coach, family friend.

Response Strategies:

- ✓ Verbal warning during class;
- ✓ Speak with student at the end of class outlining clear expectation for his behaviour in class;
- ✓ Record on BMDB.

Stage Two – Communication with Parents

Step Two misbehaviour is characterised by repeated, low-level, minor incidents or incidents which signpost potential for future, more serious misdemeanours which may be dealt with by a classroom teacher.

Positive Strategies: See Stage 1 Positive Strategies

Support Strategies:

- ✓ Use the College Counsellor as required;
- ✓ See Stage 1 support strategies.

Response Strategies:

- ✓ Discuss possible strategies with Colleagues;
- ✓ Note to parents in Diary / Email parents / Phone parents / Letter;
- ✓ Record on BMDB – check Dean notified;
- ✓ Accountability measure may assist at this time.

Stage Three – Recording Student Behaviour (Tracking)

Stage three misbehaviour is characterised by repeated misbehaviour despite the use of the strategies listed in Stages One and Two. The behaviour begins to reflect a defiance to the repeated instructions given by the member of staff involved, e.g. Where a student's behaviour continues to be unsatisfactory despite the use of Stage 2 responses, the classroom teacher should:

- ✓ Continue to use positive strategies and support strategies;
- ✓ Use a method to accurately track the student's behaviour in the subject e.g. BMDB / Diary;
- ✓ Contact parents;
- ✓ Use accountability measures;
- ✓ For Years 5-7 students, referral to Co-ordinator of Middle Schooling - this must include appropriate data as well as evidence that Student Behaviour Support procedures have been followed. The Co-ordinator will then determine if House Dean involvement is necessary;
- ✓ For Years 8, 9, 11 & 12 students, referral to House Dean / Head of Faculty - this must include appropriate data as well as evidence that Student Behaviour Support procedures have been followed;
- ✓ For Year 10 students, referral to Dean of Waterford Place – this must include appropriate data as well as evidence that Student Behaviour Support procedures have been followed. The Dean of Waterford Place will then determine if House Dean involvement is necessary.

Stages Four to Six, which reflect the role of Coordinator of Middle Schooling (Yrs 5-7), House Deans, Heads of Faculty, Dean of Waterford Place, Dean of Students, Dean of Studies and Principal are identifiable on the Student Behaviour Support Flowchart.

Students' Rights and Responsibilities

Students' Rights

- ✦ To experience quality education that will enable everyone to learn and grow as individuals
- ✦ To have an enjoyable day at school
- ✦ To have a pleasant, healthy and safe environment
- ✦ To be in a school that is well-regarded by the community
- ✦ To be safe and free from threat and for everyone's property to be safe

Students' Responsibilities

- ✦ To learn
- ✦ To allow others to learn and grow
- ✦ To co-operate with teachers
- ✦ To be prepared for all classes
- ✦ To assist other students
- ✦ To respect and protect others' rights to the same happiness and enjoyment
- ✦ Move along corridors considerately
- ✦ To care for the school environment
- ✦ To avoid unhealthy and dangerous practices
- ✦ To behave in a way which reflects well on the school
- ✦ When addressing others, to use appropriate language that encourages mutual respect
- ✦ To ask for assistance politely
- ✦ To show appreciation when given assistance
- ✦ To respect the property, person and rights of others
- ✦ To observe safety rules
- ✦ To report theft
- ✦ To report bullying