



**Melrose Primary School Student Behaviour
Development Procedures and Allied
Consequences:**
**School Community Virtues: RESPECT LEARNING
HONESTY RESPONSIBILITY EXCELLENCE**

At Melrose Primary School we are using the Assertive Discipline Model as a basis to student management. This model was developed by Lee Canter who is a child guidance specialist. The Assertive Discipline Model incorporates ideas and techniques from several other models. These include the thinking around behaviour as choice, using logical consequences rather than threats and punishment, adopting positive reinforcement for desired behaviour and addressing the situation rather than the student's character. The unique features of Canter's model is that it's easy to implement, the prime focus is on meeting teachers and students rights in the classroom, it emphasises the belief that teachers need to care sufficiently about students to limit their self-defeating behaviour and that teachers need to have support from administrators and parents.

The rights of teachers include:

- The right to establish classroom rules and procedures that produce the optimum learning environment.
- The right to insist on behaviour from students that meets teacher's needs.
- The right to receive help in disciplining from both parents and school administrators when support is needed.

The rights of students include:

- The right to have teachers who will limit inappropriate behaviour.
- The right to have teachers who will provide positive support for appropriate behaviour.
- The right to have teachers who will communicate how students should behave and what will happen if they do not.
- The right to have teachers who use assertive language and strategies when working with all students.

Reinforcing Positive Behaviour:

Adults understand the importance of reinforcing positive learner behaviour by implementing a system of favourable consequences.

The positive or optimistic approach using positive reinforcement is very effective as it makes everyone feel good. Successful involvement with students when they behave appropriately builds influence with students, leads to a decrease in the amount of problem behaviour and makes for a happier and more productive classroom.

Positive Consequences that teachers can choose to use to support behaviour development:

- Positive attention from the teacher
- Positive home contact
- Awards at assembly
- Special privileges such as helping in other classes
- Acknowledgement of positive behaviours
- Mentoring
- Special celebrations
- Stickers and certificates from adults or peers
- Recognition in school newsletters
- Whole school celebrations
- Special considerations and celebrations using Student Voice
- Group rewards when the whole class achieves a set goal
- Leadership responsibility for a special project

Wellbeing through addressing Grievance:

Our Wellbeing Policy and Grievance Policy detail the principles and actions we adopt at Melrose Primary School. Please refer to these policies.

Resolving Conflict through Restorative Practices:

When children experience ongoing problems causing conflict we use the Restorative Justice Practices. The Restorative Justice philosophy encourages schools and organisations to shift their thinking from a traditional model of punishment for wrongdoers to one of education, accountability and meaningful change.

Restorative Practice which is the hands on element to Restorative Justice, assists schools to put into practice important values and beliefs that emphasise rights and responsibilities, positive relationships, productivity and cooperation and at the same time meeting individual needs within their community. One of the persuasive outcomes for restorative schools is the alignment of student discipline practice with the school's vision and virtues.



Melrose Primary School's Vision:

To create lifelong learners and active citizens, capable of critical and creative thinking in order to solve problems, deal with events and competently cope with the dynamics of life.



At Melrose Primary School our aim is that students understand and follow the Cooperative Code.

Our Whole School Cooperative Code is:

RESPECT: Respect each other, property and the school environment.

LEARNING: Everyone needs to concentrate on their own learning and allow others to learn.

FOLLOW ADULT INSTRUCTIONS: It's important to follow adult instructions for learning at school.

COMMUNICATION: Communication needs to be assertive and friendly.

SAFETY: Safety is everyone's responsibility.

Rights and responsibilities:

Teachers have the right to insist that students follow the Cooperative Code.

Students have the right to learn in an orderly and safe environment.

Strategies to support students to follow the Cooperative Code are:

- Students are involved in ongoing discussions regarding the Cooperative Code.
- Visual displays are in classrooms.
- Students are counselled if they experience problems.
- Restorative Justice strategies are used if children are involved in peer conflicts.
- Student voice is valued.
- Student leadership is encouraged.

Consequences for disruption to teaching and learning are:

- Reminders
- Owing time during play time
- Completing work during play time
- Discussions with adults
- Reflection
- Parent contact and meetings
- ILP (Individual Learning Plan) development