



### Context

Teaching and learning are the core tasks of our mission at Killester and therefore behaviour management is an important issue. Behaviour management is not simply a matter of personality or good luck on the teacher's part, but is a matter of skill and design. Killester operates out of a paradigm articulated by Bill Rogers in his book "Behaviour Management: A Whole School Approach", and behaviour management in the school rests on a clear understanding of the rights and responsibilities of the school community.

### Values

Respect, forgiveness and the opportunity to begin again

### Policy

Killester College will foster an environment in which all our students, staff and community feel safe. It encourages a positive learning environment where students and staff treat each other with dignity and respect in order to help all students to achieve to the best of their ability. The staff use positive corrective practice whenever possible and aim to minimise unnecessary confrontation. As part of a Christian school community, in the Brigidine tradition, the College believes that each individual should respect the rights of others.

### Implications

- Clear statements of expectations will be made and these will be communicated to all students.
- It is important that teachers use the skill of negotiation and that students learn that when mistakes are made there can be a repair and rebuild process
- At the various year levels students will examine and explore the implications of the whole school emphasis on rights, responsibilities, routines and repair and rebuild.
- Decisions regarding student management are best made in consultation with students, parents and staff.
- Consistency regarding behaviour will be expected, with an understanding that at times different situations may require flexible management.
- Corporal punishment will not be used at Killester

### Related policies

Pastoral Care Policy, Anti-Bullying Policy

# PROCEDURES

## Whole School Planning for Behaviour Management

1. The principles and procedures of behaviour management will be reviewed and implemented at the beginning of each school year through a process of establishing an understanding of the rights and responsibilities involving the whole school community.
2. The Leadership Team and Student Development Team will be principally responsible for ensuring that behaviour management is a primary ongoing focus for the school.
3. New staff will be inserviced concerning the Behaviour Management Policy and will be issued with a copy of 'Behaviour Management: A Whole School Approach', by Bill Rogers.

## Developing Appropriate Behaviour

1. Subject and class teachers are responsible for training students in the skills of managing their own behaviour.
2. Subject teachers must build behaviour management strategies into their lesson planning.
3. Behaviour management will be based upon the least to the most intrusive model. (See Appendix - Consequences).
4. Teachers will facilitate discussion of rights and responsibilities at the commencement of the school year.
5. Class routines will be negotiated between students and teachers to support these rights, responsibilities and routines.
6. Consequences of unacceptable behaviour will be negotiated, reasonable and related to that behaviour and will be followed up by the teacher.
7. It is important for teachers to communicate via the homework record book both positive and unacceptable behaviours. Consequences for unacceptable behaviour must be recorded to ensure parents are fully informed.
8. Killester's plan for Behaviour Management by teachers should follow the four step process of (see diagram)
  - \* Prevention of behavioural problems
  - \* Encouragement of appropriate behaviour
  - \* Application of consequences for inappropriate behaviour and followed through
  - \* Repairing and rebuilding the teacher/student relationship

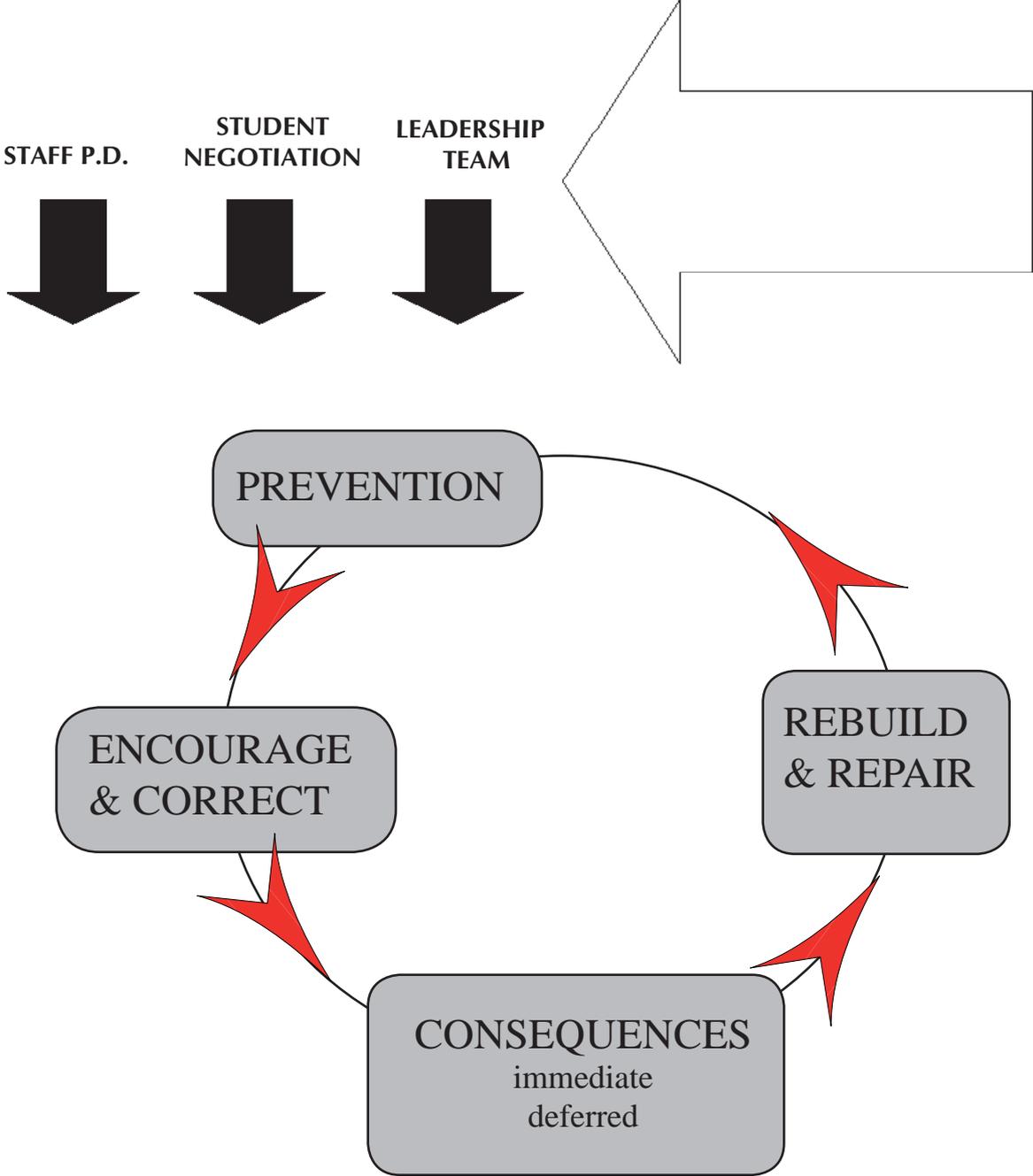
9. Where a student is so disruptive in a class that her presence is interrupting the teaching and learning process, or where the student continues with low level disruptive behaviour despite the use of a number of strategies over a period of time, the teacher may use the following procedures:
  - 9.1 Send for a senior staff member by giving a 'red card' to another student to take to the school office.
  - 9.2 The disruptive student will be taken by the leadership team member to the front office. She will be asked to write about the incident and her behaviour. Then ...
  - 9.3 The disruptive student will be internally suspended for the day and parents will be informed. It is the responsibility of the subject teacher in conjunction with the relevant Student Development Leader and/or Leadership Team member to initiate the 'consequences' and 'repair and rebuild' steps of the Killester Behaviour Management Plan.
  - 9.4 At times it may be necessary for homeroom teachers and subject teachers to communicate on matters concerning behaviour management via Student Updates.

### **Procedures for Out of Class Management**

1. All staff require a thorough understanding of the yard duty areas and requirements.
2. Staff and students need to discuss and negotiate appropriate yard, corridor and out of school behaviour.
3. Staff and students need to be familiar with protocols involved in receiving visitors to the school.
4. Staff and students need to be familiar with the school Critical Incidents Plan and Displan and related policies.
5. Staff need to understand, discuss and negotiate the care of our environment.

APPENDIX

KILLESTER'S PLAN FOR BEHAVIOUR MANAGEMENT



Acknowledgement: Bill Rogers  
Behaviour Management: A Whole School Approach  
Scholastic, 1995

## Procedures for Classroom Behaviour Management

### 1. Prevention

All class and subject teachers will negotiate rules and routines for safe, effective learning with their students at the start of each year.

These rules and routines will be about:

- How we talk and communicate with each other
- How we learn best
- How we keep our environment pleasant and safe
- How we move about the classroom
- How we respect each other

These rules and routines should be displayed in the classroom. It is important that these expectations are agreed upon by all subject teachers of the class and consistently applied.

### 2. Encouragement

Teachers think and plan for positive encouragement and correction that will build positive relationships and develop students' self esteem.

### 3. Consequences

Consequences need to be discussed with students and some degree of negotiation entered into. Teachers need to be aware of the strategies available to them in handling consequences. They also need to understand that we have adopted a least to most intrusive model for dealing with behaviour problems.

Examples of least Intrusive consequences: (on a scale of 1 to 5 where 1 is the least intrusive and 5 is more intrusive)

1. Eye contact
2. Check student is on task
3. Individual warning
4. Call back after class
5. Detention/Parent contact/Use of Homework Record Book/Support Group Meeting

Example of Most Intrusive Consequence:

Use of Red Card/Internal Suspension

### 4. Repair and Rebuild

Subject Teachers should be continually repairing and rebuilding relationships with students where consequences have had to be enforced.

A small number of students require an individual management plan, a set of strategies. Student Development Leader, Student Development Co-ordinator, Homeroom and Subject Teachers are charged with the responsibility of identifying such students and devising and implementing a plan. Parents also play an important part in this process. A Support Group Meeting should be scheduled when such a plan is required and include a member of the Leadership Team together with the Level Co-ordinator, Class and/or Subject Teacher, the student and parents.

The majority of our students will not need a specific plan, but rather good practices, which stem from "Prevention".