

# Musselburgh School Behaviour Education Plan





# MUSSELBURGH SCHOOL

## The Code of School Behaviour

Musselburgh School is committed to providing quality learning opportunities that enable all children to achieve within safe, supportive and respectful learning environments, that are socially inclusive and positive.

### All members of school communities are expected to:

- \* Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others

### Children are expected to:

- \* Participate actively in the school's education programme
- \* Take responsibility for their own behaviour and learning, guided by the School Wide Positive behaviour for Learning (**SWPB4L**) Initiative
- \* Demonstrate **respect** for themselves, other members of the school community and the school environment
- \* Behave in a **responsible** manner that respects the rights of others, including all children's right to learn and the teacher's right to teach
- \* **Cooperate** with staff and others in authority, and observe the **Golden Rule**

### Parents/Caregivers are expected to:

- \* Show an active interest in their child's schooling and progress
- \* Cooperate with the school to achieve the best outcomes for their child
- \* Support school staff in maintaining a safe and respectful learning environment for all children
- \* Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- \* Contribute positively to behaviour support plans that concern their child
- \* Concur with school programmes such as the Values Programme, Quality Circle Time, The Golden Rule, Golden Time etc

### The Teachers are expected to:

- \* Provide a safe and supportive learning environment, guided by the Golden Rules, the Values Programme, Quality Circle Time principles and the school Vision Statement
- \* Provide inclusive and engaging curriculum and teaching
- \* Initiate and maintain constructive communication and relationships with children and parents/caregivers
- \* Promote the skills of responsible self-management, tolerance, positive relationships, peacefulness and resilience, guided by the key competencies of Managing Self, Relating to Others etc.
- \* Be responsible in the first instance for endeavouring to resolve problems and behaviour within their own classroom guided by positive behaviour management strategies consistent with the rest of the school and developed from the Quality Circle Time model

- \* Recognise when particular behaviours are too difficult to resolve alone and seek further assistance guided by the SWPB4L Behaviour Plan from senior staff or the Principal
- \* Advise parents if/when their child reaches a specific stage of the discipline procedures as outlined in the SWPB4L Behaviour Plan

### **Principal and Senior Staff are expected to:**

- \* Play a strong leadership role in implementing and communicating *The Code* in the school community
- \* Ensure consistency and fairness in implementing the school's *SWPB4L Behaviour Plan* for children, while still meeting the needs of individuals
- \* Communicate high expectations for individual achievement and behaviour
- \* Review and monitor the effectiveness of school practices and their impact on child learning
- \* Support staff in encouraging compliance with *Code of Conduct* and facilitate professional development to improve the skills of staff to promote responsible behaviour
- \* Seek outside support (RTL, GSE, Police) when a behavioural problem moves beyond the resources of the school
- \* Organise each year to send parents/caregivers a copy of school and class rules, behaviour expectations and consequences and classroom strategies

### **Consequences for Unacceptable Child Behaviour**

Children's behaviour that does not comply with the expected standards, and disrupts another's learning or well being, is not acceptable. ***The SWPB4L Behaviour Plan for Children*** will set out the range and level of responses and consequences for child behaviour that is not consistent with these standards, and will provide a structure to assist teachers and support staff when dealing with behaviour problems. Corporal punishment is not used.

### **Consequences are to be applied to:**

- \* Provide the opportunity for all children to learn
- \* Ensure the safety and well being of staff and children
- \* Assist children who exhibit challenging behaviours to accept responsibility for themselves and their actions
- \* Guide and correct children using the language of our Values

In applying consequences for unacceptable child behaviour, the individual circumstances and actions of the child, and the needs and rights of school community members, will be considered at all times.

**The Code of School Behaviour is based on the following values and principles:**

#### **Values**

- \* **Be Respectful** – this means being caring
- \* **Be Responsible** – this means being trustworthy
- \* **Be Kind** – this means being a good friend
- \* **Be a Learner** – this means trying your best

# Musselburgh School's School Values Overview

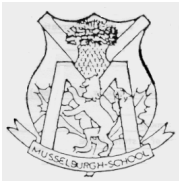
<b>Be a Learner</b>		
<b>Be Kind</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<ul style="list-style-type: none"> <li>• Speak politely to each other</li> <li>• Help others in need</li> <li>• Think about how your actions affect others</li> <li>• Fill each other's buckets by saying something kind</li> <li>• Use your manners when speaking to people</li> <li>• Welcome people with a smile</li> <li>• Thank people for helping you</li> </ul>	<ul style="list-style-type: none"> <li>• Use manners and polite language</li> <li>• Follow adult instructions</li> <li>• Respect and value the differences in others</li> <li>• Respect and care for our school environment</li> <li>• Respect others personal space and property</li> <li>• Wait your turn</li> <li>• Raise your hand to speak</li> <li>• Respect others right to learn and the teachers right to teach</li> <li>• Encourage others</li> <li>• Stay in your space</li> <li>• Be an active listener</li> <li>• Follow class rules</li> </ul>	<ul style="list-style-type: none"> <li>• Be in the right place at the right time</li> <li>• Wear correct uniform at all times</li> <li>• Listen to instructions</li> <li>• Be organised</li> <li>• Try your best</li> <li>• Be persistent</li> <li>• Stay on task</li> <li>• Be honest</li> <li>• Report concerns to an adult</li> <li>• Participate fully in learning activities</li> </ul>



# Musselburgh School

Our mission: "Learning to live – Living to learn"

	<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be Kind</b>	<b>Be a Learner</b>
All Areas Always	<ul style="list-style-type: none"> <li>- Use polite, appropriate language</li> <li>- Follow adult directions</li> <li>- Ensure my uniform is neat and tidy</li> <li>- Value school property and the property of others.</li> </ul>	<ul style="list-style-type: none"> <li>- Make the right choices</li> <li>- Be in the right place at the right time</li> <li>- Follow the school rules</li> <li>- Leave valuables at home</li> </ul>	<ul style="list-style-type: none"> <li>- Care about your friends.</li> <li>- Help others in need</li> <li>- Think about others feelings</li> <li>- Speak politely to each other</li> </ul>	<ul style="list-style-type: none"> <li>- Be on time</li> <li>- Be prepared</li> <li>- Listen and share thinking</li> <li>- Take risks and try new learning</li> </ul>
Learning Areas	<ul style="list-style-type: none"> <li>- Allow teachers to teach</li> <li>- Allow others to learn</li> <li>- Follow class rules</li> <li>- Let others give their best without criticism</li> </ul>	<ul style="list-style-type: none"> <li>- Be on time for class</li> <li>- Be ready to learn</li> <li>- Keep work area and desk clean</li> <li>- Complete set tasks and homework</li> </ul>	<ul style="list-style-type: none"> <li>- Help others with their learning</li> <li>- Be accepting of others abilities</li> <li>- Care and look after each other</li> <li>- Fill other's buckets</li> </ul>	<ul style="list-style-type: none"> <li>- Do your best</li> <li>- Be reflective</li> <li>- Join in activities</li> </ul>
Play Areas	<ul style="list-style-type: none"> <li>- Allow others to join in</li> <li>- Share school equipment</li> <li>- Listen to adults</li> <li>- Think of others</li> </ul>	<ul style="list-style-type: none"> <li>- Use school equipment appropriately</li> <li>- Return equipment to classroom</li> <li>- Play in designated play areas</li> </ul>	<ul style="list-style-type: none"> <li>- Help others who are hurt</li> <li>- Show concern for others</li> <li>- Be a friend</li> </ul>	<ul style="list-style-type: none"> <li>- Allow yourself to be challenged</li> </ul>
Eating Areas	<ul style="list-style-type: none"> <li>- Use manners</li> <li>- Allow others to eat what they like</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the routines</li> <li>- Eat my own food</li> <li>- When released put rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>- Use manners</li> <li>- Help others</li> <li>- Think of others</li> </ul>	<ul style="list-style-type: none"> <li>- Recycle - reduce-reuse.</li> <li>- Healthy eating</li> </ul>
Transit	<ul style="list-style-type: none"> <li>- Walk quietly</li> <li>- Stay in the line and face forwards</li> </ul>	<ul style="list-style-type: none"> <li>- Line up sensibly</li> <li>- Walk appropriately to next learning area</li> </ul>	<ul style="list-style-type: none"> <li>- Watch out for people around you</li> </ul>	<ul style="list-style-type: none"> <li>- Be on time</li> <li>- Be observant</li> <li>- Listen to instructions</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>- Use toilets appropriately</li> <li>- Respect the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>- Use toilet area appropriately</li> <li>- Wash hands</li> <li>- Use toilet and return to playground quickly</li> </ul>		<ul style="list-style-type: none"> <li>- Use toilets before school and during breaks</li> <li>- Ask permission to go to the toilet</li> </ul>
Before/After School Areas. Entering and leaving school	<ul style="list-style-type: none"> <li>- Greet others with respect.</li> <li>- Obey the road patrol rules</li> <li>- Wait quietly outside classrooms</li> </ul>	<ul style="list-style-type: none"> <li>- Come to school at appropriate time</li> <li>- Store bikes and scooters in bike sheds</li> <li>- Hang up bags</li> </ul>	<ul style="list-style-type: none"> <li>- Greet people</li> <li>- Use manners</li> <li>- Talk kindly to others</li> </ul>	<ul style="list-style-type: none"> <li>- Organise resources and equipment.</li> <li>- Check the timetable</li> <li>- Be on time for learning</li> </ul>
Trips	<ul style="list-style-type: none"> <li>- Wear school uniform with pride</li> <li>- Sit quietly on the bus</li> <li>- Use manners when talking to others</li> <li>- Listen to teachers and adults</li> <li>- Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Look after your own belongings</li> <li>- Listen to teachers and adults</li> </ul>	<ul style="list-style-type: none"> <li>- Thank people involved.</li> <li>- Support others.</li> <li>- Use manners when needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in tasks</li> <li>- Do your best and try new learning</li> </ul>



# Minor, Major and Severe Behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is minor, major or severe with the following understandings:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is recorded on a Musselburgh School Incident Report form and referred to the relevant staff members
- **Severe** problem behaviour is reported directly to Management. Level. Investigation of incident and the consequence will be decided by Management

**Minor** Behaviours are those that:

- are mild breaches of school expectations and values
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist staff or Management

**Major** Behaviours are those that:

- are moderate breaches of school expectations and values
- indirectly cause harm to others
- may violate the rights of others in an indirect way
- begin to form a pattern of inappropriate behaviours or a frequent display of minor behaviours
- require involvement of specialist staff or Management

**Severe** Behaviours are those that:

- significantly and directly violates the right of others
- puts self/others at risk of harm
- requires involvement of Management
- may incur in school suspension/ stand down

## Levels of Behaviour

The following table outlines examples of various levels of misbehaviours:

	Minor Behaviour	Major Behaviour	Severe Behaviour
Be Respectful	<ul style="list-style-type: none"> <li>• Bad sportsmanship</li> <li>• Calling out</li> <li>• Minor swearing</li> <li>• Not following instructions</li> <li>• Pushing in line</li> <li>• Minor property damage</li> </ul>	<ul style="list-style-type: none"> <li>• Continual bad sportsmanship</li> <li>• Incessant calling out</li> <li>• Refusal to follow adult instructions</li> <li>• Swearing at student</li> <li>• Repeated wilful damage of property</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal abuse of student/s</li> <li>• Verbal abuse of staff</li> <li>• Physical abuse of student/s</li> <li>• Physical abuse of staff</li> <li>• Major vandalism</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>• Not wearing school uniform appropriately</li> <li>• Lateness</li> <li>• Throwing woodchips</li> </ul>	<ul style="list-style-type: none"> <li>• Abusing cyber safe policy</li> <li>• Throwing woodchips at a student</li> <li>• Taking student/staff's property</li> <li>• truancy</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving school grounds without permission</li> </ul>
Be Kind	<ul style="list-style-type: none"> <li>• Teasing in playground</li> <li>• Put downs eg you are a loser</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal harassment</li> </ul>	→ Escalation
Be a Learner	<ul style="list-style-type: none"> <li>• Not doing homework</li> <li>• Not completing work on time</li> <li>• Disruption of class lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Continual refusal to complete tasks</li> <li>• Continual disruption of other's learning</li> </ul>	→ Escalation → Escalation

The following outlines consequences of actions that may be implemented:

	Minor Behaviour	Major Behaviour	Severe Behaviour
	<ul style="list-style-type: none"> <li>• Restorative chat</li> <li>• Loss of playtime for period of time</li> <li>• Walk with the duty teacher</li> <li>• Thinking chair</li> <li>• Withdrawal from class for a period of time</li> <li>• Missing an activity</li> <li>• Remove to buddy class</li> </ul>	<ul style="list-style-type: none"> <li>• Time out in Blue Room</li> <li>• Community Service eg picking up rubbish, sweeping woodchips</li> <li>• Detention</li> <li>• Parent Contact</li> <li>• Removal from playground</li> <li>• Non-attendance of off site trips</li> <li>• Restorative circle with class</li> <li>• Referral to RTLB</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to outside agencies eg SE, CAFS, OYWT</li> <li>• In school suspension</li> <li>• Restorative circle with caregivers</li> <li>• Stand down</li> </ul>
	<b><i>Do not refer to Management but keep a record of behaviour</i></b>		

# Strategies to Deal with Unacceptable Behaviour

## ***Stage 1 – Teacher response***

When a student exhibits low-level and infrequent problem behaviour, staff may use the following strategies:

- rule reminder
- redirection to learning
- giving choice
- follow through
- class time out (10 mins with option to rejoin class)
- lunch time work completion (20mins max)

## ***Stage 2 – Buddy Class / Removal to Blue Room***

If a student persistently chooses not to correct their behaviour to meet the classroom expectations, the student is referred to their ***Buddy Class*** or the ***Blue Room***.

- Students are exited to the Buddy Class / Blue Room for a period of time.
- The teacher arranges for the return of the student to their classroom and records the behaviour on the Incident report.
- Possible level rise allocated.
- Refusal to attend the Buddy Class / Blue Room will result in an immediate referral to administration.
- Two visits to a Buddy Class/Blue Room in a session may also result in a referral to administration.

## ***Stage 3 – Management Referral***

To make an Management Referral, the teacher must contact Management before referring the student and explain the situation. Then:

- Teacher completes Musselburgh School Incident Report
- Management discussion using restorative practice format with student, for successful return to class
- Time spent at the office is determined by the severity of the behaviour and the impact on others learning
- After time out, Management returns student to class

## ***Stage 4 – Individual Class Management Strategies***

A student found to consistently challenge the constraints of the classroom may require individual management strategies. These may include:

- Environmental adjustments
- Curriculum modification
- Individual reinforcement schedules
- Communication book/card
- Parent/Carer communication

## ***Stage 5 – Support Services referral***

If a teacher determines that a student requires targeted or intensive support, a referral is made to the appropriate agency, where a support plan is developed.