The point of
Innovation

The point of
Passion

The point of
Success

VICTORIA POINT
STATE HIGH SCHOOL

Point of Excellence

POLICY

SAFE, SUPPORTIVE

and DISCIPLINED

SCHOOL

ENVIRONMENT

2016

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SUPPORTIVE SCHOOL ENVIRONMENT OVERVIEW

Victoria Point State High School believes learning to be the central and key purpose of the school.

Victoria Point State High School aims to develop student opportunities through strong programs, strong pathways and strong outcomes. The School prides itself in the knowledge that every student, every day, in every lesson will participate in a secondary school education which adds value to the development of students' potential as they grow from early adolescent to early adulthood, and become active and model citizens of our local community and beyond.

The school believes in designing responsive teaching and learning which pursues improved student achievement by promoting a student's ability to respond by *Thinking First*. Students should think first in their approaches to problem solving, decision making, thinking critically and creatively before acting on their impulses and considering their presentation as a confident and contributing member of the school community.

Through thinking first, students of Victoria Point State High School demonstrate the School Values of Respect, Integrity and Responsibility underpinned by the Teaching & Learning Framework of the school. This framework is supported and informed by the research of, *The Art and Science of Teaching*.

Quality learning is established through: Effective Instructional Strategies; Effective Management Strategies and Effective Curriculum Design by an expert teaching team.

Victoria Point State High School affirms individual differences and actively promotes a Point of Excellence through the involvement of students in Programs of Excellence under the VPSHS Academy banner. These areas of interest target the school's four Pillars of Academic Achievement, Sporting Achievement, Community Engagement and Cultural Engagement.

Information and Communication Technology resources at Victoria Point State High School offer meaningful and effective ways to deliver curriculum, student learning experiences and communication with parents that is engaging and futures directed, utilising current industry standard applications and software.

At Victoria Point State High School we are committed to providing a rich, safe and enjoyable environment which will prepare students for a rapidly changing world as educated and informed global citizens.

SAFE, SUPPORTIVE AND DISCIPLINED SCHOOL ENVIRONMENT OVERVIEW

On enrolment at Victoria Point State High School each student and parent/carer agrees, in partnership to adhere to the responsibilities set out in the Student Enrolment Agreement to ensure a students' education is supported.

It is the responsibility of a student to:
- Attend school regularly, on time, ready to learn and take part in all timetabled school activities;
- Act at all times with respect and show tolerance towards other students and staff;
- Work hard to complete all learning outcomes, including homework and submit all assessable tasks outlined in the semester *Assessment Calendar;*
- Comply with requests or directions from any teaching or non-teaching staff member, deputy principals and principal;
- Abide by the school's *Responsible Behaviour Plan for Students* and wear the school uniform as set out in the school's *Dress Code;*
- Bring all appropriate learning materials and equipment to each timetabled class.

It is the responsibility of a parent/carer to:
- Attend parent-teacher interviews to discuss student progress and pathways;
- Let the school know if there are any problems that may affect my son's/daughter's ability to learn or their participation in any aspect of school life;
- Inform the school promptly of the reason for any student absence;
- Treat the school staff with respect and tolerance;
- Support the authority and discipline of the school enabling my son/daughter to achieve maturity, self-discipline and self-control;
- Abide by the school's policy regarding access to the school before, during and after school hours;
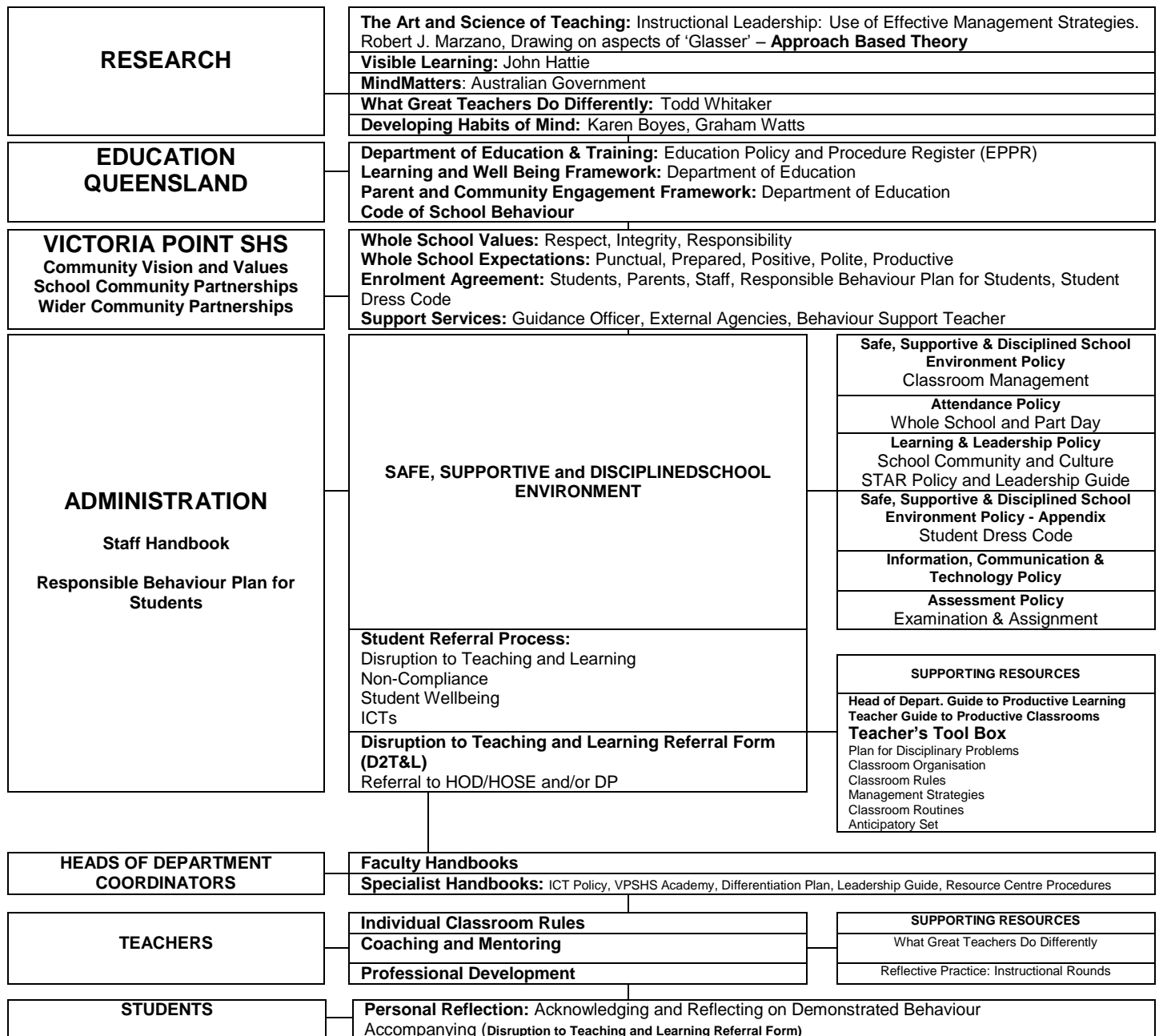- Advise the school promptly of any change of address or contact telephone numbers.

The enrolment agreement is underpinned by the Responsible Behaviour Plan for Students.
Schools with supportive environments can make a positive difference to students' learning and social outcomes.

Education Queensland schools are committed to developing a quality curriculum, fair and just practices in school organisation, and respectful relationships within the school community. Many practices within schools' daily routines foster personal development, leadership and citizenship.

VICTORIA POINT STATE HIGH SCHOOL SUPPORTIVE SCHOOL ENVIRONMENT MODEL

RESEARCH	**The Art and Science of Teaching:** Instructional Leadership: Use of Effective Management Strategies. Robert J. Marzano, Drawing on aspects of 'Glasser' – **Approach Based Theory**	
	Visible Learning: John Hattie	
	MindMatters: Australian Government	
	What Great Teachers Do Differently: Todd Whitaker	
	Developing Habits of Mind: Karen Boyes, Graham Watts	

| EDUCATION QUEENSLAND | **Department of Education & Training:** Education Policy and Procedure Register (EPPR)
Learning and Well Being Framework: Department of Education
Parent and Community Engagement Framework: Department of Education
Code of School Behaviour | |

| VICTORIA POINT SHS
Community Vision and Values
School Community Partnerships
Wider Community Partnerships | **Whole School Values:** Respect, Integrity, Responsibility
Whole School Expectations: Punctual, Prepared, Positive, Polite, Productive
Enrolment Agreement: Students, Parents, Staff, Responsible Behaviour Plan for Students, Student Dress Code
Support Services: Guidance Officer, External Agencies, Behaviour Support Teacher | |

ADMINISTRATION **Staff Handbook** **Responsible Behaviour Plan for Students**	**SAFE, SUPPORTIVE and DISCIPLINED SCHOOL ENVIRONMENT**	**Safe, Supportive & Disciplined School Environment Policy** Classroom Management
		Attendance Policy Whole School and Part Day
		Learning & Leadership Policy School Community and Culture STAR Policy and Leadership Guide
		Safe, Supportive & Disciplined School Environment Policy - Appendix Student Dress Code
		Information, Communication & Technology Policy
		Assessment Policy Examination & Assignment
	Student Referral Process: Disruption to Teaching and Learning Non-Compliance Student Wellbeing ICTs	**SUPPORTING RESOURCES** **Head of Depart. Guide to Productive Learning** **Teacher Guide to Productive Classrooms** **Teacher's Tool Box** Plan for Disciplinary Problems Classroom Organisation Classroom Rules Management Strategies Classroom Routines Anticipatory Set
	Disruption to Teaching and Learning Referral Form (D2T&L) Referral to HOD/HOSE and/or DP	

| HEADS OF DEPARTMENT COORDINATORS | **Faculty Handbooks** | |
| | **Specialist Handbooks:** ICT Policy, VPSHS Academy, Differentiation Plan, Leadership Guide, Resource Centre Procedures | |

TEACHERS	**Individual Classroom Rules**	**SUPPORTING RESOURCES**
	Coaching and Mentoring	What Great Teachers Do Differently
	Professional Development	Reflective Practice: Instructional Rounds

| STUDENTS | **Personal Reflection:** Acknowledging and Reflecting on Demonstrated Behaviour
Accompanying (**Disruption to Teaching and Learning Referral Form)** | |

CODE OF SCHOOL BEHAVIOUR
http://education.qld.gov.au/publication/production/reports/pdfs/code-school-behaviour-a4.pdf

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.
• The rights of all students to learn
• The rights of teachers to teach
• The rights of all to be safe.

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships. It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents.

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

At Victoria Point State High School we believe that when teachers use effective management strategies and students are given clear classroom expectations and classroom routines, they are better able to achieve success. We believe that respect, responsibility and integrity are the core values that will influence positive behaviour and encourage the development of good habits of mind which enable critical, creative and self-regulated thinking to occur. A full copy of the Responsible Behaviour Plan for Students is posted on the school website: www.vpshs.eq.edu.au.

Level 1 Behaviour – Appropriate		
All students are expected to demonstrate: An understanding of the School Values, School Expectations and School Routines. Students should adhere to classroom rules and demonstrate an appropriate attitude and perception to learning which results in student recognition and reward.		
Level 2 Behaviour – Inappropriate	**Disruption to Teaching & Learning Teacher Strategy** School Policies and Procedures Buddy Classroom Confiscation Lunchtime Detention Parental Contact Referral to Head of Department	**Non-Compliance Teacher Strategy** School Policies and Procedures Infringement Record Parental Contact Referral
Level 3 Behaviour – Inappropriate	Continuous or More Serious **Disruption to Teaching & Learning Head of Department Strategy** School Policies and Procedures Student School Record Parental Contact Class Withdrawal Afterschool Detention Referral	Continuous or More Serious **Non-Compliance Head of Department Strategy** School Policies and Procedures Student School Record Parental Contact Referral
Level 4 Behaviour – Inappropriate	Persistent, More Serious or At Risk **Deputy Principal Strategy** The Code of School Behaviour Victoria Point State High School Responsible Behaviour Plan for Students (page 13)	
Level 4 Behaviour – Inappropriate	Extreme Persistence, More Series or At Risk **Principal Strategy** The Code of School Behaviour Victoria Point State High School Responsible Behaviour Plan for Students (page 14)	

CLASSROOM MANAGEMENT

Victoria Point State High School has established a common approach using a common language to the management of student behaviour, underpinned by the Whole School Values, Whole School Expectations and Responsible Behaviour Plan for Students.

Knowing the various layers of a whole school approach and designing and developing behaviour management strategies within this provides students with known responses rather than re-active or emotional responses.

In order to effectively manage behaviour, teachers must acknowledge that part of the Safe, Supportive and Disciplined School Environment Policy is reflected through lesson preparation. Therefore the following guide to Designing An Overall Discipline Plan for Disciplinary Problems, Organising the Classroom and Creating Rules and Procedures for individual classrooms completes a levelled approach to the managing of student behaviour.

WHOLE SCHOOL VALUES

Victoria Point State High School's Teaching and Learning Framework is underpinned by the Whole School Values of Respect, Responsibility and Integrity.

RESPECT	RESPONSIBILITY	INTEGRITY
• Treatment of others	• Environment	• Socially Just
• Accepting Difference	• Belongings	• Transparency
• Self-respect	• Behaviour	• Consistency
• Language	• Learning	• High Expectations
• Property	• Peers	• Ethical
• Learning	• Appearance	• Honest
• Opinions	• Expectations	• Truthful
• Cultural	• Equipment	• Socially Just
	• School Image	• Transparency
	• Community Service	

FUNDAMENTALS OF TEACHING & LEARNING

Victoria Point State High School's Whole School Values are underpinned by a set of 5 Fundamentals of Learning (5P's) which outline the requirements for every student, every day in every classroom to be able to effectively learn and contribute to a positive school and classroom environment
.
PUNCTUAL
- be on time for school and for class;
- work consistently hard in class.

PREPARED
- bring all necessary materials to class first up (eg. textbooks, work pads, pens, homework diary);
- come ready to learn;
- have homework completed.

POLITE
- show respect to their teachers and to other students;
- behave in class.

POSITIVE
- fully cooperate with their teachers and other helpers in the learning process.

PRODUCTIVE
- work consistently hard in class.

ATTITUDES AND PERCEPTIONS

Attitudes and Perceptions affect students' abilities to learn. A key element to effective instruction is to establish positive attitudes and perceptions about the classroom and about learning that become part of the school culture and are communicated clearly and repeatedly to students, parents, and staff.

Most importantly, an effective classroom reinforces social skills, strengthens school climate, and improves student achievement.

Explicit rules and common operating procedures are vital to establishing positive attitudes and perceptions. A student's sense of order in the classroom affects his or her ability to learn.

Order refers to identifiable routines and guidelines for acceptable behaviour and psychological and emotional safety.

Explicitly stated and reinforced routines create a climate that is conducive to learning. If students do not know the parameters of behaviour in a learning situation, the environment can become chaotic.

Well-articulated routines and procedures are a powerful way of conveying a sense of order to students. This can be accomplished by ensuring a common approach using a common language is standard operation.

WHOLE SCHOOL ROUTINES

Victoria Point State High School mandates the use of Whole School Routines for entering and exiting the classroom.

Clearly displayed routines are placed on the inside door of every classroom in the school.

Entering the Classroom

- All students are expected to line up outside the classroom and ensure their bags are in the bag racks;
- All students are expected to have their Student Planner and required equipment ready for class;
- All students are expected to store away unnecessary equipment such as Ipods and mobile telephones;
- All students are expected to be in correct uniforms or have a note of explanation in their Student Planner written by their Family Group Teacher;
- All students are expected to enter the room quietly;
- All students are expected to stand behind their desks in faculty developed seating plan and greet the teacher;
- All students are expected to engage in a previewing activity or reading the Student Notices if in Family Group;
- All students are expected to respond appropriately to the roll mark on ID Attend;
- If in computer room, other expectations are required e.g. the creation of a seating plan and the checking of equipment.

It is the role of the classroom teacher to ensure routines for entering the classroom are established and adhered to.

Exiting the Classroom

- All students are expected to revise the work learnt in class;
- All students are expected to have their homework written in their Student Planer;
- All students are expected to stand behind their desks and push in their chairs;
- All students are expected place any rubbish in the provided classroom bins;
- All students are expected to assist the teacher to close the windows and turn the fans off when directed;
- All students are expected to assist the teacher to clean off the work from the board when directed;
- All students are expected to wait to be dismissed from the classroom by the teacher.

It is the role of the classroom teacher to ensure routines for exiting the classroom are established and adhered to.

Further routines should be established by individual classroom teachers. These should include routines for:

- Transitions and interruptions to the teaching & learning of the class;
- Use of materials and equipment;
- Group work;
- Regaining the attention of the class.

DESIGN AN OVERALL PLAN FOR DISCIPLINARY PROBLEMS
Teachers should remember the balanced approach, which involves acknowledgement of positive behaviour and negative behaviour.

What will I do to establish and maintain classroom rules and procedures?

Teachers should find it useful to outline steps in an overall plan for resolving conflicts with students and improving disciplinary problems. Glasser (1977, 1986) recommends an approach based on the assumption that students are ultimately responsible for their own behaviour. Good and Brophy (2003) note that Glasser "emphasised that people are responsible for their own goals, decisions, and personal happiness in their lives and described methods for taking control of one's own life".

A Suggested Approach For Designing An Overall Plan For Disciplinary Problems.

List your typical reactions to student behaviour.

- Analyse the list and determine which of your behaviours are effective and which are not.

- Make an attempt to improve your relationship with disruptive students.

- Meet with students and point out the specific behaviours that need to be curtailed.

- Make sure students understand and can describe the offending behaviour.

- If the offending behaviour continues, help the student develop an explicit plan to curtail it. Keep refining the plan as needed.

- If the offending behaviour still persists, isolate the student from class until a renewed commitment is made on the part of the student.

The design of rules and procedures must be planned for and executed at the beginning of the school year or the beginning of a new unit, providing consequences for adherence to and lack of adherence to rules and procedures is a day-to-day activity.

On a daily basis vigilance is required to ensure that consequences are fairly and consistently applied. To this end a teacher might mentally track the consistency with which the consequences are applied.

If positive consequences have not been implemented in a while, it could be an indication that they are neglected. The same is true for negative consequences.

If one or more consequences have not been executed for an extended period of time, it might mean that students are adhering well to rules and procedures or it might mean that those consequences are being neglected.

On a daily basis, teachers might ask themselves the following:

- What positive consequences should I be ready to implement today?
- What negative consequences should I be ready to implement today?
- Am I being sensitive to the need for variety in these activities?

ORGANISING THE CLASSROOM
The physical setting of the classroom conveys a strong message regarding a teacher's approach to managing instruction and learning.

How will I organise the classroom for effective teaching and learning?

The physical setting of the classroom conveys a strong message regarding a teacher's approach to managing instruction and learning. Obviously, the teacher should consider the classroom's physical design before students come to class. The general principal guiding classroom organisation is to create physical conditions that facilitate and support teaching and learning.

Desk arrangements should provide access to any student within four steps from where the teacher spends most of their time. The arrangement should also allow easy storage of and access to materials and a clear traffic pattern for student movement. Finally, the physical arrangement should provide for flexibility in organising students.

Access to varied learning environments, technology, and equipment
Will additional or varied learning environments enhance effective classroom curriculum design? If so, the following questions may be useful:
- Do I have a consistent routine that would allow for the inclusion of varied learning environments?
- Can I access a room whereby technology and equipment are available? If not, can I create a partnership with a neighbouring teacher to allow our environments to be designed for varied use, minimalising disruption?
- What would be the patterns of movement in varied learning environments and do my classroom rules consider change?
- Where might I store resources and equipment for ease of access and possibly safety considerations?

Decorating the Room
To one degree or another, most teachers decorate the room. The following questions promote beneficial awareness regarding room decoration:
- Relative to the classroom door, what do you want students to see as they enter and leave the room?
- Are wall spaces available for bulletin boards, calendars, and displays to post learning goals, assignments, special announcements, and student work? What is the best placement for these things?
- Will you have posters with pockets for each student?
- How much empty space will be set aside for later use?

Materials
Depending on the year level, subject area, and types of lessons and units planned, the teacher might want to have the following materials prepared and organised:
- Pens, pencils, and paper, paper clips, staples and stapler, colours, supplies, equipment, etc.
- Student folders, class sheets, seating charts, academic games, challenging and extension activities, reading materials, maps, dictionaries, etc.
- In/out boxes for quick collection of student work
- Extra requirements for planned use of equipment such as bulbs for the OHP, extension leads etc.

Students' Desks and Chairs and the Teacher's Work Area
The physical arrangement of desks and chairs can either inhibit or facilitate learning. The following questions represent useful:
- How many students will be in the class?
- Does the room's layout present any safety issues?
- Where will whole-group instruction take place?
- Will all students be able to easily see the teacher during whole-class discussion or see other students who are making presentations?
- Where is the storage area for materials that will be used most frequently?
- Where is the blackboard or whiteboard located?
- Where is the best placement for projectors?
- What seating arrangements will best encourage student discussion and productive interaction?
- Can eye contact be made with each student?
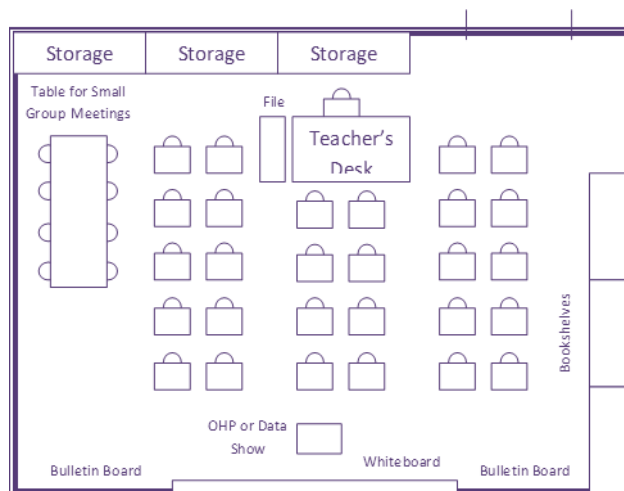
CLASSROOM RULES
All Classroom Rules require periodic review and change when necessary.

What will I do to establish and maintain classroom rules and procedures?

Without classroom rules it is impossible for a teacher to conduct instruction or for students to work productively if they have no guidelines...inefficient rules and a common understanding of aspects of the classroom life can waste large amounts of time and allow students' attention and interest to wane.

Scenario – Mr Hutchins spends substantial time crafting classroom rules during the first week. He explains to students the classroom expectations and asks then to draft rules under each of the headings which address specific behaviours and or processes for the classroom. On occasion throughout the year, he finds that one or more of the rules require alterations, as he notices that during discussion or debate the hands up rule stifles conversations. He asks student to address this and amend the rule.

When designing classroom rules, it is important to interact with students about them from the outset. Interactions can take a number of forms. Interactions might be as simple as explaining each rule to students and discussing with them the logic and need for rules.

For Example: The School Value is **Respect***, the School Expectation is* **Polite,** *the Classroom Rule as discussed by the Teacher reflects that in the learning environment* **Only One Person Speaks at a Time.** *This allows all students to be active participants in class discussions, Question and Answer Time, Clarification of Instructions, Students Listen to Other Peers Before Elaborating on the Discussion.*

Another option is to devote class time to designing rules form the ground up. This allows the Teacher to shift the responsibility to the students. This should begin with a whole class discussion on the School Framework for Behaviour Management and then may enable the formation of small groups to generate rules under each of the 5P expected behaviours.

*For Example: Making Our Classroom a Place for Learning (**Productive**).*

These student- generated rules would be listed underneath the classroom expectation and prominently posted in the classroom for future reference.

1. Respect others when someone is speaking, listen.
2. Follow directions.
3. Keep hands, feet, objects, and unkind remarks to yourself.
4. Remain in your seat unless otherwise directed.
5. Raise your hand.
6. Think before you act.

Further Examples:

GENERAL CLASSROOM BEHAVIOUR	• Being in the assigned seat at the beginning of class • Talking or not talking at specific times
BEGINNING AND ENDING THE PERIOD	• Taking attendance at the beginning of the period • Ending the period with expectations of homework
TRANSITIONS AND INTERUPTIONS	• Leaving the room • Returning to the room
USE OF MATERIALS AND EQUIPMENT	• Distributing materials • Storage of common materials
GROUP WORK	• Movement in and out of a group • Returning to the room
SEATWORK AND TEACHER-LED ACTIVITIES	• Student attention during presentations • Talking among students • Obtaining help • Behaviour when work is completed

BEHAVIOUR MANAGEMENT

Student Referral Process

Victoria Point State High School operates within a Safe and Support School Environment which includes a range of behavioural and support services to which a student may be referred.

Behavioural Expectations and Support Services are documented within the Student Planner and Staff Handbook with links to school policies.

Victoria Point State High School uses levelled actions to ensure students strive towards our high expectations and standards whilst maintaining a sense of pride in themselves and our school. At times a teacher may need to refer a student for impacting on the learning of themselves or others.

Students referred for Level 3 (Head of Department) and/or Level 4 (Deputy Principal) – Disruption to Teaching and Learning must be directed from the classroom with a completed Referral Form to the locations clearly stated in the top, right hand corner:

- ☐ To staffroom/classroom for HOD
- ☐ To SR4 for HOSE
- ☐ To Student Administration for DP

Students must also be supplied with a Personalised Learning Plan. This provides the student with an immediate, personal reflection allowing further engagement with the student to be timely and focused on the behaviour.

All required documentation can be located above staff pigeon holes or within the Safe, Supportive and Disciplined School Environment Staff Guidelines 2015 saved on OnePortal.

STUDENT REFERRAL PROCESS FOR STUDENTS AT RISK (STAR)

Victoria Point State High School strives to provide the best possible learning environment for their students. This includes catering for those young people whose distress may lead to less than expected educational achievement. This will vary from mild distress, which may occur for a short period of time in a significant number of young people, to distress which may lead to the young person engaging in risk-taking actions/behaviours.

All staff, teaching and non-teaching, at Victoria Point State High School are responsible for the duty of care for all students – in particular staff are responsible for referring students through the appropriate processes if the staff member/s are concerned for the young person's health and wellbeing.

To refer a student:

Staff Members must complete clearly and legibly, in full, a *STAR Team Student Referral Form* and place the form in the pigeon hole of the Student Services Manager or email to the Student Services Manager.

It is the responsibility of the STAR Team to complete a OneSchool Record and Parental Contact where appropriate.

If the STAR Team feels the student's educational achievement would benefit from shared information a *Student Confidential Memo* will be issued to all relevant staff via e-mail.

VPSHS BEHAVIOUR MANAGEMENT PLAN

Level	Behaviour	Strategy
1 **APPROPRIATE** Teacher	Following: School Values School Fundamentals of Learning Classroom Rules	Reward Positive Behaviour: - Positive Feedback/Praise - Phone/email home - Positive Postcard - OneSchool Entry
2 **INAPPROPRIATE** Teacher Alternative workspace (in room or Buddy Class)	**Disruption to Teaching & Learning** Refusal to follow: School Values Schools Fundamentals of Learning Classroom Rules & Routines **Non-Compliance** Lateness/Absence as per Attendance Policy – No Referral Lack of materials Failure to complete homework or assessment Eating/drinking in class (water allowed) Uniform Issues as per Dress Code Policy 　　　　　-recorded in ID Attend ONLY	Reminder of : 　School Policies 　School Values 　School Fundamentals of Learning 　Classroom Routines (Entry/Exit) 　Classroom Rules Direct Cost Teacher Detention- MUST be recorded in Student Planner Referring teacher to provide work when sending student to alternate space/Buddy Class **(otherwise they will be sent back)**
PLAYGROUND Teacher	Refusal to follow instructions of a Teacher on duty Physical/Verbal Aggression	Relevant Teacher Strategies Direct intervention. Direct DP Referral- enter in OneSchool
3 **INAPPROPRIATE** Curriculum HOD Jr & Snr Sec HOD Nearest HOD	**Continuous/More Serious Disruption to Teaching & Learning** Use of inappropriate language Escalating misbehaviour Atypical disruptive behaviour Minor abuse and/or bullying of students Inappropriate use of property – School or Others ICT Abuse Cheating and/or Plagiarism Failure to attempt Assessment Failure to complete Assessment	Referring To HOD Teacher MUST: • Phone Call/Email home • Record behaviour (minor) & parent contact in OneSchool • Refer entry to relevant HOD HOD referred to MUST: • Enter/action in OneSchool
4 **INAPPROPRIATE** **Deputy Principal**	On-going and/or Escalating Disruption in class Failure of students to respond to Level 3 strategies implemented by relevant HOD Persistent ICT Abuse Chronic Non-Compliance **(HOD Referal ONLY)** **Students demonstrating behaviours such as:** Bullying/Harassment Wilful Damage Physical/Verbal Aggression Theft Leaving without Permission Misconduct out of class Misconduct travelling to and from school Breach of Return from Suspension Conditions	Referring To DP, HOD/Teacher MUST: • Record behaviour (major) in OneSchool • Send to admin WITH a referral form
5 **INAPPROPRIATE**	ONLY DEPUTY PRINCIPAL TO REFER LEVEL 5 TO PRINCIPAL	

STUDENT REFERRAL FORM
Victoria Point State High School

Disruption to Teaching and Learning Referral

to Staffroom/Classroom for HOD ☐
to SR4 for HOSE ☐
to Student Administration for DP ☐

Student Name _____

Referring Staff Member _____

Subject Class _____ Date _____ Time _____ Period _____

LEVEL 2 Behaviour - actioned by Teacher

CLASSROOM RULES ☐	INSTRUSTRUCTIONS ☐	DEVICES ☐	PROPERTY ☐
LITTERING	LANGUAGE	MOVEMENT	Other
TALKING	PHYSICAL CONTACT	WH&S	

Strategies Used by Teacher Prior to Referral

Reminder of Classroom Rules ☐	Direct Cost ☐	Teacher Lunch Detention ☐
Student Movement within Seating Plan	Home Contingency	Informal Buddy Class
Verbal / Nonverbal Cues	Tangible Recognition	Other

☐ **THE TEACHER MUST ENTER THIS INTO ONESCHOOL**

LEVEL 3 Behaviour - for action by HOD/HOSE

Continuous or More Serious Level 2 Behaviour	☐ INAPPROPRIATE LANGUAGE	☐
ESCALATING MISBEHAVIOUR	☐ ATYPICAL BEHAVIOUR	☐
MINOR ABUSE and/or BULLYING of STUDENTS	☐ INAPPROPRIATE USE OF PROPERTY School or Others	☐
ICT ABUSE	☐ Other	☐

Strategies Used by the Head of Department Prior to Referral

Reminder of Whole School Expectations ☐	Home Contingency ☐	HOD Lunch Detention ☐
Student Movement within Seating Plan	Formal Buddy Class	HOD After-school Detention
Verbal / Nonverbal Cues	Student / Teacher Conference	Other

☐ **THE HOD/HOSE MUST ACTION THIS INTO ONESCHOOL (Support & Intervention)**

Level 4 Behaviour – for action by Deputy Principal

Ongoing or Escalating Level 3 Behaviour	☐ PHYSICAL/VERBAL AGGRESSION	☐
PERSISTENT ICT ABUSE	☐ THEFT	
BULLYING/HARASSMENT	☐ LEAVING WITHOUT PERMISSION	
MISCONDUCT OUT OF CLASS	☐ MISCONDUCT TRAVELLING TO and FROM SCHOOL	
BREACH of RETURN FROM SUSPENDED CONFITIONS	☐ Other	
WILFUL DAMAGE	☐	

Comments:

_____

_____

_____

_____

☐ **THE DP MUST ACTION THIS INTO ONESCHOOL (Administration Follow Up)**

Victoria Point State High School

Personal Development Plan   Student Name:_____

Think Positive!

Think First!

Only You Can Change Your Behaviour.

Circle your specific actions that resulted in your being removed from the classroom.

VALUES					
RESPECT		INTEGRITY		RESPONSIBILITY	
Calling out	Not Following Instructions	Inappropriate Physical Contact	Unauthorised Use of technology	Safety	Not Respecting Others
Disturbing Others	Inappropriate Language	Interfering with Property	Movement without Permission	Lack of Adherence to Classroom Rules	Lack of Adherence to Procedures
Physical Contact	Interfering with Property	Littering			
Inappropriate Physical Contact	Littering				

Match the 5 'P' words with the Expectations.

FUNDAMENTALS OF LEARNING	
PUNCTUAL	Students are respectful to staff, students, visitors and other school personnel. Students use their manners at all times and are polite and courteous when speaking.
PREPARED	Students want to learn and have a go at all tasks. Students are positive and supportive of other students and teachers in all interactions within the class.
POLITE	Students complete set activities in class to the best of their ability and participate in classroom discussion where appropriate and when directed. Students demonstrate pride and an excellent work ethic on all tasks both at home and at school. Students ask relevant questions and seek answers.
POSITIVE	Students are on time for each and every class, have used their lunch breaks to attend to personal needs and line up quietly ready for class without instruction. Students are to hand in all class work and assessment on time.
PRODUCTIVE	Students bring necessary equipment, student planner and complete set homework tasks each and every lesson. Students are mentally ready to learn.

Choose two School Fundamentals that are going to be your focus? Identify the key words that will describe both the physical and mental improvements in your behaviour. These will be <u>action</u> words.

Behaviour Targets to Strive to Achieve.	
Write your first word in this box.	• • •
Write your second word in this box.	• • •

PLAN OF ACTION

PEEL Paragraphs Use this information to help you construct your plan of action

Point- Your topic sentence identifies the main point of the paragraph, this tells the reader what the paragraph is going to be about.

Explanation- Show your understanding by explaining in detail what your main point is about and how it relates to the action plan.

Evidence- Support you point with evidence of what happened and should be the bulk of your paragraph.

Link- The last sentence νεεδσ to sum up the paragraph linking it to the topic and then providing a Link to the next main point (linking sentence).

The relationship between you and your teacher, needs to be repaired so that you and your classmates can learn, effectively. Write two (2) PEEL paragraphs to:

1) identify the issues/behaviours that resulted in your removal from the classroom

2) describe HOW you are going to ensure your time in class is positive & productive. BE SPECIFIC with the actions

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EFFECTIVE CLASSROOM PEDAGOGY

Victoria Point State High school believes that effective pedagogy stems from an understanding and application of deliberate practice.

Pedagogy includes both instruction and an understanding of the individual students in class and their needs at particular points in time.

HIGHLY ENGAGED CLASSROOMS

Engagement is central to effective teaching and learning. If students are not engaged, there is little, if any, chance that they will learn. Highly engaged classrooms are the results of careful teacher planning and instructional practice.

Pacing	Do I have appropriate routines in place for the administrative tasks I will be using today?
	Am I aware of the transitions between activities I will use today and the plan for how to address those transitions?
	Do I have activities planned for students who finish their seatwork early?
	What will I do to remain aware of moving too slowly or too quickly when presenting new content?
Intensity and Enthusiasm	Which aspects of the content addressed today am I particularly enthused about?
	How will I demonstrate my enthusiasm? • Personal stories • Verbal and nonverbal signals • Reviving the zest for teaching
Teacher-Student and Peer Relationships	What can I do today to ensure fair and equitable treatment for all students? • Ensure students are not teased or bullied • Establish expectations for fair and equitable treatment
	Are there ways of showing interest in and affection for students that I will use in class today? • Simple courtesies • Using physical contact and physical gestures • Attending to students' needs and concerns
	How can I gather positive information to use in building relationships? •Structured opportunities to highlight students' interests and accomplishments • Parents and guardians • Fellow teachers
Verbal Feedback	During what activities today could I provide praise and feedback to students?
	What are some phrases I should avoid when providing praise and feedback?
	What are some phrases I should use when providing praise and feedback?
Physical Movement	What opportunities are there today to introduce physical movement?
	What techniques will best fit into today's lesson? • Movement to lift energy • Movement that furthers understanding of content • Movement for the whole class or school
Humour	Can I incorporate humour into any of the addressed content?
	What strategies will I use? • Self-directed humour • Funny headlines or quotes • Movie clips and media entertainment • A class symbol for humour
Games and Inconsequential Competition	Is there content I can effectively review using games?
	What types of games best fit this content?
Friendly Controversy	Could I incorporate friendly controversy into any of the addressed content?
	What strategy will I use to stimulate friendly controversy? • Class vote • Debate model

	• Town hall meeting • Legal model • Perspective analysis
Unusual Information	Could I incorporate unusual information into any of the addressed content? How will I use unusual information? • To introduce a lesson • To allow students to research and collect interesting facts • By inviting guest speakers
Questions and Response Rates	What techniques should I use to increase the effectiveness of my questions? • Call on students randomly • Use paired response • Use wait time • Use response chaining • Invite choral response • Use simultaneous individual response
Students' Lives	Could I incorporate comparisons to students' lives in any of the addressed content? What categories will I use for the comparisons? • Physical characteristics • Processes • Sequences of events • Cause-and-effect relationships • Psychological characteristics • Fame or notoriety • Analogies
Students' Life Ambitions	Are there specific units or courses I can use personal projects in? How long will the projects last? How much time will I spend each week on the projects?
Application of Knowledge	Does the content being addressed lend itself to authentic applications to real-world issues? Is there a problem that can be solved or studied using the content? Is there a decision that can be made or studied using the content? Is there a hypothesis that can be tested or studied using the content? Is there an issue that can be investigated using the content? Am I allowing students to make choices using cognitively complex processes? What choices of response formats could I offer to students? How might I provide choice in learning goals? How will I provide choice in behaviour?
Progress	Can students track their progress over time on any of the addressed content? How will I design the scale students will use to track their progress? How will I facilitate students' setting of personal goals and development of strategies to attain these goals? How will I design the scale students will use to track their effort?
Examples of Self-Efficacy	Are there specific units or courses that could provide examples of efficacy? How can I use stories in these situations? How can I use quotations in these situations?
Self-Efficacy	Can I teach efficacy through any content that has been covered or will be covered? What sources will I use to teach efficacy? How will I make the distinction between the growth theory and fixed theory? How will I facilitate students identifying their own perspective? How will I keep the conversation about the two perspectives going in class?

CLASSROOM MANAGEMENT STRATEGIES

Through the development of effective practices, proactive interventions and positive behaviour support programs Victoria Point State High School's aim is to build a school community that promotes strong partnerships, high expectations and resilience using effective classroom management strategies framed within the school's Teaching & Learning Framework.

Teacher's Tool Box

Effective Classroom Pedagogy

What will I do to develop effective lessons organised into a cohesive unit?

What will I do to establish and maintain effective relationships with students and communicate high expectations?
Design An Overall Plan For Disciplinary Problems

List your typical reactions to student misbehaviour
Analyse the list and determine which of your strategies are effective and which are not
Make an attempt to improve your relationships with disruptive students
Meet with students and point out the specific behaviours that need to be improved
Make sure students can understand and describe the offending behaviours

Creating an Effective Classroom Climate	Use of Effective Management Strategies
What will I do to establish or maintain classroom rules and procedures? • Organise the classroom for effective teaching and learning • Decorate the room to stimulate learning • Supply spare equipment • Publish class seating plans • Establish Classroom Routines • Structure class movement • Establish Classroom Rules • Bracket student's thinking to focus their attention **What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?** Effective Management Resources • Tangible Recognition • Teacher Reaction • "Withitness" • Direct Cost • Group Contingency • Home Contingency	**What will I do to recognise and acknowledge adherence to classroom rules and procedures?** I will use: • Teacher Reaction *Positive words which include the behaviour, Smiles, Nods, Thumbs-up, A-OK signs* Use Simple Verbal and Nonverbal Acknowledgement *Phone Calls Home, E-mails, Use of Student Planner, Certificates, Points, Games, Goals, Year Level Assembly Rewards, Whole School Parade Recognition.* • Use Tangible Recognition When Appropriate Involve the Home in Recognition of Positive Student Behaviour **What will I do to recognise and acknowledge lack of adherence to classroom rules and procedures?** I will use: • "Withitness" *Be Proactive, Stimulus Cueing, Occupying the Whole Room, Noticing Potential Problems, Using a series of graduated* Teacher awareness of potential problems an quick *Actions, Looking at Suspected Students, Pausing and Waiting, Moving in the Direction of Students, Stopping the Class* attention to situations *and Confronting the Behaviour* • Direct Cost *Time-Out, Overcorrection, Informal and Formal Buddy Class* • Group Contingency *Holding the Whole Class Responsible* • Home Contingency *Involving Parents/Carers, Common Correspondence e.g. Failure to submit Assessment* Have a Strategy for High-Intensity Situations Recognise That the Student Is Out Of Control When the Student is Calm, Repeat Simple Verbal Requests
Creating Effective Common Language How will I communicate clear high expectations? *1st response* • Student, what are you doing? • Does your behaviour value our classroom rules? • Which classroom rule will focus your behaviour? *2nd response* • Student, what are you doing? • You remain unfocused and unable to follow the classroom rules, please .... (graduated strategy)	**Whole School POLICIES and PROCESSES** **Disruption to Teaching & Learning: Direct and Immediate Action** Policies: • Responsible Behaviour Plan for Students Process: • Confiscation Process • Referral Process – Head of Department, Students At Risk (STAR), Deputy Principal, ICT Misuse • Detention & Withdrawal **Non-Compliance: Timely but not Immediate Action** Policies: • Attendance • Anti-Bullying • Assessment • Student Dress Code • Responsible Behaviour Plan for Students Process: • Referral Process – Head of Department, Students At Risk (STAR), Deputy Principal, ICT Misuse • Detention & Withdrawal

WITHITNESS
Be aware of what is happening in all parts of the classroom at all times.

What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

INSTRUCTIONAL LEADERSHIP

Effective Classroom Pedagogy

5Ps

| Use of Effective Instructional Strategies | Use of Effective Classroom Management Strategies | Effective Classroom Curriculum Design |

RESEARCH

Remaining 'with it' by continuously scanning the classroom, even when working with small groups or individuals reduces the ability for misbehaviour to occur.

Also demonstrating this wihitness to students by intervening promptly and accurately when inappropriate behaviour threatens to become disruptive allows the lesson to maintain its flow.

This minimises timing errors (failing to notice and intervene until an incident has already become disruptive) and target errors (mistakes in identifying the students responsible for the problem).

Teacher awareness of potential problems and quick attention to those situations are at the core of effective classroom management.

Being Proactive: This simply means that the teacher tries to be aware of incidents that have happened outside of class that might affect student behaviour in class.

An Example: A teacher becomes aware of the fact that two students in her class have had an argument before school started, accompanied by typical threats regarding confrontations after class. To head off this potential problem, the teacher makes it a point to quietly and privately talk to both students before class starts to engage in brief conversations about expectations for the lesson:

> *Mary and Sally, I know you two are upset about something today. Try your best to put all of that aside right now. Use your heads today. Don't just react to how you feel at the moment. We've got a lot of new information to cover in this class. Do your best to get involved and things might look very different at the end of the period. If you want to talk, I'll be available to you both.*

Stimulus cueing is another proactive behaviour that is a form of forecasting problems. This could involve the teacher tapping on the student's desk as she walks by. This is a pre-arranged signal to the student to be aware of and exert control over their current behaviour.

Occupying the Entire Room: Occupying the entire room physically means that the teacher moves to all quadrants of the room systemically and frequently. The teacher even makes an effort to occupy the entire room whilst guiding or instructing the students when possible. Particular attention is paid to areas of the room where it is difficult to see student behaviour. Even when the teacher is standing still they can occupy the room by making eye contact with every student and systemically sweeping the class visually.

Noticing potential Problems: Noticing potential problems involves attending to unusual behaviour of students. What is considered as unusual behaviour for one group of students may not be considered unusual behaviour for another group of students.

Example: Prior to class, several students are huddled together talking intensely, one or more students have not been engaged in the class activity for an extended period of time, students sitting in one area keep looking at each other and smiling, members of the class keep looking at a specific location and smiling, students giggle or smile whenever the teacher looks at or walks near a particular part of the room, when the teacher's back is turned toward the class, whispering or giggling can be heard, or unusual noises can be heard from a particular part of the room.
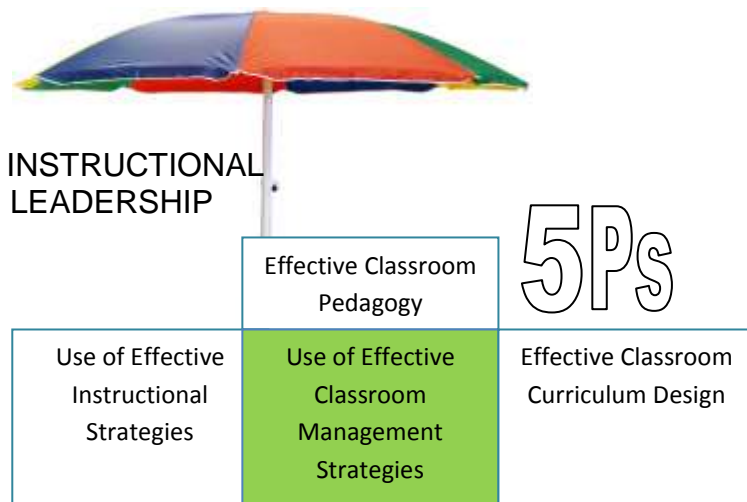
Using a Series of Graduated Actions: The teacher acts in a manner to seek out and extinguish the problem behaviour immediately. This involves a series of graduated behaviours in terms of the extent to which the potential problem is confronted. Those graduate behaviours include looking at the suspected students, moving in the direction of the suspected students, and stopping the class to confront the behaviour.

Implementation strategies may vary from the teacher handing out colours during movement around the classroom or students have all three cards on their desks in a stack with the one on top indicating the student's present level of behaviour and attention. All students must start with a green card.

TANGIBLE RECOGNITION
The effects of tangible reinforcement depend on the nature of the reinforcement used and especially on how it is presented.

What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?

INSTRUCTIONAL
LEADERSHIP

Effective Classroom Pedagogy		
Use of Effective Instructional Strategies	Use of Effective Classroom Management Strategies	Effective Classroom Curriculum Design

5Ps

RESEARCH

Good and Brophy (2003) explain that some educational theorists oppose reinforcement even in principle. They note that early studies demonstrated that if you reward people for things they are already doing by their own volition, then they will begin to decrease their intrinsic motivation.

Additionally if students' attention becomes focused on external regards as opposed to tasks in which they are engaged, their performance begins to diminish.

When using tangible recognition, both positive and negative consequences must be used appropriately. Tangible recognition is a broad term that describes any form of concrete recognition of student adherence to rules and procedures.

Student's accomplishments can be rewarded not only with high grades, but also with verbal praise, public recognition (hanging examples of good work for public display, describing accomplishments in the schools newsletter), symbolic rewards (stars, happy faces, and stickers), extra privileges or activity choices, or material rewards.

An Example: A teacher might establish a colour code for behaviour. A Green Card indicates exceptional attention and adherence to rules and procedures; the student is making an obvious effort to pay attention and behave. A Yellow Card indicates acceptable behaviour, but improvement could be made. An Orange Card indicates unacceptable behaviour and an established consequence is known. A Red Card may also be issued for continued unacceptable behaviour and this may indicate to the student that they have displayed Level 3 Behaviour in which the student proceeds through a series of known steps for referral.

Implementation strategies may vary from the teacher handing out colours during movement around the classroom or students have all three cards on their desks in a stack with the one on top indicating the student's present level of behaviour and attention. All students must start with a green card.

Colours may be interchanged throughout the lesson and further reward available in time for continued appropriate adherence to rules and procedures.

Warning

Highly attractive awards presented in ways that call attention to them can be detrimental to performance and intrinsic motivation.
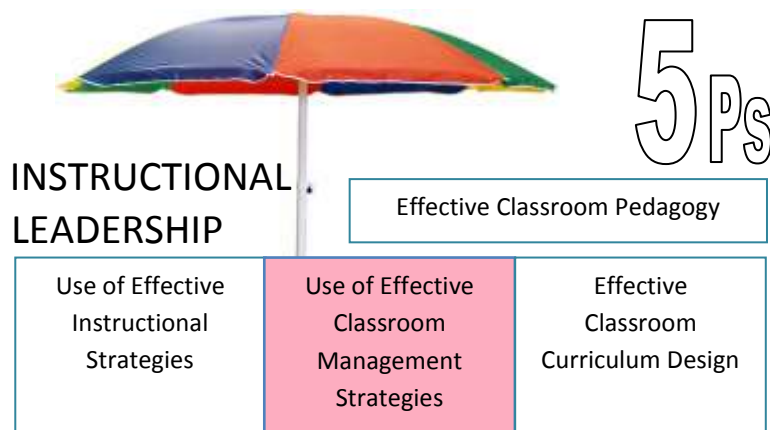
Rewards that are given simply for engaging in an activity as opposed to being contingent on achieving a specific goal can be detrimental to performance and intrinsic motivation.

Rewards that are tied to behaviour as control devices can be detrimental to performance and intrinsic motivation.

VERBAL AND NONVERBAL ACKNOWLEDGEMENT

Rules and procedures for which there are no consequences – POSITIVE and NEGATIVE – do little to enhance learning.

What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?

INSTRUCTIONAL LEADERSHIP

Effective Classroom Pedagogy		
Use of Effective Instructional Strategies	Use of Effective Classroom Management Strategies	Effective Classroom Curriculum Design

RESEARCH

When students do a good job at following rules and procedures, their willingness to be a positive influence in the class should be recognised and acknowledged. Conversely, when students do not follow classroom rules and procedures, their behaviour that detracts from learning should be noted. In effect, consequences should be both positive and negative. As with rules and procedures, consequences should be established at the beginning of the school year. Unlike rules and procedures, consequences are typically addressed routinely and frequently. That is, the teacher frequently reinforces adherence to rules and procedures as opposed to talking it for granted, and the teacher also acknowledges lack of adherence to rules and procedures.

Verbal

Positive reinforcement to rules and procedures that uses verbal recognition maybe directed at the whole class or specific students. This may take the form of saying to the class as a whole or to specific students that they did a good job carrying out a procedure.

For Example: During a lab class in Science, a teacher notes that the entire class or a specific group of students did an exceptional job of putting away the lab equipment. Following up such comments with a thank you is also useful. A variation on the theme is to recount specific student behaviours.

"Nice job at handing in your work. Notice that everyone was quiet while you did this. Assignments were passed from the back to the front and then from the row closet to the window to the row closet to the door. This keeps all assignments in the same order as my seating chart, and it saves me a lot of time reorganising the papers. Thanks a lot".

This has the effect of reviewing the procedure while at the same time acknowledging students for their successful execution of the procedure.
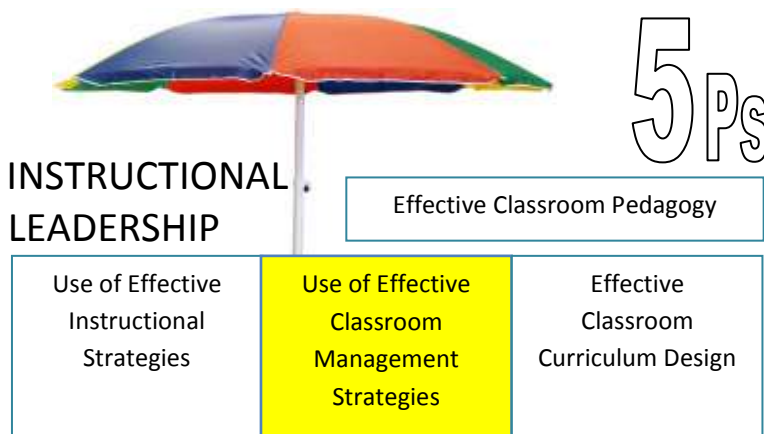
Nonverbal

Nonverbal acknowledgements are also quiet effective. These take the form of smiles, nods, winks and thumbs up signs along with A-Oks.

For Example: If a particular student has done a good job at raising their hand before asking a question, the teacher might simply smile and nod at the student. This keeps the interaction more private than verbal acknowledgements. For some students private interactions might be more appropriate if they are easily embarrassed.

DIRECT COST

Direct cost consequences are applied once a negative behaviour has progressed beyond a point where it can be addressed by withitness.

What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

INSTRUCTIONAL LEADERSHIP

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RESEARCH

It is important to note that time-out interventions can be easily abused. They should not be simply used to get rid of the more difficult students. Rather, they should be used only after other interventions have been exhausted, and their intent should be to help students understand and control their offending behaviour so that they can return to regular classroom activities as soon as possible.

Direct cost involves explicit and concrete consequences for inappropriate behaviour.

Direct cost provides a teacher with a strategy for escalating behaviour and should not be used as an initial response.

Time-Out.

Time-out refers to a large array of techniques. Students who have demonstrated an inability to control themselves are asked to sit in a time-out seat, where they are not permitted to interact with any other member of the class. They can however demonstrate their desire to return to the class by attending to the academic activities that are occurring.

Escalated use of this management strategy could include the alignment of students with buddy classes or the referral of students to other school management. In these situations students need to demonstrate an awareness of the actions that led to their removal and may have to make up the time and the work they have missed.

Overcorrection.

Overcorrection involves engaging students in activities that overcompensate for inappropriate behaviour. Overcorrection is employed when a student has done something to damage class property. In such cases, the student must not only pay or correct the damage but also overcompensate by making things better than they were before.
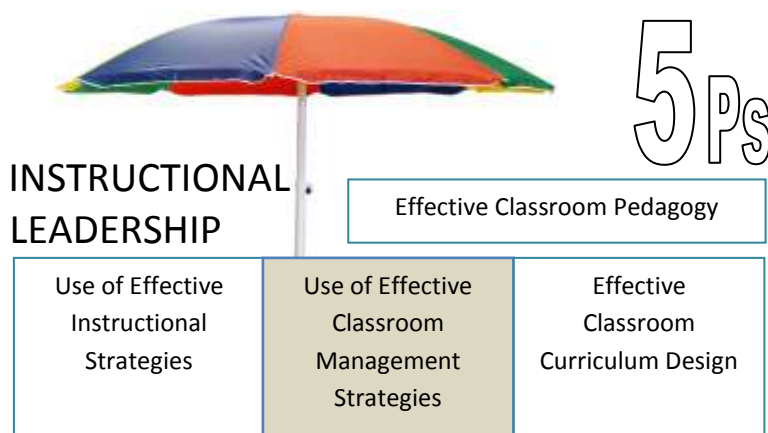
For Example

- *A student has ripped the pages of a book and is required to repair the pages of all the books in the class.*
- *A student has drawn on the classroom wall and is required to clean marks on all walls in the classroom, not just the one they vandalised.*
- *A student has thrown food across the classroom and is required to clean up the food they threw as well as sweep the floor of the entire classroom.*

Overcorrection can also be applied to damage done to an opportunity for a class to learn. To illustrate, assume a student has disrupted a presentation by the teacher, robbing the class of valuable information. As a form of overcorrection, the teacher requires the student to summarise the information contained in the presentation and provide a copy to every student in the class.

GROUP AND HOME CONTINGENCY
Involve peers and/or the home in recognition of positive behaviour, or to curb negative behaviour.

What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

INSTRUCTIONAL LEADERSHIP

5Ps

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POSITIVE HOME COMMUNICATION
Example conversations:

Phone Call – Hello Mr. and Mrs. Carleton. This is Mrs. Winning, your daughter Lindsey's Maths teacher. I just wanted to leave a message saying what a pleasure she has been in class today. She came well prepared, volunteered some great answers to tough questions and even helped explain some difficult content to some students who were having a tough time understanding. Please let her know that I appreciate her behaviour today. You might also think of giving her a pat on the back.

E-mail – This is Mr. Braun, Sarah's English teacher. I wanted to let you know of some things Sarah did today that helped her learn and made my work much easier. She raised her hand each time she asked a question. She volunteered answers when I asked questions, and she was prepared for everything we did today.

Group E-mail – This message is from Mr. Braun, your child's English teacher. I wanted you to know how well behaved your child was today. Please make mention of this tonight.

Notes Home – Mr. and Mrs. Fenton: Please pass onto your son Michael my appreciation for his excellent behaviour in class today.

Certificates – Your child was a star today!

Group Contingency.

This involves holding the class as a whole responsible for the behaviour of any or all members of the class. The general message to the class is "you are all in this together. It is your responsibility to manage your behaviour and help your classmates manage theirs."

There are two types:

Interdependent Group Contingency – *the entire class receives positive consequences only if every student in the class meets a certain behavioural standard.*
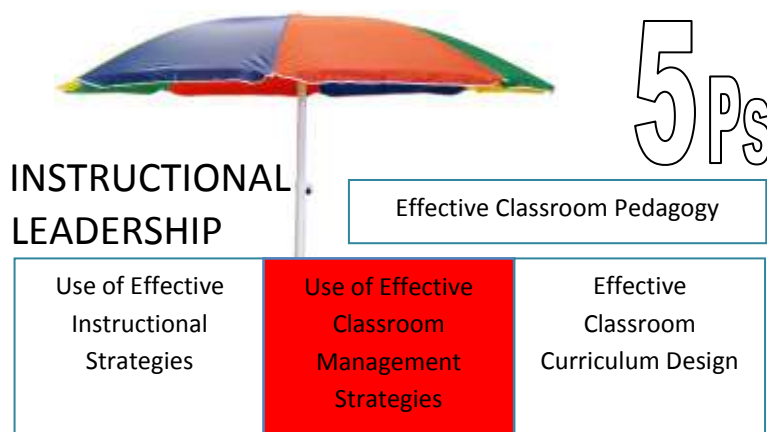
Dependent Group Contingency – *positive and negative consequences are dependent on the behaviour of one single student or a small group of students who have been singled out for behavioural change. WARNING: Although peer pressure is a powerful short term motivator, it is not a preferred method to be used in the typical classroom. Rather it is usually reserved for clinical use.*

An Example: Oftentimes, interdependent group contingency involves keeping track of the behaviour of the class regarding some predetermined behaviour or goal. Assume the target behaviour is raising their hands before asking questions. Each time a student fails to do so, the teacher records a mark on the board. When a certain number of marks have been tallied, the entire class faces the consequence, such as the loss of some student privilege, but if the class manages no marks on the board the student privilege is extended.

What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

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SITUATION

How to handle a situation in which a student is out of control – a student's behaviour is so extreme that it threatens other students, the teacher, or both. Such situations are referred to as high intensity situations. For example, a student becoming so upset they begin to swear and throw things would constitute a high-intensity situation. It should be noted that ideally a classroom teacher should not have to address these situations. Rather, the teacher should be able to contact the principal or deputy principal, who in turn might contact the appropriate legal authorities trained to address situations involving physical danger. However, in case such help is not immediately available, teachers should have a strategy for diffusing these situations until help arrives.

Recognise the student is out of control.

The first step is to recognise the student is so upset that they are probably out of control. Trying to reason with a student makes sense only if the student is calm enough to think logically. When a student has "lost it," reasoning will provide little immediate relief from the situation.

Step Back and Calm Yourself.

When a teacher becomes aware that a student has lost control, the first person they should attend to is themselves. This involves establishing some physical space between the teacher and the student. In behavioural terms, the teacher simply takes a few steps backward if the student is standing near them. Such action signals to the student that the teacher does not intend any harm to the student. The teacher then immediately begins to calm themselves down, breathing deeply and becoming aware of their thinking.

Listen Actively to the Student and Plan Action.

Initially the teacher simply listens to the student in an active manner. This involves reflecting back what the student says and how they feel. The purpose of active listening is to communicate to the student that their feelings are not discounted and that they are considered important by the teacher. It also reflects back to the student how they are being perceived. Sometimes an upset student is not aware of how threatening and intense their behaviour is to other students and the teacher. Active listening should continue until the student calms down. It also provides time for the teacher to think through their next actions. If it appears that the students still presents a physical threat, then the teacher might plan to get the student out of the classroom, or get the other students out of the classroom. Ideally as a consequence of active listening o the part of the teacher, the student's level of anger will gradually decrease in intensity.

When the Student is Calm, Repeat Simple Verbal Request.

When the student becomes calmer, the teacher communicates a simple verbal request intended to diffuse the situation. Typically, the request will involve the student and teacher leaving the room. The request should be repeated a number of times as if it were a broken record.

15 THINGS GREAT TEACHERS DO DIFFERENTLY

Todd Whitaker

- Clear expectations start the year well; following them consistently enables the year to progress well;

- I am the variable in the classroom, I reflect for improvement and I focus on what I can control: my performance;

- It is people, not programs, which determine the quality of a school;

- Share a positive attitude by filtering out the negatives that do not matter;

- Student learning whilst not the only issue, is the real issue;

- I hold the power of praise. Everyone deserves my respect;

- What will the best people think?

- Who is most comfortable and who is least comfortable?

- Plan for everything I do, have a purpose for everything I do;

- Ignore the trivial disruptions and respond, without escalation to inappropriate behaviour;

- My high expectations for students, means even higher expectations for me;

- Student behaviours and beliefs are tied to emotions; I care about my students.