

Promoting Positive Student Behaviour

Denmark Senior High School embraces the approach to managing student behaviour espoused by Peter Smilanich and Barrie Bennett in their book 'Classroom Management: A Thinking and Caring Approach' (1994. Bookation Inc, Toronto). Smilanich and Bennett's approach seeks to increase our understanding of '... how effective teachers prevent and respond to misbehaviour to create a learning environment that encourages student learning.'(p1) A significant focus of the book is how to manage inappropriate behaviour in such a way as to minimise its impact and prevent its escalation. Using 'Low Key Responses' to deal with inappropriate behaviour, such as the following, are strongly recommended:

The basis of all classroom management should be **Winning Over**. This refers to what teachers say and do to maintain and enhance their social relationship with students so that students are more inclined to work with the teachers rather than against them. The primary method of winning over is the day to day demonstration of the teacher's interest in the lives of their students.

Preventive Proximity – Continually move around the room monitoring what students are doing. Move towards areas where misbehaviour may occur before it does.

Responding Proximity – Move toward the misbehaving student.

Planned Ignore – Planned ignore a student when what they are doing does not stop you from continuing or other students from learning and when appropriate, refocus the student by using another low key response like use the student's name or the look.

Use the student's name – Is a minimal verbal which reminds the student that they are not anonymous. From a preventative perspective, when the teacher uses the student's name it becomes an effective way of winning over students.

Gesture – A hand or facial gesture is effective at communicating the expected behaviour.

The Look – Can firstly be used as a quiet way of communicating whether or not the student's behaviour is acceptable. The second is the preventative scan which communicates to the students that they are not anonymous. In addition the teacher can pick up potential problems and stop them before they go too far.

The Pause – The silence teachers intentionally invoke when they notice students or groups are misbehaving. In addition to giving a message to students, it gives you time to take a couple of breaths and a moment to think before responding.

Deal with the problem not the student – The skills a teacher uses to focus on the student's behaviour rather than on student intentions or personality traits. It communicates to the student that they are accepted in the classroom, but that their behaviour is not.

Use a Signal to Begin – Is a sequence of teacher behaviours that results in the whole class or group becoming quiet and focusing on the teacher. The sequence is (1) the signal; (2) the active pause – which consists of the teacher scanning the room. *If the majority of the class are unresponsive complete step 1 and 2 of the sequence;* (3) use low key response to students who haven't responded; (4) complete with a thank you.

Transition – A sequence of teacher behaviours that increase the chances that student behaviour is orderly and efficient when student/s are required to move around the classroom. It involves three components **WHEN** the students will do it; **WHAT** they will do; and **WHO** will do it.

For further elaboration on low key responses refer to chapter 10 of
Classroom Management by Peter Smilanich and Barrie Bennett.

When further intervention is required to manage inappropriate behaviour, the process on the following page is recommended. In order for this process to be effective, teachers should first ensure that:

- A space within their classroom has been allocated as a 'Time Out' area (If space is an issue, this may simply be a desk at the front of the classroom, near the teacher's desk).
- Copies of the Reflection Sheet and other work tasks are on hand to give to students who are sent to an alternative classroom.

Responding to Positive Student Behaviour Process

	Level 1 Positive	Level 2 Positive	Level 3 Positive	Leadership Response to Positive Behaviour	
Example of Student Behaviours	<p>Acknowledge positive student choice, achievement, or interactions.</p> <ul style="list-style-type: none"> • Pleasing effort in classwork • Recognise effort in a group task • Showing respect for others • Working well in class • Demonstrating respect, resilience or aspiration • Showing a positive shift in behaviour • Demonstrating a positive attitude • Making improved choices • Showing respect for staff or assisting staff 	<p>Achievement that warrants exceptional accommodation. Significant positive behaviour.</p> <ul style="list-style-type: none"> • Positive academic effort in class • Academic achievement in assessment • Ongoing consistent and diligent approach to learning • Academic improvement in an assessment • Positive behaviour • Improved engagement in class • Performing at an assembly • Significantly improved attitude and behaviour towards self and others • Positive and proactive assistance with staff or peers • Outstanding group or team work • Stepping up and working outside of comfort levels 	<p>Bringing the school into Good Standing.</p> <ul style="list-style-type: none"> • Significant academic success or improvement • Representing the school at a special event – School Production, Country Week • Active Student Council Membership each semester • Active School Band Membership each semester • Winning a scholarship or competition • Representing the state • Representing the School in major sporting competitions – Nationals Basketball • Leading fundraising or awareness for a special event 	<p>Any exceptional activity that brings the school into Good Standing as determined by the Schools Leadership</p>	
Teacher Actions	<ul style="list-style-type: none"> • 1 Good Standing Point • Positive student Level 1 Chronicle entry on Compass • School Values Token/House Point • Private dialogue with child to give acknowledge positive behaviour 	<ul style="list-style-type: none"> • 2 Good Standing Points • Positive student Level 2 Chronicle entry on Compass • Letter of Commendation • Phone call home to parent • Nominate for values award for year group assembly • Send student to showcase work to SLT member 	<ul style="list-style-type: none"> • 3 Good Standing Points • Positive student Level 3 Chronicle entry on Compass • HOLA acknowledgement of academic achievement via communication with parent • Nominate for end of year Special Awards 	Executive Actions	
Wellbeing Team Actions	<ul style="list-style-type: none"> • 1 Good Standing Point - 90% attendance at week 5 and/or 9 year group assembly 	<ul style="list-style-type: none"> • 2 Good Standing Points – 100% attendance at week 5 and/or 9 year group assembly • 2 Good Standing Points – values certificate recipients 	<ul style="list-style-type: none"> • Presentation of special award or certificate • Reward Activities 		

Classroom Management Process

Stage One: Teacher

At stage one it is the teacher's responsibility to ensure they have maintained classroom management processes both in and outside the classroom, before referring a student on to higher stages. Students should only be withdrawn from the classroom in cases of extreme behaviour (see below) or when behaviour issues cannot be resolved and with approval from the Head of Learning Area. For further information on any of these BUMPS please refer to *Classroom Management: A thinking and Caring Approach* by Smilanich and Bennett. **Note:** While students may enter at any Bump, teachers must ensure their response to misbehaviour matches the level of defiance from the student.

Summary of Classroom Management Bumps¹

	Bump 1 Low Key Responses	Bump 2 Squaring Off	Bump 3 Either/Or Choices	Bump 4 Implied Choice	Bump 5 Power	Bump 6 Informal Agreements
How to respond to Bump	<ol style="list-style-type: none"> Win the students over <ul style="list-style-type: none"> Meet them at the door Show interest Use a signal to begin/get attention Proximity Deal with the problem not the student Be polite Deal with allies Use minimal or non-verbal signals <ul style="list-style-type: none"> Student's name Gesture The "Look" Pause Be on the alert Transition <ul style="list-style-type: none"> Who does what by when Planned Ignore 	<ol style="list-style-type: none"> Pause or stop Turn body square Intensify eye contact Use a minimal verbal response Complete interaction with a "Thankyou" 	<ol style="list-style-type: none"> Stop Square off Intensify eye contact Give an either/or statement <ul style="list-style-type: none"> Use firm, neutral, calm voice Restore social order Give choice which student sees as related to the misbehaviour As immediate as possible Keep statement free of moral judgement Deal only with the present Ask for a student response Listen for student's answer Complete interaction with a "Thankyou" 	<p>Follow through on Bump 3.</p> <p>"You've made your choice. Please _____."</p> <p>"Thankyou"</p>	<ol style="list-style-type: none"> Recognise the move to power. Respond by: <ul style="list-style-type: none"> Ignoring it Short circuit it Describe the situation Language of attribution Provide a choice Asking them to leave (due to severity) 	<ol style="list-style-type: none"> Greet student and set atmosphere Define problem Generate alternatives Agree on alternatives to try and when to begin Review what has been agreed upon End conference with a comment or gesture that communicates a positive feeling tone. <p>NB. This will require support from a person trained in CMS if the teacher implementing it is not.</p>
Teacher's Actions	Maintain the flow of the lesson.	Maintain the flow of the lesson.	Maintain the flow of the lesson. At teacher discretion: <ul style="list-style-type: none"> Behaviour report on Compass Contact parent Notify HoLA and discuss strategies 	Student isolated within class. At teacher discretion: <ul style="list-style-type: none"> Ensure student has work to continue Behaviour report on Compass Contact parent Notify HoLA and discuss strategies 	Student isolated and sent to Buddy Room to work through self reflection sheet. <ul style="list-style-type: none"> Ensure student has work to continue Behaviour report on Compass Contact parent (phone call and/or Letter of Concern) Notify HoLA to facilitate meeting between teacher and student to discuss behaviour and negotiate return to class. Behaviour report on Compass re outcome of meeting. 	Student negotiates appropriate behaviour plan with teacher at a neutral time and place, then continues attending class. <ul style="list-style-type: none"> Ensure behaviour reports on Compass re student's past behaviour Ensure parent contact has been maintained where necessary Notify HoLA of informal agreement Behaviour report on Compass re outcome of agreement.



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CLASSROOM MANAGEMENT: A Thinking and Caring Approach

Stage Two: Head of Learning Area

Enters at Bump 5, however should have been kept informed of recurring behaviours.

Possible actions:

- Temporary withdrawal of student from class
- Period by period report (orange card)
- Formal behaviour contract negotiated with student
- Parent contact
- Parent interview
- Facilitate Informal Agreement between student and teacher (at teacher request)
- Facilitate meeting between parents, teacher and student (if appropriate)
- Behaviour report on Compass regarding actions



- Refer to Wellbeing Team

Stage Three: Wellbeing Team

Enter after student has been referred by Head of Learning Area.

Possible actions:

- Seek Progress Reports from other classroom teachers
- Arrange Case Conferences between student, parents and appropriate DSHS staff
- Create behaviour/action plans
- Notes on Compass regarding actions



- Refer to relevant year level Deputy Principal if issue can't be resolved

Stage Four: Deputy Principal

Deputy Principal will refer to all documentation and notes made in Compass at each of the previous stages of the Classroom Management Process in determining further action.

This means staff involved at all previous stages MUST ensure all necessary documentation has occurred and is available for the Deputy Principal.

In cases of **extreme** behaviour (such as violent or threatening behaviour) please inform the relevant Head of Learning Area, if possible, or escort/send student to Deputy Principal.

1. Secure the safety of all students and teacher(s).
2. Send a student for assistance, if required.
3. Contact a Head of Learning Area for assistance, if one is easily contactable.
4. Send/escort the student to the relevant year level Deputy Principal – send a note with the escort/runner with a brief description of what happened, if HoLA cannot be contacted.

Classroom Management Referral Process

Stage 1 – Teacher
We set the tone

Unwanted Behaviour
BUMP 1 & 2

Extreme behaviour →
Escort/send to Deputy
BUMP 5

Escalation
Deliver a choice
BUMP 3

Further Escalation after Choice
Follow through on choice
BUMP 4

Student returns to class
Ongoing and acceptable behaviour monitored
BUMP 6 Informal Agreement

Continued Escalation after choice enacted
Student isolated in class or sent to Buddy Room and works through reflection sheet
BUMP 5

Student returns before the next class to negotiate with teacher and agrees to modify behaviour
Teacher or HoLA to follow up with student before next class
May implement orange card
Documented in Compass for Head of Learning Area
BUMP 6

Escalation
Student referred to Head of Learning Area
Suitable consequences applied
Parents contacted by teacher

Student negotiates with HoLA and teacher
Agrees to modify behaviour.
BUMP 6 Formal Agreement

Stage 2 – Head of Learning Area
Student referred to HoLA by teacher
If further withdrawal from class is required, this process must be negotiated with the HoLA and parents informed by telephone
May implement orange card
If behaviour continues, a parent meeting is required
Aim to facilitate restorative process and return to class
Actions documented in Compass

Stage 3 – Wellbeing Team
Student referred by Head of Learning Area to the Wellbeing Team, who will take action
Compass documentation required to support further Wellbeing Team intervention
May implement orange card
HoLA Student Wellbeing available to support with restorative meetings at any stage

Stage 4 –Deputy Principal
Student referred to Deputy Principal by HoLA or HoLA Wellbeing. Compass documentation must be in place to support further action

This pathway for extreme behaviours

Teacher is involved at all stages