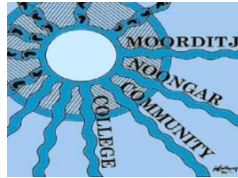


Behaviour Management Policy



2021-2024

Introduction

The Moorditj Noongar Community College Policy and Procedures for Managing Student Behaviour were developed in response to the Department of Education and Training accountability requirements and the need for a set of standard procedures that support a safe, caring and friendly environment. All members of the school community must be committed to the aims and procedures of this policy for it to be effective.

Our Goals

Specific

The management of student behaviour is a staff, parent and student responsibility. Its success is based upon the recognition of the dignity and worth of all individuals.

- ❖ Develop a caring, safe and positive school environment that encourages a strong sense of belonging and where the rights and responsibilities of individuals are recognised and respected.
- ❖ Foster positive relationships between members of the school community.
- ❖ Develop a clear set of rules, policies and procedures that protect the rights of individuals and resolve conflict in a positive manner.
- ❖ Make students accountable for their own behaviour, and to implement fair but effective consequences for behaviour that encourages students to recognise the rights of others and to be aware of their own responsibilities.
- ❖ Provide a support services infrastructure to assist students who are having behaviour or other problems.
- ❖ Develop strong links with parents to keep them informed of their child's progress.
- ❖ Develop and Teach a social curriculum using the PBS approach.
- ❖ Implement Classroom Management Strategies in the classroom

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RIGHTS AND RESPONSIBILITIES

STUDENTS

- Right-**
- * to be treated with courtesy and respect.
 - * learn without disruption.
 - * work in a clean, safe environment.
 - * have their property respected.
 - * achieve their potential.
 - * be proud of their achievements.
- Responsibility-**
- * follow staff instructions.
 - * treat others with courtesy and respect.
 - * participate fully in their educational program.
 - * ensure they do not disrupt the learning environment.
 - * ensure their actions do not discredit the school.

PARENTS

- Right-**
- * be treated with courtesy and respect.
 - * be informed about their child's progress.
 - * expect their child to participate fully in their educational program.
 - * be heard on school related matters.
- Responsibility-**
- * treat others with courtesy and respect.
 - * ensure their child attends school and is punctual.
 - * ensure their child has the appropriate school supplies they need.
 - * be fully supportive of the school.

STAFF

- Right-**
- * be treated with courtesy and respect.
 - * work in a clean, safe environment.
 - * teach without disruption.
 - * be supported by the whole school community.
- Responsibility-**
- * treat others with courtesy and respect.
 - * support the school's ethos, policies and procedures.
 - * follow department policies and procedures.
 - * provide a relevant and challenging educational program.
 - * ensure effective planning, teaching and assessment.
 - * ensure a safe environment for students



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School Behaviour Management Plan

Aim:

To develop a school based incentive and consequence system that is equitable and just for all students.

Objective:

For a school and classroom to function effectively a discipline system needs to be established based on a number of assumptions:

1. That all members of the school community have the right to carry out their duties free from disruption, abuse or threat.
2. That a caring and positive attitude from all members of the school community is essential for the creation of an optimal learning environment.
3. That the rules which promote this optimal learning environment must be understood clearly and followed by all members of the school community.
4. That all students have rights and must accept responsibility for their behaviour.
5. That all staff will work to help students who have problems with their behaviour

Classroom Management Strategies

Moorditj endorses the use of Classroom Management Strategies. Teachers are expected to use the strategies to teach and to manage. Low key skills are listed below;

Eye Contact	Problem not student	Responding to Appropriate Behaviour
Proximity	Ignore	Modelling
Gesture	Private	Appropriate Behaviour
Minimal Verbal	Dialogue	Appropriate Behaviour
Non-Verbal	Allies First	Come On Back
	The Look	The Pause

The Classroom Behaviour Management procedures target the primary concerns of **Disobedience**.

Disobedience as defined by Moorditj is:

refusal to follow the directions given by members of the school community or refusal to follow school rules.

The procedure to deal with disobedient students is set out in the following action plan.

1. **Warning Stage** – If a student is identified as disobedient the class teacher says:

“You are not following instructions. Do you know what you should be doing?”

At this stage the class teacher should go to the child and ensure the child is equipped and understands what they **should** be doing.

If the child carries on with the required instruction give verbal praise and initially assist the child.

2. **Consequences of Continuing Disobedience** -

(a) If the student fails to comply with the given instructions walk within a close proximity of the child and say:

“You have a choice to make. You can either do your work or you choose to do time-out”. Allow the child uptake time by walking away. If child continues to defy instruction then say:

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“You have now chosen to do time-out”.

Class teacher to direct child to designated time-out area. Length of time out to be at teacher’s discretion by assessing how agitated the child is. In the event that a child’s level of agitation is indicative of further escalation the class teacher should attempt to hasten the de-escalation by giving the child a job to do which takes them briefly out of the classroom.

(b) When the child has completed time-out go to the child and acknowledge that they have completed their time-out and provide verbal praise by saying:

(c)

“Good choice, now go back to your seat and continue with the work”.

If more than one child is displaying disobedient behaviours the class teacher will need to reassess the current task. Stop planned task if necessary and provide the class with a more appropriate activity which will require all students to be sitting at their desk and engaged in ‘quiet’ activities.

(d) If the child refuses to do time-out or continues with disobedient behaviours then walk towards the child and say:

“You have a choice to make. You either do as you have been asked or you will be choosing to do your work in a buddy class”.

Allow the student uptake time then count to three slowly saying:

“You need to make a choice now. ‘1’, ‘2’, ‘3’.”

If child complies say: ***“Good choice”.***

If child non compliant say: ***“You have chosen to do your work in buddy class”.*** Education Assistant to escort child to another classroom.

Agreement between classroom teacher and other classroom teacher where the child is kept in other class until end of each learning block. This is to avoid the child coming back into their classroom in the midst of a work activity and minimize opportunity for disruption of others’ work.

(e) If child continues to be disobedient and refuse to go to another classroom then say:

“You have 30 seconds to go to the other classroom to do your work or I will need to contact the office”.

If child complies and goes to other classroom then say: ***“Good choice”.***

If child is non compliant - **Admin to contact parents and deal with student**

3. **Re-entry back into classroom**

Upon re-entry from another classroom, say:

“Well done. (Come to me and I will explain what you need to do)”.

Give child verbal praise if they have re-entered the room with minimal disruption. Class teacher is to pay close attention to that child and provide **low key responses (see Appendix 3) to engage the child in addition to a **high frequency of positive comments and rewards**. A re-entry chart is to be placed on the child’s desk and they are to work towards achieving a stamp, tick or sticker in each box. Ensure that every opportunity is provided for the child to receive rewards and fill the chart (K-5) which will be shown to the child’s choice of school community member before the end of the day.

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Severe Clause:

Repeated disobedient behaviour, under the provision that every opportunity has been given to the child to make positive choices (including demonstrating the use of re-entry chart) will result in negotiations for after school detention.

- (i) Admin to be notified for continuous disobedient behaviour.
- (ii) Admin to contact parents to meet about providing consequences for continuous disobedience i.e., detention or in-school suspension.

Office Referrals

- When a student is sent to the office they will take an office referral form.
- Admin will then follow the policy that relates to the incident.
- The behaviour and action taken is then entered on Integris according to Departmental Policy.
- Once the incident is dealt with, Admin will send a feedback sheet to the classroom as soon as is possible outlining the consequence.

Physical Assault of Staff and Peers

Moorditj has a **zero tolerance** policy on physical assault of any member of the Moorditj College community, including students and staff at the school. Physical assault as defined by Moorditj includes the ***purposeful and malicious intent to cause physical harm or injury to another or others.***

The throwing of furniture and objects around the room that is without purposeful and malicious intent to hurt others (i.e., done out of frustration or emotional disturbance) is **not** classified as physical assault and will be dealt with differently to that procedure outline for Physical Assault

Verbal Assault of Staff and Peers

Verbal Assault as defined by Moorditj includes ***the purposeful and malicious intent to intimidate or emotionally abuse by use of inappropriate language or inappropriate/lewd gestures*** to any member of the Moorditj College community, including students and staff at the school.

Whole School Rewards

Birdiya Booyi will be used to reward positive behaviour. Students will place their tokens in containers in the classroom. These tokens will be pulled out at raffles at assemblies each fortnight. The winners will receive prizes from the Deputy. This will be published in newsletters too

Good Standing Policy

Students will each have their Good Standing for complying with the school rules. If students are sent to the office and receive a consequence they will lose their Good Standing.

Classroom Rewards

Teacher's need to develop a reward system in their room where whole class rewards are given on a regular basis. E.g. cooking, movie and popcorn, excursions, structured play, sport etc...It should be hierarchical.

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Requirements for Duty Teachers

- Duty teachers must be on time. As soon as the siren goes they must head directly to their area of duty. It is up to the teacher to make arrangements with another staff member if they are unable to do this.
- Duty teachers must not remain still. Please move around your area of duty.
- Duty teachers wear a fluorescent vest while on duty.
- Duty teachers need to address minor inappropriate behaviour immediately to avoid escalation. Attempt to use low key strategies to avoid con and deescalate the situation.
- If an incident occurs that needs to be reported, the duty teacher is to fill out the Incident form and send it to the class teacher of the child immediately following the break. The classroom teacher will enter these on Integris. If there are repeated playground incidents reported about a child the classroom teacher will follow up with admin. Classroom teachers need to identify if the incidents fall under the definition of bullying and if so, follow the bullying policy.
- Playground incidences that are severe need to be sent to the office immediately or admin is alerted to the incident in the playground.

Visitors on School Premises

Anyone entering the premises of a school other than the current students and staff members is considered to be a visitor. All visitors on school premises are expected to maintain the good order of the school. This means they follow school rules, use appropriate language and demonstrate socially acceptable behaviour.

When regulating the conduct of visitors, the Principal will apply one or more of the following options:

- Providing Directions to visitors.
- Issuing a Formal Caution Notice
- Issuing an Order for the visitor to leave the school premises for up to 24 hours.
- Issuing a Prohibition Order prohibiting a person from entering school premises for a maximum period of 60 days.
- Contact the police or security staff.

Bullying

Moorditj aims to establish a community in which everyone feels valued and safe, and where individual differences are appreciated, understood and accepted. Everybody has a right to enjoy their time at school.

Moorditj has a **zero tolerance** for bullying and/or harassment.

Bullying as defined at Moorditj College is when any member of the school community **repeatedly** and **deliberately** misuses their power to target someone else with less power.

Bullying can include:

- Hurtful put downs or racist comments aimed to humiliate or provoke
- Threaten others by gestures or verbal comments
- Sending nasty notes
- Ignoring or maliciously excluding others
- Picking on others
- Interfering with others' property
- Spreading rumours
- Cyberbullying (including phone, sms, facebook, Snapchat, TikTok)
- Bystanding to bullying

All students at Moorditj should feel safe and valued. It is everyone's responsibility to ensure that this happens

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WHAT CAN BE DONE

- TELL someone
- FIND someone you think can help. This can be a teacher, friend or family member.

Telling someone is **not** dobbing. By telling someone you are not giving the bully permission to continue and as a result you are standing up for your rights.

Remember there is always a solution to the problem if you let someone know.

A **bystander** is a person who sees the bullying and does nothing to stop it.

Bystanders can:

- Understand how the person being bullied feels
- Tell the bully to stop
- Report the bullying to a teacher

The School will:

- Listen and respond appropriately to reports of bullying.
- Be obviously present and actively move around the duty area and establish a positive rapport with all students.
- Ensure there is follow up with students being bullied. They will also ensure there are support procedures for the bully regarding their behaviour and that a suitable modification program is implemented to prevent a recurrence of the behaviour.

Parents should:

- Be aware of the signs of distress and encourage open discussions with your child.
- Encourage children to be assertive and to stand up for themselves without resorting to physical violence.
- Discuss their concerns with the child's classroom teacher.
- Provide assurances to their child(ren) that the situation can and will be effectively resolved

Reporting and Recording

1. Child must report incident to a staff member.
2. Staff member will deal with the incident and inform admin

After **3** recorded incidences of bullying the classroom teacher identifies the child (bully) in class and seeks peer support in assisting that student. This can be achieved by a once a week classroom discussion where students demonstrating bullying behaviour are identified and supported by their peers to modify their behaviours.

1. If the bullying behaviours continue despite opportunities to modify their behaviours, parents will be contacted and Admin to outline intention to suspend.
2. Any incident of bullying that follows after parent meeting will result in automatic suspension.

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