

POLICY STATEMENT – Behaviour Management

PREPARED BY:

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APPROVED BY COUNCIL:

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REVIEWED:

School Rules

There are two main sets of school rules:

- The first set concerns the fact that children and teachers have a right to be safe.
- The second set is to enable learning to take place.

The process of compliance centres on the belief that every child has the right to learn and that every teacher has the right to teach. No child has the right to behave in such a way as to stop teaching and learning.

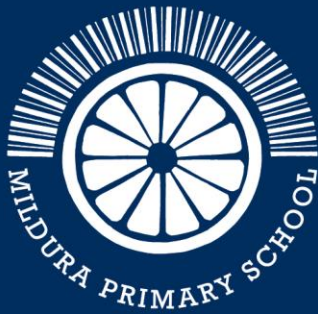
Behaviour of Students

All staff must be extremely vigilant in ensuring that the highest standards of both behaviour and manners of children are adhered to at all times. Staff should be aware that bullying can take many forms and will not be tolerated. Verbal bullying can be as damaging as physical, so please be proactive and **always** respond when children report being harassed. Never ignore a child's complaint, always look into the issue. (See Management of bullying document)

Discipline of Children (Corporal Punishment is prohibited in all Victorian Schools. Corporal Punishment must NOT be used at Mildura Primary School under any circumstances).

Never discipline a whole class for the misbehaviour of a few. Children are relatively powerless but in the place of power they have a very refined sense of personal fairness and justice. You have probably heard children say "That's not fair, you let her/him do it so why can't I?" etc. If you are unfair to children you will lose their respect and you will never gain their confidence. The quality of your relationship with the children depends on your attitude. Think of all the teachers you have had yourself and you will find the ones you learned from and the ones you remember with fondness were the ones you respected.

- **Children must be in sight and supervised at all times.** They are not to be sent out of the classroom, out of sight of the teacher, for misbehaving. If you are taking someone's class while they are having APT you must deal with discipline breaches yourself and not send the children back to their class teacher. Use of Behaviour Buddy Classrooms is expected.
- You may make arrangements for another teacher to support you by taking a child who has temporarily exhausted your patience. (behaviour buddy class system)
- If you are to gain children's respect for your authority, always deal with issues related to behaviour.
- Seek assistance and advice from your Leading Teacher.
- Seek assistance and advice from the Principal or Assistant Principal.
- Don't punish children by having them do work that in other circumstances you would want them to enjoy, e.g. spelling or Maths.



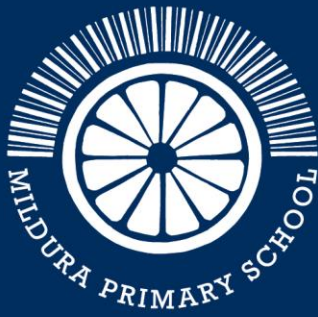
Bullying:

Bullying is not to be tolerated. Teachers must immediately deal with all instances of verbal, emotional, and physical bullying and report instances to either the Principal or Assistant Principals. Please talk with your children about sensible school rules. Remember that there are quite a few new children in our school who won't know what is expected of them.

Rules for All Students

- If you can't say something nice about another person don't say anything at all.
- Don't do to another person what you wouldn't like to be done to you.
- Children are not allowed to leave the school ground.
- No hat no play Terms 1 and 4.
- Safety on the play equipment. Children are not to play chasey on the play equipment. Tackling games and wrestling (contact games) are not to be played. Teachers are to take their class on a tour of the school yard and outline expectations re safety on equipment. Record this in your work program. Remember to revisit these expectations each term and be mindful of new students.
- Children are to eat lunch inside (or outside) but must be under the direct supervision of their class teacher.
- Children must seek permission to return to class after they have eaten and cleaned up the space around where they were eating.
- Running around the building is not allowed due to the huge safety risks involved.
- Late Children: If children are consistently late please contact the parents and let David, Ben or Sue know so that we can follow up if necessary. Do not reprimand students as it may be out of their control.
- Insist that children walk in class groups in single file when moving in an orderly manner. There is to be no running within the buildings or under the covered areas.
- Leaving the school grounds is against all rules and children may only leave with a parent if written permission. Parents are required to sign their children out in the book held at the front office.
- No child may attend an excursion without written permission of the parents.
- Rudeness and any form of disrespect to staff members will not be tolerated and you must insist upon high standards of behaviour from our students. They must follow your instructions.

If you observe children breaking our rules then act immediately. Challenge the children: don't ask what they are doing if you clearly observed the action. Likewise if a child uses bad language never get them to repeat it by saying, "What did you say?" as this only gives them a legitimate excuse to repeat the offence. Immediately deal with the observed behaviour and set appropriate consequence. Never pass by any poor behaviour – always take action and apply sanction. Do this consistently and be very vigilant when on yard duty in this regard. Seek assistance if you need but don't allow any poorly behaved child to feel that they got the better of you.



LEARNING AND PLAYING TOGETHER

Classroom Norms / Rules:

Norms / Rules provide the foundation for building effective learning communities.

It is accepted that ***'students have a right to learn and teachers have a right to teach'***.

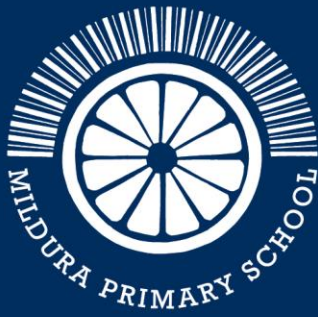
As a major part of our Smart Start planning the establishment of Norms / Rules throughout Mildura Primary School is important for setting up effective learning communities. This means that all staff and students understand how they are to treat each other. The Norms / Rules are a set of expectations that each student and teacher has contributed to and understands.

The following steps need to be followed to develop whole school Norms / Rules and build school wide expectations and develop an understanding of what they look like, sound like, and feel like.

1. Each grade needs to co-create common Norms / Rules - suggested by students, in their language.
2. The Norms / Rules are unpacked to build an understanding of what behaviours constitute these norms / rules and what does not.
3. Consider sharing class Norms / Rules amongst Units to agree upon five 'common' Norms / Rules.
4. Norms / Rules from year levels will be shared at Student Representative Council meetings - common Norms / Rules will be compiled.
5. Norms / Rules will be distributed and displayed around the school in all learning environments.
6. Regular referral to these Norms / Rules is made in class meetings, during teaching time, at assemblies and during playground encounters.
7. Positive behaviour will be reinforced with appropriate comments and specific feedback.

Suggestions for Implementing Norms / Rules in the Classroom / School

- Talk about "ways I like to be treated".
- Unpack using Y charts / - is, is not
- Brainstorm key words.
- Place words in similar groups.
- Talk about words at assembly.
- Role-play.
- Class reflection
 - what we are doing well?
 - what we can do better?
- Celebrate successes.
- Use literature with a Norms / Rules focus.
- Use class check ins to monitor how students are feeling and discuss strategies.
- Each new Term review and add to Norms / Rules if appropriate.
- Ensure that specialist and support teachers, aides, office staff, David, Ben and Sue are provided with a copy of each unit's norms and expectations.
- All staff need to talk to each other about the behaviour of students in previous sessions as part of a smooth handover between teachers.



Non-compliance of norms / rules

Preventing other students from learning

The teacher who initiates the process is responsible for completing the process.

Consequences for inappropriate behaviour should ideally follow these steps:

- **Remind**
- **Warn**
- **Act (as per flow chart)**

Consequences

Before putting consequences into place we need to use the steps of Remind and Warn. These are important steps in teaching students new behaviours because of the element of personal choice and responsibility to the student.

When a consequence is then applied for unacceptable behaviour, it has been done in a **fair** way.

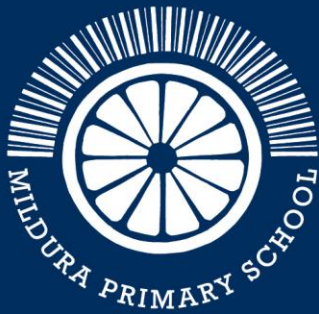
The student cannot lay blame or responsibility somewhere else for their own actions.

Using the steps of: **REMIND, WARN and ACT** in a consistent manner will help make the student feel more secure and also teach him/her that their actions will be followed by the same steps each time. When these steps are used consistently, we usually find that after a period of time, teachers only ever need to get to the second step ~ warning ~ before the student ceases the behaviour. However, there will be occasions when you will need to follow through all three steps, particularly in the beginning. Most children will want to 'test the system'. Where possible it is preferable at the Act stage to apply consequences that are logically linked to the misbehaviour e.g.:

- **Rough games** - means play privileges are removed.
- **Throwing things around** - means time-out first to calm down then picking up the things thrown
- **Being nasty to people** - means an apology.
- **Not sharing resources** - means that student may have to go without.
- **Wasting time** - means paying it back in their own time.

Department Documentation expectations

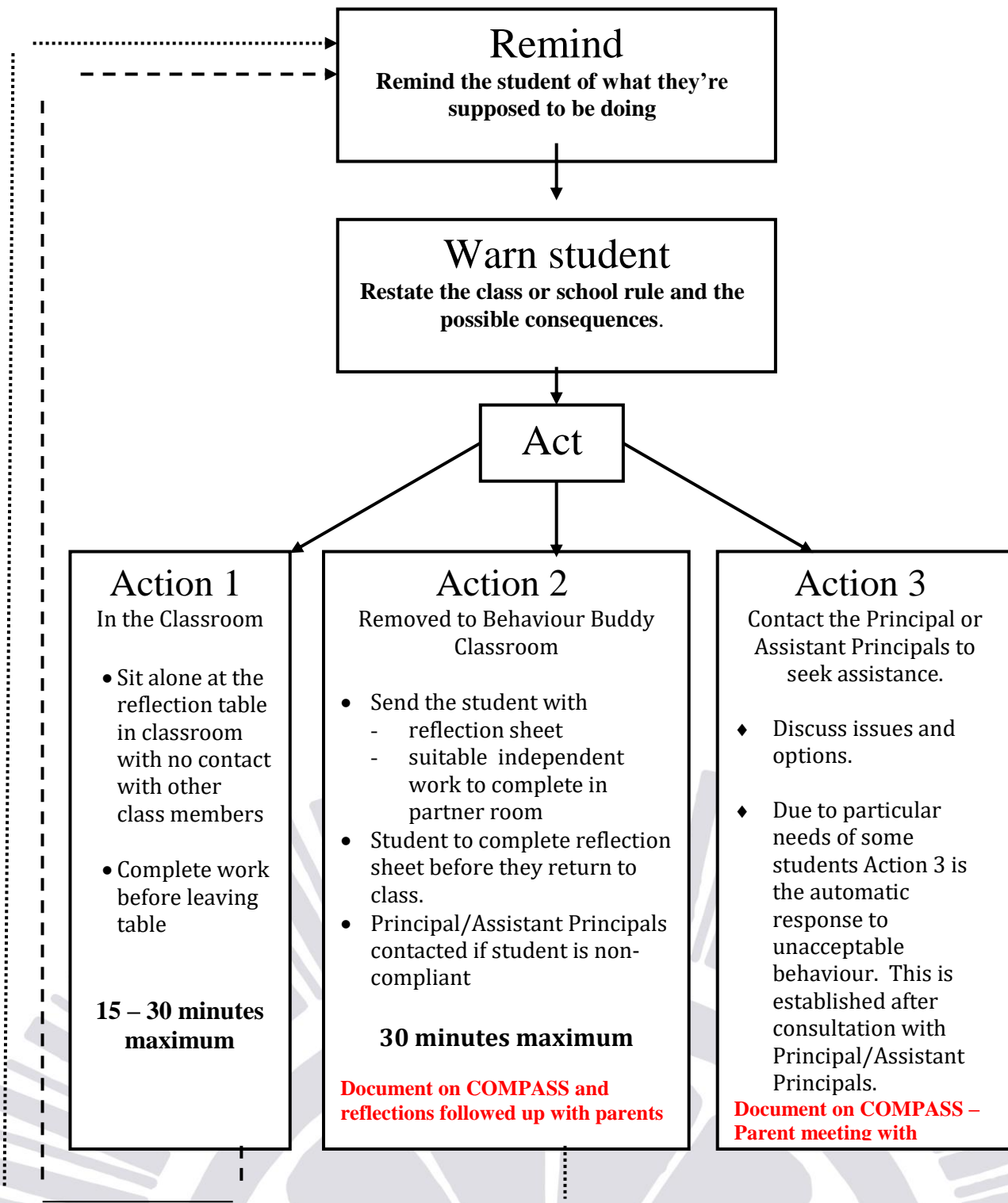
- Incidents have been recorded – Diary and COMPASS
- Interventions and Supports investigated
- Individual Education Plans formed
- Behaviour Management Support Plan developed
- Staged response outlined
- Interventions and Supports put in place
- Explicit teaching of replacement strategies by classroom teachers/additional support
- SSG meetings held

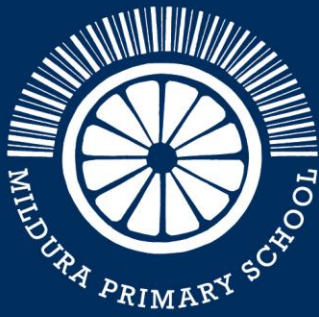


What happens when a student doesn't choose to be reasonable?

Discuss ~ Deflect ~ Defuse
But Deal with it

Procedure:





What happens when rules are broken?

When children break school rules teachers will do all of the normal things to ensure that inappropriate behaviour stops:

- Set clear and reasonable expectations
- Acknowledge and reward the expected behaviours
- Plan for and set ability level learning tasks
- Discuss, Deflect, Diffuse
- Remind, Warn and Act
- Make contact with parents

Student Issues - Strikes:

If there is no change in the child's behaviour a **Strike occurs and a consequence is given. (This is done through negotiation with Assistant Principal or Principal ONLY)**

When rules are broken the following policy will be followed.
The policy is called "**Three Strikes and You're Out**"

No child will be given a strike until consultation with Teacher, Principal has occurred. Contact will then be made with the parents of the child and discussed the reasons for the action. Plans should be put in place to ensure that the situation that gave rise to the strike does not reoccur. All this is done through negotiations with the Assistant Principal / Principal. This terminology is to be used for severe behavior breaches only (by the Principal / Assistant Principal), please refrain from using this term in your day to day discipline process.

If a child attracts three strikes he/she will not be allowed to attend the major excursion for that year and other privileges, including local excursions (and attendance at the Graduation for Grade 6 students) may also be removed. After three strikes the next step is formal suspension from school.

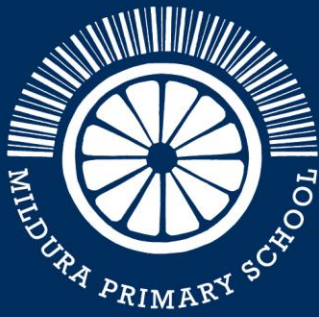
What Happens when a strike occurs?

Strike One

1. Teachers consult with the Principal or an Assistant Principal and discuss the behaviour and decide on strategies for modifying behaviour.
2. If the new strategies fail the parents are contacted and a meeting is arranged between the parents/guardian the Teacher, Principal/Assistant Principal and the Child.
3. Together the group, work on actions to stop the negative behaviour and discuss the consequences of non-compliance with the school rules.
4. Delivery of consequences.

Strike Two

If the child concerned does not change his/her behaviour and after teachers have tried all the normal things they do to modify the behaviour, a second meeting of the same group occurs. Removal from yard for a designated period of time – this is Strike Two.



Parents/ guardians have now had two meetings with the school and are well aware of the behaviour problems and have been active participants in solving them.

Strike Three

If the child concerned still has not changed his/her behaviour and after teachers have tried all the normal things they do to modify that behaviour, a third meeting of the same group occurs – this is Strike Three.

The consequences of Strike Three are different.

After all we have now had three meetings and the child is not complying with the school rules. Together teachers and parents are not making a difference to a child's behaviour so the following consequences occur:

1. The child is banned from all extra curricula activities (the fun things).
2. The child cannot attend any excursion, camp or overnight activity and may not leave the school grounds.
3. The child cannot attend any graduation ceremony or special event including external sporting activity.

Strike Four

If the child concerned has not changed his/her behaviour and after teachers have tried all the normal things that they do to modify that behaviour a fourth meeting of the same group occurs, this is **Strike Four** ***This is the last chance for change.*** Suspension is given.

All students start each year with a clean slate and the process starts again the following year.

N.B: We do give suspensions immediately if behaviour is extreme and/or someone is hurt.

