



LANGFORD ISLAMIC COLLEGE

**POSITIVE BEHAVIOUR MANAGEMENT
POLICY**

2017

Positive Behaviour Management Policy

VISION STATEMENT

LANGFORD ISLAMIC COLLEGE WILL PROVIDE A HIGH STANDARD OF SECULAR AND RELIGIOUS EDUCATION TO EQUIP OUR STUDENTS TO ACHIEVE SUCCESS IN THIS LIFE AND IN THE HEREAFTER.

Introduction	The goal of a whole school behaviour management process is to provide a plan and structure to facilitate an effective learning environment at
Scope and application	Policy applies to all employees of Langford Islamic College
Related legislation and guidelines	Respective legislation as well as AISWA guidelines. List of Legislation referenced appears in the document.
Related Policies	Mandatory Reporting
Evaluation	Annually or as recommended by the Department of Child Protection and Family Support

Date	Action (issue, reissue, amendment, replacement of pages, etc.)	Initials
01/03/17	Revised	NM
30/11/18	Next Review	

POSITIVE BEHAVIOUR MANAGEMENT

The primary purpose of Langford Islamic College is to provide high quality teaching and learning. Underpinning our student management is the importance of **positive relationships** between members of our school community. Behaviour management in the classroom is based on the notions of a **supportive school environment** and a **positive discipline policy**.

The goal of a whole school behaviour management process is to provide a plan and structure to facilitate an effective learning environment at Langford Islamic College. We believe a positive classroom environment is the most effective way to promote learning. Initially, student behaviour in the classroom is the responsibility of the teacher. The teacher will alert students when their behaviour is unacceptable. This enables the situation to be dealt with at the point the behaviour is occurring. Teachers' responses relate to how the rights of others are affected by behaviour.

In serious cases, where behaviour threatens the orderly function of the classroom or threatens the well-being of others, the formalised behaviour management process and procedures commence. This process is designed to help students make appropriate choices in the future.

Values and Beliefs

We have made decisions about preferred ways to respond to and deal with disruptive behaviour. These practices are preferred as they fulfil our aims of supporting behaviours that acknowledge and protect mutual rights.

We seek to develop in students an acceptance of responsibility for their own behaviour especially as it impacts on the rights of others.

Merely gaining control over students is not proof of good management; for example, it is not acceptable, even if it works, for teachers to use sarcasm, putdowns, ridicule or intentional embarrassment to gain control. This approach does not acknowledge or protect mutual rights.

It is expected that teachers will take active responsibility for behaviour management, using preferred practices both in the classroom and in their wider duty-of-care role.

A Framework for Learning at Langford Islamic College

Teachers actively engage students in the learning process. They are responsible for creating a positive environment that motivates each student. This is achieved by delivering a sound curriculum utilising those pedagogies and instructional skills that make the learning process relevant and interesting.

Where teachers are experiencing difficulties with classroom management, they ask, *is it because of what I am doing?* Consistent and innovative teaching methods are the centre-piece of an effective learning environment at Langford Islamic College.

Teachers' Responsibilities

The role of the teacher is to build positive relationships with students that promote an effective learning environment.

The teacher is responsible for the students in their classes. Even where a student is removed from class and participates in a negotiation process with the teacher and a representative from Student Services, they will ultimately return to that classroom.

Administrator Responsibilities

The role of administrators is to assist and support teachers to build positive relationships with students so that an effective learning environment can be established and maintained.

For the student to return to the classroom, the administrator or member of Student Services will be involved and supportive through the negotiation process.

Parent Communication

Parents are partners in the education and support of their child's learning, health and well-being

We foster an open-door, approachable calm relationship with parents to support the appropriate remediation of their child's behaviour. Parents have a right to respond to sanctions imposed by the school in a reasonable timeframe. They can expect teachers to communicate via phone, email or personalised interviews. If further support is required Student Services may offer the following plans:

- IEP- Individual Education Plan
- IBMP- Individual Behaviour Management Plan
- RMP- Risk Management Plan
- IAP- Individual Attendance Plan

RIGHTS AND RESPONSIBILITIES

All members of the school community have rights and responsibilities. These are shown below.

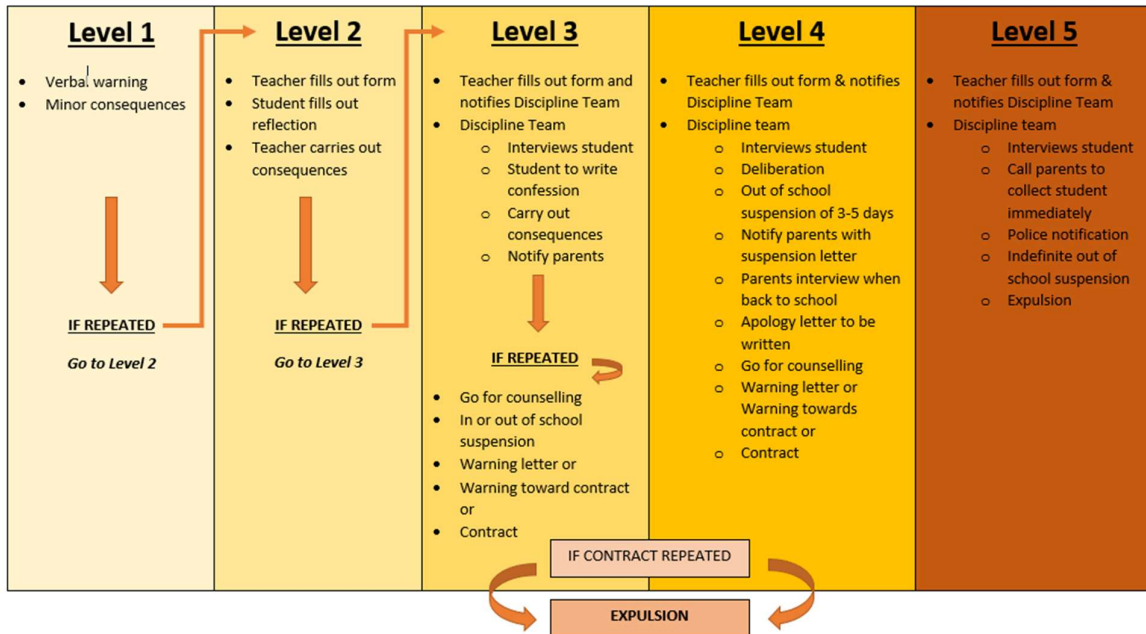
Every student has the right to:	Every student has responsibility to:
* Learn without disruption	* Allow others to learn
* Be treated courteously and respectfully	* Treat others courteously and respectfully and to follow teacher's instructions
* Work in a clean environment and have their property respected	* Contribute to a clean environment and respect student, staff and school property
* Work in a safe environment	* Behave in a manner that ensures the safety of everyone, including self
* Reach their potential	* Participate fully in their educational program and come to all classes with all required equipment


Every staff member has the right to:	Every staff member has responsibility to:
* Work without disruption	* Provide and/or support relevant and challenging educational programs
* Be treated courteously and respectfully	* Treat others courteously and respectfully
* Work in a clean environment and have their property respected	* Contribute to a clean environment and respect student, staff and school property
* Work in a safe environment	* Behave in a manner that ensures the safety of everyone, including self
* Have support of whole school community	* Support the school's ethos, policies and procedures


Every parent has the right to:	Every parent has responsibility to:
* Be treated courteously and respectfully	* Treat others courteously and respectfully
* Be informed about their child's progress	* Monitor their child's progress
* Expect their child to participate fully in their educational program	* Ensure that their children attend school, provide materials and support the school's policies and procedures

BEHAVIOUR MANAGEMENT PLAN

Misconduct Level Issued According to Seriousness



 MISCONDUCT NOTIFICATION FORM LEVEL 4	
Student: _____	Year: _____
Referring Staff: _____	Date: _____
<input type="checkbox"/> Continued Level 3 Misconduct <input type="checkbox"/> Assault of other students/staff <input type="checkbox"/> Fighting resulting in injury <input type="checkbox"/> Major vandalism and/or breakage <input type="checkbox"/> Abusive language toward staff/other student <input type="checkbox"/> Intimidation of staff <input type="checkbox"/> Smoking and /or possession of tobacco products	<input type="checkbox"/> Possession and/or consumption of illegal substance. <input type="checkbox"/> Gross indecency <input type="checkbox"/> Sexual harassment/misconduct <input type="checkbox"/> Pornography <input type="checkbox"/> Using internet or other electronic means to direct abusive language and/or imagery at others
Description _____ _____ _____	
Discipline Committee Decision: <input type="checkbox"/> An out-of-school suspension between 3-5 days <input type="checkbox"/> A PARENT INTERVIEW <input type="checkbox"/> Apology letter required <input type="checkbox"/> Student to be sent home immediately	
<input type="checkbox"/> A decision will be made as to whether the student is allowed back in class/school <input type="checkbox"/> Warning to Conditioned Enrolment issued <input type="checkbox"/> Condition Enrolment issued <input type="checkbox"/> Police notification and /or outside agency referral <input type="checkbox"/> An expulsion	
Administrative follow-up: <input type="checkbox"/> PARENT CALLED URGENTLY TO PICK UP STUDENT <input type="checkbox"/> PARENT TO BE TEXTED WITH MESSAGE: _____	

 MISCONDUCT NOTIFICATION FORM LEVEL 3	
Student: _____	Year: _____
Referring Staff: _____	Date: _____
<input type="checkbox"/> Continued Level 2 behaviour <input type="checkbox"/> Switching on and/or use of mobile phones [From 8.30am-3.30pm (Refer to Flow Chart D)] <input type="checkbox"/> Chewing gum in school area <input type="checkbox"/> Insolence toward staff <input type="checkbox"/> Persistent disruptive behaviour in class <input type="checkbox"/> Unexplained absence from class/detention <input type="checkbox"/> Wilful and persistent disobedience <input type="checkbox"/> Serious Teasing/Playing Prank/Play fights <input type="checkbox"/> Physical aggression <input type="checkbox"/> Abusive language including swearing/ racist remarks <input type="checkbox"/> Inappropriate play during lunch/recess/_____	<input type="checkbox"/> Cheating during a test/examination <input type="checkbox"/> Plagiarism in assignments <input type="checkbox"/> Use of vulgar language and actions <input type="checkbox"/> Verbal/written threats and/or intimidation of others <input type="checkbox"/> Vandalism- graffiti and breakage <input type="checkbox"/> Leaving school grounds without permission <input type="checkbox"/> Truancy <input type="checkbox"/> Theft <input type="checkbox"/> Inciting others to behave inappropriately <input type="checkbox"/> Close proximity with another student
Note for parent: _____ _____ _____	
From The Discipline Committee	
Discipline Committee Decision: <input type="checkbox"/> Lunch detention <input type="checkbox"/> Out of school suspension for _____ days <input type="checkbox"/> Apology letter required	
<input type="checkbox"/> Mobile phone kept with the Discipline Committee <input type="checkbox"/> Warning to Conditioned Enrolment issued <input type="checkbox"/> Condition Enrolment issued	
Administrative follow-up: <input type="checkbox"/> Send form home <input type="checkbox"/> Form to be filed	
<input type="checkbox"/> No of times form issued: _____ <input type="checkbox"/> No of times students has been suspended: _____ <input type="checkbox"/> Student is on * Warning/Conditioned Enrolment Contract.	

Please note that corporal punishment is against the law. We also do not tolerate physical assaults or any form of bullying. Students must be mindful that they are in an Islamic environment and proper Islamic *adaab* at all times.

EXPECTATIONS OF STUDENTS

At Langford Islamic College, we expect students to be courteous to teachers, parents, visitors, and their peers at all times.

- Students must be serious about learning and not be disruptive in class. Disruptive behaviour hinders the learning process and will not be tolerated. Parents need to ensure that their child understands why he/she is being sent to school, and encourage him/her to embrace a correct attitude towards learning.
- Students must endeavour to be truthful and honest at all times.
- Student must show respect to all by speaking politely and display good mannerisms.
- Students should treat others as they wish to be treated themselves.

Unacceptable behaviors are (but not limited to):

- Bullying (physical or cyber)
- Fighting
- Being disruptive in class
- Teasing (including racial remarks)
- Aggression and/or assault (including attempts of assault)
- Backbiting and gossiping
- Inappropriate, abusive or racist language towards staff or other students
- Insolence
- Truancy
- Late to school/class without a valid reason
- Unexplained absence from class
- Not following instructions
- Intimidation of staff
- Insolence toward staff
- Uniform transgression

DESIGNING YOUR CLASSROOM BEHAVIOUR PLAN

Step 1: Decide on the behaviours you want from students.

These are your classroom rules. They should be worded in the positive and be written out in behaviourally-specific terms. Try to have no more than 6 rules. Typical rules used by teachers include the following:

- Follow the teacher's directions the first time given
- Raise your hands to speak
- Keep hands, feet, and objects to yourself
- Remain quiet while the teacher is speaking
- Stay in your seat unless instructed to move
- If you want something, ask for it politely
- Be at class on time, with all equipment
- Use appropriate language at all times – i.e. No swearing

Step 2: Decide on a positive reinforcement system.

You will need some kind of structured program to ensure you reward and reinforce the students when they comply with your classroom rules. Positive reinforcements can take the form of privileges or rewards that students will value. Typical positive reinforcers used by teachers include:

Verbal praise	Positive notes on work
Stickers	Free time
Certificates	First to leave
Use of computer	Sent to Principal/Associate Principal
Notes home to parents	Extra responsibilities

Step 3: Set up a system for providing negative consequences

Typical consequences used by teachers when students break one of the classroom rules include:

Sit at back of class	Verbal reprimand
Temporary location in another class	Complete behaviour report
Recess/lunch detention	Change seating position
Sit at back of class	Call parents
Temporary location in another class	Withdrawal of privileges

MINOR CONFLICTS - TEACHER/STUDENT

Even when a teacher has done all that is possible to create a positive classroom environment, some students will not meet their responsibilities and a conflict will occur. If the conflict is a serious one such as fighting, abusing a teacher, stealing or other similar serious incidents, then the student should be referred to the Discipline Coordinator.

In all other situations the teacher is expected to attempt to resolve the conflict by utilising a variety of strategies. If these strategies are unable to resolve the conflict then the matter should be referred on to the Discipline Coordinator or Assistant Principal.

Low level conflict in the grounds or classroom requires a step by step procedure such as:

STEP 1 What am I doing? What is student doing?

STEP 2 Is it working?

STEP 3 Do or say something **different** - be positive.

STEP 4 Try several different strategies such as those below:-

Focus on primary behaviour.

- Remove student:
 - To to the back or front of the class
 - Outside class for a few minutes or longer (cooling off)
 - to a buddy class for a period (with documentation)
- Some form of detention, at recess, lunch, after school, especially for students who are late or turn up without resources. Extra work to be finished in own time can be given to student.
- Discuss the problem with Form Teacher, Pastoral Head, Discipline Coordinator, School Psychologist, or colleagues, who could suggest strategies to help.
- Contact parents by either a telephone call or a standard letter, informing them of the concerns.
- Loss of privilege (eg sitting next to a friend, working in groups, not being involved in special class activities, etc.)
- Student can be put on "Daily Report" (required to present this report to subject teachers after every period).
- Team teaching (support for teachers with difficult classes or with less experience).
- Referral of student to Discipline Coordinator, Pastoral Head or School Psychologist.
- Buddy Class Withdrawal – Negotiation between teachers to allow for short-term withdrawal.

Always maintain a positive approach with the student at all times and treat with respect.

Parents should be contacted early and often by letter or phone

DOCUMENTATION

Behaviour Reports/Slips are an efficient method of reporting to the relevant staff instances of behaviour displayed by students either in or out of the classroom. Refer to the School Handbook for more on reports/slips.

Behaviour Reports are used for two main purposes:

1. When a teacher wishes to document an example of behaviour that has been displayed by a student.
2. When a teacher wishes to refer a student to another staff member (e.g. Year Coordinator, Pastoral Head, Discipline Coordinator, School Psychologist, Form Teacher or Assistant Principal).

In both instances, a copy of the report will be placed on the student file and allows a profile of the student to be developed.

When completing a Behaviour Report it is essential that specific examples of unacceptable behaviour are recorded otherwise the form may not be accepted. Information should be to the point including all the relevant details. In many situations the Behaviour Reports are the only record staff have of the incidents.

- If the classroom teacher has dealt with the matter, the completed report is distributed to the Discipline Coordinator who will keep a copy for their own records.
- Where the teacher refers the student to another staff member for further action, then all copies of the behaviour report are given to that staff member as well as the Discipline Coordinator.

Where action is taken by someone other than the classroom teacher, like the Discipline Coordinator, a copy of the report is kept in the student's file.

APPENDIX 1

UNDERSTANDING CLASSROOM BEHAVIOUR by Maurice Balson

A SHORT SUMMARY

Discipline problems are on the increase in schools because students no longer accept the traditional view of teachers as authority figures. Students nowadays refuse to be dominated.

Why Children Misbehave (the four goals of Misbehaviour)

Students need to belong. All of their behaviour (good and bad) is directed towards this end. Misbehaviour usually fits into one of the following four categories:

- Attention-seeking
- Power
- Revenge
- Escape by Withdrawal

1. Attention-seeking

This is the most common form of misbehaviour and the most successful in achieving its goal. 80% of teacher time is spent in giving attention seekers exactly what they want ("Stop that.", "Sit down.", "Be quiet.").

We all seek and need attention at one time or another. This is particularly so in adolescence. Most students would prefer to get attention in positive ways; however, they feel it is not possible, they will seek it in negative ways. The key to whether a student is seeking attention or not is your reaction or feeling. If your feeling is annoyance, there is a fair chance the student is seeking attention. A lot of these students need to go to the withdrawal area.

Solution: Ignore them. Do not give any attention when these students misbehave. Give positive attention before misbehaviour occurs, or for things they are not expecting; i.e., when you first catch the students doing something good, and reinforce it.

2. Power

Children who feel they belong only by being the most powerful will feel the need to challenge the teacher's authority continually. They need to prove that nobody can make them do anything, or stop them from doing something.

Power-seeking students feel significant only when they challenge authority, resist rules, and undermine instructions. If you feel angry at a student's actions there is a fair likelihood he/she is seeking power.

Solution: Refuse to become involved (try not to fight back - withdraw from the conflict). Remember that power is important only when it is contested. More dignity is lost in trying to assert authority over students than in refusing to become involved.

3. Revenge

Students who are cruel, who steal and vandalise, seek revenge from a system that has discouraged them in every way. They feel the only way to belong is by being disliked. This is likely to be a common goal of students. They are likely to want to inflict hurt, so any teacher will do. They may try to do this in direct or indirect ways. Writing on desk or materials is one way of inflicting hurt.

Solution: Convince these children that they can be liked: "We like you, but not your behaviour". Avoid feeling hurt and don't take it personally and don't seek your own revenge through sarcasm.

4. Escape by Withdrawal

These students are deeply discouraged and no longer hope for any recognition; they wish to avoid any further hurt and humiliation by withdrawing entirely. These are the students who give up and refuse to try.

Solution: Provide lots of encouragement and expressions of faith and confidence in their ability to achieve. Recognise any effort. Do not remind them of their inadequacy.

HELPFUL ASSUMPTIONS ABOUT MISBEHAVIOUR

1. Misbehaviour stems from discouragement.
2. Students are usually aware of the consequences of their behaviour, but unaware of their goals.
3. Students may change goals, depending on the situation.
4. Students may use different misbehaviour for different goals.
5. Attention, power, and revenge can be pursued actively or passively.

HELPING STUDENTS DEVELOP MORE APPROPRIATE WAYS OF BEHAVING

1. Eliminate the following sources of discouragement:

- a) Mistake-centred approaches.

These do nothing but make the students feel incompetent. Nothing they ever do seems to measure up to the teacher's expectations.

"Your story was all right but ..."

- b) Conditional Acceptance

Teachers rarely accept children as they are but only conditionally upon their being better.

- c) Competition and Comparison.

These enhance only a few students and leave most feeling convinced that they have no chance of winning teacher approval because they can never be as good as the best.

2. Use encouragement rather than praise:

Build upon assets and strengths, minimise mistakes and deficiencies. Emphasise the activity, not the result.

"You tried hard today, Kevin." "Thank you for helping, Karen."

3. Use behavioural consequences rather than rewards and punishments:

Rewards and punishments are ineffective because they make teachers responsible for student behaviour and they invite resistance and revenge. Behavioural consequences have the advantage of helping students become responsible for their own behaviour.

Consequences are directly and logically linked to the misbehaviour, allowing classroom atmospheres to remain friendly and supportive when consequences are required. Consider the differences between the two approaches in a misdemeanour such as vandalism.

Punishment

Suspension

Anger, hostility from teacher

"We don't like you" (directly linked to misbehaviour)

Behavioural Consequences

Repair

Replace

Restitution

Teacher remains friendly. No scolding. "We like you, but we don't like what you did".

4. Avoid a conflict situation.

The teacher must not be insincere or try to be "pals", but should be human, courteous and positive. Deal with the individual. When a problem occurs with a student, there is no need to yell or threaten, simply say "Please stop it." This will be 99% more effective

APPENDIX 2

A SYSTEMATIC PROBLEM SOLVING APPROACH

1. Spend Time Understanding and Clarifying the Problem

State your perception of the issue or problem as clearly as possible and listen to the viewpoints of others. They may need to accept that some of his/her behaviour could be part of the problem. This can be difficult and time consuming, especially in a group, but if done thoroughly will often save work at subsequent stages.

Your willingness to understand the problem from another perspective will communicate that you are interested in obtaining a solution that is acceptable to all parties. When an agreement has been reached, it is generally a good idea to write down in clear, simple language a statement of the problem to be addressed.

2. Find Solutions

Everyone involved is invited to contribute as many solutions as possible. All suggestions are listed as no evaluation takes place at this stage. It may be necessary to encourage some participants to contribute, as some will not be used to having their suggestions seriously considered. Use your listening skills to clarify suggestions but do not judge or censor them.

3. Evaluate the Proposed Alternatives

Examine the relevance to the problem of the various solutions and their likely consequences. Do not accept solutions which are not totally acceptable. This may make it necessary to go back to stage 2 and generate some new solutions.

4. Choose a Solution

State your own preferences clearly and listen to others' preferences. The teacher as well as the student, may need to agree to modify his/her behaviour. Select the preferred solution from those which are mutually acceptable. It is important to reach consensus.

5. Plan to Implement the Solution in Detail

Be specific about when and how the solution will be implemented and who will be responsible for what tasks. Write down the details of these decisions.

6. Plan for Evaluation and Review

Agree on the basis for evaluating the plan and set a time to discuss this. You may decide to continue with the plan, modify it, or look at alternatives.