

Positive Behaviours at CMS

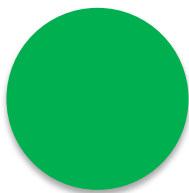
At CMS we implement a rigorous, researched backed strategy called School Wide Positive Behaviour Support (SWPBS) to maintain an orderly learning environment and ensure students feel safe at school.

SWPBS involves developing a proactive and problem solving approach to behaviour, having clear expectations that students are taught and have opportunities to practice, having positive strategies to acknowledge appropriate behaviours, having clear processes to respond to inappropriate behaviours and having a system and a team to monitor the implementation.

On the reverse of this page is information which provides an overview of Centralian Middle School's processes for encouraging appropriate behaviours and discouraging inappropriate behaviours. Included is:

- A flow chart outlining our processes.
- Information about the work that our staff do to help our students be successful.
- Our sequence of responses.
- Definitions of 'minor' and 'major' behaviours.

The basis of our flow chart is a traffic light.



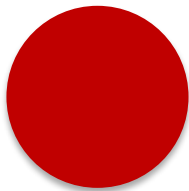
The green circle is when students are productively engaged in learning.

We encourage our students to remain in this space through meaningful and challenging learning opportunities in which they experience success. We positively acknowledge students who are making good choices – such as through our merits system.



We know that people make mistakes and **the orange circle is when students make 'minor' mistakes.**

This is often 'off-task' behaviours such as late for class, calling out, interrupting learning, not completing learning tasks and low level teasing. The teacher responds to the bulk of these mistakes with things like reminders, warnings, moving a student in the class and time at recess or lunch to catch up on missed learning. If these behaviours occur regularly parents will be contacted and asked to come in for a conference to discuss how we can problem solve.



The red circle covers 'major' mistakes such as fighting, targeted swearing, bullying, harassment or intimidation. These behaviours impede the learning of the student and others and are not tolerated at Centralian Middle School.

Senior Staff respond to these incidents and the type of responses put in place include family contact/conference, a behaviour plan, alternative break times, mediation and suspension.

You will notice from the flowchart that all pathways lead back to the green of learning. We problem solve, seek to repair relationships and then successfully re-enter students to the green of being productively engaged in learning.

Yours sincerely

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CMS Behaviour Procedures

Version 1.1



TEACHERS ARE 'CREATING SUCCESS'

Do you have high expectation relationships with your students?

- Can your students talk with you about a problem?
- Do they believe that you will support them when they have made a mistake?

Are students experiencing success?

- Engaging, relevant content appropriate to level.
- High expectations.

Is there a calm, predictable environment?

- Calm, business like corrections.
- 6:1 positive to corrective interactions.
- Acknowledgements system.
- Consistent Routines.

Do students understand what is expected? Can they achieve it?

- Positive expectations explicitly taught (matrix).
- Learning Intentions/Success Criteria.
- A teaching logic to behaviour

MINOR BEHAVIOURS

Property: Reversible low level damage of property (eg drawing on table); Use of an item not for its intended purpose.

Truancy: Leaving learning space without permission.

Late to class: A student presents to class 5-15 minutes late or greater without a note or adequate explanation.

Swearing: Non-targeted.

Device: Using a device between 8.30 and 3.00pm.

Computer: Incorrect use of computer access; playing games, irrelevant websites.

Incomplete Task: Refusal to attempt a learning task.

Threat/Teasing: One occurrence of a low level verbal, unwanted comment.

Defiance: Not following instructions, talking back.

Disruption: Consistently causing interruption to instruction and/or learning.

Disrespect: Argumentative to staff, answering back rudely or using inappropriate language.

SEQUENCE OF RESPONSES

- Teachers are 'Creating Success'
- Model positive behaviours.
- Acknowledge positive behaviours. 6:1
- MUSAC.
- Seating plan.

Remind, remind, choice, act.

Natural consequence.

Move student in the room.

Private chat when everyone is calm.

Move student to Buddy Class.

Catch up session for missed work.

Reflection sheet.

Reflective or restorative conference.

Parent contact.

CICO card and/or behaviour goals.

Referral to senior staff.

Meeting with parents.

Problem solving.

Alternative break times.

Mediation.

FBA or behaviour plan.

Suspension.

Preventative

Minor responses

Major responses

Merits

Student is making appropriate choices.

Student is observed not following school expectation.

ENGAGED IN LEARNING
Students are Teachers are
'CREATING SUCCESS'
Acknowledgements, 6:1.
Students begin each learning session here.

Class re-entry.
Teacher follow up with student within one week.

SEQUENCE OF RESPONSES.

Work through
Calm, business like.
Consult senior staff and/or contact parents if necessary.
Teacher record.

MINOR

Response implemented

Escalating

Persistent
(3 responses implemented per week)

Ensure safety.

Incident report.

Refer to senior staff

(who will intervene, support, problem solve, determine consequence)

Parents contacted.

MAJOR

Successful problem solving.

Problem solving