

# Memorial Oval Primary School Behaviour Management Policy

## ***Rationale:***

In any community rules are set up to protect the rights of the members. Memorial Oval Primary School students, staff and parents have the right to feel safe and to be able to go about their business knowing that they will be protected by negotiated guidelines. Along with that right goes the responsibility to ensure that others have it also. Students are informed about the general school 'rules', their behaviour choices and the consequences are clearly understood. Documentation is kept, at both a system and individual student level, to inform support for students in need.

## ***Expectations of Classroom Teachers:***

- Negotiate a 'Code of Co operation' (QUISP term / see Heather for details) or classroom rules (using Bill Rogers as a guide) with the students for how you will operate when working together.
- Negotiate the consequences for not following the Code of Co operation or Classroom Rules - publish them for parents and students and have them visible as a process chart (QUISP term – see Heather for more information)
- Revisit it, via class meetings etc, to ensure it reflects what you all want to be happening- don't forget to induct new students into your class expectations.
- Look at, discuss and analyse the Student Code of Practice and display it in the classroom.
- Present a thought provoking and stimulating learning program, which is accessible to all the students in your class, and meets their learning needs.

## ***The accepted MOPS way of working has been:***

### **Classroom Guidelines-**

- Step 1 – rule reminder (no more than 2)
- Step 2 – Class sit out area/buddy table
- Step 3 – Exit to buddy class (set up at the beginning of the year) with an exit sheet usually for more than 10 minutes until calm. If the student disrupts the buddy class then the buddy class teacher sends a card to the office for assistance
- Step 4 – disruptive again / send card to office. Leadership assistance can look after your class while you deal with issue OR talk to and work with student in class room until settled OR remove student from the room- with a task to complete/exit sheet to complete. Office exit sheets are filled in by class teacher in the first instance, then leadership as consequences apply then recorded by Deputy. Step 4 automatically applies for disruptive or dangerous behaviour

If a student has been exited more than 3 times in a week, then they meet with a leadership member (probably Student Counsellor). Leadership can take class while class teacher re establishes relationship with student and negotiates future behaviour in the classroom.

## Playground Guidelines

- Step 1 – rule reminder/warning
- Step 2 – walk with teacher on yard duty or school service
- Step 3 – Time out slip, in duty bag, written out by duty teacher and given to Deputy at the end of the break
- Step 4 – Deputy informs parents of the time out, using a different form for the number of time outs per term.
  - 1<sup>st</sup> time – information note sent home.
  - 2<sup>nd</sup> time – question sheet sent home and filled in.
  - 3<sup>rd</sup> time – leadership contacts parents to discuss students behaviour
  - 4<sup>th</sup> time – restricted play.
  - 5<sup>th</sup> time – alternative play.

Students start each term with a fresh Yard Timeout Slate.

Step 3 or higher is automatic for the following: fighting, spitting, refusal to follow reasonable instructions, abusive language to any staff member and throwing objects. After restricted or alternative play the students walks with the duty teacher, for at least 10 minutes, then observes them playing afterwards.

Leadership may place student on restricted play or alternative play places to separate students.

## Leadership Guidelines

Students who refuse to respond positively to the MOPS or their classroom behaviour code may have the following consequences applied to their behaviour:

- Community Service – students use their play time to do rubbish clean up or fix up the mess they have made.
- 2 Office Time Out – students removed from class and yard contact with peers for a specified period of time or until set tasks are completed for low level or persistent breeches...
- 3 Take Home- students who display extreme behaviour or who cannot be calmed may be sent home for the remainder of the school day. Students who BITE others will automatically be placed on take home for the rest of the day.
- 4. Internal Suspension – students removed from class and yard contact with peers for a specified period of time for higher level breeches e.g. swearing, fighting, refusal to comply etc
- 5. Suspension – students not on site for a specified period of time between 1 and 5 days per offence to a maximum of 15 days per year.

Students may be suspended if the principal has reasonable grounds to believe that they:

- Have acted in a way which threatens the good order of the school by persistently refusing to accept the school's behaviour code.
- have threatened or committed violence
- Have acted illegally (police have become involved)

- Have acted in a manner which threatens the safety or well being of a student, member of the staff or school community through sexual or racist harassment, verbal abuse, bullying or any other means is interfering with the rights of a teacher to teach and students to learn.
- Shows persistent and wilful inattention or indifference to school work.

While a student is under suspension a conference is held so the student, parents/caregivers and the school can work out a student development plan. A student will not be re entered until this conference has taken place. A contract of behaviour will be written up, at this conference and will contain no more than 2 rules. A copy of this contract will be given to parents/caregivers, teachers and the student.

