

## **Behaviour Management at Butler College**

### **Introduction**

The aim of Behaviour Management is to educate and promote student behaviour that will enhance and maintain a positive learning and teaching environment. The development of this policy is based upon the following fundamentals;

- A consistent and unified approach to classroom management and discipline by all staff members.
- A pleasant and caring learning environment where respect exists for the rights of all.
- Clear and concise expectations and sanctions are known and understood by the college community.
- Clearly defined support structure to assist staff and students to develop effective behavioural decision making.

A whole college approach promotes the development of positive relationships between students and students, staff and students and staff and staff.

### **Rationale**

Within the college business plan, the development of a positive learning environment, where a student feels safe and engaged has been identified as a priority. The Behaviour Management Policy at Butler College addresses this priority by providing a focus on educating and modifying student behaviour rather than punishment.

The policy actively supports and is applied in cohesion with the Positive Behaviour in Schools initiative which Butler College implemented in its foundation year in 2013. This initiative is an evidence based process that develops a school culture in which positive behavioural decision making is an explicitly taught skill. An organised approach is taken to prevention, with an emphasis on educating students how to behave rather than how not to behave. All incidence of poor behaviour choice will be met with a consistent and educative response.

Knowledge, Integrity and Respect were implemented as a direct outcome of the Positive Behaviour in Schools process. This outlines the specific behaviours that all members of the college community are required to exhibit within the various contexts and learning environments. All staff will use the Knowledge, Integrity and Respect matrix to teach expected behaviour to students and to support the education and development of their decision making skills.



Butler College  
Behavioural Expectations

	Knowledge	Integrity	Respect
Our Learning Areas	<p>We ask for help.</p> <p>We seek feedback on tasks to improve.</p> <p>We achieve goals.</p> <p>We are problem solvers.</p> <p>We stay on task.</p> <p>We take pride in our work.</p> <p>We perform all tasks to the best of our ability.</p>	<p>We arrive on time.</p> <p>We are ready to learn.</p> <p>We set goals and meet deadlines.</p> <p>We know our timetable.</p> <p>We bring and maintain appropriate technology.</p> <p>We bring essential equipment.</p>	<p>We listen and follow teacher instructions.</p> <p>We are polite.</p> <p>We respect the college and others property.</p> <p>We respect others.</p> <p>We use appropriate and respectful language.</p> <p>We are honest and trustworthy.</p>
Our College Grounds	<p>We are good role models for others.</p> <p>We inspire others.</p> <p>We display pride in our College grounds.</p> <p>We help others when they are in need.</p>	<p>We stay within college grounds.</p> <p>We eat food within designated areas.</p> <p>We report unsafe behaviour.</p>	<p>We use manners.</p> <p>We listen and follow all teacher instructions.</p> <p>We respect college property.</p> <p>We keep noise at an appropriate level.</p> <p>We are orderly when we are in line.</p> <p>We ensure all rubbish goes in the bin.</p> <p>We keep grounds clean.</p>
Our use of Technology	<p>We actively seek valuable online resources.</p> <p>We help others.</p> <p>We stay on task when using technology.</p> <p>We share valuable online resources.</p>	<p>We report inappropriate behaviours taking place.</p> <p>We only submit work that we produce.</p> <p>We keep our passwords private.</p> <p>We access CONNECT.</p>	<p>We use technology appropriately.</p> <p>We use technology as the teacher instructs.</p> <p>We use appropriate language.</p> <p>We respect our own privacy and the privacy of others.</p>
Our Community	<p>We actively participate in community events.</p> <p>We are road wise.</p> <p>We demonstrate a positive attitude.</p> <p>We strive to achieve our best.</p>	<p>We wear college uniform with pride.</p> <p>We act responsibly in the community.</p> <p>We make safe choices.</p> <p>We care for ourselves and community members.</p> <p>We celebrate the achievements of others.</p>	<p>We are polite to guests.</p> <p>We treat members of the community respectfully.</p> <p>We listen to guest speakers.</p> <p>We respect community property.</p> <p>We respect all members of the school community.</p> <p>We always use our manners.</p>



## Stages of Behaviour Education

### STAGE 1 – IN CLASS MANAGEMENT

#### PROACTIVE

- 1) Teach Knowledge, Integrity and Respect expectations to your class. Use the posters as a guide. Teach **what** to do rather than **what not** to do.
- 2) Build relationships with students (meet and greet, demonstrate an interest in the student as a person).
- 3) Reinforce expected behaviours (catch student being good, provide specific praise).
- 4) Model Knowledge, Integrity and Respect (speak to students in a respectful manner, be on time to class).
- 5) Employ low key CMS strategies (scan, proximity, gestures, signal to begin, private dialogue, transitions).

#### REACTIVE

- 1) Low key verbal reminder (politely state “John – please remain in your seat”)
- 2) Square off – turn to face student and state with a firm but emotionless voice “John, I need you to stay in your seat.”
- 3) Provide choice (John, stay in your seat or you are choosing to....). Student Services is **not** an option here.
- 4) Student makes choice – either modifies behaviour or option or Stage 2 consequence.



## STAGE 2 – CONSEQUENCE

### TEACHER'S ACTIONS

- 1) Student has made choice not to modify behaviour – provide a realistic consequence that you can manage.
- 2) Following completion of consequence re-explain Knowledge, Integrity and Respect.
- 3) If student fails to change behaviour after consequence liaise with PC of your learning area.
- 4) Ensure time is provided for a resolution and re-explanation of Knowledge, Integrity and Respect.
- 5) Contact parent with concerns.
- 6) Enter documentation on SIS.

### RESOLUTION

- 1) Student modifies behaviour – monitor.
- 2) Student does not modify behaviour – move to stage 3.





### STAGE 3 – REFERRAL TO PC

#### TEACHER'S ACTIONS

- 1) Refer to PC using yellow referral sheet.
- 2) Provide work for the student at PC's request.

#### PC ACTION

- 1) Organise withdrawal class.
- 2) Departmental contract/resolution document.
- 3) Contact parent to communicate concern, proposed consequences and resolution timeline.
- 4) Set meeting time with parent, student and teacher to review/conclude intervention.
- 5) Enter documentation on SIS.

#### RESOLUTION

- 1) Student returns to class with contract/objectives and modifies behaviour.
- 2) Issues remain unresolved - Move to stage 4.



## STAGE 4 – REFERRAL TO STUDENT SERVICES

### TEACHER'S ACTIONS

- 1) Possible participation in case conference.
- 2) Implementation of IBMP.
- 3) Provide work for student at PC's request.

### PC ACTION

- 1) Refer to Student Services Team with history of documentation.
- 2) Possible participation in case conference.

### STUDENT SERVICES TEAM ACTION

- 1) Collect all relevant documentation.
- 2) Organise case conference with appropriate individuals.
- 3) Implement escalated consequences.
- 4) Where needed develop an IBMP.
- 5) Look into off-site support personnel and agencies.
- 6) Support staff to implement IBMP.
- 7) Student loses their Good Standing



## STAGE 5 – DIRECT REFFERAL TO STUDENT SERVICES

This will occur when there is severe one off breaches of expectations

- 1) Inappropriate or threatening behaviour towards staff member.
- 2) Wilful damage to property.
- 3) Believed to be in possession of alcohol, drugs or cigarettes.
- 4) Threatening violence or actual violence.
- 5) Breach of the Electronic Device Policy.

### TEACHER'S ACTIONS

- 1) Detail incident to Student Services – note, phone call, email.
- 2) Manage immediate risk.

### STUDENT SERVICES TEAM ACTION

- 1) Manage imminent risk.
- 2) Investigate incident.
- 3) Implement and engage student in reason for appropriate consequence.
- 4) Parent contact - mandatory if suspension or withdrawal.
- 5) Document on SIS.
- 6) Follow up as required.
- 7) Establish RMP if needed.
- 8) Inform staff as necessary.

### RESOLUTION

- 1) Student complies.
- 2) Unresolved issues to be case managed.



## **Suspension**

Suspension is an effective behaviour management strategy when used for serious or persistent breaches of the College's expected standards of behaviour. Suspension removes the student from the college environment and provides a respite between the incident and the resolution process. Suspension provides an opportunity for the student, parents and school staff to reflect on the incident and behaviour enabling a considered, positive resolution and re-entry plan.

### **Suspension Information**

- When a student has been suspended they must keep away from the college grounds for the period of the suspension. If they are found to be in the immediate vicinity of the college, this includes at the end of the college day, their suspension will recommence from that date.
- Students suspended should continue with their work available through CONNECT.
- Following the suspension period the student must report to Student Services for a return from suspension meeting. There may also be a need for a parent /guardian to attend this meeting also, the Student Services Manager will decide this.
- Students will be placed on a monitoring sheet for the as part of the re-entry process.

### **Teacher Guidelines for Managing Student Behaviour**

The College uses the bumps theory from the book *Classroom Management- A Thinking and Caring Approach* by Barrie Bennett and Peter Smilanich. This book is available from Student Services.

#### **Bump 1 – Preventing and responding to misbehaviour through low-key responses**

- The teacher responds to a student using one of several low key responses. Responses are short and should maintain a neutral or positive atmosphere. They are delivered in a non-assertive way and invite the student to behave.
- Examples are: proximity, gesture, using student's name, the look, a pause, planned ignore, signal to begin, dealing with the problem and not the student, transitions.

#### **Bump 2 – Squaring off**

- More assertive than bump 1 and it demands that the student behaves.
- Consists of 4 steps;
  - o Stop talking (pause).
  - o Turn towards the student (square off).





- Give a verbal request to stop (optional).
- End with a thank you.
- 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 will work against you and create a power struggle.

### Bump 3 – Choices

- Teacher uses this strategy to give options to the student or have students come up with their own option to prevent an inappropriate behaviour from continuing. This makes the student take responsibility.
- Consists of 4 steps;
  - Stop teaching, pause and turn to the student.
  - Provide student with an appropriate choice and allow them to make a choice by saying 'a decision please'.
  - Wait for an answer.
  - Finish with a thank you.

### Bump 4 – Implied Choice

- If the student continues to misbehave the teacher informs the student they have made their choice and gives them an instruction on what they should do.

### Bump 5 – Defusing a power struggle

- Consists of 8 steps;
  - Stop teaching and pause.
  - Square off.
  - Make eye contact.
  - Take one or more deep breathes.
  - Deal with any allies.
  - Do or say something that shifts the locus of control.
  - Pause and allow the student to save face.
  - Bring closure to the interaction with an appropriate statement.



#### Bump 6 – Informal Agreement

- Response to recurring misbehaviour that shifts the responsibility for interpreting, developing and implementing an action plan from the teacher to the student.

#### Bump 7, 8, 9, 10 – Formal Contracts, Out of College Suspension

- Teacher makes the decision to initiate the design of the contract, monitors the behaviour and makes the decision whether or not to refer to their PC. Student has been involved in this process and therefore is aware of consequences for the behaviour ahead of time.
- PC then assesses what has been implemented and decides on future actions.

***As a teacher you are establishing credibility with your students by handling discipline problems yourself. This in turn empowers you as a teacher and reduces the likelihood of further behaviour issues in your classroom.***

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

Develop a positive relationship with the student

- Students will be more responsive to teachers who they perceive to show an interest and care about them.

Aim at consultation rather than confrontation

- 'This behaviour is unacceptable. It cannot be allowed to continue. You and I need to work this out.'
- This process has the aim of getting the student to rationalise their behaviour and accept responsibility for it.

Deal with the behaviour and not the student

- Think about the way you say things to students. 'What you are currently doing is silly' rather than 'you are silly.'

Get the student to reflect on their behaviour

- Ask a student 'what have they done, how does it affect others, why is this not acceptable behaviour.' This allows a student to take responsibility for their behaviour and focus's the attention back on them rather than you as a authoritarian figure.

Keep control of your emotions

- Instead of saying 'I am sick and tired of your silly behaviour' simply say 'This kind of behaviour is unacceptable'.



- The incident does not need to be resolved on the spot. It can be done during a DOTT period where you go and retrieve the student from their class to discuss the situation and determine the pathway for a resolution.

#### Don't escalate the problem

- Don't turn a minor issue into a major problem. As stated above not all issues need to be sorted out then and there. A simple 'I will catch up with you later to resolve this' will avoid a power struggle, let you keep your authority and reduces the chances of allies being dragged into it.

#### Take caution make threats

- Never make threats that you never intend to follow through on. This will make you lose all credibility. For example if you issue yard duty to a student and they fail to do it, you as a teacher must follow up on this in your own time otherwise yard duty becomes an idle threat and the students realise that consequences will not be followed up on.
- Your class room an environment where natural consequences occur rather than teacher punishment. That is if x happens then y will follow.

#### Chronic Offenders

- For students who continually misbehave it is very important that you talk to other teachers of that student and ascertain whether the behaviour is similar in all classes or just yours.
- Consult with your PC and ask for some time to peer observe teachers who are experiencing success with the student.
- Behaviour is a cause and effect relationship. If you can find the cause of the behaviour you will be able to fix the problem.

#### **Procedures for Informing Parents**

Parents can be contacted in a number of ways to express concerns about a student progress or to commend their achievements. Regardless of which strategy you use it is important that a record of any contact is kept on SIS.

#### **Telephone Contact**

##### Before

- Discuss the matter with your PC.
- Be clear about what you would like to discuss (prepare brief notes if appropriate).

##### During

- Introduce yourself.



- Check that it is a convenient time to talk.
- Start with a positive comment – ‘John is a likeable student who has great potential.’
- Outline concerns.
- Allow the parent an opportunity to express their concerns/queries.
- If you are uncomfortable with the conversation, thank the parent for their time, say goodbye and end the telephone call.

#### After

- Note the day, time and nature of your call on SIS under the behaviour management section.
- Summarise any concerns with your PC.

#### **Letters of Concern/Unsatisfactory Performance**

This is a means to communicate your concern about the performance of a student in your class. An example is attached.

#### **Letter of Commendation**

This is a means to communicate the outstanding performance of a student in your class. An example is attached.

#### **Email Contact**

- Email contact should be brief and should indicate that a teacher wants the parent to contact him/her at the College. Ensure you provide a time when you will be available to take phone calls.
- Note that an email is a formal method of communication and that you should not write anything in an email that you would not normally put on official college letterhead.
- Sample Email
  - o Dear Mr Smith  
I am John’s Science teacher and I would like to discuss some concerns I have about his progress. Please contact the college on 9561 4200 so we can discuss strategies to help John. I will be available today (Monday) between 11:10am – 12:10am and tomorrow between 1:40pm – 2:40pm.  
I look forward to hearing from you  
Mr Mark Humphries.





### **Face to Face Meeting**

There will be times when you will need to meet with a parent. The following guidelines should be followed to ensure that the meeting is useful for both the parent and you.

#### **Before the meeting**

- Arrange a meeting time with the parent (preferably during a DOTT period).
- Find an appropriate venue – privacy is essential.
- Inform the relief coordinator of the meeting so that you are not allocated internal relief.
- Write down your concerns.
- Discuss the meeting with your PC and if you are concerned about possible conflict with the parent, invite your PC to the meeting.
- If appropriate, also arrange for the student to be present for the meeting.

#### **During the meeting**

- Introduce yourself (and PC if necessary).
- Start by asking the parent if they have any concerns about their child's progress.
- Discuss your own concerns, remember to be polite and mention any positives.
- Develop a plan with the parent that can be supported from home.
- If a conflict arises during the meeting and you feel uncomfortable, excuse yourself from the room and seek the assistance of a member of Student Services.

#### **After the meeting**

- Record notes on SIS in the behaviour management module.
- Discuss the meeting with your PC.
- Follow up with a telephone call to advise the parent on any progress since the meeting.

### **Good Standing**

Good Standing is a status held by all students. The aim of Good Standing is to encourage all students to take greater responsibility for their behaviour and participation at Butler College. All students are considered to be in good standing at the commencement of the College year. If a student progresses to stage four then they are deemed to have lost their good standing. Students can apply in writing to the Manager of Student Services, at a period of one



month after the loss, to have their good standing reinstated. A loss of good standing excludes the student from any extracurricular activity run by the college.

**Appendix**

- Student Behaviour Report.
- Letter of Concern.
- Letter of Unsatisfactory Performance.
- Letter of Commendation.

