

Deanmore Primary School's Behaviour Management Policy



Policy reviewed in 2008 by:

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Student Council Members



BEHAVIOUR MANAGEMENT IN SCHOOLS

2008

OVER-RIDING PRINCIPLES FOR BEHAVIOUR AT DEANMORE

- Students have the right to uninterrupted learning and /or play.
- Students have a responsibility to ensure that they do not interrupt others learning and/or play.
- Staff have the right to uninterrupted teaching.

RIGHTS AND RESPONSIBILITIES

Students have the RIGHT to:

- * learn in a purposeful and supportive environment;
- * work and play in a safe, secure, friendly and clean environment;
- * respect, courtesy and honesty.

Staff have the RIGHT to:

- * respect, courtesy and honesty;
- * teach in a safe, secure and clean environment;
- * teach in a purposeful and non-disruptive environment;
- * co-operation and support from parents.

Parents have the RIGHT to:

- * be informed of 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 their child's education.

Students have the RESPONSIBILITY to:

- * 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 RESPONSIBILITY to:

- * model respectful, courteous, honest and non discriminatory behaviour;
- * ensure that the school environment is conducive to learning and kept neat, tidy and secure;
- * establish positive relationships with students;
- * ensure effective organisation and planning;
- * report student progress to parents.

Parents have the RESPONSIBILITY to:

- * 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.

OUTCOMES:

- * Provide a happy, safe and caring learning environment in which all children have the opportunity to learn academically, socially and physically to their full potential.
- * Students to acquire mastery of the skills to become effective, responsible members of our society.
- * Students to develop confidence, learn independently and think for themselves in a responsible manner.
- * Students to develop self-discipline, self respect, tolerance and loyalty, along with the ability to be courteous and considerate to other individuals.

- SCHOOL RULES:**
1. Demonstrate appropriate behaviour at school and when on school outings.
 2. Be courteous and polite to teachers, parents and students.
 3. When a parent/guardian is withdrawing a child from the classroom, the class teacher must be presented with a leave pass for partial absence from school.
 4. Inform class or duty teacher if a difficult situation arises at school e.g. bullying.
 5. Be neatly attired in correct school uniform.
 6. No toys to be brought to school. Staff are not responsible for any loss/breakage of items brought to school.
 7. Mobile telephones and other electronic devices that may be used for communicating with others are to be left in the child's school bag during school hours. Telephones are to be switched off during school hours. Mobile telephones and other electronic devices are not to be taken on school excursions. Staff are not responsible for any losses/breakages of electronic devices.

8. Interference with personal items belonging to the students and staff in the school community is not allowed. E.g. Going through someone else's school bag is not permitted.
9. Significant incidents of poor behaviour will be recorded on the Behaviour Management Incident Report form and will be entered on the Student Information System. Parents will be notified.

CLASSROOM RULES:

These rules form the basis for classroom management. Teachers may negotiate other rules as appropriate for the year level and the classroom demographics.

1. Use good manners.
2. Respect the rights of self and others.
3. Listen to and follow set instructions.
4. Take care of all school equipment.
5. Mobile telephones are not to be brought into class. Telephones are to be switched off during school hours.

POSITIVE INCENTIVES

Whole School

- Merit awards, which are directly linked to the Curriculum Framework values of
 - + Pursuit of knowledge and a commitment to achievement of potential
 - + Self acceptance and respect of self
 - + Respect and concern for others and their rights
 - + Social and civic responsibilities
 - + Environmental responsibility
- * Aussie of the Month award for citizenship.
- * Reward events extolling the target values
- * Recognition for receiving awards from State and nation wide competitions.
- * Faction points competition.
- * Special events eg. Discos, Interschool sport, BBQ's.
- * Awards presented at the end of each year.
- * Recognition of outstanding achievements at assembly, in the newsletter and the P&C Bulletin.
- * Children's work displayed in the office, library and in classrooms.
- * Good work and community projects will be displayed in display cabinets and on notice boards around the school.

Classroom

- * Encouragement and praise is the primary instrument of positive reinforcement. Both verbal and non-verbal, intrinsic and extrinsic encouragement will be used.
- * Stickers, prizes, stamps etc for good work and behaviour
- * Raffle tickets. Students receive tickets for positive behaviour and work.
- * Students may be sent to the office with good examples of their work for recognition and praise.
- * Group/Faction points for positive behaviour and good work.
- * An Environmental Responsibility Award (The Golden Broom) will be awarded to the classroom judged to have the best presented room/verandah.

ROLES

- TEACHERS:

- * Negotiate classroom rules and consequences.
- * Display classroom rules.
- * Consistently enforce the rules.
- * Establish good relationships and a positive classroom atmosphere.
- * In consultation with the LSC and the Administration write Individual Behaviour Plans (IBP's) for children who need them.
- * Inform parents and administration of any significant inappropriate behaviour. Inform parents of any IBP's.

ADMINISTRATION:

- * Ensure that students, teachers and parents have the right to a safe, orderly school environment where students can learn and teachers can teach.
- * Have preventative procedures and policies in place for the effective management of student behaviour which promote pro-social behaviour, student well being and the development of self discipline.
- * Monitor rules/consequences on a consistent basis.
- * Liaise with teachers, students and parents when problems cannot be resolved at the classroom level.
- * Set an example to students, teachers and parents by their own behaviour.
- * Review the Behaviour Management Policy annually.
- * Involve parents, students and staff in any policy review.

RESOLVING CONFLICT:

When problems arise, teachers and students should attempt to resolve them in a calm, fair and consistent manner.

These steps may be useful:

1. Teachers and students should attempt to discuss a problem directly in an effort to resolve the problem as soon as possible.
2. Whenever possible, teachers should give students a choice. There is little to be gained from backing students into corners.
3. Teachers should make full use of the sanctions available to them within the classroom. Immediately referring the problem to the senior staff may escalate the problem unnecessarily.
4. Teachers can remove a student from his or her peers to assist problem solving. Isolation in line with the school's discipline policy also offers a chance for both teacher and student to calm down if the situation has become emotionally charged.
5. If the problem cannot be resolved in the classroom, the teacher should discuss the matter with the school's senior staff.
6. In a few instances a case conference involving the parents, or in-school suspension, may need to be considered.
7. After a student has been withdrawn or suspended, the class teacher should again discuss the initial problem with the student. The student may also be required to make a commitment to follow the class rules before returning.

Teachers should keep parents informed on their child's progress through communication books, telephone calls, incidental or organized meetings. Teachers may discuss with the admin, peers or make themselves aware of current classroom management techniques such as Restorative Justice, Traffic Lights, Friendly Schools Friendly Families, Stop Think Do, Barry Bennett, Eric Frangenheim, Bill Rodgers, etc.

CONSEQUENCES INAPPROPRIATE BEHAVIOUR:

- CLASSROOM:**
1. Verbal reprimand
 2. Loss of Privileges
 3. Withdrawal from sought after activities

4. `Time out' (isolation)
5. `In-school' suspension (Administration and school psychologist to be involved)
6. Notification to parents of proposed suspension.(Administration)
7. Suspension

SCHOOL:

1. Verbal reprimand
2. Loss of privileges
3. Withdrawal from excursions, sport, playground areas
4. `Time out' (isolation)
5. `In-school ' suspension (Administration and school psychologist to be involved)
6. Notification to parents of proposed suspension. (Administration)
7. Suspension

Guidelines to be followed when using Isolation as a Behaviour Management Strategy

Records must be kept on referred students including:

- * Name of student.
- * Analysis of the disruptive behaviour and reasons for using this strategy.
- * Log of times that individual students require isolation.
- * Name of supervisor/s.
- * Relevant details of student behaviour whilst isolated.
- * Overall effect of isolation as a modifier of the student's behaviour.

Guidelines for Suspension

The Principal may authorise the suspension of pupils in cases of serious misbehaviour. The suspension may be up to 5 days duration.

The categories of suspension are:

1. Physical assault or intimidation of staff.
2. Verbal abuse or harassment of staff.
3. Physical assault or intimidation of other students.
4. Verbal abuse or harassment of students.
5. Wilful offence against property.
6. Violation of behaviour management plan, classroom or school rules.
7. Substance misuse.
8. Illegal substance offences.
9. Other (For serious incidents that are not encompassed by the first eight suspension categories).

Parents will be contacted and notified before a suspension is made, except in exceptional circumstances.

The following documentation will be completed when a child is suspended (Refer to Regulatory Framework CD):

1. A copy of the reason for suspension and the duration of suspension will be forwarded to :
 - a. the child
 - b. the parent or guardian
 - c. School psychologist
 - d. District Education Office
 - e. District Director
2. The suspension will be recorded in the School Records and a copy forwarded to West Coast District Office.

PLAYGROUND POLICY

RULES

- 1.a) Children may only play games or activities that do not endanger the health and/or safety of themselves or others.
 - Children are not to move metal frames in Pre-Primary play area.
 - Ball games to be played only in the quadrangle and/or on the oval.
 - Up to 3 children only allowed on the “tyre” swing at one time.
 - Sports equipment is not to be used before school.
 - Children are to sit quietly outside their classroom if they arrive at school before 8:30am.
 - Undercover area is not to be used for ball games.
- b) Consideration and tolerance is encouraged to the exclusion of bullying.
2. Children may only enter or work in a classroom if the class teacher is present.
3. Politeness of speech is always expected while offensive language is unacceptable.
4. Children should always *walk* on verandahs, around corners and through breezeways. Children are not to play on the verandahs.
5. Deanmore School hats are to be worn at recess, lunchtime and for outdoor activities all year round.
6. All food at recess and lunchtime to be eaten either in the undercover area or on the grassed areas nearby The first three picnic tables may be used by Year seven students to eat their lunch at.

- 7.a) Sports equipment to be returned to the students' classrooms at the end of recess and lunch.
- b) Personal sporting equipment is not to be brought to school.
- 8. Children are to play in their correct areas.

Play Areas at Recess and Lunchtime

- * Pre-Primary Pre-Primary playground
- * Year 1 not permitted on the oval during Term 1 or as stipulated by the Year 1 teachers.
- * Year 2-7 permitted on the oval and all play equipment as per the displayed rosters.

Rosters have been drawn up for the;
 Green and Gold
 Red and Blue
 Climbing Net
 Swings

Library on Tuesday and Thursday 12:15pm – 12:40pm

- * Children are not to play on the verandahs during recess and lunchtime.

CONSEQUENCES:

All staff, teaching and non-teaching, are to encourage and praise appropriate behaviour. Staff can reward children with praise, Merit Awards, stickers, canteen tokens, etc.

The Curriculum Framework values should be encouraged, recognized and rewarded.

Stage 1 The child is given a warning by the teacher and reminded of the playground rule.

Stage 2 If the problem persists the child is requested to `sit out' or is restricted to an area for a time determined by the teacher (rest of session, the next session).

or

The child is or instructed to `shadow' the teacher for a time determined by the teacher (rest of session, the next session).

Stage 3 Continuous/serious breaches of the playground rules are to be referred to the Deputy Principal. A Behaviour Management Incident Report must accompany the child to the office. Parent contact is essential at Stage 3.

- Stage 4 If misbehaviour persists an IBP will be written and the child will be allowed restricted access to the playground (e.g. only the covered area or netball court or whatever is appropriate for the particular child).
- Stage 5 After a trial period, the child can be allowed normal access if behaviour is satisfactory, but if not, a parent-teacher conference will be coordinated followed by a case conference meeting involving the parents, school psychologist and the Deputy Principal. Subsequent stages depend on strategies employed through negotiation with all parties involved.
- Stage 6 In 'extreme cases' procedures outlined in the 'Guidelines for Suspension' Handbook will be followed.

BULLYING POLICY

Definition

Bullying is a wilful conscious desire to hurt, threaten, frighten or dominate. Bullying is generally ongoing. It can be physical and/or verbal in nature and can include racial, religious and sexual harassment, rude gestures and intimidation. Cyber Bullying involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups.

Prevention

Bullying will not be tolerated in this school. It is everyone's responsibility to prevent it happening.

Prevention Strategies include:

- Encouraging a positive learning environment.
- Encouraging good behaviour.
- Encouraging quality relationships between students, teachers and community members.
- Encouraging children to tell someone.
- Participating in Cyber Smart Detectives online activities.
- Including anti-bullying programs such as Friendly Schools Friendly Families into the curriculum.
- Including articles and advice in the school newsletter.

Bullying Incident

The school takes bullying seriously and will find out the facts of any incident. This will involve:

- Meeting those concerned individually – both bully and victim must write down and/or verbalise an explanation of the event/s.
- Using Restorative Justice techniques, The Pica No Blame approach and other methods to actively discourage bullying.
- Contacting parents at an early stage.
- Helping victims develop positive strategies to combat bullying.

In the event that bullying occurs, the school will react firmly and promptly. There is a range of sanctions against bullies available depending on the seriousness of the situation. Some of these include:

- Meetings/discussions with bullies and victims.
- Discussions with parents, students and school psychologist.
- Withdrawal of favoured activities.
- Isolation from the students at recess/lunchtime.
- Suspension from school.

The school is pro-active with respect to bullying and encourages students to report any incidents to the classroom teacher, duty teacher and/or deputy principal.

PROCEDURES FOR INFORMING AND INVOLVING PARENTS

1. Individual classroom policies will be communicated to parents at the beginning of each new year.
2. Teachers and parents are encouraged to liaise on a regular basis throughout the year.
3. If discipline problems arise, parents will be contacted either by telephone, letter or through a parent/teacher meeting.
4. In some instances the administration may need to conduct a formal meeting with parents, teachers and students to discuss unresolved issues or problems.
5. Parents are encouraged to contact the classroom teacher or the administration to discuss any aspect of their child's behaviour.
6. A copy of the Behaviour Management Policy is included in the Parent Information Booklet. The School Council reviewed this policy in 2008.

PROCEDURES FOR INFORMING NEW/RELIEF TEACHERS

1. When a new teacher is appointed, it is the responsibility of the Principal/Deputy Principal, to outline the Behaviour Management Policy, (Timeline: Early Term 1)
2. It is the classroom teacher's responsibility to ensure that a copy of the Behaviour Management Policy is displayed in the classroom.

OTHER SCHOOL REFERENCES

1. Department of Education and Training Behaviour Management in Schools 'Making The Difference'. Effective 28th January 2008.
2. Suspension Guidelines
 - a) Refer to the Education Act (1999) Section 88-90 and School Education

Regulations (2000) Regulations 43-46

b) Refer to Regulatory Framework - Ednet.

3. Information Book - Appendix, "Playground Rules"
4. Individual Teacher, Classroom Discipline Policy
5. Bullying Policy