

**Holy Family Primary School  
GOWRIE**



**STUDENT  
WELFARE AND  
MANAGEMENT  
Policy**



# Student Welfare and Management Policy



## Related Policies

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CE Guidelines for Professional Conduct in the Protection of Children and Young People Policy  
CE Child Protection Mandatory Reporting ACT Policy  
CE Child Protection (ACT) Responding to Complaints Against Employee Policy  
CE Exclusion, Expulsion and transfer of students Policy  
CE Suspension of Students Policy  
CE Student Management (Discipline) Policy  
CE Restraint of Students Policy  
CE Supervision of Children of Staff on School Premises outside of School Hours Policy

## Purpose

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### SITUATIONAL ANALYSIS

The development of this document began in 1999. A committee of staff members created a first draft. This was then presented to staff and amendments were made during Term 4 1999. The policy was introduced to the staff and the parent community in Term 1 2000.

The document serves as a framework for positive relationships within our school community. It supports and was developed using current theory and practice in student welfare and management.

In 2002 the Policy was revised and discussion continued which emphasised the shared ownership of all students at Holy Family.

During 2003 many of the staff attended workshops by Bill Rogers and Christine Richmond. This resulted in more consistent understanding of the need for positive relationships as the foundation of a supportive and responsible behaviour management or behavioural leadership plan. Throughout Term 3 the memo contained strategies and ideas for teachers to use and reflect upon.

Early in 2004 concepts developed by Bill Rogers were incorporated into the document and at the beginning of the year all teachers were involved in discussing the implementation of strategies developed by these experts.

In 2006 the Student Anti-Bullying Agreed Practice was developed by staff, parents and students.

In 2009 all staff were provided with Professional Development with the aim of using restorative justice approaches to manage student behaviour, relationships and conflict. Elements of the restorative approach were written into this policy and all Attention documents were revised using the steps for restorative practice which involves all participants sharing their perspectives on what has happened and playing an active role in agreeing what needs to happen to resolve the situation.

Each year this policy is discussed in detail as part of the induction day for new staff and reviewed by all staff at the beginning of each new school year.

## Policy

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The implementation of this policy will only be beneficial and effective in a strong partnership between the school, parents, caregivers and the parish community. It is through this partnership that we are all actively involved in the development of a positive and affirming learning and school environment.

Staff lead by example and ensure that all in the school community are appreciated and valued for their uniqueness.

Respect for and valuing the different cultures and backgrounds of all members of our school community is vital to maintaining and developing positive relationships in our school community.

The outcomes of the Student Welfare and Management Policy are to:

- Ensure an atmosphere where the respect and dignity of each member of the community is maintained and valued.
- Encourage each student to:
  - Develop self-discipline and a sense of worth;
  - Respect the rights and feelings of others; and
  - Be responsible for their actions.
- Ensure that students, staff and parents can clearly understand the school's expectations of student behaviour.
- Establish a restorative intervention approach which enables those affected to define a way forward.
- Establish clear protocols for contacting parents to inform, consult and subsequently address the areas of need for the student at risk.

The achievement of these outcomes must take account of four related aspects of student welfare and management:

- **Establishing Positive Relationships**

The dignity and worth of all is respected and recognised.

- **Supporting Positive Relationships**

All actions and interactions are positive and calm.

- **Refreshing Relationships**

When intervention has occurred the relationship requires repair and reforming so that a new start can occur.

- **Restoring Relationships**

Restorative approaches aim to provide a safe process in which, wherever possible, damaged relationships can be repaired.

This policy does not permit corporal punishment of students attending Holy Family and the school does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons (including parents) to enforce discipline at the school. This school **does not use corporal punishment**. Corporal Punishment is not allowed in ACT schools.

It is the policy of Catholic Education to offer all students an education of the highest quality and to assist each student to develop fully as an individual and as a member of the Church and of the wider community. If the behaviour of a student seriously interferes with this aim a decision may be taken by the Principal to suspend a child for no longer than 5 days. If this is necessary, a notification of the suspension must be directed immediately to Education Services at Catholic Education. Behaviours warranting consideration of suspension and/or exclusion would be:

- Behaviour that is persistently and wilfully non-compliant;
- Threats of violence or acts of violence to another student, member of staff or anyone else involved in the school's operation;
- Actions that otherwise threaten the good order of the school or the safety or well-being of another student, member of staff or anyone else involved in the school's operation; and/or
- Displays of behaviour that are disruptive to the student's learning or that of other students.

Written records are to be kept of all relevant interviews with the student, parents and counsellors regarding suspension and/or exclusion of students.

## Definitions

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### **Time-Out**

This procedure is used to assist in maintaining calm and reason in a potentially explosive situation. The teacher and the student can use this to help them step back from the situation.

The time-out may be in the classroom or in another area, generally another classroom, where there is supervision. The student is sent to a teacher for a short period of time, until the situation can be discussed rationally, 10-15 minutes would be reasonable. Whilst away from the class the student is to be directed to review their behaviour and reflect on class or school rules. An interview with the classroom teacher will be held after the time-out. The teacher should record time-outs and the parents notified for an interview if there have been regular time-outs.

### **Suspension**

"Suspension" means that a student is required to leave a school for a specified period of time and that the student's return is envisaged subject to specified conditions.

## **Exclusion**

"Exclusion" means that a student is required to leave the school.

A recommendation to exclude a student under the statutory leaving age is made by the Principal to the Director of Catholic Education. Together with the recommendation, the Principal must provide all the facts of the situation including an outline of all measures taken prior to the decision to recommend exclusion. Prior to actually making the recommendation to the Director to exclude the student, parents are to be notified and given the opportunity of withdrawal and transfer to another school.

## **Procedures**

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The implementation of this Student Welfare and Management Policy is based on a PROACTIVE approach, which is achieved through POSITIVE reinforcement, an awareness of the needs of each individual and a spirit of forgiveness.

The teachers of Holy Family School agree to follow these protocols:

- Acknowledge shared responsibility for all students.
- Discuss and expect that school rules are known and followed.
- Establish clearly, the rights, rules and responsibilities of all.
- Intentionally minimise embarrassment and hostility and be aware of the needs of individuals.
- Maximise students' ownership of behaviour.
- Be aware that our expectations affect our behaviour as classroom facilitators
- Maintain impartiality.
- Follow up and follow through (consistency).
- Utilise wide support (peer, administration and parents).
- Establish and display class rules.

Teachers complete a "Record of Interview" (appendix 4) in relation to behavioural incidents. These are signed by the classroom teacher, coordinator and principal.

Teachers at Holy Family Primary School agree to use these four core strategies in implementing and operating an effective Student Welfare and Management Plan.:

### **1. Establishing Positive Relationships**

- Establish clear rules with the class.
- Have clear expectations about work, tasks etc.
- Create and maintain an attractive environment.
- Design and organise a well-planned room (seating movement capability), access to equipment, clearly labelled cupboards etc.

- Set up time out area within the room.
- Have access to adequate resources.
- Organise a curriculum to cater for all students.
- Build a positive classroom tone. A calming space is created in every classroom.
- Holy Family BLUE AWARDS are issued by the classroom teacher regularly in class.
- Values Awards are presented at issued at prayer assemblies. One student from each class should receive a Values Award. Values Awards celebrate students who display the Value for that fortnight. The Values award is linked to the school's theme for that year.
- Holy Family WHITE AWARDS are issued by the classroom teacher for the weekly assembly and presented to the student by the Principal/AP. White Awards are celebrate the student's academic, personal or social attributes.
- By the end of the school year all children at Holy Family should have received a White Award.

## 2. Supporting Positive Relationships

- Be aware of what we say, how we say it, when a student is disruptive or off-task
- Tactically ignore some behaviours
- Question casually or directly
- Give simple directions or warnings
- Defuse or redirect potential conflict
- Remind/restate classroom rules regularly
- Give simple choices
- Take students aside from the group
- Use 'in class' TIME-OUT
- Use of 'out of class' TIME-OUT

## 3. Refreshing Relationships

- Follow up disruptions later when the 'initial heat' has subsided
- Encourage students wherever possible; 'catch kids being good'
- Re-establish working relationships with a 'disciplined' student
- Develop contracts with a student
- Develop and maintain a climate of respect
- Apply a team approach to solving discipline problems

- Use external agencies including CE and Catholic Care services.
- Use spaces adjacent to the school eg Gowrie Oval. During Weeks 3 and 7 of each term, Year 3-6 students are taken via the underpass to Gowrie oval for lunchtime play. This enables all students to spread out and play without the feeling of being overcrowded.

#### 4. Restoring Relationships

- Encourage students to explore the harm caused by an incident.
- Enable those affected to define a way forward.
- Provide those who have caused harm the opportunity to explain their point of view.
- Take responsibility and make amends.
- Provide those who have been harmed the opportunity to express how they have been affected and seek what they need to repair the harm.
- Accessing appropriate developmental programmes eg Rock and Water, MPower Girls, Pals programme

### **School Rules**

School rules are established to ensure the safety of all within the school environment.

These rules can be put into three general categories. Staff and students are encouraged and expected to:

- Take care of YOURSELF.
- Take care of OTHERS.
- Take care of OUR ENVIRONMENT.

These rules are emphasised regularly throughout the year. At the beginning of each term the elected student leaders reinforce and explain the rules at an assembly. They form the foundation for interaction within the school community.

### **Class Rules**

Class rules need to be positive in intent, few in number, clear, specific and taught explicitly to the children. It is important that these rules are negotiated by each class group and displayed prominently in the classroom in the first weeks of a new school year. They need to be revisited regularly throughout the year. They need to be expressed appropriately for each grade. They can be based on the following broad headings:

- Communication
- Conflict- Resolution
- Movement

- Safety and security
- Learning
- Fair treatment of each other

The following are supporting values, which may be incorporated when negotiating classroom protocol with the students:

- Care for themselves & others
- Consideration
- Co-operation
- Conscientiousness (See Appendix 5)

## References

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Resources used to develop this Policy Statement and used to plan and implement student management at Holy Family School were:

- Berne, Sue. (1999) *Bullying, An Effective Anti-Bullying Program for Primary Schools*, Hawker Brownlow Education Aust.
- *Bullying No Way* and *Real Smart about Bullying*, Video Education Australasia.
- Rief, Sandra & Heimburge, Julie. (1996) *How to Reach and Teach all Students in the Inclusive Classroom*. Centre for Applied Research in Education.
- Rogers, Bill (1990) *You Know the Fair Rule*. ACER Australia.
- Rogers, Bill (2002) *Cracking the Hard Class: Strategies for Managing the Harder than Average Class*.
- Warren, Cathy & Williams, Sian. (2007). *Restoring the Balance 2*. Lewisham Council Restorative Approaches Partnership.

## Forms

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Attention Notification letter  
 Planning Forms: Kindergarten, Yrs 1-2, 3-6  
 Behaviour Notification Letter  
 Parent-Teacher Interview Report

Approved by:	Holy Family School Board
Implementation Date:	
Policy last Updated:	February 2017
School Contact Officer:	Anne-Marie Marek



## AGREED CONSEQUENCES

### FOR IN CLASS BEHAVIOUR

In the interests of consistency and fairness the following flow chart is a guide to procedures that would normally be followed when caring for the children. However, it is acknowledged that children are to be treated as individuals and therefore some cases may require special consideration.

**3 steps:**  
 ~ Can you please stop... I don't like it  
 ~ I have asked you once, you need to stop or I will have to tell a teacher  
 ~I have asked you twice and now I am going to tell a teacher.

Students ↓     ↑	1. Rule Reminder	
	2. Verbal Apology	
	3. Written Apology or appropriate <b>in class</b> strategies	
↑ Parents	4. Exclusion for recess/lunch To be supervised by detaining teaching. Appropriate time for eating/toilet  4. Loss of privilege Withdrawn from specific area or activity. This needs to be clearly explained to both student and parents and recorded as a consequence	4. Sent to another classroom Time out.  4. Phone call to Parents Invitation to parents to come to an interview.
	5. Formalised <i>Behaviour Notification Letter</i> sent to parents. To be signed by parents and returned to teacher for file. (refer to Appendix 3)	
	6. Parent interview. Consequences need to be outlined & <i>Record of Interview</i> sheet signed by the teacher, coordinator and Principal. (refer to Appendix 4)	
↑ Teachers	7. For students experiencing difficulty, the services of the school Counsellor should be recommended in conjunction with parent interview.	
	8. Serious/continued behaviour to be discussed with Assistant Principal and/or Principal.	
↑ Counsellor	9. Matter referred to Assistant Principal/Principal after continued disregard by student of rules. Parents contacted and behaviour plan negotiated with parent & child.	
	10. <b>Directed to Principal</b>	
	11. Consideration for suspension or exclusion as outlined in the <i>CEO Policy and Procedures Guidelines</i> .	

## **FOR OUT OF CLASS BEHAVIOUR**

- 1.1 School Rule Reminder.
- 1.2 Interview the recipient and bystanders to establish facts. (A criteria of questions for teachers to gain as much information as possible on the situation is stored in teacher duty bags).
- 1.3 If an act of **Bullying** or **Disregard of School Rules** is verified student must attend: **ATTENTION**.
- 1.4 Teachers record student name and incident in the Attention folder

### **ATTENTION**

Students are placed on Attention for:

- Aggressive physical behaviour towards another
- Bad language
- Vandalism
- Continued teasing or bullying
- Unsafe playground behaviour following warnings
- Disruptive behaviour during dismissal times eg: bus lines, on bike paths.

Attention is held in the LIBRARY during recess.

### **2. DISREGARD OF SCHOOL RULES**

- 2.1 At Attention student completes a written plan.
- 2.2 The plan is discussed with a Leadership Team member.
- 2.3 Students sit in silence for the remainder of the recess break.
- 2.4 Leadership Team member sends home a letter indicating students presence at Attention that day.
- 2.5 Leadership Team member records date of Attention on Attention register.
- 2.6 If student is on Attention three times parents are contacted by Assistant Principal and invited to come in for an interview.
- 2.7 Three times Attention over the year = time off playground for 1 week. (refer to appendix 2)
- 2.8 During 2<sup>nd</sup> week long then onto **3.5** agreed bullying consequence.

### **3. BULLYING**

- 3.1 At Attention student completes a written plan. Leadership Team member sends home letter indicating bullying incident.
- 3.2 Leadership Team member records incident, place of incident and any other necessary information in the 'Communication Book of Critical Incidents'.
- 3.3 When the third bullying incident occurs, Assistant Principal notifies parents and makes an interview time.
- 3.4 Student is removed from playground for 1 week.
- 3.5** Counselling is offered. Assistant Principal/Principal negotiates a behaviour contract plan for the student with parent and child.
- 3.6 Consideration for suspension as outlined in CEO policy and Procedures.(refer to appendix 1)

## APPENDIX 1 - STUDENT ANTI-BULLYING POLICY

### **Introduction**

At Holy Family Primary School we:

- Ensure an atmosphere where the respect and dignity of each member of the community is maintained and valued.
- Encourage each student to:
  - Develop self-discipline and a sense of worth,
  - Respect the rights and feelings of others,
  - Be responsible for their actions.
- Ensure that students, staff and parents can clearly understand the school's expectations of student behaviour.
- Ensure that each member of the school community is familiar with the Protective Behaviour themes of:
  - we have a right to feel safe at all times and*
  - there is nothing so bad that I can't tell someone about it.*
- Raise awareness of the issues involved with bullying and provide information to students, staff and parents.
- Establish clear protocols and procedures to address bullying behaviour.

### **Definition of Bullying**

*Bullying occurs when a person consistently and with intent annoys, teases, hurts or offends another person.*

#### **Bullies use**

HANDS ON	hitting, punching, kicking, pushing
WORDS	name calling, teasing, spoken and written.
THEIR BODIES	blocking your way, intimidating, threatening looks, hand/finger signals, improper touching
GROUPS	leaving a person out, spreading rumours, putting others down, manipulation of others' emotions.
CYBER HARASSMENT	email, text messaging, chat rooms, websites.

#### **Bullying can be**

Continuous over time  
Hidden from adults  
Made to make students feel unsafe or scared  
Unprovoked

### **Education and Communication**

*At Holy Family Primary School we value education and communication between home and school. We will respond to and address bullying behaviour using the following processes:*

**We educate our students through:**

- Class based discussions (as issues arise)
- Role plays at assemblies (incorporated in Prayer Assemblies)
- Adult modelling
- Social skills programs 'Rock and Water' for boys in Years 5 and 'MPower Girls' for girls in Year 5, Pals programme in Kinder.
- Performances which target building student resilience.
- Discussing the validity of the feeling of ANGER- developing strategies
- Poster displays
- Peer Support Program
- PD/H/PE strand; Protective Behaviours; RE program

**Our staff are informed through:**

- Staff meetings
- Performances, ABC/ SBS
- Bullying –No Way! - website
- Periodicals
- Professional Development
- Networking amongst ourselves
- Communication Book of Critical Incidents

**Our parents are informed through:**

- P and F/School Board meetings
- Websites on the Parents' webpage
- Outcomes of Bullying audit
- Informing Parents of the PD we are undertaking
- P and F Newsletter
- Open Forum- with modelled performances of Bullying

***Support of the Student***

After an act of bullying, support of the student who has been identified as the victim is imperative. *Staff will support the student identified as the victim through:*

- Counselling
- Support Networks – to include a teacher
- Round table meetings
- Reinforcement of the 3 steps procedure
- Mediation: student-teacher-student
- Class meetings

## APPENDIX 2 - ATTENTION PROCEDURE

Children are placed on Attention – Out of classroom behaviour when students

- Display Aggressive physical behaviour towards another
- Use Bad Language
- Commit Vandalism
- Continued teasing or bullying
- Unsafe playground behaviour following warnings
- At teachers' discretion

At Attention

- Attention is held during recess in the Library
- Children complete a written plan ... (see attached)
- Discuss this plan with the supervising teacher (Staff on the Leadership Team)
- Sit in silence for the rest of the recess break
- A letter is completed for the parents
- Supervising teacher records date of Attention on class lists
- Supervising teacher informs child's classroom teacher through an advice slip.

At home –

- Child and parent are encouraged to discuss action, consequences and plan
- Parent/s sign and comment

Next day –

- Child is responsible for returning signed letter and plan to AP office

Follow-Up

- Every Monday AP checks to see if all letters are returned
- Any not returned parents are contacted directly by AP
- If a child is on Attention for the same or similar behaviour 3 times over the school year the parents are contacted for an interview
- 3 times = time off playground/Attention at recess for 1 week
- Another attention
  - = Parents to come to school for an interview
  - = Child referred to Counsellor
  - = Behaviour contract planned with Principal/Assistant Principal.

**Included in this appendix are the student planning sheets and letter of notification to parents.**



# Holy Family Primary School

## ATTENTION Notification Letter

Dear Parent,

This note is to inform you that \_\_\_\_\_ (child's name) of  
\_\_\_\_\_ (class) was present at Attention today for the following reason:

- Disregard of School Rules
- Bullying

Accompanying this letter is the plan that your child has devised in order to change and manage the inappropriate behaviour. It is very important that you discuss the incident and the plan with your child.

This note then needs to be signed and returned with the attached plan to the Assistant Principal's office as soon as possible.

If you have any questions or would like to discuss the matter please do not hesitate to contact me.

Thank you,

School Leadership Team Member

Parent Comment:

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\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



# Planning Form ~ Attention Kindergarten, Year 1 and Year 2

Name:

Class:

**What happened?**

**What were you thinking at the time?**

**Who has been harmed? How?**



## Planning Form ~ Attention Kindergarten, Year 1 and Year 2

What needs to happen to repair the harm?

Is there anything you would like to do or say?

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Do you need someone to help you keep to this plan?

Yes/No

Talk to your helper about your plan.

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Signed Student

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Signed Teacher



# Planning Form ~ Attention Years 3 - 6

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What happened?

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Who has been harmed by your actions? How?

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What were you thinking at the time?

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What needs to happen to repair the harm?

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# Planning Form ~ Attention Years 3 - 6

Do you need someone to help you keep to this plan?

Yes / No

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Is there anything you would like to do or say?

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Talk about your plan with your helper.

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Student Signature

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Teacher Signature

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Date

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Date



## APPENDIX 3

# Holy Family Primary School BEHAVIOUR Notification Letter

Dear \_\_\_\_\_

At Holy Family School we strive to work in partnership with families. This letter is necessary to inform you that \_\_\_\_\_ displayed the following inappropriate behaviour at school today:

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I would appreciate it if you could discuss the incident with your child, sign and make a comment on the reply slip below before sending it back to school.

If you have any questions or would like to discuss the matter please do not hesitate to contact me.

Thankyou,

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Parent Comment

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Parent Signature

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Date



## APPENDIX 4

### PARENT/TEACHER INTERVIEW RECORD AND REPORT

TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_

CLASS: \_\_\_\_\_ TIME OF INTERVIEW: \_\_\_\_\_

PARENTS PRESENT: \_\_\_\_\_

#### DETAILS OF INTERVIEW

STUDENT: \_\_\_\_\_

#### ACTION TO BE TAKEN

TEACHER: \_\_\_\_\_

PRINCIPAL: \_\_\_\_\_

COORDINATOR: \_\_\_\_\_

## APPENDIX 5

### BEHAVIOUR MANAGEMENT STRATEGIES AGREED PRACTICE

#### **RELAXED VIGILANCE**

Key features are:

- Proximity awareness-move around with 'relaxed eyes' open to potential concerns
- Support and encourage positive play and behaviour
- Distinguish between 'inappropriate' play and misbehaviour. Both, though need to be addressed
- Detach students from their peers (where possible) to address their behaviour. Keep the focus of discipline on the rule (or right) affected; avoid arguing with the children
- Always follow up any students who challenge, or refuse to cooperate with teacher management
- Always follow up students who have serious residual inter personal conflict: such follow-up will need to include mediation and restitution procedures

#### **TALKATIVE CHILDREN**

Always remind group that "*we are going into a learning environment and playtime is over*" before you get into the classroom or other learning environment.

Many students call out, butt in, and/or are loud from time to time. It is the frequency and the intensity of distracting, attention-seeking and disruptive student behaviour that teachers naturally find so wearing.

#### **1. Whole class approaches**

- Explain, discuss and TEACH features of communication.
- Children need to see positive behaviour.
- Seating plans help to eliminate problems before they start. Seat children where they get maximum learning time not friendship time.
- Short term correction and rule reminders.
- Class meetings to refocus and reframe expectations.
- Follow up individuals who repeatedly disregard class rules.

#### **2. Individual Approaches**

- Reasonable one to one sessions to talk about and plan strategies.
- Mirror their behaviour with their permission and model the alternative.
- Develop an individual behaviour agreement, with:
- PRACTICE TIMES and REHEARSING TIMES
- Give descriptive feedback, which describes the appropriate behaviour
- Use non-verbal clues as reminders which then stops that nagging syndrome.

## **GIVING STUDENTS A RIGHT OF REPLY**

It is important to give students the right of reply. When students sometimes say of teachers "He/she never listens to me" they may well be right.

Right of reply is a crucial feature of any follow-up or consequential due process:

- It validates a child's natural feelings of justice
- It allows for teacher and student to constructively address the actual concerns about behaviour and learning

Most of all it contributes to a 'repairing and rebuilding' process with the child.

### **Questions to ask:**

What happened? What rule was broken? What can you do to fix things up? Building 'right of reply' into one's overall behaviour leadership is a little labour intensive at times but it enhances the overall goal of ownership, accountability and respect for mutual rights.

## **ASKING QUESTIONS IN A DISCIPLINARY CONTEXT**

Bill Rogers says that the most commonly asked questions in discipline which are not really useful are the WHY questions. The other unhelpful form of question is ARE you...?

Bill suggests that in an encounter with children opening with a statement about the behaviour with ....

"I see that you are punching the living daylights out of each other..."(describing the reality) PAUSE then address the important question *Should I call an ambulance?*

No that is not what Bill says at all but it emphasises sometimes the difficulty in trying to stay calm and focussed on the behaviour and still have a relationship with the children.

It is important to use imperative question forms What? When? How? Where? Rather than WHY questions! Eg what are you supposed to be doing? What should you be doing?

What is our rule for...?

Using imperative form helps children to focus on, even to think about, their behaviour and their responsibility...and that, after all, is an important aim in our discipline.

## **APPRECIATING STUDENTS' EFFORTS**

Bill Rogers says:

The most status enhancing praise is an unqualified appreciation of the student's contribution or effort, conveyed in the teacher's reaction, with or without the use of superlatives.

Appreciation of a student's efforts involves a positive personal reaction from the teacher which conveys, "you've done something that ... I admire; am grateful for; surprises me rather than the unemotional, I'm going to say something to make you feel pleased... well done."

Be generous with the acknowledgement of students' learning attempts but do so with sensitivity to avoid embarrassment. Sensitivity means that teachers should privately acknowledge individuals and save enthusiastic congratulations for the class group. This is particularly true for upper primary students who cringe when singled out.

Leave the 'warm fuzzie' terms, use direct comments stating the behaviour, eg 'You started straight away.' You are reading well...etc

Fragile learners who often leap from one crisis to another may need other more explicit rewards, scaffolds to enable them to reconnect as quickly as possible with the curriculum. Stickers, computer time, blue cards or other rewards, which are valued by them. These scaffolds are important to help learning to occur and the cycle of despair to break. We often think that it is not fair to the other children but using the analogy of a broken leg, we cast it and if it breaks again we don't say too bad but we cast again until we are sure that it is able to support and work properly. It is the same with our children who need extra help and support, we cannot treat them all the same all the time.

Teachers are encouraged to use 'BLUE' cards to affirm and acknowledge positive behaviour and effort. All students should regularly receive 'BLUE' cards. When the student receives a 'BLUE' card he/she brings it to the front office to put in the designated box for it to be signed by the principal.

## ***INTERVENTION***

There are two types of intervention or direction - verbal and non-verbal. Any intervention by the teacher should be clear enough for the student(s) to understand what is required. Shouting should be avoided unless absolutely necessary.

Non-verbal Interventions The use of body gestures and facial expressions is very powerful. We have all witnessed the teacher standing at the front of a body of children whilst not saying anything and the pupils understanding that they have to be quiet and attentive. The teacher is using body language and facial expression to convey their wishes.

Examples of body language and facial expressions to gain attention:

Standing with arms folded; Slight shaking of the head; Winking; Smiling; Thumbs Up; Clicking fingers to gain attention; Hand up; Frowning; Eye contact.

All these actions will more than likely provoke a response and a change in the pupils' behaviour. The advantage of using non-verbal interventions is that they are quiet and they allow the teacher to express many emotions - approval and disapproval - without disturbing the smooth running of the class. These types

of interventions confront the children's behaviour without interfering with the rest of the class.

## APPENDIX 6

### Class Agreement: Common Framework

Reference:

B. Rogers (2002) **Cracking the Hard Class**: Strategies for managing the Harder Than Average Class.

**Awareness raising:** Discuss with the class issues (relating to concerns) about behaviour and the effect on learning. Invite their understanding, cooperation, support and a need for a common plan or agreement.

<i>Rights</i> Emphasis basic rights of the individual and the group	<i>Responsibilities</i> Outline and discuss the general and specific responsibilities	<i>Rules</i> Work with the class to develop key rules for learning and behaviour	<i>Consequences</i> ‘You own your own behaviour...’  Consider the rights of others	<b>Support</b> For behaviour change  Repairing & rebuilding
Core rights & responsibilities. They go together <ul style="list-style-type: none"> <li>▪ Safety</li> <li>▪ Treatment/respect</li> <li>▪ Learning</li> </ul>		Formal protection to rights <ul style="list-style-type: none"> <li>▪ safety</li> <li>▪ respect/fair treatment</li> <li>▪ learning/communication</li> <li>▪ movement</li> <li>▪ settling problems</li> </ul>	Test all consequences Is it reasonable? Is the consequence related to the behaviour? Does it keep respect and dignity in tact? Does the child learn from it?	Mediation Restitution Personal behaviour plans Classroom meetings

