Rosalie Primary School

BEHAVIOUR MANAGEMENT

IN SCHOOL POLICY

CONTENTS

School Vision

The school aims to develop the cognitive abilities and social skills of students so they can:

- achieve academically, socially, physically and creatively to their full potential
- maximise their educational opportunities
- grow confidence in the contribution they can make to family and community

Statement of Purpose

Essential to effective learning in the achievement of our purpose is a safe, supportive and disciplined environment that respects the following rights:

- rights of all students to learn
- rights of teachers to teach
- rights of all to be safe

The Rosalie Primary School community values a safe and supportive environment where positive working relationships are integral to high quality learning.

At Rosalie Primary School we:

- create a safe and supportive learning environment where children respect the rights of others
- empower children to own and accept responsibility for their behaviour
- establish clear guidelines that protect the rights of all individuals where the procedures, consequences and rewards are clearly defined and known by the whole school community
- maintain a partnership between teachers and parents based on the belief that our high expectations for our students will only be achieved through a united effort

Code of Behaviour

Our Code of Behaviour relates to:

Self - treat yourself with respect

Others - treat others as you would like them to treat you

Environment - treat the environment responsibly and with care

Rights, Responsibilities & Rules

	Rights	Responsibilities	Rules
Students	To access the best possible education	• Learn to the best of their ability • Take responsibility for their own learning and behaviour • Come to school to listen, co-operate and complete tasks to the best of their ability • Commit to the completion of homework tasks set • Follow directions from staff at all times	• Follow directions • Cooperate with others
	To learn in a purposeful, supportive and well resourced environment	• Treat others and their property with respect and fairness • Keep the school neat and tidy • Care for the school environment and equipment	• Respect the environment • Keep our playgrounds clean and tidy • Be water wise • Be energy efficient
	To be treated fairly and be respected as an individual.	• Follow the school rules • Respect the rights of others • Demonstrate respect for themselves, other members of the school community	• Be friendly, polite and helpful • Show respect for other students and their property • Treat others as you would like to be treated • Always be honest
	To be happy, enjoy school and form friendships.	• Behave in a manner that will not endanger others • Be considerate and use good manners • Respect their property and the property of others • Participate actively in the school's education program	• Share equipment and space
	To learn and play in a safe, secure, friendly and clean environment	• Follow all the rules • Enter the classrooms only when supervised	• Play safely in designated areas • Sports equipment must not be used before school unless supervised by a teacher • Walk bicycles and scooters on school grounds • Walk when you are close to buildings • Wear a hat as per "No Hat No Play Policy" • Wear sunscreen as needed.
Staff	To feel safe at school	• Ensure the school environment is kept safe	
	To be treated with respect, honesty and fair treatment	• To be aware and supportive of others needs • Act in a caring and respectful manner	

	To work in a purposeful, supportive and non-disruptive environment	• Familiarise themselves with the school Behaviour Management Plan and be consistent in its implementation
		• Be proactive when dealing with discipline issues
		• Develop IBP based on student need
		• Display clear classroom rules
		• Develop and maintain a positive classroom environment;
		• Display and discuss:
		    Values, Rights and Responsibilities;
		    Playground Rules;
		    Classroom Rules; and
		    Play areas
		• Include administration staff, where appropriate, in discussions with parents regarding student behaviour management;
		• Contribute to a review of the school Behaviour Management Plan
			• Show respect to colleagues and to the school environment and community

	To be treated with respect by children, peers and parents	• Document student misbehaviour and correctional strategies • Model respectful, courteous and honest behaviour • Establish positive relationships with students, parents and colleagues	
	To access appropriate professional development		
	To be confident of personal and professional matters		
Parents	To be confident their children are receiving the best possible education.	• Ensure their child attends school • Ensure their child is provided with appropriate materials to make effective use of the learning environment.	
	To be informed about policy guidelines and procedures.	• Access relevant information from and about the school	
	To be informed of curriculum material, behaviour management procedures and decisions affecting their child's	• Contact the school immediately an issue or concern arises.	

	health, safety and wellbeing		
	To be informed of their child's progress and receive accurate, honest and fair feed back on a regular basis	• Attend information sessions offered by the school • Follow up areas of concern • Read school reports	
	To be listened to with respect and courtesy.	• Make an appointment to speak with staff at a mutually convenient time • Maintain contact with class teachers • Confine comments and interactions to an appropriate time	
	To be assured of confidentiality in all matters	• Respect the privacy of all members of the school community	
	To be involved in school activities	• Support the school in providing the best possible education for their child	
	To be involved in and feel welcome as part of their childn's education		
Principal and Assistant Principals (as per the staff)	To be kept informed about student progress and behaviour	• 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	
		• Assist with the design and implementation of programs for individual children with behaviour problems	
		• Provide relief teachers with guidelines pertaining to behaviour development and management procedures	
		• Ensure a review committee is established to monitor school behaviour management plan	

Management of Incidents

Primary Prevention
- All classroom teachers have a classroom management policy consistent with school policy that is supported and understood by both students and their parents. The policy includes clearly defined class rules and consequences that are displayed. The policy is executed fairly and consistently.
- School Rules are established, displayed and reinforced.
- Teachers inform children about what behaviour is inappropriate. Various programs (such as You Can Do It!) operate across the school to assist in this area. These programs promote resilience, life and social skills, assertiveness, conflict resolution, anger management and problem solving.
- Professional development for staff is provided as required (e.g. Bullying – No Blame, Restorative Practice).
- All staff help to develop community awareness of the school's programs on anti social behaviour.
- Information is gathered from students and staff about students' behaviour to direct planning for improvement.
- Positive reward systems such as Merit Awards are implemented, maintained and supported.
- Students receive positive incentives which reflect their developmental age and interests, for appropriate behaviour

Early Intervention
- All staff promote the need and responsibility of children to report incidents of concern, including bullying, involving themselves or others.
- Information on types of behaviours that may be indicative of bullying are available for the school community.

Intervention
- When a student approaches a staff member and reports possible bullying, the incident is investigated and recorded.
- Serious incidents are further investigated and documented on SIS (In full). Follow-up is both immediate and ongoing. If the incident occurs out of class, the classroom teachers of students involved are informed.
- Children demonstrating inappropriate behaviour, their target and bystanders (if appropriate) are offered counselling and support.
- If bullying is ongoing, parents are contacted and consequences implemented.
- Incidents will be recorded in various ways. For example,
    - o Collation and filing of TOTS (Time Out Think Sheet)
    - o Using Student Activity section of SIS
    - o Using Behaviour Management section of SIS

Monitoring/Follow Up
- Rewards are given for positive behaviour.
- Staff continue to promote the students' responsibilities and sense of caring/concern.
- Staff continue to monitor children who have demonstrated bullying behaviour, their targets and bystanders (if appropriate).
- The consequences inappropriate behaviour may involve sanctions as described in the classroom management policy, withdrawal of privileges, detention, in-school suspension, out-of-school suspension and exclusion.

Procedures for Incident Management

Classroom Behaviour

Kindergarten/Pre-Primary

Proximity Praise and Reward

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Rule Reminder

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Warnings

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Loss of Privilege

↓

Isolation in Class

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Non-attendance

Note:
Extreme behaviour may result in the need to circumvent some stages of the process.

Regular ongoing contact with parents.

Primary School (Years 1-7)

Proximity Praise and Rewards

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Rule Reminder

↓

Warnings

↙   ↘

Loss of Privilege   Isolation in Class or Buddy Room (Time out)

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Time Out/Detention (On the bench or in the school office)

Possible Admin intervention ⟶

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3 Time Outs in a term parents contacted

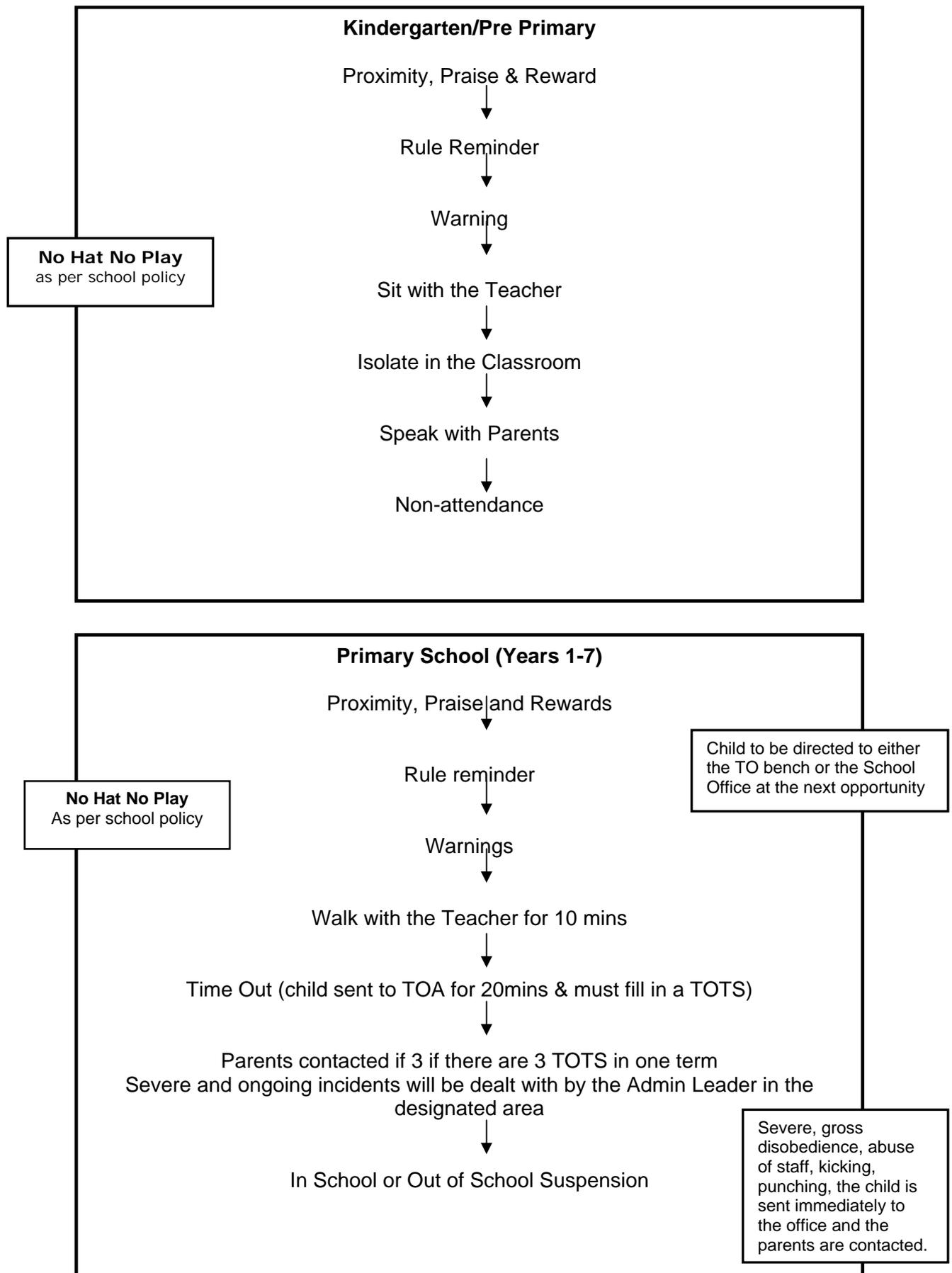Admin Intervention ⟶

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In School or Out of School Suspension
Parents are contacted.
If Out of School Suspension is enforced, Regional Office is notified and a meeting arranged for the student's return to school.

Note:
Extreme behaviour may result in the need to circumvent some stages of the process.

Parent contact is to be made when Time Out/Detention (on the bench) is applied as a consequence or as determined by the administrator. Professional discretion is to be used to determine whether parents are contacted prior to this.

Playground Behaviour

Kindergarten/Pre Primary

Proximity, Praise & Reward

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Rule Reminder

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Warning

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Sit with the Teacher

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Isolate in the Classroom

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Speak with Parents

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Non-attendance

No Hat No Play
as per school policy

Primary School (Years 1-7)

Proximity, Praise and Rewards

↓

Rule reminder

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Warnings

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Walk with the Teacher for 10 mins

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Time Out (child sent to TOA for 20mins & must fill in a TOTS)

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Parents contacted if 3 if there are 3 TOTS in one term
Severe and ongoing incidents will be dealt with by the Admin Leader in the designated area

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In School or Out of School Suspension

No Hat No Play
As per school policy

Child to be directed to either the TO bench or the School Office at the next opportunity

Severe, gross disobedience, abuse of staff, kicking, punching, the child is sent immediately to the office and the parents are contacted.

Understanding Motives of Behaviour

4 main motives of behaviour	Pupil's actions	What the pupil is saying with their behaviour	How others feel e.g. the teacher	Pupil's reaction to reprimand	Preventive action	Consequences
Need for attention. All need to be noticed – attention seeking increases with need to improve self esteem	• Nuisance, show-off, clown, lazy • Puts others in his/hers service • Pesters, whining, noisy, interrupting	• I only count when I'm being noticed or served • I want you to notice me fuss over me	• Irritated, annoyed • Thinks 'this pupil occupies too much of my time' • Delighted with good pupils	• Temporarily stops disturbing action when given attention then repeats action	• Give lots of attention at appropriate times • Make contract • Look at our behaviour and its effect on pupils	• Ignoring/ walking away when attention is demanded • Follow through on contract and apply consequences • Avoid negative attention
Need for control. We all need control over our lives; domination and power can be used to try and improve a damaged self-esteem	• Does little or no work • Stubborn, argues, has temper tantrum, tells lies, disobedient • Does the opposite of what they have been asked • Devious, bossy, uncooperative	• People do things for other they think are a worthwhile human being. If I can make you do things for me I must be worthwhile	• Feels threatened or provoked • Thinks this pupil can't do this to me • Determined to control the pupil's behaviour	• Intensifies actions when reprimanded • Pupil wants to win, to be boss • Feels they have won when others are upset • Refuses to cooperate • Smiles to self	• Avoid power struggles by offering choices • Provide situation where pupils can use power productively • State rules ahead of time • Mutual respect • Solicit pupil's help	• Remain unemotional, be firm without dominating • Remove yourself • Act - don't talk • Provide for cooling off time
Need for justice. We all need to feel the world is just- part of the natural order of things; revenge is the natural order when someone has been badly treated	• Hurtful physical & verbal • Exhibits defiant, sullen, negative behaviour • Kicks, bites, steals, vicious, destructive	• If I'm hurt it is because I deserve it. If I hurt you, you must deserve it so you must be as bad as me	• Feels deeply hurt and angry; Thinks how can this pupil do this to me? • Dislikes the pupil	• Wants to get even • Retaliates • Hurts others • Makes self disliked	• Take time and effort to help the student • Enlist aid from a friend of the pupil • Build on the pupil's strengths	• Avoid retaliation • Do - remove yourself from conflict • Maintain order with a minimum of restraint • Ensure reparation • Avoid moralising
Need for vulnerability. We all need to be able to ask to be nurtured and to ask for help but this is risky; when someone has been a failure giving up means never having to ask for help	• A loner • Feels hopeless • Stupid actions • Gives up easily • Doesn't try	• I can't do anything, so I won't have to ask anybody for help so I won't take the risk • Variation: I can do that but I don't want to because it's boring, too easy etc	• Feels helpless and discouraged thinks: I give up - I don't know what to do any more	• Retreats further • Becomes more passive • No reaction little or no eye contact	• Encourage pupil to try • Minimise mistakes have faith in the pupil's abilities • Trust the pupil with small responsibilities • Be directive • Demonstrate the desired take/ behaviour	• Don't expect immediate results • Emphasise success • Give recognition at unexpected times