



Wagin District High School

Pastoral Care and Behaviour Management in Schools Policy

Approved by School Council

STUDENT BEHAVIOUR MANAGEMENT in SCHOOLS POLICY

OVERVIEW

The following document aims to provide guidelines to all members of the Wagin District High School community for the successful management of student behaviour.

In keeping with the school ethos all students, teachers and parents have the right to an orderly, safe and pleasant school environment where students can exercise the right to learn and teachers the right to teach.

Effective student management is essential in the development of self-disciplined students who choose to learn and develop into valued members of the community.

This BMIS document stresses the need for a consistent, positive, approach which actively encourages students in their education. It ensures individual's rights and responsibilities are not infringed upon, by providing an appropriate and logical sequence of consequences for student behaviour.

MANAGEMENT AND REVIEW PROCEDURE

1. All staff will review the school's behaviour management procedures each year and take amendments to the school council for ratification.
2. Behaviour management issues are to be scheduled for discussion and resolution when required.
3. Behaviour expectations and reminders will be regularly communicated to the school community using the School Newsletter and school assemblies.
4. All staff have the responsibility of monitoring student behaviour.
5. When required, behaviour management meetings will be convened by the Deputy with students and families.
6. All staff have the responsibility of ensuring the consistent use of the agreed behaviour management procedures throughout the year.
7. A system of rewards for individual and group excellence will be negotiated with recipients to encourage positive behaviour and achievements.

GENERAL PRINCIPLES OF CLASSROOM MANAGEMENT

It is understood that teachers will adopt individual classroom management expectations that align with the Wagin DHS EMUS behaviour matrix. These will be reflected in the teacher's classroom policy documents.

General principles include:

1. The development of an inclusive, safe working environment.
2. The development of a positive working relationship which supports student participation.
3. Ensuring students clearly understand what is and what is not acceptable behaviour.
4. An emphasis on appropriate and logical consequences of behaviour following the BMIS flow chart.
5. Teachers to be fair, firm and consistent in regard to acceptable standards of behaviour.
6. All endeavours are made to work out a solution when problems occur.
7. Use the PBS EMUS behaviour matrix.

“Teaching behaviour as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise and power underlying PBS.”

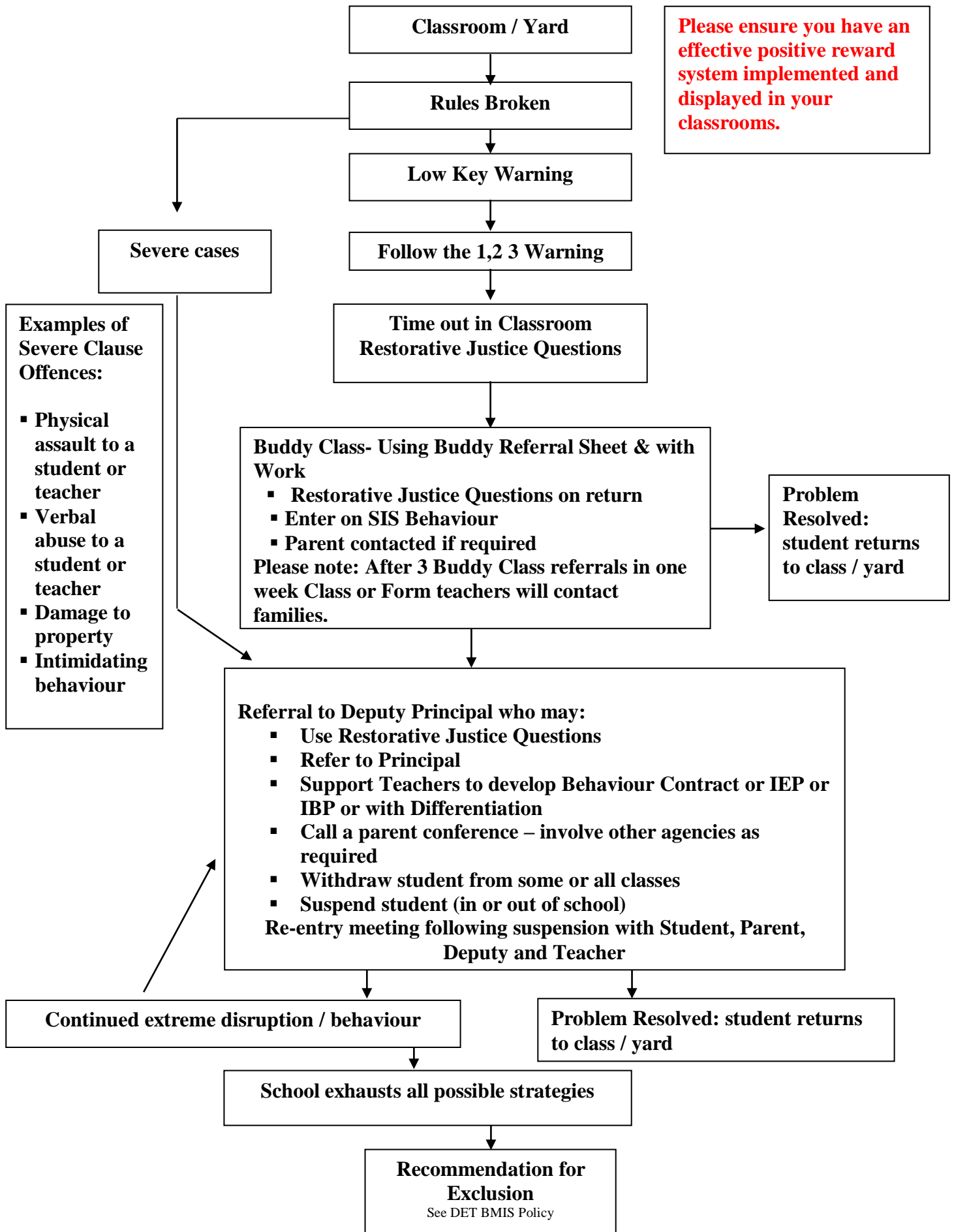
Algozzine, Wang & Violette: 2011

BUILDING A POSITIVE SUPPORT ENVIRONMENT


Positive interaction is an important aspect of effective classroom discipline and teachers create this:

1. Building positive relationships with students.
2. Encouraging students by:
 - (a) Provide positive feedback, encouragement and praise, noticing improvement, effort, contribution and persistence.
 - (b) Recognising their strengths
 - (c) Expressing confidence in them
 - (d) Providing opportunities for them to be valued, and successful
 - (e) Demonstrating respect and courtesy to them.
3. Concentrating on making **positive comments** acknowledging acceptable behaviour rather than waiting for misbehaviour.
4. Talking openly and positively to students after confrontational incidents.
5. Addressing the work or negative behaviour of the student and not the student as a person.
6. **Providing a stimulating and engaging environment.**
7. Being prepared for, competent in and enthusiastic about the material being taught.
8. **Actively listening to students** by:
 - (a) Making a response, which conveys understanding of the other individual and the situation he/she is in;
 - (b) Ensuring that verbal statements and non-verbal behaviour correspond.
9. **Regularly using reward systems**, such as:
 - (a) Merit Certificates, Student of the Week, Letter of Commendation, EMUS cards
 - (b) Commendations of work – Deputies and Principal are pleased to be shown exemplary student work and will write a commendation on that work and will give feedback.

Wagin DHS BMIS – Flow Chart



NOTE: The BMIS policy takes into consideration a child who has a recognised disability and will be applied accordingly. This could include the use of after school detention, in-school suspension and out of school suspension.

|  | Engaged | Manners | Understanding | Strive |
|---|---|--|---|--|
| Whole School: All the time | <ul style="list-style-type: none"> • Arrive on time ready to start • Remain in appropriate areas | <ul style="list-style-type: none"> • Use common courtesies when greeting • Keep hands and feet to yourself • Use appropriate language • Keep to the left when walking in corridors and verandas • Walk through the school quietly | <ul style="list-style-type: none"> • Communicate positively • Accept each other's differences • Care for other people and the environment | <ul style="list-style-type: none"> • Wear the correct school uniform • Do your best • Attend everyday |
| Learning Areas | <ul style="list-style-type: none"> • Be organized and on time • Work collaboratively • Be an active learner | <ul style="list-style-type: none"> • Help others • Listen actively • Raise your hand to speak • Leave your classroom and work areas tidy | <ul style="list-style-type: none"> • Start your work straight away • Follow instructions • Care for and respect resources | <ul style="list-style-type: none"> • Complete homework • Stay on task • Aim to improve |
| Play Areas | <ul style="list-style-type: none"> • Be aware of others • Play safe • Play in appropriate areas | <ul style="list-style-type: none"> • Listen to the duty teacher • Use appropriate language • Share and take turns • Be a good team member | <ul style="list-style-type: none"> • Include others • Wear your hat | <ul style="list-style-type: none"> • Problem solve: Stop, Think, Act • Put rubbish in the bin • Respect the environment |
| Eating Areas | <ul style="list-style-type: none"> • Sit when eating • Place all rubbish in the bin • Hold all sport equipment still | <ul style="list-style-type: none"> • Listen to the duty teacher • Eat with your mouth closed • Talk respectfully | <ul style="list-style-type: none"> • Invite others to sit with you • Wait for duty teacher to release you • Eat your own food | <ul style="list-style-type: none"> • Stay seated until released • Pick up any rubbish |
| Information and Communications Technology (ICT) | <ul style="list-style-type: none"> • Use IT equipment appropriately • Shut down and store IT equipment correctly | <ul style="list-style-type: none"> • Keep food and drinks away from the IT equipment • Respect IT equipment and report breakages • Treat others respectfully while online • Screen down when asked • Wash hands before using IT equipment | <ul style="list-style-type: none"> • Share equipment • Be patient • Access appropriate websites • Close laptops when walking • Games and music only when allowed | <ul style="list-style-type: none"> • Increase your ICT skills |
| Before & After School | <ul style="list-style-type: none"> • Listen to staff • Get organized for the day • Return all equipment to appropriate areas • Move safely when arriving and leaving school | <ul style="list-style-type: none"> • Say good morning or good afternoon to others • Wait to be released at the end of the day | <ul style="list-style-type: none"> • Be safe on the school bus • Arrive and leave the school grounds safely • Be on time for breakfast club | <ul style="list-style-type: none"> • Clean up your area before you go home • Be road aware |

As finalized on 26/11/2014 by J Abbott

BUDDY CLASS REFERRAL



Student: _____ Year: _____

Date: _____

Referring Teacher: _____

Work Provided: Yes No

Time sent to Buddy Class: _____

Time to be spent in Buddy Class (circle)

5min 10min 15min

Reason for Buddy Class:

- Disruptive Behaviour
- Inappropriate language
- Refusal to participate in set task
- Arguing with teacher
- Other

Buddy Teacher comments:

Time Sent back to Class: _____