

BEHAVIOUR MANAGEMENT

At Mukinbudin District High School we 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.

In the Mukinbudin District High School community we:

LEARN: Every child has the right to learn and must respect the rights of others to learn.

RESPECT: Respect ourselves, respect others and respect our environment/community by developing personal resiliency and demonstrating care for others.

RELATE: Create a safe and supportive learning environment by developing positive social skills and demonstrating tolerance and inclusiveness.

RECOGNISE: Reinforce and promote positive behaviour by acknowledging individuals and groups through the rewarding of positive behaviours.

REFLECT: Take ownership and responsibility for our behaviour choices and how they contribute to the problem.

RESTORE: Once the unacceptable behaviour has been addressed – participate in Restorative Practice steps that are needed to make amends so that we can return to working positively together.

POSITIVES

As a whole school we acknowledge, recognise, promote and reward positive behaviour. The following are examples of activities used by the school to foster a positive whole school environment and an individual feeling of school pride.

- Classroom incentives scheme
- Merit Certificates at assemblies
- Exemplary work shown to Principal/ Deputy
- Students' work showcased
- Peer selection of Student Councillors and Faction Captains
- Participation in extracurricular activities e.g. school choir, camps, after school sport programs
- Positive parent communication e.g. star letter, communication books and email
- Individual playground raffle tickets
- Playground faction tokens
- Student good standing
- Presentation Night book awards



ROLE OF THE PARENT

- To be familiar with both the Schools' and Classroom Policy
- To promptly contact the classroom teacher with any concerns
- To support the school and its policy in the presence of the child

Mukinbudin District High School

An Independent Public School

Parent Information



White Street, Mukinbudin
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E: Mukinbudin.DHS@education.wa.edu.au

BULLYING

Bullying is repeated verbal, physical, social or psychological behaviour that is **harmful** and involves the **misuse** of power by an individual or group towards one or more persons. It can have long-term effects on those involved.

Bullying can happen:

- Face-to-face (e.g. pushing, tripping, name calling)
- At a distance (e.g. spreading rumours, excluding someone)
- Through information and communications technologies (e.g. use of SMS, email, chat rooms)

Some conflicts between children are a normal part of growing up and are to be expected. These conflicts or fights between equals and single incidents are not considered bullying, even though they may be upsetting and need to be resolved.

Identifying bullying can sometimes be difficult. Bullying is often conducted out of sight of teachers and children may be reluctant to report bullying.

WHO TO TELL?

If you are concerned your child is being bullied, harassed or physically hurt, talk to the school about your concerns. The best outcomes for your child will be achieved by you and the school working together.

SCHOOL RESPONSE

We will consider your child's circumstances and will develop the most appropriate strategies for them. These strategies could include:

- Teaching and learning programs to develop students' communication, social, assertiveness and coping skills
- Increasing supervision of students at particular times or places
- Support from the school psychologist
- Mediation for the students involved with a trained teacher
- Changes to technology access at school
- Disciplinary action against students who bully others

RESOURCES

Bullying No Way (Australia)

<http://bullyingnoway.gov.au/>

OVERVIEW

STAGE 1 POSITIVE ENVIRONMENT

- Positive, inclusive classroom environment
- Positive reinforcement & incentive scheme is established
- Class agreements & consequences are established & understood by the class

STAGE 2 DISRUPTION (Name on Board)

- Application of class agreements
- Disruption recorded by writing student initials on whiteboard & agreement broken explained briefly

STAGE 3 TIME-OUT IN CLASS (X one cross)

- Time out in class
- Completes work in isolation
- Informal communication with parent e.g. a brief note in the diary

STAGE 4 BUDDY CLASS (XX two crosses)

- Time out in Buddy Class
- Reflection sheet completed & sent home to be signed & returned
- Admin interview after 3x Buddy Classes
- Further visits & a teacher, parent and admin interview

STAGE 5 ADMIN INTERVENTION (XXX three crosses) ***SEVERE CLAUSE***

- Continues misbehaviour in Buddy Class & admin involved
- Buddy Class twice in five teaching days—class teacher seeks support of admin

STAGE 6 IN SCHOOL SUSPENSION

- Minimum of half day in school withdrawal
- Completes class work package
- No contact with other students
- Parent interview required
- School Psychologist informed

STAGE 7 SUSPENSION

- As per Education Act regulations

STAGE 8 EXCLUSION

- The child remains under suspension until a panel meets to discuss the problem

