

A guide to

Behaviour Management 2.0

A big thanks to our anzuk partner schools for the materials and insights for behaviour management that helped inform this resource.



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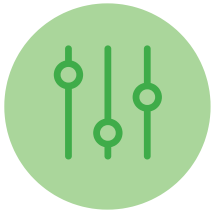
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Behavioural Considerations Post-COVID

Staff and students in schools have certainly been through a lot over the last 12+ months due to the COVID-19 pandemic. When working in classrooms in 2021, here are some things you may notice about your students:



There may be significant differences in content knowledge and skills capability due to students' differing experiences with remote learning in 2020. Many of the students that you support may be 6, 12, or 18 months behind their expected levels in different areas of their learning.



Skills capability may not only relate to students' learning, but also their social and emotional skills. Learning from home has likely meant that students have had prolonged periods of limited social interaction, which may result in students feeling anxious in big groups or in certain social situations, especially the younger students.



The classroom environment may feel unsettled as students try to navigate different routines and expectations. Students likely experienced shifting routines throughout 2020 as we moved in and out of lockdowns, due to factors such as their parents' or carers' work routines, ongoing changes to structures for home learning, as well as adjustments when students returned to school for on-site learning, e.g. new hygiene processes, different bell times etc...some students may struggle to meet certain expectations or feel agitated or fatigued during the day.

The above factors may consequently affect our students' confidence, anxiety, attention, and retention in the classroom, leading to potential challenges from a behavioural perspective.

Behavioural Considerations Post-COVID

So, what are some things that we can put in place in order to ensure a positive classroom environment?

- **Clearly outline the activities for the lesson/day**, including break times. This will help prepare students and will alleviate feelings of uncertainty and anxiety.
- **Share ideas** as a class for how to spend break times; activities, partners/groups for play time etc...to support unstructured times of day.
- **Offer flexible options within the learning environment**, such as various ways to approach a task, different areas of the space students can work within etc...to help students' feel empowered through decision making and able to align choices with their energy levels and mood.
- **Encourage collaboration** to support students' social engagement in the classroom. This will help students feel connected with each other and to facilitates the sharing of ideas and approaches to learning activities, supporting different learning capabilities.
- **Vary information sources for learning activities**; what can students learn from books, multi-media, the environment, each other, external stakeholders etc...? Offer physical and concrete stimuli to help reduce screen time and the reliance on the news and social media.
- **Normalize new procedures**, e.g. not sharing equipment, regularly sanitizing surfaces, mask-wearing etc...encourage a shared approach to these tasks and speak about them regularly. Offer opportunities for students to speak about how they're feeling about these changes to help students feel more comfortable with the new routines. Offer positive reinforcement when students are willing to be open to how they're finding their school experiences post-2020.
- **Project calmness and security**. Be mindful of your own classroom presence and your own responses amidst the 'new normal'. Remember to practice self-care to help ensure your own confidence and comfort working in the classroom. Make sure you're reaching out to colleagues and loved ones when you need support and guidance.



Establishing Outlines & Expectations

Supporting your students to have the best opportunity for success in your classroom relies upon the steps that you can take to organize the lesson or the day. Once students know what activities they're doing (content), what they're working towards (goals/objectives), and what their actions may look like (desired behaviours), they have a clear path to follow, which can help to minimize negative behaviours. It is intended that any outlines and expectations are displayed visually and discussed as a whole class from the start of the lesson. Combining the lesson outline with behavioural expectations helps students to recognize the direct impact that behaviour can have on theirs and their classmates' capacities to be successful in their learning. So, what are some ways that we can present this information?

Checklist Questions

Consider setting up positive behaviour cues and key progress points as questions, rather than statements. This will help students to break down steps of what they're working towards and gives you the opportunity to check in with the class or with individuals at different points of the lesson/day.

Examples...

'Have we assigned roles to all members of our working groups? Is everyone happy with the role they have been assigned?'

'Have we logged on to our laptops and found the website for our research? Have we done this quickly and quietly?'

'Have we completed the introduction? Have we asked for help from those around us if we're not sure what to do?'

What? When? Why? Who?

Organise outlines and expectations into simple 'What?', 'When?', 'Why?', and 'Who?' statements to offer students a more holistic view of what will be taking place during the lesson or the day. These statements help students to carry on with their work independently, while still being able to make connections between the task at hand, their overall goal, as well as desired behaviours. The content outline and the behavioural expectation can either be integrated as one statement, or there can be one statement for each aspect under each heading.



Establishing Outlines & Expectations

What? When? Why? Who? (continued)

This approach would suit older students, as well as classes that have perhaps already started a task or assignment in a previous lesson that they are still carrying on with.

The breakdown:

'What?' – can be a reference to a particular topic, question, activity, object, resource, or behaviour.

'When?' – is indicative of time and can be used to identify when something will be starting or ending in the lesson, or of events or expectations that even carry over into subsequent lessons.

'Why?' – is used to tie tasks or expectations back to a purpose to help direct and reinforce behaviours.

'Who?' – can be additionally used alongside the other statements to identify certain members of the class/community and their involvement in certain aspects of the outline or expectation.

Example...

'What?'

- Task – Investigating examples of common paired character types in films and TV shows
- Behaviour – Individual research on laptops. Noise level 2.

'When?'

- Task – 5 examples ready to share in class discussion by 12.30PM
- Behaviour – Small group check-ins at 12PM

'Why?'

- Task – To have a reference as we explore the topic of status in subsequent lessons to inform our assessed performances at the end of the unit
- Behaviour – We are working individually for now so that we can reflect on our own ideas and then collaborate later



Establishing Outlines & Expectations

What you'll be doing. What I'll be doing.

Our goal for setting up learning objectives and behavioural expectations for lessons is to offer a more certain guide that helps students to work more confidently and independently. What we don't want however is for this displayed and discussed outline to overtake our own contributions and interventions; the outline can't be the be all and end all that does the teaching for us. One way to help mitigate this is to incorporate our own tasks and behaviours into the outline that we present to our students. When highlighting the steps of a task, certain actions that will be taking place, or an overall goal for the lesson, consider writing points that reflect what you'll be doing as well. This helps to show that you are also accountable to what is being outlined and can also help your students to track your activity throughout the lesson as well, making it easier for them to reach out to you or to anticipate when certain things may be happening.

Example...

Research for Question 3 – 12.30PM-12.30PM

What you'll be doing: Watching the video and then noting 5 key pieces of information to help you to answer the question.

What I'll be doing: Moving between table groups to make sure the video is working and speaking with individuals to help you to put the key pieces of information into your own words to prepare for answering Question 3.

What is common amongst these different approaches? Each approach allows us to achieve important parts to framing outlines and expectations:

- Compacted instructions and language to ensure things are clear and easy to understand
- Distinct and specific steps to support student autonomy
- Scope for negotiation or class-made points to support empowerment and buy-in
- Opportunity for areas to be segmented or adjusted to support the needs or capacity of individuals
- Provide positive points of reference to prompt discussions if behaviours divert from what is expected, or if expected progress hasn't been made

Visual Cues for Mood & Understanding

Everybody has different ways of expressing themselves, particularly when it comes to representing our feelings and mood, as well as indicating understanding of a concept or skill. This can be due to preference as well as capacity, dependent on the age, needs, and confidence of our students to reveal what's going on inside their minds. It's therefore important to consider what forums and resources we make available in the classroom to allow our students to speak to us and each other about what they're feeling and to what extent they understand the learning content. Not only is this important to avoid any pent-up emotions, but it also helps us as educators to more effectively read the play and potentially adjust our approach to better align with individuals or our whole class. Here are some things that you can set up in your classroom to help facilitate mood and understanding sharing:

Green, Yellow, and Red Cards



Provide all of the coloured cards to each of your students. As you're working through different activities during the day, the students will have one of the cards displayed to help show the extent to which they feel confident about the content.

Green = I understand what I need to do/ I can do this by myself

Yellow = I have some understanding, but might need help/ I can get started, but have some questions





Red = I'm finding this really hard/ I need help

Consider adding some additional colours that students could choose from as well. For example, they could use a purple card to show they have finished their work early, or a blue card to show that they can help other students with their work etc...

Visual Cues for Mood & Understanding

Emotion Thermometer

This tool is a great way to support students to not only identify how they're feeling but can also offer suggestions of things that they can do to express or resolve those feelings. Consider displaying a picture like the one below or run an activity where the students create their own Emotion Thermometer, designating feelings words to each of the colours and then determining an action for that feeling that reflects their own interests or tendencies.

	<i>How do you feel?</i>	<i>What are you doing?</i>
	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>

Visual Cues for Mood & Understanding

Mental Health Check-in

Reflecting upon or revealing their emotions can be a tough thing to face for many of our students, and so this Mental Health Check-in chart supports students to opt in to showing where they're at in a subtle way. You may ask for your students to display their feelings on the chart just once, or perhaps throughout the day as they're doing different activities, after break times etc...Offer students a post-it note for them to write on, which they then place on a certain area of the chart. To help maintain some privacy, students could write their name on the back of the post-it, as well as any other notes they might like you to be aware of so that you could potentially follow up with them later.

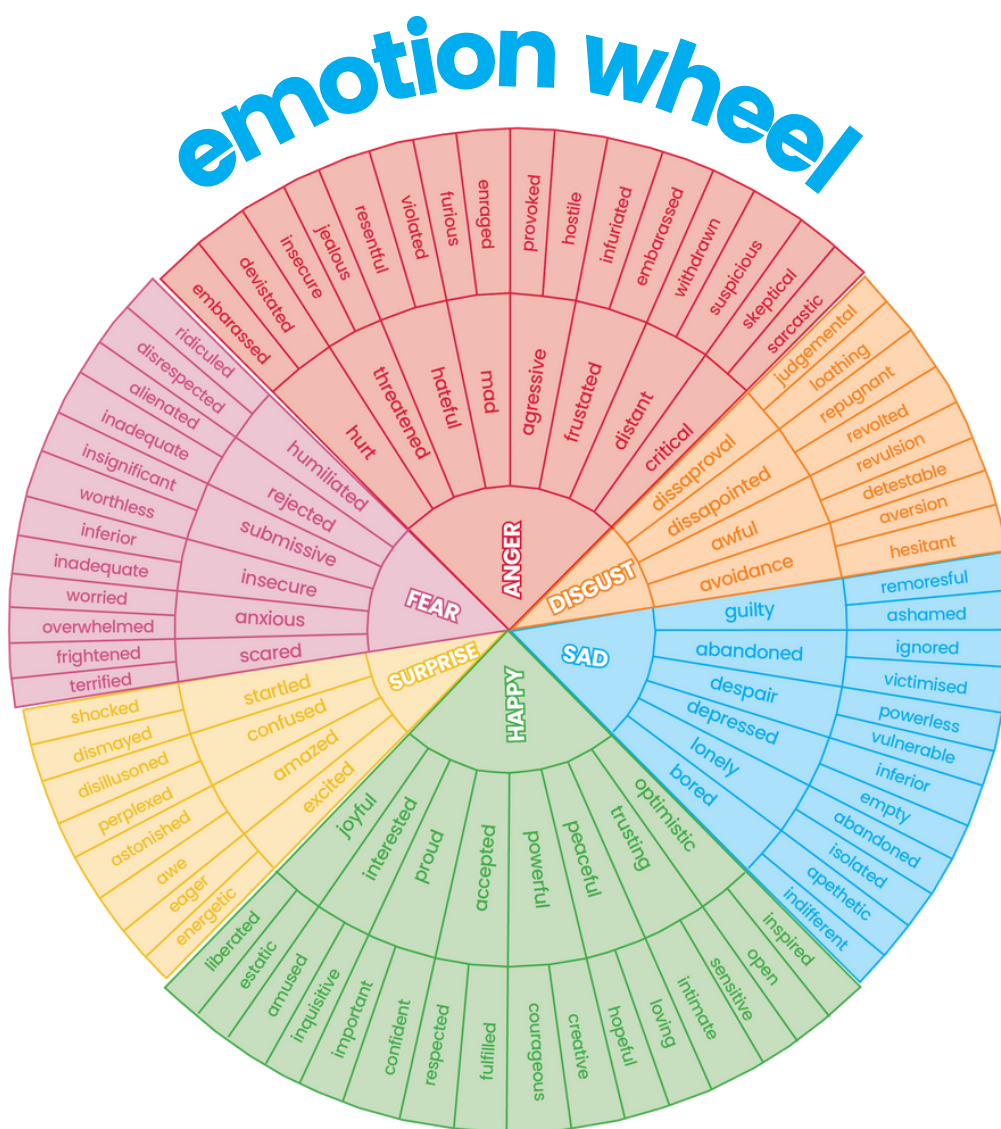


@mrscassacsclass on Instagram

Visual Cues for Mood & Understanding

The Feelings Wheel

This wheel outlines 6 primary emotions, and then moves into secondary and tertiary emotions. It can be used to support help students describe how they might be feeling and recognize connections between different feelings; there may be layers of feelings or actions that the student could be feeling concurrently that can still be stemmed back to a more fundamental emotion or state. The wheel is best utilized during intervention conversations with students.



Visual Cues for Mood & Understanding

Expression Cards

When it comes to implementing strategies for gauging and managing mood and understanding with our students, we need to consider the students we support that have different needs and capabilities. Expression Cards are a great tool for supporting communication with our students who may find this process challenging, such as those who are non-verbal, have social challenges, or who speak English as a second language. To offer these students the best opportunities for communication, we may need to provide more substantial visual cues than those that simply display colours or individual words, such as the examples below. You may choose to incorporate signs and symbols onto the cards too.

<i>I want that.</i>	<i>I need to use the bathroom.</i>	<i>I am hungry.</i>	<i>I am scared.</i>
<i>I am feeling sad.</i>	<i>I am feeling angry.</i>	<i>I am feeling frustrated.</i>	<i>I do not want you to help me.</i>
<i>I need a break.</i>	<i>I want to sit in a quiet area.</i>	<i>It is too noisy.</i>	<i>I need space.</i>
<i>That is too hard for me.</i>	<i>I want to go.</i>	<i>I don't want to go.</i>	<i>I need my fidget toy.</i>

Questions for Behavioural Intervention

When we do need to step in and intervene with undesirable behaviours, it's important to consider our approach to questioning. Sometimes, we do need to be direct and give instructions, rather than consult, but ultimately behavioural intervention should aim to:

- Understand the cause of the behaviour - the intention behind the behaviour often differs from the impact
- Support the student to manage their emotions and self-regulate
- Preserve positive relationships for the student with their classmates and their teacher

An appropriate line of questioning, therefore, helps to build a level of understanding. When we ask open and contextual questions, we can establish a student's perspective of a situation while also helping them to recognize the effect of their behaviour on themselves and others. Effective questions also help to put prompts in place for later reference, by setting a script for subsequent conversations had with the student, or providing cues for them to consider when reflecting on their behaviour independently.

Here are some examples of questions that can be implemented for positive behavioural intervention:

What did you mean when you said QUOTE?

Show an intention to understand the student's meaning

What could we have done differently to achieve that result?

Open up alternative choices for behaviour

What can I do to help?

Reinforce your position of support and establish points of action for yourself as well as the student

How can we refocus?

Establish a circuit-breaker to equip the student with strategies to get back on track with behaviours and tasks

Questions for Behavioural Intervention

Here are some (more) examples of questions that can be implemented for positive behavioural intervention:

What is your preference?

Offer the student choice in how they can move forward

How will BEHAVIOUR help with GOAL?

Indicate the flow-on effect behaviour can have and how this can impact desired outcomes

What will help you to feel more confident?

Recognize behaviours that can be a reflection of feelings of vulnerability or incapability

How can we steer back to our values?

Connect actions back to whole-class values or agreed-upon expectations the student with strategies to get back on track with behaviours and tasks

General advice for positive questioning:

- Highlight the behaviour, not the student
- Be consistent – utilize similar questions when speaking with different students about behaviour to help reinforce that the same is expected of all within the learning environment. This can be extended to also providing students with the opportunity to speak with you about your behaviours too!
- Pause then act – give the student time to answer and try not to feed them answers if they're taking a while to respond
- Consider the audience – is it best to have this conversation with the student privately, or pose questions to the class to set general expectations for behaviour?


Tips for Managing a Primary Classroom

When managing a Primary classroom, we need to adapt our approach to ensure that our strategies will be understood and well responded to by our young students, considering their stages of development. We want to support our young students to build their social and emotional skills and need to ensure that – first and foremost – we are nurturing, and that our language use suits the age group that we’re supporting. There are factors we need to consider when it comes to supporting a Primary classroom:

- We may or may not have the support of an Integration Aide or Teaching Assistant in the classroom
- We may have funded or identified Special Needs students in our classroom, but we may also have students with emerging or undiagnosed conditions
- We will most likely be working with one group of students in the one learning space for the full day, which can have an impact on relationships and engagement

Here are some examples of behaviour management frameworks and techniques utilized by anzuk partner schools.


Primary School – Western Suburbs Melbourne

School Wide Positive Behaviour Support Matrix				
	 Inside <small>All learning spaces, including the art room, performing arts room, library, gym and hallway spaces.</small>	Outside <small>Oval, soccer field, basketball court, playground, garden, toilets</small>	Digital Technology <small>Netbooks, iPads, miscellaneous devices</small>	Always <small>All areas at all times</small>
Be Respectful	I look after learning spaces, materials and equipment I listen when others are speaking I value opinions of others I let others learn	I put rubbish in the bin I use toilets in the right way and at the right time	I use all devices carefully I value others privacy and work	I INCLUDE others and accept their differences I use my manners and listen to others I adjust my noise level according to instruction I strive to IMPROVE
Be a Learner	I display whole body listening I take responsibility for my own learning I display a growth mindset I share my ideas	I demonstrate sportsmanship I play fair, take my turn and follow game rules	I use the Internet as a learning resource I am an e-smart learner I bring my device charged and ready for learning	I have a positive attitude to my learning I seek help and help others I think critically and creatively I demonstrate the school values
Be Safe	I walk safely at all times I sit on chairs properly I ask teachers before leaving a learning space I keep my hands and feet to myself	I am sun smart I stay within the designated areas I take others' safety into consideration	I use teacher approved applications and websites I report cyber bullying I follow the Digital Technology Acceptable Use Agreement	I keep my environment clean and organised I GROW by showing resilience and challenging myself I use all school equipment and spaces appropriately

Tips for Managing a Primary Classroom

Primary School – Western Suburbs Melbourne

School Wide Positive Behaviour Support - Behaviour Flowchart

		MINOR BEHAVIOURS	MAJOR BEHAVIOURS
	Calm	<ul style="list-style-type: none"> • Calling out • Swearing by accident • Interrupting others while speaking • Running around the classroom • Not being on task while using technology • Graffiti - drawing/scribbling on desks • Not wearing School Uniform • Accidentally going onto an inappropriate website • Coming in deliberately late from recess or lunch • Running in the corridors • Wasting time when out of the classroom • Climbing Trees • Littering • Not following the agreed rules to a game at playtime 	<ul style="list-style-type: none"> • Repeated and deliberate Minor behaviours • Swearing at another person • Leaving the classroom/learning area without permission • Talking back to the teacher • Taking things from others • Deliberately pushing/shoving others • Graffiti - on walls, roofs, windows etc. • Deliberately destroying/damaging others property • Physical violence towards another student • Going on 'off topic/inappropriate' YouTube Videos without permission • Violation of user agreement • Rude gestures and signals to another person • Punching or hitting another student or teacher • Leaving the school grounds without permission
	Brief		
	Respectful	Action: <ol style="list-style-type: none"> 1. Teacher to give a reminder of <u>positive expectations</u> 2. If a pattern of behaviour is repeated then student moved within room 3. If behaviour persists, student sent to a nearby classroom for short period of self-reflection, before returning to own classroom 4. If behaviour ongoing, then student sent to Team Leader to complete more detailed reflection (use teacher judgement) 5. Teacher or Team Leader facilitates short restorative conversation between student and teacher (see example) 6. If behaviour still continues then refer to Major Behaviour Action 7. Classroom Teacher to record on Compass and to file reflection notes (when Team Leader is involved) 	Action: <ol style="list-style-type: none"> 1. Student sent to Team Leader 2. Advise Student Welfare Leader 3. Student Welfare Leader to conduct Restorative Conversation and to decide on consequences in consultation with teachers involved 4. Assistant Principal and Principal to take over as required 5. Parents notified/parent meeting requested if necessary 6. Student to complete reflection/agreement sheet 7. Behaviour Management Plan created with input from all parties involved 8. Student Welfare Leader to record on Compass
	Consistent		
	Immediate	Who? <ol style="list-style-type: none"> 1. Classroom Teacher 2. Team Leader (if needed) 	Who? <ol style="list-style-type: none"> 1. Classroom Teacher and Team Leader 2. Student Welfare Leader 3. Assistant Principal/Principal (where relevant) 4. Parents
	Follow-up: <ol style="list-style-type: none"> 1. Teacher to observe and monitor student's progress ongoing 2. Team Leader to assign a section of PLC Meeting Agendas for discussions, reflections and plans going forward to support the student 	Follow-up: <ol style="list-style-type: none"> 1. Teacher to observe and monitor student's progress ongoing 2. Team Leader to assign a section of PLC Meeting Agendas for discussions, reflections and plans going forward to support the student 	

Tips for Managing a Primary Classroom

Primary School – Inner Northern Suburbs

Structures and Spaces

Consider 'zoning' the classroom with regards to activities and involve students with designating this at the start of the day – almost as part of outlining expectations. Think about a space where you're going to share instructions as a whole class, a reading area, group work area etc...Include a 'chill out' zone which students can work in temporarily if disengaged, before later rejoining the whole group. Don't forget 'no go' zones too!

Set expectations and boundaries around how students are to engage with the space and furniture. It can help to write these up on the board for the day. Set aside some time first thing in the morning to establish where the boundaries are within the room or open-planned space. Flexible learning spaces can often hold more students than a traditional classroom, can be more open plan and do not have walls or dividers to provide isolated spaces. This results in the environment becoming quite noisy. It can be challenging when you have settled your group of students and the class next door fires up or are transitioning into a new activity or vice versa. Be as firm as you can on noise control but don't wear yourself down with it. Even the best teachers in a flexible learning environment will find managing this a challenge.

Students are more frequently distracted in flexible spaces. This is because of the increased focus on collaboration, with students being encouraged to discuss their learning with their peers in class, without them necessarily possessing the self-discipline to stay on topic. Becoming distracted is further facilitated by the layout and furniture options. With the freedom to work in different locations (e.g. in the corridor or a secluded booth or break room), students allow themselves to be observed less by the teacher and more easily distracted by their peers. They take advantage of this. Limiting the different spaces they can work in and selecting learning groups yourself can reduce 'wild' and off-task behaviors.

Tips for Managing a Primary Classroom

Primary School – Inner Northern Suburbs

Lead with Positivity

If there have been any students highlighted at the beginning of the day who display challenging behaviours, then make an extra effort to praise any positive behaviour seen from them during the morning set up time. Consider calling on them for a role of responsibility or to use as a confidant to help explain or clarify things that take place during the day; 'could you please show me where the maths workbooks are kept?', 'what does this mean on the timetable?', 'would you like to choose two other people to help you to hand out the worksheet?'

Highlight positive behaviours early and refer back to them, especially for students whose behaviours may be up and down during the day, 'I really appreciate the students who have their books open'. Use incidental awards for these behaviours; 'because Bob had his book open, I'm going to let him pick the story we're going to read...'

It's helpful to find out from other teachers in the team if there is a school excursion, interschool sports or another event coming up. It can be useful to use their behaviour as a reminder of whether or not it's in alignment with what is expected to also participate in these events.



Tips for Managing a Primary Classroom

Primary School – Inner Northern Suburbs

Intervene Tactfully

Keep it simple. All students should be engaged in respectful interactions with each other and staff, including yourself. Reminders should be given and an opportunity to show improvements. If the student cannot, then stick to your word and follow this up with either an in-the-moment consequence (seat change, removal, change of activity) or an after-class consequence. Particular students will challenge you on this. Stand your ground, be confident and firm and if there is consistent refusal then seek support from another member of the teaching staff.

Approach major misbehaviours quietly and privately. Put a timeline on when and how you're going to come back to the student to follow up/debrief. Remain calm and assertive. Directly and immediately address minor misbehaviours when possible and make use of a call to action; 'I need you to move over here so that you can concentrate on your worksheet. Now, please'.

Incorporate Choice Theory practice for students not wanting to follow instructions, 'Jane, you can either stay at your table and do the reading task, or you can move into the chill zone and play with the Rubix cube for 5 minutes. What would you like to do?'

Repeat class expectations and school values as needed, 'Calm down, take a deep breath, and remember where you are. Are you being respectful? Are you showing each other that you're ready to learn? Are you following our values?'

Recognize the students that don't get along and keep them separate, especially when they're leaving the room. These can be quick and subtle actions, such as putting students into groups to go out and get their lunches to bring back and eat in the classroom.

Give students the chance for a 'fresh start' or a 'reset' when they come in for a new session. Check-in with them at the end of the day to help understand why different behaviours arose during different sessions – this might help to reveal gaps of understanding, relationship rifts etc... Transitioning between sessions can be unsettling for students, so as a preventative measure, let the students know what they'll be doing next at the end of the session, or even set up for the next activity before the students have their break time.

Putting a digital timer up on the board can also help to manage transition times. Be clear with this; if students are not seated with their books/resources before the timer is up then there may be a small consequence. Set the consequence before students finish the previous activity so they know what is at risk. e.g. staying back 5 minutes in class at the start of the break, seating change, etc...

Tips for Managing a Primary Classroom

Primary School – Outer Northern Suburbs

We have a Wheel of Problem Solving displayed in every classroom to support students to make good decisions by themselves. We refer to the wheel often as a way of reinforcing expectations for behaviour – we want to highlight to our students that it's OK to experience negative emotions sometimes, but it's important to learn positive ways to manage these emotions, both for ourselves and for others.



Tips for Managing a Secondary Classroom

Our behaviour management approach in a Secondary classroom is going to need to differ from what is utilized in a Primary environment. When working with older students, it's important to recognize the changes these students are experiencing, and how this will likely affect behaviour. Older students want to feel more independent, and so we can see more risk-taking behaviours emerge. Acceptance by their peer group can also be a massive driver for behaviour in a Secondary-aged student. Our ability to influence or manage behaviours as a Secondary teacher is even impacted by the structure of the day, where we often only have a short time with a group of students before they move on to their next lesson.

Here are some examples of behaviour management frameworks and techniques utilized by anzuk partner schools.

Secondary School – Western Suburbs Melbourne

Why Do We Explicitly Teach Our Expected Behaviours?

Introducing, modelling and reinforcing positive social behaviour is an important step of a student's educational experience. Explicitly teaching our behavioural expectations and acknowledging students for demonstrating them is key to our success.

- They are necessary skills for success in life.
- Many students arrive at school without these important skills.
- They are the basis for a positive and safe climate.
- Doing so increases opportunities to teach other skills.

When Do We Teach Our Expected Behaviours?

- At the beginning of the school year.
- Often enough to achieve and maintain fluency.
- Before times when problem behaviours tend to increase.
- Ongoing throughout the year. (refresher lessons)
- At teachable moments.

How Do We Teach Social Behaviours?

Tell – Introduce the expected behaviours and discuss why it is important

Show – Demonstrate and model

Practice – Role play expected behaviours in the relevant contexts

Monitor – Pre correct, supervise and provide positive feedback

Reteach – Practice throughout the day

Tips for Managing a Secondary Classroom

Secondary School – Western Suburbs Melbourne (continued).

Where Do We Teach Our Expected Behaviours?

- In every classroom throughout the school.
- Everywhere in the school.
- It is Imbedded in other school activities.

Acknowledging, Reinforcing and Recognizing Expected Behaviours

When students demonstrate school wide expectations, staff will note their success with positive reinforcement. This may include social, activity or tangible reinforcers. A key component of our acknowledgement system is our “Success Pass”.

How It Works:

- Teachers allocate a “Success Pass” to a student who has demonstrated positive actions and behaviours.
- The students post the “Success Pass” in the award’s box.
- The “Success Pass” award is presented fortnightly at each year level assembly.
- The recipient is drawn from the names in the box and have the opportunity to select an award from the menu.
- Each campus has its own method of celebrating the end of term success pass.



Tips for Managing a Secondary Classroom

Secondary School – Outer Northern Suburbs

1. Classroom Engagement Strategies

- Welcome students individually at the classroom door to start on a positive and gauge climate
- Know your students and their needs, consult IEP and ILP where required
- Set appropriate work in line with their abilities, and modify work where required
- Begin every lesson with a fresh start for all students in the class. A restorative conversation should create this opportunity
- Ensure your learning goal is on the board at the beginning of the lesson
- If an issue presents, ask passive questions before making any judgement or taking a course of action
- Remain calm and assertive, avoid an aggressive manner
- Allow students to make the correct choice by offering an alternative and providing take up time
- Avoid direct confrontation where a student has no alternatives
- Are students in a seating plan?

General:

- Try to have a spare textbook or copies for students without any equipment
- Bring paper and pens to avoid sending students to lockers
- Always give an out of class pass to students when leaving your classroom and only ever send one at a time
- Out of class passes should not be used in the first 15 minutes and last 15 minutes of class time.

2. Classroom Routine

Goal:

- Have the goal on the board so students can have an overview of their learning for the lesson
- Use the goal as a measure of students' progress throughout the lesson and provide feedback accordingly
- Goal Review: Revisit the goal at the end of the lesson.

Roll:

- Record rolls for every lesson on Compass
- Record lateness and the time
- Allow late students to enter the class, continue with your lesson until you are available to quietly speak to the student about their punctuality
- Report persistent offenders to Student Mentor Teacher and contact parents.

Uniform:

- Session 1 teachers should check all students uniform
- Ask for a note if the student is out of uniform
- Complete a Chronicle entry on Compass for uniform infringements "Out of Uniform (approved/unapproved)"

It is expected that students remove unapproved uniform items such as hoodies and piercings. If students refuse to remove the item they should be sent to Student Mentor Teacher.

Tips for Managing a Secondary Classroom

Secondary School – Outer Northern Suburbs (continued)

3. Classroom Behaviour Management

- Classroom teacher conducts recess/lunchtime detention for low level repetitive behaviour (Chronicle entry on Compass, and an opportunity for a restorative conversation)
- If a student does not attend, the teacher should reschedule and follow up with the student
- Failure to attend the rescheduled detention referred to the Year Level Leader.

4. Exit Procedure

- Clear warning and outline the expected behaviour
- Try to break the task down and engage the student in learning
- Secondary Warning; teacher sets a short-term goal
- Move the student to another seat in the class
- Exit – Decide on a Short or a Long

Short Exit – Student report to Student Mentor Teacher for 10 minutes, then return to the class and waits to be invited back into the lesson.

**** Student Mentor Teacher staff to assess short and long exit**

Long Exit – Student does not return to the class until a restorative conversation has been completed. The student will fill in a reflection sheet.

- Teachers must collect relocation/reflection sheet from their pigeonhole at the end of the day.
- A restorative conversation must be arranged and occur with the student prior to the next class or within 48 hrs.
- Teacher should contact Student Mentor Teacher if assistance is required
- Notes should be completed in the comment section of the exit on Compass
- The reflection form should be signed and returned to the Compliance Officer's pigeonhole
- Relocation room supervisor to enter details of exit onto Compass

Immediate Long Exit

- Extreme classroom situation
- Exit form should be completed and sent to Student Mentor Teacher with the student or another student depending on circumstances
- Relocation room supervisor to enter details of exit onto Compass
- In extreme circumstances, students may remain in Student Mentor Teacher
- Further details should be emailed to the Year Level Leader and the Sub-School Leader (Middle/Senior).

Tips for Managing a Secondary Classroom

Secondary School – Regional Victoria

Implementation Guide for Staged Response

Implementation Guide for Staged Response: November 2019					
	Preventions	Stage 1: Indicators & Response Classroom Teacher	Stage 2: Indicators & Response Classroom Teacher/ Collegial support	Stage 3: Indicators & Response Collegial/NL/AP support	Stage 4: Indicators & Response AP/Neighbourhood Support
<p>Follow reasonable instructions Expectation: Follow reasonable instructions Follow the Mobile Phone Policy</p>	<p>4 R's Remind, Redirect (Stop, Start), Relocate, Reinforce</p> <p>Build positive relationships with your students.</p> <p>Know your students and how they learn.</p> <p>Prepared curriculum with differentiation.</p> <p>Reflect and build teaching capacity.</p> <p>Classroom expectations negotiated.</p> <p>Respond and follow up, don't react.</p> <p>Hold a constructive discussion with students.</p> <p>Understand the ESC four stage response and your role.</p> <p>Restorative conversation.</p> <p>Know the mobile phone policy and expected responses and non-responses.</p> <p>T/A's actively support the storage process and policy during T/A time</p>	<p>Looks Like: Not following reasonable instructions, mobile phone is used during school time</p> <p>4 R's <i>Give student time and space to make the right choice</i></p> <p>Yes – Record on compass and the actions that you have taken. Not effective – _____ Temporary Exit from Learning Environment As per the "Buddy System". Mobile Phone Policy Breach: In class: <ul style="list-style-type: none"> Ask the student to take the phone to the general office. Issue a learning pass to the student. Give time and space for student to make the right choice. <p>Confirmation from the office that the phone was received is noted on the Compass entry.</p> <p>In the yard: <ul style="list-style-type: none"> Ask the student to take the phone to the general office. Give time and space for student to make the right choice and remind student that you will check with the office. No further discussion with student is required. Check in with the office that the phone was handed in. <p>Recording either incident on Compass: <ul style="list-style-type: none"> If student follows the instruction, record at "grey" level and include relevant NL / CL in notification chain. </p></p></p>	<p>Looks Like: Repeated refusal to follow instructions that disrupts the Positive Climate for Learning.</p> <p>Remind the students that they are making a choice, "Can we solve this now between us, or do we need to solve this differently." <i>Give student time and space to make the right choice</i></p> <p>Redirects with buddy or other staff supporting Restorative Discussion and Exit:</p> <p>Yes: Record on Compass and the actions that you have taken. Make parent contact and record on Compass Restorative Conversation and record on Compass Apply negotiated consequence and record on Compass Not effective: _____ Refer to relevant NL/CL, other NL, AP if NL not available Mobile Phone Policy Breach: In class: <ul style="list-style-type: none"> Remind student of expectation Give time and space for the student to make the right choice. Do not engage in argument, show frustration or try to take the phone. If student refuses after take up time, refer issue to buddy, non-teaching colleague (or direct to NJ/CL) who will find available NL / CL for support. Record at "green" level on Compass and include relevant NL / CL in the notification chain. <p>In the yard: <ul style="list-style-type: none"> NL / CL identify whether phone was handed in. </p></p>	<p>Looks Like: Repeated refusal to take mobile phone to office, repeated refusal to follow instructions, refusing to exit the learning space or work with buddy or other supporting staff.</p> <p>NL: Consider the following in consultation with Parents / Principal Class for all referrals, including graduated increase in consequences for each breach of the Mobile Phone Policy 1st Restorative Conversation/warning 2nd Detention 3rd In School Suspension 4th School Choice 5th Formal Suspension 6th Support Restorative Conversation with affected staff (during TA) or at the return from suspension meeting. 2) Create formal BMP (TA/NL) 3) Ensure agreed reparation consequence is followed up by affected staff members 4) Readiness to Learn Assessment Not effective: _____ Options: -Learning mentors -T/A -SSG -Create/Review ILP/MIFS (TA/CL help) -Well-being referral -Productivity booklet -SSS referral -Altered timetable -Connect referral -Other programs – Internal, external -Learning Places Connect Referral</p>	<p>Looks Like: Repeated Stage 3 suspension incidents. Repeatedly failing to comply with clear and reasonable instruction so as to pose a danger to the safety of another person. Review Ed Pathway in SSG to better meet needs and capabilities of the student. Have all supports and reasonable adjustments been considered? -Staff Learning Mentor -KESO / BDAC -External Programs (Therapeutic / engagement) -Internal / Wellbeing programs and links -DHHS supports -Wellbeing referral -SSS referral -ASD Visiting Teacher Advice -CONNECT / altered timetable -OOHC / Anglicare supports -Teach-R referral via Anglicare -Assessment Australia -Educational Needs Assessment -PSD application/s -Learning Places Connect referral Formal intervention options discussion NL-AP-Prin. -BFO -BTCH -DOXA -Work pathway -Increased Work Experience -Distance Ed Victoria -INDIE School -Net School</p>
<p>Respectful Relationships Expectation: Speak with respect Accept individuality and diversity Being honest Being trustworthy Being respectful Cooperating with others</p>	<p>4 R's Remind, Redirect (Stop, Start), Relocate, Reinforce</p> <p>Build positive relationships with your students.</p> <p>Know your students and how they learn.</p> <p>Prepared curriculum with differentiation.</p>	<p>Looks Like: Swearing, Name calling, Bullying, Dishonesty, Arguing with others, Putting others down</p> <p>4 R's <i>Give student time and space to make the right choice</i></p> <p>Redirects with buddy or other staff supporting Restorative Enquiry and Exit:</p>	<p>Looks Like: Abusive language or threatening behaviours directed to students.</p> <p>Remind the students that they are making a choice, "Can we solve this now between us, or do we need to solve this differently." <i>Give student time and space to make the right choice</i></p> <p>Redirects with buddy or other staff supporting Restorative Enquiry and Exit:</p>	<p>Looks Like: Abusive language or threatening behaviours directed to students or staff</p> <p>Repeated bullying/harassment Stalking or attempting to physically hurt another student. Being in possession of a weapon NL: As above plus the following if behaviour occurred during recess or lunch time.</p>	<p>Looks Like: Repeated Stage 3 suspension incidents. Repeatedly behaving in a way that poses a danger to others; leads to destruction or theft of property; to possess, use or sell illicit substances in a way that vilifies, defames, degrades or humiliates others; in an unproductive manner that interferes with wellbeing, safety or educational opportunities of any other student.</p>
<p>Speaking respectfully Communicate not retaliate</p>	<p>Reflect and build teaching capacity. Classroom expectations negotiated.</p> <p>Respond and follow up, don't react.</p> <p>Hold a constructive discussion with students.</p> <p>Understand the ESC four stage response and your role. Restorative conversation.</p>	<p>Yes – Record on compass Reward & positive home contact for improved effort Not effective – _____ Temp Exit from Learning Environment As per the "Buddy System".</p>	<p>Yes: Record on Compass the actions that you have taken. Make parent contact and record on Compass Restorative Conversation and record on Compass Apply negotiated consequence and record on Compass Reward & positive home contact for improved effort Not effective: _____ Refer to relevant NL/CL, other NL, AP if NL not available</p>	<p>TA's to arrange supervision at recess and lunch, within community. TA: Assess readiness to return to yard. Not effective: _____ As above.</p>	<p>Review Ed Pathway in SSG to better meet needs and capabilities of the student. Have all supports and reasonable adjustments been considered? Check as per above</p>
<p>Ready to Learn Expectation: No use of Phone or headphones in class unless given permission by your teacher Expectation: Be in class on time with all required equipment Expectation: You will need a learning pass to leave class As per expectations and achievement -try hard -don't quit -on time -oil equipment -sitting with purpose for learning -wearing uniform</p>	<p>4 R's Remind, Redirect (Stop, Start), Relocate, Reinforce</p> <p>Build positive relationships with your students.</p> <p>Know your students and how they learn.</p> <p>Prepared curriculum with differentiation.</p> <p>Reflect and build teaching capacity. Classroom expectations negotiated.</p> <p>Respond and follow up, don't react.</p> <p>Hold a constructive discussion with students.</p> <p>Understand the ESC four stage response and your role. Restorative conversation.</p>	<p>Looks Like: Late, w/out equipment, leaving class w/out learning pass / not assisting to negotiate learning tasks.</p> <p>4 R's <i>Give student time and space to make the right choice</i></p> <p>Yes – Record on compass Reward & positive home contact for improved effort No – _____ Temporary exit from Learning Environment As per the "Buddy System".</p> <ul style="list-style-type: none"> Uniform = TA/Wellbeing Late = Classroom teacher Phone = Classroom teacher No equipment = Classroom teacher 	<p>Looks Like: Repeated stage 1 incidents; truancy; obstructing effort to negotiate learning tasks; not wearing uniform; phone or use; not using equipment provided.</p> <p>Remind the students that they are making a choice, "Can we solve this now between us, or do we need to solve this differently." <i>Give student time and space to make the right choice</i></p> <p>Student redirects with teacher support using Restorative Inquiry.</p> <p>Yes: Record on Compass Make parent contact Restorative Conversation Apply negotiated consequence Reward & positive home contact for improved effort No: _____ Refer to relevant NL/CL, other NL, AP if NL not available</p>	<p>Looks Like: Escalation of stage 2 incidents.</p> <p>TA: Checks in with student takes on role of learning mentor to support student. Review progress in all classes and discuss engagement with CL (Engagement)/ NL (behaviour)</p> <p>Options: -Learning mentors – T/A -SSG -Create/Review ILP/MIFS -Well-being referral -Productivity booklet -SSS referral -Altered timetable -Connect referral -Other programs – Internal, external -Learning Places Connect Referral</p>	<p>Looks Like: Repeated Stage 3 suspension incidents. Ongoing, open refusal to engage in altered programs. Frequent wagging, unproductive behaviour that interrupts the educational opportunities, wellbeing or safety of others. Review Ed Pathway in SSG to better meet needs and capabilities of the student. Have all supports and reasonable adjustments been considered? Check as per above</p>

Have a W.A.R.R.M conversation:

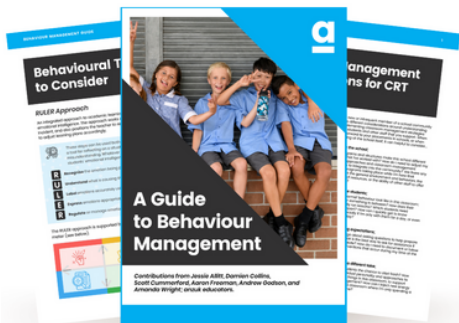
- What happened?** - Story telling (what, which, how, where, when, who)
- Affect** – feelings & emotion (who has been affected & in what ways)
- Reflection** – better choices (if you had your time over again what would be different?)
- Repair** – making things right (what needs to happen to fix things)
- Moving on** – plans & agreements (prevention & behaviour change)

4 R's

- Remind** - Remind the student about what the class is doing in a general sense.
- Redirect** - Ask the student to stop doing the negative behaviour and start doing the positive behaviour. **Keep it simple and direct.**
- Relocate** - If student fails to address their behaviour, first relocate within the class where possible. If student still persists with the negative behaviour then look to remove to another area within the community.
- Reinforce** – Warm Conversation to be held with student when appropriate

Further Information

Keen for more? Check out more anzuk resources here...



[A Guide to Behaviour Management](#)

This guide was developed through brainstorming sessions held with anzuk Educators who have all received positive feedback from our partner schools about their classroom management skills. The resource explores behavior management consideration specifically for CRTs, prevention and intervention strategies, as well as self-care and well-being advice.



[Webinar: Working in a Special Needs Setting](#)

Keen for some tips for supporting behaviours for students with Special needs? Check out our webinar recording that explores what it's like to work in a Special Educational Needs setting. In the webinar, anzuk Special Needs consultants chat with leading staff from Special Educational Needs settings anzuk supports. They discuss steps for success when working in these types of settings, including approaches to support student behaviors.



[Rapport Building as a CRT](#)

Relationship-building is a key aspect of creating a positive and supportive classroom. Check out the Rapport Building resource for tips on how to improve relationships in schools, through effective introductions, listening techniques, and ice-breaker activities.



[Podcast: exceptional.education](#)

Did you know we have a Podcast? Take a look at our catalogue of conversations, where anzuk staff speak with educators, school contacts, and subject experts to open up important topics within education: The selection of Podcasts feature valuable discussions, including supporting vulnerable students, building rapport, student voice and mental health, and so much more!

Interested in new work opportunities? We're always looking for exceptional educators to join our team: <https://anzuk.education/au/educators/register>