



Gulf Christian College

Creating Opportunity

Policy No. 15

STUDENT BEHAVIOUR POLICY

Policy adopted 2015

ADOPTED GCC	3 Feb 2015
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REVISED	15 Feb 2017				
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1. INTRODUCTION

The purpose of this policy is to ensure the rights of students and teachers at Gulf Christian College to work in an environment free from disruptions, abuse or threat and within which they can reach their potential as teachers and learners. Parental and Family communication and support are fundamental to the success of the school in achieving the goals of preparing students for productive lives of choice, and leadership.

2. SCOPE

This policy applies to areas of student and school life which can have negative impacts on the wellbeing and progress of our students and teachers, including:

- Lack of consistent attendance
- Unsatisfactory behaviours,
 - within the school grounds and classroom,
 - when representing the school in public
 - on camps and school excursions

*This Policy is to be read in conjunction with other College Policies regarding the wellbeing of our students and staff. Inappropriate or harmful sexualized behaviours (or suspicion of such) will be handled under the **LAW** of THE CHILD PROTECTION POLICY AND MANDATORY REPORTING OBLIGATIONS.*

3. RESPONSIBILITY

Responsibility for achieving the goals are shared by all those involved in the child's life at school and after school.

4. POINT OF CONTACT

While all teachers are available to discuss concerns the Principal is the final authority for College decisions.

5. POLICY STATEMENT

- Gulf Christian College is proud to be a school serving a community of numerous and diverse families and cultures
- We are proud to offer choice in a remote location and will always seek to provide the best opportunities in spite of any difficulties distance may impose.
- We believe the development of a culture of confidence, belonging and pride will grow best in a positive and proactive environment.
- We believe our grounds, our facilities as well as our educational services need to reflect the value we place on the people of the Normanton community we serve.
- Our philosophy is that it is preferable to be proactive rather than reactive. Therefore, staff, students and families will be made aware of the reasonable expectations of College attendance and behaviours and are encouraged to anticipate/predict where problems might arise so that we can all work together towards solving them at a nearly stage.
- Communication between families and the school is a key remedy for addressing negative behaviours or actions.

6. COLLEGE MANAGEMENT AND RESPONSE TO NEGATIVE BEHAVIOURS OR ACTIONS.

The College realizes that problems **will arise** that require speedy, reactive solutions. Our Behaviour Management Strategy therefore contains reactive components, but the emphasis is on proactivity preventing problems. It uses the strategies and techniques as set out at the end of this policy.

7. BEHAVIOUR MANAGEMENT RESPONSE STRATEGY

The Behaviour Management Strategy involves a **whole school/family approach**

- At Family level it is expected that:
 - there will always be a family member available for contact
 - the child will attend school and all absences must be explained

- the child cannot be pulled out of school without notice or discussing options which allow the child to continue at school even if the family is called away for family matters

- At the staff level, the essential factors are summed up in the three C's:
 - Cooperation with colleagues and families
 - Communication with all concerned
 - Consistency in actions

Each staff member has a responsibility to ensure that they play a part in effective implementation and operation of the strategy by:

- Working as part of a team, rather than in isolation

It must be understood that:

- Students and teachers have the right to work to potential, free from disruptions, abuse or threat.
- For effective teaching, it is essential that a positive relationship exists between teacher's families and students and a positive classroom environment be maintained.
- Staff, Students and Families must be fully aware of **standards** of behaviour expected, and the **consequences** of not adhering to expectations.
- Consistent application of expectations and consequences is required.
- Where possible Individuals must accept responsibility for their own behaviour and for correcting their misbehaviour.

It is expected that, in most instances, individual staff members will take responsibility for their own behaviour management. Referral of a student to the Principal (for breaking of school rules) should only occur for the most severe breaches of discipline.

8. RECORDING

It is always helpful to record instances which disrupt the wellbeing of staff and students. Incident Report Forms need to be placed in the Office and in teacher's desks so the habit of recording can be established.

9. CONSEQUENCES

Behavioural consequences are a link between rights and rules, and the corrective discipline when students have affected others' rights. [Rogers, B. Behaviour Management]

It is important that young people can see that bad behaviours are linked to consequences and that both appropriate and inappropriate behaviour is a choice made by them. Students are expected to accept the consequences of choosing particular behaviour.

The consequences need to be:

- relate to the behaviour concerned
- reasonable
- respectful of the dignity of the individual; and
- have degrees of seriousness (Rogers, 1995)

The effectiveness of a consequence is in the **certainty** that it will occur as an immediate or deferred consequence. Consequences and follow up need to be followed through by the teacher who approached the child about the behaviour, and, where appropriate, reported to the student's class teacher or the Principal, depending on the nature and seriousness of the behaviour.

10. USE INCIDENT FORMS

Examples of logical consequences:

- If you push or shove in line to get ahead - you go to the end of the line.
- If you fail to put belongings away - the materials will be put in storage temporarily.
- If class assignments are unfinished - they become part of your homework.
- If you do messy work because you are careless - you must do it again.
- If you vandalise - you must make restitution: clean up the mess or pay towards repair.
- If you break someone's ruler - you replace it.
- If you harass another student - you apologise and lose the right to participate in the activity in progress.
- If you move inappropriately - go back and practise the correct movement.

11. SPECIFIC BEHAVIOUR

A. **Physical Assault** - including fighting and bullying. If HARM is assessed then the Child Protection Policy takes over. (mandatory reporting)

Response

- Teacher to assess the misbehaviour by considering the context, peer response, intensity, intention to hurt, self-awareness, effects on others, etc.

- Stop activity causing concern
- Physical Intervention by Staff:
 - In circumstances where students are violent to each other and place themselves at risk, staff may need to intervene to prevent escalation or injury. Such intervention will be documented in the Incident Report and also reported to the Board Director (through the Principal) delegated for Child Protection matters.

Such urgent intervention is necessitated by our Duty of Care to our students and is recognised under the Queensland Criminal Code.

- Support if necessary
- Give/obtain medical assistance if required
- Ensure separation of those involved
- Fill in incident Report
- Serious incidents which involve physical or mental harm to students **must** be reported to the Head of School

Note: If HARM has been caused the matter must be reported to State Authorities by the Principal, in consultation with the CEO.

- Isolation (e.g. in class, in another class, office)
- Separation
- 'Time Out'
- Referral to HOD or Dean of Students?
- Loss of Liberty/privileges
- Contact with parents
- Suspension
- Expulsion

B. Inappropriate Interpersonal Behaviour - Including swearing, threatening, verbal teasing, answering back, insolence, discourtesy, passive resistance, refusals, etc.

Response

- Teacher to assess the misbehaviour by considering the context, peer response, intensity, intention to hurt, self-awareness, effects on others, etc.
- Stop activity causing concern
- Ensure separation of those involved
- Support if necessary

Note: The School has a no tolerance rule with regard to rudeness to teachers. This behaviour should always be reported to the Principal.

Other consequences might include

- Isolation (e.g. in class, in another class, office)
- Separation
- Detention
- 'Time Out'
- Loss of Liberty/privileges
- Contact with parents
- Mediation
- Suspension
- Expulsion

C. Property Issues - including school and personal property

- Destruction e.g. ripping another person's books, kicking or breaking school property, vandalism.
- Defacement e.g. graffiti
- Breakages e.g. damage caused by impulsive or improper behaviour, lack of care
- Stealing e.g. of money, food, equipment

The above behaviour assumes intent to destroy or spoil personal or school property.

Management:

- If a minor incident occurs teachers will decide on the consequences and put them into effect.
- For major incidents, the behaviour should be referred to Head of School

Consequences:

- Replacement
- Repair
- Repay
- Clean up
- Report to Police
- Contact with parents
- Suspension
- Expulsion

The offender should take responsibility to make amends for the behaviour, including written apologies where possible.

D. Misuse of Substances including Sniffing

The misuse of any substances by students under 18 years of age is banned on school premises and in most cases in AGAINST the Law. This includes,

- sniffing petrol or other solvents
- bringing such things onto school premises.
- giving such things to others.

Problems arising out of these substances are considered major offences and any incident must be reported to the Principal **immediately**.

E. Leaving School Grounds Without Permission

The College is responsible for students while they are in our care. Leaving the College without permission or notification can place the child in a potentially dangerous position and beyond the duty of care of the College. This is regarded as a serious offence,

Response:

This must be notified to the Principal as early as it is known.

Consequences:

The Principal will communicate with the Family to address this serious issue.

Attachments in relation to Student Behaviour:

Student Management:

- Attachment A: Behaviour Flow Table
- Attachment B: Student Behaviour Chart: Orange Level
- Attachment C: Buddy Timeout Reflection Sheet
- Attachment D: Reflection Sheet
- Attachment E: What do you want to play at lunch time?

Teacher Management:

- Attachment F: Behaviour Management – Things that work at Gulf Christian College
- Attachment G: Playground Duty Strategies
- Attachment H: The 10 Essential MicroSkills (*Department of Education, Training & Employment*)
- Attachment I: What is Withitness?

- Attachment J: Information and Research – Approaches to Behaviour Management at Gulf Christian College



Behaviour Flow Table: 2014

Be Respectful

Be Safe

Be a Learner

Behaviour	Teacher Action	Paperwork	Consequence
In class disruption	Follow classroom behaviour plan: 3 strikes/ 3 warnings. 1 st warning- name on board 2 nd warning- in class timeout with reflection. Refusal to move means student moves to 3 rd warning. 3 rd warning- Buddy class timeout- red slip If student refuses to move, send red slip to Mr Randall. P/1 --- 2/3 2/3 --- P/1 4/5--- 6/7 6/7 --- Learning Support, P/1	Red Behaviour Slip If student is sent to behaviour room twice in one day or 3 times in one week they will go onto Orange behaviour level.	15 minute Behaviour Room 1 st break or second break. Students fill in Green or Yellow sheet. Orange Level- No Swimming or other out of school trips.
Minor Playground Offence	Verbal Warning Sit student down from play for a period of time against office wall, eg. 5,10 mins: teacher discretion	None	Student sat down from play (for a period of time, eg. 5,10 mins teacher discretion) against admin building
Swearing	Sit student down for 10 minutes	Red Slip	Behaviour management Room for next break
More serious playground behaviour (rough play, damage to property)	Sit student down from play for the rest of the lunch time	Incident report Possible Orange Level	Behaviour management Room for next break Orange Level
More serious classroom or playground issues	Send to Principal	Incident Report Orange/ Red Level	Mr Randall Orange/ Red Level

Behaviour Slip Date: _____ Time: _____ Student Name: _____ Reason for Referral: _____ _____ _____ Teacher: _____	Behaviour Slip Date: _____ Time: _____ Student Name: _____ Reason for Referral: _____ _____ _____ Teacher: _____	Behaviour Slip Date: _____ Time: _____ Student Name: _____ Reason for Referral: _____ _____ _____ Teacher: _____	Behaviour Slip Date: _____ Time: _____ Student Name: _____ Reason for Referral: _____ _____ _____ Teacher: _____	Behaviour Slip Date: _____ Time: _____ Student Name: _____ Reason for Referral: _____ _____ _____ Teacher: _____
<div style="border: 1px solid black; padding: 2px; display: inline-block;">B</div> ehaviour Slip Date: _____ Time: _____ Student Name: _____ Reason for Referral: _____ _____ _____ Teacher: _____	Behaviour Slip Date: _____ Time: _____ Student Name: _____ Reason for Referral: _____ _____ _____ Teacher: _____	Behaviour Slip Date: _____ Time: _____ Student Name: _____ Reason for Referral: _____ _____ _____ Teacher: _____	Behaviour Slip Date: _____ Time: _____ Student Name: _____ Reason for Referral: _____ _____ _____ Teacher: _____	Behaviour Slip Date: _____ Time: _____ Student Name: _____ Reason for Referral: _____ _____ _____ Teacher: _____




























Student Behaviour Chart: Orange Level

Name: _____ Grade: _____ Starting Date: _____

My responsibilities:

1. _____
2. _____
3. _____

	Monday	Tuesday	Wednesday	Thursday	Friday
1 st session					
1 st Break					
2 nd Session					
2 nd Break					
3 rd Session					



Buddy timeout Reflection Sheet for _____

Date: _____

1. Why have you been sent to buddy timeout?

2. Why did you behave like this?

3. How are you going to change this behaviour?

4. Who do you need to apologise to?

Student Signature: _____ Buddy Timeout Teacher Signature: _____

Reflection Sheet

Name: _____ Date: _____ Teacher: _____

What did you do?

Why did you do it?

What is a better thing to do?

What do you need to do now?



What do you want to play at lunch time?

Activity	Year Level	What you need	Area to go to
Touch football, soccer, oztag or other ball games	P,1,2,3, 4,5,6,7	Fair play, hat , good attitude	Oval
Ball Games	P,1,2,3	Fair play, hat , good attitude	Oval or front grass area
Handball, Bouncing basketball (NOT kicking)	P,1,2,3, 4,5,6,7	Fair play, good attitude	Undercover Area
Skipping	P,1,2,3, 4,5,6,7	Fair play, good attitude	Undercover Area
Sand activities	P,1,2,3	Fair play, hat , good attitude	Sandpit
Sand activities	4,5	Fair play, hat , good attitude	Playground
Playground games	P,1,2,3,4,5	Fair play, hat , good attitude	Playground
Reading, Computers, duplo or other games	P,1,2,3, 4,5,6,7	Fair play, good attitude	Library

Behaviour Management

Things that work at Gulf Christian College:

- Positive approach- show you care
- Get the little things right. Eg. hats, lining up, clean area, neat desks and book work
- Clear Guidelines/ Procedure- Follow Through
- A student should never 'get away with a bad behaviour'- this may mean waiting until a student has settled down to follow through
- Develop Routines
- Be Proactive- initiate a game in the playground
 - don't inflate a situation
- Immediate Consequence- eg if you have asked a student to stop running and they continue- have them sit out for 5 minutes.

Things that don't work at Gulf Christian College:

- Warnings/ Unrealistic Threats without follow through. Eg sit down or you will miss out on a week of playtime
- Yelling or Screaming
- Getting Upset yourself

Playground Duty Strategies

Be Proactive

- Does the game/ activity look safe?
- Is it fair for all students?
- Don't sit and wait for issues to occur

Engage the Students

- Talk with them
- Make sure they are happy with the game they are playing
- Encourage them to participate

Get the little things right

- Teach students responsibility through correcting small behaviours
- Students get used to listening, following instructions

Follow Through

- Follow through with consequences
- 'demand' that you are listened to

The 10 Essential MicroSkills



The Department of Education, Training and Employment (2012) lists 10 essential microskills to use for behaviour management. These are listed below with a brief description and examples.

1. Establishing Expectations

clearly articulating and demonstrating the classroom rules and expectations

*modelling the expectations
making the classroom rules visible
regularly referring to and discussing the classroom rules*

2. Giving Instructions

giving clear directions of what you want the students to do

*keep instructions short and concise
start instructions with a verb
use a verbal or non-verbal prompt to gain students attention prior to giving the instructions
phrasing the instruction as a direction*

3. Waiting and Scanning

wait and look at your students for 5-10 seconds after you give an instruction

*after giving an instruction, pause, remain quiet and look at your students before continuing
use assertive body language*

4. Cueing with Parallel Acknowledgement

acknowledging students on-task behaviour to encourage others to copy that behaviour

*when a student or group of students are off-task, choose to
acknowledge a student behaving appropriately in close proximity who is on-task
use a loud enough voice for others to hear
e.g. I love the way James is sitting there quietly*

5. Body Language Encouraging

intentionally using your proximity, body gestures and facial expressions to encourage students to remain on-task

smile and make eye contact to acknowledge good behaviour

use nodding and finger symbols

6. Descriptive Encouraging

To encourage students to become more aware of their competence by describing what you see or hear from them that you hope to see more frequently

use frequently

use a respectful and measured tone of voice

use sooner rather than later

e.g. Samantha, you sat in your seat as soon as I gave the instruction

7. Selective Attending

deliberately giving minimal attention to safe, off-task or inappropriate behaviours

keep the student in your peripheral vision

attend to the student only if they are on-task or if their behaviour becomes disrupting to others or unsafe

8. Redirecting to Learning

prompting a student who is off-task or disrupting others with a redirection to learning

this can be verbal or non-verbal

*redirect learning in the form of a question e.g. Shane, what question are you up to?
allow some take-up time*

9. Giving a Choice

respectfully confront the student who is disrupting others with the available choices and their consequences

give a choice when you cannot think of any less intrusive options

give a choice when it is clear that the students behaviour is escalating

e.g. James, your choices are...

Year three, you can choose to start now or later. The first two questions have to be finished before lunch today

or you will need to stay back to complete them. If anyone needs help, please let me know."

10. Following Through

resolute, planned action in response to extended off-task behaviour or ongoing disruptive behaviour that is disrupting the rest of the class

do what you said you would do

use it as a last resort, when all other skills have not been effective

What is Withitness?

A good teacher is usually great at multitasking. Their mind is able to process multiple sensory inputs at once—the random sounds in the classroom, the voices of her students, people walking by her classroom door—all while conducting a lesson and focusing on the educational content that needs to be presented. This is a characteristic that educators refer to as withitness.

When a teacher has withitness, she seems to have x-ray vision. It's almost as if the teacher knows what's going to happen before it actually does. Withitness encompasses multitasking, classroom awareness, alertness, intuition, and confidence—all in a way that projects a powerful image to every student in the classroom. The teacher is in control. She knows, and because she knows, the students know that there is no need to act out. Because she knows, she can stop misconduct with a look. Her body language and proximity enable her to maintain control effortlessly.

In an article entitled “Are You with It?,” Deb Wuest presents an excellent summary of withitness and related characteristics that all lead to effective classroom management.

Do your students think you have “eyes behind your head”? Can you deal effectively with the demands of several students at the same time? Are you effective at maintaining lesson momentum, changing activities when interest is waning or modifying activities to keep students busy? If so, you are using many of the techniques incorporated by Kounin into his discipline model.

Kounin’s model focuses on preventive discipline— techniques and strategies designed to prevent the occurrence of discipline problems in the first place. According to Kounin, good classroom management depends on effective lesson management. Kounin’s key ideas include the “ripple effect,” “withitness,” “overlapping,” effective transitions, class management, and satiation.

Wuest proceeds to describe two of Jacob Kounin’s (Kounin, J. S. Discipline and Group Management in Classrooms. Holt, Reinhardt and Winston, 1970. WikiEd suggests an updated treatment by Charles Wolfgang. *Solving Discipline and Classroom Management Problems: Methods and Models for Today’s Teachers*. John Wiley and Sons, 2001). key ideas:

Withitness. “Withitness” is a term created by Kounin to describe the teacher’s awareness of what is going on in all parts of the classroom at all times. We commonly refer to this as “having eyes in the back of the head.” To be effective, the students must perceive that the teacher really knows what is going on in the gymnasium. If students are off task and fooling around, the teacher needs to send a clear message that communicates to the students that the teacher sees that they are not working and they need to get started. Withitness can be improved with practice, such as learning how to

effectively use systematic techniques to scan the class. Keeping your “back to the wall” as you move throughout the class helps you see the broader picture and be more aware of what is going on.

The effectiveness of withitness is increased when the teacher can correctly identify the student who is the instigator of the incident. Teachers who target the wrong student for a desist or a reprimand are perceived by the students as not knowing what is really going on (i.e., not “withit”). When several incidences of misbehavior occur at the same time, it is important that teachers deal with the most serious incidence first. Timing is another aspect of withitness. Teachers should intervene early and quickly in dealing with misbehavior. Failure to do so allows the misbehavior to spread.

INFORMATION AND RESEARCH Approaches to Behaviour Management at the College

Glasser

Glasser's approach is designed to establish and maintain the school as a 'good' place to be.

A good place is one where people are courteous. Yelling, sarcasm and denigration are the exception instead of the rule.

A good place is one where laughter is frequently heard, not because of frivolous activity but because of genuine joy brought by involvement with caring people engaged in relevant work.

A good place is one where communication is practiced and not preached. People talk with, not at.

A good place is one that has reasonable rules, rules which everyone agrees with because they are beneficial to the individual and the group; rules which everyone has a democratic stake in because everyone has a say in making and changing the rules as the need arises.

A good place is one where the administrators actively support and participate in an approach to discipline that teaches self-responsibility. They model the technique with the students they are involved with and they positively support the staff as they practice the techniques of the work program.

Commonsense, firmness, consistency, and a willingness to remove one's foot from the accelerator to try something else, form the basis for the implementation of Glasser's approach to discipline.

Basically, Glasser asks teachers to:

- consider their own behaviour carefully;
- establish a good rapport with their students;
- make their students aware of the expectations, and their inappropriate behaviour;
- work out solutions to the behaviour problem with the student; and
- use logical consequences of misbehaviour rather than punishments.

Glasser's ten step discipline plan can be summarised as:

STEP 1

Teachers continuously monitor the current situation by asking themselves, 'What am I doing? How can I react to this behaviour?'

STEP 2

They then ask themselves, 'Is what I'm doing working?' and if it isn't, stop doing it.

STEP 3

Teachers encourage students when they are not misbehaving. They recognise their inherent worth when they are doing nothing extraordinary. They demonstrate to students that the teacher has the capacity to be nice, as well as the capacity to be tough.

STEP 4

When teachers become aware that a student is misbehaving, they ask the student, quickly and sharply, but not angrily, 'What are you doing?' (or something similar).

STEP 5

If the misbehaviour continues, teachers repeat Step 4 and add: 'Is it against the rules?' or 'What should you be doing?' (or something similar). If the student fails to respond, the teacher says, 'You were _____, and this is against the rules' (or something similar).

STEP 6

If the misbehaviour still persists, the teacher tells the student simply, clearly and quietly that his/her behaviour is not good enough and that they (the teacher and the student) must come to a mutually satisfactory agreement regarding appropriate classroom behaviour, if the student is to be allowed to remain in the teacher's class (We've got to work it out).

STEP 7

If no solution is found, then the teacher withdraws the student from the group by placing him/her away from the rest of the class in the classroom until a solution for him/her being part of the group is worked out.

STEP 8

If the student continues to fail to respond appropriately, the teacher simply calls a 'time out' and withdraws the student from the classroom to a previously designated 'work it out area' where the student must come to terms with the reasonable expectations of appropriate behaviour when he/she is allowed to return to the classroom.

STEP 9

If the student continues to annoy or disrupt other students school during Step 8, and remains unwilling to cooperate, he/she is sent home by a member of the administrative team, and the student's parents (guardians) are informed that he/she is not to return to class until he/she is prepared to cooperate with the rest of the school community.

STEP 10

If the student's parents are unable to deal effectively with the student, parents are referred to the appropriate support group for assistance.

Bill Rogers

An integral part of engendering and maintaining a cooperative and caring atmosphere in the school is creating a positive classroom environment. The following is a guide to assist teachers with the effective implementation of this fundamental management strategy.

1. The Classroom Rules

Ensure that every student knows the classroom rules. Encourage student identification with these expectations by explaining student involvement in the creation process and the rationale behind each rule. Periodically remind students of the rules in an informal way.

2. Adequate Preparation/ Professional Development

Be prepared. Make a prompt start to lessons. Consider variety, interests and motivation. Provide lessons suited to students' needs and abilities. Avail yourself of opportunities around you to enhance your own professional development and that of others.

3. Build Positive Relationships

Give students 'the time of day', (smile, say hello), both inside and outside the classroom.

Always be courteous and expect courtesy in return. Be genuine and caring. Reinforce positive/acceptable behaviour where possible. Be firm, but fair. Be consistent.

4. Knowing Students

Learn the names of your students as soon as possible (a seating plan may help). Develop rapport outside, as well as inside, the classroom (school socials, playground duty, athletics carnivals etc.). Be aware of what a specific student is capable of. This includes verbal and written abilities as well as specific skills, e.g. reading to the class. Be aware of students' weaknesses and dislikes, e.g. directing questions at a student who becomes anxious when receiving the focus of the whole class.

5. Create a Cohesive Classroom Group

Encourage a cooperative 'team effort'. Endeavour to keep the environment 'warm'; all students require a sense of belonging to the group as a whole. Involve your students.

6. Communication/Effective Listening

Be a good listener. Be friendly and consistent. Listen carefully - as much as you talk. Give the students your individual attention. Show interest in what they have to say. Tune into student experiences. Share a little of yourself and your experiences where appropriate. Be empathetic.

7. Praise and Encouragement

Make it deliberate practice to encourage students and praise work and behaviour, both as individuals and as a group (display work). Identify mistakes non-critically. Avoid embarrassing the student. Encourage the students to learn from their errors by ensuring that your criticism is constructive. Try to make the first contact with the class each lesson a positive one. Praise students' efforts in areas outside your teaching subject.

8. Mutual Respect

Treat students with respect and expect respect in return. This can be conveyed through one's tone of voice and speaking in context.

Procedures that should be a habit for every teacher

- Insist on quiet, orderly entry to and dismissal from the classroom.
- Establish clear procedures for routine happenings, for example:
 - resource distribution
 - setting/checking homework
 - answering questions
 - use of homework diary.
- Insist on student silence when you speak.
- Speak confidently and clearly.
- Maintain written records of problems and the action taken.
- Keep all students busy all of the time.
- Involve all students in the lesson.
- Insist that students look at you when you are talking.
- Vary your questioning techniques.
- Avoid too much talking.
- Move around the classroom.
- Demonstrate your 'whole room awareness' at all times.
- Be conscious of the flow of the lesson and the effect of any interruption.
- Recapitulate frequently.
- Be prepared to modify your planned lesson on the basis of feedback.
- Teach on your feet.
- Use the blackboard/whiteboard/technology.
- Set homework regularly and check that it is done.
- Communicate with parents initially through the use of the diary.
- Allow latecomers to arrive quietly - there is no need to stop teaching for them, find out later the reason for their late arrival.

Least Intrusive to Most Intrusive Steps to Maintain Discipline

Avoid jumping in too heavily for minor offences. The following are graduated from the *least* intrusive to the *most* intrusive.

1. Tactical Ignoring of Behaviour

Decide how long to ignore and what action you will take if it does not work. Never ignore rude or arrogant calling out, swearing, defiance or aggression.

2. Non-verbal Messages

- eye contact for off-task students
- facial messages - smile, stare, wink
- confident, positive classroom movement
- gesture - hand up, touching desk.

3. Casual Statement or Question

e.g. 'How's it going?' 'Where are you up to?'

4. Simple Directions (repeat if necessary)

Use of the person's name may be enough, e.g. 'Put the pen down thanks', 'Keep the noise down please.'

5. Rule Restatement/Rule Reminders

Don't get caught in futile discussions. Instead, say, e.g. 'You know our rule. If you want to ask questions, it's hands up.'

6. Questions and Feedback

e.g. 'What are you doing?' Then (if necessary) followed by, 'What should you be doing?' Followed by (if necessary), 'You should be doing -----.'

7. Distractions and Diversions

Teachers can often anticipate a disruption or problem and distract or direct the students. They can do this by:

- inviting some assistance
- asking a question
- giving them a task
- moving closer
- inviting another student to work with him or her
- asking the student to move.

8. Defusing

Appropriate humour can sometimes take the heat out of a situation.

9. Deflection

Acknowledge the student's frustration/anxiety. Refer the student to appropriate behaviour.

10. Taking the Student Aside

It may be necessary, if the student is upset, to give him/her a cooling off period before resuming work. Ensure that the student knows what he/she should be doing before you ask him/her to return to the classroom environment.

11. Clear Command

Make clear, direct commands to students, especially in dangerous situations, e.g. 'Put that acid bottle down now. Move over there and wait.' Then further talk and follow-up action.

12. Assertive Message/Statement

Sometimes 'I' messages have impact. e.g. 'I am not very happy with the amount of work being done.'

13. Simple Choice

Empty threats are pointless. This should be preceded by other approaches, e.g. 'Michelle, Denise, I will give you a simple choice. Either sit together and start working quietly on the task, or if you keep talking loudly I will have to move you.'

14. Isolating Students within the Room

Students are given a clear choice - settle down to work quietly or move. This is a form of a logical consequence.

15. Withdrawal

The student has chosen not to work within the expectations of the classroom. The student cannot return to the classroom until he/she has 'worked it out'. See HOD/Subject Coordinator.