

Student Wellbeing

Relationships – High Expectations – Setting the Tone



Classroom Management Plan

The classroom management plan is a contract you make with your students. It promises to protect their rights to learn and to enjoy school without interference. Kids don't know what they don't know – as such, it's our job to teach them! Once presented to the class, all parties are bound by the contract. A classroom management plan has 2 purposes:

1. States the rules of the classroom
2. States exactly what will happen if those rules are broken

Dawson Park Classroom Rules:

1. Always follow teacher's instructions immediately
2. Raise your hand before speaking or leaving your seat
3. Keep your hands and feet to yourself
4. Respect your classmates and your teacher

Consequences:

1st time a rule is broken: WARNING

2nd time a rule is broken: TIME-OUT

3rd time a rule is broken: TEACHER CONTACTS PARENTS [Recorded on Integris]

4th time a rule is broken: OFFICE

Time-Out:

Be sure to set aside a desk or two for the sole purpose of time-out. The desk doesn't have to be stuck in a corner or far away from the class. It just must be separated to some degree. It is the symbolic separation from the class. It's not a separation of humiliation or gloomy punishment. It's one of reflection, of personal disappointment, and hope in returning quickly to the class they like being part of.

Each Teacher Is Responsible For:

- Generating class discussion and clarification of these rules.
- Developing positive social skills.
- Communicating classroom rules, consequences and rewards to the parents of the students in his/her class.
- Ensuring consequences are educationally defensible, comply with departmental policies and are based on behaviour modification rather than punishment.
- Ensuring classroom rules and consequences are clearly displayed, reinforced and regularly reviewed. Ensuring the consequences are in play throughout one single day and that no grudges are held.
- Students start fresh every day with another chance to succeed, grow and be better than the day before.

Notes:

- All consequence systems include a Severe Clause that reserves the right to bypass the classroom management steps if the teacher considers that the behaviour is so severe as to warrant immediate consequences.
- Teachers have an emergency card for immediate assistance.
- Fear and intimidation belong in the dark ages of classroom management. Don't come on too strong – let the rules and consequences work FOR you.
- Your best chance at success is strong and positive relationships with all students in your class and indeed, across the entire school.
- Negative student behaviours, where appropriate, should be recorded on Integris.

A Word of Caution When Rewarding Good Behaviour:

For regular classroom teachers, giving rewards in exchange for good behaviour can be a mistake. It may work in the short term, but in the long run it will make classroom management more difficult. For lasting behaviour improvement, focus on creating a classroom that nurtures intrinsic motivation and leave bribery out of it! For more information, see Chapter 14 of the Classroom Management Secret. That doesn't mean that we don't recognise students, however, for their achievements and for doing something special throughout the day, and teachers will do this all the time. Positive relationships and encouragement are expected across the school. As a school, we ensure students are recognised at each assembly through the use of Merit Certificates, bringing good work to the office or receiving a yellow or blue slip to send home to parents.

Playground Organisation and Rules

1. Students must always follow teacher instructions immediately. If they don't, you must follow up with them (as close to the event as possible).
2. It's not No Hat No Play, it's No Hat, Play in the Shade! Teachers should direct student without a hat to play in the shade. In addition, teachers should model sun smart behaviour. Classroom teachers should follow up with a phone call home if a student in their class regularly doesn't present with a hat.
3. If there is rubbish on the ground – teachers should ask a student to pick it up on their way past... and... model this behaviour by picking up rubbish rather than walking past it.
4. Students should be encouraged to play and act safe all the times. This includes reminding them to walk on the footpaths, not to play in the toilets, playing non-tackling sports games and using equipment appropriately and responsibly.

Minor And Major Behaviours

When responding to behaviours the staff member first determines if the problem is major or minor.

- A minor problem behaviour is handled by staff members at the time (or as close to) the time of the behaviour as possible. Follow up is critical to your success in dealing with the behaviour effectively.
- A major problem behaviour is referred directly to the school administration team.

Minor Behaviours Are Those That:

- Are minor breeches of the school rules
- Do not harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way Are not part of a pattern of problem behaviours
- DO NOT require the involvement of administration staff



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Minor Problem Behaviours May Result in The Following Consequences (Given By The Teacher):

- Time-Out
- Withdrawal from recess and lunch under teacher supervision Accompanying teacher whilst on duty to discuss the behaviour Letter or phone call to parents (recorded on INTEGRIS) Meeting with parents
- Loss of privilege Apology
- Re-direction Procedure (teacher names the behaviour being displayed, student names the expected school behaviour, teachers gives positive verbal acknowledgement for the expected school behaviour).

Major Behaviours Are Those That:

- Significantly violates the rights of others
- Put others/self at risk of harm
- Require the involvement of school administration.

When a major behaviour occurs, the staff member calmly states the major problem behaviour and reminds the student of expected school behaviour, then escorts the student to Administration or sends for help. Major behaviours are entered on Integris.

Major Problem Behaviours May Results in The Following Consequences:

- Loss of privilege
- Caution
- Parent contacted (admin) Mediation with all involved
- Suspension (as per DoE suspension policy).

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Examples Of Minor Behaviours

Being Safe:

- Running on Concrete or around buildings Riding bike during school grounds Incorrect use of equipment
- Playing in toilets
- Minor physical contact – e.g. shoving

Being Responsible and Respectful:

- Not wearing a hat in the sun Refusing to work
- Low intensity failure to respond to an adult request Low intensity non compliance
- Unco-operative behaviour
- Inappropriate language not directed at an adult or another person
- Calling out Poor attitude
- Disrespectful tone Not playing fairly
- Minor disruption to class Minor defiance
- Minor misuse of computers

Examples Of Major Behaviours

Being Safe:

- Throwing objects
- Serious physical aggression Fighting

Being Responsible and Respectful:

- Major dishonesty Using a mobile phone Offensive language Aggressive language
- Major bullying/harassment Major disruption to class Blatant disrespect
- Major defiance
- Major misuse of computers
- Serious vandalism of school property

1. The above points are EXAMPLES of minor and major problem behaviours.
2. When applying consequences, the individual circumstances and actions of the student and the needs and rights of the school community members are considered at all times.
3. Common sense must be used at all times when dealing with student behaviours.
4. Nothing is black and white.
5. The key is STRONG, POSITIVE relationships with ALL students across the school (this is the responsibility of the individual teacher to achieve).
6. YOU are the only person who can gain respect from the students and take control of your class – this is your responsibility as a teacher to achieve.



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Positive Reinforcement
(merit awards, gold slips, classroom rewards).

Classroom based consequences.

Withdrawal from class.

Caution 1.
Consequence determined by Principal.

Caution 2.
Consequence determined by Principal.

Suspension.
(Length depends on seriousness and frequency).
*Serious misbehaviour may result in immediate suspension (without cautions).

Cautions

- Cautions and suspensions are at the discretion of the principal.
- Parents will be contacted to notify them of behaviour that has resulted in a caution.
- Cautions will be active for four weeks.
- Students returning from suspension will return with two cautions.

Before Returning to Class

- Restoration between those involved.
- Possible implementation of Individual Behaviour Plan

Good Standing

- Students with active cautions will lose 'Good Standing' and may lose privileges such as attending excursions, carnivals or special events. A pathway for the return to 'Good Standing' will be negotiated with the Principal.

Learning Has No Limits



Chapter 46 'The Classroom Management Secret' by Michael Linsin (a summary)

Exceptional classroom management requires the ideal attitude.

The only obstacle blocking the path of so many teachers in their quest for their dream class is a negative attitude. For if you don't believe it's possible to transform your class, if your default setting is to point the finger at outside circumstances, if you're not in the habit of bemoaning the make-up of your classroom or the neighbourhood you teach in, then it will never happen for you. A defeatist point of view will undermine everything you do, sealing your fate to a career of frustration, disappointment and dissatisfaction.

Linsin's 7 Principles That Form The Ideal Attitude For Exceptional Classroom Management.

1. **YOU HAVE TO BELIEVE IT:**
In order to create the class you really want, you have to believe deep down that you can not merely as a possibility.
2. **YOU HAVE TO BELIEVE IN THEM:**
You cannot look at your group of students and say 'there is no way this group can ever be the class I really want'.
3. **YOU HAVE TO STOP MAKING EXCUSES:**
Offering excuses, even in the privacy of your own mind, is akin to giving up on your students – as well as on yourself.
4. **YOU HAVE TO TAKE RESPONSIBILITY:**
Regardless of how difficult it may seem, YOU must take responsibility for both the successes and failures in your classroom. Even if you aren't directly responsible for a particular incident or disruption take ownership anyway.
5. **YOU HAVE TO COMMIT TO DOING WHAT'S RIGHT:**
You won't always feel like enforcing consequences but be a stickler for polite behaviour and ensure routines are done properly.
6. **YOU HAVE TO IGNORE THE SQUAWKING BIRDS:**
There is no shortage of teachers willing to line up and tell you why you can't create the class you really want. If you're willing to listen, you'll get 101 reasons why you can't do this or that with those students. None of this is true! True for them perhaps, but not for all, and certainly not for you.
7. **YOU HAVE TO BECOME A STUDENT OF CLASSROOM MANAGEMENT:**
All students behave predictably to certain teacher behaviours and management principles. Stick to what works, and you will succeed. A semi-understanding of classroom management won't do.... In fact, it will make you worse off. Take time to learn the strategies and understand how they relate to one another.

The Classroom Management Secret (and 45 other keys to a well-behaved class) by Michael Linsin should be referred to at all times when dealing with behaviours of students at Dawson Park Primary School. Staff are requested to study it, learn from it, enact the strategies presented in it. It is to be brought to each and every staff meeting.

Crunch & Sip

Crunch & Sip is not a mini recess and is not to be used as a time wasting activity. Students should bring their crunch and sip into class in the morning and eat it at the designated time whilst the lesson continues. For more information regarding Crunch & Sip permitted food and drinks go to <http://www.crunchandsip.com.au/program-info/permitted-food-and-drinks/>

Drink And Toilet Breaks During Class Time

Students are required to bring a water bottle with them to school and therefore won't need to leave the room during instruction time for a drink. Should a child need to go to the toilet during class time, they MUST wear a tag and a responsible buddy should accompany them to the toilet. It is, however, not ideal and as such, students should be trained to go to the toilets during their recess and lunch breaks to alleviate the need to go during class time.



Leave Pass

Students leaving the room for any reason MUST have a leave pass. If a student is seen without a leave pass, or presents to the office without a pass, they will be sent back to their room.

Transition To Specialist Classes

The classroom teacher is required to take their children to the specialist class and collect them at the end of the session. Only during a double DOTT session, will the specialist teachers organise amongst themselves how the students will be dropped off and collected to their next class.

Movement Around the School

When taking your students to specialist classes, assembly, library etc... you MUST ensure your students are quiet and moving in 2 lines and in an orderly fashion. Walking next to or behind your students is advisable as walking ahead of them means you can't see what's going on behind you! I refer to Michael Linsin, "Watching a teacher lead his or her students across campus tells you a lot about that teacher and the amount of learning taking place in the classroom."

Rubbish

Each 'House' is clean up the area after each break and especially responsible for keeping their House in order! A timetable should be established across the House to ensure a class is responsible for having students tidy up the rubbish, especially after the lunch break.

Bags

It is the responsibility of each class to keep their bags and bag area neat and tidy. Teachers should appoint 'bag monitors' or have someone to check on their designated bag area between breaks to ensure bags are either hung on the racks, or neatly stacked under the bench. Bags should be zipped up at all times.