Como Primary School

Behaviour Management Plan

BMIS
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Aims
The development of appropriate and acceptable behaviour is a staff, parent and student concern. Its success is based upon the recognition of the dignity and worth of all individuals.

Como Primary School aims to:
♦ create a positive environment with the school and classroom so that the 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;
♦ recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment;
♦ 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; and
♦ establish procedures so that conflicts can be resolved in a positive non-violent manner
♦ promote our motto ONLY OUR BEST in everything that we do here.

INTRODUCTION
Como Primary School has a Whole of School Approach to Discipline based on a non-punitive method of dealing with disruptive behaviour. The plan is based on a ten step approach devised by Glasser. He stressed that such an approach would only work in a school that could be generally described as a “Good Place”. He described a good place as where:-

a. people are courteous,
b. two-way communication is practised by people talking with, not at, each other,
c. there are reasonable rules which are formulated dramatically and with which everyone agrees because they benefit both the individual and the group.
d. Administrators actively support and participate in an approach to discipline that teaches individual responsibility: this is done through on-going inservice programmes and modelling of the techniques.

The Como School staff strongly believes that this BMIS. process should be closely adhered to by all teachers with all children. We should insist on Year 1 children being as aware of the rules and the working it out process as the Year 6’s. Support staff should expect the same high standards as class teachers.

In response to (c) above, staff, students and parents compiled the following school rules. These rules are distributed to staff, students and parents so that everyone involved is aware of the rules, examples of breaking the rules and ways of "working it out” if the rules are broken.

It is essential that at the beginning of each school term the BMIS. rules and procedures are carefully re-explained to all children by the classroom teachers.
# SCHOOL RULES

<table>
<thead>
<tr>
<th>RULES</th>
<th>EXAMPLES OF BREAKING THE RULES</th>
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<tbody>
<tr>
<td>We should treat people, fairly, respectfully, equally and with consideration for their feelings.</td>
<td>Fighting, rudeness, teasing, name calling, not considering the safety when playing games, throwing sticks, stones or other objects likely to cause harm, Riding in the school grounds</td>
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<tr>
<td>Teachers have the right to teach.</td>
<td>Talking when the teacher is talking, not paying attention.</td>
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<tr>
<td>Teachers’ instructions must be followed.</td>
<td>Disrupting others, not doing our best, making too much noise in class. Running or being noisy in corridors on verandahs and areas near classrooms. Playing dangerous and unsafe games.</td>
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<td>Children have the right to learn in a quiet environment.</td>
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<tr>
<td>We should dress neatly and be clean and tidy at all times.</td>
<td>Littering, eating outside lunch area, wearing dirty clothes or no shoes.</td>
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<tr>
<td>We should only touch others’/school’s property if we have permission and then treatment should be with as much respect, if not more than for our own property</td>
<td>Taking things without permission, vandalising Bringing to school things such as toys which relate to violence, chewing gum or liquid paper</td>
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<tr>
<td>We should treat visitors with respect, that is behave and be polite.</td>
<td>Lack of courtesy.</td>
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**If You Break The Rules You Will Have To Work It Out In These And Other Ways.**
- Apologise
- Note home to parents.
- Repair/replace property.
- Work it out with teacher/mentor (see Appendix 11)
- Clean up.
- Make up time/work lost.
- Don’t do it again.

**If You Fail To Work It Out These Things May Happen –**
- Isolated in classroom
- Isolated from classroom
- Parent contact
- Internal suspension
- Out of School suspension.

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## MONITORING AND REVIEW

A formal review of the plan is to take place at the end of each semester. Periodic surveys of teachers to take place to ascertain the effectiveness of the plan. Staff encouraged to raise issues related to the M.S.B. plan as and when they arise.
THE PROCESS

Step 1. Review present practice. This is a phase for self-examination, and is usually best done by focusing thinking on a student who is often a discipline problem, but not the worst in the class. “What am I Doing?” Here, the teacher should list all the types of strategies used. The list may include such things as threatening, shouting, ignoring, sarcasm and so on. Refer to the Golden Rules of Behaviour Management (see appendix 10).

Step 2. The list should be analysed carefully and the question asked “Are these techniques working?” If the answer is no, then serious consideration should be given to abandoning these strategies. Continuing to use techniques which fail is what Glasser terms “spinning your wheels”. Instead a commitment should be made not to use any of the responses on the list next time a problem develops unless they correspond to the practices suggested in Steps Three to Seven.

Step 3. Continuing to focus on the disruptive student of Step One, make a small, practical plan to help that student have a better day tomorrow. The purpose of this is twofold. It shows the student someone cares and also acts as a preventative measure. The plan need not be complicated and may be as simple as a special errand, encouragement or a positive personal comment that shows interest in the student’s activities beyond the classroom. Endeavour to make a positive connection with the child.

Step 4. Change in the student’s behaviour is unlikely to be immediate since disruptive behaviour took a long time to develop. In some extreme cases the student may become even more of a problem. However, calm, persistent pursuit of the plan should succeed in time.

Step 5. When a problem occurs and Steps One, Two And Three (especially Three) have been followed, then the simple question “What are you Doing?” is asked. Since Step Three has led to an improved relationship with the student the asking of this question in a calm way helps the student to behave better.

Step 6. If Step Four doesn’t work a further question is added. The teacher asks: “What are you Doing?” “Is it against the rules?” If the student says nothing or refuses to answer the following statement is made. “This is what I saw you doing and it is against the rules”. If Steps One, Two and Three have been performed, these simple questions should be effective.

Step 7. Step Five is repeated and if it is ineffective the student is firmly told “We have to work this out. We’ve got to come up with a plan to help you follow our rules.” At this point, time must be made available to talk with the student about a brief, simple plan. Even though this takes time it is usually much less than the time taken with procedures that don’t work. The plan has to be more than “I’ll stop it”. It must be a positive action plan that helps the student move toward responsible behaviour. For the plan to work it should be short-term, specific and simple. Although the teacher assists in the plan, the more the student has contributed the better it will work.

NB Forms Used from this point on are of two types: Junior (Years 1-2) and Senior (Years 3-6) These are located in your yellow BMIS file and spares are in the vertical file in spare office area.

Step 8. Should the student continue to disrupt in spite of repeated use of all the previous steps, then it is time for the student to be isolated or “Timed-out”. Time out – in own room. White Form. NOT a punishment. Child may observe but not take part. White form issued and child must devise a plan for re-entry by himself. If necessary the child is to seek assistance from the teacher. If at this stage child refuses time out (in own room), or accepts that his behaviour was unacceptable, notify the Principal who will contact the parents in an endeavour to have them assist. At this stage time out should not be more than 60 minutes for Year 3-6 students and 20 minutes for Years 1-2. Enter this stage into Integris.

Step 9. Should the student continue to disrupt/break the school rules, he or she should be placed on a Green Form in a partner room during the next session. As for a white form the period of time out should not exceed 60 minutes for Years 3-6 and 20 minutes for Years 1-2. At Como parents would expect to be contacted at this point and informed of their child’s behaviour. Enter behaviour into Integris.
Step 10. **Time Out in a Partner Room. Yellow form.** As this stage precedes in-school suspension it needs to be viewed as serious and parent contact is essential. Some offences may result in this level being by passed. The child should be placed in time out in another classroom for half a day Year 3-6 and 45mins Year 1 and 2.

If a child refuses to accept responsibility for his/her actions the Deputy and/or Principal and teacher are to discuss the situation with the child. If the child still refuses, the Deputy and/or Principal uses his/her discretion as to the next step.

Step 11. **In school suspension. Blue Form.** Continued disruption leads to the statement: “This is not working out – we have both tried but now it’s time for you to spend further time out of the room and perhaps talk to other people. Please go to Room …..” (BMIS Buddy classroom)

Child proceeds to pre-arranged room with Blue Form.

As soon as possible, a decision is made by the teacher with Deputy Principal, as to how long the suspension will be for. The minimum period of time spent on this form will be half a day and the maximum, one day. Parents advised by teacher and/or Deputy or Principal.

Teacher to record on Integris

No work to be set by class or partner teacher.

At conclusion of suspension period child must demonstrate a commitment to class teacher before he/she re enters room. If this is not evidenced, contact Principal immediately.

If child refuses to accept responsibility for his action Principal and teacher to discuss situation with child. If child still refuses, the principal uses his discretion as to next step.

Assistance may have been sought/offered by partner teacher. This assistance should basically take the form of direct questioning by the teacher.

During suspension child takes breaks at times other than rest of school, viz –

- a.m. recess 10.30 - 11.40 a.m.
- Lunch 12.00 - 12.15 p.m.
- p.m. recess 2.05 - 2.10 p.m.

Area where this is to be taken is defined and supervised by partner teacher. During normal recess and lunch breaks, partner teacher ascertains who is responsible teacher.

Step 12. If disruption continues the child is suspended from school.

(a) Principal notifies parents and District Office through Integris.

(b) Teacher places copy of letter in child’s file

(c) Parents and students to be made aware that child is welcome so long as behaviour is reasonable

(d) Before child re-enters the school, parents and child must attend an interview with Principal to demonstrate a commitment to reasonable behaviour on child’s part.

(e) Further disruption by child places him immediately at step 9 for one day only, following which he is again suspended from school if necessary.

(f) Repetitions lead to immediate out of school suspension.

Step 13. A cumulative total of 30 days suspension in any one year leads to the formation of a panel from the community and Education Department to recommend on expulsion of the child.

If you are confronted with a problem/situation in which your anger rises or your self-control may be uncomfortable, it is desirable to have someone else ie class teacher (if you are not), partner, Deputy Principal, Principal, – take over the situation, then report back to you and involve you at a later time. During the process, normal procedures, as outlined should be followed.

Step 14. If any student is totally out of control and cannot be contained in time-out, then the parents must be notified and asked to take their child home. Both the parents and the student should be made aware that the student is welcome to start afresh the next day so long as the student’s behaviour is
reasonable. If behaviour is not reasonable it’s back to Step Eight and the working out of a plan. Few students ever get to Step Nine.

GENERAL

1. It may not be necessary for all classes to have a time-out desk in the room at all times, unless:
   (a) A potential problem exists within the room.
   (b) A potential problem exists within the partner room.

2. A time-out desk faces the wall with back to the class – child may listen but not participate. If, as class teacher of a partner class, you have a child under your care and supervision and your timetable involves leaving your classroom, the child under supervision goes with you, but receives the same isolation treatment.

3. When a child is in “time-out” suspension, (in room or school), the teacher must make entries on Integris. (Appendix.1.) Documentation is imperative for accountability.

4. Partner rooms will be sorted out during the first School Development day each year. Teachers are requested to develop a close working relationship with their partner teacher.

5. Other strategies which are not in conflict with BMIS philosophy, may be employed at any time during the process, as for example involving the School Psychologist.

STAFF COMMUNICATION

In order for the Whole School Discipline Policy to be successful, continual staff communication is essential. This can be achieved by considering the following guidelines.

1. There should be a feeling of total responsibility by all staff for classes.
2. There should be a consistency of discipline management throughout the school.
3. In order to minimise paper work and consumption of valuable time, staff are encouraged to discuss problems as soon as they arise and to share ideas that have proved to be successful within their own classroom.

4. ACTION TO BE TAKEN WHERE MISBEHAVIOUR OCCURS OUTSIDE THE NORMAL CLASSROOM SETTING

This includes situations such as – Support Programme, DOTT Programme, relief day, LOTE, ESL, Sport Programme, Recess/Lunch/Playground Supervision, Excursion Duty, Assembly, Incursion, Clubs/Extension programme and of course any time when a teacher is at school.

In circumstances where a teacher comes across a child breaking a school rule, an Orange form (Appendix 9) is issued to the child for completion and subsequently passed on to the classroom teacher for appropriate action.

The Orange Form

- serves as a warning to the child that their behaviour has been noted,
- means that two teachers will discuss with you what is going wrong,
- means that the child has the right to put their side of the situation in writing, before any White, Yellow or Blue form is imposed,
- serves as a warning to others that any teacher is in control of a situation.

Examples Of Situations Where An Orange Form May Be Used

- A teacher sees a child obviously bending or breaking a school rule when the child is on their way to the lunch area. Child is asked to stop the behaviour, however the child then continues on their way and commits the same offence.
- A teacher sees a child or group tease another child about a physical disability or lack of ability.
A teacher sees a child misbehave on a bus travelling to or from an excursion.

A teacher sees a child pushing and shoving in a queue or line up.

A teacher sees a child or group of children excluding another from a game for discriminatory reasons.

**Procedure**

**Step 1** – the teacher sees the offence or a repeat after a warning.

**Step 2** – the teacher issues an Orange Form as soon as practical.

**Step 3** – child enters details of incident, signs and reporting teacher countersigns. (Assistance from teacher may be required).

**Step 4** – form is given to class teacher by reporting teacher or child. Class teacher then consults records, counsels child and then places the child at appropriate BMIS stage.

**Step 5** – Orange Form is placed in the Yellow Folder with Pupil Records.

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**Our Principles**

As teachers at Como Primary School

1. We perform, to the best of our abilities, our roles and responsibilities within the framework of the law, lawful work instructions, the limits of our authority and available resources.

2. We respect the uniqueness and dignity of individuals and act in a fair, courteous and sensitive manner.

3. We accept the responsibilities arising from the trust placed in us by students, the community and our colleagues.

4. We perform our duties with integrity, honesty and impartiality.

5. We declare conflicts of interest which may result in personal or financial benefit.

6. We maintain appropriate confidentiality of personal and official information.

7. We are accountable for the efficient and effective use of resources with which we are provided.

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**Code of Behaviour**

The school community has agreed that students must.

- Obtain permission notes to leave school grounds during the day with their parent.
- Consider the safety of others when playing games. Do not throw sticks, stones or other objects likely to cause harm.
- Walk on verandahs or in designated walk areas. These areas are not for running or noisy games.
- Ensure that items brought to school will not cause damage to the environment. Do not bring such things as bubble and chewing gum, liquid paper and permanent marker pens.
- Only play non-violent games in school. Fighting and rough games where extreme physical contact is required are not allowed.
- Keep the school in a neat and tidy condition. All food scraps and rubbish to be put into bins. Eat food only in the designated areas.
- Ride bicycles only to and from school. Bicycles, skate boards and scooters are not to be ridden on school grounds.
- Only enter or remain in a classroom during non-teaching time, when a teacher is present.
- Obey directions from staff at all times.
- No mobile phone usage by students inside school grounds.
- We treat others with respect.
- We treat people the way we would want them to treat us.
**COMO PRIMARY SCHOOL**

**RIGHTS AND RESPONSIBILITIES**

**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
- Be taught interesting lessons at their level of understanding

**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.

**Parents have the RIGHT to**
- be informed of course and curriculum material, behaviour management procedures, and decisions affecting their child’s health and welfare; parents may request to view teachers’ planning documents
- be informed of their child’s progress;
- access a meaningful and adequate education for their child;
- be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.

**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 wellbeing of others;
- work to the level of their ability in every lesson.

**Staff have the RESPONSIBILITY to;**
- model respectful, courteous and honest behaviour
- ensure that the school environment is kept neat, tidy and secure.
- establish positive relationships with students.
- ensure good organisation and planning report student progress to parents
- teach interesting lessons at the children’s level of understanding.

**Parents have the RESPONSIBILITY to;**
- ensure that their child attends school.
- ensure that the physical and emotional condition of their child is at an optimum for effective learning;
- 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;
- support the school’s BMIS policy.
ROLES AND RESPONSIBILITIES OF STAFF

PRINCIPAL AND DEPUTY PRINCIPAL HAVE AGREED TO

✦ provide a link between parents and staff
✦ support teachers with behaviour development and management
✦ ensure consistency in the implementation and maintenance of the behaviour problems
✦ facilitate parent/teacher child conferencing when requested by teachers or parents
✦ provide relief teachers with guidelines pertaining to behaviour development and management procedures; and,
✦ ensure Como Primary School Behaviour Management Information System is periodically discussed, reviewed at Staff meetings.

TEACHERS HAVE AGREED TO

✦ develop and maintain a positive classroom environment
✦ display and discuss with their class
  a) Rights and Responsibilities
  b) School code of behaviour
  c) Playground rules and
  d) Classroom Rules
✦ Document student misbehaviour and correctional strategies into Integris and file handwritten forms in the BMIS yellow file.
✦ Contribute to a review of the School Behaviour Management Plan.
✦ Include administration staff, where appropriate, in discussions with parents regarding student behaviour management; and
✦ Consistently apply the school’s behaviour management plan.
THE GOLDEN RULES OF BEHAVIOUR MANAGEMENT

Staff should

♦ have clear statements of whole school and classroom rules and the consequences of their infringement
  set consistent and achievable standards

♦ promote a positive working environment; give consideration to student seating and classroom arrangements. Where possible, avoid shouting at children or speaking to the class in a negative tone.

♦ Prepare each learning session thoroughly. They must
  - know what they wish to achieve
  - know their content
  - have prepared the necessary resources, and
  - be punctual

♦ During the lesson
  - give clear instructions
  - choose carefully the time for the lesson; avoid long lessons which may become boring
  - use motivation techniques and where possible include technology eg IWB, iPads etc and cater for a variety of interests and learning levels
  - be flexible and adaptable in approach

♦ Use positive reinforcement for appropriate behaviour. Note that
  - positive incentives must be earned rather than just given:
  - verbal encouragement should be the most used incentive,
  - a variety of positive incentives should be used – change incentives regularly to maintain enthusiasm;
  - desired behaviour should be rewarded; and
  - every child should be given the opportunity to earn and receive acknowledgment of their worth
  - Make a positive connection with each child.

♦ Be alert to disruptive students and be prepared to use the school behaviour management plan to combat inappropriate behaviour.

♦ Be prepared to contact parents early to discuss openly and honestly any concerns you may have with children’s behaviour. Be prepared to use IEP’s and Mentors (see the Deputy) to assist children who are at risk.
This form is to be used for a child not in the teacher’s own class

The reporting teacher has asked the child, “What were you doing?” The child agrees that the following rule was broken

- We should treat people fairly, respectfully, equally and with consideration for their feelings.
- Teachers have the right to teach. Children must follow teachers’ instructions
- Children have the right to learn in a quiet environment.
- We should dress neatly and be clean and tidy at all times.
- We should only touch others/school’s property if we have permission, and then treatment should be with as much respect, if not more than for our own property
- We should treat visitors with respect, that is behave and be polite

To ______________________ From ______________________
(Class teacher) (Reporting teacher)

This is to advise you that ______________________________
(Child’s name)

should be considered for counselling and/or placement at the next stage of the School BMIS Plan relevant to this child, following an incident as outlined below.

BRIEF DETAILS OF INCIDENT

(reporting teacher to assist where necessary)

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

(Child’s Signature) (Reporting Teacher’s Signature)

Reporting Teacher’ Comments

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

CLASS TEACHER’S DECISION (Tick one)

RECORD SHEET ENTRY  WHITE FORM  YELLOW FORM  BLUE FORM

OTHER APPROPRIATE ACTION TAKEN

___________________________________________________________________________________________

(Child’s signature) (Class teacher’s signature)

Date ______________________

THIS FORM MUST BE KEPT IN CLASS TEACHER’S RED FILE

App. 2
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<thead>
<tr>
<th>ATTITUDE TO WORK</th>
<th>Mon</th>
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<td><strong>Work Habits</strong></td>
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<td>Extra effort given</td>
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<td>Sound efforts</td>
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<td>High standards</td>
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<td>Satisfactory results</td>
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<td>Fair results only</td>
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<td>Inconsistent</td>
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<td>Careless</td>
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<td><strong>Homework</strong></td>
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<td>Conscientiously done</td>
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<td>Usually done</td>
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<td>Inconsistent</td>
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<td>Rarely done</td>
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<td><strong>Oral Communication</strong></td>
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<td>Communicates well</td>
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<td>Participates Freely</td>
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<td>Does not participate</td>
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<td><strong>Self Direction</strong></td>
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<td>Resourceful</td>
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<td>Always on task</td>
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<td>Adequate self direction</td>
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<td>Inadequate self direction</td>
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<td><strong>Supervision</strong></td>
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<td>Reliable without supervision</td>
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<td>Acceptable Behaviour</td>
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<td>Shows sustained effort</td>
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<td>Completes work</td>
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<td>Usually completes set tasks</td>
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<td>Gives up easily</td>
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<td><strong>Concentration</strong></td>
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<td>Alert and interested</td>
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<td>Attentive</td>
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<td>Easily distracted</td>
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<td>Short attention span</td>
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<td>Distracts others</td>
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<td><strong>Personal</strong></td>
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<td>Attitude to Discipline</td>
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<td>Seldom needs correction</td>
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<td>Accepts correction readily</td>
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<td>Despondent if corrected</td>
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<td>Resents correction</td>
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<td><strong>Conduct</strong></td>
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<td>Excellent</td>
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<td>Good</td>
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<td>Occasional reproof needed</td>
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<td>Frequent reproof needed</td>
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<td><strong>Teacher Comment</strong></td>
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<td><strong>Parent Comment</strong></td>
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App 9
Mentor Program Procedure

Outline
To provide children who are at risk with an avenue to assist their social and emotional development.

Procedure
1. Classroom teacher identifies children they consider at risk.
2. See the Deputy who will endeavour to match the child with a volunteer mentor from the Volunteers in Schools’ Program or a suitable staff member.
The child agrees that the following rule was broken:

- We should treat people fairly, respectfully, equally and with consideration for their feelings.
- Teachers have the right to teach. Children must follow teachers’ instructions.
- Children have the right to learn in a quiet environment.
- We should dress neatly and be clean and tidy at all times.
- We should only touch others/school’s property if we have permission, and then treatment should be with as much respect, if not more than for our own property.
- We should treat visitors with respect, that is behave and be polite.

TIME OUT
Please complete all sections

Name ____________________________
Room_________
Date__________
Class Teacher _________________________

- What I did to be placed in Time Out
  _______________________________________
  _______________________________________
  _______________________________________

- What I could have done instead
  _______________________________________
  _______________________________________
  _______________________________________
  _______________________________________

- Tick the Virtues you need to develop to help you to be able to follow the school rules

  Caring      Friendliness       Responsibility
  Compassion  Kindness          Self-Discipline
  Consideration  Obedience       Reliability
  Courtesy     Patience          Tolerance
  Determination  Respect         Truthfulness
Tick the strategies that will help you the next time you have a problem

- Be assertive/not aggressive
- Think positive thoughts
- Be more considerate of others
- Avoid the situation
- Be confident
- Take deep breaths
- Tell someone
- Be tolerant
- Try to solve conflict by talking about it.

Other strategies I can use to make sure my behaviour complies with school rules.

1. ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

2. ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3. ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

4. ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

How I can show that I am sorry for my actions.

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

If I offend again, what can I expect?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
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   ___________________________________________________________

I would like to be back in class and start work please.

Signed student

_______________________________

After reading this, I feel that you are ready to join the class and start work.

Signed teacher

_______________________________

Staff: File this in student’s file whether complete or not.

M.S.B. POLICY
PROCESS FOR SUPPORT TEACHERS

Child disrupts

Glasser ….. “What are you doing? etc

Stops Disruption

Continues disruption

Works it out with teacher

No time to “work it out”

Go into isolation within support room

Disrupts in isolation

Remains silently in isolation

Teacher Judgment

or

Placed in isolation and given school rules to write out.

Given school rules to read and/or write out

“Works it out” with teacher

Support teacher issues Orange form to child to complete and passes onto class teacher

Support teacher forwards a “support teacher – student communication” form to classroom teacher

Support teacher forwards a “support teacher – student – parent – communication form to class teacher

Class teacher follows up with appropriate sanction/action/recording