



MENZIES COMMUNITY SCHOOL

Pukulpa Nintirrinkula
Happy Learning

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Policy: Behaviour Policy

Date: August 2021

Our Goals for the Menzies Community School Community:

- To provide a safe and inclusive environment for students and staff to work.
- To support and promote positive student behaviour.
- To address inappropriate behaviour in a consistent and fair manner.
- To work with families and external agencies to address persistent inappropriate behaviours.

Behaviours We Seek:

- Students will demonstrate the Menzies Community School values of achievement, positivity and honesty when interacting at school.
- Parents/Carers will work in partnership with the school to support their child in engaging appropriately in learning.
- School staff will manage student behaviour in a calm, consistent and respectful manner.

Curriculum and Procedures We Implement:

- A consistent whole school approach to positive behaviour management will be used by all staff. This is outlined in the 'School Behaviour Plan' attached.
- Students will be explicitly taught the Menzies Community School values to ensure they clearly understand expectations.
- When the whole school approach to behaviour management is not effective staff will create, implement and monitor personalised adjustments based on student need.
- Staff will use the least restrictive alternative to prevent or de-escalate student conduct or emotional states that risk harm to self or others;
- A Good Standing policy will be implemented to encourage positive behaviour. This will include loss of Good Standing should a student's behaviour breach the Good Standing Policy, have three referrals to the office or for being suspended.
- Loss of Good Standing means a student may:
 - Have restricted play until he/she demonstrates positive behaviour for three days consecutively or
 - Be excluded from an excursion or incursion that is not essential to the curriculum.
- Ongoing excursions and long term excursions e.g. camp will have individual Good Standing contracts with students.
- Staff will comply with the requirements detailed in the Department's [Support for developing Positive Behaviour](#) website.

Environment We Foster:

- A calm and responsive environment that is conducive to learning.
- The safety and wellbeing of all students and staff.

Review: 2024

Our Vision

In partnership with our families, Menzies Community School provides a supportive learning place to build students of culture and character who contribute to the world.

Menzies CS Behaviour Plan

In the classroom

STEP ONE—CLASSROOM

- Positives used as soon as student enters into room.
- Relationship building.
- Students involved in creating student behaviour plans.
- Use of preventative low Key techniques.
- Contact parents and discuss positives

VERBAL WARNING

STEP TWO—CLASSROOM
Positives continue

1st Consequence

Consequences **may** include:

- Moved within room
- Private dialogue
- Redirection
- Use of 'Thinking Mat'

*As soon as student demonstrates appropriate behaviour he/she receives positive encouragement.

STEP THREE—CLASSROOM
Positives continue

2nd Consequence

Consequences **may** include:

- Moved within room
- Private dialogue
- Redirection
- Use of 'Thinking Mat'

*As soon as student demonstrates appropriate behaviour he/she receives positive encouragement.

STEP FOUR—CLASSROOM
Positives continue

3rd Consequence

Consequences **may** include a combination of:

- 10 mins chill out time.
- 5-10 mins of own time with teacher (detention).
- Private dialogue.
- Restorative dialogue.

*As soon as student demonstrates appropriate behavior he/she receives positive encouragement.

*If student regularly reaches this stage (more than twice a week) an **informal contract, parent contact or alternate consequence is required.** Consult with principal regarding alternate consequences.

An orange card is sent to the Office and Behaviour is recorded on Integris.

In the Office

STEP SIX—OFFICE
Suspension
(in or Out of School)

For severe or repeated behavior
(see *Let's Take a Stand Together* document)
Loss of good standing
Re-entry meeting required after suspension.

Strategies that may be used at this stage:

- Case management meeting: Parents, Teacher, Admin, (may also include school psychologist, AIEO) to create a specific behavior plan.
- Regular review of Behaviour Plan.
- Identify what is causing behavior—gather more data.
- Risk Management Plan if appropriate.

On return to class:
* Look for positives behaviour, Winning over* implement and review plan.

STEP FIVE—OFFICE
Consequence 4

Behaviour recorded on SIS.
Parents informed by teacher or AIEO if unable to contact parent. Principal discusses with teacher.

Consequences—Determined by principal, may include one or several:

- Time out in office.
- Restorative Dialogue.
- Detention (recess and/or lunch time)
- Possible loss of good standing.
- Meeting: Admin, teacher, parent to create an agreed plan if behaviour is repetitive.
- Review of plan if already in place.
- Inclusion of SSEN:B
- Risk Management Plan.

On return to class:
* Look for positives behaviour, Winning over* implement and review plan.

