



MASADA COLLEGE

Behaviour Management (Junior School)

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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.	<ul style="list-style-type: none"> ● 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.	<ul style="list-style-type: none"> ● 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.	<ul style="list-style-type: none"> ● 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.	<ul style="list-style-type: none"> ● 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.	<ul style="list-style-type: none"> ● 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.



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 expectations. They assist in defining expected behaviour that is observable, understandable and applicable. These guidelines outline procedures used to promote a safe and supportive learning environment which maximises teaching and learning time for all students.

The guiding principles underpinning these rules include:

The fundamental purpose of school is to help students to learn in an environment that fosters positive, trusting relationships between people.

Everyone is entitled to be safe, secure, confident and happy at school.

Discipline is effective if a whole school approach is used involving consistent responses and the modelling of appropriate behaviours.

All students, school staff, parents, and community members have rights and responsibilities which need to be clearly understood – a team approach.

All students seek acceptance, success, enjoyment and independence.

Our school can make a significant impact on the behaviour of students by systematically promoting moral values and social sensitivity, both in the content of what is taught and the manner in which learning is encouraged.

All students can behave acceptably – it is a matter of choice and students make their own decisions.

It is the inappropriate behaviour, not the child that is rejected and there are logical consequences when students choose inappropriate behaviours.



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 on the play equipment when supervised by an adult.
- Students are only permitted in classrooms if a teacher is present.
- When a ball goes over a fence, it may only be retrieved under the supervision of a teacher.

Sport Code of Conduct

- Be on time and wear full Sports Uniform (including hat) to all PE/Sport lessons.
- Listen carefully to the teacher's instructions.
- Respect others' abilities and capabilities and be supportive.
- Focus on the skills / outcomes rather than the scores of the games.
- Always set a good example to classmates and team members.
- Physical contact as part of the game should happen with respect for the rules of the activity and with regard to other students' space and feelings.
- Inappropriate language is never acceptable.
- Notify a teacher if you need to leave the playing area (e.g toilet break).
- In case of pre existing injuries, the teacher should be notified through a doctor's certificate or a note written and signed by the parents, specifying the reason why the child cannot participate in PE/Sport classes and length of recovery period.
- If an accident happens with an injury sustained (minor injuries), the teacher will direct one student to take the injured participant to the sick bay in the School Office to receive first aid. The companion will then return and the office will follow protocol.

Bus Code of Conduct

- Always buckle up and sit down whilst travelling on the bus.
- Sit sensibly facing the front of the bus at all times.
- Keep your hands and legs inside the bus.
- Keep your bags on your lap or under the seat.
- Remain seated until the bus has stopped.
- Eating and drinking is not permitted on the bus.
- Listen to the Madrichim/Teacher/Driver.
- Respect bus property, do not mark or damage.
- Show your pass or purchase a ticket when boarding the bus.



- Respect the needs and comfort of others on the bus.

Mobile Phones/Electronic Devices

The College cannot be held liable for any items brought to school. Mobile telephones/Smart watches are not to be used in school time (8.15am - 3.30pm). Any brought to school are at the risk of parents/carers and the college will not be held liable for any broken or stolen mobile phones. Any mobile phones that are seen or heard will be confiscated. A parent/carer will need to collect the mobile phone from the school office at their earliest convenience.

Masada College House Points and Merit Card Systems

Masada's behaviour management system is predominantly focused on promoting prosocial values and the intrinsic motivation to make positive choices. There is not a large whole-school extrinsic reward program, however the school community is committed to acknowledging students through a variety of means.

Each teacher develops their own systems of acknowledgement and reinforcement within their class. Across the whole school, students can also earn house points from their teachers. It is recommended that teachers award 10 points at time to ensure consistency across the school. At the end of the week, Year 6 students collect the house points and during weekly assemblies, the totals are announced. The house with the most points at the end of each term is awarded a 'free uniform day'.

Merit cards are also awarded by class teachers and presented fortnightly during assemblies. These are given when students demonstrate examples of being safe, respectful, valuing learning, and leadership behaviours (based on the Leader in Me, Covey 7 Habits).

Students may also be nominated and recognised by the Sports Department for proactive and positive contributions to sport.

Student Leadership

Children at Masada Junior School have various opportunities for leadership. Prior to the commencement of each program, staff members discuss any election procedures, the key responsibilities and make any necessary adjustments to the program and/or students' roles within it. Masada Junior School's leadership opportunities and procedures include:

The Leader in Me & URSTRONG Program

We are moving in a direction that provides a whole school approach whilst individualising the concepts. The Leader in Me Program integrates leadership principles into our Junior School culture and curriculum, ensuring that Masada College as a whole is at the cutting edge in terms of:

- Introducing a framework of character development into the curriculum
- Creating a common language for greatness within the school
- Increasing teacher satisfaction
- Improving academic achievement



- 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.

The SRC representatives are responsible for presenting their ideas and feedback to classes/the school as necessary. The SRC meets on a weekly basis with a designated teacher.

School Captains and Madrich Program

School captains are Year Six children who are voted into the key leadership positions at Masada College Junior School.

School Captain Role Description:

The Junior School Captains provide leadership to the student body within the school. They represent and speak publicly on behalf of the student body at school and community functions.

Sports Captain Role Description:

The Junior School Sports Captains work to ensure that sport in the Junior School runs as smoothly as possible and they maximise student participation. They assist with weekly inter-school competitions, equipment maintenance and storeroom organisation, school carnivals and sports association events.

Student Leader Expectations:

All student leaders are expected to contribute to upholding the College's expectations and standards in regards to personal presentation, attendance, communication and behaviour. Failure to comply with these basic expectations may result in their position being retracted.



Major Responsibilities:

- To be role models for students
- To foster positive relationships with students and staff
- To work with staff to engender enthusiasm and support for the College
- To represent the College at formal events
- To participate in the Student Representative Council
- To assist in the coordination and leadership of College events
- To organise assemblies
- To be punctual for meetings and when carrying out tasks
- To remember to fulfil duties without being reminded
- To assist in hosting guests at the College on special occasions
- To attend Head of Junior School's meetings
- To assist teachers and students as required

Selection Process:

- Complete the nomination form and deliver it to the Head of Junior School by the required date.
- Present a speech to the Junior School at a date to be determined.
- Votes will be collected and tallied for School Captains and Sports Captains.
- Head of Junior School and College Principal will appoint School Captains and Sports Captains.

The School Captains and Sports Captains will be announced at Presentation Night. All students who nominate for Junior School leadership (in a variety of differing roles) will have the opportunity to serve as leader for a period throughout the year, should they want this position. The leaders will have a portfolio of tasks to fulfil and will select a particular activity they will facilitate for the students. Students only nominating to be in a separate leadership role will not be required to present a speech.

Year 6 Leadership Program

All students in Year Six are given the opportunity to develop their leadership skills. This program is to provide explicit teaching and guidance for good leadership skills, right decision making and the building of teamwork skills.

This program is designed for students to reflect on traditional leaders in the world, explore modern day role models and reflect on the leadership skills necessary to be active members of society.

The Leadership Program for Year Six supports two of the key goals for the College;

To foster excellence in learning inside and outside the classroom

- Encourage and stimulate in all members of the College community, the lifelong pursuit of learning, its enjoyment and mastery, through conventional and innovative teaching and learning practices with an emphasis on experiential learning.
- Stimulate initiative, creativity, the development of imagination and a spirit of enquiry.
- Teach students to think clearly, logically and creatively so that they may grow to exercise sound and independent judgement.

To Prepare for the future



- Prepare students and staff members for their role in a rapidly changing world and workplace.
- Enable students to effectively communicate ideas and feelings through verbal and visual media.

Leadership is an essential part of a Masada education. Masada is committed to developing students who can speak and act with confidence and conviction. All students are encouraged to be leaders. Opportunities for leadership may take place in the classroom, on the sporting field or as a mentor to other students or in more formal leadership roles.

Formal student leadership positions acknowledge the importance of service to the school and the community. This includes the need for students to act as agents of change by raising awareness of global issues such as the environment and social justice. Students at Masada are developed with the view that they can become future leaders and make a difference to their world and the world around them.

Masada Junior School Behaviour Grid Advisory Sequence		
<p>This system is designed to provide me with feedback and opportunities to reflect, improve and/or change my behaviour choices. It is designed to prevent me from repeating inappropriate behaviours before they escalate or become issues. I will begin each term on a green level, and teachers will always respond in a CALM, CONSISTENT, IMMEDIATE, RESPECTFUL and PRIVATE manner.</p>		
Level	Behaviour	Action Steps
Green	<p>I am a leader. I am demonstrating:</p> <ul style="list-style-type: none"> • Safe choices • Respectful choices • The value of learning 	<p>I am intrinsically motivated to make positive choices. The teachers may also acknowledge my positive choices using house points and merit cards.</p>
Orange	<p>I am making poor choices, including:</p> <ul style="list-style-type: none"> • speaking out of turn • not completing set tasks • ignoring instructions • disrupting activities • being late to class • making unkind comments • lying • wearing incorrect uniform • showing bad manners • talking back to others • using inappropriate language • using inappropriate physical contact (non-serious) • playing in an unsafe way 	<p>If I make a poor choice, the teacher will give me two verbal warnings. If I continue to make poor choices, the teacher will reflect through conferencing with me. A formal record of the specific behaviours that were observed will be placed onto SEQTA. The Head of Academic Care will be notified in SEQTA for record keeping.</p> <p>My teacher will speak with me about what needs to happen to make things right. I will be provided with immediate feedback / consequence that is relevant to my behaviour choice. For example:</p> <ul style="list-style-type: none"> • removal from an activity • kept in to complete a task • time out in the room • loss of some play time / additional privileges



	<ul style="list-style-type: none"> • being in the wrong place without a valid reason • not caring for school property 	<ul style="list-style-type: none"> • reflective conversation / written task
Red	<p>I am making very poor choices, including:</p> <ul style="list-style-type: none"> • excessively and deliberately disrupting lessons for a sustained period • using abusive/threatening language • repeatedly being defiant • being violent toward others • being aggressive in my behaviour • repeatedly being mean on purpose 	<p>I will be sent directly to the Head of Academic Care / Head of Junior School, who will review the incident/s and determine an appropriate consequence. A formal record of the specific behaviours that were observed will be placed onto SEQTA by the teacher at the time. My parents will be notified and a plan will be established to support me in making more positive behaviour choices that reflect our school values.</p> <p>AND/OR</p> <p>If I have had numerous warning and reflective time within a lesson/day/week, the Head of Academic Care / Head of Junior School, will be alerted and will review the incident/s</p>