



Behaviour Management Policy

Australian International Islamic College (AIIC)

Behaviour Management Policy

PURPOSE OF THE POLICY

The purpose of this policy is to ensure the rights of students and teachers at AIIC to work in an environment free from disruptions, abuse or threat and within which they can reach their potential as teachers and learners.

Scope

This policy applies to behaviour within the school grounds and classroom, when representing the school in public and on camps and school excursions

Responsibility

Principal

Point of Contact

Dean of Students

POLICY

Policy Philosophy

The AIIC works on the philosophy that it is preferable to be proactive rather than reactive. Therefore, staff, students and parents are encouraged to anticipate potential problems and work towards solving them in the least intrusive manner.

The development of a culture of belonging and pride works best in a positive and proactive environment. However, it is also recognised that problems will arise that require reactive solutions. The Behaviour Management Strategy therefore contains reactive components, but the emphasis is on proactivity. It uses the strategies and techniques based on existing models by Glaser and Rogers (see Approaches at the end of this policy).

Strategy

The Behaviour Management Strategy involves a whole school approach. At the staff level, the essential factors are summed up in the three C's:

- Cooperation with colleagues
- Communication with all concerned
- Consistency by individuals and throughout the College

Each staff member has a responsibility to ensure that they play a part in effective implementation and operation of the strategy by:

- Carefully reading the strategy document
- Working as part of a team, rather than in isolation

It must be understood that:

- Students and teachers have the right to work to potential, free from disruptions, abuse or threat.
- For effective teaching, it is essential that a positive relationship exists between teachers and students and a positive classroom environment be maintained.



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- Students must be fully aware of standards of behaviour expected, and the consequence of not adhering to expectations.
- Consistent application of expectations and consequences is required.
- Individuals must accept responsibility for their own behaviour and for correcting their misbehaviour.

It is expected that, in most instances, individual staff members will take responsibility for their own behaviour management. Referral of a student to a HOD (for academic breaches) or the Dean of Students (for breaking of school rules) should only occur for the most severe breaches of discipline.

Consequences

"Behavioural consequences are a link between rights and rules, and the corrective discipline when students have affected others' rights." Rogers, B. *Behaviour Management*

An important tenet of the school's behaviour management policy is to teach young people that actions have consequences and that both appropriate and inappropriate behaviour is a choice made by them. Students are expected to accept the consequences of choosing particular behaviour.

The consequences need to be:

- relative to rights
- relate to the behaviour concerned
- reasonable
- respectful of the dignity of the individual; and
- have degrees of seriousness built in. (Rogers, 1995)

The effectiveness of a consequence is in the **certainty** that it will occur as an immediate or deferred consequence. Consequences and follow up need to be followed through by the teacher who approached the child about the behaviour, and, where appropriate, reported to the student's class teacher or the relevant HOD or the Dean of Studies, depending on the nature and seriousness of the behaviour.

Examples of logical consequences:

- If you push or shove in line to get ahead - you go to the end of the line.
- If you fail to put belongings away - the materials will be put in storage temporarily.
- If class assignments are unfinished - they become part of your homework.
- If you do messy work because you are careless - you must do it again.
- If you vandalise - you must make restitution: clean up the mess or pay towards repair.
- If you break someone's ruler - you replace it.
- If you harass another student - you apologise and lose the right to participate in the activity in progress.
- If you move inappropriately - go back and practise the correct movement.

Specific Behaviour

Physical Assault - including fighting and bullying

Management:

- Teacher to assess the misbehaviour by considering the context, peer response, intensity, intention to hurt, self-awareness, effects on others, etc.
- Stop activity causing concern
- Support if necessary
- Give/obtain medical assistance if required



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- Ensure separation of those involved
- Serious incidents which involve physical or mental harm to students must be reported to the Dean of Students

Consequences:

- Isolation (e.g. in class, in another class, office)
- Separation
- 'Time Out'
- Referral to HOD or Dean of Students
- Loss of Liberty/privileges
- Contact with parents
- Suspension
- Expulsion

Inappropriate Interpersonal Behaviours - Including swearing, threatening, verbal teasing, answering back, insolence, discourtesy, passive resistance, refusals...

Management:

- Teacher to assess the misbehaviour by considering the context, peer response, intensity, intention to hurt, self-awareness, effects on others, etc.
- Stop activity causing concern
- Ensure separation of those involved
- Support if necessary

Note: The School has a no tolerance rule with regard to rudeness to teachers. This behaviour should always be reported to the Dean of Studies who will ascertain whether or not a 24 hour suspension should apply.

Other consequences might include

- Isolation (e.g. in class, in another class, office)
- Separation
- Detention
- 'Time Out'
- Loss of Liberty/privileges
- Contact with parents
- Suspension
- Expulsion

Property Issues - including school and personal property

- Destruction e.g. ripping another person's books, kicking or breaking school property, vandalism.
- Defacement e.g. graffiti
- Breakages e.g. damage caused by impulsive or improper behaviour, lack of care
- Stealing e.g. of money, food, equipment

The above behaviours assume intent to destroy or spoil personal or school property.

Management:

- If a minor incident occurs teachers will decide on the consequences and put them into effect.



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- For major incidents, the behaviour should be referred to the Dean of Students.

Consequences:

- Replacement
- Repair
- Repay
- Clean up
- Legal action
- Contact with parents
- Suspension
- Expulsion

The offender should take responsibility to make amends for the behaviour, including written apologies where possible.

Drug use - The use of tobacco or alcohol by students under 18 years of age is banned on school premises. The use of any illegal substances is also banned on school premises. Use of any of these substances is considered a major offence and any incident must be reported to the Principal **immediately**.

Approaches to Behaviour Management

Glaser

Glaser's approach is designed to establish and maintain the school as a 'good' place to be.

A good place is one where people are courteous. Yelling, sarcasm and denigration are the exception instead of the rule.

A good place is one where laughter is frequently heard, not because of frivolous activity but because of genuine joy brought by involvement with caring people engaged in relevant work.

A good place is one where communication is practiced and not preached. People talk with, not at.

A good place is one that has reasonable rules, rules which everyone agrees with because they are beneficial to the individual and the group; rules which everyone has a democratic stake in because everyone has a say in making and changing the rules as the need arises.

A good place is one where the administrators actively support and participate in an approach to discipline that teaches self-responsibility.

They model the technique with the students they are involved with and they positively support the staff as the staff practice the techniques of the work program.

Commonsense, firmness, consistency, and a willingness to remove one's foot from the accelerator to try something else, form the basis for the implementation of Glaser's approach to discipline.

Basically, Glaser asks teachers to:

- consider their own behaviour carefully;
- establish a good rapport with their students;
- make their students aware of the expectations, and their inappropriate behaviour;
- work out solutions to the behaviour problem with the student; and
- use logical consequences of misbehaviour rather than punishments.



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Glaser's ten step discipline plan can be summarised as:

STEP 1

Teachers continuously monitor the current situation by asking themselves, 'What am I doing? How can I react to this misbehaviour?'

STEP 2

They then ask themselves, 'Is what I'm doing working?' and if it isn't, stop doing it.

STEP 3

Teachers encourage students when they are not misbehaving. They recognise their inherent worth when they are doing nothing extraordinary. They demonstrate to students that the teacher has the capacity to be nice, as well as the capacity to be tough.

STEP 4

When teachers become aware that a student is misbehaving, they ask the student, quickly and sharply, but not angrily, 'What are you doing?' (or something similar).

STEP 5

If the misbehaviour continues, teachers repeat Step 4 and add: 'Is it against the rules?' or 'What should you be doing?' (or something similar). If the student fails to respond, the teacher says, 'You were _____, and this is against the rules.' (or something similar).

STEP 6

If the misbehaviour still persists, the teacher tells the student simply, clearly and quietly that his/her behaviour is not good enough and that they (the teacher and the student) must come to a mutually satisfactory agreement regarding appropriate classroom behaviour, if the student is to be allowed to remain in the teacher's class. (We've got to work it out.)

STEP 7

If no solution is found, then the teacher withdraws the student from the group by placing him/her away from the rest of the class in the classroom until a solution for him/her being part of the group is worked out.

STEP 8

If the student continues to fail to respond appropriately, the teacher simply calls a 'time out' and withdraws the student from the classroom to a previously designated 'work it out area' where the student must come to terms with the reasonable expectations of appropriate behaviour when he/she is allowed to return to the classroom.

STEP 9

If the student continues to annoy or disrupt other students school during Step 8, and remains unwilling to cooperate, he/she is sent home by a member of the administrative team, and the student's parents (guardians) are informed that he/she is not to return to class until he/she is prepared to cooperate with the rest of the school community.

STEP 10

If the student's parents are unable to deal effectively with the student, parents are referred to the appropriate support group for assistance.

Bill Rogers

An integral part of engendering and maintaining a cooperative and caring atmosphere in the school is creating a positive classroom environment. The following is a guide to assist teachers with the effective implementation of this fundamental management strategy.



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1. The Classroom Rules

Ensure that every student knows the classroom rules. Encourage student identification with these expectations by explaining student involvement in the creation process and the rationale behind each rule. Periodically remind students of the rules in an informal way.

2. Adequate Preparation/ Professional Development

Be prepared. Make a prompt start to lessons. Consider variety, interests and motivation. Provide lessons suited to students' needs and abilities. Avail yourself of opportunities around you to enhance your own professional development and that of others.

3. Build Positive Relationships

Give students 'the time of day' (smile, say hello) both inside and outside the classroom. Always be courteous and expect courtesy in return. Be genuine and caring. Reinforce positive/acceptable behaviour where possible. Be firm, but fair. Be consistent.

4. Knowing Students

Learn the names of your students as soon as possible (a seating plan may help). Develop rapport outside, as well as inside, the classroom (school socials, playground duty, athletics carnivals etc.). Be aware of what a specific student is capable of. This includes verbal and written abilities as well as specific skills, e.g. reading to the class. Be aware of students' weaknesses and dislikes, e.g. directing questions at a student who becomes anxious when receiving the focus of the whole class.

5. Create a Cohesive Classroom Group

Encourage a cooperative 'team effort'. Endeavour to keep the environment 'warm'; all students require a sense of belonging to the group as a whole. Involve your students.

6. Communication/Effective Listening

Be a good listener. Be friendly and consistent. Listen carefully - as much as you talk. Give the students your individual attention. Show interest in what they have to say. Tune into student experiences. Share a little of yourself and your experiences where appropriate. Be empathetic.

7. Praise and Encouragement

Make it deliberate practice to encourage students and praise work and behaviour, both as individuals and as a group (display work). Identify mistakes non-critically. Avoid embarrassing the student. Encourage the students to learn from their errors by ensuring that your criticism is constructive. Try to make the first contact with the class each lesson a positive one. Praise students' efforts in areas outside your teaching subject.

8. Mutual Respect

Treat students with respect and expect respect in return. This can be conveyed through one's tone of voice and speaking in context.

Procedures that should be a habit for every teacher

1. Insist on quiet, orderly entry to and dismissal from the classroom.
2. Establish clear procedures for routine happenings, for example:
 - resource distribution
 - setting/checking homework
 - answering questions
 - use of homework diary.
3. Insist on student silence when you speak.
4. Speak confidently and clearly.
5. Maintain written records of problems and the action taken.
6. Keep all students busy all of the time.
7. Involve all students in the lesson.
8. Insist that students look at you when you are talking.
9. Vary your questioning techniques.



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10. Avoid too much talking.
11. Move around the classroom.
12. Demonstrate your 'whole room awareness' at all times.
13. Be conscious of the flow of the lesson and the effect of any interruption.
14. Recapitulate frequently.
15. Be prepared to modify your planned lesson on the basis of feedback.
16. Teach on your feet.
17. Use the blackboard/whiteboard/OHP.
18. Set homework regularly and check that it is done.
19. Communicate with parents initially through the use of the diary.
20. Allow latecomers to arrive quietly - there is no need to stop teaching for them, find out later the reason for their late arrival.

Least Intrusive to Most Intrusive Steps to Maintain Discipline

Avoid jumping in too heavily for minor offences. The following are graduated from the *least* intrusive to the *most* intrusive.

1. Tactical Ignoring of Behaviour
Decide how long to ignore and what action you will take if it does not work. Never ignore rude or arrogant calling out, swearing, defiance or aggression.
2. Non-verbal Messages
 - eye contact for off-task students
 - facial messages - smile, stare, wink
 - confident, positive classroom movement
 - gesture - hand up, touching desk.
3. Casual Statement or Question
e.g. 'How's it going?' 'Where are you up to?'
4. Simple Directions (repeat if necessary)
Use of the person's name may be enough, e.g. 'Put the pen down thanks', 'Keep the noise down please.'
5. Rule Restatement/Rule Reminders
Don't get caught in futile discussions. Instead, say, e.g. 'You know our rule. If you want to ask questions, it's hands up.'
6. Questions and Feedback
e.g. 'What are you doing?' Then (if necessary) followed by, 'What should you be doing?'
Followed by (if necessary), 'You should be doing -----.'
7. Distractions and Diversions
Teachers can often anticipate a disruption or problem and distract or direct the students. They can do this by:
 - inviting some assistance
 - asking a question
 - giving them a task
 - moving closer
 - inviting another student to work with him or her
 - asking the student to move.
8. Defusing
Appropriate humour can sometimes take the heat out of a situation.



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9. Deflection
Acknowledge the student's frustration/anxiety. Refer the student to appropriate behaviour.
10. Taking the Student Aside
It may be necessary, if the student is upset, to give him/her a cooling off period before resuming work. Ensure that the student knows what he/she should be doing before you ask him/her to return to the classroom environment.
11. Clear Command
Make clear, direct commands to students, especially in dangerous situations, e.g. 'Put that acid bottle down now. Move over there and wait.' Then further talk and follow-up action.
12. Assertive Message/Statement
Sometimes 'I' messages have impact. e.g. 'I am not very happy with the amount of work being done.'
13. Simple Choice
Empty threats are pointless. This should be preceded by other approaches, e.g. 'Michelle, Denise, I will give you a simple choice. Either sit together and start working quietly on the task, or if you keep talking loudly I will have to move you.'
14. Isolating Students within the Room
Students are given a clear choice - settle down to work quietly or move. This is a form of a logical consequence.
15. Withdrawal
The student has chosen not to work within the expectations of the classroom. The student cannot return to the classroom until he/she has 'worked it out'. See HOD/Subject Coordinator.

POLICY RELEASE DETAILS

Date of Policy

February 2018

Approved By

Board

Review Date

Annually