



BEHAVIOUR MANAGEMENT POLICY
2010

Aims

- To maintain a positive environment within the school so that all members of the school community can work together in harmony.
- To maintain a caring school environment where the responsibilities and rights of individuals are recognised and respected.
- To help children become responsible, independent citizens who care about themselves, other people and the environment.
- To establish rules which protect the rights of all individuals.
- To reward positive / exemplary behaviour.
- To establish a clear set of consequences for individuals who do not follow the school code of conduct.
- To establish procedures so that conflicts can be resolved in a positive manner.

CODE OF CONDUCT

Our School Behaviour Management Policy is designed to protect each student's right to learn and to be safe at school. We ask for parent support in the enforcing of school's Code of Conduct. The Jolimont PS Code of Conduct is as follows:

- RESPECT MYSELF
- RESPECT OTHERS
- DO MY BEST
- RESPECT THE ENVIRONMENT
- BE AN ACTIVE CITIZEN

DEFINITIONS

- IBP - Individual Behaviour Plan

An IBP is formulated by administration in consultation with the classroom teacher to specifically address an individual student's behaviour that is inappropriate. It means that the student has been unable to follow the School Code of Conduct. Parents are notified if their child is being assisted by an IBP.

- CMP – Classroom Management Plan.

The Classroom Management Plan is formulated by teachers, in consultation with students. This plan includes classroom rules and the positive and negative consequences to assist students to follow the school Code of Conduct.

STAFF, STUDENTS & COMMUNITY MEMBERS CODE OF CONDUCT

Do My Best

To Do My Best I will...

- ✓ Follow school and classroom rules.
- ✓ Ask for help when I need it.
- ✓ Have a go.
- ✓ Try my best in all activities.
- ✓ Be organised.

Respect Myself

To Respect Myself I will...

- ✓ Make the right choices.
- ✓ Keep myself safe.
- ✓ Take pride in myself.
- ✓ Be responsible for my own behaviour and accept the consequences.
- ✓ Learn from my mistakes.
- ✓ Take pride in my property.
- ✓ Accept positive compliments from others.
- ✓ Take pride in the Jolimont PS uniform and wear it appropriately.

Be an Active citizen

To be an Active Citizen I will show respect for the school, students, staff and community by...

- ✓ Being understanding.
- ✓ Being helpful.
- ✓ Being polite.
- ✓ Being friendly.
- ✓ Being honest.
- ✓ Being fair.
- ✓ Following the school code of conduct.

Respect Others

To Respect Others I will...

- ✓ Be courteous and polite at all times by: treating others as I would like to be treated, being well mannered and caring for everyone's feelings.
- ✓ Be an active listener by: making eye contact, not interrupting, respecting their opinions and not fidgeting.
- ✓ Care for other's property by: asking before borrowing, returning it when finished and looking after it carefully.
- ✓ Respect other's right to learn by: being patient, cooperative, encouraging and helpful to others.
- ✓ Share my things when needed.
- ✓ Respect differences in others.
- ✓ Include Others.
- ✓ Keep my hands to myself.
- ✓ Speak appropriately in the playground.
- ✓ Pay honest compliments to others.
- ✓ Have a positive happy attitude toward staff and students.

Respect the Environment

To Respect the Environment I will...

- ✓ Put my rubbish in the bin and help keep the school clean.
- ✓ Respect animals and birds around the school.
- ✓ Keep the classroom tidy.
- ✓ Respect the garden/property (i.e. not running through the garden or climbing trees).
- ✓ Re-use, reduce, recycle and use the school recycling bins.
- ✓ Turn lights, fans, computers and heaters off when asked to do so.
- ✓ Keep my school safe.
- ✓ Use toilets properly.

EXPECTATIONS OF OUR STUDENTS

We are always courteous, friendly and respectful to all staff and students.



We play in a safe and friendly manner.



We walk on the verandahs, paths, wet areas, walkways and in the undercover area.



We leave Gameboys, MP3's or electronic equipment at home.



If we have to bring a mobile phone for family reasons, we turn it off and hand it in at the office.



We never ride skateboards, scooters or bicycles in the school ground.



We wear an appropriate hat outside all year.



We only eat our own food. Sharing of food is not permitted.



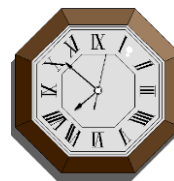
We remain seated in the undercover area while we eat.



We keep the school environment clean and always put our rubbish in the bin



If we arrive at school before 8.30am, we wait quietly outside the staffroom.



We only use the school's sports equipment at recess and lunchtime in the playground



We line up quietly at the end of recess and lunch.



We only enter a learning area or classroom when a staff member is present.








We follow the school dress code by wearing the appropriate school/sports uniform.



We are excellent listeners at assemblies and respect our National Anthem.



CODE OF COURTESIES

<p>Say “Hello”, “Good morning”, etc to everyone you meet for the first time in the day.</p> 	<p>Speak to everyone in the school community, using their name (if you know it).</p> 	<p>Keep eye contact when speaking with other people.</p> 	<p>When someone is speaking to the class / group, do not carry on a conversation with others.</p>
<p>Be aware of your body language when interacting with people.</p>	<p>Use ‘Please’ and ‘Thank you’ at all times.</p>	<p>Take your hat off when inside a building or at assembly.</p> 	<p>Knock on the door before you enter a room, wait for eye contact and then say. “Excuse me (name the person). May I”</p> 
<p>Walk around people who are talking to each other. If you have to walk between, say ‘Excuse me.’</p>	<p>Respect other people’s personal space.</p>	<p>Offer assistance to others when it is needed or asked for and only if it is safe or appropriate to do so.</p>	<p>We show respect for older people and those less able than you, by:</p> <ul style="list-style-type: none"> • Allowing them to go before you when entering a room. • Giving up your seat for them. • Being considerate of their needs.

WHOLE SCHOOL BEHAVIOUR MANAGEMENT PLAN

It is a belief of all staff that a positive approach to behaviour management is the most effective strategy when managing student behaviour. This is achieved by setting a positive tone in both the school and in classrooms.

POSITIVE CLIMATE

Teachers reduce the incidence of disruptive behaviour by:

1. Modelling appropriate behaviours/values.
2. Selecting teaching and learning methods which are appropriate for the students.
3. Providing lessons which are both relevant and interesting.
4. Establishing good relationships and a positive school culture.
5. Establishing and teaching important classroom and school rules.
6. Teaching *Self Management Skills* in the Health Program and using “**You Can Do It**” strategies.
7. Consistently enforcing the rules using low key responses e.g. proximity, eye contact.
8. Encouraging all students.
9. Acknowledging good conduct.

ALL STAFF RESPONSIBILITY

- Display, discuss, implement and apply a classroom behaviour management policy which reflects the school policy. This would be based on the positive and negative consequences below. This plan would be referred to during initial parent meetings and made available to administration.
- Use class meetings with students as a forum for discussion of behaviour management issues (where appropriate).
- Communicate with parents about Behaviour Management issues.
- Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school.

ADMINISTRATION'S RESPONSIBILITY

- To support a consistent approach to behaviour management across the school.
- To facilitate a link between parents and staff.
- To support teachers in the application of their Classroom Management Plans and in the application of the School Code of Conduct.
- To assist teachers in formulating Individual Behaviour Plans as required.
- Evaluation of the Behaviour Management Policy
- Analyse data from reflection sheets each term, to determine the frequency and distribution of students going beyond Stage 2.
- Review data each semester through discussion with all staff.
- Observe student behaviour in the classroom and playground.
- Use SIS to provide data reports.

PARENTS' RESPONSIBILITY

- To be aware of and support the School's Behaviour Management Plan.
- To be aware of and support the Classroom Management Plan and the School Code of Conduct.

POSITIVE CONSEQUENCES FOR APPROPRIATE BEHAVIOUR

A positive classroom atmosphere with engaging curriculum is crucial to managing behaviour in schools. A range of rewards for positive behaviour has been developed for implementation at class and at whole-school levels.

CLASS POSITIVE CONSEQUENCES (May vary in classes based on teacher's Classroom Management Plan)

- Group rewards
- Kind words, smiles and compliments
- Choice of an activity
- Group points
- Share success, display of work
- Stickers, tokens, free dress day

WHOLE SCHOOL POSITIVE CONSEQUENCES

- Tokens / Faction Points
- Treats – canteen vouchers
- Recognition board
- Special sporting equipment – table tennis
- Extended play
- Merit Certificates
- 'You Can Do It' certificates.

NEGATIVE CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

CONSEQUENCES FOR INABILITY TO FOLLOW STUDENT RULES:

It is our policy to support appropriate behaviour and to discourage inappropriate actions. If inappropriate behaviour occurs the following classroom and school strategies are employed.

NEGATIVE CONSEQUENCES (CLASSROOM / SUPPORT TEACHER)

When students make inappropriate choices with their behaviour, a variety of negative consequences can be imposed. Each teacher's Classroom Management Plan will vary from class to class; however will reflect the following consequences, which are a guide only. The steps in the teacher's Classroom Management Plan may be bypassed in severe instances resulting in the student being sent immediately to administration. (See step 7)

- 1) Proximity, positive praise to others and reminders based on low key response techniques.
- 2) Student's name recorded on the whiteboard. (First Warning)
- 3) A mark placed next to the student's name. (Second Warning)

- 4) A second mark next to student's name. (Final Warning)
- 5) In class isolation.
- 6) Time-Out in an alternative teacher's classroom where the age gap is not too great. Yellow behaviour slip (Appendix 1) to be completed and placed in the behaviour box in the staffroom.
- 7) A red behaviour slip (Appendix 1) sent to the administration with another student if steps (1 – 6) have not assisted the student to improve their behaviour. A member of the Administration team will collect the offending student. The red slip is to remain in the office.
- 8) If serious or repeated inappropriate behaviour occurs, in-school detention and out of school detention or suspension will be considered by administration.

It may be necessary to skip some of the above steps for instances of severe misbehaviour. If the stages between (1 - 6) result in continued visits to administration, the following strategies may be implemented.

NEGATIVE CONSEQUENCES (ADMINISTRATION)

- 1) Warning.
- 2) Reflection – Think sheet filled in during this time. (Appendix 2 and 3)
- 3) A telephone call to parent(s) / caregiver(s).
- 4) A letter of concern sent home. (Appendix 4)
- 5) Individual Behaviour Management plan (IBP Appendix 6) to address inappropriate behaviours in consultation with classroom teacher. This would include the student being placed on an individual goal setting plan. (Appendix 5) The School Psychologist or external agencies may also be involved in the process.
- 6) Frequent inappropriate playground behaviour may result in the student being allocated a designated playing area or a graduated return to the playground. Parents are notified.
- 7) A case conference with parent / other agencies.
- 8) Exclusion from special events.
- 9) Out of school detention in administration. (24 hours notice is required)
- 10) In school detention / Out of school Suspension. (Dependent upon family circumstances)
- 11) Expulsion. (In severe circumstances)

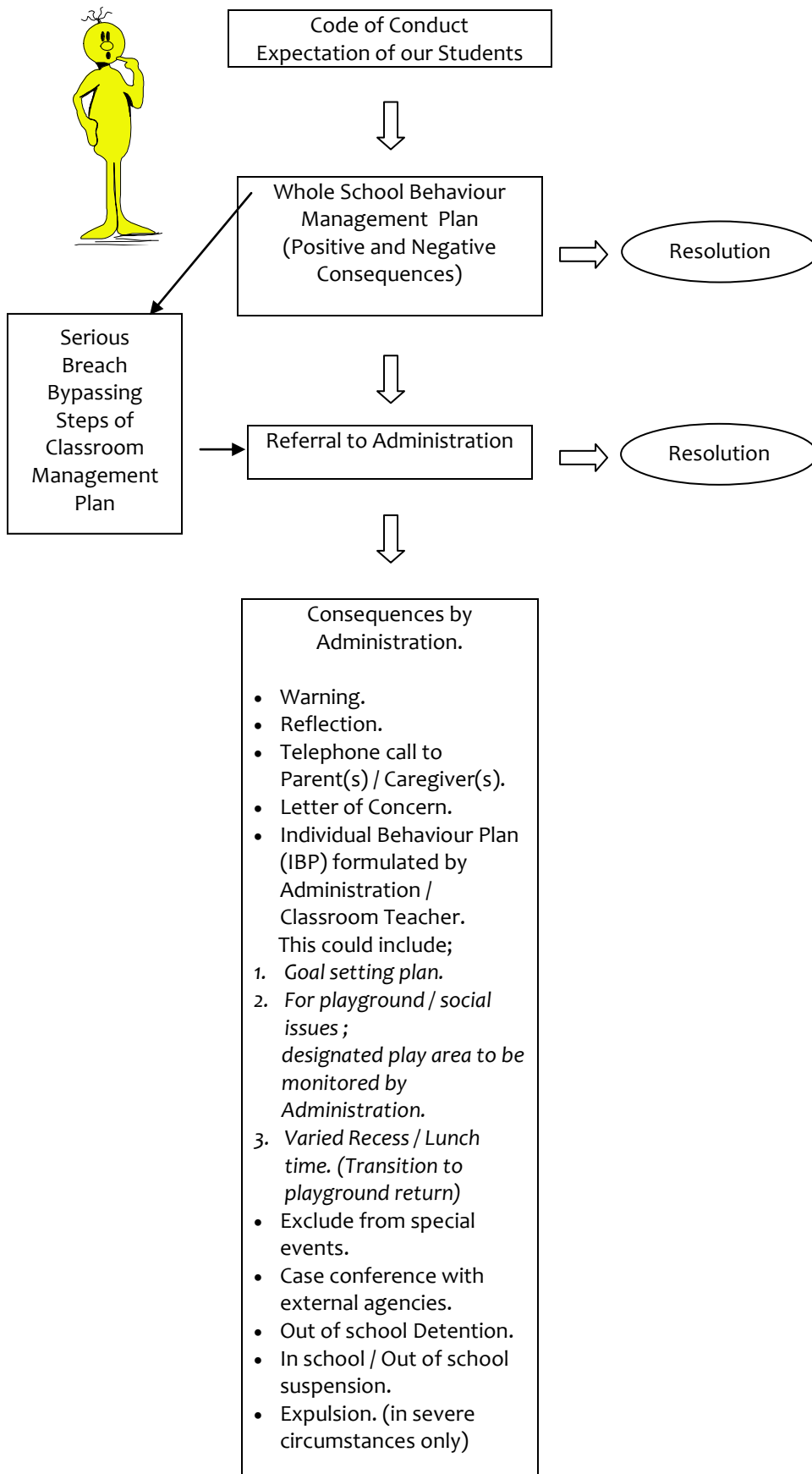
Serious inappropriate behaviour may result in immediate involvement of the Administration Team. A Red Card is sent to the office to signal this. Serious inappropriate behaviour is defined as physical assault, and incidents that threaten the wellbeing of staff and students.

Progression of administration consequences may vary for students on an Individual Behaviour Plan. (Appendix 5)

MANAGEMENT OF REFLECTION AREA

1. Management of inappropriate **classroom** behaviour is the responsibility of the classroom/support teacher.
2. Administration assistance should only be sought after the steps of the Whole School Behaviour Management Plan have been exhausted or if severe behaviour occurs.
3. The Reflection time is at the discretion of the Administration team.
4. Students are to eat their recess / lunchtime food in the Reflection Area.
5. Reflection time is used to complete a Think Sheet. (Appendix 2 & 3)

CLASSROOM PROCEDURES AND PROGRESSION



PLAYGROUND PROCEDURES AND PROGRESSION

The slogan for children in the playground is:
“Is it safe? Is it fair?”

- (Stage 1) Positive playground environment promoted using faction tokens. These are in duty teacher files and used liberally to reinforce positive behaviour.
- (Stage 2) **Minor Transgression** e.g. running on verandah, littering, one off name calling, boisterous behaviour, wrong play area etc. Sit for five minutes/walk with teacher for a few minutes. Teacher resolves the conflict through discussion or separating children. Teacher completes white behaviour slip (Appendix 1) and places it in the behaviour box in the staffroom.
- (Stage 3) **Major Transgression** e.g. bullying, fighting, swearing, danger and orchestrated teasing are considered major transgressions. Child sent immediately to office accompanied by another student and red behaviour slip (Appendix 1) where child will be isolated in Reflection Area for all breaks (usually one day equivalent) and completes a Reflection Sheet. If the Reflection Area is unattended, reflection time is deferred and the student returns to the duty teacher, leaving the red slip at the office.
- If the child arrives at the Reflection Area at the end of lunch, they are to return next day for recess and lunch to complete their Reflection sheet.
- Reflection sheet goes home for signing and returned to school the next morning for Admin to sign off.
- Students sent to the Reflection Area will be cross referenced at the end of each week to ensure students who were sent to the reflection area have attended.
- A series of transgressions will lock student into Stage 5 of main Discipline Procedure (refer to negative consequences Administration).

The Admin is responsible for ensuring reflection sheets are filed, details recorded on SIS Behaviour module and further action taken if appropriate.

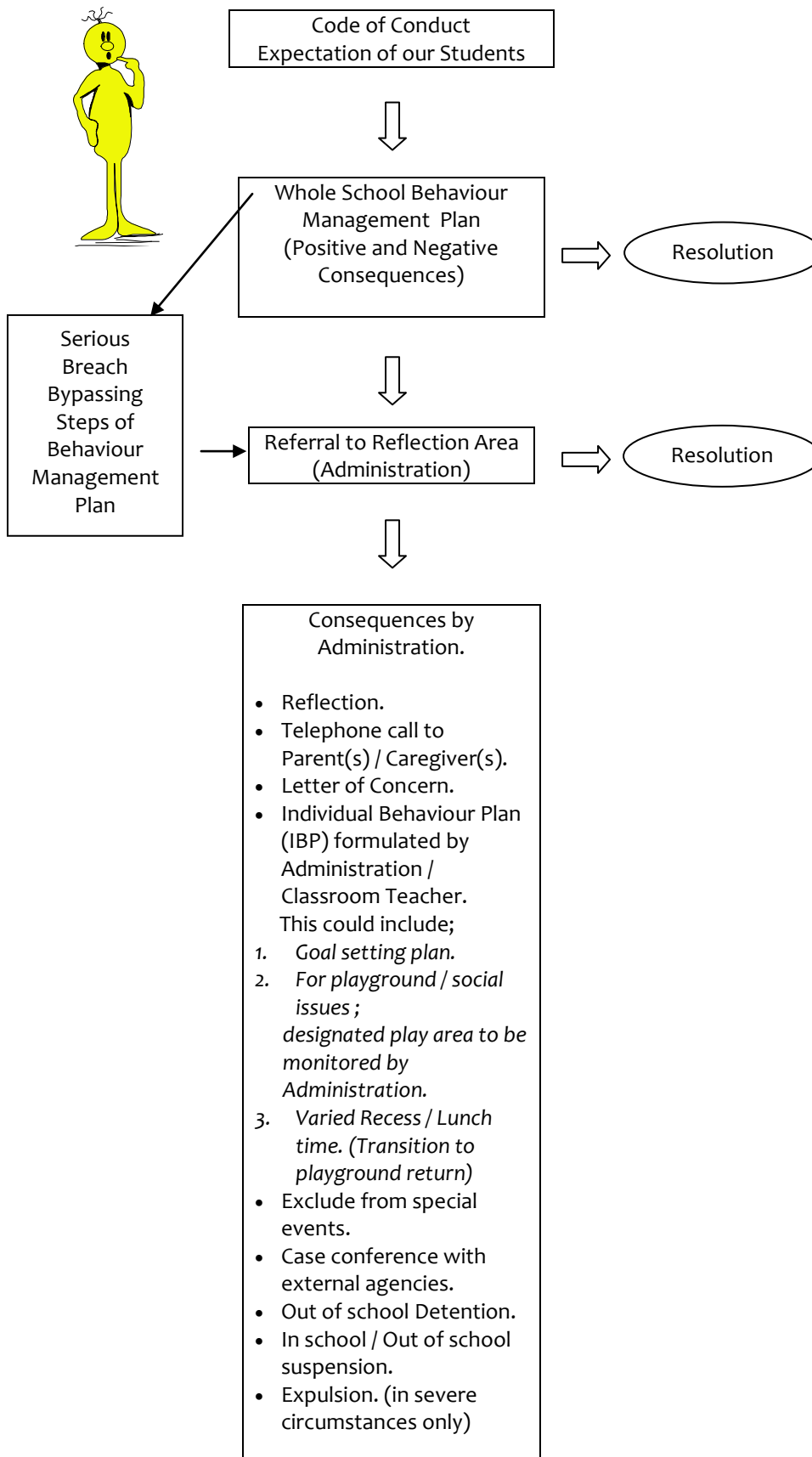
ROLE OF THE PRINCIPAL/DEPUTY PRINCIPAL

- Inform parents about the MSB policy.
- Make students aware of general school rules.
- Be involved in managing major disruptions (danger) and be responsible for actions beyond stage 3 (refer to Negative Consequences Administration).
- Be responsible for reviewing and evaluating the application of the policy.
- Maintain playground *Time Out files*.

ROLE OF DUTY TEACHER

- Actively attempt to resolve student conflicts.
- Be familiar with and implement the Behaviour Management Policy guidelines.

PLAYGROUND PROCEDURES AND PROGRESSION



MONITORING AND REVIEW CYCLE

Teachers to explain the Code of Conduct and Expectations of Students at initial parent meeting.

Teachers revisit School Code of Conduct and Expectations of Our Students.
Teachers develop with their students a Classroom Management Plan including expectations, rewards and consequences.

Changes to policy ratified by School Council.


Formation of Behaviour Management Committee.
Committee meets to review school policy and plans.

End of Term review status of students with IBP.

Behaviour management trends reported to staff by Deputy Principal.




Appendix 1

 PLAYGROUND INCIDENT Student Name _____ Room _____	
Date	
Behaviour	
Action	
Teacher	

Please note:

Minor playground incidents will be recorded on white paper slips. These go into the behaviour box in the staffroom.

Severe playground incidents will be recorded on red paper slips. These go straight to the office along with offending student and accompanying student.

 CLASSROOM INCIDENT Student Name _____ Room _____	
Date	
Behaviour	
Action	
Teacher	

Please note:

Time out in alternative teacher's classroom will be recorded on yellow paper slips. These go into the behaviour box in the staffroom.

Severe classroom incidents will be recorded on red paper slips. This slip is sent straight to the office with another student. A member of the Administration team will collect the offending student.



JOLIMONT PRIMARY SCHOOL

Withdrawal Think Sheet (Senior)

Name:	
Class Teacher:	
Date:	
Time:	

What was I doing?	
What should I do?	
Teacher's comment	

Teacher / Principal Signature: _____

Parent / Caregiver Signature: _____ Date: _____

Appendix 3



JOLIMONT PRIMARY SCHOOL

Withdrawal Think Sheet (Junior)

* Drawings can be used if writing is difficult

Name:	
Class Teacher:	
Date:	
Time:	

What was I doing?		

What should I do?		

Teacher's comment	

Teacher / Principal Signature: _____

Parent / Caregiver Signature: _____ Date: _____

Appendix 4



JOLIMONT PRIMARY SCHOOL

LETTER OF CONCERN

Date: _____

Dear Parent / Caregiver(s)

Student Name _____ Classroom _____

Learning Area _____

I would like to bring to your attention the following area/s of concern:

- ♦ Assignment work not completed ()
- ♦ Student is disruptive and / or disobedient ()
- ♦ Homework not completed ()
- ♦ Lack of school uniform ()
- ♦ Classroom time is being poorly used ()
- ♦ Does not bring necessary equipment ()
- ♦ Work completed is of a poor standard ()
- ♦ Punctuality ()
- ♦ Lateness to class ()

Comment: _____

We believe that it is important that you be made aware of these concerns and take appropriate action to encourage your child to improve his / her behaviour.

If you would like to discuss the matter further please contact me on 9387 2622.

Teacher _____ Signature _____

Principal _____ Signature _____

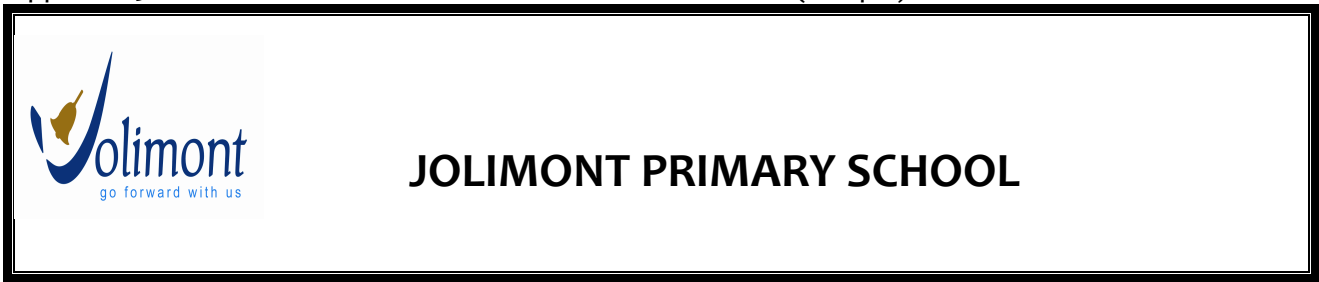
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Please sign and return this slip to: _____

Student's name: _____

Parent / Caregiver Signature: _____

Comment: _____



Name: _____

	Monday			Tuesday			Wednesday			Thursday			Friday		
Morning session															
Recess															
Morning Session															
Lunch															
Afternoon Session															

My goal for the week:

	(TEACHER/ADMIN TO MODIFY TEMPLATE TO SUIT INDIVIDUAL NEEDS)
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Student's weekly reflection:

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Teacher / Principal Comment:

JOLIMONT PRIMARY SCHOOL

Individual Behaviour Plan (IBP)

Student Name: _____ D.O.B: _____ Year: _____ Teacher: _____ Term ____

BEHAVIOUR/S REQUIRING MODIFICATION	➤ ➤
TRIGGERS	➤
PRIMARY OBJECTIVE	➤
SECONDARY OBJECTIVE	➤

BEHAVIOURS TO BE TARGETED	REPLACEMENT BEHAVIOURS	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES	STRATEGIES / PROCESSES & ACCOMODATIONS	WHO IS RESPONSIBLE
Reduction of:					

Teacher _____ Parent _____ Administration _____

Review Date : _____