



Mukinbudin District High School

Behaviour Management Plan & Procedures

Revised: October 2021
Endorsed by School Council: 2022 TBC

Objective:

At Mukinbudin District High School we believe that all children are entitled to learn in a safe and supportive environment. We also believe that teachers and students have the right to teach and learn free from disruption, be treated courteously and be free from any form of discrimination. Students are encouraged to be considerate, courteous and responsible while demonstrating the school values of Care, Achievement, Respect & Engagement (CARE). Diversity is embraced through the understanding that people are different and that people have different viewpoints and behaviours. Students are encouraged to be independent learners and responsible for their thoughts and actions.

Mukinbudin District High School's Behaviour Management Policy aims to:

- Promote positive learning for students through a safe and nurturing school environment
- Establish a behaviour framework outlining the rights, responsibilities and expectations at Mukinbudin District High School
- Provide a system where conflicts are managed and resolved in a positive manner
- Recognise and acknowledge exemplary behaviour

The core principles that underline our Behaviour Management Policy are that everyone has the right to:

- feel safe and welcome at school
- work and learn in a high quality, supportive and engaging learning environment
- be treated with respect and courtesy
- be supported to achieve success

Rights and Responsibilities:

The Mukinbudin District High School Community aims to develop attitudes and behaviours 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.

All members of the Mukinbudin DHS Community have the right to:

- be treated with courtesy and respect;
- work and learn in a safe and clean environment; and
- the cooperation and support of the school community.

All members of the Mukinbudin DHS Community share responsibility for the maintenance of good order and personal safety within the school.

Students have the RIGHT to:	Students have the RESPONSIBILITY to:
<ul style="list-style-type: none">• Learn freely without interruption• Be free from discrimination of any type• Be in a safe environment that caters for their needs	<ul style="list-style-type: none">• Show respect, courtesy, kindness and compassion to others at all times• Behave in a manner that does not interfere with the learning of themselves and others• Be active participants in all learning activities and contribute as required• Care for the school and wider environment
Staff have the RIGHT to:	Staff have the RESPONSIBILITY to:
<ul style="list-style-type: none">• Respect, courtesy and honesty• Teach in a safe, secure and clean environment• Co-operation and support from parents and other staff	<ul style="list-style-type: none">• Model respectful, courteous and honest behaviour• Ensure that the school environment is kept neat, tidy and secure• Establish positive relationships with students• Ensure good organisation and planning in an environment which is conducive to learning and addresses the needs of individuals• Ensure their skills are kept up to date• Report student progress to parents

Parents have the RIGHT to:	Parents have the RESPONSIBILITY to:
<ul style="list-style-type: none"> • Access a meaningful and adequate education for their child • Be informed about school policies and curriculum • Receive and offer information about their children’s learning and behaviour • Have access to staff and the Principal in matters related to the education of their child • Be consulted regarding the behaviour management of their child 	<ul style="list-style-type: none"> • Support the school in providing a meaningful and adequate education for their children • Ensure that their child participates in educational programs • Communicate issues and concerns that may impact their child’s performance or development at school • Ask for information if they are unaware or want to know more • Provide their child with social, emotional and behaviour skills

Student Code of Behaviour:

Citizenship

- Listen to and be inclusive of others and their opinions
- Show empathy towards others
- Take pride in our environment
- Work collaboratively
- Lead by example
- Share equipment and take turns
- Support school events and get involved
- Think before you act and make good choices
- Welcome and include others to our school

Achievement

- Always do your best work
- Learn from your mistakes
- Set learning goals and work hard to achieve them
- Be a good sport
- Encourage others
- Follow the rules
- Try your best and participate proudly
- Complete your homework

Respect

- Speak kindly and in an appropriate volume and tone

- Be polite and use your manners
- Raise your hand to speak and wait patiently for your turn
- Treat others kindly and fairly
- Keep our bodies to ourselves
- Take responsibility for your mistakes
- Take pride in your school
- Wear your school uniform proudly
- Wear your hat when outside
- Put rubbish in the bin
- Use equipment appropriately and safely
- Allow others to learn

Engagement

- Be on time and ready to learn
- Be prepared with all your equipment ready each day
- Actively listen and speak appropriately to other people
- Actively participate in all aspects of school
- Listen to and follow teachers’ instructions
- Be friendly
- Ask for help when needed
- Offer help when asked
- Participate responsibly
- Engage in safe play at all times

Whole School Rewards and Incentives:

Classroom teachers, in collaboration with their class, will develop a set of class rewards which will be on display in their classrooms and communicated to parents. This system forms part of the classroom management procedures that are appropriate for students in that classroom. A set of whole school rewards and incentive procedures will exist to reward and recognise students at a whole school level.

Values Awards

Teachers and school staff including Education Assistants and the AIEO are encouraged to award PBS ‘Sheep Tag’ Awards to students who demonstrate the school’s values of **Citizenship**, **Achievement**, **Respect** & **Engagement**. These should be provided often and regularly to encourage positive behaviour and reinforce whole school expectations. Students place these values tags in the rain gauge containers according to the CARE values colours out the front of the office. Lines have been drawn on the gauges to signify a first reward

for the values award system. As each value gauge reaches its line, all students will be given 10 minutes of extra play time in the next available break time (to be decided by admin staff) to celebrate this success.

When in the playground, students are also given a slip of paper to go with their sheep tag. This slip is placed in a box in the staff room and at each assembly, one winning slip is drawn out. The winning student will be awarded a canteen voucher.

Merit Certificates

Teachers are required to award 2-3 merit certificates per assembly. Assemblies normally take place 2-3 times per term. Teachers are required to provide a reason for the certificate to be awarded to encourage positive behaviour and learning outcomes. Where possible, teachers are required to only award one merit certificate to each student during a school year.

Positive Behaviour Reward

At the start of each term, students will commence the Positive Behaviour Reward system with 50 points. Students will earn 1 point daily for attending school on time and a further point for being in correct school uniform. Teachers will also be able to award 'bonus points' to students who demonstrate school values both in class and in the playground. Students who have gained a minimum of 100 'Positive Behaviour Points' for each term will be awarded with a bronze, silver, gold or platinum level positive behaviour certificate at the end of term assembly (Positive Behaviour Bronze; Positive Behaviour Silver; Positive Behaviour Gold; Positive Behaviour Platinum). These certificates will be awarded as follows:

- 100 to 110 points = Bronze
- 111 to 120 points = Silver
- 121 to 130 points = Gold
- 131 + points = Platinum

All students with more than 100 Positive Behaviour Points will be invited to participate in the end of term Positive Behaviour Reward Activity. Other 'mini' rewards may be held throughout the term to encourage continued participation. These could include activities such as extra lunch play time.

Negative Behaviour Stages, Procedures and Consequences:

Behaviour	Procedure/ Consequence
Stage 1 – Low Level Disruptive Behaviours	
- Not listening	<ul style="list-style-type: none"> - First offence - verbal warning - Second offence - verbal warning - Third offence – loss of one positive behaviour point and 1 to 5 minutes time out as appropriate (at the teachers discretion) <p>These behaviours will be managed by teachers, with the student remaining in class.</p>
- Not following instructions	
- Calling out	
- Not following class/ school rules	
- Interrupting/ moving around the class	
- Leaving the class with permission (toilet/ drink) during class time *Please note, students will not be stopped from going to the toilet	
Stage 2 – Disrespectful Behaviour	
- Speaking disrespectfully	<ul style="list-style-type: none"> - First offence - verbal warning from teacher - Second offence – discussion with teacher about behaviour; including notification of 5 to 10 minute time out at recess or lunch time to be completed outside the DP's office - Loss of 5 positive behaviour points
- Answering back	
- Eye rolling	
- Telling lies	
- Walking away when being spoken to	

- Running on the Verandah	<ul style="list-style-type: none"> - Parent/ Guardian notified either in person at the end of the day or via phone, email or Seesaw message. - Behaviour and parent communication to be recorded on SIS - Third offense – sent to office for discussion with Deputy Principal or Principal, plus completion of 10 minute time out mentioned above.
- Running with technology	
- Being in an 'out of bounds' area during play time	
- Leaving the classroom without permission	
- Continuation of Stage 1 behaviours	
- Stage 3 – Hurtful or Dangerous Behaviour	
- Targeted, repetitive name calling	<ul style="list-style-type: none"> - First offense - sent straight to the office – Deputy Principal or Principal to decide on consequence based on severity of incident - Loss of 10 positive behaviour points - Parent/ Guardian contacted by Teacher, Deputy Principal or Principal - Behaviour and parent communication to be recorded on SIS
- Swearing	
- Threatening others/ Intimidation	
- Stealing/ Theft	
- Damage to Property	
- Aggressive physical contact with others (e.g. hitting, punching, kicking, fighting, throwing items at others, spitting)	

Communication and Collaboration:

This Behaviour Management Policy was developed by school staff in October 2021 and will be discussed with the School Board at its Term 4 2021 meeting, with it being presented for ratification at the scheduled Term 1 2022 meeting.

The plan will be implemented in a trial format from Monday 1st November 2021 to allow feedback to be collected prior to presentation to the School Board in 2022. All aspects of the plan will be shared with the school community via the school's Facebook page, website, Connect and as an attachment to the next newsletter.

All Stage 2 and Stage 3 behaviours, as well as referrals to the Principal, will be followed up with a phone call or other contact, to the child's parents by either the classroom teacher, Deputy Principal or Principal.

Appendix 1:

Categories of Suspension – Department of Education

These categories are provided to facilitate state-wide consistency in systemic reporting about the bases for suspension; they are not a list of behaviours for which suspension is mandated.

- Category 1: **Physical aggression toward staff**
Aggressive physical contact committed intentionally against staff.
- Category 2: **Abuse, threats, harassment or intimidation of staff**
Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
- Category 3: **Physical aggression toward students**
Aggressive physical contact committed intentionally against another student.
- Category 4: **Abuse, threats, harassment or intimidation of students**
Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
- Category 5: **Damage to or theft of property**
Direct or indirect damage to, or theft of, property.
- Category 6: **Violation of Code of Conduct or school/classroom rules**
This covers student misconduct not addressed in any of the other categories that violate the school's Code of Conduct.
- Category 7: **Possession, use or supply of substances with restricted sale**
This category covers use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.
- Category 8: **Possession, use or supply of illegal substance(s) or objects**
The substances referred to in this category are those that are illegal under the Criminal Code. This includes weapons and illegal drugs.
- Category 9: **E-breaches**
Breaches under the *Students Online* policy or *Personal Use of Mobile Electronic Devices* requirements. Includes breaches of an *Acceptable Use Agreement*; *Appropriate Use of Online Services Agreement*; and recording, distributing, or uploading of inappropriate images or messages of students, parents or staff with reasonable nexus to the school.