Behaviour Management Code – Mount Barker South Primary School

- Incorporating our **Values** of Respect, Excellence, Acceptance, Collaboration and Honesty.

- We also follow the **Principles** of Program Achieve – Getting Along, Persistence, Cooperation, Resilience, Organisation and Confidence.

Please Note – This document should be considered in conjunction with our ‘Safe Schools Policy’ and our anti-bullying documents for families and students which focus on Anti-Bullying Strategies and processes.

**Context:** At Mount Barker South PS we believe that children and adults have the right to learn and work in an environment which is safe, supportive, success orientated, caters for individual difference and allows students to realise their potential. We value each others’ difference and cultural diversity and provide opportunities for children to both work and play cooperatively. At Mount Barker South we acknowledge that children with disabilities have the right to be considered equitably and according to their developmental abilities and so use the document “On the Same Basis” when planning or implementing strategies and practices at this site.

**We believe that:**
- Students should be involved in the negotiation of Rights, Rules and Responsibilities within the school environment and then these should be displayed.
- Children will learn to behave responsibly through sharing and considering the needs of others
- When children achieve success through academic, physical and social learning, responsible behaviour follows
- Positive behaviour within our school is the responsibility of all staff, students, parents and carers
- Consequences are a result of behavioural choices we make in our lives and that they can be both positive and negative.
- Behaviour is positively reinforced.
- Teaching of Child Protection Curriculum

At the beginning of each year all teachers will involve children in the establishment of proactive Class Rules. These will be displayed in each classroom and referred to consistently by teachers. Responsible behaviour is encouraged through:
- Explicit teaching of Social Skills and interpersonal relationships. At Mt Barker South we use ‘You Can Do It’ – Program Achieve.
- Teaching Conflict Resolution Skills and Grievance Procedures
- Providing children with encouragement and positive reinforcement eg K Kids, Wellbeing groups for students
- Enhancing self esteem
- Providing a success orientated, inclusive, but challenging curriculum which is appropriate to each child’s development
- Class meetings and Kids Council
- Developing and maintaining positive home/school communication in order to work in partnership with parents/carers

As a WHOLE school we will be committed to whole school programs which promote a positive environment and inclusivity. These may include Special Days and Celebrations such as Reconciliation, Harmony Day, Walk to School, Assemblies, Sports Day and after hours programs such as Active After School, Discos and other special sports and activities as agreed upon from time to time.

We will also support programs addressing issues of poverty, safety, social justice, students at risk and teach aspects of diversity in ours and the wider community. These may include K Kids, Kids Council, Child Protection Curriculum, and wellbeing groups for students, such as Kool Kats gardening group.

**OUR EXPECTATIONS**
At MTBSPS we believe that it is important for students to become skilled in programs and behaviour which enables them to make responsible choices within the boundaries of our Behaviour Management Policies, including our Safe Schools Policy. **This means we strive to:**
- **Play Safely** - This means we always play safe games. It also means we treat each other with respect and only touch each other with permission.
  **An example** of a logical consequence for not playing safely could be that we lose our right to play in the yard for a time.
- **Be Friendly** – This means we include others when we speak and play, remembering to consider each others’ feelings at all times.
An example of a logical consequence for not being friendly could be ‘putting things right’ by working out a plan with the person involved.

- **Move Safely** – this means we walk on the asphalt and on the stairs. We walk in the breezeway, around buildings and on and around play equipment. We always wear suitable shoes appropriate to the activity.

An example of a logical consequence for not moving safely could be to sit out or have a restricted play space for a while.

- **Be Punctual** – This means we return to class as soon as the bell rings or we may be required to make up time in the next play break.
- **Care For Our School** – this means we put rubbish in the bin, stay out of garden beds, respect trees, keep our seats and walls free from graffiti, and respect our own and others’ property or we may be asked to tidy the yard, play in another area or repair broken items.
- **Be Sun Safe** – this means we wear our hat at all designated times outside or we will play in the shade near the Focus Room
- **Play in the Proper Place** – this means we play in the designated play areas according to our year levels and only use toilets sensibly and only enter school buildings if we need to. Eg take a sick child to the office. A logical consequence for playing in inappropriate areas could mean we may have our play space restricted.

**Natural and Logical consequences** are given where possible and are usually for less serious behaviour. **Examples include:** a student who spits may be asked to clean it up. Or a student who is playing with sticks/roughly may be asked to walk with the teacher for a chat.

**Office Time Out** can be used for persistent behaviour in the classroom but students must bring the appropriate form with them to the office. If teachers require students to complete work this should be sent at the same time. Work completion may not occur if the child is angry or extremely distressed.

# Please note that both Focus Room and Office Time out will result in parents being notified.

When students make inappropriate choices in either the class or the yard, **any aspect** of the following procedures may be initiated:

- Students are given reminders about their behaviour where appropriate
- Class Time out, Buddy Class or Office Time Out for class inappropriate behaviour as well as Focus Room for inappropriate serious yard behaviour can be utilised.
- Talk to parents/carer
- Leadership involvement with students and/or parents
- Ongoing issues that are not resolved may result in a meeting between the teacher, student and leadership at a time that is suitable for all to resolve the issue. Parents will be involved if necessary.
- Teachers can refer to appendix two: “Classroom Teacher Action” for further assistance with strategies to improve teacher/student relationships.

For more serious issues: **(This is at the discretion of the PRINCIPAL )**

- Students may be on Take Home for the day. This will generally occur when physical violence is involved
- Students may be suspended for up to five days. This may be as a result of a take home offence, vandalism or for persistent disruption to the good order of the school. A student development plan or behaviour contract is then negotiated between parents, school staff and student upon re-entry to school.
- Students may be excluded for periods of up to 10 weeks

We believe that it is critical that appropriate behaviours occur at school so that academic and social learning is maximised for all students. We appreciate and value parent participation and will continue to work in partnership with the parents of our community to ensure that this is achieved.

The DECS Behaviour Support and Disability team, CAMHS (Child and Adolescent Mental Health Services) and other support agencies are available for students who require additional support. This is done in consultation with parents and carers. The aim is to assist the child to develop responsible behaviour.

**All these strategies are in line with the DECD ‘Discipline Policy’**.
Appendix one
CLASSROOM STAGES
While accepting that each child is different and that a variety of processes are used (according to those differences) and where an individual plan has not been set up the following is AN EXAMPLE of a step approach which may be used linked to children's developmental stage.

Please Note: Duty of Care means the child must remain in teacher direct care at all times. Children should not be left without another competent and responsible adult being with them.

Stage 1
Setting up a positive classroom environment which will promote desirable behaviour and restrict opportunity for irresponsible behaviour (using Program Achieve and its language)

Irresponsible Behaviour
Stage 2
- Identify the unacceptable behaviour
- Remind the child of class rules and expectations – warning

Stage 3
- Appropriate time out in classroom
- Inform child of acceptable choices – what can you do next time/what rule did you break? Where possible use Program Achieve terminology

Stage 4
- Time Out in Buddy Classroom may be negotiated. This is done to enable the student to settle in another environment and for the student to demonstrate 'on task' behaviour. It also provides some 'time out' for the other students and teachers.

Stage 5
- Admin Time Out – Should buddy time out not be successful or the behaviour is more serious then admin time out can be requested – please send the appropriate pro-forma
- If a student regularly fails to accept responsibility for their actions, a Leadership member is notified and a decision may be made in consultation with teacher to:
  1. negotiate current IEP to determine needs being met
  2. Notify parent and request meeting to determine suitable behaviour plan, signed by all parties

Other Behaviour Strategies
- DECD interagency support including behaviour advice, guidance, social worker
- CAMHS
- Families SA
- Other support as necessary which may include additional funding or SSO support

Take Home and Suspension
- Take home is negotiated with the carer and is for the remainder of the day. It may be used for persistent and serious on going violence or threatening behaviour
- Suspension may be for periods up to 5 days and a re-entry process with parents will follow
- A record will be kept on EDSAS

In School Suspension
- May be a useful consequence for younger students
- Parents cannot be contacted
- Or where going home is not a viable option in exceptional circumstances
- A record will be kept on EDSAS

Suspension, Exclusion and Expulsion of students is dealt with in accordance with DECD 'School Discipline’ policy and at the discretion of the Principal.
APPENDIX TWO

CLASSROOM TEACHER ACTION

Student causing concern

Talk to parents/carers

Reflect on and make appropriate changes:

- Is the student achieving? Check the Student Record Folder and past reports.
- Are there issues at home? How well do you know your student and family?
- Is there a history of trauma, poverty or abuse? Eyesight, hearing all ok?
- Is there an up to date NEP, IEP or ILP?
- Has the student had/ or require tests eg guidance?
- Have modifications been made to the curriculum?
- Considered accommodations for disabilities/differences eg suitable PE lesson for all?
- Are there clear learning goals, flexible and relevant to the student concerned?
- Is the learning engaging and of an intellectual quality to challenge the student?
- Is the learning scaffolded, differentiated according to need?
- How do I foster a positive relationship?
- Are there anxieties, phobias? Harassment or other yard/class issues?
- If a student is exited to the Office do I allow the student to re-enter quietly and respectfully and not place immediate new demands on him/her?
- Do I find a quiet time to talk to the student?
- What do I currently do that is working? What do I need to do more of?
- What will I stop doing? What will I try?
- What further information do I need to better support this student?
- Do I need to seek further professional development?
- How can I ensure a non-deficit approach to the student?
- Am I using a win:win or a win:lose approach?

Confer with Colleagues

- Include counsellor and senior staff – arrange a class observation
- Make program adjustments to address social, academic and behavioural needs
- Set clear targets
- Record, plan and implement adjustments and progress
- Begin the development of an informal Individual Learning Plan
- Talk to colleagues and carers, gather history, ideas, what has worked/not worked in the past
- Observe and collect data on student behaviour

Consider

- Basic health eg vision and hearing
- Appropriate class seating
- Previous strategies used
- A relevant diagnostic test

If desired Changes are occurring – celebrate success and continue implementation of your successful program. Remember to take time to review and make modifications if necessary.