

## The Issue of Behaviour

Behaviour has always been an issue for classroom teachers and for school-wide management. However, the context of our classrooms is very different now – we have initiatives such as Every Student Every School (ESES) which encourage inclusion and meeting individual needs, our classrooms are more diverse than ever and our students are accessing information in immediate and often unfiltered ways. All of these issues and more mean that every teacher now needs to have an understanding of behaviour management. This section of the website will take you through some common understandings and elements of behaviour management which can be utilised in mainstream classes for every student.

### General Principles

- All behaviour has a function – to understand the function we need to understand the person (rapport);
- Many factors influence teaching and learning and behaviour – home, culture, socio-economic, teacher, environment, curriculum and resources;
- Student behaviour and staff response is an integrated experience;
- Effective behaviour management requires a proactive management plan;
- Classroom management is part of a wider, whole-school system;
- Understanding the cycle of misbehaviour enables the provision of appropriate intervention;
- Consistency, consistency, consistency!

### Common Language

- Disruptive – behaviour which interrupts wither the flow of a lesson or the student’s own learning;
- Inappropriate - behaviour can be inappropriate to a particular context;
- Challenging - behaviour of intensity, duration and frequency which is beyond the normal levels of student misbehaviour that schools tolerate.

Two types:

- physically aggressive behaviour: physical acts such as biting, pinching, throwing projectiles, assaulting people; and
- verbally aggressive behaviour: verbal abuse, tantrums, and verbal threats of violence



**“Luck is when good classroom management skills meets a day when the disruptive students are absent.”**