

# Behaviour Management Policy

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## POLICY STATEMENT

The development of appropriate and acceptable behavior is a staff, parent and student concern. The Moorine Rock school community encourages the establishment and maintenance of a safe, secure, co-operative and supportive learning environment.

## BACKGROUND

At Moorine Rock Primary School our aim is to:

- Develop positive approaches to behaviour management
- Promote pro-social behaviour, student wellbeing and development of self discipline
- Focus on early intervention
- Outline procedures for the management of ongoing or serious misbehaviour
- Create a positive environment within the classroom where all students have a right to learn.
- Respect the rights of others and their property.
- Maintain a ZERO Tolerance to bullying

## RIGHTS & RESPONSIBILITIES

<b>Teachers/Staff</b>	
<b>Rights</b>	<b>Responsibilities</b>
To participate in the development of school policies	To participate in developing and implementing the schools policies.
To be supported by the school policies, the school community and parents in establishing and enforcing school rules	To participate in establishing, teaching and enforcing school rules
To teach without disruption and to the best of their ability	To teach to the best of their ability
To have the right to work in a positive classroom environment	To reinforce positive behaviour and create a positive classroom environment
The right to be treated with the same respect given to others	To set an example to students by their own behavior
The right to be skilled (PL) in order to teach to the best of their ability	To provide a curriculum that is accessible to all students and is interesting and relevant
To have their property respected	To respect their own and other peoples properties
In addition, Staff agrees to comply with The Education Department's "How to Comply with Our Code of Conduct"	
<ul style="list-style-type: none"> <li>• <b>See Appendix 1</b></li> </ul>	
<b>Administration</b>	
To be supported by staff and parents in the running of the school	To support the staff in their professional duties with development and management through Performance Management.
To have staff competent in their ability to implement and evaluate IEP's for students	To support staff with implementation of IEP's for students at educational risk.
To be supported by staff in implementing and reviewing policies	To monitor the review of the school policies
To be supported in the implementation of consequences for student's behavior.	To Manage the consequences for student behavior as stipulated in the BMIS policy.
<b>Students</b>	

To be treated with dignity and respect	To treat others with dignity and respect
To work in and enjoy a safe, secure and clean school environment	To keep our environment safe, secure and clean
For students to learn without disruption to a person's learning environment.	To ensure that there is no disruption to one another's learning environment
For students to learn to the best of their ability in all domains such as academic, social, personal and physical.	To attend and fully participate by completing set work following teacher directions and the school's code of conduct.
To be treated with respect and courtesy	To show respect and courtesy to others
To achieve their educational potential.	To participate in developing this potential
To have their property and others respected	To respect their own and others property
To be proud of their achievements	Ensure their actions don't discredit the school
<b>Parents and Caregivers</b>	
To be included as partners in their children's education	To be pro-active by building partnerships with the school in the education of their children
To have their children access a meaningful and adequate educational program	To ensure their children participate in the school's educational program,
To participate in the development of the schools policies	To actively participate in the development of and to support the implementation of school policies.
To be informed about events that involves their children.	To communicate issue and concerns which may impact on their performance at school.

## STRATEGIES FOR A POSITIVE LEARNING ENVIRONMENT

Our school hopes to maintain good behaviour by the programs run in our school and positive rewards for good behaviour.

This includes:

- Merit certificates
- Stamps/stickers, praise, etc.
- Feedback to parents via communication book.
- Group/individual points for classroom awards for positive behaviour and work.
- Students may be sent to the Principal or another classroom teacher to receive recognition of their achievements or efforts.

## PROCESSES TO PREVENT BULLYING

At Moorine Rock Primary School we strive to create a safe and stress free environment in which every student has the right to learn without interruption from others. We believe that it is necessary to have a ZERO Tolerance policy to bullying.

### Definition of Bullying

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying.

## Types of Bullying

Bullying takes many forms and can include:

- **Verbal bullying:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- **Psychological Bullying:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
- **Relational Bullying:** Usually involves repeatedly ostracizing others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share another's personal information.
- **Physical Bullying:** Includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up" unwanted physical or sexual touching, and damage to personal property.
- **Cyber Bullying:** Involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.
- **Bystanders to Bullying:** Bullying also involves the concept of "bystanders" A bystander may be someone who sees bullying or knows about it but he or she is not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. All members of the whole community at Moorine Rock Primary School need to be aware of their role in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Any member of the school community can be a bystander and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of the bullying incident but reporting bullying behaviour is also important. Bystanders are encouraged to report to someone who can help, such as a member of the school staff.

## TYPES OF NEGATIVE BEHAVIOURS

Behaviours	Low Key Response
Talking while the teacher is talking.	Pause, scan, look, signal to bring to attention, type of response, come on back
Getting out of chair.	Proximity, name, private dialogue, restating the rules/expectations, modelling appropriate behaviour
Callouts.	Type of response (framing questions), pause, planned ignore, rules.
Shouting above others.	Planned ignore, name, look, gesture, private dialogue
Physical poking.	Name, proximity, look, rules, private dialogue, problem not the student.
Putdowns.	Problem not the student, dealing with allies, private dialogue, rules.
Inappropriate requests.	Proximity, routine, responding to appropriate behaviour, private dialogue.
Stalling - toilet, pencils, lost items.	Pause, proximity, name, problem not the student, gesture, come on back, modelling appropriate behaviour
Not following instructions	Pause, proximity, look, name, gesture, dealing with allies
Distracting others	Pause, proximity, look, name, gesture, dealing with allies
Moving places	Routine, name, proximity, look, dealing with allies.
Deliberately breaking rules - playground bell, leaving room, hiding, not doing work.	Name, proximity, dealing with allies, private dialogue, restating rules, modelling appropriate behaviour,

	responding to appropriate behaviour.
Interrupting adults / inappropriate listening / private dialogue	Planned ignore, look, name, gesture, private dialogue

### Serious Behaviours and Immediate Consequences

Behaviour	Consequence(s)
Throwing Stones	Detention
Leaving class/ school without permission	Detention
Swearing at teacher/ students	Warning, reminder of class/ school rules
Misusing school property	Fix or pay for it. Banned for a time
Stealing	Find it/ replace it or pay for it. See carers
Teasing	Warning. If disturbing class - detention
Hitting teacher/ students	Detention. Tell parents/ carers/ school community person
Disruptive class behaviour	Warning. Detention if continues

## PROCESSES FOR DEALING WITH NEGATIVE BEHAVIOUR

### TO ADDRESS NEGATIVE BEHAVIOURS

1. All children start on the green Traffic Light.
2. Put the child's name on Amber for first two warnings.
3. Put the child's name on Red for the third warning and Extreme behaviours (hitting, kicking, spitting, swearing, causing a child harm, violence, throwing chairs, sharp instruments, displaying inappropriate behaviour.) Their name goes on red straight away.
4. At the teachers discretion the child will be sent to the Principal.
5. The teacher or Principal will phone the parents for extreme behaviour and continuing inappropriate behaviour.
6. Students will be placed on a BMP (Behaviour Management Plan) if misbehaviour continues.
7. In an event where extreme behaviours occur the child goes straight to the red Traffic Light.
8. In case of an emergency, e.g. the child has a weapon, the red card, placed inside the door of each classroom can be taken to the office.
9. In the case of severe persistent behaviour, the child will be subject to suspension.
10. Each case will be recorded in the classroom and for extreme behaviours in the office.
11. Continued misbehaviour will be entered on the central system (SIS)
12. Each day is a clean slate on the Traffic Light system.

## CONSEQUENCES

### Low Key

If child is sent to principal after progressing through the traffic lights, (low key offences) then

Juniors (Years K-2) will sit on the back veranda for 10 minutes.

Seniors (Years 3-6) will sit on the back veranda for 20 minutes.

- This will only occur at lunchtime after the child has eaten their lunch.
- Child will sit on back veranda in view of Duty Teacher.
- There will be no interaction with other children.
- Parents will be advised either in the student's communication book or by telephone or letter.

## Extreme Behaviours

- Students will go to the principal's office for lunch time isolation. Isolation will be for 5 days of 10 minutes or 5 days of 20 minutes.
- Parents will be contacted and it will be recorded on SIS.

Behaviour is often complex. Maintaining reasonable behaviour for students can often be very demanding and stressful. The aim of the following student behaviour management procedures is to prevent and / or minimise the negative impact of challenging student behaviour.

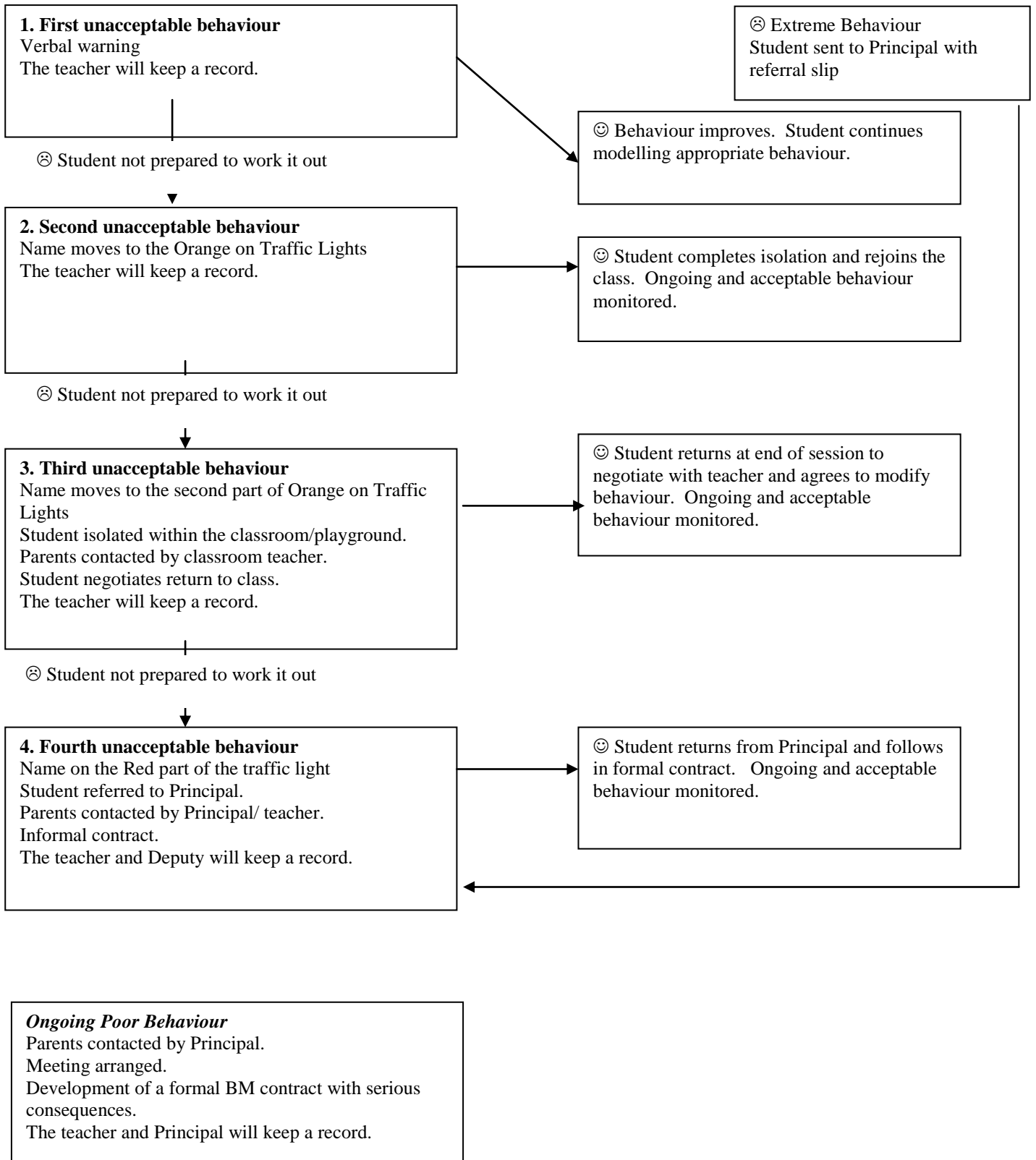
All behaviours (positive and negative) are to be logged into Integris (SIS) by the reporting officer/teacher within 24 hours of the event occurring. The appropriate letters and actions are then able to be taken by the administration.

Each class and the school office will have a 'Moorine Rock PS Student Behaviour Management Flowchart' placed where it can be easily seen and accessible. This flowchart is a quick reference for everyone, including students and parents. It is also a way of ensuring there is a consistent approach to student management at Moorine Rock PS.

# Moorine Rock PS Student Behaviour Management

## Traffic Light System

### Flowchart





## **OTHER BEHAVIOURAL CONSIDERATIONS**

### **BUS RULES**

While the School is no longer responsible for student behaviour once they enter the bus, it is still expected that while they are wearing the school uniform and representing the school they will maintain the expected level of behaviour.

- Students will wait for the bus in the Lunch area.
- They will remain seated until called.

### **PLAYGROUND RULES (developed by students)**

- **Respect everyone**
- **Show kindness**
- **Be a good sport**
- **Use good manners**
- **Play safely**
- **Play inclusively**
- **Play fairly**

**Contact with Parents - Phone Proforma and Record**

*Use different colour pens to indicate notes you made prior to the phone call.*

Student's Name	
Parent's Name	
Student Room Number	
Date	

Good morning *Mr/Mrs Smith*.

This is *Sue Last* phoning from MRPS, I am *Freddy's* classroom teacher.

I am calling to inform you about an incident that occurred today/yesterday/this week involving your child.

*Describe what happened:*

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*The choice the student was given:*

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*What led to the behaviour:*

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*The actions you took:*

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*The consequences*

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**Follow up actions required**

*By Teacher:*

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*By Student:*

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*By Parent (how can they help):*

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Do you have any questions?

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**If parent is aggressive and unresponsive inform them that you would like to continue the conversation when they have calmed down. If parent continues to be aggressive inform them that you will hang up the phone and call them back in 10 minutes if they do not calm down or that they may return your call when they feel calmer. You can ask if they would like to come into the school to discuss the situation with you and the Principal or with another staff member present.**

Notes

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Teacher Signature: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / 20\_\_\_\_