



MILING PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

RATIONALE

The Miling Primary School Community will endeavour to provide a safe, supportive and caring environment to assist the students to develop an understanding of the rights of others and themselves and take responsibility for their own behaviour.

PURPOSE

- To care for students and make them feel secure
- Create a positive school environment so that staff and students can work together harmoniously
- Respect the Rights and Responsibilities of individuals and recognise individual differences
- Establish classroom rules with the children so they have ownership of these rules.
- Establish consistent routines to resolve conflict in a non-violent and aggressive manner.
- Consistently follow a set of consequences when students break the rules.

VALUES SYSTEM

Students at Miling Primary School act upon the following set of values both in the classroom and playground:

1. RESPECT - we act with patience, fairness, honesty and tolerance at all times
2. KINDNESS - we are helpful and considerate toward each other
3. PERSEVERANCE – we do our best and be our best (pride-effort-progress)
4. COOPERATION – we work together and support each other

WHOLE SCHOOL INSTRUCTIONS

Students are expected to obey instructions/directions given by a staff member the first time.

Students must respect the rights and property of others. (Violence, vandalism, theft, harassment and the bringing of dangerous items to school will not be tolerated)

Children are to remain within the school grounds unless given permission to do otherwise.

Children are to move around the school grounds in a safe and courteous manner.

All students and staff are to keep the school environment safe and clean.

PLAYGROUND RULES (as developed by our Senior Room)

1. We can be safe and sensible
2. We must wear our hats to play
3. We are not rough with each other
4. We use acceptable language and speak to each other nicely
5. We ask the teacher if we want something from the shed
6. We play with equipment properly and safely
7. We use good manners and share equipment
8. We work together to pack up quickly when the bell goes

If any of these rules are broken, students will be placed on the bench for 3mins for first time offence and 5mins for second time offence.

RIGHTS AND RESPONSIBILITIES

STUDENTS

Students have the right to:

- Work and play in a safe, friendly, and clean environment
- Learn in a supportive and enjoyable environment
- To be shown respect, courtesy and honesty
- Utilise school resources and equipment safely

Students have the responsibility to:

- Ensure their behaviour is not disruptive to others
- Assist in keeping the school environment clean, tidy and safe
- Be polite, and behave in a way that is thoughtful of others
- To interact positively with other members of the school

STAFF

Staff have the right to:

- Respect, courtesy and honesty
- Teach in a safe, secure and clean environment
- Be involved in a collaborative decision making model within the school.
- Cooperation and support from parents

Staff have the responsibility to:

- Model respectful, courteous and honest behaviour
- Establish positive relationships with students and parents
- Ensure good organisation and planning
- Establish and maintain classroom behavioural policies
- Liaise with parents as required

PARENTS

Parents have the right to:

- Access a meaningful and adequate education for their child.
- Receive and offer information about their children's learning and behaviour.
- Access staff and Principal in matters related to the education of their child.
- Have inclusion and consultation in the behaviour management of their child.
- Expect that the Education Department staff be competent in managing behaviour, and have adequate resources to enable them to do this efficiently.

Parents have the responsibility to:

- Ensure that their child attends school and is provided with the appropriate learning materials
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning
- Address the teacher or Principal if there is an issue with their child's behaviour or learning
- Provide their child with social, emotional and behaviour skills
- Be involved in their child's learning and support the school in providing a meaningful and adequate education for their children

GUIDELINES FOR EFFECTIVE STUDENT MANAGEMENT

Miling Primary School firmly supports the right of both staff and students to work and learn without being impeded by disruptive behaviour. To achieve this, staff will adopt a consistent approach to eliminating disruptive behaviour.

The most effective consequences are predicted upon a quality educational program and a positive classroom environment. Staff need to employ an array of preventative strategies that will reduce the likelihood of inappropriate behaviour.

1. Establish a set of classroom rules with the students and have them displayed in the classroom
2. Set consistent and achievable standards of acceptable behaviour and acceptable presentation of work
3. Promote a positive working environment
4. Prepare lessons thoroughly so that you know what outcomes you want to achieve, the content and skills to be taught and the resources that you will need
5. During lessons, always give clear instructions, cater for a variety of learning styles and consider the developmental level of the students
6. Employ classroom management strategies to deal with minor disruptions and behaviours to stop it going further
7. Use positive reinforcement for appropriate behaviour by using verbal encouragement, praising children who are making an effort, reward completed and well-presented work and implementing the school's positive incentives strategies.
8. Consequences should be consistently applied and the focus should be on the behaviour, rather than the student
9. Review classroom practise and modify as appropriate

POSITIVE INCENTIVES AND CONSEQUENCES FOR STUDENT BEHAVIOUR

CLASSROOM LEVEL

In each classroom, we follow the 'Peg System', which is used for both positive and negative behaviours.

Every day, all students start at "Ready to Learn" and have the opportunity to move up to "Great Job" and "Awesome", if they are following the classroom rules and listening to instructions given by the teacher. If a child stays is still on "Awesome" at the end of the day, they are able to have a sticker for their desk chart. When they have received 5 stickers on their chart, they are able to go to the Principal to choose a prize.

If a student displays a negative behaviour, they get one warning, before moving down to "Think About It" and then "Time Out". If a child lands on time out, they are to sit out for 3 minutes (in the classroom) and then reflect with the teacher on their behaviour. If a child lands on "Time Out" twice in a week, parents are informed.

Students can move up and down the ladder throughout the day depending on their behaviour.

If a student's negative behaviour continues past "Time Out", the following steps will be followed;

1. Buddy Class – student will complete work in buddy classroom
2. Principal Intervention
3. Completion of Behaviour Reflection Sheet

If negative behaviour continues at a consistent, high level, Department Behaviour Management Policies will be followed to apply procedures for suspension.

Some behaviours, such as vandalism, graffiti or endangering others will lead directly to Principal intervention, parent contact and completion of the Behaviour Reflection Sheet. This will be at the discretion of the Principal.

WHOLE SCHOOL LEVEL

We have four posters to reflect each of our four values displayed out in the eating area. Each poster has a picture of a bucket, with four levels of reward. There is room for 20 stickers at each level.

Students can gain stickers toward one of the posters by showing that value either in the playground or the classroom. When all buckets have stickers reaching a level, the students can have a whole school reward.

The students have come up with ideas and ways to show each value, which have been displayed above each poster. Students have also come up with the ideas for whole school reward (attached to this policy). When it is reached, a random reward is chosen.

At the end of the year, if each bucket is full, staff will agree on an end of year reward for all students, such as an excursion.

FURTHER INCENTIVES

Further incentives for good work or behaviour include:

- Stickers, stamps
- Verbal praise
- Honour Certificates
- Aussie of the Month Awards
- Note home to parents
- Recognition in newsletter or on website

SUPPORTING DOCUMENTS

- Behaviour Chart Templates
- Behaviour Reflection Sheet
- Buddy Class Sheet
- Parent Notification Form
- Bullying Policy and Information Pamphlet

BULLYING PREVENTION PLAN

Miling Primary School believes that all students and staff have the right to work in a safe environment free of harassment, violence and bullying as stated in our Rights and Responsibilities statement. Children need to learn the appropriate behaviours for different situations and listed are some ideas to achieve this knowledge.

Prevention Program

- Prepare and go through class rules with students.
- Incorporate cooperative activities
- Discuss feelings and student's differences in Health.
- Teach correct social skills such as taking turns, listening to others, respecting other's opinions and giving positive feedback
- Use role play and discussions to teach children how to deal with frustration and anger in a non-violent manner.
- Encourage children to problem solve when necessary.
- Model appropriate behaviour.
- Reward positive behaviours inside classroom and in playground.
- Use non-violent sanctions that are logical consequences.
- Use personal contracts as an action plan for non-aggression.
- Buddy Programs - interaction between Senior and Junior room.
- Bullying Policy - distributed to each family and reinforced on a regular basis in class.

School Procedure

1. Educate students on what bullying is and the various types / what it looks like
2. Encourage students to report acts of bullying, violence or harassment.
3. Listen to all versions of events.
4. Teacher to seek further clarification from others if necessary.
5. Select suitable non-violent sanctions from 'Procedures for Behaviour Management' for all parties involved and notify relevant staff. Inform children's parents about incident and sanction by letter.
6. If child is regularly involved in bullying or violent incidents implement an IEP in collaboration with parents and school psychologist.

REVIEW

A review of this policy will occur every two years unless the Department of Education make changes to their policy, in which case, a review could take place sooner.

SCHOOL BOARD ENDORSED 2016