MOUNT BARKER SOUTH PRIMARY SCHOOL

STUDENT BEHAVIOUR MANAGEMENT POLICY
ETHOS OF THE POLICY

The Student Behaviour Management Policy at Mt. Barker South Primary is based around the following model .................

Key Principles

School
Family
Classroom

Clear pro-active and re-active structures and processes

Quality relations including home, students, teachers.

Underlying Assumptions:

The Policy is based on trust between school, students and home.

It represents a genuine desire to establish clear, consistent and fair practices. This desire is clearly supported by the pro-active and re-active processes it contains.

No policy can hope to address fully the dynamic range of issues schools and teachers manage with regard to Student Behaviour.

The strength of this policy will be the clear understanding that teachers are required to make instant judgements about how to manage particular situations. These judgements will be made on the basis of fairness and the well being of all students.

Implicit in this policy is the understanding that the School Community will respect teacher judgements in certain, quite unique situations.

This understanding should not preclude parents from following up concerns on issues they may wish to have clarified.
CORE VALUES AND AIMS

OF THE

STUDENT BEHAVIOUR MANAGEMENT PROGRAM.

Mount Barker South Primary School is committed to the implementation of strategies that create a learning environment that encourages individual students to be responsible for their own behaviour and the consequences of that behaviour.

Furthermore, the school community values pro-active strategies in the areas of curriculum, class practice, school citizenship and yard policy that foster and encourage students to be responsible and self-directed learners in all of these areas.

As part of the pro-active strategies embedded in the school’s Behaviour Management Policy, the school community has identified specific behaviours that it will endeavour to encourage within the school. In order to promote this positive and success orientated behaviour the school wants its Behaviour Management Policy to reflect a positive focus.

Specifically, Mount Barker South aims to:

♦ create a school environment that promotes responsible and trustworthy behaviour

♦ create a learning environment that is happy and enthusiastic

♦ create a safe environment that supports inventiveness and risk-taking

♦ foster students to be supportive, caring and considerate of the whole school community and their rights

♦ encourage students to become independent and self-directed learners who must take responsibility for their own learning

♦ create an environment where issues of equity, tolerance and respect for differences are a high priority

♦ create a positive school ethos which promotes pride in the school and respect for school property

♦ create an environment that motivates students to aim for their own level of excellence and to reach their full potential

♦ to support students as they learn the skills to become independent problem-solvers and build their own self-esteem

♦ to employ strategies that give students a sense of ownership of the school rules and the Behaviour Management Policy itself.
In its endeavour to promote pro-active measures which aim to encourage desired student behaviour, Mount Barker South Primary School undertakes to maintain permanently several strategies in the area of curriculum within the school. These programmes will generally be put into effect every year although over time there may be a need for modifications or additions.

These will be discussed by the staff and management at the beginning of each school year and appropriate times will be slotted into the school calendar.

Specifically these strategies are:

- Protective Behaviours
- Class Meetings
- Equal Opportunity/Boys in Relationships
- Anti-Harassment
- Conflict Resolution
- Peer Mediation.

At the beginning of each school year, teachers will be surveyed (via a Skills Register) to see if they have the necessary skills, and Training and Development will be undertaken as required.

Outside of these curriculum strategies the school community aims to promote specific pro-active programmes and initiatives that are aimed at encouraging desired student behaviour through our School Development Plan.

Possible pro-active strategies have been grouped under the three headings of School Citizenship, Classroom and Yard and will be reflected in our School Development Plan. They have been included as Appendix A.
SCHOOL CITIZENSHIP

Schools are made up students who feel a part of their learning environment.

As such, the school is committed to fostering the notions of citizenship, leadership, responsibility and pride in the school.

Collaboration is viewed as a powerful tool towards achieving initial goals and aspirations.

A strong sense of citizenship is viewed as essential for effective, participation in society. The essence of strong citizenship is a sense of belonging, relevance and the establishment of quality relationships.

Examples of programs/initiatives the school may explore are attached as Appendix A1.

CLASSROOM

The heart of good schooling is the relationship between the teacher and the learner.

As such, staff are committed to ensuring the use of inclusive practices, involving students in shaping their learning and providing an harassment free, productive, working environment.

At the classroom level, notions of collaboration, individual excellence, goal setting and self reflection will be fostered.

Students will be aware of the part they play in maintaining a quality learning environment.

Examples of such programs/initiatives are contained in Appendix A2.

YARD.

Notions of collaboration and citizenship also apply in the school yard.

Students will conduct themselves in the yard in a manner consistent with those outlined in the Expectations of Students.

As the yard is much less structured than a classroom, it is essential that all students are clear about expectations, have a say in shaping these expectations and are clear about consequences for behaving outside these expectations.

The school is committed to providing a range of structured programs for students to access during lunch/recess breaks.

Such a commitment is given within the context of staffing/resource levels at the time and the need to ensure duty of care.
Examples of programs/initiatives are listed in Appendix A3.
EXPECTATIONS.

**Expectations of the Students.**

To participate in the setting of behaviour management guidelines e.g. class rules/meetings etc.

To be responsible for their learning and playing environment

To act and play in a safe manner.

To be tolerant of others and to respect others rights.

Try to solve their own problems, using the grievance steps properly.

Not to harass others.

To accept that the teacher’s time must be shared.

To co-operate with the expectations of the class, yard and school.

To be actively involved in the school decision making process.

**Expectations of the Teachers.**

To facilitate student decision making

To promote positive and success orientated behaviour

To be consistent

To teach and maintain positive behaviour strategies.

To monitor expectations and review as necessary

To ensure everyone is aware of the expectations and consequences e.g. students, parents, staff and TRT’s.

To use the “keep in touch time” at staff meetings to bring up issues of mutual importance and to share positive and negative comments concerning behaviour management issues.

To inform parents, caregivers and other staff of issues of behaviour management concerning individual students.

To seek support, including use of inter-agency referral if necessary, for specific behavioural problems.
**Expectations of Senior Staff.**

To monitor, implement and support the policy and review it as necessary.

To support the staff, parents and students.

To ensure the policy is understood and followed.

To ensure that all members of the school community are made aware of the policy, in particular new members.

**Expectations of the Parents.**

To be aware of the behaviour management policy and how it relates to their child.

to support, positively, the behaviour management policy.
STRUCTURES & PROCEDURES

& GENERAL RULES.
**Classroom Re-active Steps.**

Each teacher negotiates clear expectations for behaviour with their class, including rights, responsibilities and consequences.

A step approach is used, including:

- in class consequences
- removed from class
  * Unit planning centres
  * Use Special Education room, library etc as possible alternative placement where convenient
  * Buddy System with another class for time out.
- planning centre

Extreme mis-behaviour - Planning Centre immediately.

**PLANNING CENTRE:**

Teacher to fill out Planning Centre Movement Form.

The offending child is sent to the office with the form. They are accompanied by a second child who will bring back the Planning Centre Movement Form response.

In the Planning Centre the child fills out a form about why they are there and what he/she will do about it next time.

This form is signed by the class teacher and the child’s parents.

The form is to be returned to the office by the following morning.

Following the third visit to the Planning Centre the child’s parents are asked to come into the school to become involved in a conference with the child, class teacher, and principal or his/her proxy. This meeting will plan future strategies.
**Yard Reactive Steps.**

For minor offences, where possible, a step approach is used, as follows:

* warning
* blue seat (a seat in the yard where students sit for appropriate amounts of time)
* detention.

All blue seat infringements are to be written up in the yard book.

Good behaviour is also to be written up in the yard book.

**Detention.**

**Detentionable Offences:**

- Physical and verbal abuse
- Vandalism
- Harassment
- Repeated disobedience of adult’s instruction.
- Unsafe activities
- Other serious misbehaviours.

In the Detention Centre the child fills out a form about why the child is there and what he/she will do about it next time.

This form is signed by the class teacher and the child’s parents.

The form is to be returned to the Detention Form box by the following morning.

On the third visit parents are asked to come into the school to become involved in a conference with the child, class teacher, and principal or his/her proxy. This meeting will plan future strategies.
MOUNT BARKER SOUTH PRIMARY SCHOOL

RULES.

APPENDIX B.

We at this school believe that everyone has the right to feel safe all of the time.

Playing is something we enjoy and can do at school as long as we can follow the rules.

1. Children will follow directions given by adults working in the school.

2. We will be polite to each other.
   (This means saying: thank you, yes please, excuse me, may I, good morning, good afternoon, calling people by their proper names, knocking and waiting when appropriate).

3. Behaviour which is likely to harm people, clothing or property is not allowed.
   (This means that things such as fighting, pushing, teasing, stealing, name calling, swearing, threatening others, throwing dangerous objects or deliberately damaging equipment belonging to the school or another students, are not allowed)

4. We will arrive at school between 8.30am and 8.55am and play only on the basketball court, canteen yard and main courtyard.
   We will stay in the school grounds until 3.25pm.
   We may not leave the school grounds during the day unless we are collected from our class teacher or the office by an appropriate person.

5. Bikes will be walked in the school yard.

6. The areas that we play in are:
   - the ovals
   - adventure playgrounds (climbing only on rostered days)
   - courtyards
   - basketball courts.

7. We will look after shrubs, trees and plants.
   (This means we will not climb trees, break branches or pick flowers.)

8. We will walk inside buildings and under all covered areas.

9. Eating and drinking will be with the class and the teacher or under cover during breaks.

10. We will dispose of litter in bins.

11. We will wear our shoes/sandals and clothes at all times.
APPENDIX A1.

SCHOOL CITIZENSHIP.

Suggestions for pro-active strategies may include:

♦ peer support programme
♦ seniors windcheater
♦ senior courses, e.g. office, sports shed, canteen
♦ sports tournaments
♦ take students as supporters on senior inter-school athletics days etc.
♦ initiate activities between schools - e.g. chess, sport, writing, inventions, tree planting. Get the rest of the school involved.
♦ Green Card Assembly - celebrate student’s successes e.g. SAPSASA, Westpac Maths etc.
♦ School exhibits at Show, local businesses - School involvement in the community.
♦ Get ex-students back to talk to or work with students as positive role models.
♦ Class newspaper or whole school end of year magazine. Send to other schools.
♦ Use the Courier or other local hills newspapers - e.g. the Children’s page, special events.
♦ Appoint a school publicity person, use school camera, advertise.
♦ Cross age tutoring.
♦ Encourage parent participation - family atmosphere
♦ SRC - use more to feel part of school leadership. Organise fundraisers for outside organisations or for particular things within the school. Visit community groups.
♦ Buddy System.
♦ Paint murals, bins etc. Use children to design and paint, maybe use outside expertise too.
♦ Use ‘common room’ idea - set aside an area (e.g. top part of nursery) for either senior student of classes to book. Could be used for class parties, celebrations, special games room. Parents may be prepared to set it up.
♦ Student Forum e.g. in pergola area.
♦ School badge for each year for students to collect OR Book with class photographs, school achievements, class details to be kept and presented at Year 7 graduation.
♦ Recycling
♦ Nursery.
APPENDIX A2.

CLASSROOM.

♦ Cross age tutoring
♦ Peer Mediation
♦ Buddy System
♦ Negotiated Curriculum for senior students (select topics, deadline, presentation style)
♦ Senior students offered choice of learning style for some subjects some of the time - ie. a more directed learning situation of more freedom and self-direction.
♦ Contract learning.
♦ Exposure to things not normally exposed to - a theatre group, maybe out of school hours, use Secondary School Performances, join with another school to get numbers.
♦ Use as many different teaching styles as possible to cater for a variety of learning styles.
♦ Students own the class rules - negotiated behaviour.
♦ Employ strategies that show students the relevant of their learning - that it has a purpose.
♦ Risk taking to be explicit in classroom practice - teachers create an atmosphere where students are not afraid to take risks.
♦ Set open ended activities with no right or wrong answer - encourage initiative and problem solving.
♦ Use positive role models to promote risk-taking - e.g. females involved in non traditional areas.
YARD.

♦ Lunch time activities - Clubs and Hobbies (stamps, chess, book, model making etc)
♦ Lunch time sports activities - volleyball knockout matches, 3 on 3 basketball, specific coaching groups.
♦ Buddy System
♦ Acknowledge desirable behaviour for Green Card Assembly.
♦ encourage suitable student initiated ideas.
♦ Lunch time inter-school tournaments.
♦ Class fundraisers during lunch time.
♦ Student open air concerts (e.g. under pergola)
♦ Student ‘common room’ idea - group book it for specific class activity - e.g. table tennis.
♦ Peer Mediation.
♦ Painting murals, planting around the school - encourage school ownership.