



Broadmeadows Valley Primary School

# Classroom Management Plan

***“The neighbourhood environment is fundamental to success and learning.... It is the atmosphere that exists in a room – a safe place where students are comfortable exploring the academic world.”***

University of Michigan – School of Education

***“There is a growing consensus that whatever else is done schools must also be places where it is easier for teachers and students to know one another well and for students to connect with the school and its purposes. Schools in other words must be caring and learning communities.” (Sergiovanni 2000)*** Effective School are Engaging Schools – Student Engagement Policy Guidelines

At Broadmeadows Valley Primary School, positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities and to the development of a supportive and cooperative school environment.

- We aim to build a safe and happy learning neighbourhood environment, educating students to act responsibly and to make good choices.
- We model, encourage and acknowledge positive behaviours whilst responding to and managing students engaging in inappropriate behaviours.
- We speak and act in a fair and respectful way to each other at all times.

All procedures and processes in the Broadmeadows Valley Classroom Management Plan have been initiated, discussed and developed by staff with student and parent consultation. These elements involve:

- Creating a positive learning environment
- Whole neighbourhood use of consistent well researched **preventative** behaviour management approaches.
- Following the behaviour management guidelines for student misbehaviour.
- Student Wellbeing Coordinator to activate behaviour management plan processes for serious or continued student misbehaviour breaches.

## **In a positive learning environment**

**The teacher demonstrates genuine caring and respect for students by:**

- Listening and talking to them
- Being sensitive and responsive to their needs and recognising any clues of distress
- Investigating and following up any situations or concerns
- Seeking assistance as needed to remedy problems

**The teacher establishes positive relationships with students by:**

- Expending every effort to make lessons interesting, activities enjoyable and students engaged
- Using humour and anecdotes to develop a rapport
- Enabling students to feel their opinions are respected
- Giving personal attention to all students both inside and outside the neighbourhood
- Make purposeful efforts to observe and give recognition to students acting competently

**The teacher creates a warm and nurturing environment by:**

- Making students feel welcome and at home
- Creating open lines of communication
- Creating an exciting and stimulating physical setting
- Making learning attractive and fun

## **Use of Preventative Behaviour Management strategies**

**The teacher must be willing to invest the energy required to earn a student's trust by: "Maintaining a pile of goodwill"**

***The following is taken directly from The Developmental Approach to Classroom Behaviour, Ramon Lewis P.37-40***

To build up a pile of goodwill on which to draw you need to spend positive time with students. This time is spent teaching them, listening to them and encouraging them. It also means recognising their strengths, helping them, accepting their help and putting yourself out for them.

**Frequently ask yourself the following questions:**

- When was the last time I did something nice for or to that child?
- When was the last time I spoke to the child in a friendly supportive manner?
- How often have that student and I spent time together talking about something that is important to him or her?
- What is that student's favourite film, music, school activity, football team, sport etc?
- Who are the student's best friends, worst enemies or casual acquaintances?
- What does the student think about his or her schoolwork and other teachers?
- What does the student feel he or she is really good at?
- What is the student really interested in?
- Does the student know I am aware of his or her competencies?
- How often have I had the student help me in a meaningful way?

**The teacher positively assesses, clarifies and communicates neighbourhood needs and expectations by:**

- Establishing a shared plan of neighbourhood rights and responsibilities with the students
- Using clear and consistent language to regularly articulate these rights and responsibilities to the students
- Prominently displaying rights and responsibilities for all to see
- Constantly evaluating and reviewing the neighbourhood rights and responsibilities
- Being consistent in implementing all behaviour management strategies

**Ramon Lewis' strategies for preventing student misbehaviour include the following:**

**Recognise the responsible behaviour of individual students and the group as a whole.**

- Very specific verbal praise -  
*"I appreciated the way you shared your pencils today."*
- Non-verbal praise such as a smile, wink or nod.
- Communication to others such as good notes and stickers.
- The provision of special privileges, like free time, access to the computer or being a monitor. (Personal or Communal)
- Remember that it is the effort required to act responsibly that is rewarded not the behaviour. All students have an obligation to behave responsibly to protect the rights of others.  
*"We appreciate the effort you've made. I know it's not always easy to do the right thing."*

**Consistently ignore low level, negative, attention seeking behaviour.**

- Any acknowledgement even body language is giving the student attention.
- Treat the student initially as if he/she is not there

**Look for any attempt to work within the neighbourhood rules.**

- Acknowledge –  
*"I can see you're working on this now – well done."*  
*"How are you going with that problem now?"*  
*"That's it; you did that part well..."*
- Reward positive behaviour with praise, ticks and privileges.

**Use inclusive diversionary strategies.**

- Strategies which make a student feel a member of the group
- Strategies which may distract a student from misbehaving. For example: allowing a student to give out books, get equipment, and assist in routines.

**Hinting – Non verbal communication** *Extremely Important Strategy*

- It is important that the teacher is aware enough to be able to anticipate or recognise when misbehaviour may occur and to use non-verbal messages to prevent escalation
- Body language, facial expressions, gestures and eye contact can be effective in promoting self control
- Strategies also include pausing, moving closer to the student and checking their work

**Hinting – Verbal communication**

- Before teachers give verbal hints, it is assumed that they would have used non verbal hinting strategies as they are less disruptive to the group
- Can be directed at Personal or Communal responsibility
- General hint - describes the situation in a general way  
*"Some students are acting very responsibly."*
- Specific hint – addresses specific behaviour but is still descriptive and doesn't present any demand  
*"It looks like most students have opened their books."*

**Hinting – Restatement of expectations**

- Re-emphasising the understanding shared between the class about what behaviour is responsible  
*"We said students should talk positively to each other didn't we".*

**It is possible that a verbal reminder of classroom responsibilities and consequences will be all that is necessary to stop student misbehaviour.**

**I-messages**

- Indicate the nature of the problem
- Indicate the behaviour that's causing the problem
- Indicate how the teacher is feeling about it  
*"I'm pleased to see that some students are waiting quietly to begin."*

**Direct Statement**

- Any attention seeking behaviour that markedly infringes on the rights of others can be addressed by a direct statement
- Use firm eye contact
- Speak briefly (don't labour the point) without sarcasm
- Remain calm  
*"David, put those scissors down now."*

**Rule Restatement**

If the previous two steps (direct statement or questioning) do not work:

- Clearly restate the rule and the consequence
- **Assume co-operation** and give your attention to the class as soon as possible
- Immediately the student has been directed back to the task, move on. Do not labour the point or engage in discussion.



# Classroom Behaviour Process Flow Chart

*This process is deployed when inappropriate actions or behaviours in the neighbourhood disrupt the learning or affect the safety of students and teachers. It operates in conjunction with the "tick and dot" chart.*

- **WARNING - STATE INAPPROPRIATE BEHAVIOUR**
- **STEP ONE - 1<sup>ST</sup> DOT - RESTATE BEHAVIOUR**
- **STEP TWO - 2<sup>ND</sup> DOT - RESTATE BEHAVIOUR, STUDENT MOVES AWAY FROM GROUP FOR 5 MINUTES (in same neighbourhood)**
- **STEP THREE - 3<sup>RD</sup> DOT - RESTATE BEHAVIOUR, STUDENT IS TAKEN TO A DESIGNATED NEIGHBOURHOOD FOR 15 MINUTES (student needs to complete work or make up missed class time/schoolwork in consultation with class teacher).**  
Incident recorded by learning neighbourhood leader.
- **STEP FOUR - 4<sup>TH</sup> DOT - STUDENT SENT TO A DESIGNATED AREA UNDER THE SUPERVISION OF LEADERSHIP OR WELLBEING STAFF FOR REMAINDER OF SESSION.**  
Incident recorded, parent may be notified.

## **NOTE- SEVERE CLAUSE**

### **IN THE EVENT OF A SEVERE INCIDENT:**

- **A STUDENT MAY GO IMMEDIATELY TO THE 4<sup>TH</sup> DOT.**
- **THE PRINCIPAL OR LEADERSHIP TEAM MAY CALL A PARENT AND INVOKE AN IN-SCHOOL OR OUT OF SCHOOL SUSPENSION.**

CONTACT LEADERSHIP/WELLBEING BY PHONE – STUDENT WILL BE COLLECTED FROM LEARNING NEIGHBOURHOOD

**YELLOW CARD** – ASSISTANCE NEEDED

**RED CARD** – EMERGENCY

## **Debriefing: REPAIR AND REBUILD RELATIONSHIP**

This may occur directly after or in a time suitable to both teacher and student, which may even be the next day. However, this step must be completed as it is an extremely important part of the Process.

## Tick and Dot Chart for \_\_\_\_\_ 2012

[illegible]

### Points to Remember:

1. A Positive is given for the following of rules and for general positive behaviour. 10 positives earn a half hour privilege. Privileges are to be linked to education, and can be negotiated by the student. Privileges accumulate.
2. Negative consequences are recorded as a dot and steps are followed as a result. All consequences are removed at the end of the day. Each day begins as a new one.



## **Praise, Positives and Privileges**

### **Graduate Induction Program**

- Rosie
- Bethany
- Jackie

Look at use of the tick and dot chart with emphasis on ticks for positive behaviour.

1. Discuss – look at Ramon Lewis' behaviour management strategies.
2. Plan and produce a practical document that highlights the importance of using the “3p's” in the classroom and the benefits of such an approach.
3. Present this to the Learning Neighbourhood.

Undertaken over three one hour sessions.  
Each Learning Neighbourhood to cover.