



# Managing Student Behaviour Policy 2012

## OVERVIEW OF MSB POLICY

<b>STAGE 1: POSITIVE ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>○ Teachers establish a positive, inclusive, classroom environment.</li> <li>○ Rules, rewards and consequences clearly explained to children.</li> <li>○ Lots of positive feedback.</li> </ul>
<b>STAGE 2: DISRUPTION (Name on board)</b>	<ul style="list-style-type: none"> <li>○ Name recorded on blackboard.</li> <li>○ Rules briefly emphasised.</li> </ul>
<b>STAGE 3: TIME-OUT IN CLASS (X One Cross)</b>	<ul style="list-style-type: none"> <li>○ Second disruption – one cross.</li> <li>○ Child placed in class time-out area.</li> <li>○ Child completes classroom work in isolation.</li> <li>○ Child counselled by teacher.</li> <li>○ Inform parents eg note in diary.</li> </ul>
<b>STAGE 4: BUDDY CLASS (XX Two crosses)</b>	<ul style="list-style-type: none"> <li>○ Third disruption – third disruption</li> <li>○ Child chooses to escalate the behaviour.</li> <li>○ Child moved to buddy class.</li> <li>○ Child completes a buddy reflection sheet and letter.</li> <li>○ Child counselled by class teacher upon return.</li> <li>○ Reflection sheet is sent home, signed, returned and filed by class teacher.</li> <li>○ Three sheets in a term requires parent interview.</li> </ul>
<b>STAGE 5: ADMIN TIME (XXX Three crosses)</b>  <b>**SEVERE CLAUSE**</b>	<ul style="list-style-type: none"> <li>○ Fourth disruption – three crosses.</li> <li>○ Child sent to the office with Pink Slip.</li> <li>○ During Buddy class if student continues misbehaviour then Buddy class teacher seeks support of admin.</li> <li>○ If child goes to buddy class twice in 5 teaching days or 3 times in a term, teacher refers child to admin. Admin team to determine consequence.</li> <li>○ All students attending the office require an “office intervention slip”(Pink Slip) and a completed Classroom Behaviour Concern Notification. Admin will send home.</li> </ul>
<b>STAGE 6: IN-SCHOOL SUSPENSION</b>	<ul style="list-style-type: none"> <li>○ No contact with other students.</li> <li>○ Parent notified and interview requested.</li> <li>○ Student completes written contract for return to class.</li> </ul>
<b>STAGE 7: SUSPENSION</b>	<ul style="list-style-type: none"> <li>○ Child suspended from school.</li> </ul>
<b>STAGE 8: EXCLUSION</b>	<ul style="list-style-type: none"> <li>○ Child remains under suspension until Exclusion Panel meets to discuss problem</li> </ul>



## RATIONALE

The discipline procedure provides consistent, logical, clear rules and consequences made familiar to all involved. The support of parents, teachers and children is essential to ensure the development of self-disciplined students.

The following principles underpin Kinross Primary Schools approach to managing student behaviour:

**Consistency.** All staff embrace the policy and implement it as it is written. Staff follow the procedures so that issues of fairness and equity are minimised.

**Process.** The children learn a framework within which they work. Children can see a logical progression and a relationship between their behaviour and the consequences.

**Counsel.** It is unfair to punish a child for infringing the rules without offering a means for the child to address the situation and assimilate strategies that will help them overcome similar situations in the future. Counselling must be offered at the point of error or conflict and at the immediate conclusion of any consequence.

**Responsibility.** Children are responsible for their behaviour and need to accept this. The first step in changing the behaviour is an understanding that if they choose the behaviour, they are also choosing the consequences of the behaviour.

**Communication.** Children are at school on loan from their parents. True education involves a partnership between the school and home. It is vital that the children's behaviour, both positive and negative, be reported to parents sooner rather than later.

**Relationships.** It is recognised that positive working relationships between the students, parents and staff is essential for mutual respect in the school community.

Students who do not respond to the whole school behaviour management policy will be provided with a specific behaviour management plan.

## AIM

To develop attitudes and behaviour that will result in a safe, caring and mutually respectful environment in which teachers have a right to teach and students have a right to learn.

## POSITIVE ENVIRONMENT

Teachers reduce the incidence of disruptive behaviour by -

1. Providing lessons which are both relevant and interesting.
2. Selecting teaching and learning methods which are appropriate for all students.
3. Establishing and teaching whole school rules.
4. Consistently enforcing the agreements (rules) using low key responses.

5. Establishing good relationships and classroom atmosphere.
6. Teaching You Can Do It! Education in the Health Program and use the language and five foundations in every day classroom setting.
7. Encouraging those students who are working well.
8. Setting an example to students by their own behaviour.
9. Developing reward systems and positive interactions to reinforce appropriate behaviour.

## VALUES AND EXPECTATIONS FOR STUDENTS

- Do your best
- Respect yourself
- Respect others and their property
- Be an active citizen
- Respect the environment

## CLASSROOM PROCEDURE – IN GENERAL

**\*\*\* Red card system in each class/duty bags when urgent assistance is required \*\*\***

<b>Stage 1</b> <b>POSITIVE ENVIRONMENT</b>	Teachers will establish a positive, inclusive classroom environment where children feel safe, want to learn and can achieve success. Positive reinforcement is used. Class agreements and consequences are established and understood by the class. Each class has an incentive scheme to reward positive behaviours.
<b>Stage 2</b> <b>DISRUPTION</b> <b>(Name on board)</b>	Application of class agreements and consequences in a consistent, systematic manner. Disruption recorded by writing student initials on whiteboard and agreement broken explained briefly. Minimum interruption to teaching and learning program.
<b>Stage 3</b> <b>TIME-OUT IN CLASS</b> <b>(X One Cross)</b>	Time out in class. Further disruption - child completes classroom work in isolation. Child counselled by teacher. Informal communication with parent eg a brief note in the diary.
<b>Stage 4</b> <b>BUDDY CLASS</b> <b>(XX Two crosses)</b>	Time out in Buddy Class. Suggest maximum of 60 minutes for years 4-5 and 30 minutes for 1-3. Child completes reflection sheet in another classroom. Child counselled by class teacher and reflection sheet sent home to be signed and returned. Three reflection sheets in a term require admin interview with the child. Any further reflection sheets an interview requested between teacher, parent and admin. Teacher records details in Integris – Behaviour Module
<b>Stage 5</b> <b>ADMIN INTERVENTION</b> <b>(XXX Three crosses)</b>  <b>**SEVERE CLAUSE*</b>	During Buddy Class if student continues misbehaviour then Buddy Class teacher seeks support of admin. If child goes to Buddy Class twice in 5 teaching days – class teacher seeks support of Admin. <b>DETENTION (OUTSIDE OFFICE) CAN ONLY BE GIVEN BY ADMIN.</b> All students attending the office require an office intervention slip (Pink Slip) and completed Classroom Behaviour Concern Notification. Admin will send home.
<b>Stage 6</b> <b>IN SCHOOL SUSPENSION</b>	The child spends a minimum of ½ day in school <b>Withdrawal Area</b> supervised by administration. No contact with other students. Parent interview required. School psychologist informed. Written contract needed to return to class. Admin record details in Integris Behaviour Module. Teacher to supply work package.
<b>Stage 7</b> <b>SUSPENSION</b>	As per Education Act Regulations.

<b>Stage 8 EXCLUSION</b>	The child remains under suspension until a panel meets to discuss the problem.
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## CLASSROOM PROCEDURE – IN DETAIL

It must be stressed that only in exceptional circumstances eg severe clause and when an IBP is in place should a teacher “step it up” by skipping one of the options.

### Stage 1 POSITIVE CLASSROOM ENVIRONMENT

- The essential foundation of the MSB programme is establishing and maintaining a classroom environment in which the children and teacher feel safe and work to learn and succeed (refer to, “*Where Heart Meets Mind*”, “*Beyond Monet*”, “*Friendly Schools and Families*” in library).
- Class agreements and consequences are established, understood by the class taking into consideration school values and school rules. Display class agreements.
- Positive feedback to children when they are displaying appropriate behaviour is vital.
- A positive reward system to be explained and implemented.
- You Can Do It! Education program to be explicitly taught and embedded into classroom practice.

### Stage 2 DISRUPTIONS - Class Discipline Plan (Name on board)

- Breaches of classroom agreements remain the responsibility of the individual teacher.
- The application of class agreements and consequences is to be maintained in a **consistent, systematic** manner. Disruption recorded by placing student name on whiteboard and agreements broken briefly explained. Minimum interruption to teaching and learning program.

### Stage 3 TIME OUT IN THE CLASSROOM (X One Cross)

- Each classroom is to establish a **Time Out Area** consisting of a physically isolated seat and desk.
- Student to continue with set task.
- A child who persistently causes disruption to the normal learning programme of other students and interferes with the right of the teacher to teach is removed from that learning activity and placed in a designated “**Time Out**”.
- Child no longer interacts and completes set task.
- Minimal communication.
- At next recess break the teacher **counsels** the child on their unacceptable behaviour. Use these restorative justice questions as a guide:
- Informal notification to parents eg. brief note in diary.
- Failure to resolve the problem at Stage 3 means the child has chosen to escalate to Stage 4.

<b>Restorative Questions I</b>
<i>When things go wrong.</i>
What happened?
What were you thinking of at the time?
What have you thought about since?
Who has been affected by what you have done? In what way?
What do you think you need to do to make things right?
SaferSanerSchools™ <span style="float: right;">REAL JUSTICE®</span>

#### **Stage 4 BUDDY CLASS - Time Out in another Classroom (XX Two Crosses)**

- The child who persistently repeats unacceptable behaviour or causes any disruption while in the class Time Out area is removed to the negotiated buddy classroom until at least the next period .
- Child neatly completes Reflection sheet and letter of apology.
- The student is counselled by their class teacher. The teacher to notify parent by sending home the Reflection sheet.
- At this stage teacher uses Integris Behaviour Module to record details, in preparation for later options if necessary.
- If a third time out in buddy class is necessary during one term, the teacher arranges an interview with parent and involves the Admin Team.

#### **Stage 5 ADMIN TIME – Office Intervention (XXX Three crosses or Severe Clause)**

- Child attends the office. Consequence will include another reflection sheet and letter of apology.
- This is the final step prior to in school suspension.
- All students attending the office require an office intervention slip – pink slip and completed Classroom Behaviour Concern Notification (teacher to tick the boxes for behaviour and the intervention) Admin will send home..
- Parents will be informed by Admin and incident recorded on Integris Behaviour Module.

#### **STAGE 6 IN SCHOOL SUSPENSION**

- A child refuses to go when sent to Time Out in Buddy Class or who reoffends in Buddy Class shall be removed by the admin to the office time out area.
- A child who has not modified their behaviour, or for whose behaviour the previous steps would be inappropriate, shall be internally suspended in the office time out area after consultation with the Admin Team.
- The whole Admin Team, parent and school psychologist will be informed and involved. Intervention recorded in Integris Behaviour Module by admin.
- Parent interview with the class teacher and principal arranged.
- The student placed on In School Suspension forfeits the right to normal classroom activities and any contact with other students.
- The teacher is required to provide a work package for the child.
- The child is counselled by the Admin Team and/or the school psychologist.
- The Admin team will decide on the duration of the Internal Suspension.

#### **STAGE 7 EXTERNAL SUSPENSIONS**

- A child who has failed to modify his/her behaviour following a period of Internal Suspension, or repeated Internal suspensions caused by unacceptable behaviour, may be suspended from school for any one period of up to ten days as per DOE's Regulations.
- Under extreme circumstances, a student may face this consequence as a result of gross anti-social behaviour, or behaviour which threatens the stability of the school's normal functioning, without the preceding stages having been followed, at the discretion of the principal.

- A case conference to be held with the parent, Admin team, class teacher, school psychologist and any outside intervention services.
- Continued assistance sought from the school psychologist in support of Admin Team.
- Student work is provided while the child is on suspension by the teacher.
- Meeting with parent, principal and child to be held before re-entry into school. Child must agree to 'work it out' before re-entry.

## **STAGE 7      PERMANENT EXCLUSION**

- Should all avenues of assistance fail to assist the child, the family and the school to reach an acceptable solution, it would be recommended that the child not be permitted to return to school.
- Full documentation of the school's efforts to effect behaviour modification will be submitted to the Regional Executive Director in support of such recommendation.

## **PLAYGROUND PROCEDURE**

### **Stage 1      POSITIVE ENVIRONMENT**

Positive playground environment promoted using raffle tickets and faction tokens. These are in the duty teacher bags and used liberally to reinforce positive behaviour. You Can Do It! Foundations embedded in school routine.

### **Stage 2      MINOR TRANSGRESSION**

Teacher resolves conflict through discussion or separating children. E.g. running on hard surfaces, littering, one off name calling, boisterous behaviour, wrong play area etc. – sit for five minutes/walk with teacher for a few minutes (In this case the "sit out" is monitored by the duty teacher).

### **Stage 3      MAJOR TRANSGRESSION**

Child to be sent to the office with Pink Slip. E.g. Incidence of bullying, fighting, swearing, danger, orchestrated teasing are considered major transgressions. Consequence at the discretion of Admin.

The admin is responsible for ensuring reflection sheets are filed and further action taken if appropriate and recording details into Integris.

**Detention can only be given by Admin Team.**

## **ROLE OF ALL SIGNIFICANT PARTIES**

### **ROLE OF THE PARENT (See Parent Code of Conduct)**

- To be familiar with the Policy, via website.
- By example, to reinforce the schools implementation of the Code of Conduct.
- To support the school and its policy in the presence of the child. If the parent has any concerns, address them directly to the teacher first then the Admin Team.

### **ROLE OF THE CLASS TEACHER**

- Involve students in the generation of class agreements/class incentive schemes. Make students aware of the M.S.B. policy, especially the steps in the classroom M.S.B. procedure.
- Adhere to the policy.
- Maintain time out area within the classroom.
- Organise and negotiate buddy class for stage 4.

### **ROLE OF DUTY TEACHER**

- Actively resolve student conflicts.
- Be familiar with teacher guidelines.
- Inform classroom teacher of Pink Slips given during recess and lunch by sending carbon copy of Pink Slip.

### **ROLE OF BUDDY CLASS**

- Seat student in time out area
- Teacher and class ignore the student unless the need for further action arises

### **ROLE OF THE PRINCIPAL/ASSOCIATE PRINCIPALS**

- Inform parents about the M.S.B. policy.
- Make students aware of general school rules.
- Ensure each classroom Teacher's Class agreement is communicated to the admin.
- Be involved in managing gross disruptions (danger) and be responsible for actions beyond stage 4.
- Be responsible for reviewing and evaluating the application of the policy.

## WHOLE SCHOOL POSITIVE INCENTIVES FOR STUDENT BEHAVIOUR MANAGEMENT

**The following are examples of activities and procedures used by the school to foster a positive whole school environment and an individual feeling of school pride. Promoting the positive aspect of student behaviour at every opportunity is paramount.**

1. Merit Awards at assemblies.
2. You Can Do It! Certificates.
3. Environmental Award. For cluster areas, presented at assemblies.
4. Golden Key Awards - monthly
5. Display of students' work at office and library or noted in Newsletter.
6. Peer selection of Year Five Student Councillors and student forum representatives.
7. Recognition of students' work and performance in the school newsletter.
8. Children encouraged to participate in community projects.
9. Students sent to Principal or Deputies with good examples of class work.
10. Participation in extra curricular activities.
11. Recognition of out of school achievements at Assemblies, e.g., Trophies, Selections for teams, Awards of Achievement, Scouts awards.
12. Use of school diary to notify parents of positive recognitions.
13. Raffle tickets and tokens to be given by duty teacher in playground.



## RIGHTS AND RESPONSIBILITIES

<p><b>STUDENTS HAVE A RIGHT TO:</b></p>	<p><b>STUDENTS HAVE A RESPONSIBILITY TO:</b></p>
<ul style="list-style-type: none"> <li>• <b>Interact with others in an atmosphere free from harassment and bullying.</b></li> <li>• Learn in a purposeful and supportive environment.</li> <li>• Work and play in a safe, secure, friendly and clean environment.</li> <li>• Respect, courtesy and honesty.</li> <li>• Equal treatment regardless of status, race, gender or physical ability.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ensure that their behaviour does not intimidate others.</b></li> <li>• Ensure that their behaviour is not disruptive to the learning of others.</li> <li>• Ensure that the learning environment is kept neat, tidy and safe.</li> <li>• Ensure that they are punctual, polite and prepared.</li> <li>• Behave in a way that protects the rights, safety and well-being of others.</li> </ul>
<p><b>STAFF HAVE A RIGHT TO:</b></p>	<p><b>STAFF HAVE A RESPONSIBILITY TO:</b></p>
<ul style="list-style-type: none"> <li>• Respect, courtesy and honesty.</li> <li>• Teach in a safe, secure and clean environment.</li> <li>• Teach in a purposeful and non-disruptive environment.</li> <li>• Cooperation and support from parents in matters relating to their children's education.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Be vigilant about bullying.</b></li> <li>• Make students and parents aware of these policies.</li> <li>• Model respectful, courteous and honest behaviour.</li> <li>• Ensure that the learning environment is kept neat, tidy and safe.</li> <li>• Establish positive relationships with students, staff and parents.</li> <li>• Ensure good organisation and planning.</li> <li>• Report students' progress to parents.</li> </ul>
<p><b>PARENTS HAVE A RIGHT TO:</b></p>	<p><b>PARENTS HAVE A RESPONSIBILITY TO:</b></p>
<ul style="list-style-type: none"> <li>• <b>Expect that bullying will be countered and dealt with.</b></li> <li>• Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare.</li> <li>• Be informed of their child's progress.</li> <li>• Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.</li> <li>• Cooperation and support from teachers in matters relating to their child's education.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inform the school about bullying when appropriate.</b></li> <li>• Ensure that their child attends school regularly and punctually.</li> <li>• Ensure that the physical and emotional condition of their child is appropriate for effective learning.</li> <li>• Ensure that their child is provided with the correct materials to make effective use of the learning environment</li> <li>• Support the school in providing an appropriate education for their children.</li> </ul>

Buddy

Think/Reflection  
Sheets



# REFLECTION SHEET

(Buddy or Office)

STUDENT NAME:

(Tick)

BUDDY CLASS

OFFICE

What did I do?


Which rule did I break?

	Do your best
	Respect yourself
	Respect others and their property
	Be an active citizen
	Respect the environment

Who did I affect with my behaviour?

Peers	Me	Class	My Teacher
Buddy Room	Other Teachers	Principal	My Parents

What can I do to change my behaviour?


On the back please write a letter of apology.

Teacher Comment:

Parent Comment:

Signature:

*Date*

*Dear*



# REFLECTION SHEET

(Buddy or Office)

STUDENT NAME:

(Tick)

BUDDY CLASS

OFFICE

**What did I do?**

	I was talking too much
	I did not listen to instructions
	I did not use my manners
	I disrupted other students
	I did not keep my hands to myself
I will write a sentence about what I did:	

**Who is sad about your behaviour?**

Peers	Me	Class	My Teacher
Buddy Room	Other Teachers	Principal	My Parents

**What could you need to do change your behaviour?**


**On the back please write a letter of apology.**

Teacher Comment:
Parent Comment:
Signature:

*Date*

*Dear*



# REFLECTION SHEET

(Buddy or Office)










STUDENT NAME: \_\_\_\_\_

(Tick)







BUDDY CLASS

OFFICE

What did I do?

Talking at the wrong times. 	Calling out at the wrong times. 	Distracting others. 
Not doing my work. 	Rude or bad manners. 	Not keeping hands and feet to myself. 
Answering back. 	Not following instructions. 	Annoying others. 

How can I improve?

Work quietly. 	Hand up to speak. 
Keep hands and feet to myself. 	Show respect and good manners. 
No calling out. 	Listen to my teachers and classmates. 

On the back please write a letter of apology.

Teacher Comment:

Parent Comment:

Signature:

(Date)

Dear Mrs/Mr

From





# BULLYING REFLECTION SHEET

(Office Only)

STUDENT NAME:

What type of bullying was it?

<input type="checkbox"/>	Physical	<input type="checkbox"/>	Verbal	<input type="checkbox"/>	Indirect
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Where did this take place? \_\_\_\_\_

What did you do?

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Did your actions or words hurt someone or make them afraid? \_\_\_\_\_

How do you think they felt? \_\_\_\_\_

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Why are you doing this?

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What can you do to make things right?

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Admin Comment:

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Parent Comment:

Signature:

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# CLASSROOM BEHAVIOUR CONCERN NOTIFICATION

Name		Date		TA	
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It is with regret that I inform you that your child has chosen to misbehave by displaying the behaviour(s) indicated below. The consequences for their behaviour are also indicated. Please talk with your child about all issues to do with their behaviour before signing and returning the acknowledgement slip tomorrow. Should you have any queries regarding their behaviour please contact me at your earliest convenience.

Behaviour:
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Constant talking at inappropriate times.	Continuous blatant disobedience.
Walking around room at inappropriate times	Vandalism/graffiti/littering.
Calling out at inappropriate times.	Rude gender remarks or gestures.
Distracting others from task/s.	Crude/racist remarks or gestures.
Annoying noises (verbal/fiddling).	Throwing objects.
Constantly inattentive/off task without reason.	Spitting (Student to clean up immediately).
Teasing/threatening other students.	Swearing.
Arriving late without acceptable explanation.	Stealing.
Being without appropriate equipment.	Physically fighting.
Rudeness/bad manners.	Leaving class without permission.
Not keeping hands and feet to self.	Verbal abuse teacher/adult.
Answering back.	

Other:

Consequences for Behaviour:
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Classroom Timeout	Student removed to designated area within classroom and asked to complete a Classroom Time Out sheet
Buddy Room Timeout	Student sent to designated Buddy Room and asked to complete a Buddy room Time Out sheet
Referred to Administration	
Other:	

Admin:	Date
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## NOTIFICATION ACKNOWLEDGEMENT SLIP

**Please sign this slip and return with the Notification to the teacher. Thank you for your support.**





I have read and understand the contents of the above notification.

Signed:	Please Print Name:
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# SPECIALIST TEACHER BEHAVIOUR REFERRAL





The students below have been given the following formal warnings. Please enter their behaviour onto your Classroom Daily Behaviour Chart:

STUDENT NAME	WARNING  Name on board	CLASS TIMEOUT  X One Cross	BUDDY ROOM  XX Two Crosses	OFFICE  XXX Three crosses
TEACHER:	SPECIALIST AREA			



# SPECIALIST TEACHER BEHAVIOUR REFERRAL

The students below have been given the following formal warnings. Please enter their behaviour onto your Classroom Daily Behaviour Chart:

STUDENT NAME	WARNING  Name on board	CLASS TIMEOUT  X One Cross	BUDDY ROOM  XX Two Crosses	OFFICE  XXX Three crosses
TEACHER:	SPECIALIST AREA			

# MAKE THE RIGHT CHOICE!



WARNING  
(Name on the board)  
THINK!!



TIME OUT IN CLASS  
(X One Cross)



TIME OUT IN BUDDY  
CLASS  
(XX Two Crosses)



OFFICE  
(XXX Three Crosses)