



Strategies to Support a Positive School Climate

Positive Behaviour at School

Student behaviour encompasses behaviours that occur in the learning environment, such as whether students are listening to their teacher(s) or engaging in disruptive behaviour. Student behaviour is closely related to classroom management, which is an important factor in a students' social and psychological development (Romi et al., 2015).



Why is it important?

- Students who are disengaged may exhibit disruptive behaviours and hold negative attitudes towards teachers and other students (Willms, 2003).
- Students who demonstrate challenging behaviours in school are at an increased risk of delinquency, academic failure, and dropping out of school (Dunlap et al., 2006).
- The social development of students and reduction of behaviours that interfere with learning are both critical aspects of schooling (Greenberg et al., 2003).

In Practice

Schools should counter student misbehaviour through coordinated approaches aimed at increasing positive behaviour at school.



What can schools do?

School leaders can implement school-wide positive behavioural supports by:

- Establishing a team to lead the formal implementation of strategies designed to promote positive behaviour at school.
- Creating school-wide expectations for positive behaviours. These can be introduced by establishing a few key phrases that are regularly rehearsed and promoted within the school community.
- Implementing a formal structure for managing misbehaviour in the school, which includes defining, identifying, and tracking misbehaviours paired with fair, consistent, and logical consequences.
- Adopting strategies that acknowledge and reinforce positive student behaviours (e.g., token economy systems).
- Using data to monitor the impact of interventions and to guide decision-making regarding supplementary training and support that may be required.

Aside from these broader considerations, schools must also assist educators in using effective behaviour management practices (Sprague & Horner, 2006).



In the Classroom

Teachers can implement strategies that convey and reinforce expectations for classroom conduct by:

- Creating and practicing classroom rules and routines to help create order and give structure to class lessons.
- Reinforcing classroom protocols by acknowledging positive student behaviour and addressing misbehaviour.
- Organizing the physical classroom space to create an environment characterized by predictability and safe, calming influences.
- Determining the reason why students are misbehaving to overcome the underlying causes and find ways to prevent it.
- Tracking and monitoring student behaviour and sharing this information families, providing progress updates on areas of growth as well those in need of improvement.

References

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