



MANAGING BEHAVIOUR IN SCHOOLS STRATEGY

JUNE 2015



MINISTRY FOR EDUCATION AND EMPLOYMENT

**MANAGING
BEHAVIOUR IN SCHOOLS
STRATEGY**



CONTENT

01 Whole School Approach	3
02 Parents	10
03 Students	15
04 Empowered SMT, Educators and other Staff	19
05 Collaborative Approach to Managing Student Behaviour	23
06 Overall Responsibility	26

01



WHOLE SCHOOL APPROACH

Measure	Owner	Stakeholder	Outcome	Timeline
1.1 Each school will draw up quality standards that ensure positive behaviour in school based on the parameters of this policy as well as on the school's individual needs.	College Principal Head of School	Assistant Head/s College Prefect of Discipline School Support Staff Safe Schools Teams Parents Students School Council Student Council	1.1.1 Quality Standards on Behaviour in school are developed collaboratively with students, school staff and parents.	September 2015
			1.1.2 School community informed of standards.	September – October 2015
			1.1.3 Standards adopted by School Community.	October 2015
			1.1.4 Self-disciplined students.	June 2016
			1.1.5 Student achievements recognised and reinforced.	June 2016
			1.1.6 Unacceptable behaviour dealt with fairly.	June 2016
			1.1.7 Unacceptable behaviour dealt with in a consistent manner and appropriately.	June 2016
			1.1.8 Responsibilities of teachers, students and parents defined.	September 2016

Measure	Owner	Stakeholder	Outcome	Timeline
1.2 Head of School identifies a key member of staff to assume responsibility for dealing with behaviour and coordinate all school measures addressing inappropriate behaviour and its prevention.	College Principal Head of School	Designated member of staff School Support Staff Students Parents School Council Student Council	1.2.1 A designated member of staff is identified.	June 2015
			1.2.2 An accessible and user-friendly Incident Reporting System is set up.	September 2015
			1.2.3 All school support staff, parents and students are aware of guidelines and Incident Reporting System.	September – October 2015
			1.2.4 Transparent procedures are in place to address student behaviour.	September – October 2015
			1.2.5 All stakeholders are informed of these procedures.	September – October 2015

Measure	Owner	Stakeholder	Outcome	Timeline
1.3 Develop a formal contract between the school, the parent and the student outlining the responsibilities and entitlement.	College Principal Head of School Designated member of staff	School Support Staff Parents Students Student Council School Council	1.3.1 Responsibilities, entitlement and consequences understood and shared by all.	September 2015
			1.3.2 Students empowered to be self-disciplined.	Scholastic year 2015-2016
			1.3.3 Students aware of the link between their action and its consequences.	Scholastic year 2015-2016
			1.3.4 A fair and consistent tool to managing behaviour by Stakeholders.	Scholastic year 2015-2016
			1.3.5 More motivated educators.	Scholastic year 2015-2016
			1.3.6 Improved home-school link.	Scholastic year 2015-2016
			1.3.7 Parents understand the importance of consistency in managing behaviour.	Scholastic year 2015-2016
			1.3.8 Parents adhere to their role and responsibilities and reinforce the message in the policy.	Scholastic year 2015-2016

Measure	Owner	Stakeholder	Outcome	Timeline
1.4 Develop a team approach (plan) to good behaviour.	College Principal Head of School Designated member of staff	School Support Staff Students Parents	1.4.1 Shared understanding of the factors that influence behaviour.	Scholastic Year 2015-2016
			1.4.2 Knowledge of what shapes behaviour.	Scholastic Year 2015-2016
			1.4.3 A unified Team approach to managing behaviour.	Scholastic Year 2015-2016
			1.4.4 Consistent ways of responding to unacceptable behaviour.	Scholastic Year 2015-2016
			1.4.5 Skilled staff in de-escalation of negative behaviour.	Scholastic Year 2015-2016

Measure	Owner	Stakeholder	Outcome	Timeline
1.5 Create a positive school environment.	College Principal Head of School	Director, Curriculum Development Education Officers Heads of Department School Support Staff Parents Students School Community	1.5.1 Social and values based learning takes place in schools.	Scholastic Year 2015-2016
			1.5.2 Better systems for assessing pupils' real needs.	Scholastic Year 2015-2016
			1.5.3 SMT and school support staff understand how to deal with different behaviour issues.	Scholastic Year 2015-2016
			1.5.4 Data about behaviour is maintained to help manage behaviour.	Scholastic Year 2015-2016
			1.5.5 Strategies and practices in place that promote positive student behaviour including the maintenance of a climate of respect.	Scholastic Year 2015-2016
			1.5.6 Strong pastoral care services in place to initiate fast responses to the needs of students.	Scholastic Year 2015-2016

Measure	Owner	Stakeholder	Outcome	Timeline
1.6 Create a belonging classroom environment.	College Principal Head of School Teacher Director General, Directorate for Quality and Standards in Education Director, Curriculum Development	Students Parents School Community Education Officers Heads of Department	1.6.1 A positive relationship is established between teacher, student and parents.	Scholastic Year 2015-2016
			1.6.2 Stakeholders embrace a culture of reciprocal dialogue.	Scholastic Year 2015-2016
			1.6.3 Lessons are well prepared, interesting and provide a broad curriculum that engages with, and meets the need of all students.	Scholastic Year 2015-2016
			1.6.4 Improved home-school link.	Scholastic Year 2015-2016
			1.6.5 A better managed class.	Scholastic Year 2015-2016
			1.6.6 Students engaged in learning.	Scholastic Year 2015-2016
			1.6.7 Improved attainment by students.	Scholastic Year 2015-2016
			1.6.8 More motivated educators.	Scholastic Year 2015-2016
			1.6.9 Teachers are aware of their entitlement and duties.	Scholastic Year 2015-2016

02



ENSURE PARENTS' RESPONSIBILITY FOR
THEIR CHILDREN'S BEHAVIOUR

Measure	Owner	Stakeholder	Outcome	Timeline
2.1 Inform parents of policy and procedures.	College Principal Head of School	Parents Students School Community	2.1.1 Informed parents.	September 2015
			2.1.2 Increased engagement of parents.	Scholastic Year 2015-2016
			2.1.3 Reduced resistance from parents.	Scholastic Year 2015-2016

Measure	Owner	Stakeholder	Outcome	Timeline
2.2 Parents are to sign formal contract regarding responsibilities and entitlement every beginning of the scholastic year.	College Principal Head of School	Parents Students School Community	2.2.1 Parents take responsibility for their child's behaviour at school.	September 2015
			2.2.2 Parents understand what is expected of their child at school.	September 2015
			2.2.3 Parents understand what the consequences for unacceptable behaviour are.	September 2015

Measure	Owner	Stakeholder	Outcome	Timeline
2.3 Parents engaged to understand the concept that "education starts at home".	College Principal Head of School	Parents Students School Community	2.3.1 Parents take responsibility for their child's behaviour.	Scholastic Year 2015-2016
			2.3.2 Parents reinforce the behaviour required in school.	Scholastic Year 2015-2016
			2.3.3 Students continue to see good examples of positive behaviour at home.	Scholastic Year 2015-2016
			2.3.4 Students will receive consistent messages regarding behaviour from home and school.	Scholastic Year 2015-2016
			2.3.5 Less disruptive students.	Scholastic Year 2015-2016

Measure	Owner	Stakeholder	Outcome	Timeline
2.4 Raise awareness among parents regarding the factors that inform student's behaviour in class.	College Principal Head of School	Teachers Parents Students	2.4.1 Parents informed of underlying causes of students' behaviour.	Scholastic Year 2015-2016
			2.4.2 Better understanding between home and school of how to manage behaviour.	Scholastic Year 2015-2016

Measure	Owner	Stakeholder	Outcome	Timeline
2.5 Parents to be taught positive parenting skills.	College Principal Head of School	Parents Students School Community Local Councils Ministry for the Family and Social Solidarity	2.5.1 Students are given positive rewards at home.	Scholastic Year 2015-2016
			2.5.2 Students receive consequences at home for inappropriate behaviour.	Scholastic Year 2015-2016

Measure	Owner	Stakeholder	Outcome	Timeline
2.6 Develop a trusting relationship between school and parents.	College Principal Head of School	Educators Parents Students School Community	2.6.1 Parents respectful of educators.	Scholastic Year 2015-2016
			2.6.2 Parents more co-operative.	Scholastic Year 2015-2016
			2.6.3 Parents less resistant to change.	Scholastic Year 2015-2016
			2.6.4 Students exhibit behaviour conducive to learning.	Scholastic Year 2015-2016

03



ENSURING STUDENTS TAKE RESPONSIBILITY
FOR THEIR OWN BEHAVIOUR IN ORDER TO
ENHANCE LEARNING

Measure	Owner	Stakeholder	Outcome	Timeline
3.1 Students are to be informed of the behaviour expected of them and the consequences for both good and inappropriate behaviour.	College Principal Head of School	Students Parents School Community	3.1.1 Informed students.	September 2015
			3.1.2 Reduced resistance from students.	Scholastic Year 2015-2016

Measure	Owner	Stakeholder	Outcome	Timeline
3.2 Students are to be involved in decision-making processes concerned with their learning and the school environment.	College Principal Head of School	Students Student Council School Staff Parents	3.2.1 Students feel important and valued.	Scholastic Year 2015-2016
			3.2.2 Decisions are more grounded in reality.	Scholastic Year 2015-2016
			3.2.3 Students will obey more.	Scholastic Year 2015-2016
			3.2.4 Students will disrupt less.	Scholastic Year 2015-2016
			3.2.5 Reduced resistance to rules.	Scholastic Year 2015-2016
			3.2.6 Increased respect to authority.	Scholastic Year 2015-2016

Measure	Owner	Stakeholder	Outcome	Timeline
3.3 Students are to sign the formal contract regarding responsibilities and entitlement at the beginning of the scholastic year.	College Principal Head of School	Students Parents Educators	3.3.1 Students take responsibility for their behaviour at school.	September 2015
			3.3.2 Students understand what is expected of them.	Scholastic Year 2015-2016
			3.3.3 Students understand what the consequences for unacceptable behaviour are.	Scholastic Year 2015-2016

Measure	Owner	Stakeholder	Outcome	Timeline
3.4 Students are to learn self-discipline, respect towards self, peers and educators.	Head of School Educators	Students School Community	3.4.1 Increased learning.	Scholastic Year 2015-2016
			3.4.2 Decreased disruption in class.	Scholastic Year 2015-2016
			3.4.3 Motivated student.	Scholastic Year 2015-2016
			3.4.4 Motivated teachers.	Scholastic Year 2015-2016

04

ENSURE SMT, EDUCATORS AND OTHER
STAFF ARE EMPOWERED TO MANAGE
STUDENT BEHAVIOUR

Measure	Owner	Stakeholder	Outcome	Timeline
4.1 Sound leadership is to be at the centre of the capacity of schools to address student behaviour.	Director General, Directorate for Educational Services	Students Parents School Support Staff	4.1.1 Empowered school support staff.	Scholastic Year 2015-2016
	Director General, Directorate for Quality and Standards in Education		4.1.2 Behaviour of students is better understood.	Scholastic Year 2015-2016
	College Principal Head of School		4.1.3 Proper background conditions established to encourage good student behaviour.	Scholastic Year 2015-2016
			4.1.4 A positive school and classroom environment is developed.	Scholastic Year 2015-2016
			4.1.5 Positive behaviour is rewarded.	Scholastic Year 2015-2016
			4.1.6 Teaching, learning and equity are promoted.	Scholastic year 2015-2016
			4.1.7 An environment free from harassment and discrimination is provided.	Scholastic Year 2015-2016
			4.1.8 Student behaviour is addressed in a consistent manner.	Scholastic Year 2015-2016

Measure	Owner	Stakeholder	Outcome	Timeline
4.2 Teachers, LSAs and all other staff are to familiarise themselves with the school's behaviour policy and are confident and consistent in implementing it.	College Principal Head of School	Educators	4.2.1 All school support staff know what the school policy regarding behaviour is.	September 2015
			4.2.2 All school support staff address behaviour of students in a consistent way according to this policy.	Scholastic Year 2015-2016

Measure	Owner	Stakeholder	Outcome	Timeline
4.3 All employees are expected to promote self-discipline amongst students and to manage behaviour appropriately.	College Principal Head of School	School Support Staff Students Parents	4.3.1 School support staff know how to address student behaviour.	Scholastic Year 2015-2016
			4.3.2 All school support staff address behaviour of students in a consistent way according to this policy.	Scholastic Year 2015-2016

Measure	Owner	Stakeholder	Outcome	Timeline
4.4 Staff are to receive appropriate behaviour-management support and training.	College Principal Head of School	Educators Students Parents	4.4.1 School support staff identify training needs.	Scholastic Year 2015-2016
			4.4.2 Designated member of staff coordinates training according to the needs of the school support staff.	Scholastic Year 2015-2016

05



A COLLABORATIVE APPROACH TO MANAGING STUDENT BEHAVIOUR

Measure	Owner	Stakeholder	Outcome	Timeline
5.1 Schools are to work in partnership with parents and other agencies to improve students' behaviour.	College Principal Head of School	Parents Students School Support Staff Foundation for Educational Services Aġenzija Żgħażaġħ Foundation for Social Welfare Services Kunsill Malti għall-Isport National Literacy Agency Mental Health Services Police	5.1.1 SMT know what support services are available.	Scholastic Year 2015-2016
			5.1.2 Designated member of staff liaises with all stakeholders at an early stage.	Scholastic Year 2015-2016
			5.1.3 Parents are more supported.	Scholastic Year 2015-2016
			5.1.4 Better collaboration between stakeholders to meet the student needs.	Scholastic Year 2015-2016

Measure	Owner	Stakeholder	Outcome	Timeline
5.2 Schools are to use all behaviour-support programmes to help address students' challenging behaviour.	College Principal Head of School	Students Parents School Support Staff Student Services Resource Centres Learning Support Zones Nurture Groups Ministry for the Family and Social Solidarity Mental Health Services	5.2.1 SMT know what support services are available.	Scholastic Year 2015-2016
			5.2.2 Designated member of staff liaises with all stakeholders at an early stage.	Scholastic Year 2015-2016

Measure	Owner	Stakeholder	Outcome	Timeline
5.3 Schools are to work closely with partners to ensure that the circumstances that cause students to behave in a challenging way are addressed.	College Principal Head of School	Students Parents School Support Staff Student Services CDAU Foundation for Educational Services Aġenzija Żgħażaġh Kunsill Malti għall-Isport National Literacy Agency	5.3.1 Designated member of staff is a contact person for the different stakeholders.	Scholastic Year 2015-2016
			5.3.2 Schools develop individual education programmes to address the needs of the student/s.	Scholastic Year 2015-2016

06



OVERALL RESPONSIBILITY

Measure	Owner	Stakeholder	Outcome	Timeline
6.1 Responsibility	<p>Director General, Directorate Educational Services</p> <p>Director General, Directorate for Quality and Standards in Education</p>	<p>Students</p> <p>Parents</p> <p>School Support Staff</p> <p>Director, Student Services</p> <p>Director, Curriculum Development</p> <p>Education Officers</p> <p>Heads of Department</p>	<p>6.1.1</p> <p>Every stakeholder understands their role and responsibility towards ensuring a school environment that is conducive to learning and teaching and where the values of respect and dignity are embraced.</p>	Scholastic Year 2015-2016



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