



**ESPERANCE SHS  
EDUCATION SUPPORT  
CENTRE**

**BEHAVIOUR  
MANAGEMENT IN  
SCHOOLS  
POLICY**

## **SCHOOL PURPOSE**

The purpose of the Esperance Senior High School Education Support Centre is to deliver individual programs in a positive, caring environment that assist students develop intellectual, practical, physical and social skills to reach their potential as independent, valued contributors to society. The staff implements a varied program, designed to address the learning needs of all students and equip them with skills to enable them to function as members of the broader community. Teaching staff incorporate the principles of an outcomes approach into their planning, using the Standards and Outcome Framework and monitor the individual learning needs through individual education plans. The teaching staff values the principles of teaching, learning and assessment as outlined in the Curriculum Framework.

## **UNDERLYING PRINCIPLES**

- We are committed to providing a safe and supportive school and community environment for all students that is violence, drug and harassment free.
- We are responsive to individual needs and respectful of difference.
- All interactions between staff and students occur in a climate of consistency and fairness to create a positive environment for teaching and learning where students are valued and cared for as individuals.
- Staff, parents, students, carers and outside agencies work together for personal and communal growth and enhancement.
- We are strongly committed to enabling students to live healthy and enriched lives by providing holistic education including social, emotional, academic, and physical learning environments for the development of students as life long learners.
- We recognize that each person is responsible for his or her own actions and behaviours.
- We are committed to developing students' skills so they may become responsible, realistic, self-managing individuals who meet challenges with confidence and purpose.

## **RIGHTS AND RESPONSIBILITIES**

<p><b>Students have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>• learn in a purposeful and supportive environment without being disrupted by others;</li> <li>• work and interact in a safe, secure, friendly and clean environment;</li> <li>• respect, courtesy and honesty.</li> </ul>	<p><b>Students have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>• ensure that their behaviour is not disruptive to the learning of others;</li> <li>• ensure that the school environment is kept neat, tidy and secure;</li> <li>• ensure that they are punctual, polite, prepared and display a positive manner;</li> <li>• behave in a way that protects the safety and well-being of others.</li> </ul>
<p><b>Staff have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>• respect, courtesy and honesty;</li> <li>• teach in a safe, secure, and clean environment;</li> <li>• teach in a purposeful and non-disruptive environment;</li> <li>• co-operation and support from parents.</li> </ul>	<p><b>Staff have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>• model respectful, courteous and honest behaviour;</li> <li>• ensure that the school environment is kept neat, tidy and secure;</li> <li>• establish positive relationships with students;</li> <li>• ensure good organization and planning;</li> <li>• report student progress to parents.</li> </ul>
<p><b>Parents have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>• be informed of course and curriculum material and behaviour management procedures, and decisions affecting their child's health and welfare;</li> <li>• be informed of their child's progress;</li> <li>• access a meaningful and adequate education for their child;</li> <li>• be heard in an appropriate forum on matters related to the rights of their child to an appropriate education;</li> <li>• respect, courtesy and honesty.</li> </ul>	<p><b>Parents have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>• ensure that their child attends school;</li> <li>• ensure that the emotional and physical condition of their child is at an optimum for effective learning;</li> <li>• ensure that their child is provided with appropriate materials to make effective use of the learning environment;</li> <li>• support the school in providing a meaningful and adequate education for their children;</li> <li>• model respectful, courteous and honest behaviour.</li> </ul>

## **AS PART OF ESPERANCE SENIOR HIGH SCHOOL**

Education Support students, as part of the Esperance Senior High School Campus, are expected to comply with the School Behaviour Management Plan of the ESHS as follows.

*Students with Special Needs  
(Education Support Centre Students)*

*In general, Education Support Centre students will comply with the standard MSB Policy. However, for some students Individual Behaviour Management Programs will apply. ESC students have the right to have an advocate from the ESC staff when serious behaviour issues arise. Any major incidents should be referred to the ESC principal. (From: ESHS SBMP)*

## **SCHOOL CODE**

Respect, courtesy, consideration, tolerance and cooperation are vital to creating a harmonious learning environment.

1. All students have a right to learn without disruption.
2. All students must follow the instructions given by a teacher and comply with school policies.
3. Esperance Senior High School is a drug free workplace.
4. All students must maintain a safe and healthy workplace, (i.e. quiet orderly movement around the school, no bullying, littering or vandalism).
5. All members of the school community should treat each other with respect and courtesy.
6. Students must stay within school boundaries and must not leave the school site without permission.
7. All students must maintain appropriate physical interaction.

## **THE GOLDEN RULES OF BEHAVIOUR MANAGEMENT**

Staff should

- Have clear statements of whole school and classroom rules and the consequences of their infringement.

- Set consistent, achievable and challenging standards.
- Promote a positive working environment. Consider student seating, classroom arrangement, physical environment and emotional needs.
- Prepare each learning session thoroughly. They must:
  1. *know what they wish to achieve;*
  2. *know their content*
  3. *have prepared the necessary resources; and*
  4. *be punctual.*
- During the lesson:
  1. *give clear instruction – appropriate to receptive language levels;*
  2. *teach at the students' level;*
  3. *use motivation techniques;*
  4. *cater for a variety of interests and learning styles; and*
  5. *be flexible and approachable in approach.*
- Use positive reinforcement for appropriate behaviour. Note that:
  1. *positive incentives must be earned rather than just given;*
  2. *verbal encouragement should be the most used incentive;*
  3. *a variety of positive incentives should be used – change incentives regularly to maintain enthusiasm;*
  4. *desired behaviour should be rewarded; and*
  5. *every student should be given the opportunity to earn and receive acknowledgement of their worth.*
- Be alert to disruptive students and be prepared to use the school behaviour management plan to combat inappropriate behaviour.

## **POSITIVE REINFORCEMENT**

Positive consequences for students can be individual, whole class, whole school or linked to ESHS reward system through merit certificates and subject certificates. These are developed with input from staff, parents, psychologists, mainstream staff and students and can incorporate tracking, weekly reviews, positive consequences and/or contracts.

# **SUGGESTED STRATEGIES for EFFECTIVE BEHAVIOURAL MANAGEMENT**

## **Tactical Ignoring of Behaviour**

Ignore the unwanted behaviour whilst at the same time reinforcing the wanted behaviour. Effective eye-sweeps pick up on-task (wanted) behaviour and means there is no direct eye contact for off-task behaviour.

## **Non Verbal Messages**

Are useful for communicating intent, as are expressions on our face and the bearing of our body. Facial messages should be combined with verbal communication.

## **Casual Statement or Question**

To ask a question casually or make a statement without making a big fuss gives the student an easy, face saving opportunity to get back into on-task behaviour. Is effective for low-level disruptions and keeps a workable relationship going with students.

## **Concise Directions**

Directions should be kept concise and express our intent clearly.

## **Rule Re-statement/Reminders/Expectations**

Can be applied in a range of situations from individual to the whole group. When re-stating or reminding students of a rule do so quietly and refer to the key description of the rule eg. Safety, movement, respect

## **Distractions and Diversions**

Teachers can often anticipate a disruption or problem and either distract or divert the student eg. Ask for assistance, give a task, move closer, move student

## **Defusion/Humour**

Appropriate judicious humour can take the heat out of a situation and maintain a good working relationship.

## **Deflection**

Acknowledgement of the student's problem eg frustration is followed by the teacher re-directing the student back to the appropriate behaviour.

### Taking the Student Aside

Speaking to the student privately and quietly minimizes hostility and embarrassment, as well as providing time for the student's right of reply. This can be an effective cooling-off period.

### Assertive Message of Statement

The teacher expresses concerns or feelings about the behaviour as it affects the rights of others, including the staff in the classroom. The 'I' messages distinguish between the student and his/her actions.

### Cracked Record

Is a verbal strategy that reasserts a teacher's fair direction repetitively using the same form of words?

### Giving Simple Choices

Empty threats are pointless. It is far better to put the students into a context where a responsible alternative is provided. Choice enables students to progress towards some measure of self-control. The students are challenged to take responsibility for their own behaviour. Choice over one's own behaviour and about one's behaviour is central to self-discipline, self-control and tolerance to frustration.

### Can I See You?

Best used towards the close of the lesson as a reminder you will keep them back to explain their behaviour. It is a way of following up and through.

## **CAUSES OF STUDENT INAPPROPRIATE BEHAVIOUR**

Students misbehave for a reason. They get some reward for acting in a disruptive manner. While they continue to get this pay off for the misbehaviour they will continue. As teachers, we need to be able to identify the purpose of the misbehaviour so the appropriate action can be taken. Four short-term goals of misbehaviour have been identified. Students may misbehave because:  
They want attention. They want power. They are looking for revenge.  
They have given up, want you to leave them alone and so choose to display their inadequacy.

### **Attention**

- If a student wants more attention he/she may try to gain this from teachers

and peers by passive or active misbehaviour. By responding to the misbehaviour the student's goal of receiving attention is satisfied and so the students will continue to misbehave.

- In this case, a student should try to give the student attention for all positive behaviour and ignore the inappropriate behaviour or remove the student from the class so he/she can no longer be given attention.

#### **Power**

- Some students seek power by challenging authority, resisting rules and undermining instructions from the teacher. They want to be in control, especially in the eyes of their peers.
- The guideline for responding to this situation is to withdraw from the conflict rather than escalate it. For example, remove the student from the classroom and discuss the matter at a later time. Try to direct the student's power in some socially useful direction.

#### **Revenge**

- When students feel defeated, hurt or unhappy they may wish to 'get back' at you. Their behaviour may take the form of verbal insults, hateful looks and gestures or active misbehaviour. When dealing with misbehaviour avoid feeling hurt. Do not get hooked into seeking your own revenge.
- Try to react to the student in an unexpected way.

#### **Display of Inadequacy**

- If students believe they have failed or are continually discouraged they may simply give up and withdraw from any further challenges. The student may simply say, "I can't" or refuse to attempt a task.
- This student requires encouragement for any positive effort. Avoid criticism or pity and don't give up on the child.

## **HIERARCHY OF CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR**

At times there are inappropriate behaviours that require consequences. This will occur when positive methods have not been effective or with non-negotiable misbehaviours which put other students or staff in an unsafe situation.

1. **Warning** – The student is warned about their inappropriate behaviour and given the choice to take responsibility to correct this behaviour.
2. **Isolation/Removal** – The student is removed from the situation for a short period. This may be within the classroom setting or to another classroom close by.
3. **Detention** – In school detention at recess and/or lunchtime to be carried out in the ESC.
4. **Buddy Room** – Student sent to another classroom/teacher for a longer period than isolation.
5. **Time Out** – The student is removed from the situation into a timeout area – Principal's Office.
6. **Parent Contact** – The classroom teacher and/or Principal will contact Parents and their child's behaviour discussed.
7. **Suspension** – Parents will be contacted immediately and asked to collect their child from school.

At any stage in the hierarchy an individual behaviour management plan may be developed with teacher, student and parents.

This is a suggested hierarchy of consequences, however differing situations may require different ordering of consequences.

Education Assistants must refer any unmanageable behaviour situations to the classroom teacher. Behaviour management situations at Level 3 must be referred to the ESC teacher, mainstream teacher or Principal.

## **CRISIS MANAGEMENT**

In a situation where a student is displaying violent behaviour and the safety of students or staff is in jeopardy -

- The safety of students is your first priority.
- Restraint should only be used to protect yourself or for the safety of others, and as a last resort. (PART strategies)
- Try to get help from Principal or other staff members as quickly as possible. (Telephone, mobile phone, emergency button)
- If a student refuses to leave a class, send a runner and wait for assistance or act in the interests of everybody's safety. eg. Remove

**other students from the situation.**

- **Parents/guardians will be contacted immediately if PART strategy 3 has needed to be employed.**
- **Police or relevant authority (eg. DCD) will be called if a student cannot be calmed.**