

INTRODUCTION



Purpose

The purpose of this book is to provide a collection of practical behaviour management ideas, strategies and resources ready for use in schools. The materials have been tried and tested and, by using these 'tools', educators have the potential to save themselves hours of time 're-inventing the wheel'. It also encourages educators to be self-reflective about behaviour management issues in their own classroom or school.

Who is it for?

Whether a graduate or a school leader putting together a behaviour management plan, educators at all levels should find elements of this book useful and practical. The strategies and ideas have been developed and compiled over many years from a wide variety of schools and other sources. Research regarding current trends and best practice has been included in the planning of these materials.

The book has been designed as a generic resource for all types of schools and age groups. Some of the strategies would not be appropriate for certain types of schools or year levels, so it should be treated as a 'toolkit' from which you can select the tools which are appropriate, and modify them to suit your specific needs and circumstances.

Be critical

It must also be said that you may not favour some of the ideas and strategies within the book. That is fine. Be a critical thinker and use what works for you in your school. There is no 'one-best-way', so trust your own judgments and instincts. Remember that our own personalities and teaching styles are as different as the students we teach.

The 'all-day-every-day' teacher

Although I have had a variety of experiences in schools, I have spent the majority of my time as an 'all-day-every-day' teacher, and I fully understand the pressures and struggles that go with it. For that reason I have kept this book as practical as possible. After a hard day at the 'chalkface', and with plenty of marking to do, the last thing you want to do is read copious amounts of behaviour management theory. You want practical solutions. Much of this book has been written in discrete sections and in point form for quick reference. This has been done to enable you to retrieve quickly the information relevant to your needs.

Finally, I would like to leave with you a sense of choice to take with you as you travel through the complex world of classroom management:

WEBSITE
VISIT
CLOSE YOUR SENSE OF HUMOUR AND
DON'T FORGET TO HAVE SOME FUN!

Cheers and regards

David Koutsoukis



THE EIGHT DIMENSIONS



This book has been divided into eight sections which I have called dimensions. Each represents a different behaviour management focus. Although there is some overlap between dimensions, they have been designed to help to facilitate easy access of materials. Find the dimension that fits your area of need and pick out the 'tools' which suit your circumstances.

THE BIG PICTURE A HOLISTIC, WHOLE-SCHOOL APPROACH

- Characteristics of schools with an effective behaviour management system
- Checklist for adopting a whole-school approach



DIMENSION 1 POSITIVE ENVIRONMENT

Creating a caring, safe and positive school environment

- Developing a positive physical environment
- Developing a sense of involvement and belonging
- Developing a sense of security
- Acknowledging behaviour which contributes to a positive school environment



DIMENSION 2 PROACTIVE PREVENTION

Proactive preventive strategies

- Proactive prevention in the classroom
- Proactive prevention in the schoolyard
- Good teaching and learning practice
- Teaching of social skills



DIMENSION 3 RELATIONSHIPS

Developing positive relationships

- Teacher-parent
- Student-parent
- Teacher-student
- Student-student



DIMENSION 4 RULES AND CONSEQUENCES

Setting guidelines of acceptable behaviour and consequences

- School code of conduct
- Rewards and consequences
- Policy documents



DIMENSION 5 ROUTINES AND PROCESSES

Procedures, roles and responsibilities for implementing a behaviour management plan

- Roles and responsibilities
- Operational procedures



DIMENSION 6 RESOURCES

Resources to support a behaviour management system

- Preforms
- Storage and access



DIMENSION 7 RESCUE AND SUPPORT

Support services infrastructure – pastoral care for students and staff

- Support services for students
- Intervention and corrective strategies
- Support systems for staff



DIMENSION 8 REVIEW

Review, reflection and planning for improvement

- Data collection
- Review and reflection
- Planning for improvement



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A behaviour management system checklist

This checklist outlines desirable outcomes of an effective behaviour management system. How does your school rate? The checklist can also be used to develop or refine the aims of your behaviour management plan.

	Strongly Agree	Agree	Disagree	Strongly Disagree
A whole-school approach				
A comprehensive behaviour management plan is in place and embraced by the whole school.				
The plan has been collaboratively developed with input from and consultation with all stakeholders and addresses the school vision, mission or purpose statement.				
The system is flexible enough to allow for different student cohort needs, and different teaching styles, without sacrificing the consistency of a whole-school approach.				
One key person is responsible for 'driving' the behaviour management pastoral care system in collaboration with others (committee).				
The plan is well communicated to all stakeholders.				
Positive school environment				
Key school initiatives and strategies (including the behaviour management plan) promote a positive ethos and are aimed at building a caring, safe and positive school environment.				
Members of the school community whose actions contribute to a caring, safe and positive school environment are rewarded.				
Proactive prevention				
Instructional strategies and learning programs are relevant to students. They consider 'how students learn' as well as 'what students learn'.				
Instructional strategies and learning programs address the needs of students and cater for individual differences.				
A caring school/pastoral care system is in place that includes programs to teach social skills.				
Social skills are taught in the same curriculum (health education, personal development, etc).				
Students are encouraged to be responsible for their own behaviour.				
Students are encouraged to make good choices.				
Positive relationships				
Staff, students and work at building positive relationships with other members of the school community.				
School timetabling structures promote the development of positive relationships for both staff and students; e.g. home rooms, learning teams, students having few teachers, minimal student movement.				
The school has extracurricular activities where staff and students can interact outside the classroom environment; e.g. morning tea, sporting events, after-hours activities.				
The school works at developing strong links with parents.				
Parents are made to feel welcome when they come to the school.				
Parents are kept adequately informed of their child's behaviour and progress.				



A HOLISTIC, WHOLE-SCHOOL APPROACH

Clear rules and consequences	Strongly Agree	Agree	Disagree	Strongly Disagree
All stakeholders know their rights and responsibilities regarding the behaviour management system.				
Key procedures, rules, codes, policies and strategies are based on good practice, and are clear and known by all stakeholders including staff, students and parents.				
Consequences are effective enough for students to feel 'pain'; e.g. discomfort, loss of privileges, doing something they don't want to do, being somewhere they don't want to be.				
Consequences are applied as soon as possible/practical after the incident.				
Students who misbehave are encouraged to recognise the rights and responsibilities of individuals.				
Routines and roles	Strongly Agree	Agree	Disagree	Strongly Disagree
All stakeholders know their roles and responsibilities regarding the behaviour management system.				
Key procedures are clear and known by all staff.				
These procedures and practices are implemented consistently across the whole school.				
Procedures are in place to resolve conflict in a positive manner.				
Resources	Strongly Agree	Agree	Disagree	Strongly Disagree
Sufficient resources have been allocated to behaviour management personnel and funds.				
An infrastructure is in place which organises behaviour management resources efficiently (e.g. resource production and storage, equipment).				
Rescue and support	Strongly Agree	Agree	Disagree	Strongly Disagree
All students have a specific staff member to whom they can go for progress and pastoral care needs, and who liaises with other support services, the team and parents; e.g. home room teacher.				
Students have individual needs catered for through pastoral care.				
A strong student services network (personnel) to assist students with behavioural and/or other problems exists within the school and is supported by outside agencies.				
Students at risk are identified, monitored and corrective strategies are implemented to assist them.				
Staff welfare is a priority and there is a strong sense of collegiality, shared power and trust. This is further supported by school leaders and other staff.				
Planning processes enable staff to confront and resolve issues and conflict, and to find ways to improve behaviour management systems and other school processes.				
Behaviour management and pastoral care duties are spread equitably among staff.				
Staff have adequate resources and professional development on behaviour management.				
Review and reflection processes	Strongly Agree	Agree	Disagree	Strongly Disagree
Review and reflection practices are in place in order to plan for improvement.				
Data are collected and reported upon to monitor the effectiveness of the system.				
A committee exists which monitors the 'tone' of the school, including student behaviour and staff morale, and plans for improvement.				

Ideas to create a caring, safe and positive school environment

One of the aims of any behaviour management system should be to create a caring, safe and positive school environment. Listed below are some ideas aimed at helping students, staff and parents to become known and valued members of the school community. Tick the box of activities which may be appropriate for your school.

School environment

- Welcome sign at the front of the school
- Welcome mat outside classrooms or school entrance
- School vision, mission or purpose statement sign at the front of the school
- 'Adopt a spot' - classes look after a part of the school
- Classrooms neat, orderly and in good repair
- Equipment, furniture and facilities in good repair
- Best kept room award

In the classroom

- Classroom aesthetically planned and student-centred
- Positive message posters up around the room (preferably written by students)
- Acknowledge birthdays (sticker, sing, small gift)
- Teach social skills and values
- Appropriate instructional strategies and pedagogies
- Lucky dip
- Sticker chart
- Prize chart
- Group chart
- Class raffle, lucky draws
- Lolly jar
- Marble jar
- Snakes and ladders chart
- Progress charts - records of good behaviour or achievement; e.g. credit slip tally chart
- Fast food lunch

Learning

- Appropriate, flexible curriculum
- Engaging instructional strategies
- Pedagogy which caters for different learning styles and individual needs
- Learning programs which enable students to experience some success
- Student centred learning opportunities
- Inclusive education model in physical education
- Individual education plans

Recess/Lunchtime activities

- House/faction competitions
- Spelling competitions
- Computer room
- Library
- Tutorials
- Special lunches
- Music
- Clubs
- Special projects: e.g. year book, solar car challenge.

House/Faction system

- Ongoing points system
- Reward at the end of term
- Lunchtime competitions
- Faction competitions during sport

Behaviour management plan

- Credit slips and credit slip diary stickers
- Certificates of appreciation
- Credit award medallions - for accumulating credit slips
- Letters of commendation
- End of term reward event

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