



# MANAGING BEHAVIOUR IN SCHOOLS PROCEDURES

JUNE 2015



MINISTRY FOR EDUCATION AND EMPLOYMENT



**MANAGING  
BEHAVIOUR IN SCHOOLS  
PROCEDURES**



# CONTENT

---

01 Introduction	3
02 Students' Achievements	10
03 Inappropriate Behaviour	11
04 Serious Misbehaviour	16
05 Consequences	17
06 Support Systems	19
07 Referral Process	20
Appendix A	21
Appendix B	23
Appendix C	27
Appendix D (i)	30
Appendix D (ii)	31
Appendix E	32
Appendix F	33
Appendix G	34
Appendix H	35

# 01

## INTRODUCTION

---

Establishing the proper background conditions for encouraging good student behaviour is crucial. The factors which contribute to an effective school, and therefore, which encourage good student behaviour include a positive school and classroom climate, support for teaching and learning, equity, time and resources and an environment free from harassment and discrimination. These factors are grounded on effective leadership.

All areas of the school as well as outdoor areas visited on school outings/activities are learning and teaching environments. Behaviour management in the various environments provides opportunities for maximising the success of academic education programmes and valuable social learning.

The following procedures aim to address behaviour in school and include the:

- Roles and responsibilities of the major stakeholders within the school.
- Acknowledgement of Achievements and Good Behaviour.
- Rewards and consequences.
- Behaviour expectations in specific settings.
- Referral process within Primary, Middle and Secondary Schools.

## ROLES, RESPONSIBILITIES AND ENTITLEMENTS

### 1.1

#### **Head of School**

The Heads of School are to exercise the following:

- Demonstrate leadership skills to help model the behaviour of their staff and the school community.
- Ensure that the policies are disseminated and are being adhered to, in a timely and appropriate manner.
- Ensure that the school building is safe and that no students are left unattended in the building before and after school starts.
- Have a positive relationship with staff.
- Have a positive relationship with students.
- Have a positive relationship with parents.
- Empower staff members to reach their full potential in teaching.
- Empower staff to manage behaviour appropriately.
- Be aware of support services for students and take timely action.

A checklist is being provided for Heads of School to facilitate their work (Appendix A).

## 1.2

### Senior Management Team

The SMT is to put into effect the school's principles for promoting positive behaviour and to determine the standard of behaviour acceptable to the school. The SMT is expected to:

- Ensure that this policy is implemented and adhered to by all stakeholders within the school.
- Promote and put into effect self-discipline and proper regard for authority among all stakeholders within the school.
- Encourage good behaviour and respect for others and strive to prevent all forms of misbehaviour.
- Encourage parents to support and be actively involved in putting this policy into practice.
- Ensure that the guidelines relating to suspension are adhered to (Appendix B), and that parents and the College Principal are informed of behaviour issues as outlined in these procedures.
- Explain and review school rules at the beginning of the year and as necessary throughout the year.

## 1.3

### School Support Staff

School Support Staff are expected to:

- Provide a safe, caring and respectful environment for all students.
- Act as role models of good behaviour, showing enthusiasm towards learning and teaching.
- Acknowledge diversity of colleagues, students, and parents.
- Reward good behaviour and achievement as outlined in these procedures.
- Intervene promptly in any situation where behaviour is inappropriate or dangerous, even if the member of staff is not in charge of that particular student such as in corridors and in between lessons.
- Act in accordance with the school, college and national policies governing student conduct and behaviour.

### 1.3.1 Educators

Educators should be able to enjoy teaching, without being subject to the stresses caused by unacceptable student behaviour. Educators should be entitled to:

- A strong lead from heads of school and those with management responsibilities who provide close support to staff.
- Regular professional development on behaviour strategies.
- A clearly defined range of available disciplinary measures and sanctions, including detention and exclusion.
- Clear guidelines and professional development on: what to do in a disciplinary crisis, including guidelines covering intervention in fights or disputes between students; the use of physical restraint; sexist, racist and homophobic harassment; unacceptable language and, recording and logging incidents of violent or poor behaviour.

Educators have a responsibility to:

- Respect students.
- Be committed to, and have high expectations of students' learning.
- Encourage good behaviour and respect for others.
- Show authority in the classroom.
- Prevent all forms of bullying amongst students.
- Keep their students safe and respond promptly and firmly to unacceptable behaviour.
- Seek support and advice about how to promote positive behaviour.
- Apply behaviour management strategies and sanctions consistently and fairly.
- Engage parents in child's education and keep parents informed of their children's progress.
- Work collaboratively in the best interest of the student. One such instance of collaboration is in the case of students who benefit from the services of a Learning Support Assistant.
- Ensure that the work they prepare for students is appropriate, stimulating, interesting and challenging to maximise each student's potential.
- Explain school rules and explain and review classroom rules at the beginning of the year and as necessary throughout the year.



## 1.4

### Students

All students are entitled to:

- Educational provision that meets their needs and enables them to enjoy their learning, be safe and healthy and make a positive contribution to their school.
- Sustained, high quality educational provision regardless of gender, race, class, sexual orientation or disability.
- A curriculum that stimulates learning and encourages engagement.
- Be taught in environments that are conducive to learning and free from disruption.
- Be free from circumstances in which they are bullied, ignored, ridiculed or subjected to any forms of discrimination.
- Have their voices heard, to be listened to and to know where to go to share their concerns.

All students have a responsibility and are expected to:

- Show respect to all School Support Staff.
- Work to the best of their ability.
- Show through their behaviour and their language, respect and consideration for teachers, support staff and other students.
- Behave well at all times and live up to the expectations of their teachers and school.
- Act in a safe, respectful and responsible manner.
- Allow teaching and learning to proceed without disruption or interference.
- Report dangerous situations immediately to an adult member of staff.
- Cooperate with all members of the school.
- Wear the full appropriate College uniform (apart from established list of clothing supplied by the school) and refrain from having any body piercing, hairstyles unapproved by the school, dyed hair, jewellery, tattoos and other dangerous bodily accessories.
- Accept and support their school's behaviour policies and norms of behaviour.

These responsibilities are further explained in the Positive Behaviour Grid (Appendix C). They are to be enforced by signing a contract between the school and the student (sample contract D (i) for Middle and Secondary Schools. An adapted version should be developed for Primary School students).

## 1.5

### Parents

The Education Act (Cap. 327, para 62(2)) clearly states that it “shall be the duty in the first instance of parents to ensure the motivation of their children for education and their disposition for good behaviour and discipline, and for this reason they are bound to cooperate fully and with due respect with the Head and teachers”. Therefore the role and responsibility of parents in sustaining a quality education is crucial if their children are to lead a successful and healthy life in adulthood.

Parents have a right to expect from their children's schools:

- High quality education, whatever their children's learning needs, including full information on their progress.
- Consultation on school policies, including the behaviour policies.
- Detailed information on how they promote positive behaviour and what they can do to help and
- The facility to discuss and resolve any concerns. Parents are to set an appointment when they wish to speak to the Head of School, or to a member of the SMT, or to any other member of staff in connection with the academic and behaviour progress of their son/daughter.

Parents have a responsibility to support their children's schools by:

- Nurturing their son/daughter in their growth.
- Fostering a sense of good citizenship in their child so they can lead a meaningful and successful life during schooling and later on in life.
- Supporting good behaviour and positive habits in their son/daughter.
- Be good role models.
- Encouraging their son/daughter to comply with national legislation and the rules and regulations of the school within the respective College.
- Ensuring that their son/daughter is equipped with the necessary basic equipment for school as deemed necessary.
- Ensuring that their son/daughter wears the appropriate uniform as approved by the school.
- Being involved in their child's behaviour-related issues as appropriate.
- Showing respect towards the administration of the school, educators and other staff working in the school. Any form of threatening or disrespectful behaviour by parents is considered unacceptable.

- Providing the school with all appropriate and precise information about the child, especially information related to medical issues so that the school can appropriately help the child in case of an emergency.
- Providing the School with information related to regulated access in instances of separation.
- Actively participate in school activities that promote a positive ethos.

The above expectations can be enforced by using the sample contract (Appendix D (ii)).

# 02

## ACKNOWLEDGEMENT OF STUDENTS' ACHIEVEMENTS AND GOOD BEHAVIOUR

---

Student achievement at school should be celebrated whenever possible. Within their classroom, educators may use their own reward systems to encourage achievement and good behaviour. Scholastic achievement may also be recognised, amongst other methods, through verbal praise, approval and encouragement, the delivery of appropriate tokens and awards, acknowledgement during assemblies, by means of trophies or certificates, other school reward systems or letters sent home.

The following behaviour is to be acknowledged and rewarded:

- Good or improved school work commensurate with the student's capabilities.
- Good or improved behaviour.
- Positive effort.
- Excellent attendance.
- Commitment to non-formal and informal activities.
- Contribution to events.
- Contribution to the positive ethos of the school (e.g. consideration shown to others).

A record of good behaviour is to be maintained (Appendix E).

# 03

## INAPPROPRIATE BEHAVIOUR

---

It is understood that there will be variations in the extent to what degree School Support Staff will accept and tolerate a student's inappropriate behaviour in class. Although this is often moderated by the nature of the class and content of the lesson, any form of inappropriate behaviour which does not allow constructive teaching and learning to take place is totally unacceptable and all educators must ensure that such behaviour is dealt with and not tolerated.

The following table outlines examples of some minor and major problem behaviours that action should be taken upon:

**Minor behaviour problems:**

	<b>Area</b>	<b>Minor</b>
<b>Being safe</b>	Movement around school	Running on concrete or around buildings
		Running in stairwells
		Not enter class
	Play	Incorrect use of equipment
		Not playing school approved games
		Playing in toilets
	Physical contact	Minor physical contact (for example pushing and shoving)
Correct Attire	Not wearing appropriate shoes/uniform	
School Transport	Inappropriate bus behaviour	
Other	Sniffers	

<b>Being Responsible</b>	Class tasks	Not completing set tasks that are at an appropriate level
		Refusing to work
		Copying someone else's work and passing it for one's own
	Being in the right place	Not being punctual for school and lessons
		Not in the right place at the right time
	Follow instructions	Low intensity failure to respond to adult request
		Non compliance
		Uncooperative behaviour
	Accept outcomes for behaviour	Minor dishonesty
	Rubbish	Littering
		Chewing gum at school
		Eating in class
	Mobile Phone Electronic Devices	Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)
		Unauthorised communication with parents and other third parties including other students

	<b>Area</b>	<b>Minor</b>
<b>Being Respectful</b>	Language	Inappropriate language (written/verbal)
		Calling out
		Poor attitude
		Disrespectful tone
	Property	Petty theft
		Lack of care for the environment
	Others	Not playing fairly
		Minor disruption to class
		Minor defiance
		Minor bullying/harassment
Inappropriate sexual innuendos		

**Major behaviour problems:**

	<b>Area</b>	<b>Major</b>
<b>Being safe</b>	Play	Throwing objects
		Possession of weapons
	Physical contact	Serious physical aggression
		Serious physical contact of a sexual nature involving groping
		Fighting
	School Transport	Dangerous bus behaviour and disobeying educators serving as bus supervisors
	Other	Possession or selling of illegal substances
		Possession of weapons or sharp objects

	<b>Area</b>	<b>Major</b>
<b>Being Responsible</b>	Class tasks	Consistent refusal to participate in class tasks
		Cheating during examinations
	Being in the right place	Consistent tardiness
		Leaving class without permission (put off sight)
		Leaving school without permission
	Follow instructions	Persistent non-compliance and uncooperative behaviour
	Accept outcomes for behaviour	Major dishonesty
Rubbish	Repeated littering and eating in class	
Mobile Phone Electronic Devices	Use of a mobile phone/electronic devices in any part of the school for voicemail, e-mail, text messaging or filming purposes without authorisation	
	Cyber-bullying	

<b>Being Respectful</b>	Language	Offensive language
		Aggressive language
		Verbal abuse/directed profanity
	Property	Stealing/major theft
		Wilful property damage
		Vandalism
	Others	Major bullying/harassment/discrimination
		Major disruption to class
		Blatant disrespect
		Major defiance
		Racial harassment
Possession of/or dissemination of pornographic material		
Indulge in language of a sexual nature		



Educators are encouraged to use the following procedure when correcting inappropriate behaviour:

1. At a first stage, attract the student's attention using non-verbal communication possibly without interrupting the flow of the lesson.
2. Give a first warning to the student to stop the inappropriate behaviour and engage with the classroom's activity.
3. Give a second warning to the student to stop the inappropriate behaviour and engage with the classroom's activity. The educator may mention the consequence the student will receive if s/he does not comply with the advice given. Encourage the student to comply and cease misbehaving, make the right choice.
4. Give a final warning and remind student of consequence. Once more encourage the student to comply and cease misbehaving. Encourage student to make the right choice.
5. Explain to the student that due to his/her failure to comply with the advice given and after several warnings, the agreed consequence must be applied.
6. Fill-in the Incident Report Form (Appendix F).
7. Talk individually to student and try to encourage good behaviour in future encounters (Appendix G).
8. In cases of very challenging behaviour use strategies that safeguard the safety of yourself and the student (Appendix H).

# 04

## SERIOUS MISBEHAVIOUR

---

Where appropriate, the school will seek to employ strategies that will address the misbehaviour whilst maintaining the student in school. Suspension from school should be regarded as the last resort. However, it is acknowledged that there are some kinds of misbehaviour which are so serious that they carry the risk of fixed term suspension for a first offence. These are usually behaviours that threaten the security and well-being of individuals or the school community, for example:

- Serious actual or threatened violence against another student, member of staff, group or against the school as a whole.
- Sexual, racial, homophobic or religious abuse or assault directed against another individual.
- Involvement with illegal substances such as bringing a substance on to the premises, supplying, offering to supply or arranging to supply a substance for another student.

- Carrying and/or using a weapon, whether proper and improper, including an imitation of a weapon.
- Serious deliberate damage to school property or the property of others.

Other kinds of misbehaviour which, if confined to an isolated incident, might merit a lesser consequence will be regarded as far more serious if repeated after a warning or prior sanction, for example:

- disruption of teaching and learning.
- refusal to wear the correct College uniform.
- rudeness to or intimidation of staff or other students.
- bullying.
- bringing alcohol, tobacco products, matches, lighters or fireworks onto school premises.

# 05

## CONSEQUENCES

---

Whenever necessary, appropriate disciplinary sanctions that are reasonable and proportionate and are related to the offence will be used. The purpose of these sanctions will be to show appropriate disapproval by the school. They are also meant to show the student that his behaviour is wrong, and to deter him from repeating that behaviour. In so doing, a clear message is sent to the student, while showing other students that such behaviour is unacceptable.

Some of the consequences that may be implemented by the school for a minor offence include the following:

- A reminder of school rules and of classroom standards and expectations.
- A quiet word by taking the student aside.
- A verbal reprimand.
- Changing the student's place in class.
- Time-out for cooling down.
- Completion of work at home or extra work (in school or at home).

- Carrying out useful tasks to help the school or in the spirit of restorative justice (e.g. litter-picking as a consequence for dropping litter).
- Detention time with an educational purpose (during school hours or outside school hours working on an assigned educational task e.g. researching a particular topic).
- Community work within the school (e.g. sorting library books, collating photocopied material).
- Written report to designated member of staff.
- Written note to parents on the personal school diary.

The consequences that may be implemented by the school for major offences include the following:

- Paying for breakages/repair work. Refusal to pay for breakages that are a result of acts of vandalism on public property may lead to legal action. In such cases, the Head of School, through the College Principal, should file a formal report with the Director General, Directorate for Educational Services for legal action to be considered.
- Suspension from the rest of the day's lessons and required to carry out an educational task.
- Temporary change of class at the discretion of the Head of School.
- Removal from a group, class or particular lesson or activity.
- Withholding participation in out-of-school activities, if deemed necessary, and where student is required to carry out an educational task.
- Withdrawal of lunchtime privileges allowing only necessities and where student is required to carry out an educational task.
- Internal suspension.
- Fixed-term suspension in extreme serious misbehaviour cases.
- Alternative educational provisions may be provided in extreme cases and after every effort has been exhausted.

# 06

## SUPPORT SYSTEMS

---

The school has a number of mechanisms for supporting behaviour management. These are:

- School's Senior Management Team
- College Counsellor
- College Career Advisor
- College Prefect of Discipline
- Inclusion Coordinator
- School Counsellor
- School Psychological Services
- Teacher
- Guidance Teacher
- Trainee Counsellor
- Trainee Career Advisor
- Form Teacher
- Social Worker
- Youth Worker
- SEBD specialist
- Spiritual Director
- Learning Support Assistant
- SAFE Schools Programme
- Learning Support Zone
- Nurture Group
- Learning Support Centre

# 07

## REFERRAL PROCESS

---

The following are the process of referral to the Psycho-Social Services in case of problems with Student behaviour:

- 1** The teacher (Class Teacher at Primary School and the Subject Teacher at Middle/Secondary School), in the first instance should attempt to deal with minor infringements of discipline that occur in their class at class level.
- 2** Should these infringements recur on a regular basis, or should a more serious misbehaviour be committed, the teacher should record the events in the Incident Report Form (Appendix F) for further reference which should be given to the designated member of staff who is to support the teacher and to alert the College Prefect of Discipline. The Head of School is to alert the College Principal.
- 3** If no progress is made, the matter should be referred to the delegated member of staff who prepares a written report to be filed in the student's report book and who will request the involvement of the College Prefect of Discipline and the Guidance Teacher. If the situation warrants, the delegated member of staff, with the approval of the Head of School, may decide to contact the parents at this stage.
- 4** If resolution is still not reached, the designated member of staff will request the parents to come to the school as a matter of urgency. If considered appropriate, the College Prefect of Discipline, the Guidance Teacher, together with the designated person, are to meet with the parents and to draw up an action plan to address the student's behaviour. Meeting and action plan will be recorded and action plan put into motion.
- 5** In the case of a very serious misbehavior this process of referral will cease to apply and a student may be sent directly to the designated member of staff who will speak to the student where appropriate action will be taken. A written report will be filed in the students' record file and a copy is to be sent to the College Principal. The Head of School will refer the case to the Education Psycho-Social Service of the DSS and/or the DES.

# APPENDIX A

---

## Checklist for Heads of School

### POLICY

- Ensure absolute clarity about the expected standards of students' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and students.
- Display school rules clearly in classes and around the building. Staff and students should know what they are.
- Display the consequences of sanctions and rewards in each class.
- Have a system in place for ensuring that students do not miss out on sanctions or rewards.

### LEADERSHIP

- Model the behaviour wanted from the School Support Staff.

### BUILDING

- Classrooms visits and playground visits and be around at the beginning and the end of the school day.
- Ensure that other members of staff have visible presence around the school.
- Check that students come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

## STAFF

- Know the names of all staff members.
- Praise the good performance of staff members.
- Deal with poor teaching or staff who fails to follow the behaviour policy.

## STUDENTS

- Praise good behaviour in students.
- Celebrate successes of students.

## TEACHING

- Monitor the amount of praise, rewards and punishments given by the individual staff member.
- Ensure that School Support Staff praises good behaviour and work.
- Ensure that School Support Staff understand the different needs of students.

## INDIVIDUAL STUDENTS

- Have clear plans for students likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for students with behavioural difficulties.

## PARENTS

- Build positive relationships with all parents.
- Engage positively with parents of students with behaviour difficulties.



# APPENDIX B

---

## GUIDELINES TO SUSPENSION

### SUSPENSION MAY BE:

- **Internal** (spending time in school doing educational activities).
- **External** (suspension from school) and fixed for a number of days (Appendix B).

### DECISION TO SUSPEND

- A decision to suspend for a fixed period should be taken on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant suspension, and where lesser sanctions such as detentions and time-outs are inappropriate.
- The student is suspended if allowing him/her to stay in school would seriously harm his/her education welfare, or the education or welfare of other students.
- Fixed period suspensions should be for the shortest time necessary. Where such suspension is not deterring inappropriate behaviour, the school should consider other strategies.
- Only the Head of School can suspend, but other suspension-related activities may be delegated to a member of the SMT.
- During suspension the school should set work for the student and mark it.

### CHILD PROTECTION ISSUES

Heads of School must be sure to take child protection issues into account. When excluding a student, they must ensure that (bearing in mind age and vulnerability) the student is not placed at risk by, for example, being left to wander the streets. In cases of suspected child abuse, the Child Protection Procedures (1999) must be adhered to.

## REASONS FOR SUSPENSION

Suspension from school is the most serious sanction available for dealing with misbehaviour and as such, it is reserved for only the most serious incidents or persistent recurrence of unacceptable and disruptive behaviour. Among reasons for considering suspension will be instances of behaviour such as:

- Repetitive non-compliance.
- Racial intimidation/bullying.
- Serious assault of another student.
- Sexual abuse and harassment.
- Unprovoked assault of another student.
- Total loss of control when hitting out/swearing.
- Repeated bullying after warning and failure to respond to other measures.
- Endangering others by reckless behaviour.
- Misuse of the fire alarm.
- Foul and abusive language to a member of staff.
- Threatening a member of staff.
- Physical abuse of a member of staff.
- Severe damage to property.
- Repeated or very serious theft.
- Sneaking out of the school premises.
- Smoking.
- Drinking alcohol.
- Illegal acts (e.g. possession and/or selling of illegal substances and/or possession of offensive material, possession/use of weapons).
- Combinations of any of the above.

This list is not exhaustive and any other serious offences may also lead to suspension.

Consideration will be given to:

- Severity of misbehaviour.
- All the relevant facts and tangible evidence to support the allegations made and accurate written descriptions of accounts from any witnesses.

- Student's previous behaviour track record.
- The background context e.g. statemented students with a statement of needs.
- Extent of support that has been offered to the student.
- Whether the decision to suspend a student complies with any procedural requirements in the school's behaviour policy and the student's version of events.

Where doubt remains the Head of School should not use suspension as a disciplinary sanction.

Where a student is suspended following a criminal offence on school premises, the Police must be informed.

A school will only suspend a student as a last resort, after trying to address the student's behaviour through other means. However, there are exceptional circumstances in which the Head of School may decide to suspend a student for a 'One-Off' major offence.

## PROCEDURE

The Head of School (or a member of the SMT in the absence of the Head of School) must call the parents on the day suspension is given and follows up with a letter including information on:

- The period and reason for suspension.
- The duty of the parents during the days of suspension, to ensure that the student is not present in a public space during normal school hours.
- The date that the student is to return to school and the time of a reintegration meeting, if necessary.
- A Behaviour Contract is to be signed by the Head of School and Parents/Legal Guardians and the student concerned.

The school must:

- Inform the College Principal and the College Prefect of Discipline when any form of suspension has been sanctioned. The College Prefect of Discipline must keep record of all suspensions, including length, reason, etc.
- Whenever a suspension takes place a case conference is to be called within the next 10 working days to evaluate the situation and discuss possible lines of action that can be taken to reinstate the student and address the underlying cause/s leading to the suspension.

# APPENDIX C - POSITIVE BEHAVIOUR GRID

All Areas	Classroom	Playground	Corridor/ Stairwell	Toilets	School Transport	Educational Outing
<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to yourself</li> <li>• Address your colleagues by their names</li> <li>• Refrain from any damage to school or other students' property</li> <li>• Treat others as you treat yourself and avoid bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Walk with permission to move out of your seat</li> <li>• Enter and exit room in an orderly manner</li> <li>• Raise your hand to speak</li> <li>• Respect others' right to learn</li> <li>• Achieve your maximum potential</li> <li>• Do not copy the work of others</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in school-approved games</li> <li>• Play fairly - take turns, invite others to join in and follow rules</li> <li>• Care for the environment</li> <li>• Avoid unnecessary shouting</li> </ul>	<ul style="list-style-type: none"> <li>• Walk quietly and orderly so that others are not disturbed</li> </ul>	<ul style="list-style-type: none"> <li>• Respect privacy of others</li> <li>• Use approved toilet facilities ambassador for your school</li> <li>• Obey the educators serving as bus supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn</li> <li>• Show respect towards yourself and others even when using the school transport</li> <li>• Be a good ambassador for your school</li> <li>• Obey the educators serving as bus supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Respect privacy of others - do not take photos/videos without written permission</li> </ul>

**BE RESPECTFUL**

All Areas	Classroom	Playground	Corridor/ Stairwell	Toilets	School Transport	Educational Outing
<ul style="list-style-type: none"> <li>• Be smart</li> <li>• Be on time</li> <li>• Be in the right place at the right time</li> <li>• Follow instructions straight away</li> <li>• Strictly wear the school uniform</li> <li>• Follow school's food policy</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared</li> <li>• Complete set tasks (including homework) in time</li> <li>• Take an active role in classroom activities</li> <li>• Keep work space tidy</li> <li>• Be honest</li> <li>• Talk in turns</li> <li>• Be a good listener</li> <li>• Always follow the teachers' instructions</li> <li>• Ask permission to leave the classroom</li> <li>• Make sure you have all that is needed for the lesson (books, copybooks, etc) at your disposal</li> </ul>	<ul style="list-style-type: none"> <li>• Be a problem solver</li> <li>• Return equipment to appropriate place</li> <li>• Line up for assembly in appropriate time</li> </ul>	<ul style="list-style-type: none"> <li>• Move peacefully in single file</li> </ul>	<ul style="list-style-type: none"> <li>• Use toilets only when needed</li> <li>• Close tap</li> <li>• Always flush toilet</li> <li>• Report any misbehaviour or acts of vandalism</li> <li>• Report any incident of misbehaviour carried out on the school transport</li> <li>• Strictly wear the school uniform even when using the school transport</li> </ul>	<ul style="list-style-type: none"> <li>• Leave school promptly or as directed by school personnel</li> <li>• Report any incident of misbehaviour carried out on the school transport</li> <li>• Strictly wear the school uniform even when using the school transport</li> </ul>	<ul style="list-style-type: none"> <li>• Attend all school activities including outings</li> <li>• Wear correct outings attire</li> </ul>

BE RESPECTFUL

All Areas	Classroom	Playground	Corridor/ Stairwell	Toilets	School Transport	Educational Outing
<ul style="list-style-type: none"> <li>• Use equipment appropriately including lockers</li> <li>• Respect others' personal space and property</li> <li>• Clean up after, yourself</li> <li>• Use respectful language</li> <li>• Wait your turn</li> <li>• Keep expensive items (including cellular phones, cameras, portable games, MP3/4 players) and an excessive amount of money at home</li> <li>• Keep out of reach possible harmful objects or materials</li> </ul>	<ul style="list-style-type: none"> <li>• Keep passage ways clear</li> <li>• Use educational equipment appropriately and with care</li> <li>• Refrain from confrontation</li> <li>• Keep noise levels low including when working in a group</li> <li>• Follow school's heavy bags policy</li> </ul>	<ul style="list-style-type: none"> <li>• Wear shoes and socks at all times</li> <li>• Protect yourself from the sun</li> </ul>	<ul style="list-style-type: none"> <li>• Use Rails appropriately</li> <li>• Do not rush</li> <li>• Walk one step at a time</li> <li>• Carry items</li> <li>• Keep passage ways clear at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands</li> <li>• Walk</li> <li>• Draw teacher's attention if toilet is not clean</li> <li>• Use facilities</li> <li>• Obey the educator for your school</li> <li>• Obey the educator serving as bus supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your belongings nearby</li> <li>• Remain seated throughout the journey</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions given by adults in school</li> <li>• Remain with the group at all times</li> </ul>

# APPENDIX D (i)

---

## Code of Behaviour

Contract to be signed between School and Student

I, the undersigned  of Class  commit myself to abide by the following school rules:

- Engage in learning.
- Respect and follow all school regulations.
- Demonstrate honesty and integrity.
- Treat others with dignity and respect at all times, especially when there is disagreement.
- Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, religion, gender, sexual orientation, age or disability.
- Show care and respect for school property and the property of others.
- Respect all members of the school community, especially those in a position of authority.
- Respect the need of others to work in an environment that encourages learning and teaching.
- Seek help from school staff, if necessary, to resolve conflict peacefully.
- Make use of technology and social media respectfully.

Should the above expectations not be met, I understand that there will be consequences.

Student's Signature ID Number (when available)	Teacher's Signature	Date

# APPENDIX D (ii)

---

## Code of Behaviour

Contract to be signed between School and Parents

I, the undersigned [redacted] commit myself to ensure that my daughter/son [redacted] of Class [redacted] of [redacted] School, shall be abiding by the following school rules with my support.

My daughter/son is expected to:

- Respect and follow all school regulations.
- Demonstrate honesty and integrity.
- Treat others with dignity and respect at all times, especially when there is disagreement.
- Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, religion, gender, sexual orientation, age or disability.
- Show care and respect for school property and the property of others.
- Respect all members of the school community, especially those in a position of authority.
- Respect the need of others to work in an environment that encourages learning and teaching.
- Seek help from school staff, if necessary, to resolve conflict peacefully.
- To make use of technology and social media respectfully.

I, the parent, am responsible for, and am expected to:

- Show an active interest in my daughter's/son's school development and progress.
- Communicate regularly with the school.
- Become familiar with the school rules and ensure that these are being respected.
- Cooperate with school staff in dealing with disciplinary issues.

In view that the above expectations are not met, I understand that there will be consequences.

[redacted]	[redacted]	[redacted]
Parent's Signature ID Number	Teacher's Signature	Date



# APPENDIX E

## Positive Behaviour Form

Student Name:  Class:

Location of incident

Classroom  Yard  Corridor  Toilet  Other   
 Inside  Outside  Supervised  Unsupervised

Subject  LSA present: Yes  No

Reported by  Replacement: Yes  No

Positive Behaviour (tick where appropriate)

<input type="checkbox"/> Listens carefully to the teacher	<input type="checkbox"/> Completes his/her work well
<input type="checkbox"/> Listens carefully to other students	<input type="checkbox"/> Works hard to improve his work
<input type="checkbox"/> Waits for his/her turn to speak	<input type="checkbox"/> Is always on time for lesson
<input type="checkbox"/> Shows respect to others	<input type="checkbox"/> Takes care of the school property
<input type="checkbox"/> Shows respect to authority	<input type="checkbox"/> Always brings his/her equipment
<input type="checkbox"/> Helps others	<input type="checkbox"/> Is a fair player
	<input type="checkbox"/> Other

Action taken:

<input type="checkbox"/> Praise	<input type="checkbox"/> Physical Reward	<input type="checkbox"/> Certificate of Merit
<input type="checkbox"/> Stickers	<input type="checkbox"/> Class Reward	<input type="checkbox"/> Other

<input type="text"/>	<input type="text"/>	<input type="text"/>
Student's Signature	Teacher's Signature	Date & Time



# APPENDIX F

## Incident Report Form

Student Name:  Class:

Location of incident

Classroom  Yard  Corridor  Toilet  Other   
 Inside  Outside  Supervised  Unsupervised

Subject  LSA present: Yes  No

Reported by  Replacement: Yes  No

Inappropriate Behaviour (tick where appropriate)

- Disruptive Chatter
- Disturbing others
- Unnecessary noise
- Work Avoidance
- Rudeness
- Being late
- Lack of basic equipment
- Failure to do homework
- Throwing objects
- Out of seat
- Truancy
- Verbal abuse to peer
- Smoking
- Verbal abuse to staff
- Physical aggression to peer
- Misuse of property
- Physical aggression to staff
- Other
- Bullying
- Failure to comply with sanction
- Discrimination
- Harassment including sexual

Action taken:

- Discussion with student
- Asked to wait 2 minutes out
- Sent to SMT
- Break detention
- After school detention
- Extra work
- Referred to Guidance
- Referred to counsellor
- Contacted Parents

Teacher's Signature Date Time

# APPENDIX G

---

## Behaviour Contract

Behaviour Improvement Form

Name

Date

Did you follow directions appropriately? Yes  No

What was your behaviour?

What did you want? (put a check next to the appropriate statement)

- I wanted attention from others.
- I wanted to be in control.
- I wanted to avoid doing my homework.
- I wanted to cause problems because I am sad inside.
- I wanted to cause others problems because they don't like me.
- I wanted to \_\_\_\_\_

Did you get what you wanted? Yes  No

What could you do differently?

Will you be able to return to class appropriately? Yes  No

Student's Signature

Teacher's Signature

# APPENDIX H

---

## **Responding to inappropriate behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

### CLASSROOM LEVEL

When a student exhibits a low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected appropriate school behaviour, then ask the student to change the behaviour so that it aligns with the school's expectations. This should involve the minimum interaction possible, whilst focusing on the behaviour that needs to be tackled as well as an immediate resolution. Usually a quiet talk between the student and the teacher outside the classroom or a reprimand will suffice to get the student back on task.

Students may be asked to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of the school community. Behaviour contracts may be signed between students and school personnel to add more ownership of the decisions taken (Appendix G).

If the behaviour occurs frequently with no improvement noted, the class/subject teacher must record the behaviour of the student on an Incident Report sheet (Appendix F) for future reference.

### SCHOOL LEVEL

The students that are referred to the SMT through an incident report, are those students who may need additional support or services offered by the school to address their behavioural needs. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. The schools already have a number of mechanisms that are already in place for supporting behaviour management.

The school must make the necessary and possible provisions and adjustments for the students that are identified with behavioural difficulties. Such interventions must be documented for future reference.

## SCHOOL TRANSPORT

The use of School transport is a privilege which the student has and which the school can withdraw if inappropriate behaviour results. The students have the duty to report any type of inappropriate behaviour occurring on the school transport vehicles.

## CONFISCATION OF STUDENTS' ITEMS

When a member of the school staff confiscates items from students the following procedure must be adhered to:

- Avoid coming into physical contact with the student.
- Explain to the student the reason for confiscation and the school rule that has been broken.
- Seal the item into an envelope and write the particulars of the student including the time and place when the item was confiscated.
- Never explore the item (not even in the student's absence).
- Hand the item to the school's administration for further action and take note of the person receiving the item.
- Items that are confiscated on school premises are returned to the parents personally by the Head of School or SMT delegate.
- When the confiscated item is to be returned to the student after the lesson, keep the item in a safe place so as not to have the item misplaced, thus avoiding further conflict with the student.

## LOCKERS

The school provides lockers to students to facilitate the daily storage of learning materials and items related to their studies. The school manages lockers to ensure responsible use of property and for health and safety of individuals. Since the lockers are on school premises then they are property of the school and thus subject to regulation by all school and college policies and national legislation.

## EMERGENCY OR CRITICAL INCIDENT RESPONSES

A school is a very dynamic organisation dealing with different people of different characters, beliefs and particular needs. Therefore, it is expected that sometimes friction occurs between people, which in many cases is dealt with in a very sociable manner, but in exceptional cases may escalate to critical proportions.

For this reason it is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected or unforeseen, or an occasion requiring immediate intervention.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

## BASIC DE-ESCALATION STRATEGIES

- Avoid escalating the problem behaviour.
- Maintain calmness, respect and detachment.
- Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language and body language carefully, avoid humiliating the student, be matter-of-fact and avoid responding emotionally.
- Approach the student in a non-threatening manner.
- Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

## FOLLOW THROUGH

If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind him/her of the expected school behaviour and identify consequences of continued unacceptable behaviour.

## DEBRIEF

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.



