



Behaviour Management Policy 2007

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Katoomba High School
Behaviour Management Policy Statement

Quality and Creativity

Katoomba High School is the single comprehensive public high school in the upper Blue Mountains community. At our school we value all members of the school community and the unique natural and cultural environment in which we are located. Our mission is to raise the educational standards and levels of educational achievement of our students through quality education in a safe, caring and creative environment.

Good discipline is fundamental to the achievement of this priority. It assists in providing students with their foundation for life. An effective learning environment should provide excitement, challenges, exploration and scholarship free from disruption, bullying and intimidation.

The school accepts and recognises the rights and responsibilities of all its members. Our Behaviour Management policy provides a clear framework for the maximisation of learning in a safe and creative learning environment. It provides a guide not only for staff and students but also parents.

Parents are recognised as partners with the school in the shaping of appropriate student behaviour that will lead to improved levels of academic achievement. We will continue to work with parents on the basis of a shared responsibility and mutual respect. Teachers will communicate with parents about the educational progress and behaviour of each student and we will continue to provide the best possible programs that meet the needs, capabilities and aspirations of each of its students.

At our school we publicly recognise the achievements of students within and outside the classroom. The achievement of Gold awards recognises a student's academic achievements as well as their contribution to extra curricula activities including sport, community service and school leadership.

Our Behaviour Management policy establishes an agreed set of rules and procedures that respects the rights of all to ensure our mission is successful. When conflict occurs we have an internal and community based diversity of programs and networks that ensures each individual receives the most appropriate welfare support. We will continue to monitor students' attendance and preparedness for each school day and communicate issues as they arise to parents. Students who attend regularly, dress appropriately and are prepared for work will continue to be recognised for their efforts.

We acknowledge our valued and established partnership with parents as we continue together to provide students with a quality education in a safe, caring and creative environment.

Katoomba High School

Code of Conduct

The code of conduct includes expectations that have been identified by all members of the school community as essential in providing an inclusive quality education in a safe and caring environment.

We value:	Rights	Responsibilities:
Individuals	To be treated fairly and respected as an individual	<ul style="list-style-type: none"> • Respect all students and staff • Respect the property of others • Resolve conflicts without violence • Speak with courtesy and respect • Accept responsibility for your actions
Learning	To learn in a positive classroom environment	<ul style="list-style-type: none"> • Attend lessons punctually • Come prepared for lessons • Allow the teacher to teach • Help other students learn • Complete and present your school work to the best of your ability
Environment	To work in a clean and healthy environment	<ul style="list-style-type: none"> • Use school property with care • Place all litter in bins • Respect school property • Ensure the health and safety of others
Safety	To feel safe at school	<ul style="list-style-type: none"> • Always stay in bounds • Act safely at all times • Encourage and help others to act safely
Community	To belong to a school that has a positive image in the community	<ul style="list-style-type: none"> • Wear your school uniform • On excursions and to and from home, follow the school rules at all times • Show respect for your school

Katoomba High School

School Rules

Such rules describe the standard of behavior that is expected from students at our school.

- Let all students learn without disruption
- Speak to students and staff with politeness and respect
- Move through, to and from the school safely and with consideration for others
- Follow the instructions of all staff
- Be prepared for all lessons and activities with necessary equipment
- Attend classes punctually
- Take care of school property and equipment
- Treat others and their property with consideration and respect
- Stay in bounds at all times

Unacceptable Behaviours

Consistent with Department of Education and Training guidelines the following behaviours will result in suspension from Katoomba High School:

Immediate suspension will occur for:

1. **Physical violence**
 - a. Any student who is physically violent, resulting in pain or injury, or who seriously interferes with the safety and well being of other students, staff or other persons, is to be suspended immediately. The matter may need to be reported to NSW police.
2. **Possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause)**
3. **Use, or possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.**

Suspension will also occur with:

1. **Continued Disobedience.** This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.
2. **Aggressive Behaviour.** This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

Other unacceptable behaviours at Katoomba High include:

- The use of mobile phones, electronic devices such as portable CD or DVD players, I Pods, MP3 players, during class times

These items will be confiscated and returned at the end of the school day.

- Spitting
- Being out of bounds without an authorised reason
- Unsafe playground behaviour or activities

The following items are banned at all times

- Cigarettes and lighters
- Laser Lights
- Metal rulers
- Scooters, roller blades and skateboards
- Spray cans including deodorant spray cans
- Chewing Gum
- Liquid paper
- Permanent markers

These items will be confiscated and will be returned to parents at a later time.

Strategies for dealing with unacceptable behaviour

	No Level	Level 1	Level 2	Level 3
	Teacher	KLA/Head Teacher	Deputy Principal	Principal
Types of Behaviour	<ul style="list-style-type: none"> • Classroom disruption • Disobeying instructions • Lateness to class • Incomplete work • Incomplete homework • No equipment • Infrequent fractional truancy 	<ul style="list-style-type: none"> • Abusive language / harassment • Unsafe behaviour e.g. throwing objects. • Persistent disruption • Persistent disobedience in response to positive correction of classroom teacher • Misuse of faculty resources 	<ul style="list-style-type: none"> • Persistent disobedience in response to positive correction of Head Teacher • Persistent harassment and use of abusive language • Across the school misbehaviour • Unsafe behaviour e.g. throwing dangerous objects. 	<ul style="list-style-type: none"> • Violence/threats of violence • Possession of weapons / Illegal drugs • Criminal behaviour • Persistent disobedience in response to positive correction of Deputy.
Responses	<ul style="list-style-type: none"> • Classroom/Lesson strategies e.g. seating, isolation, timeout, monitoring etc. • Teaching strategies to encourage engagement • ILC • Teacher Detention • Welfare/Behaviour Notification sheet • Mentoring • Restitution • Interview with student • Parental Contact • STLA referral • Counsellor Referral • Anti-Bullying Program • Uniform Request Letter • Anti-harassment strategy • Anti-Smoking referral • Peer Mediation • Check student records 	Previous strategies plus; <ul style="list-style-type: none"> • Initiate student profile • HT Detention • Calm Card • Playground Withdrawal • HSLO notification • Monitoring card • Welfare Action Plan Level 1 	Previous strategies plus; <ul style="list-style-type: none"> • DP detention • Senior Class Isolation • In School Isolation • Warning Level 2 • Welfare Action Plan Level 2 • School-TAFE/Y9-10 • Part-time Schooling • Work Experience • Stewart House • Interyouth • Outside Agency eg Fusion, Ted Noffs • ISTB referral • Monitoring Card • Penrith Adolescent Centre • PAC application • Warning Suspension 	Previous strategies plus; <ul style="list-style-type: none"> • Suspension • Warning Expulsion • Expulsion
Responsibilities	<ul style="list-style-type: none"> • Re-emphasise classroom and school rules • Maintain accurate class rolls • Reward positive behaviour verbally and through recommendation slips • Ensure that appropriate faculty documentation is maintained • Challenge unacceptable behaviours • Evaluate and refine discipline plan and be prepared for predictable behaviours • Maintain professional demeanour 	<ul style="list-style-type: none"> • Support teacher responsibilities • Support positive teacher initiatives • Suggest alternative methods • Present merit certificates • Use whole school strategies • Ensure appropriate RISC entry is maintained • Respond to notifications as soon as possible • Inform parents of actions taken 	<ul style="list-style-type: none"> • Support teacher and executive responsibilities • Support and maintain teacher morale • Respond to notifications as soon as possible • Support positive teacher initiatives • Suggest alternative methods • Present merit certificates • Use whole school strategies • Ensure appropriate RISC entry is maintained • Inform parents of actions taken 	<ul style="list-style-type: none"> • Support teacher and executive responsibilities • Support and maintain teacher morale • Post suspension plans

Communications Checklist

Level 1 Initiated

Action	By Whom
Notification to HT requesting further action.	Teacher
Action Plan initiated. Plan entered into RISC. Teacher informed of Action Plan and provided with copy	HT
Letter typed and after HT signature – posted	HT

Level 1 Completed

Action	By Whom
On completion of Action Plan it is placed with any monitoring card and filed by the faculty.	HT
The RISC entry is updated	HT
Caregivers informed by letter and/or phone.	HT

Level 2 Initiated

Action	By Whom
Notification by HT requesting further action or monitoring by Senior Executive requires Level 2.	HT DP
Action Plan initiated.	DP
Action Plan and Notification entered on RISC. All relevant personnel as noted on form receive copy of Action Plan. Letter typed and after Sen Ex signature, posted.	DP
Daily Absentee Sheet updated	Admin
HTs circulate Action Plan	HT
Notifications passed on by executive and filed in students records	Admin

Level 2 Completed

Action	By Whom
RISC entry updated	DP
Absentee Sheet updated.	Admin
Caregivers informed by letter and/or phone.	DP
Completed monitoring cards filed in student's records	Admin

Level 3 and/or Suspension Initiated

Action	By Whom
Parental interview with student initiates Action Plan or investigation by executive if suspension is considered	Senior Executive
RISC entry and other relevant information including staff and student reports presented for disciplinary meeting.	HTs and Senior Executive
All documentation filed in student's records.	Admin
Daily Notices and Absentee Sheet updated. All relevant personnel as noted on form receive copy of Action Plan if no suspension occurs.	Admin
HTs notify staff of Action Plan	HT
Caregivers informed by letter and phone.	Senior Executive

Level 3 Completed and/or Return From Suspension

Action	By Whom
Parental interview with student initiates Action Plan on return from suspension.	Senior Executive
RISC updated	Senior Executive
Daily Notices and Absentee Sheet updated. All relevant personnel as noted on form receive copy of Action Plan.	Admin
HTs notify staff of Action Plan	HT

Communication and Recognition

Rationale

A significant aspect of student behaviour management involves the recognition and appreciation of student achievement. Our school is a place where all members of the community (students, staff, family and community) feel **safe, valued** and **experience a sense of achievement**.

Recognition and Appreciation Certificates

These certificates are to recognise the positive things students do in all areas of school. Teachers will issue certificates in the classroom, playground or other times as appropriate.

The certificates are recognition for students exhibiting quality behaviour or quality work. Recognition of student achievement is a powerful tool for teaching and reinforcing expectations. It creates a positive and dynamic environment where students feel that their work is valued and that they are valued as individuals. Teachers should issue certificates at their discretion but it is better to err on the side of generosity rather than restraint, and all teachers should try to incorporate the issue of these awards into their regular teaching strategies. It is important to recognise that such initiatives often prevent negative behaviours from occurring and make less work for all staff in the process.

Student Adviser and Welfare Team Certificates

Students who excel in a particular area of school life but may not be eligible for other awards can be recognised by Student Adviser and/or Welfare Team awards. These awards can be given out at any time. The Student Adviser can put forward recommendations at a Welfare Team meeting for approval. The Welfare Team can determine if the award is to be Student Adviser award or A Welfare Team award.

Whole School Certificates

Wherever appropriate, teachers, staff or prefects should use one of the following ways of recognising or appreciating achievements.

- **Letter of Appreciation** – this is a letter to the student’s parents that is signed by the Principal, Deputy or Head Teacher. It expresses appreciation for some special contribution that the student has made or some special achievement. This recognition is most useful for students who are not usually recognised or thanked in the course of their normal behaviour.

Staff can access a template called *Letter of Appreciation* in RISC.

Letters are mailed home.

Gold, Silver and Bronze Awards

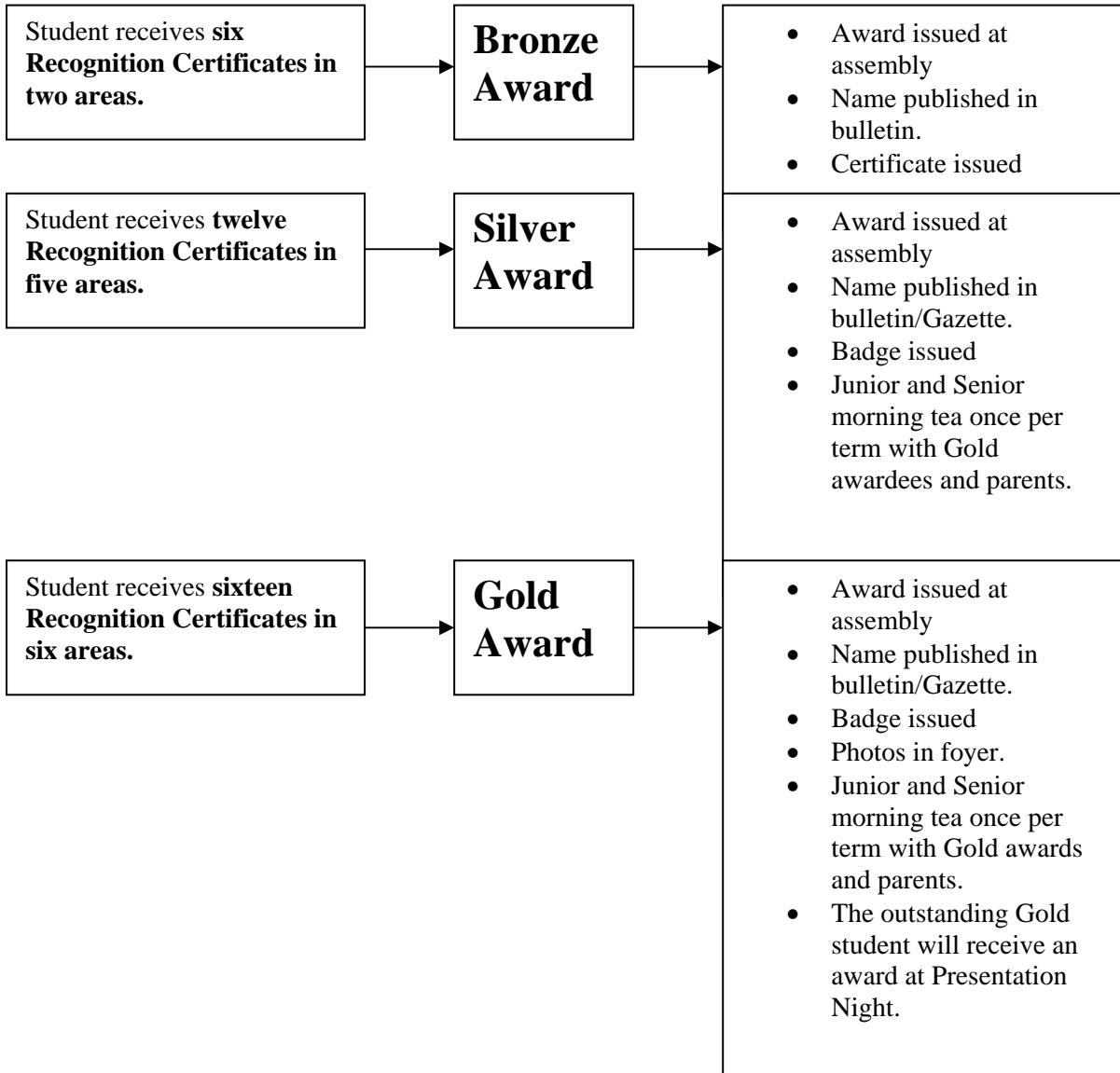
These awards are for the recognition of students who achieve in many areas of the school.

Students must achieve in more than one area listed below in order to qualify for one of these awards.

1. Academic Achievement	6. Leadership
2. Sport	7. School service
3. Community	8. Public performance
4. Classroom Effort	9. Contribution to a positive school image
5. Representing the school	10. Attendance.

Recognition certificates are used to acknowledge these achievements.

Overview of Gold, Silver and Bronze Awards



Student Recognition Procedures and Roles

Issuing bronze/silver/gold certificates/year adviser nominations

Action	Who	When
Entering of recognition certificates	Office	Daily/Weekly
Production of lists	DP(RISC)	Day 10
Printing certificates	Office	By Day 4
Presentation	SA	Day 5 (Yr Meetings)
Publicity	Office	Inclusion in bulletins of names

Issuing Silver/Gold Awards

Action	Who	When
Production of lists (from RISC)	DP	Week 8
Purchasing Pins	Coordinator Year Advisers	Beginning of year
Presentation – Morning Tea <ul style="list-style-type: none"> • issuing invitations • catering • program 	Years 7-9 Welfare team Years 10-12 Welfare team	By Week 10 (Carpeted basement)
Publicity (paper, photos etc)	KHS Press team	At Presentation

Special Gold Student of Year Award

Action	Who	When
Production of lists	DP	By Week 3 Term 4
Purchase special award (medal)	Coordinator Year Advisers	Beginning of year
Decision of award	Welfare Team	First Welfare Team meeting Term 4
Presentation	Presentation Night Coordinator	Presentation night
Publicity (paper, photo etc)	KHS Press	Presentation night
Framed Picture of winner in foyer	SA for student	By end of term 4.

A grade Students in effort (Semester reports)

Action	Who	When
Collation of data	Office	Post reports
Production of lists	DP	Post Reports
Certificate productions	Office	Post Reports
Presentation/mail out	DP/ Coordinator Student Advisers	Post Reports

Whole School Approaches to Discipline Issues

The Independent Learning Centre (ILC)

The ILC is located in room 1. This room provides an opportunity for students to study and complete work independently. The room is staffed by the STLA and resourced with networked computers. This room is not a timeout room or an isolation room.

For some students the classroom setting can be frustrating and cause anxiety, which can manifest itself in misbehaviour. The ILC can provide a temporary alternative environment. To access the room a one-page form is available in all staffrooms or from the STLA. Students will also complete a contract found on the reverse of the teacher's application.

The Secondary Teacher for Learning Difficulties (STLA)

The STLA can assist teachers in a variety of ways if they believe a student is facing learning difficulties. Often these students out of frustration will misbehave in classrooms. The STLA can be found next to the English staffroom. There is an STLA referral form that can be obtained from your Head Teacher or the STLA. In most cases the STLA will advise the classroom teachers of strategies that will encourage learning and/or assist in the development of classroom resources that are appropriate. In some cases the STLA will assist with team teaching, particularly if there are a number of disadvantaged students. With students that have severe learning difficulties the STLA may in consultation with the classroom teacher work one-to-one for a period of time.

Counsellors

Counsellors are available each day at our school. To access the counsellors there are referral forms available from Head Teachers, the counsellors or Top Office. Their office is located next to room 22.

The school counsellor is important in diagnosing learning difficulties and the provision of support that could include management strategies for the classroom or referral to Department of Education and Training support personnel e.g. ISTB support or special placements including the Penrith Adolescent Centre.

Restitution

Restitution is effective in developing self-discipline if it is not implemented as a punishment. It is an opportunity for a student who has made a mistake to reclaim self-respect through personal effort. A good restitution will have the following characteristics:

- The victim will see it as adequate compensation
- It will require effort on the part of the offender
- It will not in any way encourage further offences
- It will be relevant to the offence committed
- It will reflect the school's code of conduct.

Peer Mediation

See Appendix 2 p 21

Ideas for handling difficult classroom behaviour

(Contributed by Blacktown District Behaviour Team 2001)

Least to Most Intrusive Steps

*Least
Intrusive*



Tactical Ignoring of Behaviour
Non-Verbal Messages
Casual Statement or Question
Simple Direction
Rule Restatement/Reminder
Question and Feedback
Simple Interrogative - Who, What
Distraction and Diversion
Diffusion
Deflection
Take the Child Aside
Clear Desist or Command
Isolation\within Room
Blocking Statement/Broken Record
Simple Choices
Time Out In Room
Can I See You
Exit From Room

*Most
Intrusive*

- Use the steps.
- Match the step to the disruption.
- Be brief
- Avoid embarrassment, hostility and nagging or over correction.

AN EXPLANATION OF THE DISCIPLINE STEPS

Tactically Ignoring Behaviour

Teachers may decide tactically to ignore some low level disruptions such as tapping, calling out, interrupting and shuffling books and papers.

When we use this strategy with students, teachers must decide what behaviours to ignore, for how long to ignore them and what to do next if the ignoring doesn't work. The decision to move on to a more intrusive will depend upon the extent the disruption interferes with learning

Children are astute enough to know when a teacher is tactically ignoring behaviour. It is not an easy skill to use. To be effective a teacher needs to:

- Use eye scanning to monitor the disruption without actually establishing eye contact with the disrupter. Look around and past the talkers and tappers until they put up their hand. When they stop disrupting and put their hand up then respond.
- Know what behaviours to tactically ignore. Don't ignore defiance, blatant swearing or unsafe behaviour.
- Know how long to ignore before you need to do or say something. Know what to do next if the tactical ignoring doesn't work.

Tactical ignoring is often combined with other steps, and though a difficult skill to develop it is a powerful strategy for effective discipline.

Non- Verbal Messages

Hostile body language needs to be avoided as much as shouting and threats. Eye contact should be firm without glaring and hand and body movements should not be threatening. Use an open hand instead of pointing. The key is to treat the kids respectfully.

Be aware of what is happening in the room by using eye sweep so on task behaviour is noted but no undue attention is given to off task behaviour.

A wink, a nod and a frown a brief stare is often enough. It is a non verbal direction that says "You know that I know," "When a child calls out, an extended hand like a traffic controller without looking at the student and carrying on can often be combined with Tactical Ignoring, of Behaviour.

Casual Statement or Question

Your verbal repertoire includes a number of discipline strategies. Directing children back on task is a common event in class and can be done in various ways.

The least intrusive is to ask a question or make a casual statement.

- "How are you going, Sally"
- "Let me see what you are up to Bill."
- "Need a hand"

This lets your students know that you have noticed their off task behaviour but you are willing to help them get back on task.

Simple Directions

Low-level disruptions can often be dealt with by a simple direction that states clearly what the teacher expects the student to do.

Use firm eye contact and open handed gestures.

“Excuse me Robert, would you put that down thanks” rather than “Robert put that down now” with a raised voice and a threatening gesture.

Better expressed positively rather than negatively.

Younger students often need repeated simple directions because of their shorter attention span. Older students may need the directions accompanied with body language expecting compliance e.g. moving off to indicate you expect the direction to be followed.

Remember:

- Keep the direction simple and brief.
- Expect compliance.
- If necessary stay close and repeat.
- Stay calm.

Rule Restatement/Reminder

Given that the teacher and the class have established clear and well-understood rules, rule reminders and rule restatements can be used to control disruptions.

- Rule reminder does not labour the point but keeps the interaction brief and relevant.
- “Greg you know our fair rule for working noise. Please get on with your work.”

This can be done on a 1 to 1 basis, whole class or group.

Question and Feedback

This is more decisive and invites a response using “what” questions.

T – “Brad what are you doing”

S- “I’m just getting a pencil what’s the problem”

T - “you’re out of your seat reading a comic”

S - “I was just getting a pencil.”

T - “Brad you’re out of your seat reading a comic what should you be doing?”

S – “I should be in my seat.”

T - “Right, would you go back to your seat now, thanks.”

Simple Interrogative

This is a further way of using “what” questions.

T - “What are you doing Michelle, Denise”

S - “What’s it look like?” (In a defiant tone)

T - (Not drawn in) “Actually it looks like you’re talking loudly over there (feedback). What should you be doing?”

S - “Dunno!”

T – “You should be doing your maths. Would you get back to your maths quietly thanks.”

The implied agenda here is “if you don't, I'll come back with a clear choice that may involve being separated, or staying back to explain your behaviour.”

This brief transaction puts the students in the context of making a value judgement about their behaviour.

First question: "What are you doing?" Depending on the answer the teacher will either re-direct the student to his work or tell him what he is actually doing and ask a second question: “What should you be doing?" If the student doesn't know or tries to faze the teacher, redirect using a Simple Direction.

Distraction or Diversion

Teachers can often anticipate a disruption or problem, and distract or direct the student. We can do this by:

- inviting some assistance.
- asking a question.
- simply moving close to the potential disruptor while working with another student nearby.
- asking them questions about their work.
- giving them a task.
- inviting another student to work with "X"
- asking the student to move before a possible disruption occurs.

Diffusion

Appropriate, judicious humour can sometimes take the heat out of a problem- this can be very effective in maintaining a good working relationship with students while keeping the heat down.

Deflection

This is where the teacher acknowledges the student's frustration, anger, or anxiety but refers the student back to appropriate behaviour. "I can see you're uptight Michelle, but other students are trying to work. If you want to cool off you can sit over there." Tune into how the student is feeling, but deflect the dialogue back to what the student should be doing, or could be doing. If they can't or won't settle down give them a choice.

Take the Student Aside

It may be necessary with some students (who are late, who are upset, who are teasing others, who are not settling down after -appropriate warnings) to call them aside. Call the child over quietly from the group. Speak to them away from the others, preferably down the back of the room. This strategy minimises hostility and embarrassment, gives time for a brief discussion and allows the student a right of reply. Be sure the student knows what he should be doing before you ask him to go back to his workplace, seat or you. If the student is very upset it may be appropriate to have a cooling off time before resuming work.

Clear Desist or Command

This is a message that tells the students you are directing them to do something about their behaviour. A desist is a direction to the student. To be effective they should specify the behaviour clearly and simple with appropriate firmness.

“There is a mess on this table. Clean it up now thanks.”

When a student engages in unsafe behaviour don't waste time discussing. Direct as a command.

Use the child's first name.

"Sally put the ruler down, I'm trying to give directions. Good on you."

Isolation Within the Room

Where the teacher asks the student to move to another place in the room and continue their work away from their peers. First give a simple direction, use question and feedback or restate the rule.

If a student refuses to move teachers should agree that they cannot make them move but should point out the consequences.

Broken Record

If the student argues, procrastinates, or becomes tiresomely quarrelsome, the teacher can use the "broken record" technique that reasserts a fair direction using the same words - repetitively.

T - "David, go back to your seat please"

S - "But I was just getting a pencil!" (for the third time, thinks the teacher)

T - "OK Back in your seat please"

S - "You're always picking on me" (teacher-baiting time)

T - (Not drawn). "Just get back in your seat David."

If a student continues to procrastinate the teacher ought to give the student a simple choice.

Simple Choices

Choice over one's own behaviour and about one's behaviour is central to self-discipline, self-control and tolerance of frustration. When we phrase our "step" in the context of a choice we are challenging the student to take responsibility for his behaviour. When we give a choice, we are saying that the situation is significantly disruptive; it is a form of final warning.

- "Paul either you finish this now or in your lunch hour."

Time-Out in Room

When a child becomes too upset the teacher can direct them to a time out area. In this place they can cool down until they are ready to work by the fair class rules. Time out is essentially a means of denying student the opportunity to participate in the group, and an opportunity to reflect on their own behaviour. It should last between 5 and 15 minutes. It should be preceded by a simple choice.

Can I See You

By taking a student aside we minimise embarrassment to him and his peers, we also can afford the opportunity for a brief private conference. If they refuse to respond to being taken aside, let them know they have a choice now or later. This is a reminder to the student towards the end of a lesson that you will keep them back to explain their behaviour. It is a way of following up and following through. It assures that student that you are serious and consistent and enables the student to face up to some accountability and responsibility.

Exit from Room

This procedure should be used immediately for seriously disruptive behaviour, chair throwing, physical assault of other children etc. The head teacher and/or a senior executive should be sent for immediately. The procedure needs to be non-humiliating to all. (Send for this person; do not leave the room yourself.)

Minimising Disruptive Behaviour in the Classroom

A PROACTIVE APPROACH CHECKLIST

Rules

- Are rules displayed?
- Are the rules positively stated?
- Are there less than 6 rules?
- Do the students know the rules?
- Do you use rule specific praise?
- Do you use rule reminders?

Consequences

- Are positive consequences established for rule compliant behaviour?
- Are positive rewards displayed? (e.g. the flowchart for Bronze, Silver and Gold awards)
- Is there a hierarchy of negative consequences for non-compliant behaviour?
- Do the students know the negative consequences?.
- Are all consequences (positive and negative) applied consistently?
- Is labelled praise used frequently? (Catch them being good)

Seating

- Do desks face a common point?
- Is every student visible from the teacher's desk?
- Are easily distracted students seated away from sources of distraction such as windows/notice boards?
- Do the students have easy access to their desk, teacher's desk and any materials/books they may need?
- Is there an established timeout, 'quiet area'?

Routines

- Is there an established timetable?
- Do the students have a copy?
- Does the class have an established routine for lining up?
- Does the class have an established routine for leaving the classroom?
- Does the class have an established routine when a class visitor arrives?
- Do the students have jobs/responsibilities assigned to them?
- Are the students prepared when changes in routine occur? (Discuss/inform them ahead of time)
- Are there established routines for moving around the classroom eg to reading groups?
- Are there regular brief lesson breaks to renew motivation and interest?

Classroom Materials

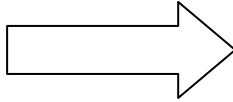
- Does the class have established routines for book distribution/collection?
- Is spare equipment (pencils, pens, rulers etc) available to borrow?
- Are the students aware of what to do a) if they finish quickly? b) if they have difficulty with their work?
- Are classroom materials stored in easily accessible, labelled areas/cupboards?

How Peer Mediation Works

Trained Peer Mediators – Peer Mediation

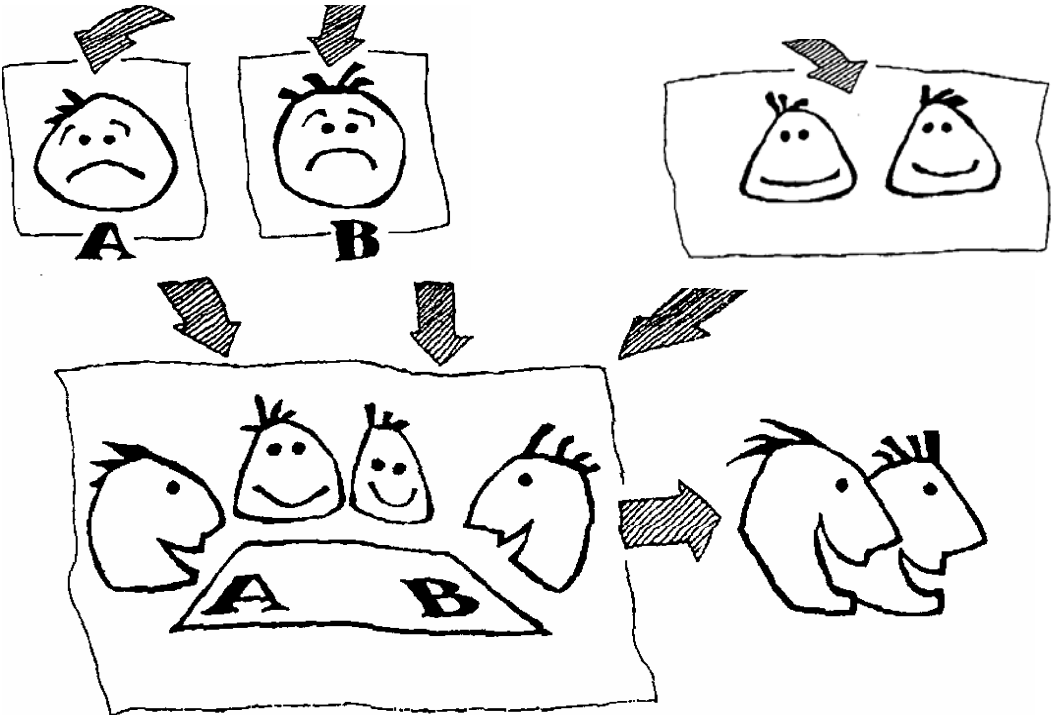


Student



- Teachers
- Counsellors
- Head Teachers
- Deputy Principal
- Principal
- Year Adviser
- Friend

1. Book Mediators using booking sheet in front office
2. Arrange for students to meet mediators at lunchtime outside interview room.



Student disputes do not include incidents of violence and criminal behaviour.