



Mernda Primary School 0488

BEHAVIOUR MANAGEMENT POLICY (Making Better Choices)

RATIONALE

At Mernda Primary School, we want to have happy people who are able to go about the exciting task of growing and learning together. We aim to produce positive behaviours in our school community. Consistent application of agreed class and yard rules, together with the appropriate consequences, will help us to achieve this goal. A close partnership with parents is also vital. "Children spend close to half their waking hours in school and inevitably the experience of school will have the potential for positive and negative outcomes".

What matters is that we have a school environment where learning is central and in which all members of our school community can grow and they feel they belong.

AIM

Through our Values Program we aim to:

- Have a commitment to learning
- Show pride in our work and behaviour
- Use teamwork
- Have an acceptance of everyone
- Show resilience

We aim to decrease:

- Absenteeism
- Bullying
- Feeling of isolation or alienation
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To achieve this a staged approach has been developed and includes:

- Prevention and early intervention
- Intervention
- Suspensions
- Expulsions

IMPLEMENTATION

We all need to care about ourselves, other students, parents, teachers, as well as personal and school property. Everyone has rights and responsibilities.

RESPONSIBILITIES

Teamwork and our community

Student conduct is, at all times, a shared responsibility of staff, students and parents-

- All parents are asked to support the school in its efforts to maintain a positive teaching and learning environment
- All staff members have an obligation to fairly, reasonably and consistently implement the student Code of Conduct

STUDENTS

Our responsibilities are:

- To follow directions promptly when they are given.
- To respect others and value their contributions to our school environment.
- To respect the property of others
- To be on time
- To share time and equipment
- To try our best
- To use good manners
- To follow class and yard rules
- To allow others to learn
- To tell the truth.

Teachers:

Our responsibilities are:

- To recognise and acknowledge differences
- To be firm, fair, friendly and consistent
- To encourage and enhance positive parent/teacher relationships
- To keep parents informed about children's behaviour
- To treat all students with respect
- To follow up and document all reported inappropriate behaviour

Parents:

Our responsibilities are:

- To support the school
- To keep the school informed about their children
- To support their children through positive parent/ teacher relationships
- To ensure their child arrives at school on time
- To treat all members of the school community with respect
- To help their children understand their responsibilities and consequences

Rights

Students:

We all have the right to:

- Learn in a safe, caring environment
- Be treated with respect by all adults and other children
- Feel safe and secure

Teachers:

We have the right to:

- Teach in a safe, caring school.
- Be supported by the school community
- Be treated with respect by all students and adults

Parents:

We have the right to:

- Expect that their child/children will be in a safe and caring environment where the optimum learning for each child can take place
- Be kept informed about their child's behaviour
- Be able to express concerns, be listened to and be treated with respect

POSITIVE STRATEGIES

You Can Do It

The main purpose is to provide all children with the foundations of achievement and social/emotional well-being in school, work and the world of tomorrow. Students learn about the five basic foundations of Confidence, Persistence, Organisation, Getting Along and Resilience.

The Three Steps

This process teaches those feeling unsafe to be assertive and stand up for them selves. It provides an avenue for those feeling unsafe to tell the person to stop what they are doing and to express how they are feeling.

1. Tell the person to stop I don't like it and express how they are feeling
2. If the person does it again, tell them to stop and tell them you are going to tell the teacher or another adult
3. Find a teacher and ask for help

Stop, Think Do!

This process teaches those feeling unsure of a situation to think about the consequences of the decision they are about to make and how their decision will affect themselves and others.

Buddies

Students build relationships together in a class setting and at break times. All students in grade 5/6 and Prep participate in the class program once a week. Each class is matched with another and children work together in a variety of activities. The children build relationships together in a class setting and break times. Participation in buddy programs enhances children's cooperative learning behaviors such as taking turns, listening, sharing knowledge, praising another's effort, helping one another, and completing a task. Students also experience pride in their ability to be helpful. Buddy programs promote a favorable school atmosphere. Buddies can choose to have time together in the playground, and help each other on Sports Days. Students who are new to a school need help to make a successful transition. A buddy, who is a classmate, assists them in finding their way around and answering their questions.

Circle Time

- Building Relationships / Sense of Community
- Social Skills
- Co-operation
- Conflict and anger management
- Hopes and aspirations
- Problem Solving

Good Manners

Children will be encouraged to:

- Use people's names
- Say 'please', 'thank you', 'excuse me'
- Walk around people
- Wait for their turn to speak
- Be a good listener
- Look at the person who is speaking

Friendship Flag

Children will be encouraged to:

- Use the flag as a meeting point in the yard at recess times
- Offer friendship to children who are waiting by the flag
- Include others in their games



S.T.O.P. BULLYING Team

Children in the team will:

- Provide peer teaching and support to fellow students
- Address the need for prevention of bullying
- Educate their peers and explore and discuss issues
- Promote resilience and reporting of bullying incidents

Awards

- Student of the Week – recognises students who improve in learning or behaviour, who do something special, or who do something well. We expect each student to receive at least 1 of these awards each semester.
- Attendance Awards – recognise levels of attendance. Grades have the opportunity of looking after the ‘All here all week award’ bear if their grade is here all week.
- Raffle Ticket Awards – recognises students who have been ‘caught’ playing well and working positively in the classroom. They go in the draw for a weekly prize.
- Citizenship Awards/Scholarships – recognises a positive attitude to learning, does what is best for the school and wider community, is a good representative for the school, respects and gets on well with peers and adults. This is provided by the Whittlesea Council and awarded to a grade six student at the end of each year.
- YCDI awards – given at the end of each term to one member of every grade. This promotes each of the five foundations in turn. They are, Organisation, Getting Along, Resilience, Persistence and Confidence.

BULLYING

Bullying can be best described as a student being exposed, repeatedly and over time, to deliberate injury or worry caused by one or more other students. This may include physical contact, verbal abuse, making obscene gestures or facial expressions and purposely excluding the student.

It could also include:

- Spreading rumours or gossip
- Picking on others because of race, sex or appearance
- Making fun of others
- Ignoring or excluding students from groups
- Writing graffiti or unkind notes including text messages and emails
- Making rude gestures
- Name calling
- Teasing

It is often repeated.

We have an ongoing Anti-Bullying Campaign aimed at a zero tolerance of this behavior.

Our best chance of eliminating this behavior is when students, parents and teachers work together.

Consequences depend on whether it is an isolated or repeated incident.

We work with victims and perpetrators.

Students who experience bullying are encouraged, through classroom learning programs, to say- “I don’t like it when you call me because and “Take a stand , lend a hand, as well as Bullying is not OK!”

The S.T.O.P. BULLYING Team will work with peers to explore behaviour and prevention strategies to apply at the classroom level via structured peer teaching opportunities

AND/OR tell someone who can help:

- A friend
- Your Teacher
- Another Teacher
- Parent
- Principal
- School Social Worker

Other students can offer support to the victim by seeking adult help or by speaking to the bully if they feel comfortable, for example saying- ‘I don’t like what you’re doing’.

Bullies should be aware that they are engaging in **harassment** which is against the law.

Rights: We all have a right to feel safe

Consequences

1 st Offence	Restricted Plan	2 days	Counseling; Parent informed
2 nd Offence	Restricted Plan	5 days	Behaviour Management Plan & Meeting with Parent(s)
3 rd Offence	Suspension		Parent Meeting

Person Responsible: Principal & Class Teacher

Inform: Wellbeing Team, School Council

Data Base: Wellbeing Team

Cyber Bullying

All forms of bullying, whether it be physical, verbal or cyber are not tolerated at any level in Victorian government schools.

Bullying that is carried out through an internet service, such as email, chat room, discussion group or instant messaging is an offence. It can also include bullying through mobile phone technologies such as short messaging service (SMS).

Examples of cyber bullying include teasing, spreading rumours online, ending unwanted messages, or defamation.

Multimedia technologies have created new domains in which young people learn and interact.

Technology such as mobile phones, SMS, in-phone cameras, emails and chat rooms can be an effective way to learn and a great way to communicate.

The challenge is to raise awareness so that victims and witnesses will feel comfortable enough to speak up. Everyone has a right to feel safe and not be bullied. Our best chance of eliminating bullying is when students, parents and teachers work together. Parents need to talk to their children about the seriousness and potential criminality of cyber bullying. Parents have a right to supervise their child's access to on-line use, establish safety procedures and prohibit bullying.

Consequences

- 1st Offence Suspended use of the Internet for 4 weeks
 - Parent(s) informed
 - Counseling
- 2nd Offence Suspended use of the Internet for 3 months
 - Suspension of other privileges for 2 weeks
 - Meeting with Parent(s)
- 3rd Offence Reported to police
 - Parent(s) informed

Cyber Bullying is a criminal offence.

If students use technology in an inappropriate fashion then they could be committing a crime. Messages, phone calls, and chat rooms can be traced, even if a false name is used.

The numerous state and commonwealth laws which cover cyber crime include:

1. The Commonwealth's Criminal Code Act 1995, section 4.7.4.17 notes that it is an offence for a person to use 'a carriage service to menace, harass or cause offence'.
2. The Commonwealth's Criminal Code Act 1995, section 4.7.4.15 notes that it is an offence for a person to use 'a carriage service to make a threat'.
3. The Commonwealth's Crimes Act 1914, part VIIB, section 85ZE notes that it is an offence for 'a person to knowingly or recklessly use a telecommunications service supplied by a carrier in such a way as would be regarded by reasonable persons being, in all the circumstances, offensive'.

4. The Victorian Crimes Act 1958 was amended in 1995 to include the offence of ‘stalking’. This includes telephoning and sending electronic messages with the intention of causing physical or mental harm.
 5. The sending of images is also covered by various State and Commonwealth laws that prevent the publication of material that is objectionable, unclassified or unsuitable for minors.
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Person Responsible: Class Teachers

Inform: Parents, Wellbeing Team, Principal

Data: Principal

Class Rules

A Positive Learning Environment

Our class rules are based on the following areas:

- Quality Education Principles
- The Mernda Primary School ‘Start Up Program’ –this program sets out expectations and the building of positive relationships in all grades across the school. Every grade learns about our values and what they mean.

All classrooms are expected to cover the following:

- Mission Statement
- Code of conduct
- The ‘Three Steps’
- School Values
- You Can Do It!
- Goals- grade & individual
- Each class works together to write their rules under these headings and to understand the planned consequences of breaking class rules
- Class Rules are displayed and revisited often
- Class Rules are shared with parents
- Class rules apply on excursions

Classroom Behaviour Management



Class rules are to be revised and discussed every week in term one and regularly each term thereafter.
Classroom teachers will establish an appropriate rewards and consequences system.
All removals to agreed rooms are to be recorded and given to the Principal/Assistant Principal.

Step 1. Warning.

(Students on behaviour management plans may have a different step.)



Step 2. Student to be moved from class activity within the classroom.



The student is supported by class teacher to reflect and make better choices.

Step 3. Student removed from classroom to agreed buddy room.

The student will spend a few minutes of “Calm Down Time” prior to entering an agreed room.

The student is escorted to an agreed room and remains there until the end of that session.

When in the agreed room, the students will:

- **Sit alone**
- **Be given work to complete by their classroom teacher.**
- **Be treated in a firm but fair manner**

If a student refuses to go to the agreed room, the red slip will be sent to the office for additional support.

A conference with the student during the following break to discuss re-entry to the next session will be held.

Step 4. Further misbehaviour on the same day requires the student to be removed to the agreed buddy room for the remainder of that day.

Note: In the event of the student being removed from the class on more than one occasion during the day, the classroom teacher and the Principal or Assistant Principal will meet to discuss with the child, their behaviour. A Behaviour Management Plan will be developed. The parent/carer will be contacted either by phone or a yellow slip sent home.

Person Responsible: Class Teacher

Inform: Principal/Assistant Principal

Data: Class Teacher and or Principal/Assistant Principal

YARD DUTY

BEFORE SCHOOL - 8.45 – 9.00

Area Supervised:

Area 0- Front of school entrance

Area 1- Front of school entrance & play ground area

Area 2- Bike entrance, Frog Bog entrance.

RECESS & LUNCH

AREA 1

Play grounds including sandpit up to walk way.

HOT SPOTS

Sandpit at Junior Playground

AREA 2

Shade sail playground, eating areas and toilets

HOT SPOTS

Toilet areas and playground

AREA 2B

Grade 3-6 playgrounds

HOT SPOTS

Toilet areas and playground

AREA 3

Playground and sunshade area

HOT SPOTS

Area between BASC building and portable area. (Out of bounds area)

AREA 4

Bottom half of Oval and surrounding area.

HOT SPOTS

Students are not permitted around fence line or beyond gym (near bike shed).

AREA 5

Top half of Oval and surrounding area.

HOT SPOTS

Students are not permitted amongst the portables

AREA 6

Basketball courts and canteen area

HOT SPOTS

Small area on platform near music room.

AREA 7

Frog Bog (quiet area to sit, relax and enjoy the frogs).

HOT SPOTS

Climbing on rocks, running in area

AFTER SCHOOL - 3.15 – 3.30

Area Supervised:

Area 0- Front of school entrance

Area 1- Play ground area (areas 1 & 2 during the day)

Area 2-Bike entrance, Frog Bog entrance.

Ensure bikes are not tampered with and students move safely with their bikes.

Students not wearing a helmet must leave their bike at school.

Students not picked up by 3.30 must be sent to the office to wait.

REMINDERS:

*Please be **prompt**. Yard Duty **takes priority to any other task** when you are 'on'.*

*Please **move** throughout your area keeping a roving eye.*

Please be visible, wear the orange safety vest

***Play fighting** and rough play are not permitted.*

Legal liability to provide adequate supervision of children at all times.

*Bum bags and Yard Duty folders must accompany staff on yard duty-**All incidents need be recorded in yard duty folders***

When the music goes, ensure all children are returning to line.

Wear a sunsmart hat from 1st September until 30th April as part of our 'Sunsmart' policy.

Students not wearing a hat from 1st September until 30th April are to remain seated under the eaves of the building around area 2.

Hand out raffle tickets for good behaviour.

Ensure students who have to 'walk with the teacher' do so

Check folder for students with special conditions – eg restricted areas
 Inclement Weather rosters – an announcement will be made over the PA system.
 Extreme Hot Weather - 35° or more, students come inside.



Playground Behaviour Management

LEVEL 1 BEHAVIOURS. Person on duty / Recorded

- Name calling
- Playing unsafely (P-2) – rough play, sticks
- Exclusions- won't let me play etc.
- Put downs.
- Accidental behaviour – pushing someone over.
- Anger bursts
- He/She has my ball – arguing about sharing
- Teasing
- Climbing trees

1. Ask the child if they have followed 'The Three Steps' process

2. Teacher uses Restorative Practice questions

3. Walk & talk with child
 If child refuses, record his/her name for follow up.

Record in Yard Duty folder

Be Firm - Fair - Friendly.

LEVEL 2 BEHAVIOURS. Recorded

- Entering building without permission
- Offensive gestures
- Throwing sticks & stones
- Playing unsafely

Pick up rubbish

Record in Yard Duty folder

Enter on data base

After 3rd incident, develop student goals and recorded in Cases 21

LEVEL 3 BEHAVIOURS. Recorded

- Refusal/Not cooperating
- Physical Abuse
- Vandalism
- Verbal abuse
- Leaving school
- Racial/sexual harassment
- Dangerous behavior to self & others
- Spitting on/at someone

1st time – Discussion with student & parent(s) informed

2nd time - Detention in house. Management Plan, & Parent Interview

3rd time – Negotiated suspension (*see plan*) & Parent Interview

Vandalism – need to contribute to cost / community service
Verbal Abuse – apology

Level two and three behaviours will be followed up by a leading teacher who will check the incidents that are written in to each area yard duty folder.

See Bullying and Cyber Bullying for special consequences.

Swearing at an Adult and/or Using Foul Language :
 Zero Tolerance Policy

Students not using helmets when required legally to do so, will have their bike, skateboard, or other, stored at school until either collected by a parent or a helmet is provided.

The beginning of each term is a new start for all students, except those who have an on-going Behaviour Management Plan.

Person Responsible: Teacher on duty to complete documentation of incident, and then class teacher
Inform: Class teacher, Level 2& 3 Leading Teacher : Wellbeing Team, parent (*as above*)
Data base: Principal and Assistant Principal

Behaviour Management Plans

When a student reaches the 3rd Level 2 incident or the 2nd or 3rd Level 3 incident, a Behaviour Management Plan will be negotiated. This will involve the class teacher, the Principal or Assistant Principal, the student and the parent. The BMP will then be shared with the parent with a home reward negotiated and suggestions for support. The BMP may also include school based counseling or outside agency support. Specialist teachers will also be provided with the BMP.

Behaviour Management Plans will include:

- A description of current behaviour in the classroom and outside
- Goal setting – Desired behaviour
- Achievable targets
- Teacher Action
- Intervention
- Support
- On-going monitoring
- Consequences for repeating targeted behaviour

All staff will be informed so that consistent expectations and consequences occur. Behaviour Management Plans are a positive process for improving behaviour.

Person Responsible : Class teacher
Inform : Principal, Assistant Principal, school based counselor, parent(s)
Data : Principal/Assistant Principal

OVERVIEW OF DISCIPLINARY PROCEDURES

Classroom Behavior

1. Warning
2. Student isolated in classroom
3. Student sent to agreed room until next playtime
4. Further inappropriate behaviour on the same day – sent to agreed room for remainder of day
5. If 3 Step 3's in any 1 term, Behaviour Management Plan
6. If 3 Step 4's in any 1 term, Behaviour Management Plan and Parent Interview.
7. Withdrawal of privileges from class / school events-Detention
8. In school Suspension
9. Home School Partnership – student attends school for restricted hours with work provided to be completed at home
10. Formal Suspension
11. (Re-entry agreement for Steps 8-10)

Playground Behaviour – Levels 2 & 3:

Level 2 & 3 consequences implemented

Once number of incidents exceeds 3 Level 3's in any one term and Behaviour Management Plans show minimal effort by the student, then the following consequences may occur

1. In school Suspension
2. Home School Partnership - student attends school for restricted hours with work provided to be completed at home
3. Formal Suspension

4. Expulsion

Person Responsible:

Home School Partnership – Principal & Class Teacher

Suspension: Principal

Expulsion: Principal

Inform: Parents, School Council, Wellbeing Team, all teachers

Data: Central Data Base : Principal

Ministerial Order 625 - Procedures for suspension and expulsion

Ministerial Order 625- Procedures for Suspension and Expulsion took effect on 1 March 2014. The Ministerial Order outlines:

- The maximum length of one suspension is 5 school days
- The maximum number of suspension days in a school year is 15 days
- That suspensions must conclude at the end of the school term and not continue into
- The following term.

Note: If a student reaches 15 days suspension, an expulsion is not the automatic consequence. If a student is suspended for more than 15 days per year, any suspensions or expulsion must be sought by the Regional Director.

[Refer : School Policy & Advisory Guide / Student Participation
: Effective Schools are Engaging Schools – Student Engagement Policy Guidelines]

Grounds for Suspension and Expulsion

A principal may suspend a student if, while engaged in, or travelling to or from any school activity, the student:

- Is violent to a person
- Threatens the health, safety or wellbeing of any person
- Causes damage or destruction of property or is involved in the theft of property
- Possesses, uses, or assists another person to use prohibited drugs or substances
- Possesses, uses or sells weapons
- Engages in dangerous behaviour including perceived danger, as well as actual or threatened danger
- Fails to comply with any reasonable, clearly communicated instruction of a principal, teacher or other staff member
- Consistently:
- Interferes with the health, wellbeing, safety or educational opportunities of any other student or staff member
- Vilifies, defames, degrades or humiliates another person based any personal attribute protected by law.

A principal may expel a student if, while engaged in, or travelling to or from any school activity, the:

- Student does anything for which they could be suspended (see: Suspensions in Guidelines)
- Magnitude of the student's behaviour outweighs the need of the student to receive an education when compared to the need to maintain the:
- Effectiveness of the school's educational programs.

Steps for Suspension and Expulsion – as per Effective Schools are Engaging Schools – Student Engagement Policy Guidelines.

MONITORING AND EVALUATION

This policy will be reviewed as part of the school's monitoring cycle.