Droichead - An Inclusive Model of Behaviour Management – Post-primary

At a Glance
*'The fundamental aim of all behaviour management and discipline, within any school context, is to enable our students to **be aware of their behaviour as it affects others' rights and to take ownership of their behaviour in regard to the rights of others**.'* (Dr Bill Rogers, 2020)

A Bit More Information
Dr Bill Rogers has developed an integrated and inclusive model of behaviour management. The model contains four essential features: ● establishment ● encouragement/correction ● consequences ● repairing/rebuilding.

Phase 1: Establishment
In this phase of the relationship between teacher and students, there is an expectation that the teacher will clarify: • the **rules** (and why we have them). • the **rights that are the fundamental basis for any rules.** • the **basic routines** that allow a class to run smoothly. • the **responsibilities** that are expected (in the learning community). The teacher will also discuss the relationship between rights, responsibilities and rules, and the nature of behaviour consequences.

Phase 2: Encouragement and Correction

Encouragement is crucial both to the tone of classroom life and the relationship between the teacher and class group. Encouragement can also be used as a form of **reminding language** in behaviour management e.g., to a student leaning back in their seat '*Name*…four legs on the floor, thanks'.

Corrective management aims to encourage 'on-task' learning; ownership of behaviour and respect for mutual rights. It should be respectful, purposeful and follow these principles, where possible:

- Be as **least-intrusive** as possible.
- Use **positive** corrective language.
- Avoid unnecessary confrontations.
- **Focus on the primary issue**/behaviour.
- **Re-establish the relationship** with the student after correction.
- Keep the relationship with the student intact.

Phase 3: Consequences

Behaviour consequences can be **negotiable** where appropriate. For example, the teacher might engage the student in some restorative practice principles, outside of class time.

When a student repeatedly engages in behaviours that are disruptive, hostile, aggressive, unsafe, involve bullying, violence, drugs etc., then the consequences for such behaviours should be **non-negotiable**.

In either case, behaviour consequences:

- should be related to the rights and rules affected by the behaviour
- can be immediate or deferred
- should be clear and known in advance for more serious behaviours (refer to a school's Code of Behaviour)
- should not signal the end of the process – repairing and rebuilding the relationship should follow
- should ensure that their **certainty** takes priority **over their severity**.

Phase 4: Repairing and Rebuilding

Repairing and rebuilding ensures that the student knows that **the relationship with the teacher has not been adversely affected** by the behaviour.

Repairing and rebuilding can help to **prevent future behaviour management issues**.

Repairing and rebuilding can involve any of the following actions:

- Visiting the student's desk in class and asking how their work is going.
- Giving the student feedback on work produced.
- Having a 'chat' after class.
- Developing a behaviour plan with the student.
- Engaging in Mediation or Restorative Practice.

Further Information	
Books	**Websites**
A Whole School Approach: Behaviour Management, Dr Bill Rogers	https://www.youtube.com/watch?v=r351z1MqL10