

TEACHING Responsible Behaviour IN THE MIDDLE SCHOOL SUMMARY

Level one: Teaching responsible behaviour

- Build meaningful relationships
- Reinforce responsible behaviour
- Promote clear class expectations

Level two: Class teacher redirection and correction

Level three: Pastoral coordinator intervention – ‘Time Out’
and / or detention (the role of Student Services)

Level four: Probationary enrolment

At Level four, a student’s placement within the school will be withdrawn if acceptable improvement is not realized.

Non ‘class room’ based misbehaviour & harassment utilizes the same system outlined within – entering at ‘level two’ with the students Pastoral Teacher / Class teacher managing the process initially. The Pastoral / Class teacher can subsequently refer the student to level three as stated in the policy.

Teaching Responsible Behaviour (Yr 6)

King's believes it is the right of every student to be safe at school and learn in an orderly and respectful environment. All staff at King's are committed to work together with parents to teach and reinforce responsible behaviours. To maintain a safe, respectful and happy learning environment in the class, we have agreed on the following class boundaries/ rules.

1. _____
2. _____
3. _____
4. _____
5. _____

Consequences

When class rules are not followed, students begin moving through the intervention levels summarized below:

Class Teacher Intervention:

- **Step A:** Warning
- **Step B:** Student to temporarily change seats in the classroom; discussion with the teacher re expectations.
- **Step C:** Logical Consequence, determined by the teacher (e.g. stay in at recess/lunch to complete work, litter clean up, miss out on selected activities); note sent home to parents.

Pastoral Coordinator Intervention:

- **Step D:** Continued misbehaviour will result in the student meeting with the Middle School Pastoral Coordinator to negotiate a behaviour management plan. In some instances this may involve the student being escorted from the class to the relevant Middle School Coordinator to maintain an effective and safe learning environment in the class. A follow up meeting / call with parents will occur. Circumstances may warrant a Friday after school detention being issued. Friday after school detentions run from 3.30pm to 4.30pm and are supervised by a member of the Middle School management team.
 - Further detentions throughout the year will involve the Middle School Director and a more specific management plan, including suspension if necessary.

Middle School Director / Principal Intervention:

- **Step E:** Continued inappropriate behaviour will lead to a student being placed on a 'Probationary Enrolment'. The conditions of this enrolment are negotiated between the student, parent(s), Middle School Director and Principal. If the conditions of the Probationary Enrolment are breached the students placement in the school will be reviewed.

Please note that students may "jump" to a higher intervention level if the incident is requiring more serious consequences.

Homework:

All Year 6 students are expected to complete 45 mins of homework. If students have worked solidly for 45 mins and have not completed their homework, then they may stop but please sign their diary to show this occurred. Homework that is not finished, or completed to a satisfactory level, will result in students completing their homework at lunchtime with their class teacher. If this pattern continues, students will be referred to the Pastoral Coordinator to establish a management plan as at Step D above.

Teaching Responsible Behaviour (Yr 7)

King's believes it is the right of every student to be safe at school and learn in an orderly and respectful environment. All staff at King's are committed to work together with parents to teach and reinforce responsible behaviours. To maintain a safe, respectful and happy learning environment in the class, we have agreed on the following class boundaries/ rules.

- 1 **Just do it!** (Follow teacher directions)
- 2 **Stay on task.** (Use efficient work habits, avoid distractions etc)
- 3 **Take turns to talk and listen.**
- 4 **Treat others the way you want to be treated.**
- 5 **Be safe, not silly.** (Think before you act)

Consequences

When class rules are not followed, students begin moving through the intervention levels summarized below:

Class Teacher Intervention:

- **Step A:** Warning
- **Step B:** Student to temporarily change seats in the classroom; discussion with the teacher re expectations.
- **Step C:** Logical Consequence, determined by the teacher (e.g. stay in at recess/lunch to complete work, litter clean up, miss out on selected activities); note sent home to parents.

Pastoral Coordinator Intervention:

- **Step D:** Continued misbehaviour will result in the student meeting with the Middle School Pastoral Coordinator to negotiate a behaviour management plan. In some instances this may involve the student being escorted from the class to the relevant Middle School Coordinator to maintain an effective and safe learning environment in the class. A follow up meeting / call with parents will occur. Circumstances may warrant a Friday after school detention being issued. Friday after school detentions run from 3:30pm to 4:30pm and are supervised by a member of the Middle School management team.
 - Further detentions throughout the year will involve the Middle School Director and a more specific management plan, including suspension if necessary.

Middle School Director / Principal Intervention:

- **Step E:** Continued inappropriate behaviour will lead to a student being placed on a 'Probationary Enrolment'. The conditions of this enrolment are negotiated between the student, parent(s), Middle School Director and Principal. If the conditions of the Probationary Enrolment are breached the student's placement in the school will be reviewed.

Please note that students may "jump" to a higher intervention level if the incident is requiring more serious consequences.

Homework:

All Year 7 students are expected to complete 60 mins of homework 4 nights a week (see home work policy). If students have worked solidly for 60 mins and have not completed their homework, then they may stop but please sign their diary to show this occurred.

Homework that is not finished, or completed to a satisfactory level, will result in students completing their homework at lunchtime with their class teacher.

If this pattern continues, students will be referred to the Pastoral Coordinator to establish a management plan as at Step D above.

Teaching Responsible Behaviour Year 8 & 9

King's believes it is the right of every student to be safe at school and learn in an orderly and respectful environment. All staff at King's are committed to work together with parents to teach and reinforce responsible behaviours.

Middle School teachers nurture positive relationships with students in their class by valuing each and every student. From within this relationship Middle School teachers communicate, negotiate, model and reinforce responsible class room behaviours. Although the exact nature of these responsible behaviours will vary slightly between classes, teachers and learning areas, they will all encompass the following King's Middle School philosophy:

“Manage yourself and treat others with respect”

Although communicating, modeling and reinforcing responsible behaviours is very effective in creating a safe and orderly learning environment, it is also necessary at times to reinforce the desired responsible behaviours by actively discouraging irresponsible behaviour. To be effective, the school's response to inappropriate behaviour must be fair and consistent. To ensure fairness and consistency, teachers in the King's Middle School follow the below procedure in response to inappropriate behaviour.

Class Teacher Intervention – steps may include the following:

- **Step A:** Redirection to responsible behaviour
- **Step B:** Warning, explicitly identifying the inappropriate behaviour
- **Step C:** Student to change seats in the classroom; discussion with the teacher re expectations.
- **Step D:** Logical Consequence, determined by the teacher (e.g. stay in at recess/lunch to complete work, litter clean up, miss out on selected activities); note sent home / phone call to parents.

Pastoral Coordinator Intervention / Detention:

- **Step E:** Students who do not respond to the above 'Class Teacher Intervention' measures will be required to meet with the relevant Middle School Pastoral Coordinator to negotiate a behaviour management plan. In some instances this may involve the student being escorted from the class to the Student Services desk to re-establish an effective and safe learning environment in the class. The Pastoral Coordinator will be notified by the Student Services staff and attend to the student at their earliest opportunity. A follow up meeting / call with parents will occur initiated by the Pastoral Coordinator. Circumstances may warrant a **Friday after school detention** being issued by the Pastoral Coordinator. Friday after school detentions run from 3.30pm to 4.30pm and are supervised by a member of the Middle School management team.

Additional detentions throughout the year will involve the Middle School Director and a more specific management plan, including internal suspensions as necessary.

Middle School Director / Principal Intervention:

- **Step F:** Continued inappropriate behaviour, evident by no more than four (4) Friday after school detentions, will lead to a student being placed on a '**Probationary Enrolment**'. The conditions of this enrolment are negotiated between the student, parent(s), Middle School Director and Principal. If the conditions of the Probationary Enrolment are breached the students placement in the school will be withdrawn.

Please note that students may escalate to 'higher' intervention levels for serious breaches of responsible school behaviour. In such cases, direct contact will be made with parents by the Middle School Director.

In response to the school's commitment to provide a safe environment for students, King's employs a 'zero tolerance' policy towards the possession or trafficking of illegal or controlled substances or associated drug related paraphernalia. Students in breach of this expectation will have their enrolment at King's withdrawn (first offense) and be reported to the relevant authorities. Controlled substances include all medication only available through prescription.

TEACHING Responsible Behaviour IN THE MIDDLE SCHOOL

Overview

Parents, teachers and other responsible adults are entrusted to model and teach responsible patterns of behaviour to children. Infants are born with a healthy and natural tendency to explore and ‘make sense of’ the world around them. To the developing young mind, a ‘boundary’ only exists once it has been crossed and responsibly responded to by those entrusted with developing knowledge of appropriate behaviours in the young person’s life. Like any learned skill, ability or behaviour, it is to be expected that numerous repetitions may be required for the desired pattern to be acquired. Differing personalities play a large part in the number of repetitions required for a skill to be learned. Due to the sinful nature of all people, it is also to be expected that intentional and unintentional indiscretion will take place, even once a responsible behaviour has been learned. For this reason an appropriate balance of grace and law must exist within any system designed to teach responsible behaviours.

For those entrusted with teaching responsible behaviours, it is important to remember that a child will learn from ‘all’ situations. For this reason consistency, fairness, integrity, grace, calmness and follow through are necessary at all times when dealing with boundary pushing behaviour. If this is not the case, it is just as likely the child will learn an unintended pattern of behaviour.

Parents are the primary agents of teaching responsible behaviours, a significant proportion of which occurs before the age of three. Due to the vast differences in parenting skills, awareness and family dynamics, each child enters the schooling system with varying degrees of learned responsible behaviour. In some cases the child may have even learned and had consistently reinforced inappropriate patterns of behaviour. It is the school’s responsibility to understand that this diversity exists and to primarily persist with teaching patterns of responsible behaviour, not just responding to inappropriate behaviour. In some cases, inappropriate patterns of behaviour may firstly need to be unlearned before responsible behaviours are taught in their place.

The King’s Middle School ‘Teaching Responsible Behaviour’ policy is a four tiered system involving parents at all levels. If a young person’s behaviour remains unsatisfactory when at the fourth level of management, the student’s placement within the school will be withdrawn.

Level One – Teaching Responsible Behaviour

All students commence the school year at **level one** of the policy. Level one is intended to be the stage where positive relationships and behaviours are set, modelled and reinforced by teachers. There are three components to level one:

1. Build meaningful and respectful relationships with all the students in your class.

Being in a positive relationship with a student will both reduce the likelihood of rebellious behaviour occurring towards the teacher and also result in a position to more effectively discipline a student if or when it does happen.

To build a positive relationship:

- ◆ A smile (never underestimate this – it is one of the most powerful ways to show you ‘like’ someone).
- ◆ A warm and friendly greeting as the student(s) enters the classroom.
- ◆ Comment on how good it is to have them in the class
- ◆ Respond positively to a student request / question, irrespective of its nature.
- ◆ Ask open questions about their life outside of school (eg. their weekend, holidays, sports, etc.)
- ◆ Display the student’s work
- ◆ Take a genuine interest in their interests – sport, music etc
- ◆ Participate in their games at lunch / recess (don’t however ‘push your way in’).
- ◆ Set small achievable goals to help build their confidence and esteem, providing consistent positive reinforcement.
- ◆ Speak to the student at the end of the lesson and comment on the “good job” they did or, “I like the way you.....”.
- ◆ Write a (discrete) note of appreciation/ “well done”.
- ◆ Contact parents to inform them of some positive things the student is achieving in the class (eg. a phone call, letter or brief note in the diary).
- ◆ Pray for and / or with students.

2. ‘Catch’ students displaying responsible behaviour and reinforce it publicly and/or privately.

The beginning of a new school year is a good time to consciously focus on students acting responsibly. Being sensitive to individual student embarrassment, draw attention to responsible behaviour and reinforce it.

- For younger students, some form of merit or point system redeemable for privilege or prizes may be appropriate.
- For older students a non specific whole class acknowledgement with a personal and private word of encouragement after the lesson concludes.

Every attempt must be made to inform parents of students' responsible behaviour. A positive working relationship is quickly established with parents when the first contact they have from the school is one of celebration rather than complaint or disappointment. Secondly, irrespective of how children may act or what they may say, parental approval is very high on their 'feel good' hierarchy. There is certainly a 'fringe benefit' to be gained from students towards teachers who assist in keeping them in the 'good books' with their parents. A stronger and more positive relationship certainly follows.

3. Negotiate or set clear and simple class 'responsible behaviours' and ensure every student has a written copy of these in the front of their subject book / folder.

If a student is to be held accountable to specific responsible behaviours, it is right and proper that these be clearly spelled out to all students and located in a position where they can be easily accessed as a reminder. Please remember that infants are not born with a specific teachers class rules imprinted into their brains.

Although each teachers 'responsible behaviours' may slightly vary, they should all encompass the following King's philosophy:

"Manage yourself and respect others"

Is it appropriate to include in this same document the consequences breaching certain rules (see Level two below).

Level Two – Class teacher redirection and correction

Although healthy patterns of responsible behaviour are most effectively taught via intrinsic motivation reinforced by praise and acknowledgement, well defined boundaries will still be crossed requiring a **known** and **consistent** response. In the same way as adult drivers should not speed on the road due to an understanding of the danger, the fear of fines play an important role in promoting responsible driving. To follow in the same analogy - frequent visible speed signs are necessary to remind us to monitor our speed and what the speed limit is in certain locations. Similarly ‘frequent and visible’ class expectations assist students in remembering to ‘monitor their behaviour’ and what the expectations are in different classes. To not clearly promote expectations in a class is the same as removing all speed signs from the road – this would not be fair!

It is paramount that the sole motivation for issuing corrective strategies is to reinforce the desired responsible behaviour by making the result of the inappropriate behaviour undesirable, but still fair. Effective corrective management must **never** be motivated by revenge or the pursuit of power. The issuing of corrective measures must also never become personal, thus the student - teacher relationship established in level one (above) will not be compromised. It is important that the teacher as the trained mature adult keeps the situation in perspective and does not engage in a power play with a young Middle School aged child.

Students must be made aware of the various corrective strategies a teacher will use in their class and they must be consistent for all students. Together with the list of class expectations issued to students at the beginning of the year should be a response hierarchy for ‘typical’ inappropriate behaviour. A typical process applicable in the King’s Middle School would be:

- Redirection to class work
- Warning and explicit reminder of the class expectation that is being breached
- Seating change (consider whole class seating plan if whole class is unsettled)
- Note in diary to parent (check for signature the following day)
- Appointment to see the teacher at the next break (another note in the diary)

Although the above stages represent a typical response hierarchy, each teacher is encouraged to develop a system that works well for them and their particular circumstances.

Some general corrective strategies considered appropriate for use at King’s include:

- Consult the support Education staff to see if the student has any learning / behavioural difficulties or special learning needs.
- Issue a redirection towards the work to be undertaken.
- Give a specific reminder of the rule the student has breached (language here is important – see Bill Rogers ‘Assertive Discipline’).
- Move a student to a different location in the room.

- Implement a carefully constructed class seating plan (for some or all students).
- Speak to the student individually about the behaviour during the class.
- Discuss the issue with the student after you have dismissed the rest of the class at the end of the lesson.
- Write a note in the student diary to be signed by parents
- Telephone / e-mail parents
- Request the student report to you at a specific place at lunch / recess time. While under **your** supervision the student can:
 - Complete incomplete work.
 - Write a reflection about the situation (what is the rule; what they did to break the rule; how can they repair any damage / strained relationships; what will they do if confronted by the same situation in the future, etc.)
 - Cleaning duties in the class room
 - Supervise the student in the yard picking up papers
 - Spend some time discussing the situation with the student in an attempt to influence a shift in the student's perspective.
- Inform and request the support of the student's Home Group Teacher.
- Pray for and / or with the student.

Maintaining records and documentation

When it is necessary to implement a range of class based corrective strategies with a particular child, it is appropriate to make a record of the intervention on the student database – available on the “Staff Desk Top”. This will allow patterns of behaviour in different classes to be quickly established and greatly assist in support structures being implemented when or if required by the Coordinator (it is anticipated the appropriate software will be available during 2011).

When it is necessary to see a student outside of the lesson in response to inappropriate behaviour it is ‘good practice’ to document the appointment time, date and location in their diary. This serves to:

- Inform parents of the meeting
- Remind students of the appointment
- Provide little defensible excuse for failure to report

If a student has the appointment documented in their diary and fails to report, the incident is to be referred to the respective Coordinator. If all other necessary management steps have been undertaken the Coordinator is to issue the student with a Detention.

Harassment

‘Harassment is the act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands, often accompanied by a power differential. Harassment is highly contextual and thus each individual instance needs to be considered. There are a range of situations e.g. gossiping, social awkwardness / clumsiness, bad manners, lack of consideration, inappropriateness and lack of generosity, that can be misconstrued as harassment.’

If a class teacher becomes aware of harassment (direct observation or receives a report) the class teacher is to use a range of class based strategies to appropriately respond. This may include:

- Direct intervention & counselling
- Implementation of the common concern approach
- The issuing of logical consequences
- Parent involvement

If the harassment is of a more serious nature, or the class teacher’s intervention was ineffective, the matter should be forwarded on the pastoral coordinator who will deal with it according to ‘Level 3 Pastoral Coordinator intervention’ (issuing of formal detentions / suspensions). If Level 3 intervention is ineffective, the student will be referred to the Middle School Director where Level 4 (Probationary enrolment) will occur. A reoccurrence of harassment at this level will result in a student’s enrolment being withdrawn.

Level three: Pastoral Coordinator intervention

- Removal from class (when to do it and how to do it)
- ‘Time Out’ or Detention (only issued by Pastoral Coordinator)
- The Coordinators involvement / role and follow up

On occasions students will either consistently not respond to level 1 and 2 interventions or demonstrate behaviour well outside that to be routinely managed by a class teacher (total defiance, verbal / physical abuse, throwing furniture, etc). In such circumstances the student is to be removed from the room to the Student Services desk according to the procedure outlined in the section over the page “How to /not to remove a student from the class”. The relevant Pastoral Coordinator, Middle School Director or Principal will be contacted by the Student Services staff to attend to the student and follow through as detailed below.

When to remove a student from class

As a guide line, for a student to be removed from the class to the Student Services desk, either or both of the following should be the case. Please note the exception below where class removal serves as a ‘time out’ facility alone rather than a response to behaviour discussed in point 1 or 2 below.

1. The teacher has carefully followed the procedures detailed above in level 1 and 2 (summarised below), yet the poor behaviour continues lesson after lesson.
 - Made genuine attempts to establish a positive working relationship with the student according to Level 1 on multiple occasions.
 - Issued the student a hard copy of the class expectations / rules which are stuck in their work book or diary.
 - Implemented several class based corrective actions over numerous lessons including keeping the student back during a break time on more than one occasion.
 - Engaged in dialogue with the student’s parents about the matter – by phone or in person.
2. The student has committed a very serious single breach of school / class rules, for example - physical violence, persistent direct defiance, direct verbal abuse of the teacher, throwing furniture, etc

‘Time Out’

On occasions it is also possible that a student will progress all the way through a teachers management steps within a single lesson, allowing no opportunity to call parents, see the student at a break time or reattempt positive relationship building strategies. In such circumstances the student may / should still be removed from the class to the Student Services desk. This will allow the teacher to continue teaching the remainder of the class

and can then contact parents and meet with the student following the lesson. A detention however would not be issued by the Coordinator until all necessary measures outlined in Level One and Two have taken place (see appendix B). It would be appropriate for the teacher to contact the student's parents as soon as is possible following the 'Time Out'.

How to /not to remove a student from the class

It is inappropriate to send a student out of the class if they are out of your direct line of sight. While time tabled to be in your class, the student is covered by your duty of care, even if you have sent them out of your class. To appropriately remove a student from the class they must be sent with a responsible student and a note to the Student Services desk. The staff member at this desk will receive the removed student and issue the messenger student with note acknowledging their receipt of the student. Receipt of this confirmation note satisfies the sending teachers duty of care. Staff at the student services desk will locate the relevant Coordinator, Director or Principal to manage the situation.

The role of the coordinator

The Coordinator is to determine if the removal was for 'time out' reasons or that requiring a detention.

If the removal was for a 'time out', the Coordinator counsels the student as necessary and works with the teacher on a management plan appropriate for the student to re-enter the class next lesson. The Coordinator will enter details of the 'Time Out' on the student data base and inform parents of the incident as necessary.

If the removal was in response to point 1 or 2 above the Coordinator will:

- Check the student database for prior detentions (escalation may be necessary – see end of level three for details).
- Issue the student with a Detention (Friday after school for 60 minutes supervised by a member of the Middle School Management team).
- Inform the students parents by personal contact (phone / meeting) where the Student and Teacher Incident Report sheets will be discussed.
- Send a written confirmation letter of the detention to the parents detailing the specific circumstances and next steps of the policy. A copy is to be placed in the students file and forwarded to the Middle School Director.
- Enter all the relevant details on the student database.
- Negotiate as necessary with the teacher, student and parent about the student's re-entry to the class. This may require a management plan overseen by the Coordinator (see appendix C for possible plan structures).
- Once the student has re-entered the class, the coordinator is to monitor the progress regularly and implement strategies as necessary.
- Follow up meetings with parents will often be necessary, especially if it is not the first detention.

Failure to serve a detention

If a student fails to serve a detention when:

- all necessary steps have been taken by the school according to the policy
- no negotiation for a change of date has taken place with the students parents

the incident is to be referred to the Middle School Director who will internally suspend the student the following school day. The student will be required to serve the original detention from 3.30 to 4.30pm immediately following the day of suspension. The Middle School Director will contact parents and make arrangements as necessary.

Multiple Detentions

Within the same calendar year the response to serial detentions will escalate as follows:

- First detention
 - Meeting between Coordinator, parent, student and teacher
 - Class Re-entry plan established by Coordinator
 - Close monitoring by Coordinator and behaviour modification plans implemented as necessary (see Appendix C)
- Second detention
 - Meeting with Coordinator / Middle School Director / parent / student
 - Management plan established
 - Counselling support offered and Psychological assessment considered.
 - Notified that a subsequent detention will be a one day suspension followed by a meeting with the Principal.
 - Close monitoring by Coordinator and behaviour modification plans implemented as necessary (see Appendix C).
 - Follow up meeting with parent, student and Coordinator to monitor and share progress.
- Third detention (upgraded to suspension)
 - Meeting with Middle School Director, Principal, parent and student
 - Review management plan
 - Review support structures, counselling (internal / external) Learning / behavioural assessments
 - Inform that next detention will result in a more lengthy suspension and re-enter the school community on a Probationary enrolment.
- Fourth detention (longer period of suspension)
 - Meeting with Middle School Director / Principal / parent / student to formalise the conditions, mechanisms of support and intervention of the Probationary enrolment.

Level Four: Probationary Enrolment

Specific behavioural requirements and timing will be formalized with the student and their parents by the Middle School Director / Principal. Failure of the student / parent to fulfil the requirements in the specified time will result in the student's placement in the school being withdrawn.

Non-class-room misbehaviour

Out of class misbehaviour by Middle School students is to be judged by the witnessing teacher into one of the following two categories:

- **Serious breach** – Examples include fighting, possession of inappropriate substances /weapons, truancy and harassment. Following the appropriate intervention of the witnessing teacher (break up the fight!) the incident is to be referred to the relevant Middle School Pastoral Coordinator or Director. If appropriate, the student is to be immediately sent to the Student Services desk where the Coordinator will be summonsed. The Coordinator will follow up the breach as described in the following section 'Serious non class room breaches of behaviour'.
- **Breach of routine school expectations** – Examples include uniform, litter and gum. The witnessing teacher is to firstly request the student rectify the breach on the spot. At the discretion of the witnessing teacher the student can be give a caution only, or can refer the matter in writing to the student's Pastoral teacher (Home Group teacher). Referral would be appropriate if it is a repeat behaviour within a reasonable time frame.

The Middle School Pastoral Teacher serves as the focal person for 'routine' non class room misbehaviour. The Pastoral teacher will counsel the student and begin working through 'Level Two' of the above policy with them (if further teacher reports are received). If / when the criteria has been fulfilled for the student to enter level three, the student will be referred to the relevant Pastoral Coordinator. The student will be issued with a detention according to the policy and managed by the Coordinator. Persistent misbehaviour of this type will result in Probationary enrolment and enrolment withdrawal according to the above policy procedures.

Serious non class room breaches of behaviour

- Illegal drugs or controlled medications
 - Enrolment withdrawn first offence
 - Police notified
- Prohibited substances (tobacco related, alcohol, solvents)
- Serious misconduct (sexual, racial, out of school teacher harassment, etc)
- Fighting (actual striking occurred)
 - Enter system at Level 3 **“Third Detention”** status
- Theft – from within the school
- Truancy – from school
 - Enter system at Level 3 **“Second Detention”** status
- Harassment (referred to pastoral coordinator)
- Truancy – from a lesson
 - Enter system at Level 3 **“First Detention”** status
(If appropriate, the ‘No Blame’ system can be used first)

Student Incident Report Sheet – Middle School

Your name (student): _____ Incident date: _____

Teacher's name: _____ Coordinator: _____

Lesson of incident: _____ Subject: _____

What happened in the class today that resulted in you being sent out of the room?

How do you feel right now (angry, sad, stressed, tired, OK, etc)?

How did you feel before the lesson started?

How do you normally feel in this teacher's class? Why?

Have you been in trouble with this teacher before – if yes, please give some examples?

How do you think the teacher who sent you out is feeling right now? Why?

How do you think your class is feeling about you and the situation right now?

What do you think your parents will say when they hear about this situation?

What do you think needs to happen before you go back into this teacher's class?

Do you think there was anything you could have done differently to change this situation? What?

Appendix B

Teacher Incident Report Sheet – Middle School

Teacher's name: _____ Incident date: _____

Student's name: _____ Coordinator: _____

Lesson of incident: _____ Subject: _____

Please give a detailed description of the incident

How do you feel about this student and their behaviour at the moment?

How do you think this student is feeling about you and this situation at the moment?

Level One

- Please detail what positive relationship building strategies you have used with this student during the year – see Level One of 'Teaching Responsible Behaviour Policy'

P.T.O.

- Has the student been issued with a hard copy of the class expectations - Y / N

(please attach a copy if answered yes)

Level Two

- Please outline all the class corrective management strategies used with this student leading up to their class removal (refer to policy Level Two).

- How long has the student's behaviour been disruptive in your class:

- If the misbehaviour has taken place over multiple lessons, have you:
 - requested the student to meet with you at break times – if so when and what activities were undertaken during this time - Y / N

 - spoken to the student's parents about the situation – if so when and what was the agreed action – Y / N

General

- What action or conditions do you believe are necessary before the student can re-enter your class.

- Any general comments or additional information.

The pastoral Coordinator will issue the student with a detention if all the necessary steps have taken place – see policy Level 3

Possible Management Strategies for implementation by the Pastoral Coordinator

Lesson check systems

There are numerous variations of this simple accountability and measurement tool. If implemented in a context of the student using it as a tool to demonstrate how “good” they are, they work very well. Such a system could be considered a standard process initially used with most students upon reaching this stage of management. Typically the system would be run for a few weeks where the student would have the opportunity to use this accountability system to demonstrate they are able to manage their own behaviour. If the system proves to be effective, it can be progressively “rolled back” by exempting specific subjects, extending the checking period to every two days, etc. In ideal situations, the process can be stopped completely to allow the student to demonstrate their ability to manage their behaviour without ongoing and intrusive observation. To measure their success, a simple feedback sheet can be issued to each teacher to make comment at the completion of the week. If the student has successfully demonstrated their ability to manage their own behaviour over several consecutive weeks, it would be reasonable to discontinue this external accountability process and make informal inquiries as to their ongoing performance and continue to refer to the database for any regression. Parents must be informed, in writing, of the progress / success of the strategy and the reasons for it being discontinued. This written communication will become very important if the situation were to re-ignite – a probable occurrence in a number of such situations.

Things to consider before tailor making a lesson check system include:

- ◆ Every subject or selected subjects?
- ◆ Do they report to you (Pastoral Coordinator) every day – morning or afternoon?
- ◆ What role do the parents play – sign every night?
- ◆ Are there specific targeted behaviours?
- ◆ How are staff asked to fill it in – scale, words, etc
- ◆ What are the consequences for a (or multiple) breaches, or not filling it all in.
- ◆ What positives / rewards can be built in – “If you get 7/7 good lessons then.....” or “If you get three 7/7 good lesson days in a row then.....”
- ◆ How can parents be involved in the positive reward area from a home perspective –
- ◆ How long does it run and how will its success be reviewed.
- ◆ Are parents provided with a written summary – daily, weekly?
- ◆ What part can the students Home Group Teacher play?
- ◆ What review period will be set and what criteria indicate success / “failure”.

Class teacher progress encouragement systems

Such systems are particularly useful if a student is having a concern within a particular subject. It is a good way for an individual teacher to rebuild a relationship that may be strained. The specific teacher (together with the case manager) identifies specific behaviours they wish to encourage and actively watches for them. Whenever such an act is observed by the teacher a stamp is placed in a square. The accumulation of stamps equates to various levels of reward – again higher level rewards can be negotiated with the home as above. Student input is valuable in both deciding on the desirable behaviour and the rewards given. Such a system is designed to focus the student on the positives so the negatives become less frequent. Thus to extend the system to include deducting squares for poor behaviour would undermine the process, however hybrid systems may have their place in specific circumstances.

Targeted Behaviour plans

Such plans are very effective in modifying and controlling behaviour. Their advantage is that they are specifically designed for a particular student and can be extended to include a student's strengths as well as weaknesses. There are many frame works from which such plans can be constructed, many derived from philosophies well worth becoming acquainted with, to maximize their successful implementation. Many gain their success from being as specific about the methods of positive reinforcement as well as consequences. Targeted behaviour plans can take the form of: Class room plans; Home-School plans and Individualized behaviour plans. It is common that a different style of targeted behaviour plan will work for each different student.

Withdraw and re-entry systems

Such systems would rarely be used as an initial strategy, and simply involve removing a student from a particular subject for prolonged re-occurring specific behaviours. The most important part of these systems is the re-entry process. This must always involve both the student and parent(s), and targeted requirements for the student to agree with, and commit to before re-entry is permitted.

Things to consider:

- ◆ What level of severity needs to be achieved before this more drastic method is implemented?
- ◆ When are parents contacted about the removal – immediately?
- ◆ What time frame is reasonable for the student to be out of the class?
- ◆ Where does this student go during these removed lessons, and how can you ensure they have meaningful work to continue with so they don't fall behind?
- ◆ How general / specific should the requirements of re-entry be?
- ◆ What should happen if upon re-entry the student re-offends? Is it reasonable to repeat the process for a longer period if it has proven to be ineffective once?

Other Behaviour Management plans

The following 5 resources are in the King's library (reference numbers provided) and offer a wide variety of behaviour modification programs for use by Pastoral Coordinators. A brief summary of each is included below.

"Behaviour Management in the Middle School Classroom" 373.11CAN – Lee Canter.

- ◆ The root of disruptive behaviour: attention, firmer limits, motivation.
- ◆ Check list to identify which category a student belongs to.
- ◆ Setting goals for students in each category.
- ◆ Creating a behaviour profile of a student.
- ◆ Teaching appropriate behaviour.
- ◆ Creating an individualized behaviour plan.
- ◆ Conducting a one to one problem solving conference.
- ◆ The use of peer mediation to reach difficult students.

"Cracking the Hard Class". 371.1024 – Bill Rogers.

- ◆ Patterns of behaviour and changing behaviour.
- ◆ First principles of behaviour management.
- ◆ A case study.
- ◆ Developing an individual behaviour management plan.
 - ◆ Behaviour profile
 - ◆ Case management
 - ◆ Behaviour planning
 - ◆ Teaching behavioural skills
 - ◆ Evaluation
- ◆ Goal Disclosure
- ◆ Behaviour associated with ADD

"Succeeding With Difficult Students" – 371.9c CAN – Lee Canter.

- ◆ *Individualized Behaviour Plans which include:*
 - ◆ Specific behaviours required.
 - ◆ Motivation (positive reinforcement).
 - ◆ Stronger more meaningful consequences.
- ◆ *Classroom Plans:*
 - ◆ How to design them
 - ◆ Introduction the plan to the student
 - ◆ Evaluation

- ◆ *Home-School Plans*
 - ◆ How to design and implement
 - ◆ Evaluation
- ◆ *Individual Behaviour Plans*
 - ◆ Planning
 - ◆ Implementation
 - ◆ Evaluation

“Assertive Discipline – Middle School” – 371.1024 CAN

- ◆ One to one problem solving conferences
- ◆ Problem solving conference work sheet
- ◆ Student interest inventory
- ◆ Teacher interest inventory
- ◆ Developing an individualized behaviour plan
- ◆ Gaining support from parents and administrators
- ◆ Behaviour document cards
- ◆ Contacting a parent about a problem
- ◆ Parent contact work sheet

“Parents on Your Side” – 371.1 CAN – Lee Canter

- ◆ What is a home school contract
- ◆ Why they work
- ◆ How to write an effective contract
- ◆ Examples of do’s and don’ts.