

Annunciation P.S.

Nolan Avenue
Brooklyn Vic 3012
www.asbrooklyn.catholic.edu.au



All correspondence to:
P O Box 431
Altona North Vic 3025
Ph: 9314 6271 Fax: 9318 0298
principal@asbrooklyn.catholic.edu.au

ANNUNCIATION BEHAVIOUR MANAGEMENT POLICY.

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GUIDING PRINCIPLES.

The following principles are guiding our thinking and actions in this work.

- Behaviour is about making good choices or poor choices. Part of growing up is learning about those choices.
- Teaching, encouraging and praising good behaviour choices is the foundation of helping children develop positive and successful personal and social management skills. Facing the consequences of poor decisions is also part of the process.

SCHOOL RULES.

With these principles in mind, we have adopted the following as our **school rules**;

- Follow directions
- Listen to others
- Speak appropriately
- Move and behave appropriately
- Keep hands, feet and objects to yourself
- Care for all property

These rules are taught and discussed in detail with the students in an on-going way, and they are displayed in all main internal areas of the school. They are consistent across all classes and will be applied by all staff in the school. They apply for all settings, including classrooms, shared areas, playground, excursions, and assembly times.

A range of strategies will be used on a day to day basis to encourage positive, on-task behaviours. These include 'labelled praise' (praising children for good choices and actually naming the positive behaviours), and using incentives such as group points and/or raffle tickets that may lead to a reward.

Responding to Misbehaviour.

Misbehaviour can be a range of things, from calling out to not being 'on-task' with work, to swinging on chairs or wandering around, or to more serious things like disrespect or dangerous behaviours. The response of the teacher will depend on the incident; many times a minor misbehaviour will be dealt with logically and on the spot, and finished.

Incidences of not following rules or instructions will be subject to the following consequence chain;

1. Reminder
2. 1st Warning
3. 2nd Warning
4. Time-out in the classroom
5. Sent to the Principal.

When a child is sent to the Principal they will be guided through filling in a 'Behaviour Reflection Sheet'. The sheet is sent home to be discussed with parents, signed and returned. Parents will have the option of discussing the situation with teacher and Principal if they wish. There are separate sheets for younger and older students. A copy of each is attached for you to see – you don't have to do anything with it at this time!

Should a child reach this stage several times it may be necessary for parents and teachers / school leadership to meet to discuss alternative arrangements to help the child make good behaviour choices more effectively.



Behaviour Reflection Sheet

Name: _____

Date: _____

<p>What happened?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>(What rules did you choose not to follow?)</p> <p>Annunciation Rules</p> <ol style="list-style-type: none">1. Follow directions.2. Listen to others.3. Speak appropriately.4. Move and behave appropriately.5. Keep hands, feet and objects to yourself.6. Care for all property.
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What do you need to do, to make things right?

Student

Teacher

Parent/Guardian

Principal

Parent Response:

I would like / do not need to meet to discuss this with you.

*Circle appropriate response.



Behaviour Reflection Sheet

Name: _____

Date: _____

What happened? (Child to write/draw.)

What rules did you choose not to follow?

Annunciation Rules

1. Follow directions.
2. Listen to others.
3. Speak appropriately.
4. Move and behave appropriately.
5. Keep hands, feet and objects to yourself.
6. Care for all property.

Teacher to scribe if needed:

What do you need to do, to make things right?

Student

Teacher

Parent/Guardian

Principal

Parent Response:

I would like / do not need to meet to discuss this with you. *Circle appropriate response.

Classroom
Management
Plan

Encouraging Positive / On-Task Behaviour

For any behaviours that you would like to see more of:

LABELLED PRAISE

Examples:

- “Beautiful job of putting your hand up Mitchell, well done.”
- “Thankyou for following my instruction Jonas, good work.”
- “Great job of waiting quietly Christiane, that’s fantastic.”
- “I love the way you’re working so quickly Hunter, terrific effort.”

STICKERS

Examples:

- “I’m going to be giving out stickers to the students I see working quietly on their activity.”
- “I really want to give some stickers away. So I’m going to be looking for students who put their hand up and wait.”

GROUP POINTS

- At the start of various sessions, let the students know which behaviours you will be looking out for on each table.
- Inform them that they will be receiving points for their group.
- The first group to get ten points gets a prize.
- The prizes should vary between tangible prizes (such as, a small toy each) and activity based prizes (such as, first turn on the computers).

Responding to Misbehaviour

Every time there is a misbehaviour (e.g. calling out instead of putting hand up; being off-task; not following instructions) the following instruction should be given:

1. *GET THE CHILD'S ATTENTION*

- Walk over to the child, bend down to their level
- Use the child's name
- Use a calm, quiet voice (emotion neutral)

2. *USE A FIRM INSTRUCTION*

- Use a firm voice
- Say what not to do (misbehaviour – be specific)
- Say what to do (appropriate behaviour – be specific)
- Say “this is the last time I’m going to tell you”
- Say what the consequence will be if they continue the misbehaviour

3. *PROVIDE A CONSEQUENCE*

- Logical consequence
- Loss of privilege
- Time out

Examples:

- “Christiane, you need to stop calling out. You need to put your hand up and wait. This is the last time I’m telling you, otherwise you will have to sit away from the group for 2 minutes.”
- “Jonas, you need to stop walking around the classroom. You need to follow my instruction to sit on the floor with the class. This is the last time I’m telling you, otherwise you will lose 5 minutes off computer time.”
- “Mitchell, you need to stop talking to the people on your table. You need to be working on your activity. This is the last time I’m telling you, otherwise you will have to be moved to this table over here (to work alone).”

Misbehaviours

CALLING OUT

- Use **Planned Ignoring**. Give the student who is calling out absolutely no attention (e.g. no eye contact, no verbal contact etc).
- If multiple people are calling out, remind the class of the rule about putting hands up. Or you can ask the class what the rule is. Then ignore those who continue to call out. Give praise and attention to the students who have put their hands up and wait to be called upon (e.g. “Thankyou for putting your hand up Dale, well done mate”).
- If you don’t think you will be able to ignore the calling out, then give the ‘Responding to Misbehaviour’ instruction. If the student calls out again, then follow through with the consequence stated in the instruction.

OFF-TASK BEHAVIOUR

- Follow the ‘Responding to Misbehaviour’ instruction.
- If the student remains off-task (after being given time to get to work), follow through with the consequence stated.
- If possible, use a **Logical Consequence**. If the student is distracting others at their table, then they are moved to a table to work alone. If the student is not doing their work, then they will stay in at recess or lunch to finish it.

NOT FOLLOWING INSTRUCTIONS

- Follow the ‘Responding to Misbehaviour’ instruction.
- If the student still does not follow your original instruction, follow through with the consequence stated.

Other...

SESSION LENGTH

Aim: To keep students on-task for the majority of session blocks.

Strategy: When first attempting to get students to remain on-task, the entire session block will seem like too long a time for students. It is suggested that the session blocks be broken down into 15 minute blocks; students/groups are rewarded after the first 15 minutes. Then the time is started again for another 15 minutes.

STUDENT SEATING

Aim: To seat students in such a way as to minimise distractions and maximise work output.

Strategy: When working on the floor, Mitchell should be seated at the front, close to the teacher. This will allow the teacher to monitor his participation and also use a physical prompt to remind him to face the front and sit still etc (e.g. a hand on his shoulder). When working at tables, students who are known for distracting each other should be separated where possible (e.g. Jonas and James).

INSTRUCTIONS

How a teacher tells a student to do things can greatly impact on whether or not the student does as they are told. Students are less likely to follow what they are being told to do when:

1. They are told to do too many things at once (2-part instructions are the preferred maximum);
2. You give vague instructions;
3. You are not specific about when you want the student to do these things;
4. When asking a question.

STEPS:

- Get close to the student – yelling from the other side of the room is not close enough.
- Get the student's attention by saying their name - they then know exactly who the request is meant for.
- Tell the student what to do – be specific and state what you want them to do. DO NOT ask the student if they would like to do it. Asking gives them an opportunity to say that they do not want to do it. For example it is more effective to say "Please pick up the pencils and put them away" rather than "Would you like to pick up the pencils and put them away?"
- Tell them when it is to be done by – either right now, when they have finished their activity, or at the end of the session.
- If they comply, praise them.
- If they do not comply, repeat the instruction and say "this is the last time I'm going to tell you".
- If they still do not comply, provide a consequence.

Examples:

"Jonas, you need to come and sit on the floor with the rest of the class now. Thankyou."

"Class, when I'm finished talking, you need to get your literacy books and come back to the floor."

COMMUNICATION BOOK

Aim: To allow relevant information to be passed from one teacher to the next.

Include:

- What work was completed.
- What work still needs to be completed.
- Which strategies are working well for the class/specific students.
- What strategies don't appear to be working for the class/specific students.
- And important/relevant information about students in the class (e.g. "Dale and Mitchell are not getting along this week – maybe don't seat them together").