

EAST FREMANTLE PRIMARY SCHOOL



BEHAVIOUR MANAGEMENT POLICY 2018

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BEHAVIOUR MANAGEMENT POLICY

PURPOSE

- To provide a positive, safe and caring environment in which quality teaching and learning occurs.
- Ensure behaviour management that is developmentally based and integral to the Teaching and Learning program.
- To develop and model acceptable social behaviour and to encourage children to be responsible for their actions.

CORE VALUES

- Mutual respect,
- Tolerance and acceptance of individual differences.
- Equity
- Compassion and care.

RIGHTS & RESPONSIBILITIES

The rights and responsibilities outlined below apply equally to students, staff, parents and other members of our school's community.

RIGHTS	RESPONSIBILITIES
To be respected	<ul style="list-style-type: none">• To treat others with respect and courtesy• To appreciate and recognise the contribution and achievements of others.• To actively participate in the school community.
To learn and teach	<ul style="list-style-type: none">• To listen• To cooperate• To do your best• To allow others a chance to learn.
To be treated fairly	<ul style="list-style-type: none">• To accept differences.• To work and play by the rules.• To protect against unfair treatment.
To be heard	<ul style="list-style-type: none">• To listen• To speak in an appropriate manner• To accept that other people have a different point of view.
To be safe	<ul style="list-style-type: none">• To respect the property of others.• To care for the environment.• To treat others with care.• To be sensitive to the feelings of others.

SCHOOL RULES

- Follow instructions of staff.
- Stay inside the school boundaries.
- Only go into buildings with a teacher.
- Behave in a responsible respectful way towards yourself, others and their property.
- No hat – no play in the sun.
- Eat only in the covered assembly area and remain seated while eating.
- Use sporting or fixed playground equipment only during morning recess and lunch break.
- Walk on verandahs, stairs, and in corridors and the undercover area.

SCHOOLS EXPECTATIONS

- Line up at the end of each recess break.
- Use equipment safely.
- Be prepared and on time.
- Move and play safely around the school.
- Follow the school dress code

ROLES & RESPONSIBILITIES OF STAFF

TEACHERS HAVE AGREED TO:

- Develop and maintain a positive classroom environment.
- Teach and model desired behaviours expected of students.
- Display and discuss:
 - a) Rights and Responsibilities; b) School Rules; c) School Expectations;
 - d) Classroom rules.
- Consistently apply the school's Behaviour Management Policy.
- Maintain accurate records of student misbehaviour and correctional programs.
- Communicate in a professional manner, relevant behavioural information to parents, other staff and external agencies.
- Participate in a review of the school BMP at the required time.

PRINCIPAL AND DEPUTY PRINCIPALS HAVE AGREED TO:

- Teach and model desired behaviours expected of staff and students.
- Provide support to staff to assist in implementation of the school BMP.
- Ensure consistency of implementation of the school BMP across the school.
- Provide relief teachers with guidelines for maintaining the school BMP.
- Ensure new staff informed about and are able to implement the school BMP.
- Ensure a review of the school BMP is carried out at the required time.

IMPLEMENTATION

Stage 1: Positive and Preventative Strategies

This is the most critically important stage in the whole process and is the primary focus for all staff.

Staff will proactively implement preventative programs and processes that will contribute to the establishment of socially acceptable behaviour. This will be done through:

- Maximising academic engagement and success by modifying learning programs to accommodate individual student difference.
- Collaboratively establishing classroom rules, rewards and sanctions with students.
- Consistently rewarding examples of good behaviour through praise or tangible reinforcers.
- Consistently reinforcing classroom and school rules. Positive reinforcement and consequences for rule violations will be the same for all students at all times.
- Providing advance organisers or precorrections – eg. “What are your responsibilities when you work in the computer lab?” “Make sure your reading books are returned before recess.”

For a minority of students who do not respond to preventative processes, the following stages are to be worked through.

The focus of the process is corrective – not punitive.

The goal for such students is:

- *for them to take responsibility for their behaviour and the consequences, which accrue as a result of their transgressions.*
- *to effect positive changes to their behaviour.*

These Stages need to be discussed with students when negotiating the classroom rules.

As these stages comprise a hierarchy, it is imperative that each stage be followed through in order.

The stages are effective for a term. *A fresh start is made at the beginning of each term.*

****Major rule violations (eg. outright defiance of a Teacher’s instruction, fighting, stealing, vandalism, obscene gesticulations, obscene verbal abuse or deliberate throwing or moving anything which could cause harm to others.) will result in the student being dealt with from Stage 6.***

Stage 2: Praise and Remind

- Praise students in close proximity. Reinforce rules not adhered to. Praise for behaviour improvement.
- If applying consequences, enable the child to see the link between his/her behaviour and the consequences by applying logical consequences rather than unrelated punishments. “Because you pushed and shoved to get to the front of the line – you go to the end of the line.” “You didn’t do your homework – complete it at recess.”

Stage 3: Verbal Warnings

- Give 2 verbal warnings per day to change behaviour.
 - Clearly explain the student’s choice – ie heed the 2nd warning or move to Stage 4.
- Note: If a student incurs 2 warnings on 3 days of a week – move to Stage 4. (Need to record)*

Stage 4: Reflection #1

- Student is removed to another part of the room to sit and reflect on their behaviour for up to 10 minutes.
- Student completes Reflection sheet #1 by drawing or writing what behaviour was unacceptable, why it is unacceptable and listing the positive behaviours that need to be shown to enable them return to class. Teacher discusses completed Reflection sheet with child before child rejoins the class program.
- Student takes Reflection sheet to Deputies’ office. (Copy will be made and filed). Original returned to Teacher to file for future reference.

Stage 5: Reflection #2 (Student has again worked through Stages 1-3)

- As per Reflection #1.
- Copy of reflection sheet sent home to child’s parent.

Stage 6: Referral to Administrator (Student has again worked through Stages 1-3)

- Reflection sheets #1 and #2 and any other relevant documents sent to Deputy Principal.
- Deputy Principal to take student from classroom to admin office.

- Student counselled by Deputy Principal
- Details recorded in Referral Record
- Mandated consequence – up to 30 minutes detention to be done at a time decided by Deputy Principal. Parents to be consulted if detention is to be done after school.
- Meeting with Parent, Class teacher and Administrator if required. Plan of action developed and agreed to.
- Student returns to class and starts from Stage 1 again but working within the context of the plan with the support of Deputy Principal.

Stage 7: In-School Withdrawal (Student has again worked through Stages 1-5 or committed a severe clause offence)

- Student given in-school withdrawal for a length of time to be determined by an Administrator. Student is to be supplied with class work by classroom teacher.
- Parents notified.
- Administrator meets with *Parent* Teacher and Behaviour Support Team to discuss issues and changes needed for the student to return to the classroom

Stage 8: Out of School Suspension (Student has again worked through Stages 1-7 or committed a serious breach – see Appendix ‘A’ ‘Categories of Suspension’)

- Administrator consults with parent and student to make clear the reason for the suspension. (Nb where safety of a person is threatened or adversely affected, suspension will be immediate).
- Student is suspended for a length of time as determined by Administration. Parent and child receive written notification of suspension. Copy of suspension notice is sent to District Office.
- *If suspension is 3 or more consecutive days or, an accumulation of 5 or more days, an educational program must be provided for the student by class teacher.
- Prior to return from suspension, procedure is as per the last 2 dot points of Stage 6

Stage 9: Exclusion Order (Student has again worked through Stages 1-8 on several occasions or, has threatened the safety of any person on school premises or participating in an educational program of the school, or is likely to or has caused damage to school or personal property)

- Recommendation for an exclusion order sent to District Director for consideration by School Disciplinary Panel
- Student suspended from school for 10 days while Panel considers the recommendation.
- Student and parents are informed by letter of the recommendation for an Exclusion Order.

☒ To ensure consistency, the Behaviour Management process needs to have carryover effects into non-classroom environments.

Thus, during recess breaks and excursions, students who break the school rules are to accompany the Duty Teacher for 10 minutes. Major rule violations are to be treated as per Stage 6.

To assist in this, teachers will use four different coloured slips; Faction colour slips for rewarding positive behaviours and pink for noting rule violations.

Students receiving faction slips place it in a collection box located outside the staffroom.

Teachers issuing pink slips will note the student's name and the rule violation and pass the pink slip to the student's classroom teacher at the end of their duty.

The classroom teacher will then place the note on the student's file.

Appendix B
REFLECTION #1

Student Name: _____

Class Teacher Name: _____

Date: ____/____/____

Time: _____

You have received 2 warnings today and ignored them.

Which misbehaviours did you commit?

What will you do to avoid today's problem?

1. _____

2. _____

I agree to carry out the ideas above. Student's Signature: _____

Teacher Comment re: discussion with student:

Appendix C
2018 REFLECTION #2

Student Name: _____

Class Teacher: _____

Date: ____/____/____

Time: _____

You have not changed your behaviour as you agreed to on your 1st reflection sheet.

Write down how your misbehaviour has affected the rest of the class and your Teacher.

What can you do to help fix the problems you are having today?

I agree to carry out the ideas above. Student's Signature: _____

You are responsible for your behaviour. If you break this agreement, you will have to be sent to a Deputy Principal.

Teacher's Comment and Signature: _____

Parent Comment and Signature: _____

Appendix D

MISBEHAVIOUR NOTICE

Student: _____

Class: _____ Date: _____

Please note below the breach of school rules.

Duty T's Signature: _____

MISBEHAVIOUR NOTICE

Student: _____

Class: _____ Date: _____

Please note below the breach of school rules.

Duty T's Signature: _____

MISBEHAVIOUR NOTICE

Student: _____

Class: _____ Date: _____

Please note below the breach of school rules.

Duty T's Signature: _____

MISBEHAVIOUR NOTICE

Student: _____

Class: _____

Please note below the breach of the school rules.

Duty T's Signature: _____

MISBEHAVIOUR NOTICE

Student: _____

Class: _____ Date: _____

Please note below the breach of school rules.

Duty T's Signature: _____

MISBEHAVIOUR NOTICE

Student: _____

Class: _____ Date: _____

Please note below the breach of school rules

Duty T's Signature: _____

MISBEHAVIOUR NOTICE

Student: _____

Class: _____ Date: _____

Please note below the breach of the school rules.

Duty T's Signature: _____

MISBEHAVIOUR NOTICE

Student: _____

Class: _____ Date: _____

Please note below the breach of school rules.

Duty T's Signature: _____

BONUS FACTION POINTS

Student Name: _____

Year: _____

Circle student's faction

FORREST STIRLING O'CONNOR

Teacher Sign: _____

BONUS FACTION POINTS

Student Name: _____

Year: _____

Circle student's faction

FORREST STIRLING O'CONNOR

Teacher Sign: _____

BONUS FACTION POINTS

Student Name: _____

Year: _____

Circle student's faction

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BONUS FACTION POINTS

Student Name: _____

Year: _____

Circle student's faction

FORREST STIRLING O'CONNOR

Teacher Sign: _____

BONUS FACTION POINTS

Student Name: _____

Year: _____

Circle student's faction

FORREST STIRLING O'CONNOR

Teacher Sign: _____

Appendix F
REFERRAL TO ADMINISTRATION

Please attach all existing documentation related to this student's Behaviour Management.

Child's Name: _____

Class Teacher: _____

Date: _____ **Time:** _____

Reason for Referral: _____

ACTION BY ADMINISTRATION

Student counselled ☐ **Student reprimanded** ☐

Student on Detention ☐ **From:** _____ **to** _____

Administrator's Comments: _____

Name recorded on Referral File ☐ **Parent Notified** ☐

Administrator's Signature: _____ **Date:** _____

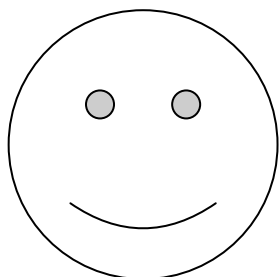
Parent Signature. _____ **Date** _____

Appendix G
EARLY CHILDHOOD REFLECTION SHEET #1

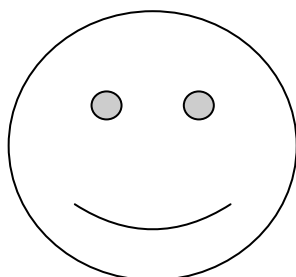
Student Name: _____

Class Teacher's Name: _____

Date: ____/____/____ Time: _____



What did you do that was wrong?



What should you have done?