



# Good Shepherd Catholic School

## — Lockridge —

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### MANAGEMENT OF STUDENT BEHAVIOUR POLICY

## Parent Support for the School's Classroom Management Strategies

Good Shepherd Catholic School staff use a range of behaviour management techniques as part of the Pastoral Care Framework to guide, motivate and encourage the student's appropriate classroom behaviour and a positive attitude to learning.

It is important that the parents and school work together in partnership in order to achieve the principles outlined within the Managing Student Behaviour Policy. This appendix endeavours to provide parents with techniques they can use support the child's behaviour management.

Research has shown that when parents are involved in and supportive of the school's educational efforts, the students benefit significantly.

If you have any questions or concerns about your child's progress please make a time to discuss these with the teacher in the first instance, or the Principal.

### Tips for Parents

#### 1 Tell your child how you expect him or her to behave in school

Speak clearly and directly. Sit down with your child and in a no-nonsense, serious manner let him or her know that you are the parent, and you set the rules. Look your child in the eyes and say, "There is no way I am going to tolerate your misbehaviour at school. I know that you can behave. I care about you and love you too much to allow you to continue acting this way at school".

It is very important that you remain calm while speaking. Don't yell or scream your demands. Speak in a firm, clear tone of voice. By staying calm you will let your child know you are in control.

#### 2 Avoid arguments. Use the Broken-Record technique

When you tell your child to do something, chances are you'll get an argument back. Don't fall into the trap of arguing with your child. Arguing is not useful - nobody wins. You must stick to your point and let your child know that you mean business. A technique called the Broken Record will help you avoid fruitless arguments.

The Broken-Record technique can be summarized as:

**Tell your child** exactly what you want him or her to do. For example, "I expect you to complete your assignments during class".

**If your child argues**, just keep repeating what you want. Do not respond to anything your child says. Just say, "I understand, but I want you to complete your assignments in class".

**Use the Broken-Record a maximum of three times.** If it does not work, stop the conversation. If the problem persists, you will have to take stronger measures. You will need to back up your words with actions.

### **3 Backing up your words with actions**

If your child continues to misbehave, you must be ready to back up your words with actions. This means that you must have disciplinary consequences chosen which you will use if your child still does not behave. It may be helpful to have a range of possible consequences thought out beforehand so you aren't caught off guard. The consequence selected must be something that your child does not like, but it must not be physically or psychologically harmful. Taking away privileges, such as watching TV or talking on the phone is often effective. So is grounding. With younger children, grounding can mean being restricted to their room for a specific amount of time. For older children, grounding can mean having to stay at home for a certain number of days.

Possible guidelines:

- **Always present the consequence as a choice**  
Your child must understand that he or she has a choice. Your child can behave as you ask, or misbehave and choose to accept the consequence. Tell your child, "If you misbehave at school, you will choose to (for example) lose the privilege of watching TV during the week".
- **Give the child a consequence each time he or she chooses to misbehave**  
You must be consistent if your child is to know that you mean business. Each time your child chooses to misbehave at school he or she must be given a consequence. No exceptions. No excuses. Don't back down.
- **Stay calm when you give the consequence**  
Stay in control. Remember, your child chose this to happen. You are simply following through with what you promised and they agreed to.
- **Forgive and forget**  
Once your child has received the consequence, the issue is over and should be forgotten. It's time to move on. Don't stay angry or resentful. Instead, let your child know that you still have confidence in his or her ability to behave appropriately.

### **4 Know what to do when your child begins testing you**

Children often test their parents to see if they really mean business. Don't be surprised if this happens to you. When given a consequence, your child may cry, scream or yell at you, or beg you to give him or her just one more chance. Stand your ground! No matter how much your child cries or pleads, you must follow through with the consequence. Don't give in, no matter how upset your child gets. Let your child know that you are prepared to follow through. Tell your child (for example), "You have chosen to be grounded in your room. You will go to your room and stay there".

### **5 Catch your child being good**

Praise your child when he or she behaves appropriately at school! This is the real key to improving behaviour. All children appreciate hearing praise from parents, and yours is no exception.

Possible guidelines:

**First**, give your child plenty of praise when he or she begins to show improvement. You need to let your child know that you recognise the good effort being made. Don't ever let a day of good behaviour go unrecognised.

Tell your child, "I like how well you did at school today. I'm so proud of you for trying so hard".

**Next**, keep in mind that sometimes it's helpful to combine your praise with special privileges or rewards, like staying up late one night, going out to lunch or going away to a movie, whatever your child might appreciate and you are comfortable giving. Ask yourself, "What would my child like to earn? What special treat might make him or her put in a bit more effort?"

**Be consistent in giving praise – your child must know that, just as he or she can expect disciplinary consequences for misbehaviour, he or she can also expect lost of praise and reinforcement for good behaviour.**

Reference: "Parents on your side" By L and M Canter 1991 USA