



## MINDARIE PRIMARY SCHOOL MANAGING STUDENT BEHAVIOUR POLICY

### AIMS

Mindarie Primary School's behaviour management policy aims to:

- To provide a happy, positive learning environment.
- To help students reach their full potential.
- To provide a physically and emotionally safe environment.
- To encourage students to accept responsibility for their own behaviour – choose the behaviour – choose the consequence.
- To ensure rules are applied consistently, fairly, consequentially and reviewed regularly.
- To enable teachers to teach in a purposeful and non-disruptive environment.
- Establish procedures so that conflicts can be resolved in a positive non-violent manner.

### RATIONALE

We aim to provide a positive environment in which each child is respected and his/her right to learn is encouraged and protected. The discipline procedure provides consistent, logical, clear rules and consequences made familiar to all involved. The support of parents, teachers and children is needed to ensure the development of self-disciplined students.

The following principles underpin Mindarie Primary Schools' approach to managing student behaviour:

**Consistency.** All staff embrace the policy and implement it as it is written. Staff follow the procedures so that issues of fairness and equity are minimised.

**Process.** The children learn a framework within which they can work. Children can see a logical progression and a relationship between their behaviour and the consequences.

**Counsel.** It is unfair to punish a child for infringing the rules without offering a means for the child to address the situation and assimilate strategies that will help them overcome similar situations in the future. Counselling must be offered at the point of error or conflict.

**Responsibility.** Children are responsible for their behaviour and need to accept this. The first step in changing the behaviour is an understanding that if they choose the behaviour, they are also choosing the consequences of the behaviour.

**Communication.** Children are at school on loan from their parents. True education involves a partnership between the school and home. It is vital that the children's behaviour, both positive and negative, be reported to parents, sooner rather than later.

**Relationships.** It is recognised that positive working relationships between the students and staff is essential for mutual respect in the school community.

## **CORE VALUES**

- A pursuit of knowledge
- Respect of self
- Respect the rights of others
- Social and civic responsibility
- Safe environment

## **SCHOOL RULES**

- Respect the rights of others
- Let others learn
- Be prepared and on time
- Respect personal and school property
- Act in a safe and caring manner



## **WHOLE SCHOOL INCENTIVES**

Classroom: e.g. Merit Certificates and Citizenship Awards. All students given the opportunity to receive an award over the year

Playground: e.g. Raffle Tickets for Faction Award

## RIGHTS AND RESPONSIBILITIES

<p><b><i>Students have the RIGHT to:</i></b></p> <ul style="list-style-type: none"> <li>• Learn in a purposeful and supportive environment.</li> <li>• Work and play in a safe, secure, friendly and clean environment.</li> <li>• Respect, courtesy and honesty.</li> <li>• Equal treatment regardless of race, gender of physical ability.</li> <li>• Interact with others in an atmosphere free from harassment and bullying.</li> <li>• Express themselves.</li> </ul>	<p><b><i>Students have the RESPONSIBILITY to:</i></b></p> <ul style="list-style-type: none"> <li>• Display respectful, courteous and honest behaviour.</li> <li>• Ensure that their behaviour is not disruptive to the learning of others.</li> <li>• Ensure that the school environment is kept neat, tidy and secure.</li> <li>• Ensure that they are punctual, polite, prepared and display a positive manner.</li> <li>• Behave in a way that protects the safety and well being of others.</li> <li>• Ensure their behaviour does not intimidate others.</li> </ul>
<p><b><i>Staff have the RIGHT to:</i></b></p> <ul style="list-style-type: none"> <li>• Respect, courtesy and honesty.</li> <li>• Teach in a safe, secure and clean environment.</li> <li>• Teach in a purposeful and non-disruptive environment.</li> <li>• Cooperation and support from parents in matters relating to their children’s education.</li> <li>• To be the first point of contact if there is an issue or concern with one of their students.</li> </ul>	<p><b><i>Staff have the RESPONSIBILITY to:</i></b></p> <ul style="list-style-type: none"> <li>• Model respectful, courteous and honest behaviour.</li> <li>• Ensure that the school environment is kept neat, tidy and secure.</li> <li>• Establish positive relationships with students (open door by 8:25am to allow informal discussions and preparation)</li> <li>• Ensure good organisation and planning.</li> <li>• Report student progress to parents.</li> <li>• Be vigilant about bullying and ensure all are aware of the school’s policy.</li> </ul>
<p><b><i>Parents have the RIGHT to:</i></b></p> <ul style="list-style-type: none"> <li>• Respect, courtesy and honesty.</li> <li>• Be informed of curriculum material, behaviour management procedures and decisions affecting their child’s health and welfare.</li> <li>• Be informed of their child’s progress.</li> <li>• Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.</li> <li>• Expect that bullying will be dealt with.</li> <li>• Cooperation and support from teachers in matters relating to their child’s education.</li> </ul>	<p><b><i>Parents have the RESPONSIBILITY to:</i></b></p> <ul style="list-style-type: none"> <li>• Model respectful, courteous and honest behaviour.</li> <li>• Ensure that their child attends school.</li> <li>• Support the school in implementing behaviour management strategies, particularly in relation to their own child.</li> <li>• Ensure that the physical and emotional condition of their child is at an optimum for effective learning.</li> <li>• Ensure that their child is provided with appropriate materials to make effective use of the learning environment.</li> <li>• Support the school in providing a meaningful and adequate education for their children.</li> <li>• Inform the school about bullying when appropriate.</li> </ul>

## MSB PROCEDURE

This overview gives parents an insight into the steps being followed in classrooms and the playground. Staff have very specific guidelines to adhere to at each stage of the overview.

### **STAGE 1 POSITIVE ENVIRONMENT**

Teachers establish a positive, inclusive, classroom environment.  
Rules, rewards and consequences clearly explained to children.  
Lots of positive feedback.

### **STAGE 2 DISRUPTION**

Name recorded on board. Rules briefly explained.

*\*\*\*\*\* Each day stage 1 is the focus for teachers and students\*\*\*\*\*  
Very few children choose to move above stage 2.*

### **STAGE 3 TIME-OUT IN CLASS**

Second disruption. Child placed in *class* time-out area.  
Child does time out and completes a reflection sheet.  
Child counselled by teacher. Reflection sheet is sent home, signed, returned and filed by class teacher.  
Three sheets in a term requires administration interview with child.  
Any further sheets require an interview between Principal, teacher and parent.

### **STAGE 4 TIME-OUT IN ANOTHER CLASS**

Child chooses to escalate behaviour. Child moved to another class to complete time out. The reflection sheet is completed.  
Child counselled by class teacher. Reflection sheet is sent home, signed, returned and filed by class teacher.  
Three sheets in a term require a Principal interview with child.  
Any further sheets require an interview between Principal, teacher and parent.

### **STAGE 5 IN-SCHOOL SUSPENSION**

No contact with other students.  
Parent notified and interview requested.  
Student completes written contract for return to class.

### **STAGE 6 SUSPENSION**

Child suspended from school.

### **STAGE 7 EXCLUSION**

Child remains under suspension until special panel meets to discuss problem.

## MY REFLECTION SHEET (Years 1-3)

**TIME-OUT**

**My Classroom**

**Another Classroom**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ TIME IN: \_\_\_\_\_

### SCHOOL RULES

- Respect the rights of others
- Let others learn
- Be prepared and on time
- Respect personal and school property
- Act in a safe and caring manner

### SCHOOL VALUES

- Do your best
- Respect yourself
- Respect the rights of others
- Be a good citizen
- Keep the environment safe

### WORKING IT OUT

1. Circle the class rule / school value that was broken.
2. How do I feel about breaking the class agreement? Circle the face.



*Don't Care*



*Sad*



*Happy*



*Angry*

3. What did I do?

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4. What help do I need to stop this happening again?

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### MAKING AMENDS

I will: \_\_\_\_\_  
\_\_\_\_\_

STUDENT SIGN: \_\_\_\_\_

RESOLVED: YES/NO

TEACHER SIGN: \_\_\_\_\_

TIME-OUT: \_\_\_\_\_

PARENT SIGN: \_\_\_\_\_

INTERVIEW REQUESTED: TEACHER

PARENT

This is an example of a senior reflection sheet. Attached sheets are not infringement notices but rather a record of the thinking and choices the child made at the time of transgression.

## MY REFLECTION SHEET (Years 4 - 7)

**TIME-OUT**

**My Classroom**

**Another Classroom**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ TIME IN: \_\_\_\_\_

### RULES

- Respect the rights of others
  - Let others learn
  - Be prepared and on time
  - Respect personal and school property
- Act in a safe and caring manner

### SCHOOL VALUES

- Do your best
- Respect yourself
- Respect the rights of others
- Be a good citizen
- Keep the environment safe

### WORKING IT OUT

1. Circle the school rules/values that were broken.
2. How do I feel about breaking the class agreement?

\_\_\_\_\_

\_\_\_\_\_

3. What did I do?

\_\_\_\_\_

\_\_\_\_\_

4. What help do I need to help me make better choices?

\_\_\_\_\_

\_\_\_\_\_

### MAKING AMENDS

5. I will \_\_\_\_\_

\_\_\_\_\_

STUDENT SIGN: \_\_\_\_\_ RESOLVED: YES / NO

TEACHER SIGN: \_\_\_\_\_ TIME-OUT: \_\_\_\_\_

PARENT SIGN: \_\_\_\_\_

INTERVIEW REQUESTED: TEACHER  PARENT