

OUR CLASS BEHAVIOUR and LEARNING AGREEMENT

(Student behaviour plan)

2020

An Example Framework

Lethe Rd. Primary School

www.billrogers.com.au

* Lethe Rd. is a pseudonym ...

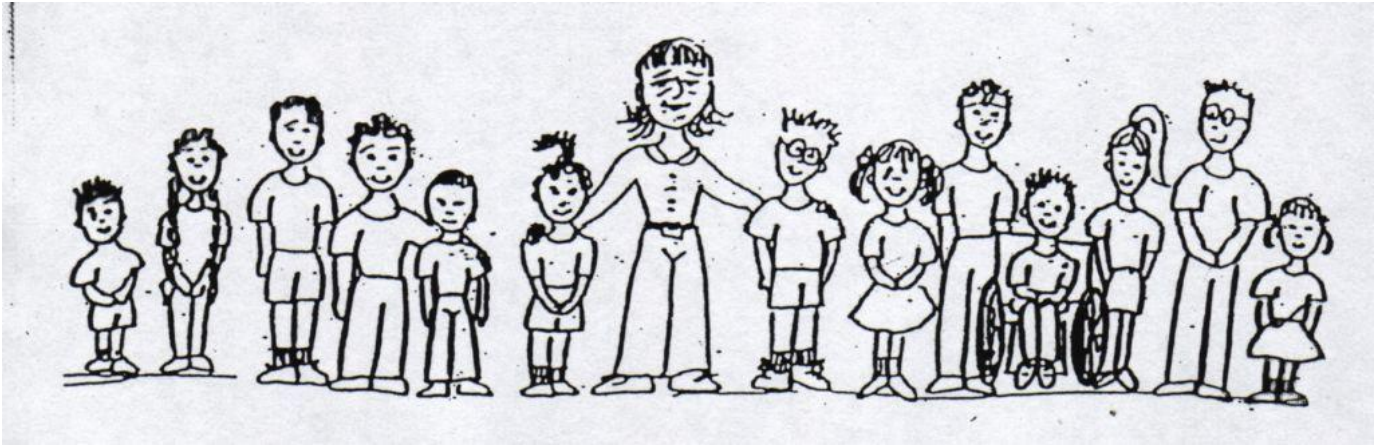
Dr Bill Rogers and colleagues, 2020

'Lethe Rd. Primary School'

Class Teacher :



(Class Photo)



School _____

Class Teacher's Name

Grade _____

Thanks to all my colleagues who have used this framework with their upper primary classes. Special thanks to Elizabeth McPherson, Debbie Hoy, Rachel Caseby and Jackie Hawthorne and many others who have adapted this approach from 'You Know the Fair Rule'. B. Rogers. (See Third Edition, 2011) See also 'Classroom Behaviour'. B. Rogers. Fourth Edition, 2014. Sage Publications, London.

A copy of this plan (often with class photos/drawings) will go home to each parent(s)/care giver(s) early in the first week of term one.

This process is developed by whole-class discussion in the establishment phase of term one. Any new students coming into the class during the year are taken through the *behaviour agreement* by a fellow student.

**Members of Our Class
Room 17
Lethe Rd. Primary School**

Some schools – in their classroom agreements – record the names of all students, teacher, specialist teachers supporting this class and may note them on this page.



February, 2020*

WELCOME TO OUR CLASS

Our behaviour agreement has been discussed and developed by the children and their teacher in grade 5/6 (Class R17). It is a record of how we behave towards others and want others to behave towards us.

N.B. Please read the parent letter accompanying this behaviour agreement.

- It applies to all people who come into our class and will be used until the end of the school term in December, 2019.
- There will be the opportunity to evaluate and improve this behaviour plan by the children and teacher during the year.
- Any new children or adults entering our classroom later in term one (or later in the school year) will be taken through the agreement by a classmate who will answer questions and explain the rights, responsibilities and rules more fully.

*Nb. In Australian schools we begin the school year in February.

- Our **class rules** are displayed on the class notice board at the front of the classroom (just to help us remember).

The main **routines for class learning** are also displayed on the large notice board area.

OUR RIGHTS

In our class we believe that everybody has a right to be treated equally and fairly.

Children have the right to work, play and learn in a safe and supportive school environment.

A right is something that we believe is *true* and *right* and *valuable* about the way we should behave towards each other.

For example a **right to safety** means not just being safe but feeling safe in our school. Put-downs, excluding others on purpose, name-calling, racism, are all behaviours that take away someone's right to feel safe.

A **right to learn** means that we all have responsibility to support our leaning here; not to distract or disrupt others but to support others and co-operate with others

Teachers have the right to work in a pleasant and safe environment, with appropriate support and co-operation from the Education Department, students and parents.

Parents have a right to know that their child is safe and supported at school and that the treatment they receive is fair and appropriate.

They have the right to feel welcome at our school. They have the responsibility to support the school's teaching and learning and behaviour management policy.

Our behaviour agreement is an important way to remind and help us to support these RIGHTS AND RESPONSIBILITIES.

RESPONSIBILITIES

(with rights come responsibilities)

In our class we each have a responsibility to care for ourselves and other people and to treat other people, their belongings and our shared environment with respect. *When we respect others we are thinking about how our behaviour affects others, their feelings and needs.* This includes consideration, thoughtfulness, courtesy and manners. It does not mean we will always agree with others, it does mean that when we disagree we do so respectfully and give our reasons why we disagree.

WE DEMONSTRATE OUR RESPONSIBILITIES WHEN WE :

Consider others by remembering our *shared rights* ...

Share ...

Co-operate and support our learning together ...

Listen ...

Discuss and talk things through (even when we disagree) ...

Care ...

Are on time to school and class ...

Help ...

Are prepared to work and to try our best ...

Act Safely

Speak out when appropriate

We have discussed these responsibilities as a class group. We often talk about them.

RULES WE FOLLOW

To help **protect our rights and to encourage responsibility** we have rules for our class and for times when we are out of class.

These rules are here to support our learning together.

These rules are fair and help everyone here to have a fair go and feel safe here.

We have discussed these rules as a class group and refer to them wherever necessary.

Treat people as you would want to be treated.

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We are courteous to other people.

We use manners and are considerate to one another.

We work in ways that ensure people feel as supported as possible. We integrate; we believe that we are all equal and can work together here to have the best opportunities for their learning.

Bullying is totally unacceptable at our school.

(We discussed what we mean by bullying and we believe bullying is wrong. Report to a teacher, speak out, take action.)

OUR LEARNING AND COMMUNICATION

Treat people as you would want to be treated.



We put our hands up for questions, and contributions, and during whole-class discussions and classroom meetings.

We are supportive of other people in their learning.

We use active listening for talking to our classmates, and our teacher, in discussion times.

We use our 'partner-voices' or N.V.C. (non-verbal communication) when we are working. We also remember 'co-operative talk', particularly during class learning time.

We use respectful language with other people. This means no put-downs, teasing, 'cheap-shots', swearing or threatening others.

When we want teacher assistance we use our 'hands up and wait rule', or we can use the 'teacher-help-board' (we note our name for a conference time with our teacher). Of course we always check for help from our immediate classmates.

We use the co-operative learning skills we've learned here.

Whenever we have group work, we organise our own group's equipment and resources.

PROBLEM SOLVING

Treat people as you would want to be treated.



We seek to settle problems and disputes peacefully and constructively (wherever possible).

We discuss difficult problems with our teacher and together with our classmates in classroom meetings.

We talk about problems rather than keeping them 'inside'; if we need help we ask for adult assistance. If we fight (verbally or physically) as a way of fixing up problems there is immediate time-out.

There is always the opportunity to have our say later and to work with our teacher (and fellow student/s) to put things right. This is discussed later in our behaviour agreement.

CONSIDERATE MOVEMENT

Treat people as you would want to be treated.



We always **walk** in the classroom and inside our school (safety). (Remember our classroom is a 'small' space with a lot of us!)

We line up considerately to come into a room and we leave in small groups following our teacher's direction. If we are late; we knock, wait, and enter considerately.

We respect and give people 'their own space'.

We move around the room only for sensible reasons (we have discussed what this means).

SAFETY

Treat people as you would want to be treated.

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Safety affects physical safety *and our feelings*. We think about how our behaviour affects others' feelings and needs.

We take responsibility for our actions while at school.

We use any equipment appropriately and safely. We look after our own property, the property of others and the school's property.

We only wear sensible clothes and safe jewellery to school. During P.E. we remove all valuables and jewellery and tie our hair back when appropriate.

Bullying is totally unacceptable in our school. It will not be tolerated.



CONSEQUENCES

Treat people as you would want to be treated.



To help us become responsible for our behaviour, there are consequences which follow when our rules are broken **and others' rights are affected by our behaviour.**

These consequences are related to the problem behaviour, and respectful to the individual and group.

If anyone in our class makes it difficult for others in class to learn, or feel safe, then they :

- will be reminded of our fair class rules;
- may be asked to work away from others in our classroom;
- may be asked to stay back and discuss their behaviour with their teacher (or a fellow student where necessary);
- may be asked to take *time-out* (cooling-off and thinking time 'C.O.T.');
- may be asked to leave our class to go to *supervised time-out*;
- Parents may be contacted to discuss their children's behaviour with their teacher (students can be part of this discussion).

MY BEHAVIOUR IS MY RESPONSIBILITY, AND I WILL ALWAYS HAVE A CHANCE TO EXPLAIN AND DISCUSS MY BEHAVIOUR WITH MY TEACHER.

Here are some examples of planned consequences in our class :

If I call out I understand that my teacher may not attend to me until I use the sensible and respectful way to gain their attention and support (we know the fair rules).

I will always be reminded of our classroom rule.

If I continue to disrupt the learning time of others I may be asked to sit and work away from others. I may be asked to have 5 minutes cool-off time to 'settle' and think about my behaviour.

I will have to discuss my behaviour with my teacher later (after class time).

If my class work is not up to my own standard (or work standards of our class) I will discuss it with Ms / Mr _____ and may be asked to read it through and draft or edit it again. My teacher will always assist me with any aspect of my class work.

If I tease and bully others I will be asked to explain my behaviour.

Bullying behaviour may be raised during our classroom meeting times and the class will discuss the appropriate action to be taken.

Bullying is totally unacceptable in our school. It will not be tolerated – such behaviours will always be called to account



CLASSROOM MEETINGS

In our class we use classroom meetings for various purposes such as playing games, discussion activities, planning and as a way of discussing and solving concerns and problems.

This classroom meeting is open to everyone in our class and everyone has a right to express their feelings or to remain silent. Sometimes we invite students from other classes into our Classroom meetings.

Our Classroom meetings are positive and constructive, trying to help and support the individual while dealing effectively with any concerns, issues or problems raised. We always try to make the person feel supported and understood at the end of a problem-solving discussion.

Any consequences that are discussed by the children at these meetings must be real activities, related to the problem and respectful to the children concerned.



SUPPORTING EACH OTHER IN OUR CLASSROOM

There are many ways we can support each other here. Most of all we support others when we take time to think about others :- to help, encourage and co-operate.

Of course there are days when things don't go right; we recognise and understand this. It is important though, to do your best to explain to your teacher, or classmate, when you're having a 'bad-day'. If we don't let others know they might get confused as to why we look (or sound) annoyed, upset, or angry.

Sometimes we have concerns, worries or problems outside of (and inside) school. It can help to talk about this. Your teacher or school counsellor is always willing to help in any way we can.

If we are making poor choices, irresponsible choices or wrong choices about our behaviour our teacher will help us by :

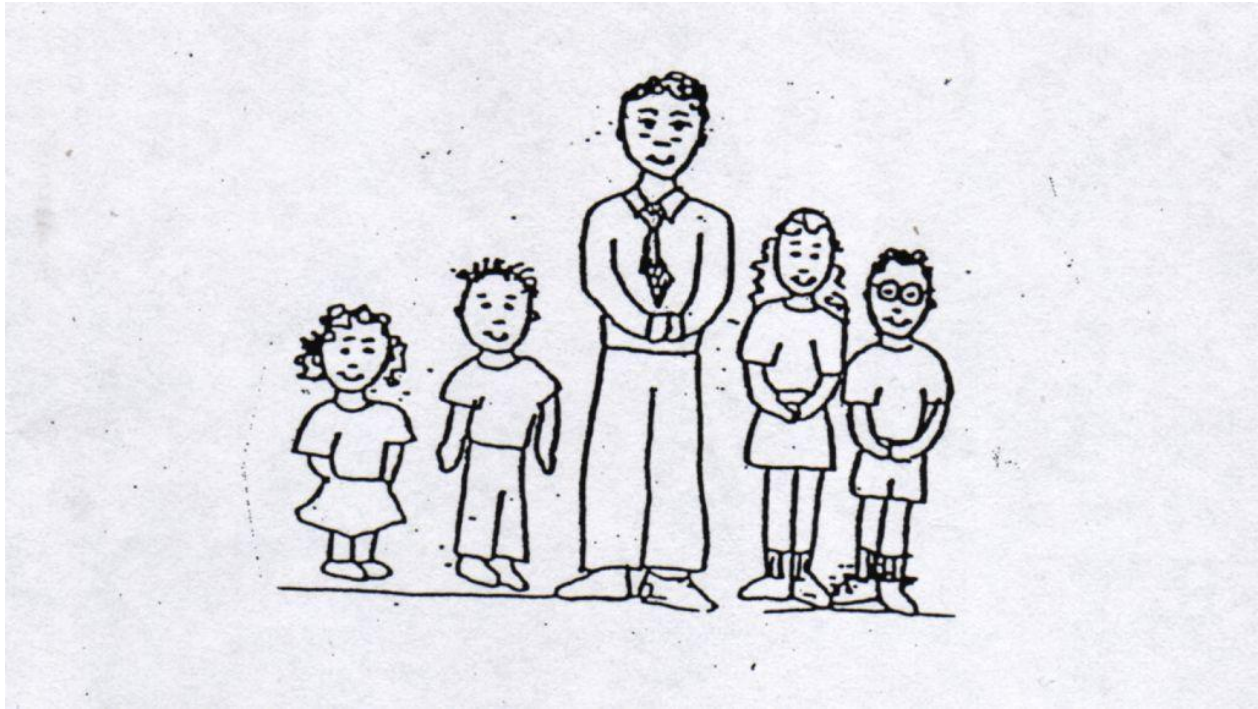
- discussing our behaviour with us;
- working on a personal behaviour plan;
- sometimes we need to put things right by talking things through with a fellow student (mediation);
- giving us the opportunity to put-things-right (restitution).

On some occasions our parents will need to be involved in helping us with our behaviour at school.

We also have regular classroom meetings where every student has an opportunity to raise issues of concern that happen in our class and in the playground. This gives all of us a chance to explore concerns and problems that affect us. These meetings give understanding and support wherever possible.

Parents also have the opportunity to come to school and discuss any concerns with our teacher.

*WE HAVE DISCUSSED, DRAFTED AND EDITED OUR
BEHAVIOUR AGREEMENT WITH OUR TEACHER AND WE
AGREE TO USE IT AND SUPPORT IT.*



A copy of this Behaviour Agreement / Plan is sent home to all parents/caregivers of children in that grade. (In many schools students sign the Behaviour Agreement including the teacher. This is basically a commitment of good faith.) An accompanying letter goes with this agreement, signed by the grade teacher and countersigned by the school principal. A copy of this classroom agreement is also given to all specialist teachers and teaching assistants.

Dr. Bill Rogers is a teacher, education consultant and author. He conducts in-services and seminar programmes across Australia, New Zealand, Europe and the U.K. in the areas of behaviour management, effective teaching, stress management, colleague support and teacher welfare. He has also worked extensively as a mentor-coach in classrooms; team-teaching in challenging classes in Australia and the U.K. {He is a Fellow of the Australian College of Educators and Honorary Life Fellow of Leeds Trinity University and Honorary Fellow at the Graduate School of Education, Melbourne University}.