BEHAVIOUR MANAGEMENT IN SCHOOL POLICY (BMIS)
RATIONALE & PROCEDURES:

As per the ‘Behaviour Management in Schools’ (Department of Education - BMIS) Policy 2002.

The school’s Behaviour Management Plan must include:

- The Code of Conduct that is formulated in partnership with the School Board;
- The rights and responsibilities of all staff and students;
- The roles and responsibilities of teachers and administrators with respect to behaviour management;
- Mechanisms for achieving a supportive culture and positive learning environment;
- A description of the school’s approach to positive behaviour management;
- Strategies to respond to diversity and difference in the school community;
- Strategies for the prevention of violence, harassment and bullying;
- Processes for resolving conflict when problems or issues arise;
- Description of consequences and sanctions that can apply when student behaviour is disruptive and procedures for implementation;
- Descriptions of breaches and serious breaches of discipline that have been determined in collaboration with the School Board;
- Procedures for informing and involving parents in individualised behaviour management strategies;
- Details of assistance to staff, students and parents; and
- Mechanisms for monitoring and reviewing the school’s behaviour management plan.

Teaching staff must develop a class behaviour management plan that supports the school behaviour management plan.

Teaching staff must keep records of student behaviour that include:

- Name of student;
- Description of the behaviour;
- Reasons for selecting management strategies, including the dates and times; and
- Relevant parent contact and any outcomes of consultation with parents.

Teaching staff must ensure that parents and students are aware that the school will use records regarding behaviour when preparing reports to support:

- The consultation process with parents;
- Referral to student support services within the school or district;
- Referral to outside agencies; or
- A recommendation for an exclusion order from school.
**RIGHTS AND RESPONSIBILITIES:**

<table>
<thead>
<tr>
<th>Students have the RIGHT to:</th>
<th>Students have the RESPONSIBILITY to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• learn in a purposeful and supportive environment.</td>
<td>• ensure that their behaviour is not disruptive to the learning of others.</td>
</tr>
<tr>
<td>• work and play in a safe, secure, friendly and clean environment.</td>
<td>• ensure that the school environment is kept neat, tidy and secure.</td>
</tr>
<tr>
<td>• be treated with respect, courtesy and honesty.</td>
<td>• ensure that they are punctual, polite, prepared and display a positive manner.</td>
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<td></td>
<td>• behave in a way that protects the safety and wellbeing of others.</td>
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<tr>
<td></td>
<td><strong>Staff have the RIGHT to:</strong></td>
</tr>
<tr>
<td></td>
<td>• be treated with respect, courtesy and honesty.</td>
</tr>
<tr>
<td></td>
<td>• teach in a safe, secure and clean environment.</td>
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<tr>
<td></td>
<td>• teach in a purposeful and non-disruptive environment.</td>
</tr>
<tr>
<td></td>
<td>• co-operation and support from parents, administration and other staff members.</td>
</tr>
<tr>
<td><strong>Parents have the RIGHT to:</strong></td>
<td><strong>Parents have the RESPONSIBILITY to:</strong></td>
</tr>
<tr>
<td>• be informed of course and curriculum material behaviour management procedures and decisions affecting their child’s health and well-being.</td>
<td>• model respectful, courteous and honest behaviour.</td>
</tr>
<tr>
<td>• be informed of their child’s progress.</td>
<td>• ensure that the school environment is kept neat, tidy and secure.</td>
</tr>
<tr>
<td>• Access a meaningful and adequate education for their child.</td>
<td>• establish positive relationships with students, parents and other staff.</td>
</tr>
<tr>
<td>• be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.</td>
<td>• ensure effective organisation and planning.</td>
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<tr>
<td></td>
<td>• report student progress and concerns to parents.</td>
</tr>
</tbody>
</table>

*Rights, responsibilities and rules are inextricably linked and need to be considered in conjunction with one another. Schools should enshrine individual’s rights and define areas of responsibility.*

*The importance of schools to define and articulate rules, rights and responsibilities is referred to in Behaviour Management in Schools.*

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ROLES AND RESPONSIBILITIES OF STAFF:

ADMINISTRATOR’S ROLES AND RESPONSIBILITIES:

- Ensuring all teachers have and implement consistently a classroom behaviour management plan.
- Endorsing all plans.
- Supporting teachers with implementing positives and consequences outlined in their plans.
- Ensuring that all behaviour plans are disseminated to the school community.
- Ensuring that plans are in place for students at risk with severe behavioural problems.
- Ensuring that suspensions and exclusions are end of the line management practice.

TEACHER’S ROLES AND RESPONSIBILITIES:

- Participation of all staff members in the development, implementation and review of the schools behaviour management plan.
- The establishment of a positive classroom/school environment.
- The establishment of positive student relationships.
- The delivery of curriculum that is relevant to individual needs.
- Establishing (collaboratively with students), teaching, enforcing and reinforcing classroom rules that are consistent with the whole school approach.

STUDENT CODE OF CONDUCT:

All students will:

- Follow all staff (adult) instructions;
- Play only in designated school areas;
- Behave and play in a responsible, fair and safe manner;
- Be courteous to all, and respect the rights and property of others;
- Be organised and punctual;
- Eat in designated areas and place all rubbish in bins provided;
- Use conflict resolution strategies, as taught by teaching staff (Social Skills).

SCHOOL RULES:

1. Students to abide by the Code of Conduct at all times.
2. Walk on paths at all times.
3. Hats to be worn at all times outside (“No hat, no play”).
4. Sit to eat in designated area.
DEVELOPING A POSITIVE BEHAVIOURAL CLASSROOM:

1. ESTABLISH POSITIVE CLASSROOM ENVIRONMENT:
   a. Encouraging the behaviour you wish to continue in your classroom.
   b. Be caring, warm, fair but firm.
   c. Be polite and expect politeness.

2. ESTABLISH RULES AND CONSEQUENCES – (Shared responsibility between class and teacher)
   a. Remind students of rules and consequences periodically.
   Display the classroom rules in the classroom.

3. THE TEACHER SHOULD BE PREPARED TO LISTEN:
   a. When the children talk about something that concerns them, the teacher should actively listen and reflect back what the child has said.
   b. Tune into student’s experiences.
   c. Avoid coming up with what you think the solutions are to the problems.

4. UNDERSTANDING STUDENTS:
   a. Know something about your students, their background and interests.

5. CHASTISE BEHAVIOUR, NOT STUDENTS:
   a. Try conflict resolution skills to assist student to solve problems.

6. BE THOROUGHLY PREPARED:

7. INVOLVE PARENTS:
   a. Begin the year with a class meeting, inviting all parents to develop a positive relationship (to be held within the first few weeks).
   b. Contact parents on an individual basis eg interviews, notes, newsletters.
   c. Include regular positive parental contact.
WHOLE SCHOOL APPROACH TO POSITIVE BEHAVIOUR MANAGEMENT:

- Honour Certificates presented at assemblies for social and academic achievements.
- Pastoral Care Program where Golden Tickets are rewarded to students who show citizenship attributes in the playground or in outside classroom activities.
- A whole school focus on social skills where necessary eg responding to criticism, how to react when excluded from games etc.
- Buddy classes where senior students help junior students in a range of teaching and learning activities.
- Year 7 Student Councillors are encouraged to take responsibility for some of the running of the school.
- Teaching across the school skills associated with conflict resolution.
- Posters placed in strategic places to highlight important social skills.
- Counselling of students by administration or classroom teacher.
- Promotion of a high level of parental involvement in the school with issues associated with the students of parents.
- A celebration of success whether it be good behaviour or good work.
- The creation of a physical environment that is attractive as possible.
- The availability of sports equipment and play equipment being made available in the break times.

INCLUSIVITY:

When dealing with students the following issues will be considered related to inclusive practices.

- An awareness of the cultural background of students and in particular social formalities that may be contrary to expected behavioural norms in the school.
- Accommodating for different starting levels of social skills that students bring to school.
- Recognising the previous home experiences that a child may bring to situations where an expected code of behaviour is required.
- The use of an IBP to accommodate for individual needs of particular students.
- A survey taken to identify the cultural background of students in the school to assist with issues that may arise that are related to behaviour that may be contrary to cultural beliefs.
- Research on cultural beliefs and behaviour management that are linked to particular students at Craigie Heights Primary school.
### M A N A G I N G  S T U D E N T  B E H A V I O U R  P L A N :

#### OVERVIEW OF CLASSROOM MANAGEMENT PROCEDURES Years 1 - 7:

<table>
<thead>
<tr>
<th>POSITIVES ☺☺ ☺☺</th>
<th>POSITIVE CLASSROOM (LEARNING) ENVIRONMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Consistent &amp; Fair’</td>
<td>Teacher – Student Relationship. All Classroom teachers will establish a positive classroom – learning environment. School Rules, Classroom Rules, rewards and consequences clearly explained to children. Positive feedback provided. Use of individual, group and/or whole class rewards – incentive ‘points’. Faction Tokens to be used.</td>
</tr>
</tbody>
</table>

**Misbehaviour 1:** Verbal Warning to student(s). Classroom Rules(s) briefly re-emphasised; Teacher counsels student(s) on their misbehaviour.  
- Student(s) given a Misbehaviour Form (yellow).

!” Consider separating students, if more than one student involved.

**Misbehaviour 2:** Student(s) name on Misbehaviour (yellow) Form. Classroom Rules(s) re-emphasised; Teacher counsels student(s) on their misbehaviour.  
- Student(s) write their name on the top and identify type of misbehaviour by circling and placing number in right-hand column.

**Misbehaviour 3:** Teacher counsels student(s) on their misbehaviour.  
- First ‘X’ on form. Student identifies type of misbehaviour by circling and placing number in right-hand column.

**Misbehaviour 4:**  
- Second ‘X’ on form. Student(s) to complete class work at ‘Time-Out’ desk in class. Misbehaviour is recorded in Integris.  
  Three (3) ‘Misbehaviour Forms’ at Level 4 in one week requires the classroom teacher to consider preparing an IBP (SAER) with student (and parent), and an Admin interview with student. Any further ‘Misbehaviour Forms’ in the term require a parent/teacher interview. After every ‘Misbehaviour Form’ the teacher must counsel the student(s). Copies of Misbehaviour Form are sent to the Deputy Principal.  
  Three (3) additional ‘Misbehaviour Forms’ require Admin meeting with parents(s).  

!” Teacher ‘Verbal’ Intervention with Student(s): remove student(s) to isolation ‘island’ area/desk (‘Time-Out’).

**Misbehaviour 5:**  
= TIME-OUT IN BUDDY CLASS:  
- Third ‘X’ added to the student(s) name on the form. Student(s) complete class work in a ‘Buddy Class’ and is/are provided with work until next break. Class teacher retains ‘Misbehaviour Forms’ – parent informed via photo-copied Misbehaviour Form sent home. Misbehaviour is recorded in Integris.

!” Teacher ‘Verbal’ Intervention with Student(s): remove student(s) to ‘Buddy Class’ (‘Time-Out’).

**Misbehaviour 6:**  
= DETENTION  
- Student(s) return to class. If misbehaviour continues, record and student sent to Admin with Misbehaviour form.  

!” Detention to be served at next Lunch time. Parents informed prior to Detention.

**Misbehaviour 7:** No contact with other students.
<table>
<thead>
<tr>
<th><strong>IN-SCHOOL SUSPENSION</strong></th>
<th>In-school ‘Suspension’. Parent notified and interview requested. Written contact for return to class.</th>
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</thead>
<tbody>
<tr>
<td><strong>Misbehaviour 8: SUSPENSION</strong></td>
<td>Student suspended from school after discussion with parents. Parent interview required for re-admission.</td>
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<tr>
<td><strong>SERIOUS OFFENCES:</strong></td>
<td>Under the discretion of Admin &amp; Teacher, students may be excluded from lunch and recess breaks for serious offences in a time out situation.</td>
</tr>
</tbody>
</table>
Procedures for Behaviour Management of Kindy & Pre-primary Students:

1. Proximity Praise/Reward:

Where a student is misbehaving, praise at least one other student who is in 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 the required behaviour.

4. Loss of Privilege (Age Appropriate):

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

Misbehaviour to be recorded in Integris.

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. If in the playground, the student walks with the Duty Teacher.

6. Detention:

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

7. Non-Attendance/Suspension:

For continual inappropriate, disruptive behaviour or serious offences a referral is written and the student 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 (IBP) is written. School Psychologist referral.
Craigie Heights Primary School

**MISBEHAVIOUR FORM:**

Student Name: _______________________________  Year: ______

Teacher: __________________________________  Date: ______

<table>
<thead>
<tr>
<th>Misbehaviour</th>
<th>Time:</th>
</tr>
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<tbody>
<tr>
<td>1. Using put downs:</td>
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<td>2. Damaging property:</td>
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<td>3. Continuous, disruptive talking:</td>
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<td>4. Back-chatting:</td>
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<td>5. Inappropriate language (swearing):</td>
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<td>6. Off task behaviour:</td>
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<tr>
<td>7. Not following teacher instructions:</td>
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<td>8. Inappropriate touching/kicking of another student:</td>
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<tr>
<td>9. Using a disrespectful tone of voice towards a teacher:</td>
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<tr>
<td>10. Distracting others:</td>
<td></td>
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</tbody>
</table>

Parent Contacted: Date: ______  Teacher: __________________________

Parent(s) Signature: __________________________  Date: __________

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OVERVIEW OF STEP BY STEP PLAYGROUND MANAGEMENT POLICY:

POSITIVE PLAYGROUND ENVIRONMENT:
Students are encouraged to play together, showing respect for the School Rules. Positive incentives used to reward good behaviour. Each duty teacher to give 2 Harmony Awards per week if possible.

SEVERE CLAUSE:

Stage 1: MINOR TRANSGRESSION:
Duty Teacher resolves the conflict through discussion and records it in the Duty File. Misbehaviour is recorded in Integris.

Stage 2: MODERATE TRANSGRESSION:
As per stage 1 above. 5 minute ‘time out’ – student walks with the Duty Teacher for 5 minutes. Duty Teacher records this in the Duty File. Misbehaviour recorded in Integris.

Stage 3: MAJOR / MODERATE TRANSGRESSION:
As per stage 2 above. Student is asked to “shadow” the Duty Teacher during the duty period eg. Recess or Lunch. This would be appropriate for a student who does not accept the stage 2 consequence. Duty Teacher records incident in Duty File. Misbehaviour recorded in Integris.

Stage 4: REGULAR TRANSGRESSION / MAJOR TRANSGRESSION:
(eg. Fighting/defiance/bullying)
1. Student sits out for the remainder of the break (recess/Lunch) or number of breaks under the discretion of Teacher and Admin.
2. Duty Teacher completes the Duty File record and forwards to Deputy/Principal – follow up counselling takes place.

SCHOOL (PLAYGROUND) RULES:
1. Students may only leave the school grounds with permission of the Principal or Deputy.
2. Students will not physically or verbally abuse others.
3. Students will treat all property/equipment with respect.
4. Students will place all rubbish in bins provided.
5. Students will follow all teachers’ instructions at all times.
6. Students will report all problems to a duty or classroom teacher.
7. Students will play in designated school areas.
8. Students will play in a safe and fair manner.
CONFLICT RESOLUTION AND BULLYING:

BULLYING:

Craigie Heights Primary School has a Pastoral Care program (including Peer Mediation, Buddy System, and School Psychologist) with proactive strategies to help prevent harassment and bullying.

Bullying or any form of harassment will not be tolerated in this school. It is everyone’s responsibility to prevent it from happening. Every individual has the right to belong and feel safe within a positive learning environment at a school.

Bullying is a repeated pattern of antisocial behaviour, the wilful desire to hurt, threaten, humiliate, upset or frighten someone else and/or an imbalance of power. Bullying may be verbal, physical or psychological.

PROCEDURES FOR DEALING WITH BULLYING:

Teachers’ Role:

• Take bullying seriously and act upon each incident reported to them.
• Discuss and model appropriate standards of behaviour within the classroom and the school.
• Use the school’s support services where necessary.
• Communicate with other staff as required.

Step One:

Bullying to be dealt with by the duty teacher/class teacher and may involve parents.

1. Meet with the key stakeholders.
2. Discuss with carers and students together if appropriate.
3. Strategies/interventions eg individual behaviour plan if warranted.
4. If no resolution of the incident occurs, or no improvement in behaviour occurs to Level Two. Parents contacted and alleged bully isolated during recess and lunch time.
5. School Psych/Admin involvement.

Step Two:

1. Suspension or exclusion procedures at the discretion of the Principal.
2. On return to school, parents and child attend meeting with Principal regarding agreed behaviours and outcomes. An independent Behaviour Plan may be initiated.
3. Follow up monitoring for one week. If re-offending happens in that week procedure begins again.

Victim Support:

Support will be provided for students who are witnesses or victims of bullying and harassment by the following:

• Classroom teacher
• Parents contacted
• School Psychologist
• Other outside agencies as required.
Proactive Strategies

- A focus on being a telling school.
- Use of the newsletter to focus on social skills.
- Use of School Volunteer Program to mentor identified students, developing a positive self esteem.
- Creation of a bullying brochure.
- Use of the strategy of tracking students at recess breaks by the Admin.
GUIDELINES FOR PREPARING AND APPLYING AN INDIVIDUAL BEHAVIOUR PLAN (IBP):

If a student is continually demonstrating behaviour that is inappropriate then an IBP will be required to assist in modifying behaviour.

- When first applied aim for the IBP to be completed in one day. The program requires intensive teacher attention initially, however, as the behaviour is modified less reinforcement is required.
- The student is responsible for the safe keeping of the card. If the card is lost the student must start again on a new one.
- Student and parent must be involved with the planning of an IBP.
- Use rule reminders for forgetful or low-level disruption eg: calling out, talking out of turn, or physical restlessness. Rule reminders can be subtle, non-verbal prompts that remind the student his/her behaviour is inappropriate. It may be possible to develop a signal the student understands, therefore avoiding class disruption.
- In the case of severe behaviour the school behaviour management policy should be applied.
- The target behaviour must be specific so as the child can complete the desired behaviour and have success in achieving the desired behaviour.
- Review the IBP weekly or according to need.
- Use the Psych in preparation with an IBP if necessary.
- An IBP should be negotiated according to need with the support teacher.
- IBP’s will be reviewed weekly with an Administrator.

EXCURSIONS AND INCURSIONS:

Excursions and incursions are acknowledged as being an important component to our educational program. It is considered to be a privilege to be invited to participate, therefore children should earn the right to be included.

Students may not be invited to participate if:

- They have been on a time out three or more times in the term.
- They have received an in-school suspension that term.
- They have been suspended that term.

The safety and wellbeing of children is paramount in all excursions and incursion. Teachers must feel secure in the knowledge that children who choose to misbehave in the normal school setting will not be permitted to accompany their classmates on incursions and excursions.

The final decision on whether a child goes or not will be made by the Principal.
Craigie Heights Primary School

INDIVIDUAL BEHAVIOUR PLAN

STUDENT: Date Commenced:

PEOPLE:

PROBLEM BEHAVIOURS:

TARGET BEHAVIOURS:

<table>
<thead>
<tr>
<th>POSITIVE CONSEQUENCES</th>
<th>NEGATIVE CONSEQUENCES</th>
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STEPS TO FOLLOW FOR NON COMPLIANCE BEHAVIOUR

SEVERE CLAUSE