



**GOVERNOR  
STIRLING**  
SENIOR HIGH SCHOOL

# Behaviour Support Plan

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Changes made		

The Governor Stirling SHS Behaviour Support Plan is guided by our Vision, our Values and the Education Department's Positive Behaviour Support framework. The evidence-based practices underpinned by this policy are informed by Classroom Management Strategies and Restorative Practice.

Our plan represents a whole-school consistent approach to ensure that students are provided with a safe, caring and productive environment in which they are encouraged and supported to achieve their best. In the implementation of this plan, students feel a sense of belonging to the school community because teachers know them well, and work together to develop the whole child. The plan is based on the belief that every student has both the ability and the right to learn in a safe, supportive environment.

## OUR VISION

# IMAGINE CREATE ACHIEVE

At Governor Stirling SHS, we work together with our community to develop in our students a life-long love of learning, and to give them the tools to thrive in their lives after school. We have high expectations of staff and students, cultivating excellence in teaching through evidence-based practice, a continuous cycle of improvement, and a positive, culturally inclusive learning environment.



### HIGH EXPECTATIONS

We cultivate high expectation relationships with each other, students and the wider community to drive school improvements.



### CONNECTEDNESS

Systems are in place to ensure every student is linked to at least one staff member.



### STUDENT-CENTERED

We identify and prioritise student needs, and respond appropriately with additional time and support.



### QUALITY CURRICULUM

We ensure that all students have access to a viable and high-quality curriculum in every classroom.



### EVIDENCE-BASED PRACTICE

We utilise an evidence-based improvement cycle to strengthen student outcomes.



### EFFECTIVE CHANGE MANAGEMENT

We utilise effective change management processes based on trust and mutual respect to bring about sustainable whole-school improvement.



### EXCELLENT TEACHING

There is an agreed understanding of what constitutes excellent teaching supported by clear classroom observation processes, professional learning and coaching.



### POSITIVE LEARNING ENVIRONMENT

We take collective responsibility in providing a safe and orderly learning environment, underpinned by the school values and code of conduct.

## OUR VALUES



Treat others with consideration, courtesy and fairness



Accept individual differences



Strive to achieve your best. Persevere



Acknowledge and accept the consequences of your actions



Be honest, sincere, and seek the truth in words and deeds

# BEHAVIOUR SUPPORT AT GOVERNOR STIRLING SHS

## Introduction

The aim of behaviour support is to highlight and promote student behaviour that will enhance and maintain a positive learning and teaching environment. The development of this plan is based upon the following principles outlined in the Education Department's Behaviour Management Policy and the WA Positive Behaviour Support framework:

- A consistent and unified approach to classroom support and discipline by all staff members.
- A pleasant and caring learning environment where mutual respect exists for the dignity and rights of all.
- Clear and concise expectations and sanctions are known, understood and supported by all staff, students and parents.
- Clearly defined support structures designed to assist teachers and students develop effective behavioural decision-making.

The whole school approach promotes the development of positive relationships between students and students, between staff and students and between staff and staff.

## Rationale

Within the school business plan, the development of an orderly, positive learning environment where all students feel safe and engaged has been identified as a priority. The Behaviour Support Plan at GSSHS addresses this priority by providing a focus on actively teaching and modifying student behaviour rather than punishment.

The plan also actively supports and is applied in tandem with the 'Positive Behaviour Schools' framework (WAPBS), the overarching aim of the Education Department's Focus 2021 document to "Every student, every classroom, every day, Building on Strength" and the "Let's take a stand together" document. The WAPBS is an evidence-based process that develops a school culture in which positive behavioural decision-making is an overtly taught skill. An organised approach is taken to the prevention of misbehaviour, with an emphasis on teaching students **how** to behave rather than **how not** to behave. All instances of poor behavioural choice will be met with a clear educative response. The emphasis is on a responsive, rather than reactive, approach to misbehaviour.

Behaviour Support at GSSHS is implemented within a framework of restorative practice, the key principles of which are:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness is key to creating learning communities of mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour

## STUDENT CODE OF CONDUCT

Insert Matrix

**As a student at Governor Stirling SHS, I will:**

- **Respect the rights and property of others**
- **Treat all members of the school community with respect, regardless of race, culture, gender or sexuality**
- **Respect and value the school environment**
- **Attend school, arrive on time and be prepared for class**
- **Wear the school uniform at all times**
- **Follow the classroom and school rules**
- **Actively listen to and respond to directions from school staff**
- **Consider the safety of others at all times**
- **Complete all assessment tasks and study requirements to the best of my ability**
- **Support the school community by participating responsibly in school events**

The Student Code of Conduct is directly linked to the **Good Standing Plan**. Please see the separate policy document for details.

### **Whole School**

All staff are responsible for implementing a diverse range of individual, group and whole-school targeted interventions to encourage positive student participation in the school community through engagement in both academic and social and emotional learning.

All staff will:

1. Build positive relationships by seeking to **win over** students. Winning Over refers to specific teacher behaviours that increase the chance students will respect and like them as a teacher and as a caring, thoughtful human being.
2. Define, teach, and model GSSHS Values Matrix and Code of Conduct.
3. Ensure that they are as educated and prepared as possible, both to prevent and respond to the types of student behaviour that present themselves at school.
3. Acknowledge and reinforce appropriate student behaviour through the Positive Rewards Program.
4. Provide corrective feedback and re-teach the Values and Code of Conduct when misconduct occurs.

5. Work with families in partnership to reinforce appropriate behaviour (meeting, communicating both positive and negative incidents, etc.)
6. Ensure that intervention is targeted and inclusive of all relevant stakeholders, including external agencies if appropriate.
7. Provide a positive, safe and caring supportive environment that creates a strong sense of belonging in the classroom, yard and wider community.
8. Make visible the belief that all students have the ability and the right to learn to their full potential in a climate that is positive, supportive and productive.
9. Support teaching staff to create rich and relevant learning experiences designed to maximise student learning.

Teachers will:

1. Take every opportunity to build effective positive working relationships in the classroom.
2. Create a positive classroom environment where appropriate behaviours are reinforced by encouragement, rewards and praise.
3. Explicitly teach and model positive social skills.
4. Be conversant with and implement classroom management strategies that are consistent with best practice (CMS).
5. Use restorative practices to manage student behaviour to maintain a positive relationship with the student and to educate the student about the impact his/her behaviour has on others.
6. Use Visible Learning strategies: make sure students are aware of learning outcomes and success criteria for every class.
7. Utilise effective differentiated, Creative and inclusive instructional strategies, including incorporating individual plans where necessary.
8. Maintain responsibility for student behaviour in the classroom, seeking support from colleagues and administration to resolve issues as required.
9. Ensure student tasks and assessments are fair, inclusive and equitable for all students.
10. In the event a student is suspended (for a period longer than 2 days) or withdrawn, provide the student with sufficient and relevant classroom work on CONNECT in order to keep the student engaged in learning.

Behaviours	Person Responsible	Actions	Teacher Considerations
Minor behaviours  Bumps 1-3	Classroom Teacher	Bump 1 - CMS Low Key Response Skills Bump 2 - Square-off Re-direct, re-teach Bump 3 - Choice given and student responds positively	<b>Physical Environment</b> Seating plans Desk arrangement/classroom design Lighting/temperature Visual distractions Teacher proximity/mobility Resource location and access Classroom routines <b>Relational Considerations</b> Knowing your students Learning intention and success criteria visible to students Peer relationships Demonstrating enthusiasm and intensity Pace Constructive and educative feedback (academic and behavioural) <b>Lesson/Task Design</b> Consideration of Marzano's 4 questions: <ul style="list-style-type: none"> <li>• How do I feel?</li> <li>• Am I interested?</li> <li>• Can I do this?</li> <li>• Is this important?</li> </ul> Safety and accountability Differentiated process and product Transition skills Varied instructional strategies Cooperative Learning strategies Physical movement lesson component Involvement of EAs for SAER and DRA students <b>External Considerations</b> IEPs, IBMPs, RMPs Medical requirements
Repeated or higher-level minor behaviours  Bump 4-5	Classroom Teacher	Choice given and student does not correct behaviour Follow-through with logical and educative consequence Eg. In-class isolation, recess/lunch detention in Learning Area, yard duty <b>SEQTA</b> entry – notify YC and HoLA Contact parent by email (SEQTA) or phone call	
Unresolved repeated behaviours Major behaviours  Bumps 5-6	Classroom Teacher HoLA SS Program/Year Coordinator <b>if HoLA unavailable</b>	Withdrawal or Buddy Class followed by restorative conversation with HoLA assistance if required Informal Agreement <b>SIS</b> entry by HoLA, contact parent if haven't done so already Referral to SS Program/Year Coordinator <b>if across Learning Areas</b> Conditional Standing <b>NB Staff use SEQTA, HoLAs/SS/DPs use SIS</b>	
Unresolved major behaviours  Bumps 7-9	HoLA SS Program/Year Coordinator <b>if HoLA unavailable and/or if across Learning Areas</b> Deputy Principal	<b>SIS</b> entry by HoLA or SS Withdrawal to SS if appropriate/necessary Suspension by SS/DP if appropriate, followed by re-entry restorative meeting with teacher and parent/guardian Parent/guardian conference (with teacher present) Formal Contract if appropriate Case management – Individual Behaviour Support Plan and SS-lead teacher conference as necessary Loss of Good Standing	
One-off major behaviour incident  Bumps 7-10	HoLA SS Program/Year Coordinator <b>if HoLA unavailable</b> Deputy Principal	<b>SIS</b> entry by SS or DP Withdrawal to SS if appropriate Suspension by SS/DP if appropriate, followed by re-entry restorative meeting with teacher and parent/guardian Case management – Individual Behaviour Support Plan and SS-lead teacher conference as necessary Loss of Good Standing Extended suspension followed by Exclusion if appropriate	

## Severity and Legal Consequences

The following behaviours are classed as severe and are liable to lead to suspension and possible legal consequences.

- Open Defiance – repeated refusal to follow lawful instructions
- Threats to or intimidation of staff or students
- Physical and verbal abuse of staff or other students, including bullying
- Malicious damage to property – this includes misuse of equipment
- Criminal act or any illegal activity
- Racist abuse or vilification
- Breaches of the acceptable use policy for electronic devices
- Filming or taking images of a fight or other anti-social behaviour by students
- Passing on or uploading images of a fight or other anti-social behaviour by students onto social media
- Taking images of staff without their permission or uploading images of staff onto social media
- Substance possession and/or misuse
- Pornography

## Positive Behaviour Support Strategies

### **BUMPS 1 – 4 [Level 1 Teacher]** (More information Appendix 2)

The most effective and powerful agent for a change in student behaviour and relationships at a school is the classroom teacher.

- **Teachers develop effective, positive working relationships in the classroom**  
Teachers create a positive learning environment, and use personal skills such as humour, enthusiasm, caring and politeness, to get to know their students, their background and interests out of school. Teachers employ explicit strategies to ‘win over’ students in their classes and to create a cohesive classroom group.
- **Teachers build a clear understanding of the Values and Code of Conduct with students**  
In the first weeks of term teachers assist students to interpret the School Values in terms of their behaviour, and to develop a deep understanding of their implications. Class teachers also help their students to develop classroom rules that support the Values and outline their personal commitment regarding behaviour in their classroom. Students need to have a clear understanding of the expectations teachers have of them and themselves and how this should guide their learning relationship. All teachers are required to help students reach this understanding and to remember that some students will take longer than others to learn and accept their responsibilities with respect to their behaviour. **The teaching and reinforcing of the Code of Conduct and Values is a continuous process throughout the school year.**
- **Teachers prepare well-planned, interesting and engaging lessons**  
Teachers use effective differentiated and inclusive instructional strategies to create a positive learning environment; this includes implementing individual plans as required.
- **Teachers utilise the whole-school Positive Reward Program**  
Teachers acknowledge students doing the right thing and reward them. See page 15 for details of the whole-school rewards program.
- **Teachers and Student Services staff are conversant with and implement Classroom Management Strategies that are consistent with best practice**  
Low-key responses, proximity, pause, scan, minimal verbal, quiet dialogue, squaring off, etc.
- **Teachers instigate affective interactions when dealing with classroom misbehaviours**  
“How do you think your behaviour is making me feel? Or the other students around you?”  
“What are you going to do to fix this? Always look for opportunities to congratulate students for complying



## **BUMPS 5 & 6 [Level 2 HOLA/Student Services]**

- **Informal Agreements (BUMP 6) (Teacher, HOLA) (Appendix 3)**  
When a student has not responded to other interventions, it may be useful to set up an 'informal agreement' to help the student learn appropriate behaviour. This is a process that encourages the student to come to an understanding about specified behaviour(s) and to participate in forming an agreement to address that behaviour over time. It includes a 'consequence' (not a punishment) as part of the informal contract to help students monitor and change their behaviour. The agreement may or may not be written down.
- **Withdrawn from class (Buddy)**, the teacher or HOLA will:
  - provide oral or written advice to the parent(s) that day or as soon as possible thereafter about the withdrawal. SEQTA notification is sufficient to satisfy this requirement;
  - ensure that location and supervision arrangements account for duty of care at all times;
  - ensure that the student is not prevented from fairly completing assignments or assessments to fulfil course requirements; and
  - create a record (Academy for teacher, SIS for HOLA) for each student
  - If HOLA is involved, a GROWTH reflection or a restorative conversation can be completed with the student. (Appendix 4 or 5)
- **Detention of a student during and after school.**  
A member of teaching staff may detain a student during or after school, for a time period approved by the principal, in response to a breach of school discipline. Detention, applied as close as possible to the day of the breach of discipline, allows the school to provide timely support to the student to assist the student to achieve desired behaviour and to help the student to catch up on any work missed as a result of the breach.

## **BUMP 7 [Level 3 SS]**

When a student has not responded to the interventions outlined above or is persistently defiant, they risk losing their Good Standing and it may be necessary to set up a **Formal Contract, Individual Behaviour Support Plan**.

- **Formal contract (Student Services)**  
This is reserved for serious and persistent breaches of behaviour codes. Unlike an informal agreement, a formal contract is negotiated with the student, their parent, the teacher(s), Student Services, and often a member of Administration staff. The student is made aware that he/she will be subject to the conditions and consequences of the contract regardless of their opinion of it. It lasts as long as the inappropriate behaviour persists. It is to be educative and restorative, not punitive. The aim is to place responsibility for the behaviour where it belongs - with the student. **They are choosing to misbehave and must accept the predetermined consequence.**
- **Individual Behaviour Support Plan (IBSP) (Student Services)**  
One of the strategies to assist the targeted student towards a smooth re-entry into the classroom after a major breach of the school code, is the introduction of an individual Behaviour Support Plan (IBSP). An IBSP is designed generally for students at the extreme end of the behaviour continuum. This is developed by the student's case manager, a member of the Student Services team, in collaboration with the teacher(s), parent and the student. Effective plans are evidence-based and systematically developed. A successful plan improves the behaviour and the student's educational outcomes, has a positive effect on other students and is manageable for the teachers. IBSP's are designed so that teachers use them as part of their normal teaching practice. They include goal setting, managing the change of negative behaviours and encouragement through the use of positive rewards. The understanding that the student will regress is recognised and planned for.

## **BUMPS 8 & 9 [Level 3 Student Services, Admin]**

### **Suspension: In-school withdrawal (BUMP 8), or out-of-school suspension (BUMP 9)**

- **In-School Withdrawal.** Applied as close as possible to the time of the breach of school discipline, withdrawal is used for the purpose of providing an opportunity to:
  - calm, in circumstances where the student has become unable to self-regulate;
  - reflect on and learn from the incident, including engaging in restorative processes;
  - evaluate prior behaviour support and negotiate and plan adjustments that may be required; and/or
  - continue a learning activity in a less stimulating environment.

The Principal may suspend a student from attendance at school as part of a school's Behaviour Support Plan. **In response to the Minister's Statement on School Violence, there will be "automatic suspension for students who attack other students or instigate fights", and automatic suspension for students who decide to film a fight rather than seek help.** Suspension of attendance may be for the whole or part of each day during the suspension period. Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- for the student, other students and staff to calm and recover; and/or
- for all to reflect on and learn from the incident, including where appropriate participating in restorative processes; and/or
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Notwithstanding the above, suspension is to be understood as a severe sanction, reserved for use in severe circumstances.

**Suspension must always involve a re-entry restorative meeting between the student, teacher(s), parent and either the appropriate Program Coordinator or Vice Principal. Ideally, the meeting should take place during the suspension period. It must occur before the student resumes normal classes.** (Appendix 5 & 6)

## **BUMP 10 [Level 3 Admin]**

### • **Exclusion of a student from attending school**

The Principal may recommend to the Director General that a student be excluded from attending the school as part of a school's Behaviour Support Plan. Only the Director General may exclude a student. Exclusion may be temporary or permanent. **In response to the Minister's Statement on School Violence, Principals are to "automatically consider excluding any student who physically attacks school staff."**

An exclusion order is the most extreme sanction that can be applied to a student in a public school and as such should be reserved for the most serious breaches of school discipline, in the most serious circumstances. The Department continues to have responsibility for providing an education for any student who is excluded.

Exclusion will be considered where it can be demonstrated to the Director General that:

- other forms of behaviour response have been exhausted; or
- the student has committed an act so extreme that its impact prevents the school from re-establishing a safe, caring and supportive environment for the student.

Exclusion is used when the breach of school discipline causes extreme disruption to the good order and proper support of the school, in the context where:

- Ongoing breaches have occurred; and
- Intensive support has been provided by the school to the student, including:

- Multiple cycles of planning, implementing and evaluating behaviour support in an attempt to help the student successfully to meet behaviour requirements; and
- Effective case coordination by the school, including taking advice from regional and statewide services behaviour and engagement support staff, as well as any appropriate external agencies;
- The existing school environment is clearly contributing to the student's difficulties in achieving desired behaviours, and the Principal has taken all reasonable measures to change this environment; and
- In the context of all of the above, the Principal, having taken advice and considered all options, considers that it is in the best interests of the student to move to an identified educational program or setting; but the parent(s) and student are not willing to undertake this move.

## **IMPORTANT CONSIDERATIONS**

- **Physical restraint of a student**

Physical restraint of a student is only used:

- in circumstances where a student's emotional or behavioural state prevents other strategies from being successful; and
- where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- for the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

- **Protective isolation**

Protective isolation is:

- a restrictive practice;
- a planned strategy;
- the involuntary isolation of a student from others within a school;
- used for the purpose of managing a student's emotional or behavioural state;
- implemented when this state poses an imminent risk of harm to self or others; and
- used only when other, less restrictive strategies have proven unsuccessful.

Protective isolation is not:

- to be used for punishment or discipline, coercion, retaliation, convenience or respite;
- to be used as a routine school safety measure;
- withdrawal (Regulation 41 of the *School Education Regulations 2000*);
- detention of a student after school (Regulation 42 of the *Regulations*); nor
- voluntary, such as when a student elects to go to a safe area for the purposes of calming.
- to manage or care for a student; or to prevent or restrain a person who places at risk the safety of self or others.

- **Weapons in schools**

Students are not to be in possession of weapons on the school site or at any school activity. A student who is aware of a weapon on the school site or school activity must bring this information to the attention of school staff. Incidents involving weapons must be dealt with as a serious breach of school discipline and students suspended immediately.

Under the Weapons Act 1999<sup>5</sup>, it is an offence to:

- carry, possess, purchase, supply or manufacture a prohibited weapon;
- carry a controlled weapon without a lawful reason to do so;
- carry an article with the intention of using it to injure or threaten any person; and
- sell or supply a controlled weapon to a person under the age of 18 years, except if it is to be used in the course of a sporting or recreational activity.
- The Principal has powers relating to prohibiting and regulating things that are weapons or may be used as weapons.
- The Principal has powers relating to confiscating property from students deemed or suspected to be weapons

- **Students suspected of being intoxicated**

These requirements relate to school disciplinary considerations only, and are not a complete guide for dealing with drugs or alcohol use by students.

The Principal will take into account that a student who commits a breach of school discipline while reasonably suspected of being intoxicated is guilty of placing himself or herself at increased risk of the breach.

Student intoxication on school sites or at school off-site activities is unacceptable. Staff will respond swiftly and consistently wherever a student is reasonably suspected of being intoxicated. Intoxication will not, however, be treated as a breach of school discipline.

Drug and alcohol use by students will be responded to through health and education frameworks. In circumstances where school staff have reasonable grounds for belief that a student is intoxicated, the immediate priority will be the health and welfare of the student. A follow up priority is support and education for the student.

While intoxication itself is not to be considered a school disciplinary breach, this will not limit any responsibility of the Principal to report matters to the police.

- **Mobile Technology Devices**

In all circumstances, **mobile devices must not be seen or heard at school according to Department of Education Policy**. Students who are seen with a mobile device, **including during break times**, will be asked to hand it in for collection from Student Services at the end of the day.

Teachers record infringements on Academy. Students who infringe more than once will have their device stored at the Front Office for collection by a parent/guardian.

- **If a student refuses to voluntarily hand over their mobile device as requested, the GSSHS Behaviour Support process will be followed.**

Please refer to separate *Responsible Use of Mobile Technology Devices* document for more detail.

## **Behaviour and Attendance**

The only basis for enforcing absence from school on behaviour grounds for a student in the compulsory years of schooling is suspension. All absences from school reduce students' capacity to maximise opportunities for learning. Multiple absences can very quickly translate into cumulative educational disadvantage, which in turn tends to increase the likelihood that the student will experience difficulties meeting behavioural expectations at school.

Principals will exercise due care in attending simultaneously to behaviour and attendance needs as part of a set of strategies that aim to engage a student in school.

## **Behaviour and Disability**

Principals must take care when considering what may appear to be a breach of school discipline when the apparent breach was committed by a student with disability. Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like poor discipline. Students must not be punished for their disability.

## **Bullying**

**Everyone has the right to feel safe at school at all times. Every member of the school community has a role to play in ensuring a safe environment at school.**

Bullying is any behaviour that deliberately and repetitively hurts, threatens or humiliates another person. Bullying involves an imbalance and misuse of power. Bullying can be verbal, physical, emotional or social.

Governor Stirling SHS has bullying prevention strategies in place involving all members of the school community. Please see separate *Bullying Prevention and Management Strategy* for details.

## **Whole-School Rewards Program**

### **Aims and Objectives**

The primary aim of the Positive Rewards program is to improve educational and social/emotional outcomes for students. It achieves this through:

- recognising and rewarding students who demonstrate positive behavior based on the Values and the Code of Conduct
- the prevention of behavioural problems and support of existing issues positively and consistently
- creating and maintaining a positive school environment for students, teachers and the whole school community

### **Process**

Staff 'catch students doing the right thing' and allocate 1 points on SEQTA, identifying the value demonstrated by the student (Merit Award). There is the option to reward a student with 3 points for exemplary behaviour or achievement listed as a Commendation Reward on SEQTA. Students are encouraged to accumulate points towards canteen vouchers, and larger prizes at the end of each semester for each year group.

50 points = \$5.00 canteen voucher.

Students are awarded the voucher by Student Services year coordinators, and they are acknowledged at year-group assemblies throughout the year. Parents/caregivers receive notification of the reward.

In addition to the Merit Award program, teachers acknowledge student achievement and good behaviour by emailing or sending emails of Commendation home, 3 points are allocated for Commendations.

## Appendix 1

### Support document based on The Bumping Model (Barrie Bennett and Peter Smilanich)

#### **Bump 1 – Preventing and Responding to Misbehaviour through Low-Key Responses**

- Teacher responds to the student using one of several low key responses
- Responses should be short or shorter than the interruption and should maintain a positive or neutral atmosphere
- These responses are non-assertive and invite the student to behave.
- These responses include: proximity, gesture, using the student's name, the look, a pause, ignoring the behaviour, a signal to begin/for attention, and dealing with the problem not the student.

#### **Bump 2 – Squaring off**

- More assertive than bump 1 and it demands the student to behave.
- Teacher does: **1)** Stop talking (pause) **2)** Turn towards the student (square off) **3)** Give a verbal request to stop (optional) **4)** End with thankyou
- Sometimes the length and intensity of the look will stop the behaviour without saying anything.
- Caution – if the look is too long or intense, it may work against you and initiate a power struggle.

#### **Bump 3 – Choices**

- Teacher uses this skill to give options to the student or have students come up with their own option to prevent an inappropriate behaviour from continuing.
- Makes the student take responsibility.
- Teacher does: **1)** stop teaching, pause and turn to the student. **2)** Provide student with an appropriate choice or allow them to make a choice by saying "A decision please." **3)** Wait for an answer. **4)** finish with a thankyou.

#### **Bump 4 – Implied choices**

- Use of choice, classroom or school rule, in order to prevent a misbehaviour.
- Teacher does: (as student is already misbehaving), tell the student that they have made their choice and gives them an instruction on what they should do. (The consequence must be fair and consistent with misbehaviour).

#### **Bump 5 – Diffusing a power struggle**

- A tactic a teacher takes to prevent an unwanted power situation or to stop a power play from continuing
- Teacher does: **1)** Stop teaching and pause. **2)** Square off. **3)** Make eye contact. **4)** Take one or more deep breaths. **5)** Deal with any allies. **6)** Do or say something that shifts the locus of control. **7)** Pause and allow the student to save face. **8)** Bring closure to the interaction with the appropriate statement.

#### **Bump 6 – The informal agreement**

- Response to a recurring misbehaviour that shifts the responsibility for interpreting, developing and implementing an action plan from the teacher to the student.
- Teacher does: Require the student to develop and implement an action plan for improvement (See Appendix 1 for more details)

#### **Bumps 7, 8, 9, 10 Formal contracts (IBSP), Withdrawals, Suspensions**

- Teacher makes the decision to initiate the design of the contract, monitors the behaviour and makes the decision whether or not to move to the consequence.
- Principal, teacher, student, parents, counsellor/trained professional and other staff members are all involved
- The student signs the contract and therefore knows the consequences of their misbehaviour ahead of time.

## Appendix 2

### **ESTABLISH CREDIBILITY WITH YOUR STUDENTS BY HANDLING DISCIPLINE PROBLEMS YOURSELF, WHENEVER POSSIBLE.**

#### **Strategies to Avoid Confrontation**

- **Develop a positive relationship with students.**  
Students will be more responsive to teachers who they feel care about them and take an interest in them as a person.
- **Use Affective language when discussing good and bad behaviour with students.**  
Students need to learn how their actions and behaviours affect others.
- **Aim at consultation rather than confrontation**  
The teacher's basic standpoint should be "this behaviour is unacceptable. It cannot be allowed to continue. You and I need to work this out." This working out process will necessarily involve the teacher and the student talking over the problem, with the aim of getting the student to rationalise his/her behaviour and accept responsibility for it.
- **Tackle the behaviour not the student/personality.**  
You might say "What you are doing is not responsible and it is annoying to others in the class" rather than saying "You are an irresponsible nuisance."
- **Get the student to reflect on his/her behaviour**  
Rather than give the student a directive to "stop doing that" or "do this" question them about their behaviour eg "What should happen to someone who does this? What effect does it have? Why is this unacceptable? This reduces the risk of having them disobey your directive and focuses attention back onto the student's behaviour rather than your authority as a teacher.
- **Avoid aggravating the situation**  
Keep your language and emotions under control. Instead of saying "I'm absolutely fed up with your foul-mouthed comments", simply state "this kind of language is unacceptable in a classroom and it cannot be allowed to continue". If a minor incident looks like developing into a major confrontation, you don't have to resolve it on the spot. Simply explain that it will have to be sorted out eventually and it can wait until the student is prepared to cooperate, perhaps at the end of the lesson, at recess or lunchtime or even after school. In this way you are seen to be doing something, but have avoided a potentially damaging confrontation.
- **Avoid escalating the problem**  
A small incident, such as a student refusing to hand over a pencil they have been tapping on the desk top, could become a major confrontation if neither side will give in. A prolonged major struggle will only make things worse, especially in front of an audience. These sorts of situations cannot be resolved on the spot so they should be side-stepped while maintaining your authority by announcing that you will work it out with the student after the lesson or during recess, etc.
- **Beware of making threats**  
Never make idle threats that you do not intend to carry out, eg "Do that again and I will..... and then repeat the warning the next time the behaviour occurs. You will immediately lose credibility. Whenever possible put it in terms of if a person does "X" then the consequence is "Y". An example, students who talk when they should be listening must sit on their own so they can no longer talk. Rather than punishment imposed by the teacher, the sanction then becomes a natural consequence of the behaviour. It is then up to the student to decide if they want that to happen to them by deciding to misbehave.
- **Chronic offenders**  
With students who are constantly disruptive, it is particularly important to talk to other teachers of that student. Does the student show similar behaviour in other classes or just in your class? Consult with the HOLA who may liaise with Student Services to obtain a progress report on that student. Try to ascertain the reason/causes/triggers of the student's behaviour and work to alleviate these. Is it something in your approach to the child or does the problem lie elsewhere?

## **CMS Informal Agreement**

1. Greet student and set the atmosphere
  - Establish a positive atmosphere
  - Indicate a need for the student's cooperation in resolving a problem
2. Define the problem
  - Ask the student to outline what the problem might be
  - Confirm or outline the problem from the teacher's perspective – use affective statements (I am disappointed, etc.)
3. Generate alternatives
  - Ask the student to estimate the number of times the teacher stops to correct the problem behaviour
  - Negotiate the number down to an acceptable alternative
  - Negotiate a method to signal to the student the number to map the progress of the contract
  - Ask the student to generate other possible alternatives to deal with the problem positively when it occurs to support the contract
  - Confirm some of the workable solutions that the student generated and generate some additional ones
  - Avoid student responses like "I'll never do it again" or "You can punish me"
4. Agree on consequences
  - Agree on a logical consequence if the agreed number is exceeded
  - Check with the student to ensure he/she sees the consequence as fair
  - Set time to begin and end the contract
5. Enact closure
  - Ask the student to summarize what was agreed upon:
    - What the teacher and student each do when the problem occurs
    - What the consequence is
    - When the contract begins and ends
6. End conference
  - Thank the student for his/her cooperation
  - Discuss unrelated matters so conference ends on a positive note



Appendix 4

GROWTH RESTORATIVE REFLECTION

**GOAL**            What do you want to achieve?

**REALITY**        What have I done?

**OPTIONS**        What can I do to get back into class?

**WILL**            What am I going to do?

**TACTICS**        When and how am I going to do it?

**HABITS**         How do I keep up my commitment?

SS/HOLA sign \_\_\_\_\_ Student sign \_\_\_\_\_

Teacher sign \_\_\_\_\_

Appendix 5

**AFFECTIVE QUESTIONING/RESTORATIVE RE-ENTRY MEETING.**

Name/date

**PARTICIPANTS**

**REALITY – What happened?**

**PERSON 1 (OFFENDER)**

**How do you feel about the Reality?**

**How do you think it makes other people feel?**

**PERSON/S 2 (SUPPORT OR VICTIM)**

**How does the Reality make you feel?**

**COMMITMENTS /CONSEQUENCES**

- 1.
- 2.
- 3.

**FOLLOWUP FREQUENCY, DURATION, PERSON RESPONSIBLE**

## Restorative Practice – The Fundamentals

Restorative practice is the science of building social capital and achieving social discipline through participatory learning and decision-making. The fundamental basis of restorative practice is disarmingly simple: people are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things *with* them, rather than *to* them or *for* them.

In schools restorative practice supports teachers to provide opportunities for students to share their feelings, build relationships and problem solve, and when there is wrongdoing, to play an active role in addressing the wrong and making things right.

The social discipline window (Figure 1) is a simple framework which describes four basic approaches to maintaining social norms and behavioural boundaries. The four approaches are represented as different combinations of **high or low control** and **high or low support**. The

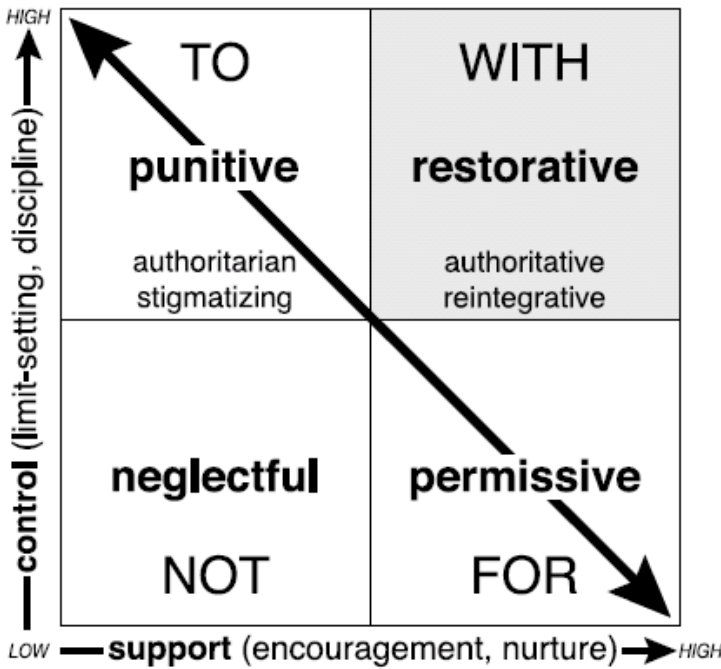


Figure 1: Social Discipline Window

restorative domain combines both high control and support and is characterised by doing things with people, rather than to them or for them.

Restorative practices range from informal to formal (Figure 2). The informal practices include affective statements that communicate teacher’s feelings, as well as affective questions (see next page) that cause students to reflect on how their behaviour has affected others. As restorative practices become more formal they involve more people, require more planning and time, and are more structured. Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday school life.



Figure 2: Restorative Practices Continuum

When teachers do things fairly with students, whether reactively—to deal with crisis, or proactively—in the normal course of the school day, the results are almost always better. The central idea of fair process is that “...individuals are most likely to trust and cooperate freely with systems—whether they themselves win or lose by those systems— when **fair process** is observed.”

The three principles of fair process are:

- **Engagement** — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account;
- **Explanation** — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it;
- **Expectation clarity** — making sure that everyone clearly understands a decision and what is expected of them in the future.

*Summarised from the IIRP website, [www.iirp.org/whatisrp.php](http://www.iirp.org/whatisrp.php)*

### **Restorative Questions**

#### ***When things go wrong***

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

#### ***When someone has been hurt***

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?