



# Mount Claremont Primary School

## STUDENT BEHAVIOUR POLICY AND GUIDELINES

**Endorsed by the Mount Claremont Primary School Board**

**September 2019**

Contents	Page
Policy Statement & School Vision & Values	3
Student Code of Conduct	3
Good Standing	4
Support for Teachers	5
Processes & Procedures	6
School Rules	8
Behaviour Management in the Playground	9
Mobile Phones & Electronic Devices	9
Classroom Management Flow Chart	10

## Policy Statement

Department of Education schools provide every student with the educational support the student needs to learn and maintain positive behaviour.

## Rationale

Mount Claremont Primary School has the belief that students and staff have the right to learn and work in a safe learning environment. There is a shared responsibility to create a supportive learning environment through managing positive student behaviour and clear expectations.

## Our Vision

To foster an inclusive and caring school community which inspires students to be innovative and have positive approaches to learning.

## Our Values

**Belonging** We value every member of the school community.

**Integrity** We are honest and fair in our actions.

**Respect** We are courteous and considerate.

**Resilience** We bounce back and grow through challenges

## Student Code of Conduct

The Student Code of Conduct was developed by the student leadership group (2019)

The children at Mount Claremont Primary School have respect for our peers, all members of staff, parents and other community members. We respect our school uniform and the school environment. We show this by:

- Respecting Mount Claremont Ways and our school values
- Listening and responding positively to all staff, peers, parents, community members and visitors
- Following school rules to ensure safety and cooperation at all times;
- Wearing our correct school uniforms with pride including the school hat;
- Being prepared and organised for lessons prior to school commencement and having the correct books and equipment for the day;
- Respecting our school property and grounds and environment by putting all litter in a bin
- Playing appropriately and respectfully in the correct places; and
- Ensuring mobile phones and electronic devices are neither seen nor heard.

## Behaviour Related to Mental Health Concerns

If a child with behaviours that are stemming from mental health and emotional concerns, behaviour support will be discussed with the school psychologist and parents. If there is evidence of self-harm or suicidal thinking this will be discussed with parents and school psychologist. A suicide risk assessment may be done by the School Psychologist or trained personnel

## Good Standing

The Good Standing Policy emphasises the importance of students taking responsibility of the choices they make on a daily basis, which impacts academically and socially on themselves and others. All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's behaviour plan and student code of conduct.

## Loss of Good Standing

Loss of good standing occurs after a series of behaviours or suspension that are not aligned with the school student behaviour plan. These behaviours must include, but are not limited to:

- Starting a fight
- Making physical contact with the intention to harm another student or staff member
- Videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.
- Students who breach the school student behaviour plan will have privileges removed such as being banned from school activities
- This should involve a discussion with the students and/or their parent/carer to highlight the issues that led to the loss of good standing.

## Re-instate Good Standing

Implement a restorative and educative return to school process to re-establish positive behaviour

1. Re-entry meeting with Principal, parent, student and teacher to outline behaviours expected within the Code of Conduct and Values in Behaviour Management Policy
2. Graduated return to classroom program
3. Individual documented plan
4. Formal behaviour agreement to be reviewed and subject to good standing

## Support for the Teacher in Managing Student Behaviour

There are several sources of support for teachers in managing student behaviour.

**Leadership Team** - The leadership team can assist by:

- Arranging temporary withdrawal of student for unacceptable behaviour;
- Discussing the problem with the student (e.g. behaviour in context - safety needs in an art lesson etc.)
- Providing advice on informal or formal agreements or other strategies;
- Respond to the assessment of school behaviour data
- Take into account the agreed behaviour interventions or therapies provided by external practitioners or agencies
- Providing advice on the teaching of the subject as it relates to the student(s)

**School Psychologist** – Working in collaboration with the leadership team, the School Psychologist can assist with providing advice to teachers and parents with regard to:

- academic concerns;
- individual and/or group education plans;
- individual behaviour management plans;
- social/emotional issues;
- external support agencies.

**School Chaplain** – Working in collaboration with the leadership team, the Chaplain is available on a voluntary basis and with the consent of the student's parents. They can be particularly helpful in:

- Mediating a discussion between teacher and student;
- Communicating to the student and/or parents any concerns teachers may have;
- Suggesting support mechanisms beyond what is available in the school.

**Defence Mentor**- Working in collaboration with the leadership team and teachers. Assists students and their families when changing schools and providing support during parental absences. DSM works within the school to raise awareness of their lifestyle.

**Parents** - If a student's behaviour is of concern parents should be contacted as early as possible and informed how the teacher is intending to manage the student's behaviour.

While some parents may wish to work with teachers on a plan it is unreasonable to expect them to solve the problem.

It may be that they are experiencing difficulties with their child's behaviour as well. Parents are more likely to be supportive if teachers inform them of how they intend to manage the situation in the classroom.

**External Support Agencies (Statewide Services)** – Where appropriate teachers may receive support and/or advice and resources from external agencies. This support would be negotiated with the SAER coordinator in consultation with teachers and/or parents.

Teachers can also collaboratively support each other.

## Processes and Procedures

Most student misbehaviour can be prevented by:

### A safe and positive classroom environment

The most important and effective classroom management procedure is the conscious and proactive building of a safe and positive classroom environment.

Most students will be less likely to misbehave when they feel liked and empowered, when they feel that the teacher has made an effort to get to know them as individuals by building a rapport with them (winning over) and when they find the teaching and learning program interesting and engaging.

It is also important that positive behaviour is regularly given recognition. This should be through positive verbal feedback as well as through in-class rewards such as the token system, Star & Golden Star Awards and Merit Certificates to be recorded in Integris by class teacher.

### Building a deep understanding of the school code and classroom expectations

In the first weeks of the year teachers assist students to interpret the School Code of Conduct and develop a deep understanding of its implications. Conduct and outline their personal expectations regarding behaviour in their classroom.

Students need to have a **clear understanding of the expectations** we have of them and how this should guide their behaviour.

Teachers need to help students reach this understanding and to remember that some students will take longer than others to learn and accept their responsibilities with respect to their behaviour.

### Low Key Responses

Most misbehaviour can be addressed by low-key responses from teachers. These can include making the choice to ignore the behaviour to prevent drawing attention to it, making minimal verbal or non-verbal interventions and using 'proximity' or having a quiet private dialogue with the student.

At this stage of the process, teachers make informed decisions about how they can best address the behaviour without allowing it to become a major distraction in the class.

## Give Choices

If a student continues to display inappropriate behaviour despite the above, the teacher employs a process that begins to give responsibility for making appropriate decisions back to the student.

One of the most effective techniques for helping students to accept responsibility for their behaviour is by the use of choices. If done effectively it forces the student to be involved in making a decision about their behaviour.

This clarifies the communication between teacher and student and makes it harder for the student to blame the teacher for the problem.

- Have logical or natural consequences (i.e. are related to the behaviour)
- Are not seen as a punishment
- Can be given as immediately as possible
- Are not given as an ultimatum
- Are delivered in a positive or neutral tone
- Are able to be followed through; and
- Do not back students into a corner

It can be difficult to come up with effective choices in the heat of a conflict. Teachers should prepare for these situations by having consequences already planned.

This minimises the chances that a conflict will become heated and punitive with resulting damage to the relationship between teacher and student.

### Some examples of a choice:

- The school rule is “no mobile phones”. It is either in your bag or on my desk until the end of class. Choice please!
- You can choose to do your work quietly where you are or at this desk over here. Make a decision please.
- You can choose to work quietly now or complete the work at lunchtime. What is your preference?

**For students whose unacceptable behaviour is repetitive, informal agreements and/or formal contracts may be an appropriate next step**

### **Informal Agreements**

When a student has not responded to other interventions, it may be useful to set up an 'informal agreement' to help the student learn appropriate behaviour.

The informal agreement is a process that encourages the student to come to an understanding about specified behaviour(s) and to participate in forming an agreement to address that behaviour over time.

It includes a 'consequence' (not a punishment) as part of the agreement to help students monitor and change their behaviour.

There is a structure to setting up these agreements that needs to be followed.

It is also a systematic approach that requires some skill to administer. Members of the administration team may provide support to facilitate meetings to form the agreement.

### **Formal contracts**

When a student has not responded to the interventions outlined up to this point or is persistently defiant, it may be necessary to set up a formal contract. This is reserved for **serious and persistent** breaches of behaviour codes.

Unlike an informal agreement, a formal contract is not negotiated with the student. The student is made aware that he/she will be subject to the conditions and consequences of the contract regardless of their opinion of it. It lasts as long as the inappropriate behaviour persists.

It is most important during this phase that all parties maintain a positive approach and continue to support the student in their learning of appropriate behaviour.

The teacher should continue to try to win the student over at the same time as implementing the terms of the contract. It is not intended to be punitive. If used in this way it will not be effective. The aim is to place responsibility for the behaviour where it belongs - with the student. **They are choosing to misbehave and must accept the predetermined consequence.**

There are two types of these contracts available for teachers at Mount Claremont PS. They are the "formal contract" and the "Individual Behaviour Management Plan". The main features of each are outlined below.

### Formal Contract

Usually would have 3 or 4 stages (level of consequence) depending on level of defiance.

Student would usually start fresh each day with consequences immediate and not carrying over beyond that day (unless suspended).

Parents would usually be involved prior to contract being set up. Their involvement could include removing student from school immediately after a phone call to avoid further escalation of the situation

The SAER coordinator will usually be involved in the setting up of the contract and the enforcing of it.

### Documented Plans

One of the strategies to assist the targeted student towards a smooth re-entry into the classroom after a major breach of the school code may be the introduction of a documented plan. A documented plan is designed generally for students at the extreme end of the behaviour continuum.

The SAER coordinator will coordinate the development of an IBMP in collaboration with the teacher, parent, school psychologist and the student. The responsibility for the implementation of the IBMP rests with the classroom teacher.

Effective plans are evidenced based and systematically developed. A successful plan improves the behaviour and the student's educational outcomes, has a positive effect on other students and is manageable for the teacher.

IBMP's are designed so that teachers use them as part of their normal teaching practice. They include goal setting, managing the change of negative behaviours and encourage positive rewards. The understanding that the student will regress is recognised and planned for.

These formal contracts do not limit the opportunity to use other strategies, like regular short term checks to track attendance and behaviour.

## School Rules

School rules are kept to a minimum and focus on safety/health, respect for others and property. Rules should reflect the following – “Is it Safe, Is it Fair?”

It is expected that all teachers will respond to students breaking these rules. It is also understood that there will be a range of consequences for these behaviours, depending on the individual student and circumstances.

- Teachers develop their own set of classroom rules and expectations

- Follow teachers' instructions
- Walk on verandas
- Stay within school grounds
- Walk bikes on school grounds
- Use toilets appropriately
- Eat in designated areas
- Play safely in the playground
- Use equipment properly

## Serious Offences (these may be referred to the Leadership team for support and/or advice)

- Defiance – refusing to follow lawful instructions
- Threats – verbal/physical to staff, students and visitors/community members.
- Physical and verbal abuse of staff or other students, including bullying
- Malicious damage to property – this includes misuse of equipment
- Criminal act – any illegal activity will be reported to Principal
- Racial abuse or vilification

## Behaviour Management in the Playground

Where students are observed breaking the school rules in the playground, the following guidelines apply:

1. Use normal low key responses and winning over strategies.
2. Educative private dialogue confirming positive behaviour.
3. Walk with the teacher
4. Escalation of behaviour may require assistance from the leadership team.

## Mobile Phones & Electronic Devices

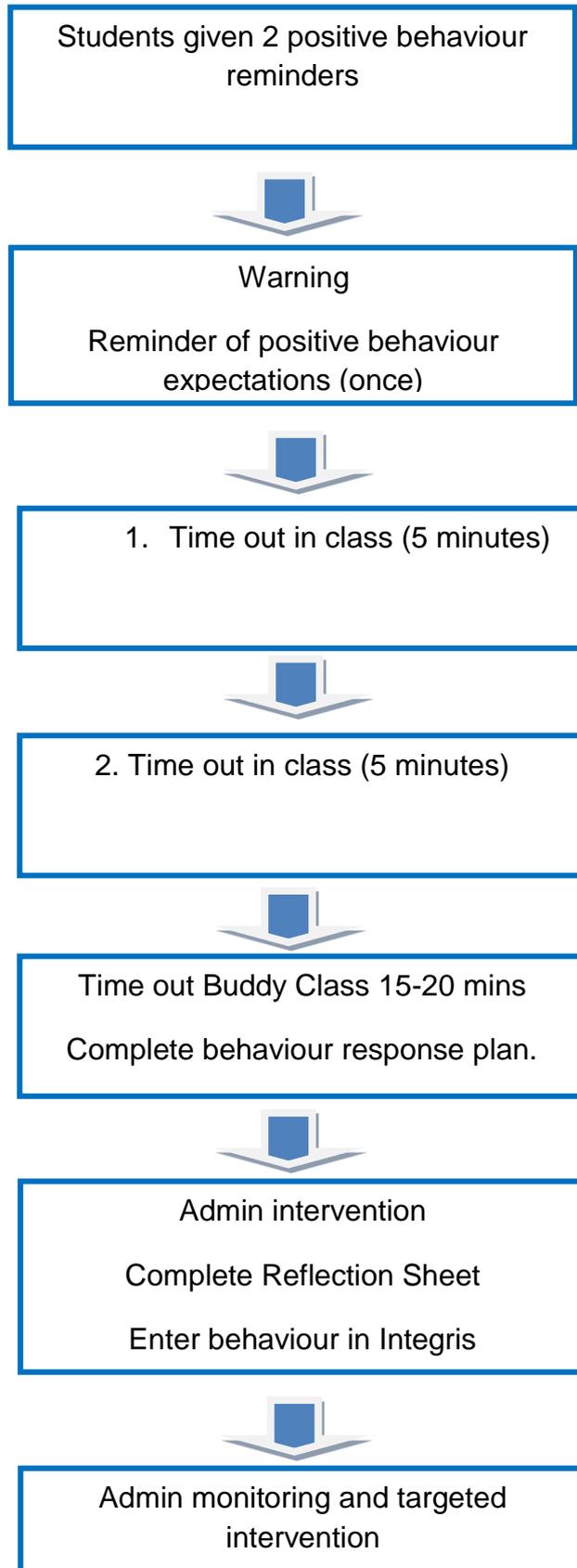
Where it has been agreed that it is necessary for a student to bring a mobile phone to school, the phone should be switched off and kept in the student's bag during school hours. Mobile phones are **NOT** to be used by students during the day, either inside or outside the classroom.

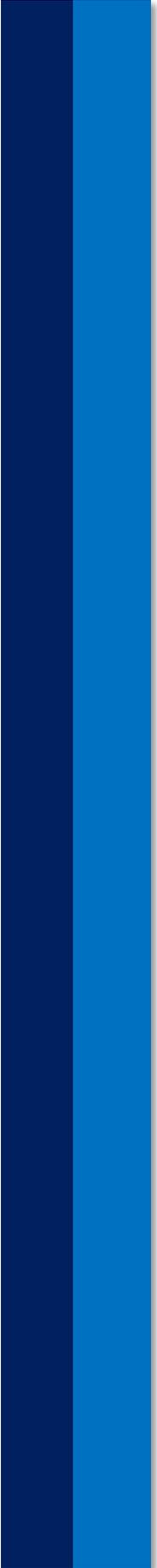
Consequences for non-compliance by students:

- 1<sup>st</sup> instance – phone confiscated for remainder of day (Reg 71 – School Education Regulations 2000) – parents notified
- 2<sup>nd</sup> instance – phone confiscated for remainder of day – banned from school for one week – parents notified and meeting arranged to discuss situation
- 3<sup>rd</sup> instance – phone confiscated for remainder of day – parents notified that next instance will result in ban – consequences for further breaches to be negotiated with parents
- This is subject to Good Standing Policy

Under no circumstances will the school accept responsibility for the loss, theft or damage to a student's mobile phone. Parents will be contacted if issues arise on this matter.

## Classroom Management Flow Chart





## **Related Documents/Policies**

Bullying Prevention

Good Standing Policy

Digital Technology & Online Policy

## **Appendixes:**

Student Reflection Sheet

Risk Management Plan

MCPS Ways

Informal Contract

**MOUNT CLAREMONT PRIMARY SCHOOL**

**BEHAVIOUR REFLECTION SHEET**

**What is your name?:**

**Date:**

**Did you do something wrong at school? Yes  No**

**What did you do that was wrong?**

**Who was affected by what you did (or who did you do this to)?**

**Who else may have been affected by what you did (or who else saw or heard what you did)?**

**How have these people been affected by what you did (or what might they be thinking or feeling about what you did)?**

**What can you do to show that you feel sorry for what you did (or what can you do to help them feel less sad or upset about what you did)?**

**Instead of doing the wrong thing, what should you have done instead** (or is there a better choice you could have made)?

**Staff Signature:**

**Parent Signature** (optional):

**Date:**

**Date:**

### **THE REFLECTION SHEET – INSTRUCTIONS**

#### **PURPOSE**

This reflection sheet is based upon “restorative practices” as recommended by the department’s “Behaviour Management in Schools” policy statement. These questions are designed to achieve the following:

- To help the student understand how their behaviour has affected others.
- To help the student to “repair harm and restore relationships” as consistent with restorative practices.

By helping the student to reflect upon the questions presented in the reflection sheet, the incident is being treated as a “teachable moment” from which the student can learn to make better choices in future.

The reflection sheet may also help the student to understand how their behaviour may have also affected bystanders or those who witnessed what happened. For example, a student who has been disruptive in class needs to understand that their behaviour has not only affected the teacher, but may also have affected other students.

#### **HOW TO USE THE REFLECTION SHEET**

The reflection sheet can be used in the following ways:

- Ideally, a staff member should sit with the student and ask them to first respond verbally to the questions. This will help them to understand more fully what the questions are asking

and to help them respond in a more considered way. Once this is done, the student can be asked to write their responses to these questions on the reflection sheet.

- If there is not enough time to do the above, year 4 to 6 students who have adequate reading skills, can be asked to complete the reflection sheet without any prior discussion. Once completed, the staff member can question the student about their responses in a non-judgemental way.
- For younger students or students with poor reading skills or learning difficulties, their responses can be scribed for them.
- Some questions may require adult help. For example, the student may need help with understanding how their behaviour affected others or what they can do to put things right (e.g. make a verbal or written apology or replace broken items etc.).

**These questions need to be presented only when the student is calm. Their responses need to be discussed in a calm non-judgemental manner.**

#### **WHEN SHOULD THE REFLECTION SHEET NOT BE USED?**

**The reflection sheet should not be used if the following occurs or is likely to occur:**

- If the student lacks the ability to fully understand what these questions mean.
- If the student is too upset or angry to respond to these questions in a calm and considered way (wait until they are calm).
- If the student keeps denying that they did anything wrong or won't take responsibility for their actions.
- If the student displays no remorse for what they did, do not insist that they "put things right" by making an apology.

#### **OTHER CONSEQUENCES**

If the student has displayed genuine remorse and has made a sincere attempt to put things right, no further consequences may be required, as this process can be considered as being a "logical consequence" in itself. If the student is not remorseful or denies wrongdoing despite the evidence, then a consequence should be applied depending on the severity of the behaviour and the harm that was done (or harm that could have resulted from their actions).



## Informal Contract

- Greet the student
- Ask the student if they know why you have asked them there. If they give no response or an incorrect response offer suggestions e.g. “Do you think that you have been interrupting me a lot lately?”
- Ensure the behaviours are specific e.g. calling out, off task
- Ask the student to define the misbehaviour specifically
- Ask how many times per lesson/hour they are repeating these misbehaviours
- What would be an appropriate number; come to an agreement on the this
- Agree upon reasonable consequences
- Explain that the agreement is between you and the student separate from the class
- Explain that you will revisit the contract if it is not working
- Closure and accountability-summary by student, who does what by when
- Complete the interaction with a ‘Thank you’ and a positive comment
- 2 weeks duration and then review