

School Guidelines: Maribyrnong Primary School Student Management Procedures

Published: March 2014

Review Date: March 2016

Related Policies and Plans: Countering bullying, harassment and violence in ACT Public Schools (2007)

Identifier: CBH200704

Legislation: Human Rights Act 2004, Discrimination Act 1991, Racial Discrimination Act 1975, Sex Discrimination Act 1984

Rationale:

Maribyrnong Primary School's Behaviour Management Policy is based on the research of William Glasser. Glasser's views about discipline are simple but powerful. Behaviour is a matter of choice. The role of the teacher is to assist the student to make appropriate choices. In order to produce successful student management in a school Glasser believes that the following five basic elements should exist.

1. **School must be a good place.** If the students like school and find school staff are thoughtful, respectful, friendly and helpful, then good discipline is enhanced and positive reinforcement will be plentiful.
2. **Students must know the rules.** If a teacher's behavioural expectations are clear to the children, there is greater chance for those preferred behaviours to increase.
3. **Within reason students should agree with the rules.** Glasser insists that if the rules make sense and promise to deliver a better learning situation for all, students will welcome them.
4. **Students should participate in rule making.** When students have a part in making and changing rules, better discipline results.
5. **Students should know the consequences of rule breaking.** If students contemplate breaking the rules, they should be aware of the consequences. Compliance will result if the consequence is logically related to the behaviour.
6. **Students are expected to:**
 - Recognise bullying
 - Intervene or report bullying
 - Never be an audience to bullying
 - Behave safely at all times
 - Respect and accept others no matter their differences
 - Respect the rights of others to an education
 - Support people who do the above.

Essential Elements of Maribyrnong Primary's Student Management Policy:

Student responsibility is stressed continually

Since acceptable behaviour comes from appropriate choices and since children must live with the consequences of their behaviour choices, the responsibility for their own behaviour is always stressed in discussion with the children.

Discussions in which this responsibility is explored and clarified occur in classroom meetings. These meetings occur as regular parts of the curriculum. Students sit in the pit with the teacher and discuss matters that concern the class.

Rules are established that lead to class and individual success

Rules should be established by teachers and students together, and should facilitate personal and group achievement. They should be adapted to the age and ability of the students. There should be no more than five rules and they should be phrased in positive language eg "*Treat others with respect*", rather than "*Don't be mean to others*".

The rules should be established during the first classroom meeting of the year, ideally on the first day, during the first session of the school year.

When the rules have been agreed upon consequences for inappropriate choices are discussed

Once teachers and students have agreed upon the class rules, consequences for inappropriate choices are clearly defined to the students. These include use of the behaviour book, an understanding of *Plans* and *Agreements* and a clear understanding of the responsibilities of the teachers and students in managing student's behaviour.

The Counselling Process:

The counselling process is a way of helping children to focus on what they want, on what they are doing to get what they want and on evaluating that behaviour. If a child has made an inappropriate behaviour choice and has had his or her name recorded in the classroom behaviour book **three times in one day** or **five times in a week** the teacher is required to negotiate a *Plan* with the child. (See Appendix 1)

When negotiating the *Plan* with the child the teacher acts as a facilitator by asking the following questions:

- What rules are you having problems keeping?
- What behaviour choices are you making which are resulting in you getting your name in the book?
- What can you do to change your behaviour choices so that you can keep these rules?
- How can I help you?

Negotiate an achievable outcome with the student when discussing the *Plan* with the child. Concentrate on small steps, not impossible outcomes, eg "*I will listen respectfully to others when they are speaking in the pit*" rather than "*I will never talk at the wrong time*".

Stress to the child the importance of responsibility for his or her own behaviour choices and for the child to feel comfortable with the *Plan* and confidence in his or her own ability to produce the acceptable behaviours.

As far as possible it is essential that the classroom teacher negotiate the Plan with the child. This is invaluable in developing a positive, dynamic relationship between the teacher and the child and gives both stakeholders ownership of the process.

If the child breaks the agreement set down in the Plan it is to be re-negotiated, not extended. The whole process must start again with the view to achieving a positive outcome. The re-negotiated Plan is counted as a second Plan.

The Book / Plan / Agreement / Suspension Hierarchy:

When a child is asked by the teacher to put his or her name in The Book, the following process should take place.

Step One: The child is given a warning regarding their inappropriate behavior. If the inappropriate behavior continues, the child is directed to put his or her name in the behavior book. The child should collect the book from its designated classroom place, bring it to the teacher, list the inappropriate behavior, their name and the date. The teacher signs the entry immediately.

Step Two: If the child has his or her name in the book three times in one day or five times in a week they negotiate a *Plan* with the teacher. This lasts for three days. For the duration of the Plan, the child will attend the Reflections Room during B1 and B2. **If the child breaks the Plan, the Plan must be re-negotiated for another Plan (Plan 2) not extended.**

Step Three: If a child has had two *Plans* in a term and needs to be placed on a third, then he or she goes to the *First Agreement*, which lasts for five days. This is negotiated in the same manner as a *Plan*. For the duration of the Agreement, the child will attend the R&R Room during B1 and B2.

Step Four: If the child breaks the *First Agreement*, then he or she goes to a *Second Agreement*, which lasts for five days. This is negotiated with the teacher, Principal and parents. For the duration of the Agreement, the child will attend the Reflections Room during B1 and B2.

Step Five: If the child breaks the *Second Agreement*, an in school or out of school suspension period will be negotiated with the parents. Re-entry to school is negotiated with another agreement, which is followed with further suspension if broken.

Student Management: School Behaviour (Classroom and Playground)

- For minor misdemeanours, ask the child to sit in a designated time out place or walk with the teacher for five or ten minutes.
- For more serious misdemeanours, such as violent, aggressive behavior, high level swearing or disrespect towards a teacher, the child is removed from the playground and sent to the Reflections Room. The child will be escorted to the Reflections Room by the playground duty teacher.
- For any instances of swearing, aggression, violence, and disrespect, the playground teacher or executive staff will negotiate a behavior plan with the child. The child will then attend the Reflections Room for the duration of the plan.
- If the child refuses to leave the playground and is out of control the teacher should send a child with a yellow HELP card into the staff room and two educators will go to the assistance of the playground duty teacher and escort the child to the front office area or to the Principal's office.
- Once the child has de-escalated a *Plan* will be negotiated with the child.
- When on duty in the Reflections Room room, the teacher will need to complete the Register sheet to keep a careful record of attendees and behaviors.

Reflections Room:

- Students report to the Reflections Room when they are on a Plan or are given a slip by the playground duty teacher. The playground duty teacher should accompany the child to the Reflections Room.
- The Reflections Room duty teacher reads the slip and records the students' attendance in the Register. The teacher then directs the child to sit out for the session (based on the slip).
- Any behavior issues within the room will result in attendance the next day. This must be recorded in the Reflections Room Register.
- It is the responsibility of the classroom teacher to record the child's name on the Register in the Reflections Room as part of negotiating the Plan or Agreement with the child. This ensures that the Reflections Room duty staff know which children will be attending for that session.

Managing Out of Control Classroom Behaviour:

- If a child's behaviour escalates to an out of control level it is the first responsibility of the teacher to keep him or her self and the other students safe.
- Assistance from the Executive staff, other teachers or LSA's is requested.
- Two or three staff members will then safely escort the child from the classroom to the Principal's Office where the child will be given the opportunity to de-escalate safely and calmly.
- A Plan will then be negotiated with the child and teacher and the child's parents will be informed of the incident and the consequences.

Incident Reports and Accident Reports:

- When there is an incident on the playground or in the classroom an Incident Report must be completed and a copy should be given to the Principal.
- If there is injury to a child or teacher an Accident Report must be completed. These are available from the front office area.

Junior School Children:

Children in kindergarten and year one often acknowledge very little responsibility for their own behaviour. The personal *Plan / Agreement* aspects of the Student Management Policy are best suspended for these children. The Behaviour Book and Time Out are the most effective ways of dealing with students at this maturity level.

Semester two appears to be an appropriate time for teachers of year one students to utilize this policy.

Countering Bullying, Harassment and Violence:

The Maribyrnong Primary School community has a zero tolerance for bullying, harassing and violent behaviours. We believe that students and teachers must have a safe and friendly environment to perform to the best of their ability. To achieve this, it is our aim to make the school a bully-free environment.

Definitions:

Harassment is the act of a person or people troubling, disturbing and annoying another person or people continually or repeatedly.

Examples of harassment may include:

- bullying
- sexually oriented kidding and joking
- displays of sexually graphic material
- suggestive remarks, name calling or other verbal innuendo
- demeaning jokes or comments
- being followed home from school
- offensive hand or body gestures
- blocking access to or exit from an area
- deliberate and unwelcome physical contact such as patting, pinching, touching, slapping.

Bullying is a conscious and willful repetitive act of aggression and /or manipulation by one or more people against another person or people. It is also an abuse of power by those carrying out the bullying, which is designed to hurt.

Bullying contains the following elements:

- harm is intended
- there is an imbalance of power
- it is often organised and systematic

- it is repetitive, occurring over a period of time; or it is random but serial activity carried out by somebody who is feared for this behaviour
- hurt experienced by a victim of bullying can be external (physical) or internal (psychological).

Bullying can be either physical or non-physical:

- Physical bullying can include biting, hair-pulling, hitting, kicking, locking in a room, pinching, punching, pushing, scratching, spitting, or any other form of physical attack. It also includes damaging a person's property. This category is also a form of Violence.
- Non-physical bullying can be verbal, which includes abusive telephone calls, cyber-bullying (on-line and text messaging), extorting money or material possessions, intimidation or threats of physical violence, name-calling, racist remarks or teasing, sexually suggestive or abusive language, spiteful teasing or making cruel remarks, and spreading false and malicious rumours.
- Non-physical bullying can also be non-verbal, which includes making rude gestures and mean faces; manipulating relationships and ruining friendships; purposely and often systematically ignoring, excluding, and isolating someone.
- Violence can be premeditated fighting, attacking someone with a weapon or any other range of physical assault not already covered in this document.

Violence is a conscious act of aggression by one or more people against another person or people. It is intended to cause physical harm to another person.

Bullying can be any one of the above or a combination of them. It includes racist bullying, sexual harassment, bullying of people with special needs and the bullying of people with a different sexual orientation.

All incidences of bullying, harassment and violence will be addressed by following the hierarchy of steps as listed above in the student management policy.

All members of the Maribyrnong School community will ensure a positive social context where student behaviour is developed. This is achieved by giving consistent messages that promote the value of respect, value diversity and support constructive relationships. Further steps that can be taken by staff to create this context include the following:

- provision of a relevant and engaging curriculum
- weekly classroom meetings with teachers input and guidance
- provide students with opportunities to develop their leadership skills
- strong focus on pastoral care
- emphasise the value of respect for all
- accept and celebrate diversity
- continue to foster the involvement of parents and the wider school community in the school's programs.

Policy reviewed 2013