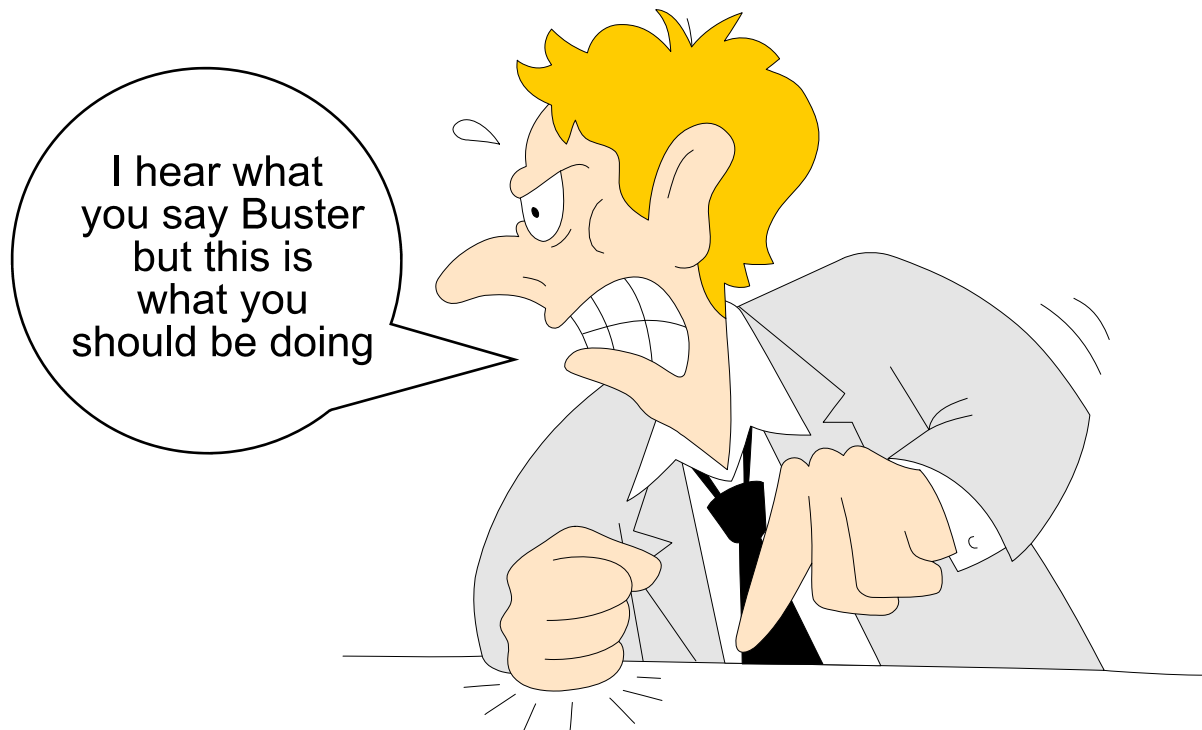


General Plan of Delivery

- First I'll give you a brief history of how I've arrived at a Behaviour Management programme for Science.
- The School discipline structure last year was not good, and as a result Mr A went on the course for "Assertive Discipline".
- Prior to this, and in keeping with my new role in Science, i/c Behaviour Management (more positive than discipline), and realising good pupil management underpins everything in a school, I had begun to come up with ideas for some Science Classroom Rules.
- In order that Science did not "go against" any future School Policy, I met with both Mr A and Mr B.
- I read and digested, as it's sugar free, the "Assertive Discipline" book by Lee Canter (the basis of Mr A's whole school INSET coming up) and have based our Science Management Programme on it.
- Last Friday, 31-08-2001, I met with Mr A and explained to him what I wanted to do in Science and he was very happy about it.
- I feel we are "ahead of the game" in Science and that other areas in the School will be watching us on this issue.
- I shall now go through what I should like to happen in Science from now on in relation to Behaviour Management.
- Thanks for your time, and I hope as a result of this, our teaching and learning in Science will improve, in addition to our quality of life in school.



Behaviour Management

- The key feature of successful behaviour management is to teach students to make responsible decisions regarding their behaviour.
- The classroom environment must allow the teacher to teach and the students to learn. Any behaviour that prevents this is unacceptable.
- Students cannot be expected to know how to behave: they must be taught.

Key Points

- Students need to know what is expected of them (**Classroom Rules**).
- Students need to know what will happen if they do not comply (**Consequences**).
*A consequence is a natural outcome of inappropriate behaviour. **Consequences must happen consistently, every time.***
- Positive behaviour must be recognised more so than inappropriate behaviour.
- Good rules are ones that are **easily observable** and must be complied with at **all times**.
- Positive recognition is the key to motivating students. Teachers tend to react negatively to pressure. 90% of teachers' comments to students are negative. This sets a negative atmosphere in the classroom. Look for positive behaviour and praise, praise, praise.
- Phone calls to parents are one of the most time effective means of getting parents on your side. Make a significant number of contacts a week.
- When praising students always use their name – this makes it personal. Make praise descriptive, not vague.
- After a student receives a consequence find the first opportunity to recognise her/his positive behaviour.
- Students start with a clean sheet each day/lesson.
- A bribe is given in **anticipation** of a behaviour.
- A reward is given as a **result** of a behaviour.
- For all this to work the backup of a discipline team is needed.

Discipline Hierarchy

1. Warning
2. 5 min break detention
3. 10 min break detention
4. Removal to Mr Baker, a letter/phone call to parents and a 30 minute after school detention with Mr Baker
5. **HOY/LSG** referral/detention

Failure to comply with steps 1, 2, 3 above automatically takes you to step 4. Failure to comply with step 4 takes you to step 5.

Any student whose behaviour requires removal should be sent to JAB in the first instance. If the student refuses to leave send for JAB (if free) or LSG.

Science Classroom Rules

- 1) Follow Instructions
- 2) Line up **quietly** and in **single file** outside the room
- 3) When the teacher arrives **walk quietly** to your place
- 4) **Remove coat** and **bag** and **wait quietly** for registration to begin
- 5) No speaking when the teacher is talking
- 6) **Touch nothing** in the room unless told to do so
- 7) Do not interfere with other students
- 8) **Stay in your place** unless told otherwise
- 9) Do not graffiti or damage anything

Reasons for the Rules

- 1) To maximise your learning in a safe environment
- 2) To avoid disturbance to other lessons and to avoid blocking corridors
- 3) To maximise learning time
- 4) To maximise learning time
- 5) To maximise learning time
- 6) To avoid damage
- 7) To allow others to learn
- 8) To allow others to learn
- 9) To avoid wasting money on cleaning /repairs.

Consequences for Breaking the Rules

- 1) Warning
- 2) 5 minute break detention
- 3) 10 minute break detention
- 4) Removal to Mr Baker, letter/phone call to parents plus a 30 minute **after school detention** with Mr Baker.
- 5) HOY/LSG referral/detention

Praise

The frequent use of praise plays a major role in our successful behaviour management system. The method of praise used is left to individual staff who are in the best position to choose methods which motivate the individual students in their classes.

Some of the methods in use are:

- Phone call home to parents/guardians
- Positive verbal comment in class
- Positive written comment in planner
- Note of praise to HOY
- Whole class incentives whereby the whole class receives an award (such as a lesson of their choosing/free lesson) upon reaching a given target.

Science Classroom Rules

1. Follow instructions
2. Line up **quietly** and in **single file** outside the room
3. When the teacher arrives **walk quietly** to your place
4. **Remove coat and bag** and **wait quietly** for registration to begin
5. No speaking when the teacher is talking
6. **Touch nothing** in the room unless told to do so
7. Do not interfere with other students
8. **Stay in your place** unless told otherwise
9. Do not graffiti or damage anything

Consequences for Breaking the Rules

1. Warning
2. 5 minute break detention
3. 10 minute break detention
4. Removal to Mr Baker, letter/phone call to parents plus a 30 minute after school detention with Mr Baker
5. HOY/LSG referral /detention

These rules have been explained to me and I understand the consequences if I do not follow them.

Signed:

Science Classroom Rules

1. Follow instructions
2. Line up **quietly** and in **single file** outside the room
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These rules have been explained to me and I understand the consequences if I do not follow them.

Signed:

Dear Parent/Guardian

Our basic requirement at (school name) for all our students is “*the classroom environment must allow the teacher to teach and the students to learn*”. Your son/daughter’s behaviour has been such as to prevent this. As a consequence of reaching stage 4 in the Science Discipline Hierarchy, a copy of which should be in each student’s planner/diary, he/she is being put in detention on Day, Date, for 30 minutes from 3.20p.m.until 3.50p.m. in room X. If your son/daughter returns the acknowledgement receipt below (signed by parent or guardian) before the detention, his/her detention will be reduced to 20 minutes. If he/she does not attend his/her Science detention without a valid reason, he/she will be withdrawn from his/her normal Science lessons until the detention has been done. A further letter will be posted home.

Under the 1997 Education Act we are legally entitled to detain students for School detentions provided that a 24 hour period of notice is given.

I trust you will support us in this and in our commitment to providing unhindered teaching and learning in our classrooms.

Could you please return the acknowledgement slip below to Mr Baker.

May I take this opportunity to thank you in advance for your support in what we are trying to do.

Should you require any further information or clarification please do not hesitate to contact me on -----.

Yours sincerely

Jim Baker (Deputy Head of Science/Behaviour Management)

I acknowledge receipt of the detention letter for _____

Signed: _____

Date: _____

Dear Parent/Guardian

Our basic requirement at (school name) for all our students is “*the classroom environment must allow the teacher to teach and the students to learn*”. Your son/daughter’s behaviour has been such as to prevent this. As a consequence of reaching stage 4 in the Science Discipline Hierarchy, a copy of which should be in each student’s planner/diary, he/she has been put in detention **which he/she did not attend**. As a consequence of not attending a Science detention without a valid reason, he/she is being withdrawn from his/her normal Science lessons until the detention has been done.

Under the 1997 Education Act we are legally entitled to detain students for School detentions provided that a 24 hour period of notice is given.

I trust you will support us in this and in our commitment to providing unhindered teaching and learning in our classrooms.

Could you please return the acknowledgement slip below to Mr Baker.

May I take this opportunity to thank you in advance for your support in what we are trying to do.

Should you require any further information or clarification please do not hesitate to contact me on -----.

Yours sincerely

Jim Baker (Deputy Head of Science/Behaviour Management)

I acknowledge receipt of the “removal from lessons” letter for _____

Signed: _____

Date: _____

Dear Parent/Guardian

Homework is an integral part of the learning process of our students. Your son/daughter has failed to hand in homework when told to do so. As a consequence of failing to hand in homework, he/she is being put in detention on Day, Date, for 30 minutes from 3.20p.m.until 3.50p.m. in room X.

Under the 1997 Education Act we are legally entitled to detain students for School detentions provided that a 24 hour period of notice is given.

I trust you will support us in this and in our commitment to providing unhindered teaching and learning in our classrooms.

Could you please return the acknowledgement slip below to Mr Baker.

May I take this opportunity to thank you in advance for your support in what we are trying to do.

Should you require any further information or clarification please do not hesitate to contact me on -----.

Yours sincerely

Jim Baker (Deputy Head of Science/Behaviour Management)

I acknowledge receipt of the detention letter for _____

Signed: _____

Date: _____

Science Removal Slip

Date Time

Year of Student

Student

Student's Tutor

Staff Removing

Reason for Removal



Report to Mr Baker in room

Science Removal Slip

Date Time

Year of Student

Student

Student's Tutor

Staff Removing

Reason for Removal



Report to Mr Baker in room

Science Removal Slip

Date Time

Year of Student

Student

Student's Tutor

Staff Removing

Reason for Removal



Report to Mr Baker in room

Science Removal Slip

Date Time

Year of Student

Student

Student's Tutor

Staff Removing

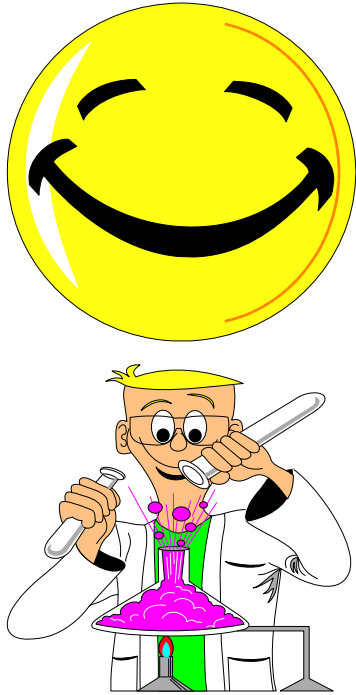
Reason for Removal



Report to Mr Baker in room

Science Star Card

Congratulations to James Smart
Form 7AB
For an Excellent Attitude to Learning in
Science



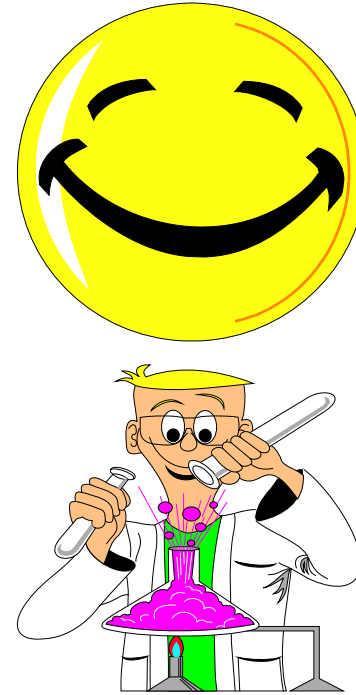
Signed *Jim Baker*

Deputy Head of Science
Behaviour Management

Date 21-01-2004

Science Star Card

Congratulations to Lucy Bright
Form 8CD
For an Excellent Attitude to Learning in
Science



Signed *Jim Baker*

Deputy Head of Science
Behaviour Management

Date 21-01-2004