MOUNT ELIZA NORTH

PRIMARY SCHOOL

Behaviour Management Plan

WHOLE SCHOOL BEHAVIOUR MANAGEMENT

Mount Eliza North PS provides a strong foundation for student learning with student engagement and wellbeing as a whole-school priority.

The school aims to maximise student engagement through the further development of the IB/PYP with a particular focus on high quality instructional practice.

Student wellbeing is everyone's responsibility – social, emotional and physical wellbeing provide the foundations for effective student learning and positive behaviour. Mount Eliza North PS recognises that we are preparing young people to become fully functioning, productive, internationally minded citizens. United Nations Educational, Scientific and Cultural Organisation's International Commission identifies 'learning to know, learning to do, learning to live together, and learning to be' as the pillars of learning for the 21st century.

Mount Eliza North PS focuses on the development of student social competencies by embedding such learning opportunities into our pedagogy, curriculum, behaviour management systems, expectations and structures.

A positive school culture ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. As an Effective School, Mount Eliza North PS is engaging and inclusive. We recognise and respond to the diverse needs of our students and accommodate different learning profiles and rates of learning. We intervene early to identify and respond to individual student needs. At MENPS we explicitly prohibit corporal punishment.

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

- **Behavioural engagement** refers to students' participation in education including the academic, social and extracurricular activities of the school.
- **Emotional engagement** encompasses students' emotional reactions in the classroom and in the school. It can be defined as students' sense of belonging or connectedness to the school.
- **Cognitive engagement** relates to students' investment in learning and their intrinsic motivation and self-regulation.

The manner used by teachers to treat students, respect them as learners and people, and demonstrate care and commitment for them are key elements in implementing a relevant and successful wellbeing strategy.

A whole school behaviour management implementation strategy improves the learning climate of any school. Research has shown clearly that professional collegiality and whole school practice are major factors in effective teaching and learning. Effective and supportive leadership is a major part of this picture. A whole school approach to behaviour management is more effective than one in which teachers work in isolation and without collegial support.

MENPS MISSION STATEMENT

Mount Eliza North Primary School strives to create a community of learners who are empowered to inquire, achieve and contribute to the world around them.

THE IB MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with school, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences can also be right.

WHOLE SCHOOL BEHAVIOR MANAGEMENT PLAN

1. BUILDING RELATIONSHIPS

- Classroom Environment
- School Community
- Child
- Family- School Learning Partnership

2. STRATEGIES

- The Resilience Project
- Whole School Program-**'Building Resilience: A Model to Support Young Children and Adults'**
- Friendship Tree
- Indoor Play
- Time Out Room
- Restorative Practices Chat
- Positive Play

3. COMMON LANGUAGE

LANGUAGE ATTITUDES

Enthusiasm, Cooperation, Empathy, Tolerance, Integrity, Appreciation, Commitment, Confidence, Creativity, Curiosity, Independence & Respect

LEARNER PROFILES

Carer, Principled, Thinker, Risk Taker, Open Minded, Inquirer, Balanced, Knowledgeable, Reflective & Communicator

4. BEHAVIOUR MANAGEMENT PROCESS

Classroom & Yard Behaviour Management Processes

5. SUPPORT SERVICES

- School nurse
- DEECD Specialists
- Well Being Committee

6. POSITIVE SCHOOL INITIATIVES

- School Engagement & Well-Being PLT
- Well-Being Folder
- Horizons
- Achievement & Citizenship Awards
- Buddies Program
- Student Representative Council
- School Leadership
- Whole School Transition Program

FRIENDSHIP TREE

The MENPS Friendship Tree has been developed to support our students in the yard during recess and lunchtime. Students who find themselves with no-one to play with or who cannot find their friends can make their way to the MENPS Friendship Tree. The MENPS Friendship Tree is located outside the Art room balcony and is surrounded by garden seating. All MENPS students are encouraged to make new friends and look after anyone who is sitting alone at the Friendship Tree. They may ask the child to join in their game or offer to help them find their friends in the yard.

INDOOR PLAY

The Indoor Play area has been developed to support our students who struggle to be out in the yard for an hour and/or who need support to further develop their social skills. The Indoor Play area is available for students to access at lunchtime during the school week.

For students to access the Indoor Play area at lunchtime, their classroom teacher must put their name on the list located in the ICT Room. This means that this child can access the Indoor Play area whenever they feel the need for support.

Students in the Indoor Play area can access games, puzzles etc. but do not have access to the computers. The Indoor Play area is located in the TLC and all students attending are supervised by teaching staff. Student's access is restricted to 30 minutes each lunch time. No food or drink is to be consumed in the Indoor Play area.

RESTORATIVE PRACTICES CHAT

What are Restorative Practices?

The term 'Restorative Practices' refers to the way in which classrooms work to promote genuine relationships, resulting in better behaviour and learning at school. It also refers to the way in which young people are asked to think about, and take responsibility for, their behaviour and its effects on others. This approach endeavours to build a caring community around students whilst not accepting harmful behaviour. When conflicts occur, the restorative approach involves all those affected to find a way forward.

How are conflicts solved using Restorative Practices?

The students involved agree that a conflict or argument has taken place and agree to repair the harm or damage done. All those involved have a chance to give their point of view and say how things can be fixed in the future. In this way, an agreement is reached - though it may still involve specific consequences or discipline procedures, depending on the circumstances. Importantly, relationships are healed wherever possible and any contributing problems are identified for follow up.

A typical "Restorative Chat"

This might take place informally in the classroom, corridors or playground when children have caused some harm or significant disruption. For more serious situations, a similar outline of questions is used but in a more formal setting. Typical questions asked during the meeting would be:

- What happened?
- What were you thinking at the time or what made you decide to do this?

- Whom did you affect when you did this? How were they affected?
- How were you feeling when you acted as you did?
- What can you do to fix this?
- How can I help you?

POSITIVE PLAY

Say nice things to each other - "That was a good throw!"

Share play equipment

Ask children to join in your game

Wait for your turn

Go out without making a fuss

Make rules up for your games and stick to them

Be friendly to younger children

Don't interfere in others' activities

No name calling or teasing

Never push, hit, hurt or kick other children

COMMON LANGUAGE

ATTITUDES

Empathy   Enthusiasm   Cooperation

Confidence   Independence   Integrity

Respect   Tolerance   Appreciation

Commitment   Creativity   Curiosity

LEARNER PROFILE ATTRIBUTES

Balanced   Inquirers   Knowledgeable

Open Minded   Principled   Risk Takers

Reflective   Thinkers   Caring   Communicators

CLASSROOM BEHAVIOUR MANAGEMENT

PROCESS
Step 1 Verbal warning
Step 2 Remind student of the classroom Essential Agreement
Step 3 Isolation within the classroom
Step 4 *Isolation in a Buddy classroom/grade (classroom checklist to be ticked))*
Step 5 *Isolation in Sub School Leader's classroom (reflection form completed)*
Step 6 *Isolation in the office of a Principal class member (Assistant Principal first) or their delegate.*

Severe and Mild Behaviours

Mild (begin at step 1)
1. Name calling
2. Interrupting yard game (e.g. taking ball)
3. Continually/consistently interrupting class
4. Taking/grabbing objects off others without permission
5. Inappropriate use of equipment
6. Squirting water/throwing dirt/sand misuse
7. Being inside during recess and lunchtime without permission
8. Defacing own property
9. No hat
10. Littering
11. Late to class
12. Out of bounds

Severe
1. Swearing
2. Throwing objects at an unwilling party
3. Refusal to come to class
4. Leaving during class time
5. Consistently, deliberately (three or more times in a two week period) late to class from recess and lunch
6. Consistently, deliberately (three or more times in a two week period) not at gate at close of school
7. Defiance towards teacher
8. Arguing or answering back to a teacher
9. Stealing
10. Defacing property of others or school
11. Aggressive behaviour towards others (students or adults)

Bullying (refer to the Bullying Policy for definition of bullying and school action and consequences)
*Please note that in some situations the procedure may vary depending on the factors surrounding the situation (i.e. age, cognitive, social, emotional and physical development and intent of child/children etc) and this is up to the discretion of the staff involved.

Severe Clause

- Any student, who commits an aggressive act towards another student or adult with intent to harm, will incur detention/suspension at the discretion of the Principal Class Officers or their delegate.
- Any student who fails to follow reasonable instructions and is verbally abusive towards a student/adult will incur detention/suspension at the discretion of the Principal Class Officers or their delegate.
- Severe acts of disturbance may result in teachers moving to steps 4, 5 and/or 6 with immediacy. The severe clause may also be invoked at this stage. These steps must all occur within a day, where practicable. New day – fresh start.

- If a child is sent to a buddy grade three times in a two week period or before this will result in a formal detention. (Assistant Principal to be informed)
- Teachers will keep a record of incidents requiring step 3, 4, 5 and 6 on SENTRAL
- If a child is sent to a Sub School Leader twice in a two week period this will result in a formal detention, parents will be notified by letter and the incident will be recorded.
- Sub School Leaders need to keep a record of students exited to them.
- After 3 formal detentions, due to classroom misbehaviour, a meeting between class teacher, parents and a member of the Leadership Team must be arranged.
- Specialist classes follow the same process.

Detention:
- Detention/s will be determined by the Principal Class Officers or their delegate. Parents/caregivers will be notified by letter and the incident will be recorded.
- Detention/s not served on the day/s specified will carry over until served.
- Detention/s will take place under the supervision of a Leading Teacher

DOCUMENTATION:
- Folder containing records of detentions due to classroom misbehaviour to be retained by Assistant Principal and on SENTRAL
- Folder containing Master Copies and photocopies of Buddy Grade lists, Reflection Forms and Detention Slips to be retained in Assistant Principal's office marked MASTER COPIES.

CLASSROOM BEHAVIOUR MANAGEMENT BUDDY GRADES

Process:

Step 4 Isolation in a Buddy classroom/grade (checklist to be ticked)
Step 5 Isolation in Sub School Leader's classroom (reflection form completed)
Step 6 Isolation in the office of a Principal Class Member (Assistant Principal first)

- Severe acts of disturbance may result in teachers moving to steps 4, 5 and/or 6 with immediacy.
- These steps must all occur within a day. New day– fresh start.
- **If a child is sent to a buddy grade three times in a two week period or before this will result in a formal detention.** (Assistant Principal to be informed).
- **Teachers will keep a record of incidents requiring step 3, 4, 5 and 6 in their personal classroom 'incidents' book.**
- If a child is sent to a Sub School Leader twice in a two week period this will result in a detention.
- Sub School Leaders need to keep a record of students exited to them.
- After 3 formal detentions, due to classroom misbehaviour, a meeting between class teacher, parents and a member of the Leadership Team must be arranged.
- Specialist classes follow the same process.

YARD BEHAVIOUR MANAGEMENT

Process
Step 1 Remind student of rules and consequences
Step 2 Walk with teacher for 5 minutes
Step 3 Time out seat- 10 minutes
Step 4 Removal from the yard to 'Time Out Room' (Reflection form completed and distributed to class teacher. 'Time Out Room' stay is 15 minutes per lunch play, unless otherwise arranged.)

Severe Clause in yard: Any student who commits an aggressive act towards another student with intent to harm, will incur detention/suspension at the discretion of the Principal Class Officers or delegate. Any student who fails to follow reasonable instructions and is verbally abusive towards a student/adult will incur detention/suspension at the discretion of the Principal Class Officers or their delegate.

- Severe acts of disturbance in yard may result in teachers moving to Step 4, or severe clause may be

invoked.

- Assistant Principal decides whether student needs restricted area of play.
- Time outs are recorded on SENTRAL
- Three student visits to the 'Time Out Room' within a two week period will result in a formal detention. (Assistant Principal to enforce)
- If lunchtime is running out (i.e. 5 minutes left), when a student **ARRIVES** at 'Time Out', the teacher on duty in the room records when the student arrived and the next school day they finish the rest of their 'Time Out'.
- After 3 formal detentions due to yard misbehaviour, a meeting between parents, classroom teachers and a member of the Leadership Team must be arranged.
- Timeouts are not for class behaviours
- **Parents are <u>not</u> informed of a yard 'Time Out,** however class teachers will be given their student's reflection sheet, allowing them to be informed of yard behaviour/incidents.

YARD DUTY

Area A: basketball court, canteen, toilets, area near hall, senior playground, blue area, (1/2   mini oval, 1/2 soccer pitch), unlock hall toilets at start and lock at the end of recess/lunchtime for senior school use.

Area B: mini oval, 1/2 soccer pitch, junior school playground, 1/2 oval & toilets

Area C: 1/2 oval, all portables, asphalt, bus shelter & toilets

· <u>When an ES Staff member is on duty</u> the two other staff members split the Yard into 2 areas-

> **1. Area A & 1/2 B**
> **2. Area B 1/2 A & 1/2 C**
> **3. Area C & 1/2 B**

The ES Staff member roves Area B and directs and children who require assistance to one of the other staff members.

· <u>Before School Duty:</u> one staff member walks around the school - attention behind the portables - **second staff member** remains at the top of the school/gate (being vigilant about student movement around vehicles/road). ** No chasey on top asphalt area / No ball games other than down ball & four square to be played at top of school.*

· <u>After School Duty:</u> one staff member walks around the school encouraging students to the top of the school, makes sure students access Fulton Rd and kinder tracks quickly, and stays on duty for the first 15 minutes - **second staff member   remains** at the top of the school (being vigilant about student movement around vehicles/road) and stays on duty for 30 minutes. ** No chasey on top asphalt area / No ball games*

- Staff involved in swimming, excursions and camps must arrange a swap with a colleague before the day – if they are unable to attend their yard duty.
- Staff to collect designated yard duty bag from staffroom door BEFORE duty begins
- Each staff member to sign on and off duty.
- Before and after school duty staff to use the Area C bag.
- Duty staff to swap **ON TIME** in the following areas:

> **A— Ramp   B—Pergola   C—Side door near art room**

- Fill in and sign Yard Duty book, located in bag before handing over or putting bag back.
- Refer to timetables in yard duty bags as necessary.

YARD TIME OUT& TIME OUT ROOM

<u>Time Out spots</u>
Area A—   table in front of hall

Area B— 'long' pergola
Area C— bus shelter
· Before sending students to the 'Time Out Room' make sure you follow the procedures:
    1. Remind of school rules
    2. Follow yard duty teacher for 5 minutes
    3. Time out seat in yard for 10 minutes

Time Out Room
· If you are sending a student to the 'Time Out Room'– fill in 'Time Out' Slip & send along with the child/children.
· Staff on duty in 'Time Out Room' to fill in the diary/book located in the ICT Room.
· Staff on duty in 'Time Out' will make sure students fill in their Reflection Sheet properly and serve their allotted time.
· If time allows, post completed 'Time Out' Reflection Sheets into class room teachers pigeon hole. If not the Assistant Principal will do this on a weekly basis.
· Please read your students 'Time Out' Slips, keep as a record of behaviour and complete Student Behaviour Log for each student. At the end of the year, these should be placed in student file as evidence of behaviours and action taken.
· Assistant Principal and School Well-Being & Engagement PLT members will monitor 'Time Out' diary/book for regular offenders & the Assistant Principal will administer a detention if required.
· Staff on duty in the 'Time Out Room' will also be responsible for students involved in **INSIDE PLAY**.
· If time allows, please do a general tidy up of ICT room.

INTERNET AND DIGITAL TECHNOLOGIES CODE OF PRACTICE

When using digital technologies at Mount Eliza North Primary School students in conjunction with their parents agree to:
- Be safe, responsible and ethical users whenever and wherever using digital technologies
- Support others by being respectful in how we communicate with them and never write or participate in online bullying (this includes forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviour)
- Talk to a teacher when feeling uncomfortable or unsafe online or when seeing others participating in unsafe, inappropriate or harmful online behaviour
- Seek to understand the terms and conditions of websites and online communities and be aware that content an individual uploads or posts leaves a digital footprint
- Protect your own privacy rights and those of others (students and teachers) by not giving out personal details including full names, telephone numbers, addresses and images
- Use the internet for educational purposes and use the equipment properly
- Abide by copyright procedures when using content of websites (ask permission to use images, text, audio and video and cite references where necessary)
- Think critically about users intellectual property and when using the content posted on the internet question the reliability of a source (i.e. Wikipedia)
- Not to interfere with network security, the data of another user or attempt to log into the network with a user name or password of another (students and teachers)
- Not to reveal your password to anyone except the system administrator or teacher
- Not to bring or download unauthorized programs, including games, to the school or run them on school computers
- Students with a digital or mobile device at school agree to switch it off and hand it to a teacher at the start of the day, in the knowledge it will be returned to them at their request by the teacher at the end of the day

This Code of Practice also applies during school excursions, camps and extra-curricular activities.

INTERNET & DIGITAL TECHNOLOGIES BEHAVIOUR MANAGEMENT

Any breach of the Internet & Digital Technologies Code of Practice will result in the internet and digital technology access privileges being suspended or revoked. The *Classroom Behaviour Management* and *Behaviour Management Process* for *mild and severe behaviours* may also be used by the teachers, leading teachers and Principal class, as the most frequent use of the internet and digital technologies occurs within the class environment.

SUPPORT STAFF

School Nurse: Kate Lyell

Guidance Officer / Psychologist: Department Support

Speech Pathologist: Department Support

Social Worker: Department Support

Phonemic Awareness: Susan Procter

Wellbeing Committee:

Principal, Assistant Principals, Sub School Leaders, DET Guidance Officer, Speech Pathologist and Social Worker

SCHOOL INITIATIVES

Achievement & Citizenship Awards

Achievement awards, presented at Whole School Assembly are given to a member of each   classroom, on a fortnightly basis. Awards celebrate the success of the children, and are focused on recognising the attributes of the International Baccalaureate Learner Profile, and the Attitudes which support this. Specialist teachers give awards to classes and individual students who have displayed outstanding attitudes or achievements.

Citizenship Awards are given are given to one child from each grade per term. This award recognises children who are displaying outstanding citizenship. Awards are presented at Citizenship Assembly, held at the end of each term.

Student Repreentative Council

Representatives from each grade throughout the school are elected, and serve for one year. The program builds leadership, and allows the children to develop ownership of school initiatives.

School Leaders

Year Six children take responsibility for a broad range of initiatives. These positions help children to develop leadership skills, take responsibility for many roles, and develop self-esteem. Roles may run for a whole year, or for one term.

Buddies

Year Six children support the transition of new Prep children into the school through their   involvement in the Buddy Program. After an intensive few weeks of buddy support, the buddies maintain contact throughout the year, by participating in special activities and lunches etc. The Year Six children take responsibility for their prep charges by participating in a range of activities which foster worthwhile and positive behaviours throughout the year.

Horizons

The Horizons Program is a lunchtime activities program which runs throughout the school for 4-5 weeks over Terms 2 and 3. Activities are run by students and teachers, and children may nominate to participate in a wide variety of activities. The program provides leadership opportunities for Year Six students, thus strengthening the relationships across the ages

Whole School Transition Program

The Transition Program has been designed to support the transition of all students entering into a new year level at the start of the school year. It occurs during term 4 over a few sessions, and involves children from kinder, new students to MENPS and the MENPS student body. This program also includes kindergarten visits and MA parent information nights.

MountElizaNorth
PRIMARY

STUDENT REFLECTION SHEET

Date: _____ Grade:_____

Name: _____

Poor Behaviour Choice

_____

_____

_____

My choice is not acceptable because;

_____

_____

_____

_____

Next time I will;

_____

_____

_____

Areas to work on;

Empathy   Enthusiasm   Confidence   Cooperation   Independence
Integrity   Respect   Tolerance   Appreciation   Commitment
                                       Creativity   Curiosity

Balanced   Knowledgeable   Inquirer   Open Minded   Principled   Caring
                  Risk Taker   Reflective   Thinker   Communicator