

Behaviour Management Policy

I. Rationale / Background

The primary purpose of Montrose Bay High School is to provide high quality teaching and learning. Underpinning our student management is the importance of **positive relationships** between members of our school community. Behaviour management in the classroom is based on the notions of a **supportive school environment** and a **positive discipline policy**.

Supportive School Environment

- We support the students in our classrooms who are there to learn, free of distraction and interruption.
- We support those students whose personal circumstances make school life difficult for them.
- We support one another.

Positive Discipline Policy

- Positive in that disruptive students are not allowed to interfere with the learning of others.
- Positive in that when applied clearly and consistently we should be able to spend more time dealing with the students who do want to be involved in their learning.
- Positive in that when students are aware of the consequences of their actions, they ultimately have to own (take responsibility for) their behaviour.

2. Requirements / Outcomes

CODE OF CONDUCT

Our Code of Conduct is shaped by the importance of relationships, learning, responsibility and the pursuit of excellence. It identifies the values and social behaviours that are fundamental to our school community.

Rights and Responsibilities

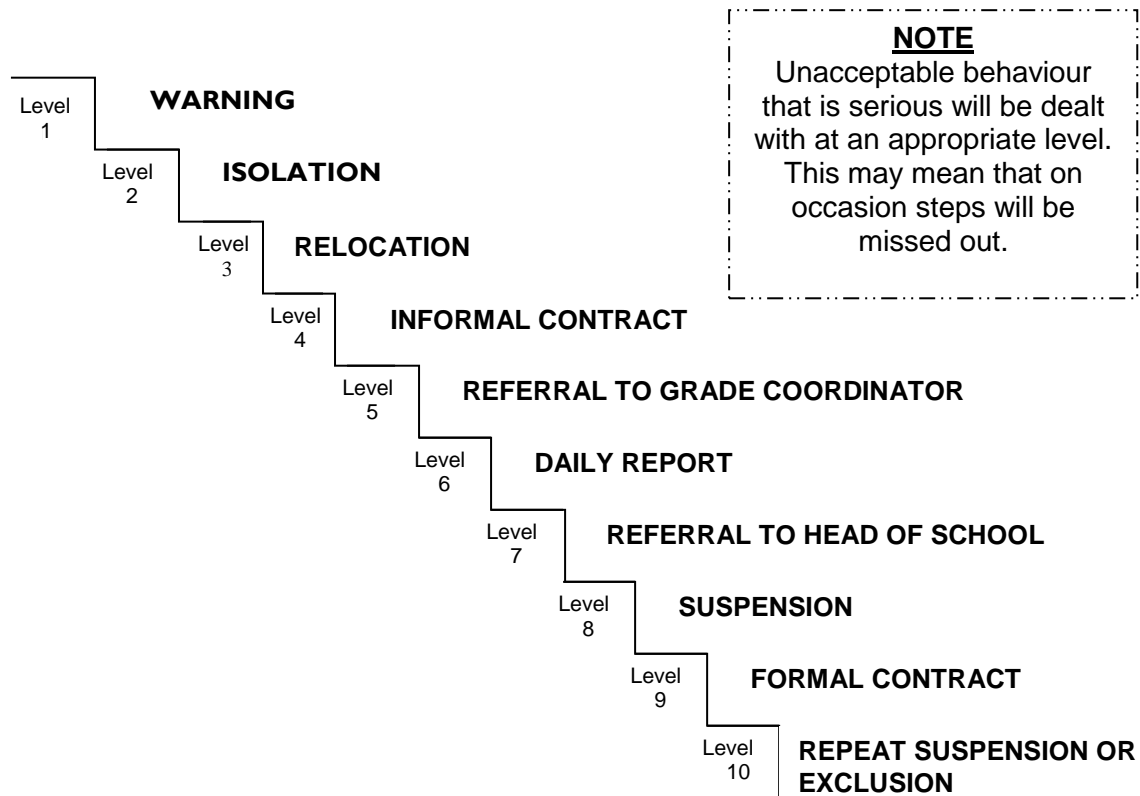
Right	Responsibility
<ul style="list-style-type: none"> • All students and teachers have the right to learn and teach in an environment free from disruption. 	<ul style="list-style-type: none"> - To allow others to work without disruption. - To come prepared for all lessons with necessary equipment and books. - To be on time. - To follow instructions willingly and promptly. - To strive to be the best learner you can be.
<ul style="list-style-type: none"> • All staff and students have the right to work in a safe and well maintained environment. 	<ul style="list-style-type: none"> - Show care for the internal and external environment of the school. - Respect your own property and the property of others. - Follow classroom rules. - Show care for the wellbeing of yourself and others.
<ul style="list-style-type: none"> • All staff and students have the right to be treated fairly and with respect. 	<ul style="list-style-type: none"> - Treat others with courtesy and respect. - Cooperate with staff and fellow students. - Accept others without ridicule, discrimination or harassment.

Classroom Rules

1. Be on time and prepared for work.
2. Speak politely and quietly.
3. Listen when someone is speaking.
4. Be respectful and safe in the treatment of others and their property.
5. Follow instructions willingly and promptly.

NB. Some Learning Areas may have additional subject specific rules.

Behaviour Steps



3. Responsibilities

The Classroom Teacher

The teacher of the class takes responsibility for behaviour management. In this regard the teacher is expected to:

- Develop positive and productive relationships with students and parents that is based on a commitment to ‘understanding all students’ interests, circumstances and backgrounds.
- Establish and maintain a classroom environment that is organised and pleasant for students to work in.
- Establish and maintain classroom routines and high expectations.
- Define and display the school rules prominently in the classroom.
- Teach and model these rules to the students and continue to maintain high standards and expectations throughout the year.
- Plan and teach a quality and highly structured curriculum that meets the needs of all your students.
- Use positive reinforcement such as praise, etc.
- Apply consequences equitably and consistently.

- Keep accurate records and documentation to enable effective monitoring and follow up of student behaviour.

The Grade Coordinator

Oversees the behaviour management in the grade in line with school and DoE policies, referring on when necessary and working with relevant members of the management team and support staff. Also:

- Provides support strategies for persistent behaviours.
- First port of call for parent contact.
- Decides on Grade responses for group behaviours.
- Response can include time out, coaching, mediation, Daily Report, Support Team referral, parent contact.

The AST

The AST has a significant role in supporting the Grade Coordinators in dealing with difficult parents, students, student welfare and pastoral care of the grade.

- Response can include the above in negotiation with Grade Coordinator.

The Head of School

The Head of School is responsible for the management of high level behaviour issues, dealing with difficult parents and serious student welfare issues.

- Response can include external suspension, re-entry conference, exclusion, formal contract, support team case conference.

Review date: