



Central Queensland
Christian College
For Christ Alone

Our Mission

Christ has commissioned us to

educate

leading students to full maturity of
thought and love with a clearly established
sense of vocation in their service to
Christ and the World.

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Introduction

At Central Queensland Christian College we value the development of the whole learner. We aim to teach our students the skills that they need to be functioning, caring, valuable, contributing members of their community. We nurture our students as individual, unique creations of God and aim to develop not just academic goals but social/emotional development also. We purposefully teach a number of virtues and values within the 'Play is the Way' social and emotional learning program using guided play, classroom activities and an empowering language. The social and emotional learning programs of the school link closely to the behaviour management policies of the school, incorporating the concept of restorative justice and the use of Circle Time as a development tool.

Central Queensland Christian College operates in the context of a partnership between:

- Staff
- Students
- Parents

CQCC Values:

- Love God
- Love others
- Love yourself
- Seek knowledge, wisdom and understanding (Learn)
- Live with Integrity (Be Truthful)
- Accept Responsibility
- Be a Leader

Our desire for each student is:

- A sense of love that is secure
- A purpose that is significant
- A faith that is strong

General Capabilities

General capabilities play a significant role in equipping our students to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

We would like to see our students develop essential general capabilities and become successful learners, confident and creative individuals, as well as active and informed citizens. This means individuals should be able to manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.

Rationales

Circle Time

“If we are to live together in a learning community, our behaviours and relationships must reflect a deep knowledge and understanding of what it takes to be in a cooperative relationship and to work within the boundaries that provide safety for all.” (Armstrong 2013, p. 31) At Central Queensland Christian College each classroom is developing the practice of the use of Circle Time, in order to build strong, healthy, safe and inclusive relationships. This activity has the purpose of encouraging each student’s participation in a discussion that is relevant to their social emotional learning. During this session the class is seated in a circle to ensure that each member feels seen and heard by all of the other members of the group at any given time. In this way, all students have an opportunity and responsibility to learn to value each other’s ideas and opinions. Discussion points may address the social-emotional needs of students and can be initiated by teachers or students. This creates an opportunity for higher order thinking in students and broadens their minds to consider their community and each member within it.

Some ways to use circle time:

- To get to know one another
- Solve problems
- Discuss curriculum
- Reflect on learning
- Reflect on current issues in the community
- Support Play is the Way and other social issues
- Discuss issues that are affecting the students

“The key to school improvement would be found, not in programs, not in structures, not in timetables but in quality relationships.” (Otero 2000)

Play is The Way

“Play is the Way is a practical methodology for teaching social and emotional language using guided play, classroom activities and an empowering language - behaviour education using wisdom, not force” (McCaskill 2011, p. 2)

As with all areas of their development, students need guidance and support to develop the social emotional skills that enable them to function effectively in our world. Our classrooms need to offer students places where they can practise these skills in safety and in an atmosphere of honest guidance, not punishment. Central Queensland Christian College believes that it is vital to empower children with an understanding of their own behaviour and that of others. The Play is the Way program offers children a platform to explore and practise behaviours that are vital to understanding how to work together effectively.

The objectives of the Play is the Way programme are (McCaskell 2011, p. 4)

- To help staff, students and parents create a safe learning environment in which students train to be independent, self-regulating, self-motivated learners in persistent pursuit of their personal best and able to get along with each other.
- To help develop students of strong character and decency with the social and emotional competencies to live and learn well.
- To foster empathetic students, considerate of themselves, each other and the world in which they live with sound and good reasons for the things they say and

Restorative Practices

As a school community, we believe that students, parents and teachers all have the right and responsibility to be involved in respectful relationships. Restorative Practices are used at Central Queensland Christian College as a basis for constructing a positive school culture. This positive school culture acts as a foundation for teaching and learning, which in time enables students the opportunity to become lifelong learners and active participants in society.

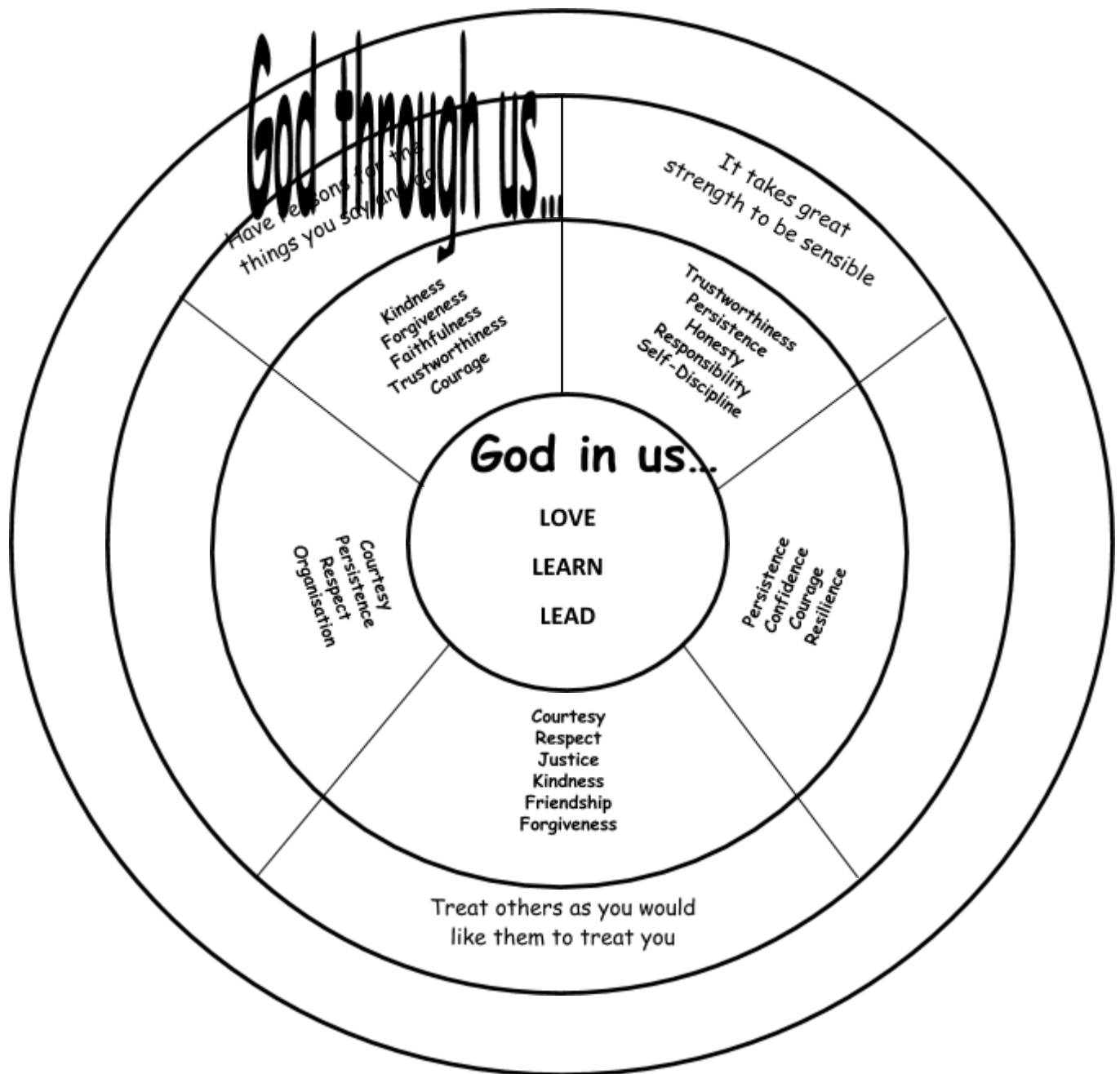
Restorative practices offer a model for parents, students and teachers, to use in facilitating relationship restoration after a breakdown in behaviour, communication, trust or respect. Through structured processes, all the individuals involved are able to take responsibility for their actions and understand how these affect others. Everyone involved shares their feelings and views about the situation in order to repair harm done. The focus is on fixing the problem and making restoration where possible.

Restorative Practices may involve the following:

- Restorative Chats - small discussions that may be informal in nature. These may precede a Restorative Circle and be accompanied by a RRR (Reflect Repair Reconnect) form.
- Restorative Circles - larger scale group discussions with individuals involved or affected by the harm. These are preceded by one-on-one discussions with individuals to clarify the details of the event. All parties then come together to hear each other's perspectives. This will be run by a trained facilitator.

Social and Emotional Learning Overview

The diagram below depicts the combinations of the values, concepts and virtues we aim to foster, develop and encourage in our students:



These values and skills are explicitly taught and modelled in our school. Central Queensland Christian College uses Play is the Way, Circle Time, Restorative Practices, Classroom

Management Plans and the Behaviour Management flowchart to guide students to learn and nurture these qualities. The following diagram shows an indicative timeline and sequence of game activities that will be used to enact these programmes in the School:

Life Rafts	Treat others as you would like them to treat you.	Be Brave - Participate to Progress	Pursue Your Personal Best - No Matter Who You Work With	Have Reasons For The Things You Say and Do	It Takes Great Strength to be Sensible
Values	LOVE	LEARN	LEARN LEAD	LOVE LEAD	LEAD
Bible Reference	Luke 6:31 <i>Do to others as you would have them do to you.</i>	Joshua 1:9 <i>Be strong and brave. Don't ever be afraid or discouraged. I am the Lord your God, and I will be there to help you wherever you go.</i>	Matthew 5:41 <i>If anyone asks you to go one mile, go with them two miles.</i>	1 Corinthians 9:24-27 <i>I don't run without a goal... I keep my body under control, so I won't lose out.</i>	Matthew 7:13-14 <i>Go in through the narrow gate. The gate to destruction is wide, and the road that leads there is easy to follow. A lot of people go through that gate. But the gate to life is very narrow. The road that leads there is hard to follow that only a few will find it.</i>
Virtues	Friendship Kindness Courtesy Respect Justice Forgiveness	Persistence Confidence Courage Resilience	Courtesy Persistence Respect Organisation	Kindness Trustworthiness Faithfulness Respect Courage Forgiveness	Trustworthiness Persistence Responsibility Honesty Self-discipline
'Play is the Way' Games**	<input type="checkbox"/> Piccadilly Circus <input type="checkbox"/> Touch and Go <input type="checkbox"/> Islands	<input type="checkbox"/> Islands <input type="checkbox"/> Dead Ants <input type="checkbox"/> Timeball <input type="checkbox"/> Giftball (P-2) <input type="checkbox"/> Categories (3-6)	<input type="checkbox"/> Snake <input type="checkbox"/> Dead Ants <input type="checkbox"/> Timeball <input type="checkbox"/> Giftball (P-2) <input type="checkbox"/> Categories (3-6)	<input type="checkbox"/> Pegasaurus <input type="checkbox"/> Running Raiders <input type="checkbox"/> Knotted arms <input type="checkbox"/> Bull's Eye <input type="checkbox"/> Rhythm Games	All previous games and: <input type="checkbox"/> Zig Zag Ball <input type="checkbox"/> Robots <input type="checkbox"/> Catch the Tail <input type="checkbox"/> Amoeba Hula <input type="checkbox"/> Snakes and Ladders <input type="checkbox"/> Roundup <input type="checkbox"/> Around the Community (P-2) <input type="checkbox"/> Back to Front (P-2) <input type="checkbox"/> Tap Tap (3-6) <input type="checkbox"/> All or N

As a part of the CQCC extended values statement we recognise the importance of developing good social skills, manners and people skills.

Social Skills

Dr Helen McGrath says that “Social skills are those behaviours which an individual displays towards others (or in the presence of others) which:

- help the individual get what he or she wants,
- help maintain a good relationship with the other person (or persons),
- take into account the rights of the other person (or persons)
- take into account the feelings of the other person (or persons) in order to avoid alienation.”

Social skills can be taught in a number of ways, including:

- modelling appropriate behaviour
- incidentally during lessons
- through structured class guidelines
- structured class activities
- an ongoing daily/weekly program
- as part of the curriculum



Good

We need
the use of good manners.

Manners

to encourage

For any society to operate effectively, there needs to be certain guidelines in place, so people can live in harmony. In our society, demonstrating good manners shows you have respect for others. Displaying good manners helps us become accepted members of our community.

For example:



Good People Skills

We need to help students develop good people skills.

These are strategies we can use to develop good relationships and become valued and accepted members of the community.

For example:



Rights and Responsibilities

At Central Queensland Christian College we believe that all members of our community work together for the development of our students. We each have a part to play in nurturing the God given gifts of every individual child. The following rights and responsibilities outline how we work together toward this goal.

We define a 'right' as a reasonable expectation. These are the things which every member of our school community may reasonably expect. Unless rights are respected, our learning community cannot function at its full potential. For every right, each of us carries a shared responsibility. We cannot have rights without responsibilities.

St u d e n t	Reasonable Expectations As a student, I have a right to:	Responsibilities As a student I am responsible for:
	a positive educational environment that creates the maximum opportunity to learn.	allowing others to achieve their best and learn without interruption. I need to participate to progress.
	work and play in a safe, secure, friendly environment where I am valued for my individual qualities.	behaving in a way that protects the safety and well-being of others. Treat others as I would like them to treat me.
	be treated with respect and courtesy and feel that my ideas are valued.	having reasons for the things I say and do, including using good manners, being kind and considerate to others and valuing others' opinions.
	know what is acceptable behaviour and the consequences for unacceptable behaviour.	being responsible for my own actions and accepting the consequences of my behaviour.
	participate in lessons that meet my needs, giving me opportunities to grow my God-given talents.	pursuing my personal best and working cooperatively and courteously with members of the school community.
	be challenged and assisted to develop self-control, responsibility and independence.	being truthful and honest. Being strong enough to be sensible.

P ar e nt s/ C ar er s	Reasonable Expectations As a parent/carer I have a right to:	Responsibilities As a parent/carer I am responsible for:
	be treated with courtesy, respect and listened to.	treating others in the school community as I would like to be treated, which includes courtesy, respect and listening to others.
	be provided with feedback regarding my child's behaviour and progress.	openly and honestly communicating with the school about changes to my child's circumstances.
		supporting the school in its implementation of expectations, rewards and consequences.
		encouraging children to be responsible for their own actions and accept the consequences for unacceptable behaviour.
	be involved in my child's learning.	working together with school staff to help support my child's development.
		maintaining a positive attitude towards staff in front of my child.
	have a sound educational programme provided for my child.	supporting the school in its efforts to meet the educational needs of my child.
		encouraging my children to 'do their best'.

St af f	Reasonable Expectations As a staff member I have a right to:	Responsibilities As a staff member I am responsible for:
	be treated with courtesy, respect and listened to.	treating others in the school community as I would like to be treated, which includes courtesy, respect and listening to others.
	work in an environment which respects the needs and wellbeing of others.	encouraging and supporting students to become responsible and courageous learners.
		creating a positive educational environment that maximizes the opportunities for all students to learn.
	work in classrooms where optimal learning can occur.	regularly reinforcing and clarifying school expectations, consequences, rights and responsibilities.

		implementing a rewards program and the consequences for inappropriate behaviour fairly, firmly and consistently.
		planning and implementing innovative learning that meets individual students' needs and motivates students to participate in learning activities.

Behaviour Management Overview

Central Queensland Christian College believes that children learn best in a secure, happy and positive environment in which individuals are respected and within which personal responsibility and self-discipline can be developed. The student 'Code of Conduct' has been designed to assist children in developing a sense of responsibility and an awareness of the need to care for and value themselves and others. The 'Code of Conduct' reflects a student's rights and responsibilities and is supported by the rewards program and consequences for inappropriate behaviour.

The need to implement strategies to modify inappropriate behaviour is reduced by increasing each child's self-esteem and reinforcing desirable behaviour. Through the Social and Emotional programs of the school we work towards creating a harmonious environment where all can feel valued, safe and happy. The Behaviour Management programs of the school are closely linked with Restorative Practices, Circle Time, Play is the Way and Values education.

Code of Conduct

It is important that:

- everyone in the school community knows and understands the 'Code of Conduct'
- positive behaviour is recognised
- consequences for unacceptable behaviour are applied fairly, firmly and consistently.

At Central Queensland Christian College student conduct is at all times the shared responsibility of parents/guardians, students and staff. The modelling of appropriate behaviour, by both parents/guardians and staff, is necessary to actively encourage student behaviour that highlights:

- care and respect for themselves
- consideration of the rights of others
- thoughtfulness and courtesy
- responsibility for one's own actions and acceptance of consequences

- consideration of the property of others
- a sense of ownership and pride in their school

School Expectations of Students

Students should show:

Care

- by looking after themselves and others.
- by trying to resolve problems in a fair, sensible and calm manner.
- by looking after the school environment.

Respect

- by following the school expectations and rules.
- by caring for their own belongings and respecting the property of the school and others.
- by allowing others to learn.

Courtesy

- by speaking and behaving in a kind, respectful and courteous manner.
- by playing and moving around the school safely, keeping hands, feet and objects to themselves.

Responsibility

- by wearing the correct school uniform, including their hat while playing.
- by being responsible for their own behaviour
- by accepting the consequences of unacceptable behaviour.
- by being punctual and organised.

Rules

To help protect our rights and to encourage responsibility, we have basic rules for our classrooms and for times when we are out of class.

- Be Safe
- Be Responsible
- Show Respect
- Use Self-Control
- Co-operate
- Be Positive

Each class is responsible for discussing and developing a set of procedures and routines for keeping our rules. These will enable each member of the class to learn in an environment

which is supportive and free from disruption. Consequences are applied in an environment where opportunities for positive choices and consequences prevail.

Classroom Management Plan – Behaviour Agreement

A 'student-behaviour-agreement' is a fundamental focus in the establishment phase of the school year. It is the outcome of a process whereby all students and teachers (at a group level) discuss and develop shared understandings about learning and behaviour. The 'agreement' is based on core rights and responsibilities expected of all members of the school community. The student-behaviour-agreement is the fundamental reference for all behaviour management and discipline within the learning community

A Basic Framework for a Student Behaviour Agreement

- Aim
- Rights
- Responsibilities
- Rules
- Positive Reinforcement (Behaviour Enhancement Outcomes)
- Consequences
- Support

At Central Queensland Christian College, teachers (at a group level) will develop a Behaviour Agreement, with input from students, during the first 2 weeks of the new school year (Establishment Phase).

Refer to Appendices

- A – The CQCC Framework for Behaviour Management
- B – Classroom Management
- C – Balancing the Key Facets of Behaviour Management
- D – Positive Procedures for Managing Classroom Behaviour
- E – Questions that Change School Discipline
- F – Language of Discipline
- G – Developing a Behaviour Plan
- H – Poster
- I – CQCC Think Sheet

Positive Procedures for Managing Playground Behaviour

In the interests of student safety Central Queensland Christian College has specific playground rules. These playground rules include;

- Students must walk on concrete, verandahs and stairs at all times
- Certain areas are deemed 'Out Of Bounds', no student will enter these areas.
- Playground equipment must be used in the manner for which it was designed.
- A hat must always be worn outside
- Students are not to play in areas not supervised by staff
- Toilets are not areas to play or gather in
- Respect for others must be shown at all times
- Games which involve rough play are not acceptable

Staff on playground duty are responsible for the safety and acceptable behaviour of students in the areas they supervise.

Staff should be punctual, wear a hat and carry their resource clip board with them.

At no stage should a staff member leave their duty area to go upstairs. After the bell, staff should also stay in their designated area until all children have left.

- If a student requires ice, send the student to the staffroom with a blue ice card.
- If a student requires first aid treatment (and they are capable) send the student to the staff room with a green first aid card.
- If there is a serious incident, send a responsible student to the staff room with a red HELP! card.

For minor breaches of the school rules, some of the following strategies may be used:

- call the student aside and motivate him or her towards acceptable behaviour.
- sit the student out of the play area for a few minutes.
- have the student walk with the teacher.

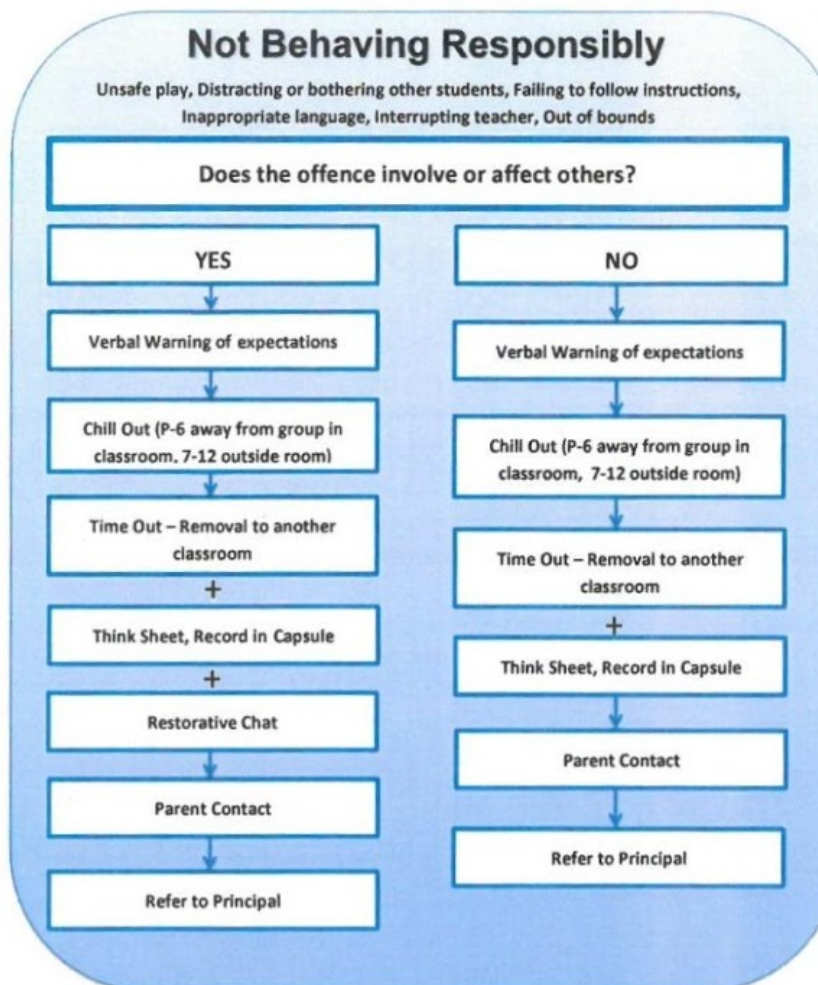
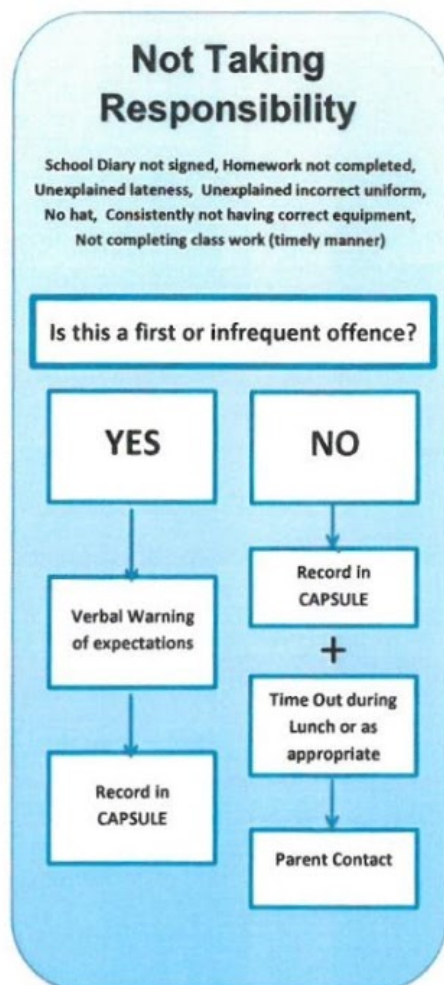
For major breaches follow the process in the Behaviour Management Flowchart.

CQCC Behaviour Management

Instructions:

1. Identify the level of behaviour
2. Answer the initial question
3. Follow the arrows until desired behaviour is achieved

Note: This flowchart is not a substitute for normal classroom management strategies such as reward charts, behaviour contracts



Definitions

Behaviour

the actions or reactions of a human, usually in relation to beliefs, thoughts and feelings in a particular environment. It can be conscious or unconscious, overt or covert, and voluntary or involuntary. Behaviour is observable and can be common, unusual, acceptable, or unacceptable. *Wikipedia*

Misbehaviour

Behaviour that is considered inappropriate for the situation or setting in which it occurs.
(Charles, 1999)

Behaviour Management

Managing, improving and promoting student behaviour in classrooms and schools.

Behaviour Management is a whole school approach. It includes creating a positive environment for learning and uses strategies that encourage positive behaviour in schools. It also involves a range of strategies to reduce the chance of poor or antisocial behaviour. Behaviour Management is also about having effective ways to deal with poor behaviour so that students can learn from their mistakes and at the same time, take responsibility for wrong doing.

(Department of Education, 2009)

“Effective behaviour management is essential to the smooth running of a school and in the creation of an environment where everybody’s rights and responsibilities are addressed. A balance between essential rights and responsibilities is at the heart of behaviour management.” (Rogers, 1995)

Discipline

Discipline comes from the word 'disciple.' It means 'to teach' or 'instruct.'

The true goal of discipline is to teach responsible behaviour in relation to what is acceptable or expected in a situation or particular environment.

Assertive Discipline is a systematic approach to classroom behaviour management. It teaches effective ways of discouraging unwanted behaviour without alienating teachers from students, and effective ways of rewarding good behaviour in order to encourage students to do right every time...

Proactive Strategies – simple and few positive rules, procedures and plans; seating plan; reward system; consistent consequences; scanning the room; well planned lessons; small group sizes; not leaving students unattended.

Reactive Strategies – calm, firm voice; distraction or redirection; highlighting positive behaviour; assertive use of body language; eye contact; use of questions; focusing on the behaviour not the student; quick response; cool judgment.

Aggressive Discipline – use an angry tone of voice; can be abusive; are authoritarian; use name calling and labelling when confronted with student misbehaviour; use the students to control the class

Passive Discipline – speak in small voices; give inconsistent messages; threaten without following through; give up; usually ignore poor behaviour when confronted with student misbehaviour; use the students to control the class



Passive



Assertive



Aggressive

Four Rs – RIGHTS, RULES, RESPONSIBILITIES, ROUTINES

A classroom management framework which establishes structure that is easy to comprehend and follow, clearly stating the behaviour expected in the classroom and school grounds.

Rights

Emphasise what we value as individuals and as a group

“A right can be seen as a reasonable expectation of what ought to be.

A right can only be enjoyed when people are acting responsibly.” (Rogers, 1995)

Rules

The purpose of rules in a school or classroom is to give some formal protection to our rights and to encourage and guide personal responsibility.

Rules should be written in a positive way, owned by teachers and students, fair and certain.

They set reasonable limits to behaviours and make expected behaviour clear in advance.

Responsibilities

Personal control of your thoughts and actions that support the rights.

Routines

Help develop good habits to support responsibilities.

Positive Recognition

The result when students choose to follow the rules – making good choices or improving behaviour.

Consequences

The result when students choose not to follow the rules. Be consistent and give them in a firm, calm manner. Fair, reasonable and relate to rights and responsibilities.

Support

Individual skills; repair and rebuild

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APPENDICES

A - The CQCC Framework for Behaviour Management

B - Classroom Management

C - Balancing the Key Facets of Behaviour Management

D - Positive Procedures for Managing Classroom Behaviour

E - Questions that Change School Discipline

F - Language of Discipline

F - Developing a Behaviour Plan

G - CQCC Social and Emotional Learning Poster

H - CQCC Think Sheet

A

CQCC FRAMEWORK FOR BEHAVIOUR MANAGEMENT

Leading and supporting behaviour that is responsible in a way that acknowledges and protects mutual rights.

Student Code of Behaviour

- Rights
- Responsibilities
- Rules
- Routines

Overall Aims

for behaviour management,
discipline, welfare

Pastoral Care

- of students
- of staff

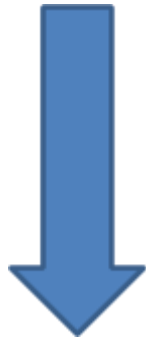
B

CLASSROOM MANAGEMENT

ESTABLISHMENT PHASE

Crucial to think and plan preventatively to minimise unnecessary problems

- teach routines, rules and positive behaviour (and model these yourself)
- enforce 'fair' rules
- encourage and support positive behaviours
- engage and begin to build positive working relationships with individuals/groups



MAINTENANCE & CONSOLIDATION PHASE

- consolidating the way we do things, the way we behave and work in our room
- maintaining the 'fair' rules/routines



COHESIVE PHASE

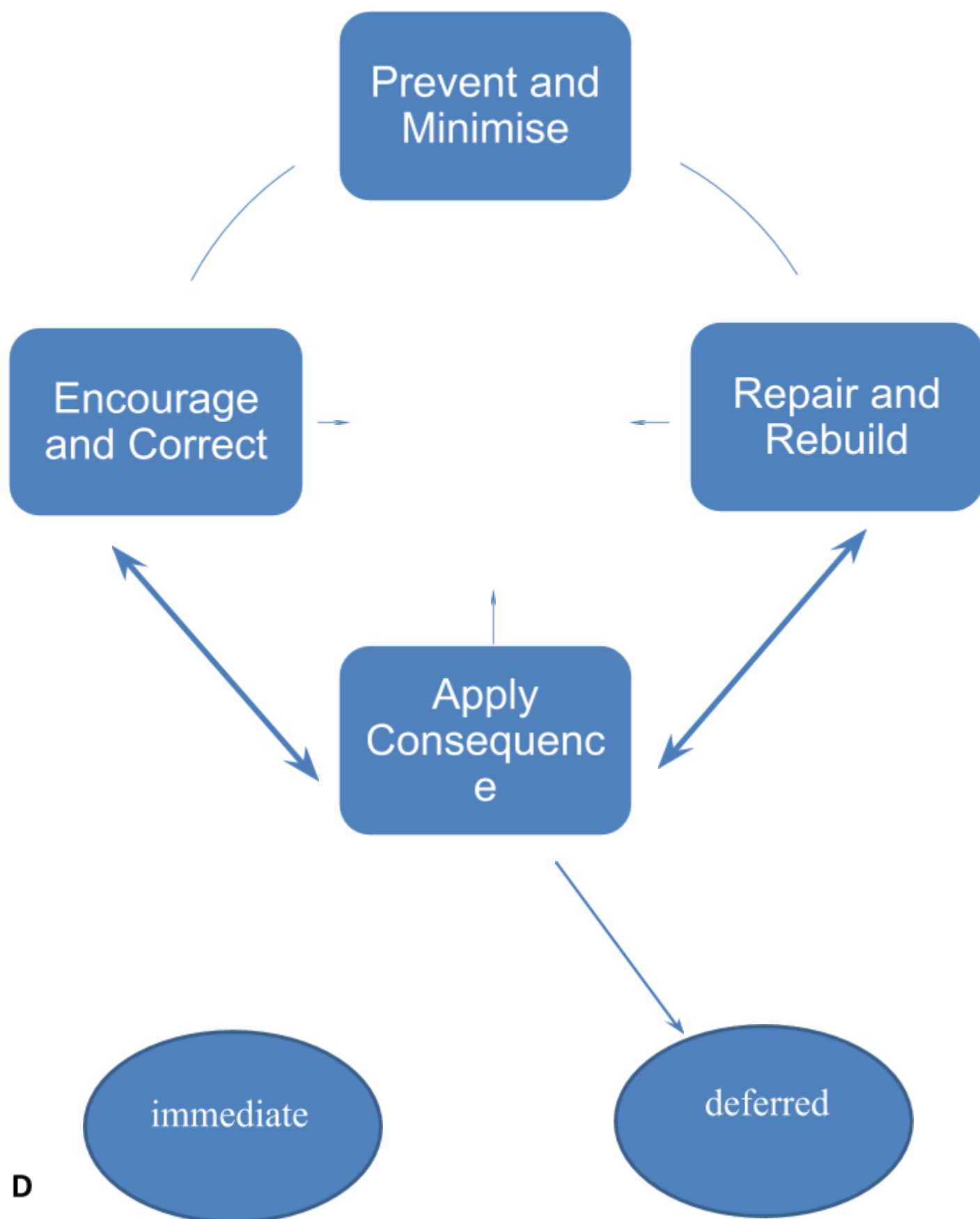
Most of the management discipline occurs in a 'relational' context

- introduce classroom meetings

C

Balancing the Key Facets of Behaviour Management.





D

CLASSROOM MANAGEMENT STRATEGIES

PREVENTATIVE ACTION

- Clear discipline plan
- Clear classroom rules
- Clear expectations
- Interesting lessons
- Cater for individuals
- Appropriate seating
- Identify and meet student needs

CORRECTIVE ACTION

- Tactical ignoring
- Simple directions
- Positive reinforcement
- Question & feedback
- Rule reminders
- Blocking
- Simple choice

SUPPORTIVE ACTION

- Follow-up
- Re-establish working relationships
- Problem solving
- Contracting with students
- Mediation

STEP	STRATEGIES
Tactical ignoring (low level)	Reinforce on-task behaviour Look past disruptor
Non-verbal message	Eye contact, shaking head, pointing, etc. Close proximity to child
Casual statement	How are you going? Any problems?

Diffusion	Use of humour
Simple direction (reminder)	Use student's name Use excuse me, please, thank you Eye contact, firm
Question and feedback	What are you doing? What should you be doing? Non-threatening How's it going?
Rule restatement/reminder	Quietly remind of established rule Brief and clear
Take a pupil aside (quiet discussion)	Call over quietly Brief discussion Student needs to know what should be done when they return
Deflection	Teacher acknowledges child frustrated/angry but refers back to appropriate behaviour
Clear desist or command	Explain that behaviour is unacceptable and direct them to resume task
Blocking	Reassert a fair direction using the same form of words - repetitively Broken record
Simple choice	It's your choice. Work quietly or move. Final warning
Isolation to "Thinking Chair"	Ask to move to "thinking chair" (3-5 minutes)
Isolation to "Cool-Off Area"	5-15 minutes Simple choice first Cool off or isolation Reflect on own behaviour Return when ready to obey fair rules
Relocation to Buddy Classroom	Complete Reflection Sheet Work in buddy teacher classroom for remainder of session Discuss re-entry with class teacher prior to commencement of next session (verbal agreement)

E

QUESTIONS THAT CHANGE SCHOOL DISCIPLINE

What happened?

How did it happen?

What part did you play in it?

How were you affected by what you did?

Who else was affected by what you did?

What can you do to repair the harm?

What do you need to make it right?

F

WE are TEACHERS

LANGUAGE OF DISCIPLINE

Corrective Discipline: Least to Most Intrusive

Least Intrusive

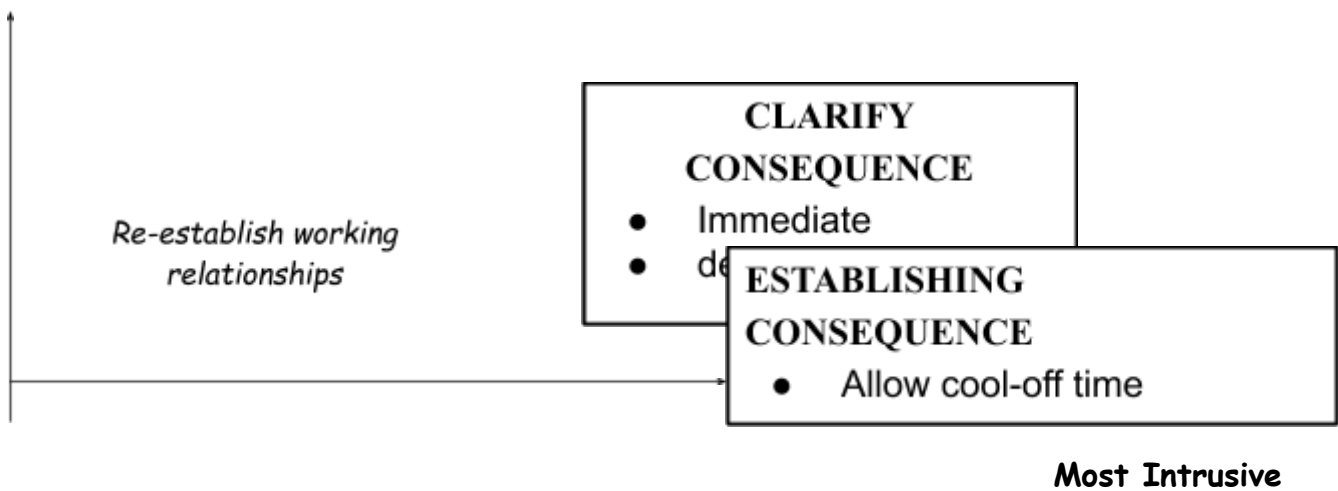
REMIND - DIRECT - QUESTION

- indirect/direct questions (where appropriate)
- conditional directions
- simple choices
- distractions and diversion
- directing students aside
- nonverbal messages

REDIRECT

- repeat
- refocus and redirect
- avoid arguing
- give take-up time

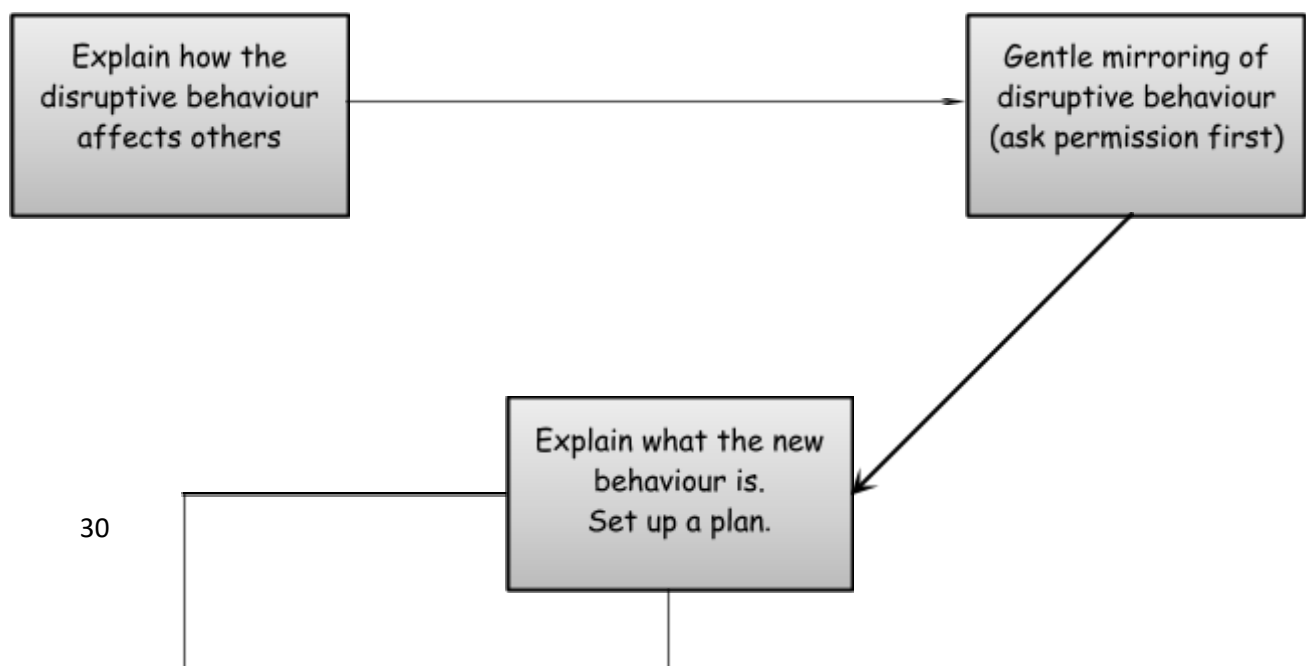
*Tactical ignoring
where appropriate*



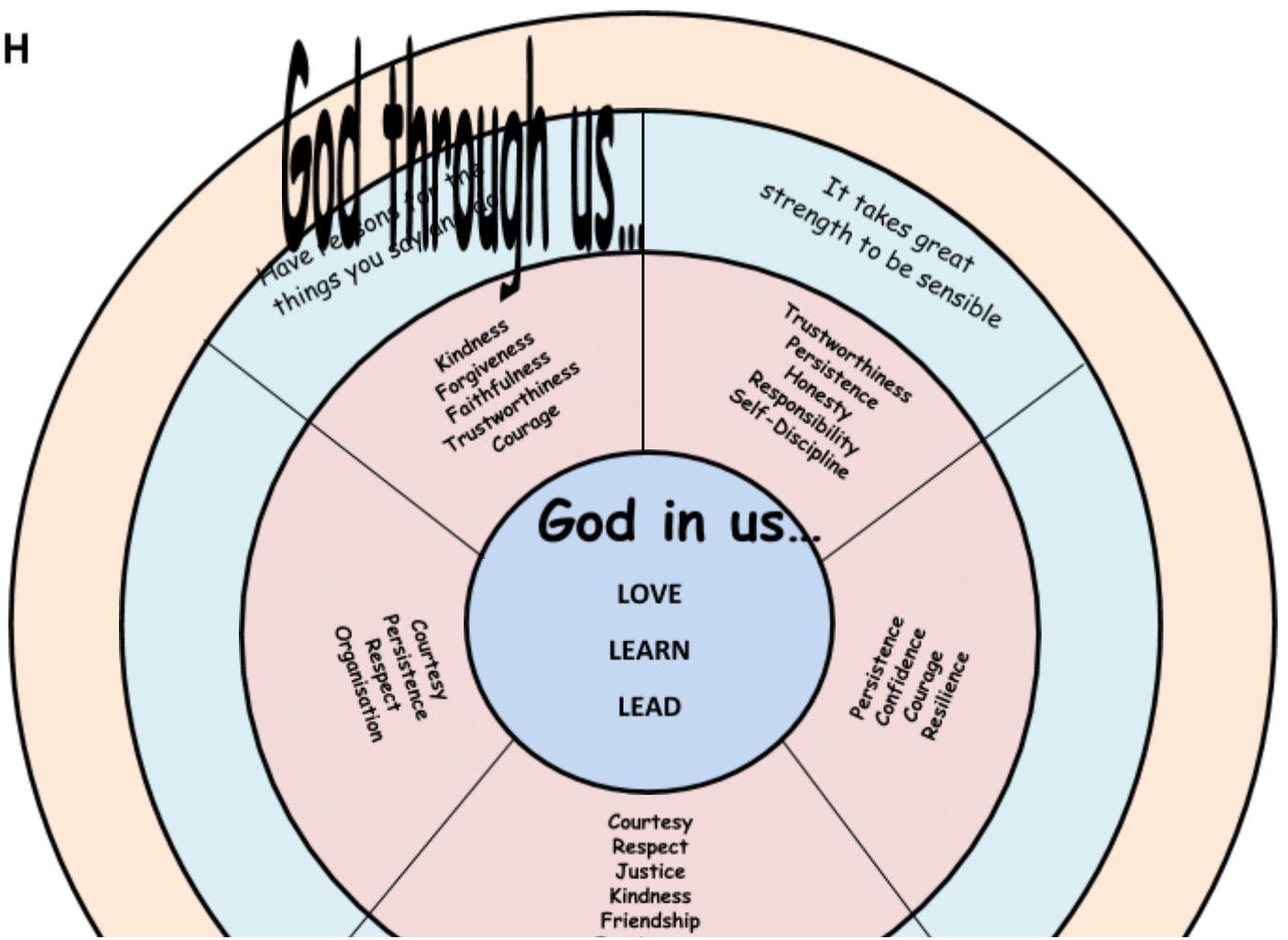
- Consider the context (up-front, public, on-task time, playground setting)
- Concentrate, focus on primary behaviour; avoid arguing or feeding secondary behaviour
- Demonstrate expectation, allow take-up time,

G © Bill Rogers 1995

DEVELOPING A BEHAVIOUR PLAN



H



God through us...

**Treat others
as you would
like them to
treat you.**

*Friendship
Kindness
Courtesy
Respect
Justice
Forgiveness*

Luke 6:31 Do to
others as you would
have them do to you

**Be Brave -
Participate to
Progress**

*Persistence
Confidence
Courage
Resilience*

Joshua 1:9 Be strong
and brave. Don't ever be
afraid or discouraged. I
am the Lord your God,
and I will be there to
help you wherever you
go.

**Pursue your
personal best -
No matter who
you work with**

*Courtesy
Persistence
Respect
Organisation*

Matthew 5:41 If
anyone asks you to go
one mile, go with
them two miles.

**Have reasons
for the things
you say and do**

*Kindness
Trustworthiness
Faithfulness
Respect
Courage
Forgiveness*

1 Corinthians 9:24-27
I don't run without a
goal... I keep my body
under control, so I won't
lose out.