

MANDURAH PRIMARY SCHOOL:

Behaviour Management Policy

"We are a learning community committed to the continuous support and improvement of all students in a high care—high achievement environment which celebrates and embraces our diversity."

Philosophy

The primary aim of Mandurah Primary School's Behavior Management Policy is to be responsive to the needs of students and staff in a way that promotes a safe and caring learning environment.

We believe that all members of the school community have the right to expect a school environment that is focused on improving student outcomes through effective management of student behavior, both in the classroom and in the playground.

Our aim is to prevent misbehavior through creating environments where students belong.

Teachers at our school can achieve this through **winning over** students and demonstrating personal interest in them; **including** all students, regardless of their differences; encouraging **positive cohesive bonding** through the use of co-operative learning strategies; and creating a **safe environment** where students are encouraged to take risks and feel supported.

This positive, preventative approach to behavior management has been embraced by the school staff. Most current staff members have been trained in the Classroom Management and Instructional Strategies (CM&IS) and PBS. The ongoing, collegial support of each other with this common understanding has enabled the school community to work together to manage complex issues and work towards meeting our common goal, which is to improve the learning outcomes of students at our school through student engagement in their learning.

A collaborative team of school members has developed a Behavior Management Policy which reflects the strategic use of low-key responses (outlined in Appendix A), the use of 123 Magic (Appendix B) and the development of positive relationships between staff and students using the PBS developed REACH Matrix.

To reach our vision, our students need to know what behaviour is expected of them (PBS Matrix) – and then be explicitly taught this behaviour and then encouraged to go "above and beyond" that.



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What do we expect?

As a community, we need to make it very clear to our students, and their families, the expected standards of behaviour in our school.

We encourage students to live the school motto of “motivate – educate - celebrate” in pursuit of excellence and to take responsibility for their actions through the acceptance and understanding of consequences

To guide children towards making informed choices for their behaviour, encouraging continual improvement.

Our school rules have been developed to deliver the best possible outcomes for students, recognizing the close relationship between learning, achievement and behaviour.

Our school community uses the rules as a basis for providing:

- Positive support to promote high standards of achievement and behaviour.
- Clearly articulated responses and consequences for inappropriate behavior

Behaviour Aims	Guiding Beliefs
1. To guide children towards making informed choices for their behaviour, encouraging continual improvement.	1. Every student has the right to learn and feel safe in a diverse school environment.
2. To establish a code of conduct and school rules developed in consultation with students, staff and the community.	2. Behaviour at Mandurah Primary School is the shared responsibility of all community members - students, teachers and staff.
3. To establish a positive environment for the whole community and foster the belief that a safe and respectful school is everyone's concern and responsibility.	3. Behavioural development will recognize students' progress towards sustained, positive behaviours.
4. To set out a procedure for positive, consistent and fair management of student behaviour.	4. All children should be encouraged to go “above and beyond” expected positive behaviours.
5. To provide a range of examples of consequences when student's behaviour does not align with the school rules and values. How actions, supporting them to make better choices and focusing on improvement.	5. Development of good behaviour should be learner centred – encouraging children to take responsibility for their own actions, supporting them to make better choices and focusing on improvement.







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Class Dojo

As a staff we have agreed to use Class Dojo as a consistent reward system across the school. In-line with the PBS team's vision to establish a positive behaviour support culture that promotes a common and consistent approach to behaviour that is supported by students, staff and the school community the following 5 behaviours taken from the Matrix will be used across the school for the positive behaviours to be used, communicated and rewarded in all classrooms using Dojo:

RESPONSIBILITY	EQUITY	ACHIEVEMENT	CARE	HONESTY
				

These behaviours are specific to learning time, have been taken from an audit of what is currently being rewarded in classrooms and incorporates the 'always' section of the Matrix.

By using the 'REACH' language we have ensured full staff involvement through the consensus on beliefs and expectations through the process that was used to develop the Matrix.

These behavioural expectations will be clear to students with the Matrix displayed in all classrooms and the visuals/posters displayed around the school.

Using these behavioural headings will assist in the teaching of expected behaviours by providing direct feedback through points and will create a point of reference when staff provide regular feedback to students about their behavioural progress.







Creating a school culture where expected behaviours are the norm requires staff to interact with students four times more frequently when they have engaged in appropriate behaviours than when the student is misbehaving. For this reason, negatives on class Dojo will not feature.

Class Dojo will be used as an engagement strategy to maximise learning while minimising discipline problems with the use of visuals, audio, sharing regular positive feedback, encouraging students to make good choices and encouraging community connection.

All out of class consequences will continue to be recorded by admin with class teachers using the behaviour book slips. It is possible that in the future, unproductive behaviour may be communicated to parents using the message component in class Dojo when an acceptable use policy and guidelines for parents have been established. All negative behaviours should be seen as an opportunity to clarify and re-teach the expected behaviour.

Class Dojo will provide an opportunity for ongoing monitoring and provide the data for the PBS system to evolve, promoting consistent implementation and renewal.



	R Responsibility	E Equity	A Achievement	C Care	H Honesty
②	<p>Make safe choices Follow school expectations Line up and Transition Appropriately</p> 	<p>Respect and value others and their property</p> 	<p>Aim for regular attendance Be positive Do your very best</p> 	<p>Be allergy aware Be polite Take care of property</p> 	<p>Tell the truth Ask before borrowing</p> 
Always	<p>Ricky Responsibility</p>	<p>Elly Equity</p>	<p>Andy Achievement</p>	<p>Katie Care</p>	<p>Ollie Honesty</p>
During Learning Time	<p>Start your work straight away Stay on task Follow class expectations Be on time Have your own school supplies</p>	<p>Listen attentively Use your inside voices Put your hand up and wait your turn Accept different teachers' styles and classes Accept the differences of your peers</p>	<p>Complete your work as best you can Be active in the pursuit of excellence Be persistent in solving problems Set goals and work towards them</p>	<p>Clean up work areas Use equipment safely Respect equipment Look after your school supplies Walk inside Ask permission to leave Maintain personal space</p>	<p>Cooperate with peers and teachers Speak to someone if you feel uncomfortable</p>
Before and After School	<p>Arrive at school between 8:30—8:40 Prepare your materials for the day (get your equipment ready and start your Daily 10) Leave school promptly</p>	<p>Be aware of people in your surroundings (staff, teachers, parents)</p>	<p>Wear your uniform with pride</p>	<p>Go straight home Wear a helmet Be road wise Use cross walk correctly Wear your "Be Seen Be Safe" vest</p>	<p>Wait quietly in appropriate areas before 8:30 Walk your wheels on school property Hand in electronic devices Let an adult know if you need something</p>
Break Times	<p>Eat your own lunch and recess Put all of your rubbish in the bin Wear your hat and your shoes Use the toilet appropriately</p>	<p>Line up and wait your turn at the canteen Help others Include others in your games Agree on game rules Play fair</p>	<p>Manage your emotions Try to solve problems before asking for help</p>	<p>Sit down to eat and drink Keep your school tidy Be sun smart and wear your hat Play safely and sensibly Keep your hands, feet and other objects to yourself</p>	<div><p>MANDURAH PRIMARY SCHOOL Established 1872 Mandurah • Edithvale • Canning</p></div>

REACH



BEHAVIOUR MANAGEMENT RESPONSE FLOWCHART



Response is: **Calm Consistent Respectful**

Is Unexpected Behaviour Minor or Major?

Major unexpected Behaviour Response (Send to Admin)

Minor Unexpected Behaviour Response

Teacher Response

- Low Key Response
- Re-direct (State the expected behaviour)
- Re-teach (Tell, show, practise, encourage)
- Provide choice

Behaviour Stops

Positive verbal encouragement

Behaviour continues

Choice made

- *Consequence needs to relate to behaviour*
- Warning—That's 2
- Name recorded
- Take 5—Supervised in class isolation
- Supervised buddy class isolation
- Resort to Major—Admin Referral

Minor

Teacher Managed

- Disrupting learning of others
- Violation of school/class expectation
- Minor Physical Contact
- Not following instructions
- Out of seat/area
- Minor property misuse
- Unsafe behaviour
- Work avoidance
- Verbal harassment of students

Major

Administration Managed

- Repeated Minors
- Verbal, physical or social interactions that cause harm.
- On-going defiance
- Leaving class without permission
- Property damage
- Verbal harassment of staff

Teacher Response

- Inform student of rule violation
- State what the expected behaviour is
- Send student to administration with behaviour slip.

Administration Actions

- Review incident with student
- Determine and follow through with solution/consequence
- Enter data
- Inform parent/guardian

Possible Consequences (Principal Discretion)

- Behaviour Think Sheet—Time out in admin during class time
- Superflex Training Academy—Break Times
- Playtime check-in—Library
- 5th Slip Reward Exclusion
- Suspension

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Positive Incentives For Students

CLASS DOJO

Implementation of rewards:

- Points will be reset daily to give each child a fresh start at the beginning of the day. Teachers will reward daily winners.
- Weekly winners can be selected by random draw from daily winners and be rewarded in classrooms or a target can be set to allow all students who have reached it to have a class reward.

Office staff:

- Office staff will have Dojo tokens to give to students who visit the office and demonstrate expected behaviours to be added on return to class for points.

Specialist/Relief Teachers:

- Specialist teachers will use a Dojo on their phones and relief will be given a generic whole school account to access all classes.

Playground:

- Playground procedures will see staff members actively giving out DOJO Faction tokens. The tokens will be given out to students demonstrating appropriate behaviours on the REACH matrix.

Review:

- These procedures and implementation strategies will be reviewed at the end of each term and staff will have an opportunity to give their feedback.

BEHAVIOUR MANAGEMENT REWARDS- WHOLE SCHOOL

Honor Certificates: given to students for academic/social achievement. The awards are announced at each class assembly. Two awards per class are recommended.

REACH- Responsibility, Equity, Achievement, Care, Honesty cards are awarded to students who demonstrate the values throughout the term. Once a student has received a certificate for each of the REACH areas they will receive a REACH wrist band. If the student manages to collect all the cards again they receive a REACH keyring with a REACH character of their choice.

Fortnightly rewards: At teacher's discretion.

Aussie of the Month: Given at each class assembly and taken from the presenting classroom

Responsibility Award; Equity Award; Achievement Award; Care Award; Honesty Award; Science Award to be presented at each class assembly.

REACH Tokens: awarded for positive, helpful behavior on the values focus in the playground. 2 award winners drawn at each formal and Monday REACH assemblies.

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PROCEDURES FOR BEHAVIOUR MANAGEMENT OF YEARS K-6

Mandurah Primary School firmly supports the right of both staff and students to work and learn without being impeded by disruptive behaviour. No one has the right to hinder the progress of others. To achieve this, staff will adopt a consistent approach to managing disruptive behaviour. Measures used will be educative and corrective in focus. Measures will be in line with CMIS strategies that focus on low-key responses to inappropriate behaviour in order to minimize disruption to the learning environment.

RESPONSIBILITIES

Students have the RESPONSIBILITY to:

- Be responsible for their learning and playing equipment
- Be tolerant of others and to respect others rights
- Behave in a way that protects the safety and well-being of others
- Be actively involved in the Mandurah Primary School Behaviour Management Policy

Staff have the RESPONSIBILITY to:

- Develop and maintain a positive classroom environment
- Model respectful, courteous and honest behaviour
- Establish positive relationships with students, parents and community
- Inform and involve parents in their child's behaviour management
- Monitor, document and report student behaviours to parents and administration
- Consistently apply the Mandurah Primary School Behaviour Management Policy

Parents have the Responsibility to:

- Ensure that their child attends school on a daily basis
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment
- Support the school in providing a high quality education to ensure the life-long success of their children

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Guidelines for suspension

The Principal may authorize the suspension or in school suspension of pupils in cases of either repeated misbehavior or of a serious misbehavior. For example – physical assault or intimidation of staff, verbal abuse of staff or students, damage to property, violation of school or classroom rules or illegal substance offences.

Parents will be contacted and notified when a decision of the Intent to suspend is made, except in exceptional circumstances.

The following documentation will be completed when a child is suspended.

A copy of the reason for suspension and the duration of suspension will be forwarded to the appropriate parties which may include:

- The parent or guardian.
- Outside agencies eg The School Psychologist.
- The District Director.
- Copy on file.

Prior to a child returning from suspension an IBP may be prepared by the classroom teacher. This plan is to focus on ensuring the student does not reach suspension again. The IBP is to be explained to the student's parent/guardian and signed by them. This will involve Admin support on the return from suspension.

On return from suspension, a case conference will be held with the student and parent explaining the transition back to the school grounds.

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Appendix A

CMIS Low-Key Responses

- **Winning Over** – Display of specific behaviours to enable teachers to create a positive environment, getting to know your students.
- **Proximity** – Teacher's ability to move close to students to diffuse misbehaviour.
- **Signal to Begin** – Sequence of teacher behaviours to result in the class becoming quiet and focussing or re-focussing on the teacher. (E.g. "eyes to the front", bell ring.)
- **Gesture** – A hand or facial gesture that communicates the expected behaviour.
- **Pause** – When teachers intentionally use silence in classroom behaviour management.
- **Using Students' Names** – A minimal verbal skill the teacher uses to re- mind students they are not anonymous.
- **Look** – Communicating inappropriate behaviour or reminding students you are "with-it". Be careful not to stare or glare.
- **Ignore** – The ability to continue with a task whilst communicating a mes- sage for student to behave appropriately, use proactively.
- **Dealing with the Problem, Not the Student** – i.e. if a student is tapping a pen, remove the pen.
- **Transitions** – When moving students around the classroom or between lessons, ensure you clearly articulate to students when, where and how they will move.



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Appendix B

1-2-3 Magic is a discipline program that focuses on implementing time-outs for inappropriate behaviours. It helps adults gain control of their own emotions and eliminates a lot of talking. It helps the child recognize that certain behaviours result in specific and consistent consequences. Here's how it works:

- a. Child acts inappropriately (yells; refuses to comply) – you say, "That's 1, 'name of child'". Stop there no more talking and say this in a calm but firm manner. Make sure you look directly at your child when you say this. When counting, wait about 5-10 seconds in between to give the child a chance to self-correct.
- b. Child acts out again (can be a different behaviour) – you say, "That's 2, 'name of child'". Again no more talking or showing emotion. Avoid engaging the child in an argument.
- c. Child acts out again – you say, "That's 3, take 5". Child is then led to a time-out space and given a timer with x minutes (rule is typically one minute per year...ie. Age four = four minutes). Child should be in a place that is safe but is away from any type of audience. If child tries to talk or is acting out in time-out, pick your battles. Disengage and don't pay them any attention.
- d. When the time-out has been served, tell child they are all done and continue with the day. Don't continue talking about the time out or what led them there.
- e. In cases where a child hits or swears, you immediately go to "That's 3, take 5". They don't get multiple chances to hit or swear at others. In this case, it is important to explain to the child that a specific word is not acceptable. Many kids will repeat words they hear from others but might not know the meaning of the word or its inappropriateness.
- f. It is very important to teach the child appropriate ways to behave because they are lacking a skill and are not taught (ie. How to cope when angry), they'll continue to exhibit the inappropriate behaviour because they don't know what else to do.
- g. Remind your child what the rule is – focusing on the behaviour that is expected, thus, focusing on the positive.

