

# A Behaviour Management System Checklist



This checklist outlines desirable outcomes of an effective behaviour management system. How does your school rate? The checklist can also be used to develop or refine the aims of your behaviour management plan.

## A whole school approach

	Strongly Agree	Agree	Disagree	Strongly Disagree
A comprehensive behaviour management plan is in place and embraced by the whole school.				
The plan has been collaboratively developed with input and consultation with all stakeholders and addresses the school vision, mission or purpose statement.				
The system is flexible enough to allow for different student cohort needs, and different teaching styles, without sacrificing the consistency of a whole school approach.				
One key person is responsible for "driving" the behaviour management/pastoral care system in collaboration with others (committee).				
The plan is well communicated to all stakeholders.				

## Positive school environment

	Strongly Agree	Agree	Disagree	Strongly Disagree
Key school initiatives and strategies (including the behaviour management plan), promote a positive ethos and are aimed at building a caring, safe and positive school environment.				
Members of the school community whose actions contribute to a caring, safe and positive school environment are recognised.				

## Proactive prevention

	Strongly Agree	Agree	Disagree	Strongly Disagree
Instructional strategies and learning programs are relevant and engaging. They consider "how students learn".				
Instructional strategies and learning programs address the needs of students and cater for individual difference.				
A caring schools/pastoral care system is in place that includes programs to teach social skills.				
Social skills are taught as part of the curriculum (health education, personal development etc).				
Students are encouraged to be responsible for their own behaviour.				

## Positive relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
Stakeholders value and work at building positive relationships with other members of the school community.				
School timetabling structures promote the development of positive relationships for both staff and students eg, homerooms, learning teams, students having few teachers, minimal student movement.				
The school has extra-curricular activities where staff and students can interact outside the classroom environment eg morning teas, sporting events, after hours activities.				
The school works at developing strong links with parents.				
Parents are made to feel welcome when they come to the school.				
Parents are kept adequately informed of their child's behaviour and progress.				

## Clear rules and consequences

	Strongly Agree	Agree	Disagree	Strongly Disagree
All stakeholders know their rights and responsibilities regarding the behaviour management system.				
Key procedures, rules, codes, policies and strategies are based on good practice, and are clear and known by all stakeholders including staff, students and parents.				

Consequences are effective enough for students to feel "pain" eg, discomfort, loss of privileges, doing something they don't want to do, being somewhere they don't want to be.				
Consequences are applied as soon as possible/practical after the incident.				
Students who misbehave are encouraged to recognise the rights and responsibilities of individuals.				

### **Routines and roles**

	Strongly Agree	Agree	Disagree	Strongly Disagree
All stakeholders know their roles and responsibilities regarding the behaviour management system.				
Key procedures are clear and known by all staff.				
These procedures and practices are implemented consistently across the whole school.				
Procedures are in place to resolve conflict in a positive manner.				

### **Resources**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Sufficient resources have been allocated to behaviour management, eg personnel and funds.				
An infrastructure is in place which organises behaviour management resources efficiently (eg, resource production and storage, policy access).				

### **Rescue and support**

	Strongly Agree	Agree	Disagree	Strongly Disagree
All students have a specific staff member to monitor their progress and pastoral care needs, and who liaises with the student support services team and parents eg, homeroom teacher.				
Students have individual needs catered for (learning and pastoral care).				
A strong student services network (personnel to assist students with behavioural and/or other problems) exists within the school and is supported by outside agencies.				
Students at risk are identified and intervention and corrective strategies are implemented to assist them.				
Staff welfare is a priority and staff have a strong sense of collegiality, shared power and trust. They feel well supported by school leaders and other staff.				
Planning processes enable staff to confront and resolve issues and conflict, and to feel ownership of the behaviour management system and other school processes.				
Behaviour management/pastoral care duties are spread equitable amongst staff.				
Staff have adequate resources, and professional development on behaviour management.				

### **Review and reflection processes**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Review and reflection practices are in place in order to plan for improvement.				
Data is collected and reported upon to monitor the effectiveness of the system.				
A committee exists which monitors the "tone" of the school including student behaviour and staff morale, and plans for improvement.				

**This document is an excerpt from the 'Behaviour Management Toolkit' by David Koutsoukis**

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