



Medina
PRIMARY SCHOOL



Behaviour Management Policy



Behaviour Management Policy

A whole school approach to behaviour management is dependent on several essential factors:

- A common community ethos
- A designated coordinator to maintain the whole school approach
- Positive links between the school, families and the wider community

Ethos

Medina Primary School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through the development of strong interpersonal relationships, a quality curriculum and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced. The Behaviour Management Policy is a way of ensuring that this supportive school environment is established and maintained.

Values – As a school community we value:

- Care, compassion and respect for self and other
- Family and community
- Respectful relationships
- Inclusivity
- Achievement
- Best educational practice
- Culture
- The environment and sustainability
- Physical and emotional wellbeing
- Safe and engaging school community

Outcomes for ALL Students

- Improved behaviour of students with challenging and disruptive behaviours.
- Improved learning outcomes for students including those with challenging and disruptive behaviours.
- A safe and positive learning environment for all students at Medina Primary School.

Outcomes for Staff

- Increased competence and confidence of staff to create a safe and positive working and learning environment at Medina Primary School.
- Increased competence and confidence of staff to support and engage students who are alienated from mainstream schooling or who exhibit challenging behaviour.
- The development of a whole school common language and consistent approach to behaviour management.

Community Link

Medina Primary School will continue to:

- Establish positive and open communication channels with families.
- Provide information about school policies and procedures to families.



- Provide opportunities for parent and community education (strategies to help deal with behavioural/bullying issues).
- Facilitate opportunities for families to link with community professionals.
- Encourage family participation in positive school activities.

Defining School Wide Expectations

Our students have a clear understanding of the expectations we have of them and how this should guide their behaviour. Teachers help students reach this understanding through explicit teaching. Behaviour expectations and social skills like academic skills are explicitly taught. The students are provided with opportunities to practise these skills. Teachers understand some students will take longer to learn and accept their responsibilities with respect to their behaviour.

Our Whole School Expectations are clearly displayed in every classroom and are referred to in an ongoing manner throughout the year. There is a whole school focus around the use of language related to expectations rather than rules and our expectation guidelines are always be positively stated. Fairness doesn't always mean 'equal or the same'.

At the heart of our whole school approach to behaviour management are behaviour management practices. These are preferred ways of responding to and dealing with challenging and disruptive behaviours. At Medina Primary School we base these practices on building positive relationships with all students and the use of low key responses to misbehaviours. These practices are preferred as they acknowledge all students may misbehave at some time, and the manner of our intervention will increase or decrease the likelihood that the behaviour will escalate or be repeated in the future. We aim to develop the students' responsibility and ownership of their behaviour, as it impacts on the rights of others.

Whole School Behaviour Expectations

Medina Primary School works to maintain a learning environment that is safe, respectful, tolerant, and inclusive and that promotes intellectual rigour. At the heart of our whole school approach to behaviour management are our core expectations. At Medina Primary School we

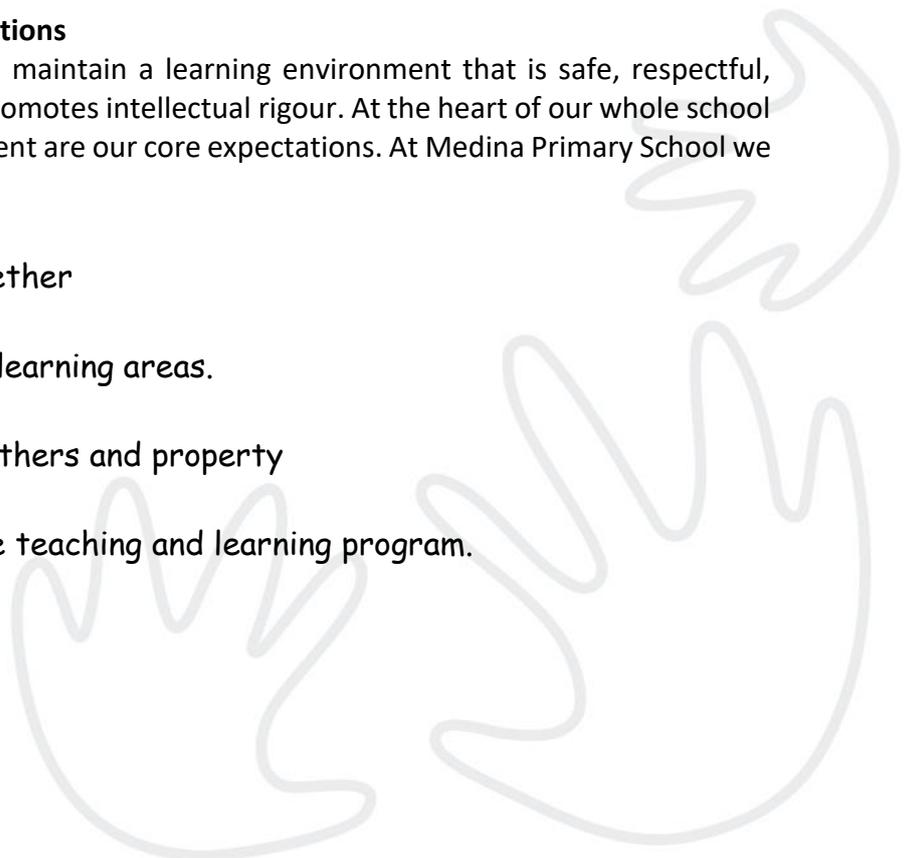
C.A.R.E -

Co-operation - Working together

Achievement - Achieve in all learning areas.

Respect - Respect for self, others and property

Engagement - Engaged in the teaching and learning program.





Behaviour Principles

At Medina Primary School our behaviour management approach is based on the following principles:

- Behaviour is learned but can be changed and modified if a consistent and positive approach to behaviour management is adopted.
- A whole school approach to classroom and playground behaviour will be adopted.
- Behaviour is affected by factors such as lifestyle, siblings and environment.
- Positive and appropriate behaviours need to be modelled and taught.
- Focus on the behaviours not the child.
- All staff members take ownership for the behaviour of each and every student
- High expectations and standards of student behaviour to be set and a consistent approach to behaviour management adopted.
- All children may make poor choices sometimes.

RESTORATIVE PRACTICES

At Medina Primary School we strive to provide students with a stimulating, safe, supportive and caring learning environment. We believe that building and developing positive relationships between students, teachers and the community is an integral part of our behaviour management approach.

At Medina Primary School we have developed a whole school approach to behaviour management. The focus is on all staff using a common language and process to deal with students' inappropriate behaviour(s) in the classroom and playground.

We see inappropriate behaviours as being harmful to the relationships between teachers and students. At Medina Primary School staff members use their skills to engage in practices that will restore and repair these relationships.

Teachers and Administrators will conference students at an appropriate time e.g. when a student is calm and receptive to the conferencing process. Teachers will discuss with students the reasons for their inappropriate behaviour. Teachers will work with students to find and develop a range of strategies and steps the student(s) can take in the future to prevent the inappropriate behaviour(s) from re-occurring. This will ultimately lead to improved learning outcomes for students.

Teachers will formulate Individual Behaviour Plans (IBPs) for those students who repeatedly display inappropriate behaviours. Parents will be part of the process and will be required to sign the Individual Behaviour Plan.



Individual informal and formal contracts, as part of the Classroom Management Strategy (CMS), can be developed and implemented at the classroom level. Teachers can develop contracts that require input from the student(s) as all parties need to reach a consensus in order for a contract to be meaningful. Parents should also be consulted and involved in the process where a formal contract is undertaken.

Individual behaviour plans and contracts need to be reviewed regularly in order to evaluate the meaningfulness of the plan or contract. These are 'living' documents and are subject to change.

Teachers may access the help of the Learning Support Coordinator, SSEN Behaviour & Engagement Centre, School Psychologist and other agencies. Parents must be consulted and agree to involvement of other support staff and agencies.

Our restorative practices focus on students being able to accept personal responsibility and be accountable for their actions and behaviours. We believe it is equally important to work together to find solutions to these behaviours and actions.

The consequences that are part of our Behaviour Management process are designed to be fair, consistent and appropriate.

It is important all students, teachers and parents are aware of and understand the behaviour management process. When problems or issues arise they are discussed in a climate of mutual respect. All parties will work together cooperatively to find solutions and an amicable consensus.

The restorative practices process is designed to build and strengthen the relationships between teachers, students, parents and the community in order to improve and maximise the learning outcomes for all students.

Restorative Questions

To respond to challenging behaviour-

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done?
 - In what way?
5. What do you think you need to do to make things right?

To help those harmed by other's actions-

1. What did you think when you realised what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?



School and Classroom Expectations

1. Everyone has the right to teach and learn without interruption.
2. Everyone has the right to be treated with courtesy and respect.
3. We all have the right to a clean and a safe environment.
4. We have the right to have our property respected by others.

Strategies

Classroom Management Strategies (CMS)

All teachers trained in CMS Level 1 will use the CMS skills, tactics and low key responses as outlined in the CMS Professional Development course. These are to form a key part of all MPS teachers' classroom policy and behaviour management strategies. Teachers will use the behaviour management practises outlined in the CMS training in order to effectively manage those students in their class who display inappropriate and disruptive behaviour(s). Behaviours which prevent other student's in the classroom from learning, affect the classroom teacher's ability to deliver instruction (teaching) and which have a negative impact on the classroom environment will require teachers to use the CMS techniques.

Whole School Behaviour Management Process/Strategy

Low Key Responses (CMS)

Don't Talk – Act

Use a signal to begin

Develop a routine that means 'Quiet Please'

- Be alert**
- stop things before they get too far
 - eye contact 'the look'
 - finger motions
 - student names
 - a shake of the head

Praise- Praise another student who is in close proximity for behaving appropriately. Praise the misbehaving student immediately when they demonstrate positive and appropriate behaviour.

Proximity- Move around and towards the student who is demonstrating the inappropriate behaviour (avoid eye contact).

Deal with the problem not the student- Take away the pencil etc... but don't embarrass the student. Return the object/material at an appropriate time.

Deal with the supporting case first

When asking questions signal the type of response you want before you start asking the questions.

- hands
- no hands



- call out
- tell your neighbour

Private Dialogue-

- Responding to misbehaviour-having a quiet word.
- Talking to students when they are working- Preventative technique. Start with a loud voice and then move to a whisper.

Planned ignore- Judgment call as to what you ignore as an event.





1, 2, 3 Magic Strategy

The 1, 2, 3 Magic Strategy is to be used to when students display inappropriate behaviour. Staff are to use the 1-2-3 or “counting’ procedure outlined below.

If a child chooses not to follow the classroom rules, staff will follow these steps:

1, 2, 3 Magic Strategy

Teacher will say “1”	Based on the 1, 2, 3 MAGIC Strategy
Teacher will say “2”	
Teacher will say “3 In-class time out” (age in years = time spent in mins e.g. 10yrs old = 10 mins time out) Teacher will fill out a “Blue Student Behaviour Form”	
After time out and if behaviour continues, teacher counts the student again. “That’s a 1” “That’s a 2” etc...	
Withdrawal Class Withdrawal class teacher to sign the blue form.	If the student still cannot modify his/her behaviour, he/she will then be sent to a withdrawal class. The teacher will send the “ Student Behaviour Form ” with the student.
Detention Classroom teacher is to ensure student attends detention with the completed and signed blue slip. Classroom teacher is to record all behaviours on SIS. TWO DETENTIONS = Loss of Good Standing	If a student returns from withdrawal and is not behaving appropriately then teachers can issue a 20 min detention. Teacher discretion will determine if 1, 2, 3 MAGIC is used prior to issuing the detention. All students are to bring the Blue Detention Slip to the Administration office where they will complete their detention. All detentions need to be recorded on SIS. Parents/Guardians are to be contacted if students are on detention twice in a week or if behaviour is out of character for the student. An IBP is created for repeat
Administration Referral Principal or Deputy Principal will update SIS.	If the student still cannot modify his/her behaviour, he/she will then be referred to the office. The teacher will send the “Student Behaviour Form” with the student. Deputy Principal to take any further action. At this stage the student may be detained in the office for an extended Time-out period. The length of time the student will be detained in the office for will be determined by the Administration e.g. Principal / Deputy Principal. Parents/Guardians may be contacted to discuss student’s behaviour.
RED CARD Principal or Deputy Principal will update SIS.	In the case of more severe behaviour, which puts the safety of staff or students at risk, a red card can be issued. Teacher is to send a red card to the office. If the student will not voluntarily walk to the office, the Principal or Deputy Principal will attend the classroom ASAP. The teacher is to make minimal communication with the student at this stage. Parents/Guardians to be contacted to discuss student’s behaviour.
Suspension Principal or delegate will fill in Suspension details and write Suspension letter. SUSPENSION = Immediate loss of Good Standing	The Principal <u>only</u> may deem in some circumstances that a student whose behaviour is ‘severe’ needs to be issued with a Suspension Notice. The suspension may be an in- school or out of school suspension. The number of days a student is to be suspended for will be determined by the Administration. The Parents/Guardians of a student who receives a suspension notice will be informed immediately by either the School Principal or Deputy Principal.



Suspension is the last resort.

*Teachers may bypass any of the steps outlined above. In the case of more severe behaviour, which puts the safety of staff or students at risk, a red card can be issued. The teacher is to send a **Red Card** to the office.

*A **Blue Card** may be sent to the office when a situation is non-urgent but support from the Administration team is required.

Playground Duty

Students are able to play across all play areas within the school. Senior students only are permitted on the oval at recess and lunch time.

Before school there will be either the Deputy Principal/Principal on duty from 8.15 – 8.30am in the undercover area.

At recess and lunch there will be staff members on duty.

All teachers will wear a high visibility vest and carry a duty bag with them which contains; band aids, ice pack cards, list of students with medical conditions, a RED card and Student Behaviour Record sheet.

Students who display inappropriate/aggressive behaviour e.g. fighting during lunchtime can be sent to the detention room in Administration by the duty teacher. Students who commit minor transgressions e.g. running on the verandah will be instructed to sit in a designated area e.g. red square in the undercover area. The duty teacher may detain the student for 5-10 minutes in the designated area. Students who are sent to the detention room at lunchtime must have a "Student Behaviour" form with them detailing their inappropriate behaviour.

After school there will be either the Deputy Principal/Principal or staff member on duty from 2.30 – 2.40pm to supervise students leaving the school premises.

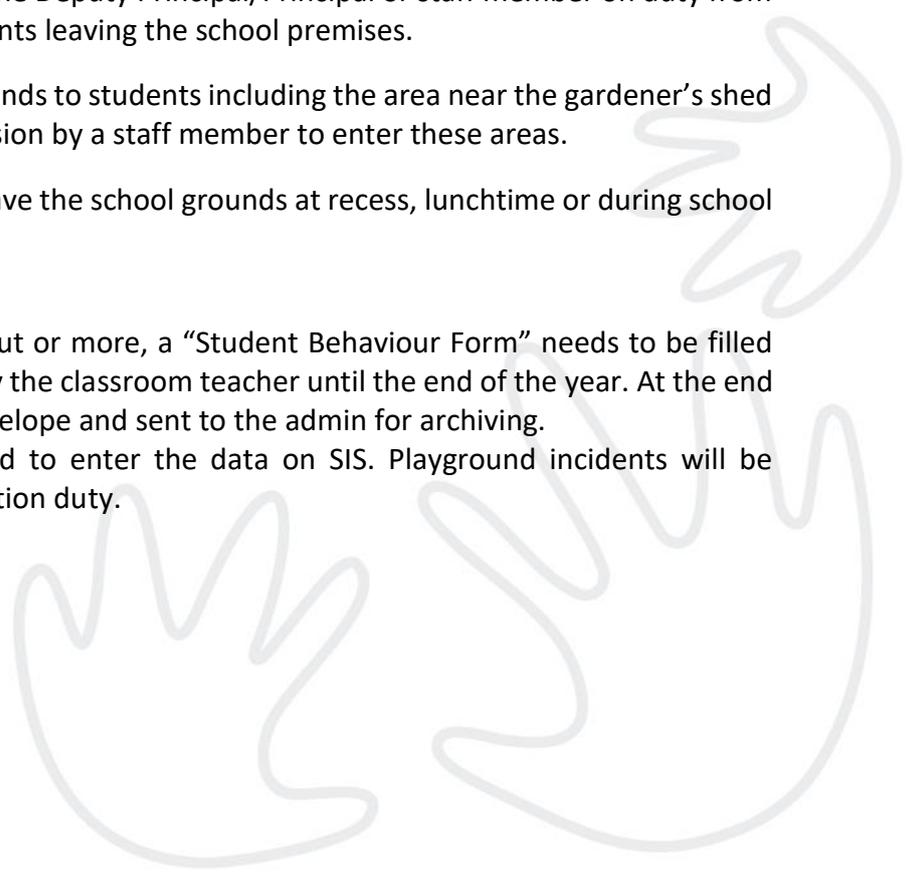
The STAFF CAR PARK is out of bounds to students including the area near the gardener's shed unless students are given permission by a staff member to enter these areas.

Students are **not permitted** to leave the school grounds at recess, lunchtime or during school instructional hours.

Recording and Monitoring

If a child gets an In-Class Time Out or more, a "Student Behaviour Form" needs to be filled out. These need to be retained by the classroom teacher until the end of the year. At the end of the year they are put in an envelope and sent to the admin for archiving.

Teachers issuing detentions need to enter the data on SIS. Playground incidents will be recorded by the person on detention duty.





Reward Systems

Classrooms

Classroom teachers will use incentives, rewards and positive reinforcement in the classroom environment. This will be a part of their classroom planning and pedagogy.

Merit Awards

Merit Award Certificates will be presented at each assembly. Generally, 2 students are awarded a certificate from each class – 1 Merit Certificate and 1 C.A.R.E. certificate. Specialist teachers will also award 2 merit certificates to be presented at assembly each fortnight.

Whole School

'Aussie of the Month' Award is presented to a student at MPS who has demonstrated the characteristics and qualities of our whole school C.A.R.E. Behaviour Expectations.

C.A.R.E. Slips

Slips are issued by staff to students who display characteristics and qualities of C.A.R.E. Students who receive a C.A.R.E. slip are eligible to go into a draw and have the opportunity to have a Pizza Lunch with the Principal.

Behaviour Management Chart Example

2 detentions = loss of Good Standing

STUDENT NAMES	COUNT 1	COUNT 2	COUNT 3	COUNT 4	COUNT 5
			*Classroom time out *Blue behaviour form completed by teacher	*Withdrawal class *Blue form signed by withdrawal teacher	*Detention/Admin referral *Blue form to administration