BLUE GUM MONTESSORI SCHOOL

Behaviour Management

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Policy

At Blue Gum Montessori School the management of student behaviour is a staff, parent and student concern. Its success is based upon the recognition of the dignity and worth of all individuals.

To this end the stakeholders will:

• Create a positive environment within our school and classroom so that teachers and students can work together in harmony.
• Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
• Establish a set of rules that protect the rights of all individuals.
• Establish a clear set of consequences for individuals who do not accept their responsibilities
and break rules, so that they are encouraged to recognise and respect the rights of others.

- Establish procedures so that conflicts can be solved in a positive, non-violent manner.

Rights and Responsibilities - Staff

**Staff have the right to:**

- Respect, courtesy and honesty.
- Teach in a safe, secure and clean environment.
- Teach in a purposeful and non-disruptive environment.
- Cooperation and support from parents/guardians and other staff.

**Staff have the responsibility to:**

- Model respectful, courteous and honest behaviour.
- Ensure that the school environment is kept neat, tidy and secure within the classroom and the playground.
- Establish positive relationships with students.
- Ensure good organization and planning.
- Report student progress to parents.
- Consistently implement school policy.

**Staff need:**

- To have clear statements of whole school and classroom rules and the consequences of their infringement.
- To set consistent and achievable standards.
- To promote a positive working environment. Give consideration to student seating and classroom arrangements.
- Change the environment and/or task to suit the child.
- Develop independence by focusing on the needs of the child in physical dimensions and strength, mental capabilities of understanding the task, emotional stability (perseverance, persistence and desire).
- To prepare each learning session professionally;
  - know what they wish to achieve
  - know their content
  - have the necessary resources prepared
  - be punctual
- During a lesson;
  - give clear instructions
  - teach at the student’s level
  - use motivation techniques
  - cater for a variety of interests
  - be aware of students from non English speaking and different cultural backgrounds
  - be flexible and adaptable
- To use positive reinforcement for appropriate behaviour;
  - positive incentives need to be earned before they are given.
  - verbal encouragement should be the most used incentive.
  - a variety of positive incentives need to be used; change incentives often to maintain enthusiasm.
  - desired behaviour needs to be rewarded. See positive incentives below.
  - every child needs to be given the opportunity to earn and receive acknowledgment of their work.
  - to actively encourage students to take control of their learning and their behaviour
  - to model the behaviour outlined in the Code of Conduct
• To be alert to disruptive students and be prepared to use the school Behaviour Management Plan to consistently handle inappropriate behaviour.

Rights and Responsibilities - Students

Students have the right to:

• Learn in a purposeful and supportive environment.
• Work and play in a safe, secure, friendly and clean environment.
• Respect, courtesy and honesty.

Students have the responsibility to:

• Ensure that their behaviour is not disruptive to the learning of others.
• Ensure that the school environment is kept neat, tidy and secure.
• Ensure that they are punctual, polite, prepared and display a positive manner.
• Behave in a way that protects the safety and well being of others.

Rights and Responsibilities - Parents/Guardians

Parents/Guardians have the right to:

• Be informed of materials for work, behaviour management procedures, and decisions affecting their child’s health and welfare.
• Be informed of their child’s progress.
• Access for their child to a meaningful and adequate education.
• Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.

Parents/Guardians have the responsibility to:

• Ensure that their child attends school punctually.
• Ensure that their child is provided with appropriate materials to make effective use of the learning environment.
• Support the school in providing a meaningful and adequate education for their children.
• Model behaviour
• Provide adequate nutrition and provision for sleep.

School Rules and Code of Conduct

School Rules / Class Rules

School Rules, including classroom rules are as follows;

1. When the bell rings, Stop, Look and Listen
2. During a lesson and when the teacher is speaking, if you need to speak, raise your hand. Do not speak unless you are invited.
3. Respect the Environment. Keep the classroom tidy and clean.
4. Do all set activities within the designated time to the specified standard.
5. Respect other people’s right to learn and have a safe environment.

**Code of Conduct**

The school community has agreed that students must:

- Follow the instructions from the staff.
- Be aware that bullying is unacceptable.
- Must not hit, spit, scratch, bite or yell at teachers and children.
- Always wear a hat while outdoors - ‘No hat, no play’ Policy.
- Walk on the paths and steps and in the verandahs and courtyards. These areas are not for running or noisy games.
- Only play non-violent games in the playground. Fighting, swearing and rough games where extreme physical contact is required are not allowed.
- Consider the safety of others while playing in their own play area. Do not throw sticks, stones or other objects likely to cause harm.
- Retrieve sports equipment from outside the school grounds only under the supervision of the duty teacher.
- Provide notes from parents requesting permission to leave school grounds during the school day and absenteeism.
- Only enter or remain in a classroom during non-teaching time, when a teacher is present.
- Help keep the school in a neat tidy condition, eat food only in the designated areas
- Refrain from throwing food and squirting water on others
- Walk in the classrooms, walk around mat, no touching or kicking other’s job.
- Must not use equipment in classroom as weapons.
- speak quietly in the classroom
- raise their hand to speak in a lesson situation
- Be willing to fulfill their responsibilities as a learner
- Request permission to enter a classroom during a teaching session
- Request permission to enter the administration area
- Take care of their own property, the property of others and school property.
- Arrive at school at 8.30am.
- Leave the school grounds promptly at the end of the school day after being dismissed with designated adults.

**Procedure**

**Behaviour Management - Positive Incentives**

Behaviour management practices that staff employ must ensure the establishment of high quality positive relationships between staff and students.

**Positive incentives**

Encouragement and praise. - Acknowledgement of positive work and behaviour through positive verbal dialogue.

Work may also be published in the school newsletter.

Children may visit other classrooms to show their work.

**Behaviour Management - Junior Cycle Students**
Step 1. Proximity Praise/Reward — If a student is not following the rules;

- Check that the student can cope with the activity
- Prompt or redirect the student to return to the appropriate behaviour
- Praise at least one other student who is in close proximity for behaving appropriately
- Praise the misbehaving student upon following instructions

Step 2. Rule Reminder - Referral to the relevant displayed class rule. (There shall be no more than five, simply stated in the positive and displayed in the classroom). Reinforcement given or child reminded of class rules. If ignored by student, another child is asked to recollect class rules.

Step 3. Warnings - Verbal reprimands according to individual classroom procedures.

Step 4. Loss of Privilege — After the first three steps have been repeated, the next time a rule is broken the student will lose a privilege, loss of participation.

Step 5. Isolation in Class (Time Out) – Further breaking of class rules leads to a student receiving isolation in the classroom. The period of isolation in minutes can be up to but not exceed the child’s age, (3 minutes for a 3 year old, 5 minutes for a 5 year old).

Step 6. Detention - Students are detained for a brief period during normal breaks to complete work in class.

Step 7. Non-Attendance — Parents/Guardians are advised by the Principal that their child can not attend school the following day or part of the day. The child would need to be kept home for one day or part of the day, immediately following the severe incident. This action is only for extreme cases.

Behaviour Management - Middle and Upper Cycle

Step 1. Proximity Praise/Reward — If a student is not following the rules;

- Prompt or redirect the student to return to the appropriate behaviour and check that the student can cope with the activity
- Praise at least one other student who is in close proximity for behaving appropriately
- Praise the misbehaving student upon following instructions

Step 2. First Warning - Referral to class rules. The class rules are developed from the Code of Conduct (No more than five, worked out with class, stated simply, written in the positive and displayed in the classroom). Reinforcement given or child reminded about class rules. Name written on board with a mark.

Step 3. Second Warning - Verbal reprimands according to individual classroom procedures. These are recorded on the board. Three strikes and move to step 4. The strikes are wiped off the board at the end of the day, as every day is a new beginning.

Step 4. a) Loss of Privilege – On the third warning student will lose a privilege. Initially, the child may be isolated in the classroom. However, due to supervision restrictions the child may lose the privilege of playtime, or be withdrawn from privileges pertinent to each class.
4. b) **Buddy Teacher** – If a student refuses to settle during classroom isolation the student can then be placed in a buddy teacher's classroom. This step will be taken in the event of behaviour issues. Work must be provided for the student and the student must complete a think sheet. Each teacher must organise a colleague to be a buddy. Refer to Guidelines for Buddy Classroom Isolation.

**Step 5. Shape Up on Work**

This occurs concurrently with step 4.

When a child persistently does not complete work or does not work to a standard that the teacher feels he/she is capable of, the child will be given a ‘shape up’. This is a highly coloured card in the shape of a multi – apex star. The card is glued into the child's book with the date and explanation given as to why the 'shape up' is given. Its purpose is to notify the child that the teacher feels the child could do a better job within their own ability. A record of the shape up is kept in the class mark record book.

**The progression is as follows:**

5a) **3 Shape Up's** – Interview with student and teacher

The child and the teacher will make a plan to help the child meet the requirements of standards and timeliness. It may be that the services of the Curriculum Support Teacher would need to be enlisted. The conference is recorded on form BM6.

5b) **6 Shape Up's** – Interview with student, teacher and Principal. The conference is recorded on BM6.

The Principal’s help is sought to help the child and teacher, make a plan to address the problem.

5c) **9 Shape Up's** – Interview with student, teacher, Principal and parents/guardians.

The conference is recorded on form BM6.

Amendment: 31 May, 2007

The parents are involved throughout the process. At stages 5a and 5b the involvement is informal and verbal while the school and the child address the issue in such manner that the child is encouraged to take independent action. At stage 5c, a plan is made with all four parties, to address the problem.


This step is used for behaviour issues.

- Highly disruptive students are sent to Principal with Referral note.

- Students must complete a Think Sheet. Form BM5.

- Refer to Guidelines for Buddy Classroom Isolation.

If a student is placed in Buddy Classroom Isolation for a second time, they must complete Form BM3. An interview with the student, teacher, principal and parents is to be organized with the aim of implementing strategies to help student identify and resolve reasons behind the bad behaviour.
Step 7. Non Attendance (Suspension)

For severe incidents – to be used at the discretion of the school Principal.

Teachers need to be aware that these steps are most appropriately used as a sequential pathway. It would be expected that a student would have moved through the earlier steps before step 7 was actioned. However for extreme, severe incidents (such as acts of violence, or swearing) a teacher could go straight to step 6, Buddy Classroom Isolation.

The suspension should be immediate, i.e. that day and/or the following day, whilst the incident is still fresh in the student’s mind and to reduce anxiety to the student by waiting for the period of suspension. One day would be sufficient time for a primary aged student.

The Principal will set up a meeting with the parents/guardians and teacher to form an Individual Behaviour Plan. (IBP).

After an IBP is formed, the student is essentially back at step 1, implementing the new plan. The IBP is to be reviewed fortnightly, by the Principal, teacher and student. (If the IBP is breached within the fortnight, then the IBP must be reassessed).

If the IBP is not adhered to after the second fortnight, then a formal meeting is arranged between the Principal, teacher, parent/guardian and student.

Behaviour Management – Role of Staff

Principal to:

• Provide a link between parents and staff.

• Support teachers with student behaviour management.

• Ensure consistency in the implementation and maintenance of the Behaviour Management procedures throughout the school.

• Approve the design and assist with programs for children experiencing difficulties.

• Provide new, DOTT and relief teachers with the guidelines pertaining to Behaviour Management Procedures.

• Help create a review committee to monitor our school’s behaviour management procedures.

• Complete the referral note and file it in the child’s educational file in the Office.

Teachers to:

• Display and discuss
- Rights and Responsibilities.
- School Code of Conduct.
- Playground Rules.
- Classroom Rules.

• Document student misbehaviour and adopted strategies.

• Provide support to the review of the student behaviour management procedure.

• Consistently apply the school's behaviour management procedures.

**Behaviour Management - In The Playground**

The duty teachers are responsible for the safety and acceptable behaviour of students in the areas they supervise.

In the event of students committing minor breeches of the school rules the teacher may use some of the following strategies:-

- Call the student to one side and give a reminder of the code of conduct.
- On a second infringement place the child in isolation for a short period of time with a reminder of the code of conduct.
- On a third infringement - Call the student aside and give the child form BM4 to fill in. Duty Teacher to complete forms BM1 and BM2.
- Report the incident to the child's teacher – hand over form BM2 and obtain a signature on form BM1. The Class Teacher completes form BM4 and ensures that the parent receives it.
- The class teacher returns form BM2 to the teacher responsible for maintaining the school master records for behaviour.

All incidents of a serious disciplinary nature will be reported to the Principal immediately and later documented by the duty teacher. (Class teacher is informed by duty teacher).

According to the severity or repetitive nature of the incidents a parent may:

- Receive a note to bring the incident to their attention
- Be called for a formal interview
- Directed to take the student home (suspension)

This step would be in keeping with the general sentiment of the process of class behaviours.

**Guidelines for ‘In Class’ Isolation / Time Out**

The placement of students in Time Out will be authorized by the classroom teacher. Time out is used when it is necessary to remove the student from the stimulation of other children. E.g. If all other children were in the classroom, then the student would be asked to work outside. They would not be sent to the Principal’s office as this could be construed as a reward.

Class teachers are responsible for ensuring that a student in Time Out is provided with an adequate amount of work. Work is to be from (or as close as possible) the pupil's normal learning program at a level that the pupil can carry out without explanation or assistance from other staff. The time out period is flexible and usually finishes when the work has been completed. The maximum period is one hour.
After three infringements, the Principal will notify the parents to discuss the matter with the Principal.

Students who are absent from school during their period of Time Out will complete the requirements of Time Out on their return to school. The duration of time a child is in Time Out is at the teacher’s discretion.

**Guidelines for Buddy Classroom Isolation**

**Class Teacher**

1. Teachers to arrange a buddy teacher. The greater the student age difference the more effective this strategy becomes. Support teachers will call upon the student’s normal classroom buddy teacher if necessary, or another support teacher.

2. The student who is sent to their buddy classroom must take work and form BM5 with them. The class teacher must fill in form BM2, for the master records.

3. Teachers need a space in their classroom where these students can go. These students are to be ignored by the other children in the classroom. The student must work quietly without interfering with the normal routine in their buddy classroom. If the student chooses to act outside this guideline, they are to be sent to the Principal with form BM2 and a brief referral note.

4. The student stays in isolation until the work is completed or until the next break time. They may then return to their classroom for a fresh start.

5. If a student has to be sent *twice in a school week* to their buddy classroom for isolation then the student's teacher needs to notify the student's parents. The class teacher must fill in form BM3 and give it to the parents.

**Support and DOTT Classes**

Support and DOTT teachers should follow the above guidelines for ‘Buddy Classroom Isolation’.

During these classes, children can be sent to their normal buddy support classes. Support teachers need to notify the child's normal class teacher if one of their children was sent to a buddy classroom during a support teacher's lesson. If a student is sent to a buddy classroom twice within the week, by a support teacher then the support teacher must inform the class teacher in writing. The class teacher will then document this information in the incident book and obtain a signature from the parents/guardians of the student.

**Buddy Teachers’ Roster**

Students are placed in a buddy teacher’s classroom at the discretion of the class teacher.

**Classroom Behavioural Summary for Junior Primary: Actions and consequences**
Step 1: Proximity Praise

Step 2: Rule Reminder

Step 3: Verbal Reprimands

Step 4: Loss of privilege

Back to step 1

Second time around

Step 5: Time Out

Continuing infractions

Step 6: Detention

Step 7: Non attendance / exclusion from class
Classroom Behavioural Flow chart for Middle and Upper Primary: Actions and Consequences

Step 1: Proximity Praise
Step 2: First Warning on board with rule reminder reinforcement
Step 3: Second/Third Warning on board associated with verbal reprimands.

**Step 4a**
Loss of privilege

**Step 4b**
Buddy Teacher

**Step 5a**
3 Shape Up’s
Informal verbal notification
Interview with child/teacher
Complete Form BM6

**Step 5b**
6 Shape Up’s
Complete Form BM2
Informal notification to parents
Step 5c
9 Shape Up’s
Complete Form BM2, BM6

*Step 5b*
Request interview with student, teacher and Principal to form a plan to suit all parties. The parents/guardians are notified by the teacher. As this is now an Individual Behaviour Plan, the student goes back to step 1, on this plan.

On the second time through the plan at step 5c or step 6, a meeting with the parents, teacher and Principal occurs to form a plan that addresses the reasons for the misbehaviour and tries to find a solution to help the child overcome the problems.

Placed on Central Register
For further serious breaking of rules, see step 7.

**Playground Behavioural Flow Chart: Actions and Consequences**

Playground Incident

Duty Teacher Completes BM1

This is a very important step as the duty teacher is different each day.

Child reminded BM1

After 3 times recorded teacher completes forms BM2 and BM4

Parents and Principal informed: Action plan.

Placed on Central Register

**Outcomes**
The management of behaviour at Blue Gum Montessori School guided by the Behaviour Management Policy will be consistent and offer the child a chance to learn and develop a self awareness, community behaviour an embracing of cultural diversity and a sense of responsibility for the environment.

**Appendix**
Supporting Policies:
1. Child Protection Policy
2. Bullying Policy

Supporting practices:
3. Montessori Practical Life lessons
4. Montessori mixed aged classes