

# BEHAVIOUR MANAGEMENT POLICY & GUIDELINES

MANJIMUP SENIOR HIGH SCHOOL

Relevant DoE documents available online include:

- *Behaviour Management in Schools*
- *Staff Conduct*
- *Exclusion*

Revised February 2016

# BEHAVIOUR MANAGEMENT POLICY

## OVERVIEW

Manjimup Senior High School is committed to providing a caring, positive and safe environment where all members of the school community are treated with respect.

The focus at MSHS is the building of successful relationships which foster positive self concepts and attitudes and lead to successful performance.

Our School's Behaviour Management Policy relies on the commitment of staff to promote and support appropriate behaviour and to modify inappropriate behaviour. Therefore the emphasis is on repairing and rebuilding relationships and reflection of past behaviour rather than punishment.

## RATIONALE

### Purpose:

- Create a positive environment to prevent discipline problems
- Develop teacher skills and system support for dealing with and resolving conflicts as they arise
- Teaching students to accept responsibility and respect the rights of others

### Behaviour Management is supported by:

1. a School Code of Behaviour (class and school rules);
2. an effective pastoral care system supported by the Student Services Team,
3. an appropriate curriculum for all students; and
4. support for students experiencing learning difficulties.
5. communicating with parents and carers

### Role of staff:

#### Teachers are responsible for:

- Planning for effective classroom management;
- maintaining records of student behaviour, attendance and performance
- applying appropriate class level consequences;
- negotiating re-entry of students withdrawn from their room.
- working within established whole school processes. Eg flow diagram, and other parts of this document
- act in accordance with the core values embedded in the WA Curriculum.

#### Year Coordinators are responsible for:

- responding to teacher/student requests to act as a mediator for negotiated re entry to class;
- supporting the Manager Student Services or class teacher with developing a plan for students removed from class.
- Monitoring the behaviour of students

#### Heads of Learning Areas are responsible for:

- supporting **all staff** by modelling and encouraging positive student management practices, especially graduate and new staff.
- working with staff within their Learning Area to assist with resolving behaviour management issues.

#### Manager Student Services/Vice Principal/Principal responsible for:

- supporting teachers to deal with serious or threatening behaviour by providing cool off time for all parties;
- supporting the teacher to negotiate re-entry of students after such incidents;
- assisting by providing mediation, counselling, conciliation and, if necessary, applying consequences where students are repeatedly or seriously disruptive;
- withdrawing students from classes and assisting where necessary for their re-entry to class;

- applying, internal or external suspension
- following up students who are removed from more than one class;
- communicating with teachers and year coordinators promptly to resolve students' behaviour issues and negotiate actions;
- monitoring and coordinating the Behaviour Management process

### **The Student Services Team is responsible for:**

- engaging in effective problem solving and planning about student welfare issues (physical, social, behavioural, academic);
- enabling staff to access information pertaining to student welfare;
- enabling staff to improve their skills to manage student welfare and to offer support to them while they do this; and
- accessing specialist support to supplement school resources or make referral to appropriate agencies.

## **ENCOURAGING THE POSITIVES**

An important aspect of Behaviour Management is the recognition and acknowledgement of good performance and behaviour.

At Manjimup Senior High School we encourage the following:

- Public recognition of students' achievement and performance
  - at school assemblies
  - in the school newsletter, AIM HIGH, published three times each term
  - in the Daily Notices read out to all students each day
- Positive Behaviour tokens
  - raffle draws
  - prizes
  - vouchers
- Merit Certificates, Honour Certificates and Special Award Certificates.
- Letters home to parents outlining special achievements, improved effort, improvements in levels, citizenship, helpfulness etc.
- Displaying of students work

### **MANAGING STUDENT BEHAVIOUR** involves:

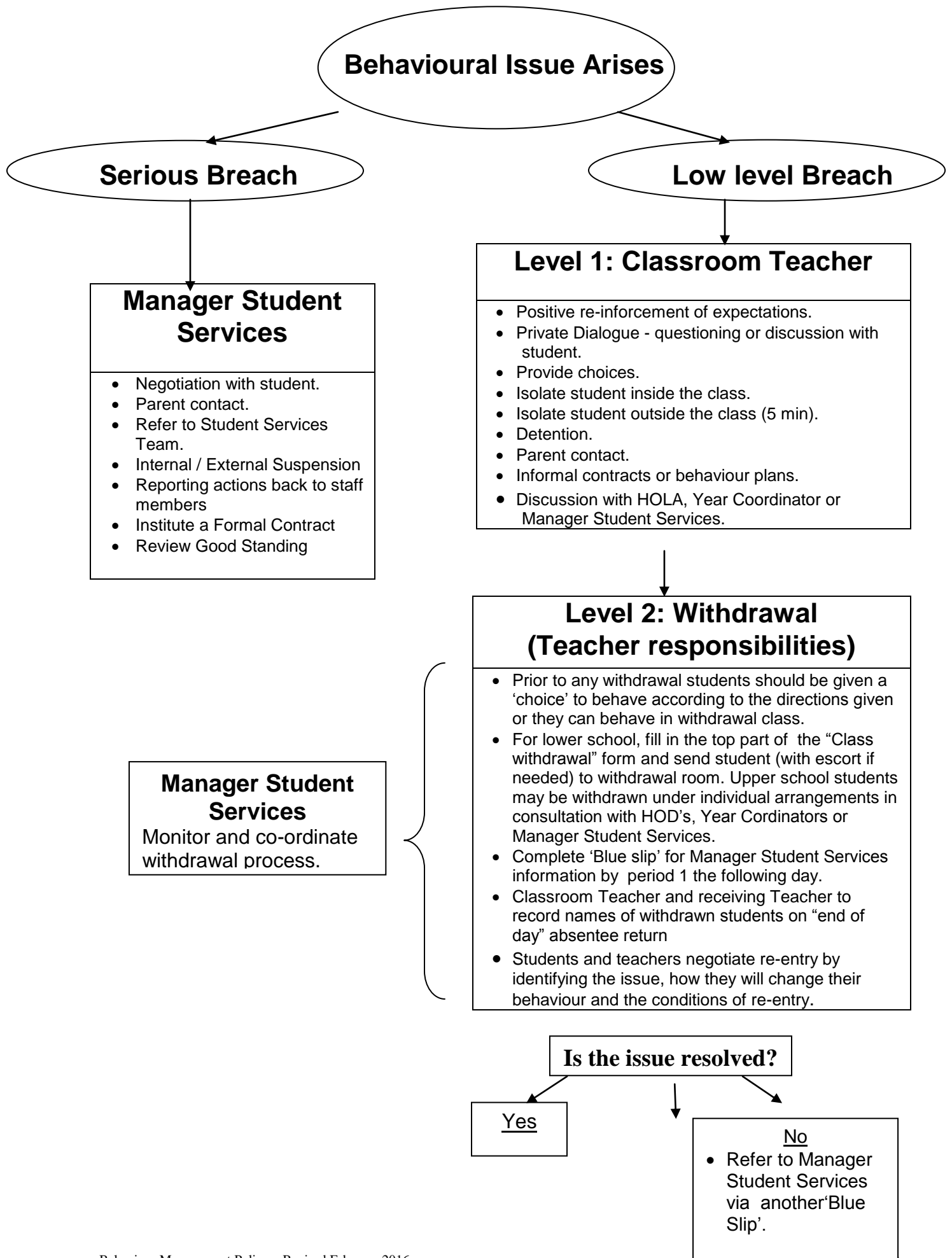
- creating a positive environment to prevent discipline problems;
- developing a system for dealing with and resolving conflicts when they arise; and
- remembering that the ultimate goal of school discipline is teaching students to accept responsibility and respect the rights of others.
- Planning engaging lessons

The Behaviour Management system operates in the school to enable students to learn and teachers to teach without disruption. A major aim of the Behaviour Management system is to **build a positive classroom climate by encouraging teachers to acknowledge students as responsible individuals**. Students whose behaviour shows a lack of respect for fellow students and teachers will have a choice between changing their behaviour or accepting the consequences which are clearly specified.

Under the system, blue slips are used to record when student's behaviour is unacceptable. If the behaviour continues or a major incident occurs students may be removed from class to work in another room. after being made aware of this choice.

Students are not permitted to return to their class until they reach an agreement with the teacher about how they will behave in future (called working it out). If they continue to misbehave there may be other sanctions applied by the Manager Student Services.

# BEHAVIOUR MANAGEMENT PROCESS



# BEHAVIOUR MANAGEMENT

## **USE OF BLUE SLIPS**

Blue slips are a record of student behavior and actions or strategies used to correct the behavior. They can be used at all levels of the BM Policy. BLUE SLIPS ARE A RECORD OF WHAT HAS OCCURRED – THEY ARE NOT A PUNISHMENT AND SHOULD NOT BE USED AS A THREAT OR CONSEQUENCE.

Blue slips are a record of what actually happened

If a student “chooses” withdrawal, then a blue slip MUST be generated by period 1 the next day (sooner if possible)

Serious incidents require a blue slip.

The original slip is to be kept by the teacher, the pink is placed in the Manager Student Services pigeon hole/office and the third copy is to go to the Year Coordinator OR if SIS generated, a hard copy to same.

## **WITHDRAWAL- YEAR 8 -10 STUDENTS**

Usually the choice to go to withdrawal is given after other low key strategies have failed.

1. Give the student a choice to behave according to your directions or to behave appropriately in the withdrawal class.
2. Use the upper school withdrawal roster to allocate a room
3. Fill out the paper work (Withdrawal from class sheet included in this document on pp 15 & 16)
4. Send the student to the classroom – accompanied if necessary
5. Complete the blue slip and forward to the Manager Student Services and Year Coordinator by period 1 the next day
6. Classroom Teacher and receiving Teacher to record names of withdrawn students on “end of day” absentee return
7. Negotiate the conditions of re-entry into the class (You can do this on your own or with assistance)

NB: Parents must be contacted if a student is withdrawn for 3 periods due to a lack of resolution OR if a student is withdrawn from 3 different classes in the same time frame. The Manager Student Services is responsible for ensuring this occurs.

## **WITHDRAWAL – YEAR 11 & 12 STUDENTS**

Students may be withdrawn from Upper School classes using the same notion of choice as above. However there is no roster for them so arrangements need to be made on a case by case basis. Usually it can be anticipated that a withdrawal is looming and it is probably best to alert the student to the consequences of their behaviour in a private discussion. In cases where the behaviour is more spontaneous, the Manager Student Services can be involved.

## **GOOD STANDING**

Students at Manjimup Senior High School are deemed in **good standing** if they demonstrate acceptable behaviour and attendance, wear correct uniform and show application to their studies.

1. Students will be placed on **provisional standing** if one or more of the following situations occur:
  - If their behaviour is consistently poor or irresponsible, and does not respond to positive behaviour management strategies;
  - If their attendance is unacceptable (late to school or class, unexplained absences, regular absences);
  - If their commitment to learning is poor;
  - If they do not wear correct uniform.

2. Students are not permitted to participate in extra curricular activities whilst on **provisional standing**. This includes activities such as the School Ball, camps, socials, excursions and Country Week.
3. Students placed on **provisional standing** are required to make an appointment to see the Manager Student Services to plan their return to good standing. Students will be supported in their endeavours to return to good standing.
4. Parents will be notified in writing when a student is placed on **provisional standing**.
5. All students make choices about their behaviours, and are capable of making decisions that allow them to maintain **good standing**. However, if students continue to breach good standing conditions or fail to adhere to their plan, their **provisional standing** will be extended.
6. If students make no attempt to regain **good standing** and/or continue with behaviours that keep them in **provisional standing**, they will be referred to the Good Standing Committee.
7. The Good Standing Committee:
  - determines further action(s)
  - identifies and recommends appropriate Behaviour Management strategies which relate to the students behaviour which must be implemented. This is written up as an Individual Behaviour Plan.
  - examines the educational provision and reviews other options
8. The committee will include:
  - a convenor (usually the Manager of Student Services)
  - the Year Co-ordinator
  - student
  - parent or care-giver (or nominated advocate)
  - co-opted members as appropriate such as members of the Student Services Team, agencies and advocates for the student or a community member who has not been involved with the case

### **FAILURE TO COMPLETE CLASSWORK/ASSESSMENT**

Students may be removed from class (e.g. removal to another room, supervision by the Manager Student Services, kept in during Wednesday Period 5) to complete missed work or assessment items. This must be documented via a blue slip. Parents are to be notified by the teacher and provisional good standing may be considered at this stage.

# SCHOOL CODE OF BEHAVIOUR

## CLASSROOM RULES

Co-operation, consideration and courtesy are required to make our school a pleasant, productive place.

- 1 Students have an obligation to complete all class work and assignments.
- 2 Behaviour that is unacceptable or inappropriate and interferes with the rights of the teacher to teach and the students to learn will not be tolerated.
- 3 Each student will be clean and appropriately dressed in school uniform. Appropriate footwear will be worn.
- 4 Students will arrive on time for all lessons.
- 5 Students will come prepared with the equipment required for each class.
- 6 Students will enter rooms, only under the direction of a teacher.
- 7 When entering a room, during a lesson, knock, wait for permission to enter and then report directly to the teacher.
- 8 At the conclusion of lessons, rooms will be left tidy.

NB: Different Learning Areas may have special rules regarding suitable behaviour and clothing, footwear and safety glasses for the safety and well being of the students. These will be clearly defined in the related work area.

## SCHOOL RULES

Co-operation, consideration and courtesy between students and teachers are essential to maintaining a pleasant learning environment.

The following rules are necessary to preserve good order, safety and the right of students to learn.

1. All students must follow instructions given to them by teachers, both in class and in the school grounds.
2. People and property are to be treated with respect.
3. Hurting other people physically or verbally is unacceptable behaviour.
4. Damage to property is unacceptable.
5. All litter must be placed in the bins provided.
6. Smoking is not permitted. Alcohol or any other form of non prescribed drugs are not permitted.
7. Attendance at school is compulsory for all school students and students must remain within the school grounds at all times. All absences must be covered by a note of explanation from parent/guardian or a medical certificate.

## CLASS RULES

Students have an obligation to complete all class work and assignments.

Behaviour that is unacceptable or inappropriate and interferes with the rights of the teacher to teach and students to learn will not be tolerated.

Each student will be clean and appropriately dressed in school uniform. Suitable footwear will be worn.

Students will arrive on time for all lessons.

Students will come prepared with the equipment required for each class.

Students will enter rooms only under the direction of a teacher.

When entering a room during a lesson, knock, wait for permission to enter and then report directly to the teacher.

At the conclusion of lesson, rooms will be left tidy.

## POSSIBLE CONSEQUENCES

- Letter to parents
- Loss of marks - see Assessment Policy
- Behaviour Management sequence
- Speak to student re. offending behaviour: "What are you doing? Is it against the rules?"
- Apology to teacher/classmates
- Behaviour Management sequence
- Not in school uniform – sent to front office for uniform pass, referral to Manager Student Services, Vice or Principal
- Hygiene - speak individually to the student or refer to the nurse
- Safety apparel - sent to change (phone home if necessary) and then apology required
- May not participate in the lesson
- Numerous occurrences - letter to parent
- Behaviour Management sequence
- Apology
- Late note from front office or teacher
- May be detained to make up time
- Discuss requirements with the student
- Contact parents if problem persists
- Isolate in class
- Behaviour Management sequence
- Reinforce rule
- Rehearse entry procedures
- Behaviour Management sequence
- Speak to the student about the procedure
- Rehearse entry procedure
- Behaviour Management sequence
- Teacher emphasises rule
- Class not dismissed
- Clean up class
- Clean up yard duty



## SCHOOL RULES

All students must obey the instructions given to them by teachers both in the classroom and in the school grounds.

Hurting other people physically or verbally is unacceptable behaviour.

Damage to property is unacceptable.

All litter must be placed in the bin.

Smoking is not permitted. Alcohol and other non prescribed drugs are not permitted.

Attendance at school is compulsory for all students and students must remain within the school grounds at all times. All absences must be covered by a note of explanation from Parents/Guardians or a medical certificate.

## MANAGEMENT STRATEGIES

- Behaviour Management sequence
- 
- Behaviour Management sequence
- Direct to Deputy
- Not allowed on school camps or excursions
- Suspension after 1 warning for premeditated fighting
- Parent contact
- Civil action
- Repair/ payment for damage
- Community service around the school
- Possible suspension
- Clean up the yard
- Community service around the school
- Smoking - 1st offence – go through package with School Nurse and 1 day suspension
- 2<sup>nd</sup> offence - 2 days suspension
- Refer to Manjimup SHS Drug Policy for all drug and alcohol offences
- Parents contacted
- Loss of marks for assessment items if absence is not explained – see Assessment Policy
- Attendance Plan for students with less than 80% attendance

## **BULLYING**

Bullying is behaviour that is designed to hurt, threaten, injure, embarrass, upset or frighten another person.

It can be physical and/or verbal in nature and can include racial, religious and sexual harassment, rude gestures, intimidation and extortion.

### **Bullying can be:**

- Name calling
- Spreading rumours
- Hitting, pushing or kicking
- Writing nasty notes
- Hiding someone's property
- Throwing things
- Physical aggression
- Damage to a person's property
- Setting up humiliating experiences
- Deliberate exclusion from activities
- Use of put-down comments or insults
- Hurtful and racist comments
- Criticizing religious beliefs and practices
- Mimicking, inciting

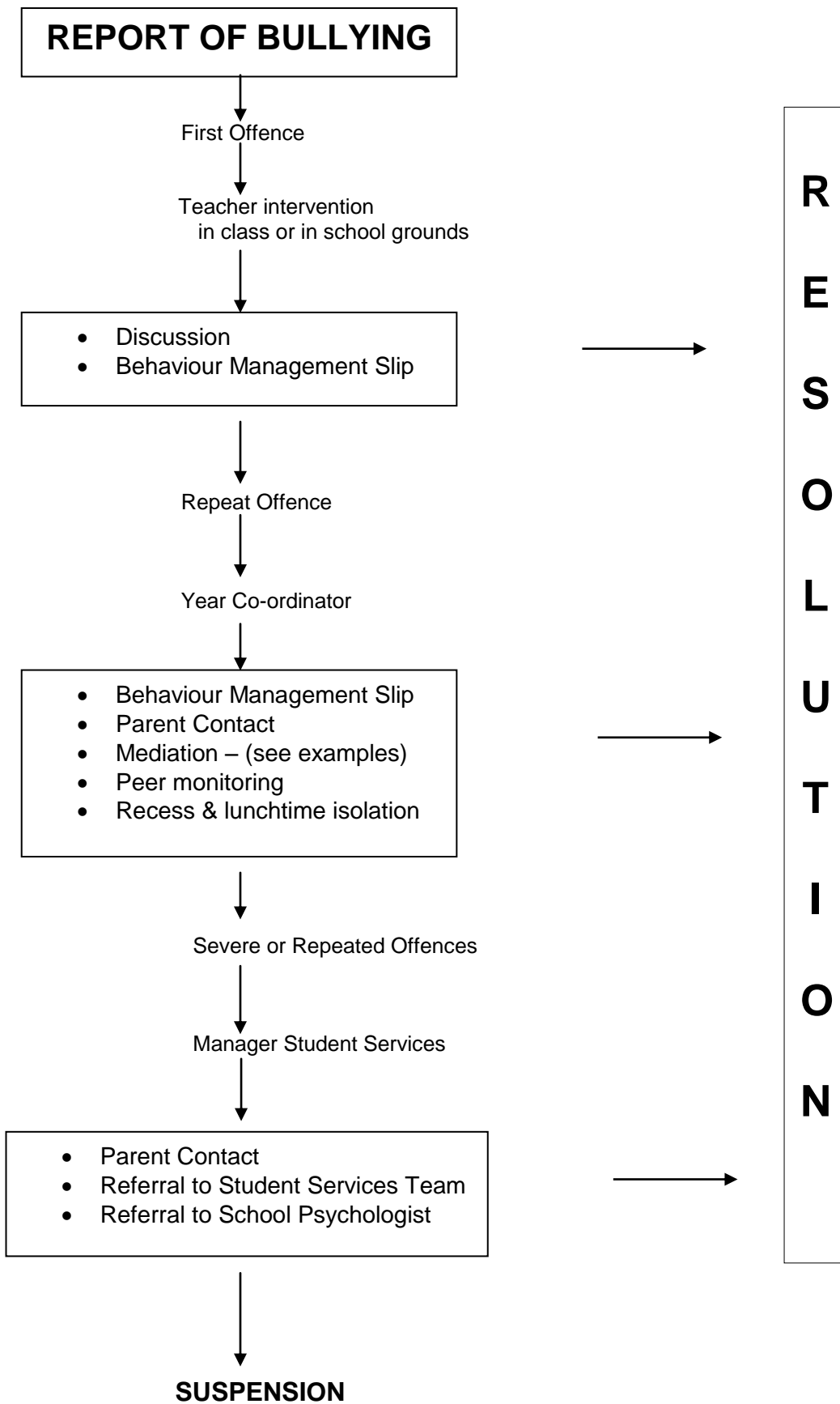
Bullying will be taken seriously. Students will be encouraged to discuss it – **bullying thrives on silence.**

### **When a bullying incident is discovered the following steps should be followed.**

1. Meet with those concerned.
2. Both bully and victim write down their accounts of the events.

### **A range of strategies will be employed depending on the seriousness of the situation.**

1. Meetings / discussions with bully's and victim.
2. Discussions with parents and students together.
3. Referral to Year Coordinator, Head of Learning Area or Manager Student Services.
4. Isolation from other students during recess and lunchtime.
5. Teaching more assertive responses to bullying incidences.
6. Develop programs to assist bullies to work cooperatively with others.
7. Using peer groups to discourage bullying.



# **MEDIATION**

## **Example 1: NO BLAME APPROACH**

### **Step One – interview with the victim**

When the teacher finds out that bullying has happened the teacher starts by talking to the victim about his/her feelings. The teacher does not question him/her about the incidents but does need to know who was involved.

### **Step Two – convene a meeting with the people involved**

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

### **Step Three – explain the problem**

The teacher tells them about the way the victim is feeling. At no time does the teacher discuss the details of the incidents or allocate blame to the group.

### **Step Four – share responsibility**

The teacher does not attribute blame but states that they know that the group are responsible and can do something about it.

### **Step Five – ask the group for their ideas**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to extract a promise of improved behaviour.

### **Step Six – leave it up to them**

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. The teacher arranges to meet with them again to see how things are going.

### **Step Seven – meet them again**

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

## **Example 2: PIKAS METHOD**

1. Individual “chats” (See below)
  - bully first
  - victim last(7m)
2. Follow up a week later (3m)
3. Half hour group meeting (30m)

## INDIVIDUAL “CHATS”

### STAGE 1

“I hear you have been nasty to “X. Tell me about it.”

- Let the pupil talk.
- Avoid closed questions.
- Don't question if they complain about the victim.

### STAGE 2

“So it sounds like ‘X’ is having a bad time.”

- As soon as they agree move on to Stage 3.
- If they say “It’s his/her fault”, agree but still point out that they are having a bad time.

### STAGE 3

“Good. I was wondering what you could do to help improve ‘X’s’ situation.”

- Accept suggestions
- Don't bargain or question
- Don't discuss “How”

### STAGE 4

OK. I'll see you next week to find out how you are getting on.

# Working it Out

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Time Left: \_\_\_\_\_ Time Arrived: \_\_\_\_\_

Teacher Sending: \_\_\_\_\_ Teacher Receiving: \_\_\_\_\_

From Room: \_\_\_\_\_ To Room: \_\_\_\_\_

---

## Students must read this first:

1. **Complete** this reflection sheet whilst in withdrawal.
2. **Return this page to your classroom teacher** at the end of the lesson and **arrange a time to 'work it out'** with your teacher (before school, recess or lunch – not just before the bell)
3. **Meet with your teacher** and discuss how you will change your behaviour (to your teachers' satisfaction).
4. **If you do not 'work it out' before the next lesson (for whatever reason) you will remain in withdrawal.**

---

Answer the following questions honestly.

- (a) Describe **exactly** why you were withdrawn from class.  
(What did you do or say? What did your teacher do or say? What did others do or say?)

---

---

---

---

- (b) What actions did the teacher take leading up to your withdrawal?  
(eg. warned you, moved you to another seat, isolated you outside for 5 minutes etc)

---

---

---

- (c) What could you have done to avoid being withdrawn from class?

---

---

---

- (d) In future, I will

---

---

---

- (e) Tick the life skills which you will work on to improve your behaviour.

---

**Needs  
Attention**

**Life Skill Description**

- |                          |                        |  |
|--------------------------|------------------------|--|
| <input type="checkbox"/> | <b>INTEGRITY</b>       | <i>To act according to a sense of what's right and wrong</i>             |
| <input type="checkbox"/> | <b>INITIATIVE</b>      | <i>To do something because it needs to be done</i>                       |
| <input type="checkbox"/> | <b>FLEXIBILITY</b>     | <i>To be willing to alter plans when necessary</i>                       |
| <input type="checkbox"/> | <b>PERSERVERANCE</b>   | <i>To keep at it</i>   |
| <input type="checkbox"/> | <b>ORGANISATION</b>    | <i>To plan, arrange, and implement in an orderly way</i>                 |
| <input type="checkbox"/> | <b>SENSE OF HUMOUR</b> | <i>To laugh and be playful without harming others</i>                    |
| <input type="checkbox"/> | <b>EFFORT</b>          | <i>To do your best</i>   |
| <input type="checkbox"/> | <b>COMMON SENSE</b>    | <i>To use good judgement</i>   |
| <input type="checkbox"/> | <b>PROBLEM-SOLVING</b> | <i>To create solutions in difficult situations and everyday problems</i> |
| <input type="checkbox"/> | <b>RESPONSIBILITY</b>  | <i>To respond when appropriate, to be accountable for your actions</i>   |
| <input type="checkbox"/> | <b>PATIENCE</b>        | <i>To wait calmly for someone or something</i>                           |
| <input type="checkbox"/> | <b>FRIENDSHIP</b>      | <i>To make and keep a friend through mutual trust and caring</i>         |
| <input type="checkbox"/> | <b>CURIOSITY</b>       | <i>A desire to investigate and seek understanding of one's world</i>     |
| <input type="checkbox"/> | <b>COOPERATION</b>     | <i>To work together toward a common goal or purpose</i>                  |
| <input type="checkbox"/> | <b>CARING</b>          | <i>To feel and show concern for others</i>                               |
| <input type="checkbox"/> | <b>COURAGE</b>         | <i>To act according to one's beliefs</i>                                 |
| <input type="checkbox"/> | <b>PRIDE</b>           | <i>Satisfaction from doing your personal best</i>                        |

(f) When will you 'work it out' with your teacher?

\_\_\_\_\_

I understand the conditions of my re-entry into class and what I must do to improve my behaviour.

**Student Signature:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_

**Date 'worked out':** \_\_\_\_\_

*Please forward a copy to the relevant Year Coordinator.*

## PARENT CONTACT

Teachers are encouraged to make contact with parents. It is appreciated that it can be very time consuming but experience shows that parents and teachers find it valuable.

Teachers are reminded that they can call on other school personnel (Principals, Vice Principal, Manager Student Services, Heads of Learning Area, Year Coordinators, and other support staff) to assist with interviews and parent contact. Support personnel have considerable formal and informal contact with parents and are able to advise and assist teachers.

### Points to Remember

- Talk to the student first before making parent contact. You have a teacher/student relationship to consider and it is important you do not jeopardise this by not involving the student in your decision to contact home.
- Check on parents correct name on SIS. Students may have a different name from their parent.
- Give parents alternative times to visit the school. Arrangements may have to be made for small children, time of work, etc.
- Try to organise a private venue for the visit. (E.g. Conference Room or Staff Seminar Room. These can be booked at Reception.) The staff room is not an appropriate place.
- Have a plan for discussion. Think of positive things as well as negative things about the child. You want the parent on side not on the defensive. Think about including the child in the interview.
- Avoid discussing other students. Often information gets back to the parents concerned. This can create a negative attitude towards yourself and the school.
- Be patient. Parents are often on the defensive when making school contact, which means listening for lengthy periods of time before you can get your point across.
- Parents often talk about their personal difficulty with their children. Remember, support staff are here to help. Mention the service to parents and child.
- Do not use parent contact as a threat. This will automatically put the contact into a negative light. The student needs to understand the teacher is concerned and wants to improve the situation for all concerned. Contact with parents is to gain their support, not necessarily to punish the child.
- Parent contact should be noted on the student behaviour report (Blue Slip), and copies of letters sent should be given to the Manager Student Services, recorded on SIS and placed in the student's file in the Front Office.