



The Ela Murray International School

BEHAVIOUR MANAGEMENT PROCEDURES

The Ela Murray International School firmly supports the right of both staff and students to work and learn in a positive learning environment; without being impeded by disruptive behaviour. This philosophy is outlined in detail in the Behaviour Management Policy.

In line with the Positive Behaviour System, staff need to employ an array of proactive strategies to increase the likelihood of appropriate behaviour occurring. There must be a consistent and fair system of consequences that will deal with inappropriate behaviour when it occurs. These are both outlined in this document.

Creating a positive learning environment

At the start of each year, each class has an inquiry unit which is designed to set up the learning environment. This unit includes outlining what the 4 Bs will look like in the classroom and other areas of the school. It is designed to involve the students in writing the class rules, giving them ownership and ensuring that there are clear guidelines in place which are understood by all.

The Four Bs

At The Ela Murray International School we have four overriding school rules:

Be kind

Be fair

Be safe

Be respectful

These rules are continually evaluated by students, staff and parent community.

School Rules Matrix

From the Four Bs come a series of guidelines that are listed within a matrix. The matrix specifies how the rule applies to the various areas of the school (See Appendix 2)

Encouraging appropriate behaviour

There are many different behavioral strategies that staff can use to encourage individuals to demonstrate appropriate behaviour. Teachers need to be proactive in helping students choose appropriate behaviour rather than expecting it and reacting to inappropriate behaviour when it occurs.

Pre-teaching the expected behaviours

Establishing routines by modeling and practicing them

Positive reinforcement for appropriate behaviours

Being consistent and fair with praise

Praising the behaviour not just the child

Being clear with expectations, never assuming that students know what is expected

Applying reward systems consistently in line with the process outlined

Whole School House Point & Blue Card System

The school has four houses – Mirigini (red), Lahara (green), Laurabada (yellow) and Davetari (blue). There is a whole school house point competition but also personal motivation and reward in attaining points.



5 Blue Cards = 1 Bronze Certificate
10 more cards will earn a Silver Certificate
20 more will earn a gold badge

These special awards/certificates are issued in assembly on Friday mornings by the principal.

House Point Credit Card – Blue Card – Certificate System (Grades 3-8)

Students will each have a 'credit card' on card of their house colour with 15 spaces to collect house points on. Teachers initial these as house points are given. As each card is filled, a blue card is awarded.

The credit card is posted into a box which will be emptied by the CA and points added to the house totals and the class tally. The class will set a reward at the start of term and together with the teacher set a target of points to be gained throughout the term to work towards this reward.

House points can be awarded for positive behaviour, helping other students or teachers, effort in work etc. Points should always be linked to attitude and effort and not achievement.

Points should be issued in ones or twos, not given five or ten at a time.

Students should receive no more than one Blue Card every 2-3 weeks.

House Point Credit Card – Blue Card – Certificate System (Prep-Grade 2)

The Prep-Grade Two classes use the same system as the rest of the school but with some variations. Credit cards are larger and posted on the classroom wall. Cards have thirty squares and points are also given for organizational matters such as getting the Daily Planner signed or handing in notices etc, as well as good attitudes and behaviours. As with the rest of the school, points should always be linked to attitude and effort and not achievement.

Points should be issued in ones or twos, not given five or ten at a time and students should receive no more than one Blue Card every 2-3 weeks.

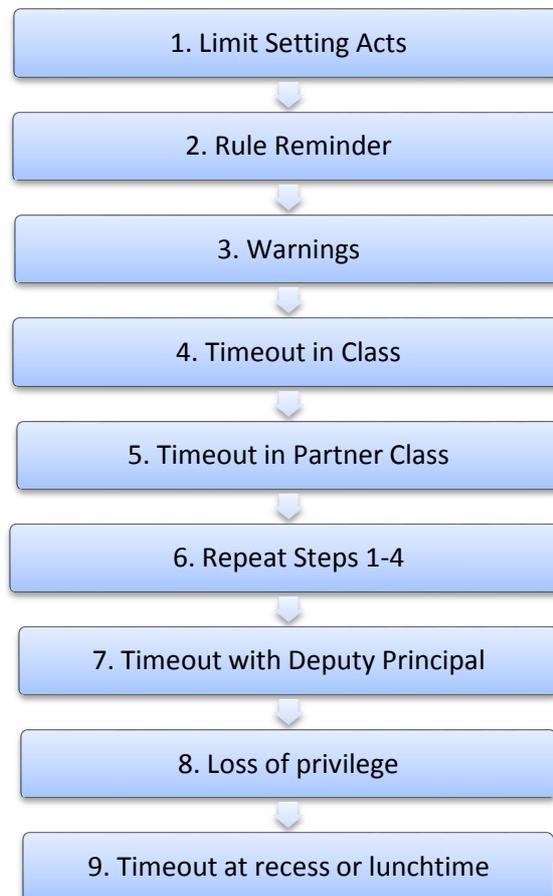
NOTE: This system is to be seen as 'special' and students should be working well and displaying acceptable and appropriate behaviour in order to be awarded blue cards and therefore, certificates. Students who are displaying inappropriate behaviour should not be allowed to proceed on the house point-blue card system and should be working on an Individual Behaviour Program.

Students with serious behavioural concerns should not be up on stage receiving certificates. This undermines the nature of the system.

(continues overleaf)



Overview of Procedures for Dealing with inappropriate Behaviours – See Appendix 3 for more detail



At any stage in this process, students may be asked to complete a ‘think sheet’ to help evaluate their behaviour. See Appendix 4.

Use of Incident Report Form

All behaviour concerns that are of a serious or repetitive nature must be recorded on an incident report form (See Appendix 5). The original sheet should be kept in the class teacher’s incident report folder and a copy given to the Deputy Principal (Admin). These can provide the school with potential patterns of behaviour and be referred to when communicating with parents. Note that incident reports need to be placed into the blue admin files in the office at the end of each year.

Playground

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

Individual Behaviour Programs (IBPs)

Some students may require additional support to develop appropriate behaviours. Teachers are responsible for writing IBPs to develop strategies to change these behaviours. Involving the student and parents in this process is essential.



IBPs will contain personal goals or 'I can' statements. The student will be involved in the evaluation of behaviour. This may be at the end of each session initially, and then progress to evaluating at the end of each day. Students should usually be working to 3 or 4 goals but more may be appropriate depending on the student. See Appendices 6 & 7 for an example.

SUPPORT DOCUMENTS

- Appendix 1 – Positive Behaviour Systems
- Appendix 2 – School Rules Matrix
- Appendix 3 – Dealing with inappropriate behaviours
- Appendix 4 – Think Sheet
- Appendix 5 – Incident Report
- Appendix 6 – IBP Examples – Upper School
- Appendix 7 – IBP Examples – Lower School
- Resource 1 – The Four Bs
- Resource 2 – The Four Bs for classroom display