

BEHAVIOUR MANAGEMENT POLICY and PROCEDURES 2019



Behaviour Management Plan – Aims

- ❖ Create a positive school environment so that teachers and students can work together in harmony;
- ❖ Create a caring school environment where the rights and responsibilities of the individual are recognised and respected;
- ❖ Recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment
- ❖ Establish a clear set of incentives for students who accept their responsibilities and recognise and respect the school values;
- ❖ Establish a clear set of consequences for individuals who do not accept their responsibilities and breach rules so that they are encouraged to recognise and respect the rights of others; and
- ❖ Establish procedures so that conflicts can be resolved in a positive non-violent manner.

Rights and Responsibilities

<p><i>Students have the Right to:</i></p> <ul style="list-style-type: none"> ○ Learn in a positive and supportive environment ○ Work and play in a safe, secure, friendly environment ○ Be respectful, courteous and honest 	<p><i>Students have the Responsibility to:</i></p> <ul style="list-style-type: none"> ○ Behave in a way that promotes the safety and well-being 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 ○ Ensure that their behaviour is not disruptive to the learning of others
<p><i>Staff have the Right to:</i></p> <ul style="list-style-type: none"> ○ Be respectful, courteous and honest ○ Teach in a safe, secure and clean environment ○ Teach in a purposeful and non-disruptive environment ○ Receive support from parents ○ Be treated with respect and courtesy from students and the wider school community. 	<p><i>Staff have the Responsibility to:</i></p> <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
<p><i>Parents have the Right to:</i></p> <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 ○ 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 	<p><i>Parents have the Responsibility to:</i></p> <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

General Objectives of Behaviour Management Plan

- ❖ To clearly establish for children, teachers and community members what constitutes acceptable and non-acceptable behaviour in the classrooms and playground of Dianella Primary College
- ❖ To provide a systematic means of recognising and rewarding appropriate behaviour within the school
- ❖ To provide a systematic means of dealing with inappropriate behaviour within the school
- ❖ To provide a framework within which teachers may apply positive reinforcement and/or disciplinary measures
- ❖ To provide a means of recording appropriate and /or acceptable behaviour

Roles and Responsibilities of Staff – Administration

The Administration Team of Dianella Primary College has agreed to:

- ❖ Provide a link between parents and staff
- ❖ Support teachers with behaviour development and management
- ❖ Ensure consistency in the implementation and maintenance of Behaviour Management procedures throughout the school
- ❖ Facilitate Parent/Teacher/Child conferences
- ❖ Assist with programs for individual children with behaviour problems
- ❖ Ensure a review process is established to monitor the School Behaviour Management Plan
- ❖ Document student behaviour that is unacceptable on SIS Behaviour Management records

Roles and Responsibilities of Staff – Teaching Staff

The Teaching Staff of Dianella Primary College have agreed to:

- ❖ Develop and maintain a positive classroom environment
- ❖ Work with students to discuss:
 - School values
 - School code of behaviour
 - Playground expectations – respect yourself, respect your peers, respect the environment
 - Classroom rules and expectations
- ❖ Document student misbehaviour and correctional strategies
- ❖ Contribute to a review of the School Behaviour Management Plan
- ❖ Include administration staff where appropriate in discussions with parents regarding student behaviour
- ❖ Consistently apply the school's Behaviour Management Plan and associated procedures.
- ❖ Ensure student Behaviour Management Plan (BMPs) are completed at point of need and a copy of this plan is passed on to all specialist teachers / provided for relief teachers (ensuring continuity of expectations).

Behaviour Management Practices – General Guidelines

Staff of Dianella Primary College should:

- ❖ Have clear statements / visual representations of whole school and classroom code of conduct and the positive and negative consequences employed by the school
- ❖ Set consistent and achievable standards
- ❖ Promote a positive working environment. Give consideration to student seating and classroom arrangements
- ❖ Prepare each learning session thoroughly.

- ❖ Teachers must:
 - *know what they wish to achieve*
 - *know their content*
 - *have prepared the necessary resources*
 - *be punctual*

- ❖ During the lesson teachers must:
 - *give clear instructions*
 - *teach at the students' levels*
 - *choose carefully the purpose of the lesson*
 - *use motivational techniques*
 - *cater for a variety of interests*
 - *be flexible and adaptable in approach*

- ❖ Use positive reinforcement for appropriate behaviour. Note that:
 - *positive incentives must be earned rather than just given*
 - *a variety of positive incentives should be used*
 - *desired behaviour should be rewarded*
 - *every child should be given the opportunity to earn and receive acknowledgement*

- ❖ Be punctual to duty and be alert to potential situations which infringe upon the ethos of the School Behaviour Management Plan
- ❖ All teachers are to establish a classroom code of conduct / behaviour expectations with their class
- ❖ All teachers are to establish a set of positives/rewards to reinforce desired/acceptable behaviour
- ❖ All teachers are to establish a set of consequences that are brought into effect when the code of conduct is breached
- ❖ The code of conduct - consequences and positives are to be discussed with children and should be clearly visible in the classroom
- ❖ The classroom code of conduct should be visual to parents and be shared with parents at the information session.
- ❖ Be alert to disruptive students and be prepared to utilise the school Behaviour Management Plan to combat inappropriate behaviour
- ❖ Undertake playground duty as per the duty roster

In Summary:

- ❖ Class Code of Conduct is clearly established
- ❖ Positives are in place
- ❖ Students are made aware of the consequences of their behaviour
- ❖ The processes are on a daily basis and students have a 'fresh start' each day

Whole School Behaviour Management – Positive Incentives

Faction/Values Cards

- Students receive Faction cards for demonstrating positive behaviour and/or the production of good work. Faction Points are counted before each assembly with cumulative scores recorded. A junior and senior card is drawn at each assembly to entitle them to a free healthy lunch.
- Values cards are handed out by duty teachers, for positive playground behaviour. One winner is drawn at each assembly which entitles them to a free healthy lunch.

Academic and Citizenship awards

- Classroom teachers nominate 1 academic award winner and 1 citizenship award winner each term from their class. Nominated students enjoy a morning tea with the principal and a small prize. Administration staff vote on one academic and one citizenship shining star who is then recognised at the final assembly, each term.

Honour Certificates

- Given to students for academic / social classroom performance. Honour Certificates are presented during assemblies. Teachers inform parents of impending Honour Certificate presentation. Students to sit on the aisle during the assembly if they are receiving an award. Students' are all acknowledged in the newsletter.

Specialist teachers' awards

- Presented at assemblies for either individual students or a whole class for positive behaviour during Music, HASS, PE and Science.

Class displays around the school

- All classes have the opportunity to display class achievements in the office foyer and display cabinets situated around the school.

Severe Clause

- ❖ Violence
- ❖ Attack on a staff member or another student
- ❖ Blatant refusal to follow instructions
- ❖ Verbal abuse
- ❖ Malicious attack on school property

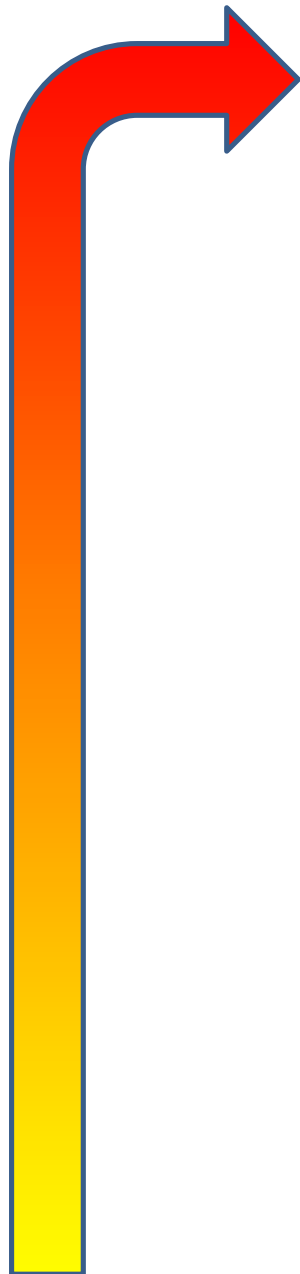
Guidelines for In-School Suspension

- ❖ Withdrawal of a disruptive student from the general classroom environment and placement in the administration block.
- ❖ The placement of students into In-School Suspension will be authorised by the Administration Team in consultation with the classroom teacher as one of a number of available counselling and behaviour management measures in dealing with students with disruptive behaviour. In-School Suspension from the classroom will be conducted in the administration block and supervised by administration staff.
- ❖ Details of students' unacceptable behaviour will be documented and provided to administration. Details of In-School Suspension will be entered into the school's behaviour management records.
- ❖ Teachers are responsible for ensuring that students in In-School Suspension are provided with an adequate amount of work. Work is to be from the student's normal learning program at a level that the student can carry out without explanation or assistance from the supervising administration member.
- ❖ Students in In-School Suspension are under the general supervision of the administration team. The administration team are responsible for ensuring that the student in In-School Suspension is safe and remains isolated from peers. Administration should interact with students in In-School Suspension with polite detachment. The interaction should be restricted to granting the student permission to leave the room for toileting purposes and to attend an alternate work program should this be necessary.
- ❖ The supervising administration team member will notify parents or guardians of In-School Suspension and request a meeting to discuss the ongoing management of the student in question.
- ❖ Students who are absent from school during the period of their In-School Suspension will complete the requirements of the In-School Suspension on their return to school.

Guidelines for Suspension

- ❖ The Principal may authorise the suspension of students in cases of either repeated misbehaviour or of serious misbehaviour.
- ❖ Parents/guardians will be notified when a suspension is deemed necessary.
- ❖ The following documentation will be completed when a child is suspended, and a copy of the reason for suspension and the duration of suspension will be forwarded to-
 - The parent/guardian
 - The school psychologist
 - Copy kept on file
- ❖ The suspension will be recorded in the SIS Behaviour Management Records.

Playground Behaviour Management Guide



WITHDRAWAL

After repeated breach of school or playground rules, the student is to walk with the duty teacher for the remainder of recess/lunch.

If serious, incidents are recorded by admin on school and department systems.

Administration to address and contact parents when necessary.

ISOLATION

After continued breach of school or playground rules, student is informed of their breach of behaviour and consequences.

This consequence involves walking with the duty teacher for 5minutes time out.

The student is required to identify behaviour modifications in order to return back to play.

WARNING

Student is informed of their behaviour breach and given a verbal warning by the duty teacher.

Student can continue to play if they address the behaviour issue.

Serious breaches:
send 'Admin Assistance Required' card to office/staff room
(card located in first aid bum bags)

In Class Behaviour Management Guide - Traffic Light System

