

# Development of behaviour management plan



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Context/age group: This constructed Behavioural Management Plan applies to a secondary high school prominently years 7 to 12. The school behavioural management plan I have used is the Bremer State High School located in Ipswich Queensland. I have decided to use this plan as I have previously attended my practicum at the schools ethos around behaviour aligns with my own teaching philosophy.

Type of strategies	Domains/ levels	Links to Theories/ models	Strategies (examples)	Implement (when? frequency?)
Preventative	Classroom climate	(Rudolf Dreikurs) Preventative strategies (Edwards and Watts 2008)	Build a Positive Student Relationship throughout. s (DDM) Encourage all students by positive feedback.	Start of the school year and upheld
			Examples: “ I can see you have spent a lot	

of time on

this task”.

Classroom culture	(Thomas Gordon)	Maintain open	Throughout the year.
	Preventat ive	classroom communicat ion (TETM)	At the start of the year.
	S (Edwards and Watts 2008)	Example: Use positive reinforceme nt instead of bringing up where students went wrong.	
	ive Strategie S (Edwards and Watts 2008)	Be decisive and clear with students when planning for inappropriat e behaviour.	

(PBLM)

Example:

Ensure discipline consequences are applied fairly and consistently. Aim to be a decisive teacher who works towards student cooperation by using methods such as respectful language with a firm but fair voice.

Physical (Thomas Create an The

environmen Gordon) attractive beginning  
 t Preventat learning of the year  
 ive environmen  
 Strategie t (TETM)  
 s Examples:  
 (Edwards Use posters  
 and in the class  
 Watts that  
 2008) promote  
 positive  
 learning.  
 Make sure  
 tables and  
 chairs are  
 arranged  
 well to  
 promote  
 collaboratio  
 n.  
 Make sure  
 there are  
 quiet areas  
 for  
 individual  
 contemplati

on and

study.

Instructional practice	(Rudolf Dreikurs)	Logical Consequences are agreed upon at the beginning of the year involving students in the rules.	Consequences are agreed upon at the beginning of the year involving students in the rules.
Preventative strategies (DDM)	(Edward and Watts 2008)	Examples: Disruptive students are sat separately from their friends until they agree not to disturb the class.	Throughout the year.
Preventative strategies	(Thomas Gordon)	Examples of disruptive students would be talking during class when the	Throughout the year.

teacher is  
talking.

Use I  
messages  
(TETM)

Examples:  
Ensure that  
students  
are in the  
classroom  
decisions e.  
g “ I would  
like to  
discuss the  
rules that  
you and I  
are going to  
set up for  
the  
upcoming  
field trip”.

Interventi	Low level	(Rudolf	Understand	As issue
on	disruptions/	Dreikurs)	the	arises
		Correctiv	motivation	completed
			of the	with

Disengagement strategies (Edwards and Watts 2008) (Thomas Gordon) Corrective strategies (Edwards and Watts 2008)

students behaviour (DDM) Discuss with students the reasons behind their bad behaviour. Example: “why are you behaving this way?” “ I believe you are behaving like this because...”

student one on one. As issue arises Ongoing as issues arise.

Instil logical consequences consistently . (DDM)

Ensure the consequences



es are  
consistent  
and give  
students a  
choice of  
two  
alternatives  
.

Example: “  
You are to  
sit with me  
at my desk  
or sit  
outside the  
class”

Willing to  
change  
when  
preventativ  
e strategies  
are not  
working  
(TETM)

Example:  
Adapt

approach to  
a more  
hospitable  
listening  
pose for  
students to  
take in.

Mid-level disruptions/ Disengagem ent	(Bill Rogers) Correctiv e Strategie s (Edwards and Watts 2008)	Create collaborativ e cultures between colleagues and the school communitie s for issues that escalate out of control. (PBLM)  Example: Support teachers when problem	At the beginning of the year and fortnightly with parents of disruptive students.
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escalates  
beyond  
their  
control.  
Ensure  
support  
between  
parents,  
administrati  
on,  
manageme  
nt, and  
community  
are strong.  
Make all  
parties  
including  
student  
parents and  
school fully  
aware of  
the issues.

High-level	(Rudolf	Create	Once a
disruptions/	Dreikurs)	positive	month
	Supportiv	relationship	Throughout

Disengagement with the year, ent Strategies parents and experts to (Cope guardians visit once a &Cope, (DDM) semester. 2007) Example: Always (Thomas Send Directly Gordon) student after an Supportiv parents incident. e notes of Strategie positive s (Cope & encourage Cope, ment and 2007) student's (Bill progress to Rogers) parents so Supportiv they can e also Strategie commend s (Cope & their child. Cope, Create 2007) stimulating class activities that challenge

and  
encourage  
students to  
progress  
cognitively.  
(DDM)

Example:

Incorporate  
class trips  
and  
interactive  
technology  
or external  
industry  
experts to  
run tutorials  
to keep  
students  
engaged.

Be a role  
model for  
the  
behaviour  
expected

(TETM)

Example: As  
the teacher  
demonstrat  
e the kind  
of  
behaviour  
expected.

Maintain  
strong  
student and  
teacher  
relationship  
s after  
discipline  
incidents.

(PBLM)

Example:  
Rebuild the  
working  
relationship  
by not  
holding  
grudges.  
Ensuring

the teacher  
is modelling  
the way  
they expect  
the student  
to behave.

Links to school wide plan: Bremer State High School

Behavioural Plan:

Preventative Strategies:

- Recognise and focus on positive behaviour.
- Avoid the concept of punishment for inappropriate behaviour and replace it with concept of logical consequences.
- Are fair clear and framed in a positive way.
- Positive management practice which empowers students to accept responsibility for their behaviours and learning.
- Displaying a positive attitude and using positive language when working with students.

Corrective Strategies:

- Attempting to resolve an issue with student's before the situation requires more severe consequences.
- Avoid the concept of punishment for inappropriate behaviour and replace with the concept of logical

consequences.

- Using least intrusive intervention style.
- Working with other staff to resolve conflict. Seeking parental cooperation and assistance in resolving issues with students.

#### Supportive Strategies:

- Ensure positive communication with guardians and parents.
- Innovative critical and creative teaching and learning practices incorporating new technologies.
- The enhancement of learning opportunities through strong community partnerships.
- Modelling the values
- Resolve all disagreements by communication and cooperation.

#### Rationale:

This rationale will give an insight into the choices of preventive, corrective and supportive strategies within discipline that have been used in the Behaviour Management Plan and will be aligned to my own personal philosophy into dealing with classroom behaviour. These statements will be supported by research and literature by published behavioural theorists. The rationale will also look at how teachers can effectively link these strategies into the schools behavioural management plan and discuss how plans can include the whole school community and parents for more effective results.



### Preventative Strategy:

The first tier of behavioural strategies or primary tier is focused at the whole school. To proactively reduce the chance of unwanted behaviour before it occurs it is important “ to build trust between yourself and the students” as stated by Rudolf Drikurs in (Edwards and Watts 2008) p118. It is critical to ensure the teacher can build trust with student so that engaging lesson can develop cognitive ability and a strong classroom rapport. This is further highlighted by (Rogers, 2015) as he cites “ The ability to sustain attention depends on the teacher’s ability to engage the students in the teaching and keep the learning focus” p. 53. Aligning these theorist and ideas with my personal philosophy I try to be a teacher the students can approach to share ideas and feel comfortable with which will in turn lead to good learning outcomes.

The (PBLM) Positive Behaviour Leadership Model by Bill Rogers discusses that by being clear and decisive in planning for situations that could arise by using set rules that have relationships to logical consequences can reduce the severity of misbehaviour. To prepare rules that are clear, fair and that are focused around observable behaviours can be used so the student can gain a clear understanding around what the teacher wants and expects in the classroom. Discussed by (Rogers, 2011) “ by being decisive with decisions in a fair, positive and considerate way the students will be more aware of their own behaviour, which will help keep them on task in the classroom” p. 49-50. I have linked these strategies to the Bremer State High School Responsible Behaviour Plan as I have attended professional

experience placement and feel these strategies link well with this schools ethos around behaviour.

#### Corrective Strategy:

The second tier or the corrective strategies is based around students who continue to behave badly even though the first tier has been implemented. This is sometimes a small group of students in the class room who continue to be disruptive and this is where it can be beneficial to implement Corrective Strategies for particular students.

One of the corrective strategies used in the Behavioural Management Plan is to ensure that the discipline measures that have been incorporated have a logical consequence that will follow. This set the student up to become more responsible for their actions and can learn from the experience allowing them to change their behaviour. (Edward, 2011) talks about students having input into the consequences and the class rules as this can lead to positive learning outcomes not only for the rules around behaviour but also the learning expectations.

Stated in the Bremer State High School Responsible Behaviour Plan are Corrective Strategies for staff to engage in implementing behavioural management by using nonintrusive intervention styles. This Thomas Gordon preventative strategy means the teacher can adapt their approach or strategy on how they deal with misbehaviour in the classroom as cited by (Skiba, Ormiston, Martinez and Cummings, 2016) as they cite “ instead of escalating the problem or situation with a student and teacher should work

on healing practices such as problem solving rather than to punish the student” p. 120-125.

#### Supportive Strategy:

The third tier is the Supportive Approach. After the Corrective Strategies have been implemented it is crucial to ensure that a positive relationship between teacher and students is upheld to avoid animosity. This helps maintain a harmonious classroom setting and ensures that classes can continue in a positive and productive manner for all parties involved. Ways to ensure this strategy works can be including parents into the behavioural management process. As cited by Edwards, Clifford H. (2008) “ before teachers can be successful, they need to understand where the students are coming from – their past experiences, what is important to them and their families” p. 361. These connections with parents will assist in helping to ensure that parents feel involved directly in their child’s education. This is adhered to by the Bremer State High School Responsible Behaviour Plan and also is highlighted by (McDonald 2013)“ Effective teaching and prevention of student indiscipline are key ingredients to successful student engagement in learning” p. 4. If the teacher has the best intentions for the students and are being supportive it shows that the correct strategies are being used. This element within the Bremer State High School Responsible Behaviour Plan has positive reinforcement components that highlight the importance of positive parent communications and relationships. Relating back to my personal philosophy statement providing additional supportive practices is to maintain a positive teacher student relationship after a behavioural or discipline event as cited by (Rogers, 2002) “ that to maintain good discipline relies on

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establishing a strong relationship between the teacher and their pupils that is based on mutual respect”.

In concluding it is of the utmost importance that classroom behavioural management plans be considerate of all parties including parents, students, teachers, and the whole school community to be effective tools that strengthen a student’s ability to manage their own behaviour. It is also important for the focus to be around mutual respect as discipline measures need to be focused on preventing unwanted future incidents as these will detract from the classroom environment and culture. It is also of the utmost importance that any punishment requires a logical reasoning behind its implementation as this need to be enforced consistently and fairly to help the student understand why the unwanted behaviours are unwelcome.

## References:

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