



Dr Bill Rogers was the keynote speaker at the ABN/SSEN conference 'Positive Ethos, Positive Discipline, Effective Learning' held in Edinburgh in March 2004. The copyright is held by Bill Rogers.

OUR CLASS BEHAVIOUR AGREEMENT

(Student behaviour plan)

2004

(ROOM 17)

An Example Framework

Styx Rd. Primary School

'Styx 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 Rachel Caseby and Jackie Hawthorne and many others who have adapted this approach from 'You Know the Fair Rule'. B. Rogers. (See Second Edition, 1998) See also 'Classroom Behaviour'. B. Rogers. (2002) Paul Chapman Publishing, London.

**Members of Our Class
Room 17
Styx 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, 2004.

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 wish others to behave towards us.
- It applies to all people who come into our class and will be used until the end of the school term in December, 2004.
- There will be the opportunity to evaluate and improve this behaviour plan by the children and teaching team during the year.
- Any new children or adults entering our classroom will be taken through the agreement by a classmate who will answer questions and explain the rights, responsibilities and rules more fully.

- Our class rules are displayed on the class notice board in the carpet area 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 friendly, 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 this 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 learning here; not to distract or disrupt others but to support 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*. This includes thoughtfulness, manners, and courtesy.

WE DEMONSTRATE OUR RESPONSIBILITIES WHEN WE :

Co-operate

Share ...

Discuss and Talk Things Through

Listen ...

Are On Time

Care ...

Are Prepared To Work

Help ...

Try Our Best

Act Safely

Work In a Group

**Speak Out
when**

Consider others

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

OUR TREATMENT RULE

We are courteous to other people.

We use manners and are considerate to one another.

We work in ways that ensure people feel as happy as possible and comfortable around us.

We integrate to show that we are all equal and can work together.

We co-operate, and support each other, in our learning together.

Bullying is totally unacceptable at our school.

OUR LEARNING AND COMMUNICATION RULE

We put our hands up for questions and during class discussions.

We use active listening for talking to our classmates and 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 positive language with other people. This means no put-downs, teasing, cheap-shots, swearing or threatening others.

We listen to others, and try to have thoughtful reasons for our actions.

We are supportive of other people in their learning. 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). Of course we always check for help from our immediate classmates (or at our table group first.)

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.

OUR PROBLEM SOLVING RULE

We settle problems and disputes peacefully.

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

We talk about problems rather than keeping them inside ourselves; 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 to put things right (this is discussed later in our behaviour agreement).

OUR MOVEMENT RULE

We always walk in the classroom and around the school (safety).

We line up considerately to come into a room and we leave in small groups following our teacher's direction.

We give people 'their own space'.

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

OUR SAFETY RULE

Safety affects physical safety *and our feelings*.

We take responsibility for our actions while at school.

We use equipment appropriate and safely. We look after our property and the property of others.

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, (we have discussed this).

Bullying is totally unacceptable in our school.

CONSEQUENCES

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 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 their 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 find a sensible way to gain her (his) attention (we know the fair rules).
I will always be reminded of the 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.

If my class work is not up to my standard 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 during our classroom meeting times and the class will discuss the appropriate action to be taken.

CLASSROOM MEETINGS (Circle Time)

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 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 whilst dealing effectively with the problem. 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 this. It is important though, 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, or wrong choices about our behaviour our teacher will help us by :

- discussing our behaviour with us;
- working on personal behaviour plans;

- 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 may need to be involved in helping us with our behaviour at school.

We also have regular classroom meetings (circle times) 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.*

(In many schools students sign the B.A. including the teacher. This is basically a commitment of good faith.) A copy of this Behaviour Agreement / Plan is sent home to all parents of children in that grade.