

8.4

BEHAVIOUR MANAGEMENT IN SCHOOLS POLICY



Rationale

This purpose of this policy is to ensure that all students can take advantage of the learning program at the school.

This policy has been developed for Caladenia Primary School and is based on a whole school approach to managing student social behaviour.

Discipline is seen as an educational process which teaches responsibility. Teachers strive to involve students in the educational programme in a positive way by encouraging and recognising students' contributions. This policy seeks to recognise and reinforce positive behaviour through:

1.1 Discipline

Refining the Discipline Procedure to cater for behaviours inside and outside the classroom.

1.2 Positive Reinforcement

Establishing as the cornerstone of this policy the use of a whole school programme. Recognising and reinforcing the many children who consistently and continually behave appropriately, as well as those students who make an effort to manage their own behaviour, culminating with an end of term reward.

1.3 Detention

Establishing a detention policy, involving in-school detention and out-of-school detention.

1.4 Bullying

Implementing a 'No tolerance' approach to bullying in the school. Teaching appropriate strategies for handling bullying situations and developing a stronger sense of self-esteem and confidence.

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.

Aims

Caladenia Primary School aims to:

- Create a positive learning environment within the school and classroom so that teachers and students can work and learn together.
- Recognise the members of the school community whose behaviour promotes a positive and caring school environment.
- 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.
- Establish procedures so that conflicts can be resolved in a positive non-violent manner.
- Enhance students' self-esteem and self-worth as well as pride in themselves, school, home and community.
- Promote mutual respect.
- Help students reach their full potential.
- Ensure that the discipline policy is understood by the teachers, students and parents and its implementation is acceptable to parents.

Learning Environment

1. To provide a happy, positive learning environment which is rich and exciting.
2. To provide a physically and emotionally safe environment.
3. To enable teachers to exercise their right to teach.
4. To enable children to exercise their right to learn without distraction.
5. To help children reach their full potential.
6. To encourage children to accept and follow appropriate boundaries.
7. To focus on children who display acceptable behaviour patterns rather than the minority of those who don't.
8. To ensure that rules are consistent, clear, fair and consequential.

Personal Development

1. To enhance students:
 - i) self-worth
 - ii) self-esteem
 - iii) pride and importance in themselves, school, home and community.
2. To promote mutual respect.
3. To develop in children the ability to become productive members of a changing society.

Community

1. To assist children to develop the skills to become productive members of a changing society.
2. To ensure that our discipline policy is understood and its implementation be acceptable to parents.

Rights and Responsibilities

Students have the <u>Right</u> to:	Students have the <u>Responsibility</u> to:
<ul style="list-style-type: none"> • Learn in a purposeful and supportive environment. • Work and play in a safe, secured, friendly and clean environment. • Respect, courtesy and honesty. 	<ul style="list-style-type: none"> • 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 well-being of others.
Staff have the <u>Right</u> to:	Staff have the <u>Responsibility</u> to:
<ul style="list-style-type: none"> • Respect, courtesy and honesty. • Teach in a safe, secure and clean environment. • Co-operation and support from parents. 	<ul style="list-style-type: none"> • 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.
Parents have the <u>Right</u> to:	Parents have the <u>Responsibility</u> to:
<ul style="list-style-type: none"> • Be informed of course and curriculum material behaviour management procedures, and decisions affecting their child's health and welfare. • 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. 	<ul style="list-style-type: none"> • 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. • Attend meetings at the school and support behaviour modification programs if required.

Roles and Responsibilities of Staff

Principal and Assistant Principals 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 management procedures throughout the school;
- Facilitate parent/teacher child conferencing;
- Assist teachers with programs for individual children with behaviour problems and learning difficulties (individual behaviour programs);
- Provide relief teachers with guidelines pertaining to behaviour management procedures; and,
- Ensure a review of policy and processes is conducted regularly.

Teachers agree to:

- Develop and maintain a positive classroom environment;
- Consistently apply the school's behaviour management plan;
- Display and discuss;
 - *Rights and Responsibilities;*
 - *School Rules;*
 - *Playground Rules; and*
 - *Classroom Rules*
- Contribute to a review of the School Behaviour Management Plan;
- Include administration staff, where appropriate, in discussions with parents regarding student behaviour management; and
- Design and implement Individual Behaviour Management Plans (IBMP) for students that require this.

Code of Behaviour

The school states that students must:

- Obtain permission notes to leave the school grounds during the day.
- Consider the safety of others when playing games, keep hands and feet to themselves and no throwing sticks, stones or other objects likely to cause harm.
- Walk on pathways or in designated areas. These areas are not designed 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, toys, cards and sporting equipment.
- Only play non-violent games at school. 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.
- Ride bicycles only to and from school. Bicycles 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 hat - no play in the sun.
- Use appropriate language and good manners at all times.

Establishing and Maintaining Positive Behaviour

The following programs are run at Caladenia Primary School to establish and maintain the students' positive behaviour.

- Incentive Program which acknowledges appropriate student behaviour.
- Positive classroom teacher attitude
- Individual behaviour plan to meet individual student needs.
- Teach pro-social behaviours on a whole school level using the Virtues Programme
- Students met and welcomed to school by a member of Administration as well as class teacher in the mornings.
- Consistent expectations throughout all classrooms regarding student behaviour are established.

Positive Incentives for Student Management

Individual Incentives

Classroom

- Encouragement and Praise. These should be the primary instruments of positive reinforcement.
- Stickers, Rewards and Prizes. Each class will be allocated money to purchase these as part of their classroom budget.
- Each class will award Merit Awards. These will reflect the student achievement of outcomes and virtues, at each parent assembly.
- Individual class incentive scheme/game.
- Teachers are encouraged to send children up to the Administration team with work that shows considerable improvement or outstanding achievement.

Whole School Incentives

Playground

- Duty teachers will distribute faction point cards to those students who are displaying positive behaviour in the playground (using manners and playing well). The student places these cards in a faction box in the Library, these are then added up for Thursday's assemblies. The winning faction will then have their faction colour ribbon on the trophy for two weeks in the Library.
- The winning faction for the term will be rewarded with a "Faction Fun Activity Hour" on the last day of term. A variety of fun activities will be offered.
- The winning faction for the year will have their name engraved on the Faction Points Cup.

Classroom

- **Office Display.** Each class who runs an assembly is responsible for displaying work in the office reception.
- **Mystery Event**
Children are rewarded for good behaviour in the classroom through the use of an end-of-semester Mystery Event. Children who have not received any 'B' Sheets in the classroom go into a draw at the end of each semester for a 'Mystery Event'.

Procedures for Disruptive Behaviour

Caladenia Primary School firmly supports the right of both staff and students to work and learn without being impeded by disruptive behaviour. No one has the right to hinder the progress of others. To achieve this, staff will adopt a consistent approach to eliminate disruptive behaviour.

The most effective consequences are predicated upon a quality educational program and a positive classroom environment. Staff need to employ an array of preventative strategies that will reduce the likelihood of inappropriate behaviour occurring.

Overview of Procedures for Classroom Behaviour Management for Years 1 – 7

PROXIMAL PRAISE is the strategy first employed when reminding a student of appropriate behaviour.

Stage 1 The first time a student misbehaves.
Verbal Warning reminding child of class rule – expectations

Stage 2 The second time a student misbehaves.
Student name recorded on Behaviour Sheet.

Stage 3 The third time the student misbehaves.
Student identifies type of inappropriate behaviour by circling and placing number in right hand column.

Stage 4 The fourth time a student misbehaves.
*Time-out in class (teacher's discretion ~recommended length 10 minutes)
Student identifies type of behaviour by circling and placing number in the Right hand column.
Record mis-behaviour on class tracking sheet.*

Note – 3 time- outs in a week = detention (lunch time)

Note – If a child misbehaves on in class time-out they are sent immediately to their partner room class.

Stage 5 The fifth time a student misbehaves.
*Student sent to partner room until the next break with the behaviour sheet. Copy of behaviour sheet is sent to parents and or a phone call to discuss the issues that are occurring.
Record mis-behaviour on class tracking sheet.*

Note –3 visits to the partner room in one week = in school suspension

*Note - If a child misbehaves in partner room they are sent to the office.
The child will be detained by the Administration and not returned to the classroom.*

Stage 6 The sixth time a student misbehaves.
*Student is referred to Administration.
Detention may be assigned by Administration after a full analysis of the situation. Prior to detention, the form is sent home with student to be signed by the Parent and returned to the class teacher.*

Stage 7 In school suspension is assigned by Administration after a full analysis of the situation.
Parents contacted by Administration.
Students are to be provided with relevant classroom material.

Stage 8 Out-of-school suspension to be applied by Administration after a full analysis of the entire incident. Parent interview required on return to school.

Severe clause: Student recommended for exclusion from school, or required to attend school with parent or Education Department officer.

MAJOR MISBEHAVIOURS

- All major misbehaviours are referred directly to Administration.
- Students are to be sent to the office immediately following the incident, along with a completed behaviour sheet.

Administrative Response Procedure

- All major incidents recorded in SIS.
- Conference between parents, student and school Principal or Assistant Principal.
- Support strategies may be put in place (IBMP) or with assistance of outside agencies.
- Lunchtime detention or in-school suspension may be administered.
- Out-of-school suspension may be administered.

Behaviour Management Flow Chart for Years 1-7

CLASSROOM OFFENCE

Positive Proximity- Class & School Rewards

Breaking Classroom Rules

1. Verbal Warning

2. Name recorded on Behaviour Sheet

3. Identify type of inappropriate behaviour on Behaviour Sheet

4. Time-out in class

5. Partner Room

Behaviour slip sent home to be signed and returned by Parent/Caregiver.

6. Sent to Administration

Serious Breach

e.g. Swearing
Hitting
Dangerous Actions

Full Referral
Student sent to the office

Send any recent history about class behaviour with child

Student receives Detention, In-School Suspension, Parent Interview or Suspension

Information recorded onto database and referral sent home if parent contact not made.

PLAYGROUND BEHAVIOUR Year 1 - 3

This is the process that teachers follow when students misbehave in the playground.

Minor offences such as:

Running on hard surfaces
Playing without a hat
Out of bounds
Failure to follow instructions
Rough play
Littering
Eating in incorrect area

Stage 1 *Child commits one of the above minor offences.
Child is placed on the 'blue dot' for five minutes and behaviour is recorded in Duty File. Incident recorded in SIS.*

Stage 2 *Third incident of the same nature in a week – **Restricted Play.**
Child has name listed in Duty File and is required to play in close proximity to Area B duty teacher for the remainder of the week.*

Stage 3 *Continued poor playground behaviour – Individual Behaviour Management Plan to be developed in consultation with SAER Co-ordinator.*

Major misbehaviours – referred directly to Admin.

Yellow card: Duty Area listed on card. Yellow card sent to Office for mis-behaviour requiring Admin assistance.

Red card: Duty Area listed on card. Red card sent to Office for immediate assistance for medical emergencies or if student safety is at risk.

PLAYGROUND BEHAVIOUR Year 4 - 7

This is the process that teachers follow when students misbehave in the playground.

Minor offences such as:

*Running on hard surfaces
Playing without a hat
Out of bounds
Failure to follow instructions
Rough play
Littering
Eating in incorrect area*

Stage 1 *Child commits one of the above minor offences.
Child is placed on the 'blue dot' for five minutes and behaviour is recorded in Duty File. Incident recorded in Integris*

Stage 2 *Third incident in a week from playground –lunchtime detention **OR**
Sixth incident in a term – lunchtime detention*

Stage 3 *Continued poor playground behaviour – Individual Behaviour Management Plan to be developed in consultation with SAER Co-ordinator.*

Stage 4 *In school suspension (for continued poor playground behaviour)*

Major misbehaviours – referred directly to Admin.

Yellow card: Duty Area listed on card. Yellow card sent to Office for mis-behaviour requiring Admin assistance.

Red card: Duty Area listed on card. Red card sent to Office for immediate assistance for medical emergencies or if student safety is at risk.

BULLYING POLICY

Caladenia Primary School has a commitment to providing a safe and supportive learning environment. This includes having a no tolerance approach to bullying within our behaviour management procedures. In conjunction with these procedures, we also endeavor to foster resilience by teaching appropriate strategies for handling bullying situations and developing a stronger sense of self-esteem and confidence.

What is Bullying?

Despite varied definitions, it is generally agreed that three core elements exist in any bullying behaviour. These include:

- A deliberate intent to harm
- A power imbalance between the perpetrator and the victim
- **Often repeated** behaviour

Factors Contributing to Bullying

- Friendship breakdown
- High achievement (academic or other)
- Differences in physical appearance
- Ethnicity
- Sexual orientation
- Being new to an area or group

School bullying is a type of [bullying](#) that occurs in connection with education, either inside or outside of school. Bullying can be [physical](#), [verbal](#), or [emotional](#) and is usually **repeated over a period of time**.

Physical Bullying	Emotional/Indirect School Bullying	Verbal Bullying	Electronic Bullying or Cyber-bullying
<ul style="list-style-type: none"> • Causing physical injuries • Stealing • Punching • Shoving • Slapping • Attacking • School pranks • Teasing • Fighting 	<ul style="list-style-type: none"> • Spreading bad rumors about people • Keeping certain people out of a "group" • Getting certain people to "gang up" on others (It also could be considered physical bullying) • Ignoring people on purpose - the "silent treatment" • Harassment • Provocation • Whispering to another in front of someone • Keeping secrets away from a so-called friend 	<ul style="list-style-type: none"> • Teasing people in a mean way, or swearing at someone • Name calling • Commenting in a mean way on someone's looks, clothes, body, or anything else • Tormenting 	<ul style="list-style-type: none"> • Sending mean spirited text, e-mail, or instant messages. • Posting inappropriate pictures or messages about others in blogs or on Web sites. • Using someone else's user name to spread rumors or lies about someone.

BULLYING PROCEDURES

Stage 1 Teachers assesses and acts on a report of bullying. (Verbal or Written)

Stage 2 Teacher to implement BMIS procedures and communicate with relevant classroom teachers.

BULLYING FLOWCHART

Report Bullying

First
Offence

Severe/Repeat
Offence

Classroom
Teacher/
Duty Teacher

*(Intervention
using No Blame
Approach)*

- School Administration
- Classroom Teacher
- Parent Contact

Behaviour
Management
in Schools
Plan

(BMIS]

*Student Services
Team*

Suspension

R e s o l u t i o n

Procedures for Behaviour Management of Kindy and Pre-Primary Students

1. Proximity Praise/Reward

Where a student is misbehaving, praise at least one other student who is in the close proximity for behaving appropriately; praise the misbehaving student immediately they do something appropriate; prompt or redirect the student to return to the appropriate behaviour; check that the student can cope with the activity; and quietly enquire as to the reason for the misbehaviour.

2. Rule Reminder

Referral to displayed rules. Reinforcement or questioning of class rules.

3. Warnings

Verbal reprimands according to individual classroom procedures. Stating the problem and clearly stating required behaviour.

4. Loss of Privilege

Second time a rule is broken the student will lose a privilege. For example games, special activities. You must have privileges established in order to take them away.

5. Isolation in Class (Time-Out)

Further infractions of class rules leads to a student being isolated from other students/teachers attention in the classroom.

6. Detention

For serious breaches of rules, a referral is written and the child taken to Admin staff. Students are detained for a brief period during normal breaks.

7. Non-attendance / Suspension

Continual inappropriate, disruptive behaviour or serious offences a referral is written and the child taken to Admin staff. Parents/Caregiver(s) are advised by the Principal that their child cannot attend the session the following day or part of the day. This action is only for extreme cases. Behaviour program is written. School Psychologist referral.

Guidelines for Detention and In- School Suspension

The placement of students in detention will be authorised by the classroom teacher after a written referral as designated in the BMIS procedures. Detention will be for a period of time from 1.05 to 1.25. The teacher should complete the detention form and ensure it is signed by the Detention teacher. If a child does not complete a detention, or arrives for detention later than 1.05pm, they will complete the remainder of the detention and repeat another detention the following day. If this occurs again, they are sent to the office.

In the case of an in-school suspension parents are contacted by telephone and a standard letter is sent home and must be returned signed by parent/caregiver.

Students on in-school suspension have recess from 10.55 – 11.15, and lunch for 1.25 – 1.45. Students remain outside the staffroom.

Pupils in detention will be segregated from their peers and, at the same time, under supervision.

Class teachers are to provide pupils on in-school suspension with an adequate amount of work. Work is to be from the pupil's normal learning programme at a level that the pupil can carry out without explanation or assistance from supervising teacher. Admin will quickly assist with this when required.

Guidelines for Out of School Suspension

The Principal and Assistant Principals may authorise the suspension of pupils in cases of repeated misbehavior or on serious misbehavior. All effort is made by the school to contact and speak to the parents about the suspension prior to notification.

The following documentation will be completed when a child is suspended.

- a) a copy of the reason for suspension and the duration of suspension will be forwarded to:
- i) *The child;*
 - ii) *The parent or guardian;*
 - iii) *The Education Department; Faxed to District Office*
 - iv) *A copy on File.*

The suspension will be recorded on Integris.

Guidelines for Exclusion from School Events

The Principal and Assistant Principal's reserve the right to withdraw students from activities outside of school if the student's behaviour is considered unsatisfactory. These activities may include:

- Sporting Events
- Choir performances
- School Camp