

BEHAVIOUR MANAGEMENT IN SCHOOLS

Health and Well Being Plan

BOORAGOON PRIMARY SCHOOL



Guiding Principles

- BMIS is a shared responsibility of staff, students and parents and wider community and success is reliant on shared commitment.
- Building Relationships – A strong relationship between teacher and child is vital.
- Students and staff are entitled to work in a positive, safe and non-threatening environment.
- Individuals take responsibility for their own behaviour.

All school staff will implement a consistent approach to Behaviour management at Booragoon Primary School. Teachers will support colleagues in dealing with the behaviour management of students.

Booragoon Primary School - SCHOOL BEHAVIOUR POLICY



POLICY

The Staff at Booragoon Primary School will:

1. Develop and implement strategies that are inclusive in that they are meaningful for all students in the school and wider community.
2. Establish a positive learning environment for all students that supports the learning of socially acceptable behaviour through the explicit teaching of interpersonal and self-management skills.
3. Develop Individual Behaviour Management Plans within the contexts of the Students at Educational Risk Policy for those students who require additional support within the school setting.
 - Parents and Caregivers are involved in the writing of the IBMP.
 - Focus will be on the behaviour, not the student.
4. Communicate to parents and caregivers clear understanding and expectations about the acceptable behaviour of students.
 - Teachers take time to listen to issues parents wish to discuss.
 - Develop procedures for on-going, positive communication with parents. (eg parent meetings, positive notes etc)
 - All communications with parents will be recorded in a manner which provides for ongoing communications and is easily retrieved.
 - All actions should be undertaken in a timely manner.
5. Assess Interagency support for Students at Educational Risk.

AIMS OF THE MANAGING STUDENT BEHAVIOUR POLICY

- To encourage the highest possible level of student behaviour, respect, safety and cooperation in the playground;
- To implement consistent procedures;
- To keep students, parents and teachers fully informed;
- To structure a set of procedures that will apply to all students.

STAFF BELIEFS ABOUT BEHAVIOUR MANAGEMENT

- Appropriate behaviour is a top priority at Booragoon Primary School.
- We must have a consistent approach across the school.
- Bullying is a totally unacceptable behaviour in any form.
- Students will learn to accept responsibility for their actions.
- Rewards and consequences reflect actions.
- The management of student behaviour is a shared responsibility involving staff, parents and the student.
- We recognise the worth and dignity of all people.
- The teaching of values underpins this policy.
- The rights and responsibilities of individuals are recognised and valued.
- The creation of a healthy and inclusive environment for everyone.
- Conflicts must be resolved in a positive, non-violent manner.

BEHAVIOUR MANAGEMENT FRAMEWORK

ELEMENTS

- ✓ Building a positive learning environment
- ✓ Challenging and engaging curriculum
- ✓ Positive relationships
- ✓ Opportunities for participation
- ✓ Teaching social skills
- ✓ Implementing whole school discipline approaches
- ✓ Whole school behaviour plan
- ✓ Effective classroom management
- ✓ Clear school codes of conduct
- ✓ Strong support systems for teachers
- ✓ Planned approach to extreme behaviour
- ✓ Providing support for individual students
- ✓ Individual behaviour plans
- ✓ Interagency partnerships
- ✓ Access to District and SPER services
- ✓ Access to education assistant time
- ✓ Developing partnerships with families
- ✓ Participation in school discipline policy
- ✓ Collaborating in student management
- ✓ Improvement through monitoring and review
- ✓ Adopting evidence based approaches
- ✓ Using data to evaluate effectiveness

**Inclusive,
safe
and
stimulating
learning
environments**

OUTCOMES

- ✓ Prevention of anti-social behaviour
- ✓ Reduced violence and aggression
- ✓ Reduced bullying
- ✓ Reduced harassment and discrimination
- ✓ Personal and social development
- ✓ Increased social competence
- ✓ Greater responsibility
- ✓ Increased resilience
- ✓ Connectedness to school
- ✓ Increased sense of belonging
- ✓ Increased retention, attendance and participation
- ✓ Academic
- ✓ Increased motivation
- ✓ Raised standards of achievement

SCHOOL RULES AND CODE OF CONDUCT

Our Code of Behaviour reflects the values of our school community. It includes our school Motto and School Rules.

SCHOOL MOTTO

Be sincere.

SCHOOL CODE

Our school is built on trust and respect for all who dwell here
Our school is built on loyalty and sincerity I will not let it down
I am proud of what my school achieves so while I am here
I will accept any challenges placed before me
I will strive to do my best at all times
I pledge to be honest and trustworthy, and above all, sincere.

SCHOOL RULES

SCHOOL RULES	CONSEQUENCES	REWARDS
We will stay within the school boundaries.		House Reward Cards. Target for whole of house reward negotiated at the beginning of each term. Bonus house points given for ____ Cumulative points announced at each assembly.
We will not enter unattended classrooms or restricted areas unless directly supervised by an adult.		
We will always behave in a safe manner.		
We will always treat ourselves and others with respect.		
We will always respect our environment and the property of others.		

The Principal has the right to determine whether the offence warrants a suspension.

School Rules	What does this mean?	Examples of breaking the rule
We will stay within the school boundaries.	When we are at school we will not leave the grounds without our teacher's or parents' permission.	Chasing a ball off the oval. Going into the bush at the side of the oval.
We will not enter unattended classrooms or restricted areas without permission.	If there is an empty classroom or storage area, or teacher's work area such as the staffroom, we should not go into it for any reason.	Going into your empty classroom to get your hat. Going into the staffroom. Going into the Library without permission.
We will always wear a broad brimmed hat when outside. Exceptions: A new student – 2 week's grace. Particular sport that is supervised by a teacher – house/interschool competitions.	We will think about the effects of not wearing a hat while playing in the sun. Every time you go outside you must wear a broad brimmed hat. When a teacher is supervising eg football, students will not wear their hat during the game.	Wearing a peaked cap. Not wearing a hat at recess or lunch times. Not wearing a school hat during, eg, mini tennis.
We will always behave in a safe manner.	We will think about the consequences of our actions. We will tell the truth and admit to our mistakes. We will be kind and thoughtful in our actions and what we say to one another. We will only play passive games in the undercover area.	Not being prepared, being rude, not respecting the rights of others, stopping others from learning, being cruel in what we say or do.
We will always treat ourselves and others with respect, that is with care and consideration.	We will concentrate and listen to what other people want to say, and do what is asked of us. We treat everyone the same regardless of race, culture, gender or disability. When we are at school, we will always try to do our best at everything we do, for every teacher and education assistant in every learning area. We will always follow a staff member's direction or instruction.	Bullying, teasing, fighting, rudeness, name calling, swearing, put downs, starting a rumour that is untrue, arguing with a staff member, talking over the top of anyone, not paying attention, continuing with an incorrect behaviour when asked to stop.
We will always respect our environment and the property of others.	We will play correctly at school, put rubbish in the bin and respect other people's property. We will eat in the undercover area, not on the oval or courts, or around the buildings or when walking.	Littering, graffiti, stealing, malicious breakage, vandalism, taking things without permission

PROCEDURES FOR MANAGING STUDENT BEHAVIOUR

Overview of Classroom Discipline Policy

Stage 1 Positive Environment

Teachers to establish a positive classroom and playground environment.

Students will have the opportunity to attend Reward Days at the end of each term if they have less than five Cool Off / Time Outs in a single term. Any student who progresses to Office referral will automatically miss the next Reward Day.

Classroom Management Strategies – Low Key Responses to be used in all classrooms.

Classroom rules established through guided discussion based on 'Safely, Responsibly, Respectfully' and displayed clearly in the classroom.

Stage 2 Initial Disruption

Use of Low Key Responses – as appropriate

Begin the 1-2-3 Magic counting process.

Students name is placed on the appropriate place on the classroom BMIS chart and continues along the chart until it reaches 3.

Stage 3 Cool Off / Time Out

Student completes a cool off / time out at a pre-set location in the classroom.

K – 3 Complete a 5 minute time out.

4 – 7 Complete a 10 minute time out.

Teacher counsels student regarding behaviour, resets expectations and places student name to the beginning of the second level.

Stage 4 Buddy Class

Use of Low Key Responses – as appropriate.

Begin the 1-2-3 Magic counting process

Student name is placed on the appropriate place on the classroom BMIS chart and continues along the chart until it reaches 3.

Student moves to a pre-set buddy room where they complete required paperwork.

K – 3 Complete a 15 minute time out.

4 – 7 Complete a 20 minute time out.

When time out is completed the student must bring the paperwork to the office and show it to a Deputy Principal who will enter it in Integris and ensures the student is ready to return to class. Three incidents at this level in one term means an IBP is needed for the student.

At this level it is mandatory that the classroom teacher makes contact with the student's parents to inform them of the behaviour.

Any form of misbehaviour while in the student is in the buddy room results in immediate referral to the office.

Teacher counsels student regarding behaviour, resets expectations and places student name to the beginning of the third level.

Stage 5 Office Withdrawal

Use of Low Key Responses – as appropriate.

Begin the 1-2-3 Magic counting process

Student name is placed on the appropriate place on the classroom BMIS chart and continues along the chart until it reaches 3.

Student moves to the office with an office referral slip and they must remain for the rest of the day. Deputy Principal counsels student regarding their behaviour, requests an interview with parents and enters the behaviour into Integris. At the interview it is made clear to the student and parents that another office withdrawal in the term will result in an in school suspension / intention to suspend.

Stage 6 In-School Suspension / Intention to Suspend.

When a student progresses through the BMIS process to Office Withdrawal twice in a term they are given a one day In-School Suspension. (Entered as Withdrawal on Integris)

No contact with other students.

Formal written contract for return to class.

Behaviour intervention initiated, incorporating external agencies— Fremantle Behaviour Centre, School Psychologist case conferencing as deemed necessary.

Student is given an Intention to Suspend letter from Integris.

Stage 7 Suspension

If a child reaches a third Office Withdrawal in a term they will be suspended from school for a duration deemed appropriate by the school administration.

Stage 8 Exclusion

In severe cases including repeated suspension from school the child remains under suspension until special panel meets to discuss problem.

SEVERITY CLAUSE

Severe incidences may require immediate office intervention based on teacher discretion. (eg. Bullying, aggressive physical/verbal abuse) The School Administration will then apply consequences as deemed appropriate. This may include suspension.

COUNT RESET TIMING

All students will return to the beginning of the level they are on at lunch time. They **do not** get the chance to move back a level. For example they do not get a second opportunity to get a cool off / time out after lunch if they have already had one before lunch.

SPECIALIST TEACHERS

To maintain consistency all teachers must send their 1-2-3 charts with the students to specialist classes. The specialist teacher will continue the process in their classes.

PROCEDURES FOR MANAGING STUDENT BEHAVIOUR

Overview of Playground Discipline Policy

Children are encouraged to play co-operatively, showing care, consideration and respect for others.

Classroom teachers will reinforce acceptable playground behaviour within classrooms. Duty teachers will ensure they are providing an appropriate level of supervision in their allocated area and will be positive with students and proactive in order to avoid playground incidents.

Teacher action when playground incidents do occur

When incidents occur in the playground the duty teacher will use their discretion to decide which of the following is an appropriate course of action. This decision will be made with consideration to the level of the incident, the student's prior behaviour during breaks and any IBP that may be in place.

1. **Verbal Warning** - Discuss the situation with the student or students concerned and ask them to modify their behaviour. After this discussion the student should have a clear understanding of what element of their behaviour was inappropriate.
2. **Short Time Out** – Direct the student to sit on one of the time out spots painted around the school. The amount of time a student sits a spot is at the discretion of the Duty Teacher but it is not intended that they spend a significant amount of time there. For example, around 5 minutes would be enough. Students must be dismissed from the spot by the duty teacher who placed them there and will not be dismissed from the spot before the duty teacher has discussed the situation with the student or students concerned and asked them to modify their behaviour. After this discussion the student should have a clear understanding of what element of their behaviour was inappropriate. A student should not be given two time outs in one break. An incident requiring a second time out in the same break will result in an immediate office referral.

THE PLAYGROUND TIME OUT SPOTS ARE NOT USED FOR CLASSROOM BEHAVIOUR ISSUES

3. **Office Referral** – For serious or dangerous offences in the playground the duty teacher will complete an office referral form and ask the offending student to go directly to the office. The office referral sheet must be taken to the office by another student to ensure that it reaches there. This will also enable a Deputy Principal to come out and collect the student in the case that a student is refusing to go to the office. All office referrals from the playground will be fully investigated and entered into SIS by the Deputy Principal. Parent contact may be initiated at the discretion of Deputy Principal. According to the severity or repetitive nature of the incidents, a parent may receive a note or phone call to be made aware of the incident, be called for a formal interview or be directed to take the student home due to suspension.

ANY ACT OF PHYSICAL VIOLENCE OR BULLYING CONSTITUTES AN IMMEDIATE OFFICE REFERRAL

Duty Jackets

All duty teachers will be required to wear one of the high visibility jackets kept in the staffroom. Duty jackets will contain the following:

- Form for referring sick/injured students to office.
- Behaviour forms for office referrals.
- Medical alert information to be updated as required.
- Red card for **EMERGENCY** assistance required.