

Behaviour Management (Junior School)

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POLICY NUMBER	0014
APPLIES TO	Junior School
CONTACT PERSON	College Principal
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APPROVED BY	Mira Hasofer, College Principal



Mission Statement

In our students, through Jewish values and a nurturing community, Masada College engages and instills a genuine love of learning with a quest for excellence.

Masada College Graduate Portrait

Masada College will develop students who are:

- Respectful
- Responsible
- Learners
- Leaders
- Resilient
- Creative
- Ethical
- Excellent communicators
- Communally involved
- Internationally minded

Masada accepts the responsibility of enabling each student to achieve as close to potential as possible. The academic courses offered by the school lead to study at university level, though the school is equally concerned with the achievement of students who intend to study at TAFE, other tertiary institutions or enter the workforce.

Rationale

This policy has been prepared to support the school's Mission Statement and its aims.

The school will foster a caring and supportive environment for all students through a consistent and positive behaviour management and welfare plan.

The strategies are designed to encourage personal responsibility and self-discipline in our students.

Aims

1. To express the College community's shared moral and ethical values and expectations
2. (a set of Beliefs and stated Rights and Responsibilities).
3. To state an agreed set of School Rules and associated Infringement.
4. To state positive and preventative procedures which will ensure that effective learning and teaching will occur for all students and students enjoy their schooling.
5. To promote classroom management techniques which;
 - a. establish a positive classroom environment and
 - b. manage challenging behaviours.
6. To develop a respect for others and the school environment.
7. To outline the College's leadership procedures.





8. The school's Behaviour Management and Welfare program is based on the Raising Responsibility framework.

Implementation

1. The College's Executive and Learning Support teams will be responsible for the overall implementation of the program and its publicity.
2. Each teacher will be responsible for implementation of the Program at the classroom and playground level.
3. Each parent or guardian has the responsibility for studying Program information forwarded home and for reinforcing the College's requirements of the students.
4. Practices stated in the Policy are required to be continuously employed for the duration of the policy by all staff, students and parents.
5. The Executive and Learning Support teams will be responsible for ensuring that necessary materials are prepared in sufficient quantities to support the ongoing operation of the Program and that the College Community is informed of the Program's operations and its elements.
6. Masada College prohibits any form of corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons including parents, to enforce discipline at the school.

Budget

A financial allocation for the ongoing operation of the Program will be apportioned each year within the 'Student Welfare' budget.

Evaluation

The ongoing evaluation of the program will be undertaken by the Executive and Learning Support teams. This will include staff and student reviews.

Belief Statements

We believe:

1. in providing a co-operative, caring and supportive environment in the whole school.
2. that self-discipline is a team effort involving the parents, school staff and students.
3. that each member of the school community (students, staff and parents) should have ownership of the school behaviour management program.
4. that in order to have a safe and orderly school climate where students can learn effectively, there needs to be guidelines for student behaviour that are clearly communicated and consistently reinforced.
5. that each member of the school community must accept the responsibility and consequences of their own behaviour.
6. that each person in our school community has the right to have a feeling of value, belonging, success and happiness.





7. that in order to guarantee all students the excellent educational climate they deserve, we will tolerate no student interfering with another student's welfare or learning.
8. that consistency is important in the prevention of inappropriate behaviour.
9. that efforts must be made to restore a student's confidence after corrective measures have been carried out in the positive reinforcement of good behaviour.
10. that each member of the school community has both rights and responsibilities.
11. that consequences should be transparently communicated and apply to all.
12. that corporal punishment should always be prohibited.

Student Rights and Responsibilities

Student's Rights	Responsibilities	Appropriate Behaviours
I have the right...	My responsibilities are...	
To Learn	To join in, do my best and allow others to learn too.	I will be punctual. I will try to do my best and stay on task. I will be well behaved and allow others to learn.
To be treated politely	To express my ideas politely and listen to the point of views of others.	I will remember to use good manners. I will listen to others attentively. I will be honest.
To be treated kindly	To be kind to others.	I will be friendly and helpful to children, teachers, parents, visitors and others at my school. I will consider other people's feelings. I will be a good sport.
To be safe	To behave in a safe manner.	I will consider the safety of others and myself before acting. I will play safe and stay in the right place at the right time. I will follow bus and road safety rules.
To enjoy my school life in a cared- for environment	To care for and respect my school environment.	I will keep my desk, classroom and school grounds tidy. I will put rubbish in bins provided. I will care for my property, school property and the property of others. I will keep myself tidy and wear the Masada uniform with pride.





Staff Rights and Responsibilities

Teachers Rights	Responsibilities
To teach in an environment where the teaching/learning process is respected.	To maintain a safe and stimulating environment and to provide appropriate programs.
To work in a safe environment.	To establish a safe learning environment.
To be treated with respect by all members of the school community.	To act professionally. To work as a cooperative member of the school community.
To expect behaviour from students which contributes to a positive class atmosphere.	To be caring and well prepared. To resolve to the best of their ability, the problems that occur in the class.
To be supported in catering for individual students' needs.	To teach students according to their individual needs.
To receive on-going support from the school community.	To assess their own performance and to seek professional development.

Parent Rights and Responsibilities

Parents Rights	Responsibilities
Know that their child is in a safe environment.	To support the school in promoting a safe environment including bringing and collecting their child from the school at the agreed time.
To be treated with respect and fairness by all children and adults.	To treat everybody in the school community with respect and consideration.
To be kept informed about general school events and issues.	To read school newsletters and respond appropriately. To become involved with events and support school activities.
To be kept informed of their child's learning progress.	To respect the professional judgement of the teaching staff.



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To have their child learn to their full potential.

To act as a partner in the learning process and ensure attendance at school.

To have reasonable access to school staff.

To keep the school informed about the needs and/or concerns with their child.

To be consulted on relevant school policy and issues via parent bodies.

To provide input into such a consultative process.

School Rules and Behaviour Grid Advisory Sequence

NOTE: The 'School Rules' and 'Behaviour Grid Advisory Sequence' are included in separate attachments. In some circumstances, students with personalised plans may require minor adjustments to these procedures through consultation with executive staff and the learning support team.

The school rules and behaviour grid advisory are both written from a student's perspective, using I-statements and clear, simple language. They provide a positive shared language for staff, students and families to articulate

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It is important for all members of the school community to feel that they are accepted and respected and their efforts are appreciated.

Playground Code of Conduct

Respect the environment. Put your rubbish in the bins provided.

Respect the property of others.

Respect others and use appropriate, positive language during play.

Inappropriate language is never acceptable.

Always try as much as possible to set a good example to others.

Wear a hat to protect yourself. Hats are compulsory throughout the year.

Toilets are out of bounds for playing.

Students are only allowed ing.

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Decreasing discipline referrals

Engaging parents and the community in supporting the schools initiatives

The Leader in Me Program, together with URSTRONG empowers our students to develop their capacity by learning skills to:

Take responsibility

Resolve conflicts

Build effective interpersonal relationships

Communicate effectively with others

Create their own vision for success

Student Representative Council (SRC)

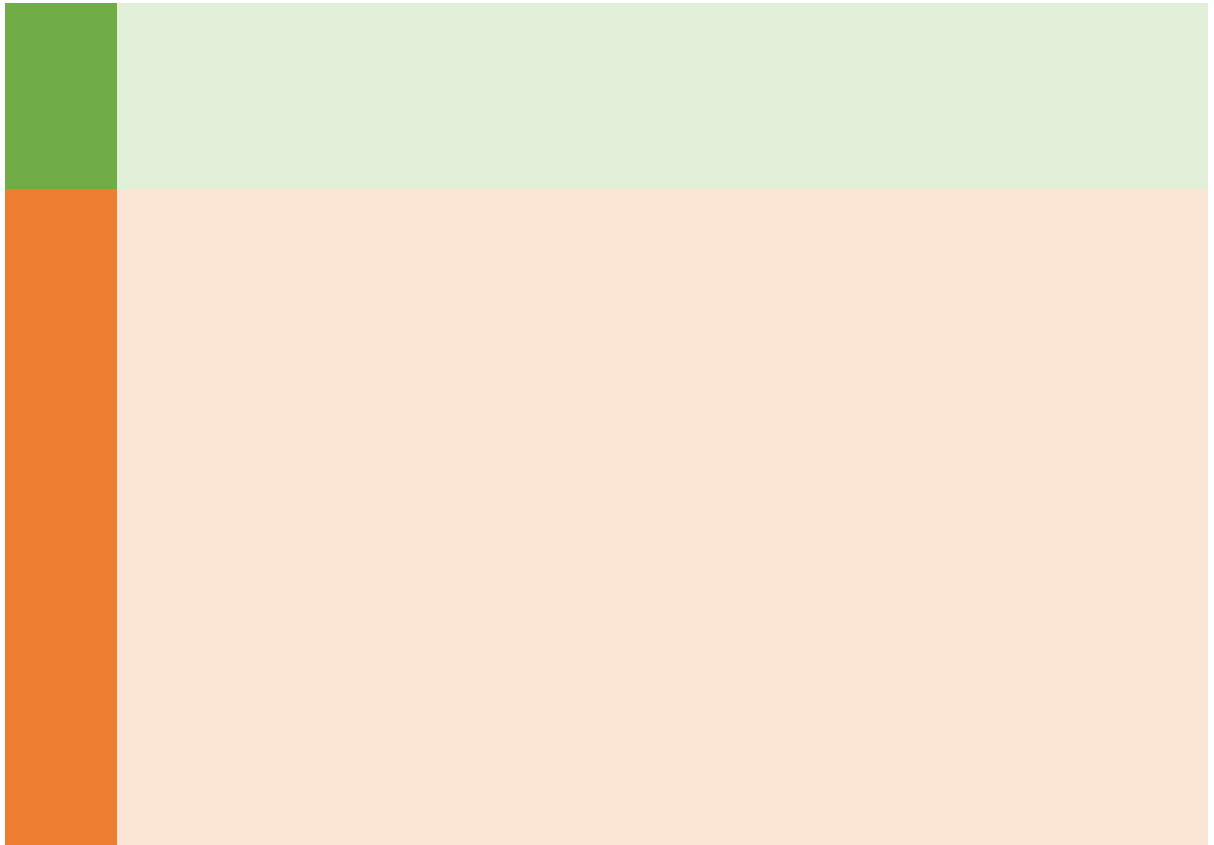
The SRC consists of class representatives from Years 2-6, elected each semester by their peers. Relevant school and community issues are discussed in an open forum and acted upon through student choice.

Election Procedures:

Each class conducts a secret ballot to nominate 2 students to represent the year group at the SRC meetings.

Main SRC Responsibilities:

The SRC is responsible for conducting school charity programs and school improvement initiatives (such as competitions for cleanest playground and classroom areas). They also discuss and create solutions to problems raised by their peers in class meetings.



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	<p>being in the wrong place without a valid reason</p> <p>not caring for school property</p>	<p>reflective conversation / written task</p>
Red	<p>I am making very poor choices, including:</p> <p>excessively and deliberately</p>	