



McDonald Park School

BEHAVIOUR MANAGEMENT POLICY

Yard and Classroom

(Reviewed 2015)

RATIONALE

The Behaviour Management Policy has been developed in conjunction with DECS School Discipline Policy to ensure all children:

- ◆ Have the right to a happy, safe and orderly learning environment
- ◆ Develop self-discipline and grow in self-esteem, leading to a respect for the rights and feelings of others and responsibility for their own actions.

The policy ensures that the whole school community clearly understands the schools' expectations on student behaviour.

RIGHTS, RESPONSIBILITIES, RESPECT

It is an expectation that:

- ◆ Children have the right to learn
- ◆ Teachers have the right to teach
- ◆ Teaching and learning occurs in a safe, orderly environment.
- ◆ All members of the school community will be treated equitably according to the policy.

Since rights are closely related to responsibilities, our classroom and school principles are based on **MARBLES**:

Manners

Attitude

Respect

Body Language

Effort

Smile

By using our **MARBLES** we will show respect for:

- ◆ ourselves
- ◆ others
- ◆ The environment.

We promote the five 'Keys to Success'

- ◆ Getting along
- ◆ Confidence
- ◆ Persistence
- ◆ Organization
- ◆ Resilience

Celebrating Success

We celebrate positive behaviour at class level and assemblies. Students who have made positive choices about their behaviour and have made a positive contribution to the school community are nominated for awards. These include Celebrating Success, Choice for Points and Library Star Awards.

To make sure our school is a safe, healthy and enjoyable place, we have decided upon the following yard principles:

1. All staff are responsible for making sure children know and understand school expectations and in helping children follow them.
2. Children are expected to follow directions given by school staff.
3. Children are expected to play in a safe and responsible manner.

This means:

By using MARBLES' actions and language we show that we are proud of ourselves and that we care for all people and their property so we:

- ◆ Are cooperative, caring, kind and friendly towards others
- ◆ Encourage others by using appreciative language
- ◆ Share equipment and the environment
- ◆ Take turns and try to solve problems cooperatively
- ◆ Respect others and their belongings and our school environment.

We only do what we know is safe and if unsure, we ask a teacher, so we:

- ◆ Play or work in supervised areas
- ◆ Walk at all times in buildings and around corners
- ◆ Remember that car parks are out of bounds
- ◆ Walk bikes in the schoolyard.

We are responsible for all of the school's property and equipment so we:

- ◆ Use equipment sensibly
- ◆ Make proper use of all school property
- ◆ Report any damage to the office.

Bus Expectations

- ◆ School rules apply at the bus stop.
- ◆ Bus duty teachers ensure that children enter buses in an orderly manner.

Arriving & Leaving School

- ◆ Children should use the road crossing sensibly and safely and it is expected that all adults (staff and parents) are good role models.
- ◆ Children enter and leave school via the designated walkways.

Consequences for inappropriate behaviour:

Restorative Justice Principles are applied when determining consequences for students who behave inappropriately. Our focus is on repairing the harm done e.g.

- ◆ Deliberately dropping litter may result in the student having to pick up litter or complete some other community service that will improve the environment.
- ◆ failure to wear an appropriate hat may result in the student having to play in a shaded area to reduce their risk of personal harm
- ◆ Playing out of bounds may result in the child having to play in a specific area to reinforce aspects of safety.

When a student's behaviour impacts on the well being of another person a meeting is held between all parties, which will focus on restoration of the relationship between the parties. When issues are ongoing all parties will be required to sign a 'Restorative Agreement'. Agreements will be reviewed by a senior staff member.

Inappropriate behaviour that causes harm to another individual may result in a suspension.

Students who refuse to follow a teacher's instructions will be asked the following questions:

1. Do you understand what I am asking you to do?
2. Is there a reason why you can't do what I am asking you to do?
3. Are you refusing to do what I am asking you to do?

If the student continues to refuse they may be sent home.

Negative behaviour is recorded on a 'green slip'. Positive behaviours are recorded as Choice for Points and are acknowledged at whole school assemblies. Negative behaviours are entered in the child's behaviour records. Class teachers will contact parents when there is a pattern of inappropriate behaviour, to discuss strategies to support the student to change their behaviour.

Out of Bounds Areas are those areas where a student may put themselves or the environment at risk e.g.

1. Car parks and driveways
2. Bicycle racks (except when putting in or taking out their bike)
3. School buildings unless supervised by a teacher (except for toilets)
4. Outside all school boundary fences
5. Along access roads
6. Garden areas

Special out of Bounds Areas are:

Before School - Front area and play equipment.
 - Rear ovals and equipment

After School - Rear ovals and equipment
 - Front play equipment

Please note that yard supervision begins at 8.30am. Children who are at school before this time are unsupervised by staff.

Role of Student

- ◆ Students are expected to uphold the school's values of GENEROSITY, HONESTY AND RESPECT.
- ◆ Students are expected to develop an understanding of the school's expectations, and to act responsibly to maintain a happy, safe and orderly learning environment.
- ◆ Students are encouraged to support each other in making the yard a happy, safe place.
- ◆ Students are encouraged to seek help from either the yard duty teacher or their class teacher if the expectations are unclear to them.
- ◆ Students are encouraged to give feedback/suggestions on the policy via the Student Leaders, Student Representative Council (SRC) or "Little Leaders" representatives and/or their class teacher.

Role of Teacher on Yard Duty

Staff are expected to wear high visibility vests at all times

- ◆ Uphold the school's values of GENEROSITY, HONESTY AND RESPECT.
- ◆ Model responsible and caring behaviour in the yard and to give reasonable and appropriate direction when needed.
- ◆ Engage in "yard teaching" to endeavour to defuse problems which seem to be developing. Many minor incidences can be dealt with on the spot by having the student walk with the duty teacher and engage in some yard teaching.
- ◆ Be consistent in enforcing school expectations.
- ◆ Not ask "why" questions of students.

Restorative Questions are to be used when challenging behaviour; the following questions consistently achieve fair process.

- What happened?
 - What were you thinking of at the time?
 - What have you thought about since?
 - Who has been affected by what you have done? In what way?
 - What do you think you need to do to make things right?
- ◆ Take the appropriate folder with them to record inappropriate behaviour when on duty.

Role of the Student Well Being Committee

- ◆ To monitor student well being.

Role of the Principals and Deputy Principals

- ◆ To uphold the school's values of GENEROSITY, HONESTY AND RESPECT.
- ◆ To support teachers on yard duty.
- ◆ To speak with children who ask for help.
- ◆ To inform parents of child's behaviour infringements where appropriate.
- ◆ To inform the school community about this policy.
- ◆ To coordinate re-entry/ restorative conferences.

Role of Parents

- ◆ Parents are asked to support the school's values of GENEROSITY, HONESTY AND RESPECT.
- ◆ Parents are asked to familiarise themselves with the school's expectations and to support their children and school staff in implementing them.
- ◆ Parents are encouraged to discuss any problems arising directly with the child's class teacher or with senior staff.

Behaviour Management Policy **Classroom Implementation and Management**

In developing classroom rules, the teacher will work in consultation with the class to:

- ◆ Uphold the school's values of GENEROSITY, HONESTY AND RESPECT.
- ◆ Brainstorm ideas for effective classroom codes of conduct.
- ◆ Discuss the rules and responsibilities.
- ◆ Develop 'Class Learning Plans'.
- ◆ Discuss consequences for inappropriate behaviour.
- ◆ Acknowledge positive behaviour, personal effort and success.

Steps for common inappropriate behaviour:

1. Rule reminder/warning
2. Child continues inappropriate behaviour – time out in classroom
3. Child does not follow time out expectations – time out in the 'Time Out Classroom'. Length of time spent in Time -Out Classroom at class teacher's discretion.
4. If students behave inappropriately in Time Out Classroom or continue inappropriate behaviour on return to class, they are sent to the Principal's Office at least until the next break. Teacher negotiates re-entry.
5. If the child continues to behave inappropriately further consequences will be negotiated between senior staff and the class teacher.

The class teacher records steps 3-5 in Behaviour Record Folder.

If a child behaves in a manner that threatens the wellbeing of others they will be removed from the classroom. A meeting will be held between all parties, which will focus on restoration of the relationship between the parties. When issues are ongoing all parties will be required to sign and implement a 'Restorative Agreement'. Agreements will be reviewed by a senior staff member.

Inappropriate behaviour that causes harm to another individual may result in a suspension.

ROLE OF THE TEACHER

- ◆ To uphold the school's values of GENEROSITY, HONESTY AND RESPECT.
- ◆ To make available a curriculum that:
 - provides opportunity for all students to engage in their learning.

- develops social competencies, virtues and problem solving skills.

- ◆ To ensure that class members know their rights and responsibilities as a member of a group.
- ◆ To develop through negotiation, class responsibilities and expectations.
- ◆ To treat students equitably, applying logical consequences.
- ◆ To establish and run regular class meetings as a positive class forum.
- ◆ To establish a behaviour agreement with a child who is having difficulty in accepting their classroom responsibilities.
- ◆ To advise parents of classroom expectations for behaviour.
- ◆ To contact parents when there is a pattern of inappropriate behaviour, to discuss strategies to support the student to change their behaviour.

ROLE OF THE PARENT

- ◆ To uphold the school's values of GENEROSITY, HONESTY AND RESPECT.
- ◆ To support their child and the school in the implementation of the class code of conduct.
- ◆ To discuss with staff any difficulties that their child may be having.
- ◆ To support the implementation of the curriculum.

ROLE OF THE STUDENT

- ◆ To uphold the school's values of GENEROSITY, HONESTY AND RESPECT.
- ◆ To engage in their learning.
- ◆ To be aware of their rights and responsibilities as a member of a group.
- ◆ To know class expectations and to be aware of the consequences of their actions.
- ◆ To seek help if required, from a class teacher, parent and peers.
- ◆ To participate in the establishment of class code of conduct.
- ◆ To use their 'MARBLES'.

ROLE OF THE PRINCIPAL

- ◆ To uphold the school's values of GENEROSITY, HONESTY AND RESPECT.
- ◆ To support teachers in the classroom.
- ◆ To provide professional development as required.
- ◆ To speak with students who are not behaving appropriately and/or those who seek assistance.
- ◆ To contact parents where necessary.
- ◆ To contact other agencies where necessary.