

CHIDLOW
PRIMARY SCHOOL



Behaviour Management Policy

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Behaviour Management Policy

Chidlow Primary School aims to provide a positive environment in which each child is respected and his/her right to learn is encouraged and protected. The Behaviour Management policy outlines the procedures that staff will follow to ensure a consistent approach to managing and encouraging positive behaviour throughout the school.

Aims of the Behaviour Management Plan.

Chidlow Primary School aims to:-

- To provide a happy, positive learning environment.
- To help students reach their full potential.
- To provide a physically and emotionally safe environment.
- To encourage students to accept responsibility for their own behaviour – choose the behaviour – choose the consequence.
- To ensure rules are applied consistently, fairly, consequentially and reviewed regularly.
- To enable teachers to teach in a purposeful and non-disruptive environment.
- Establish procedures so that conflicts can be resolved in a positive non-violent manner.

RIGHTS AND RESPONSIBILITIES

<i>Responsibility</i>	<i>Rights</i>
<p><i>Children have the responsibility to:</i></p> <ul style="list-style-type: none"> • follow school rules and take responsibility for the consequences of their behaviour; • respect another's point of view and freedom of speech; • be courteous and truthful at all times; • ensure that their behaviour does not disrupt the behaviour of others; • ensure that the school environment is kept neat, tidy and secure; • ensure that they are punctual, polite and display a positive manner. 	<p><i>Children have the right to:</i></p> <ul style="list-style-type: none"> • learn without interruption in a purposeful and supportive environment; • work and play in a clean, safe, secure and friendly environment; • be shown respect, courtesy and honesty and be given consideration with regard to person and property; • be given the opportunity to speak on issues affecting them.

<i>Responsibility</i>	<i>Rights</i>
<p><i>Staff have the responsibility to:</i></p> <ul style="list-style-type: none"> • ensure that all children are aware of and understand school rules; • value the child as an individual; • ensure a consistent approach to classroom management across the school; • place emphasis on the positive resolution of difficulties and conflict; • model respectful, courteous and honest behaviour; • create a positive classroom environment; • be consistent and fair in application of behavioural consequences; • document student misbehaviour and correctional strategies. 	<p><i>Staff have the right to:</i></p> <ul style="list-style-type: none"> • be shown respect, courtesy and honesty; • teach in a safe, secure and clean environment; • work without undue interruption; • have co-operation and support from parents.
Responsibility	Rights

<p>Parents have the responsibility to:</p> <ul style="list-style-type: none"> • ensure that their child attends school • make sure that their child arrives at school on time • ensure that the physical and emotional condition of their child is at an optimum for effective learning • ensure that their child is provided with the appropriate materials for learning • support the school in providing a meaningful and adequate education for their child • communicate with the school in a positive, courteous and respectful manner at all times. 	<p>Parents have the right to:</p> <ul style="list-style-type: none"> • be informed about behaviour, management procedures and decisions affecting their child; • be informed of their child's progress; • access 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.
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The Principal and Deputy Principal agree to:

- provide a link between parents and staff;
- support teachers with behaviour development and modification;
- ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school;
- facilitate parent/teacher conferencing;
- design and assist with programs for individual children with behaviour problems;
- provide relief teachers with guidelines to behaviour development and management procedures;
- ensure a review process is established to monitor the school Behaviour Management Policy.
- have clear statements of whole school and classroom rules and consequences of their infringement; and
- set consistent and achievable standards.

GOLDEN RULES OF BEHAVIOUR MANAGEMENT

Staff should:

- develop a class behaviour management plan, including rules and consequences of infringements, that supports the school Behaviour Management Policy,
- keep records of students with behavioural issues,
- set consistent and achievable standards,
- promote a positive working environment
- make sure that lessons are thoroughly prepared,
- provide incentive and reinforcement for appropriate behaviours, and
- regularly reinforce school and classroom rules

CODE OF BEHAVIOUR

The school community has agreed to a code of behaviour based on the 3B's: Be Safe, Be Respectful and Be a Learner as outlined below:

Be Safe:

- Be in the right place.
- Move safely.
- Keep your hands and feet to yourself.

Be Respectful:

- Follow teacher instructions.

- Be kind to others.
- Let others learn.
- Care for our school.

Be A Learner:

- Do your personal best.
- Be responsible for your own behaviour.

BEHAVIOUR MANAGEMENT PROCEDURES

GOOD STANDING

In accordance with Chidlow Primary School's Good Standing policy, students are granted Good Standing at the commencement of each school year. To maintain their Good Standing students are required to follow the process laid out in both the Good Standing policy and this Behaviour Management policy.

POSITIVE INCENTIVES FOR STUDENT BEHAVIOUR

It is acknowledged that students respond to positive incentives for demonstrating good behaviour. The incentives outlined in the Chidlow Primary School's 'Good Standing' policy forms the core component of recognising and rewarding positive behaviour. Some of these incentives include: certificates, badges, individual / group prizes, extra play time, end of term parties, faction points, incursions, excursions and whole school events.

Students positive behaviours are also recognised formally through the Safe, Respectful Learner certificates and badges as outlined in the 'Good Standing' policy.

CLASSROOM PROCEDURES

The staff will adopt the traffic lights strategy for behaviour management within the classroom. The traffic light system will operate on four colours those being, Green, Amber, Red and Black. The following procedures are to be applied consistently across the school, as a strategy to eliminate disruptive behaviour.

Level	Action	Consequence
Green light	All students commence the day on the Green light	Proximity, praise, reward to encourage positive behaviours.
Low Key Response	Teacher to use a low key response to change the students behaviour	Remind student of the rule and the behaviour that is expected
Verbal warning	Second warning. The teacher to remind student using a low key strategy such as proximity	Remind student of the rule and the behaviour that is expected
Orange light	Third warning required,	Move the student to the Orange light
Red light	Fourth warning required, the teacher reminds student of the rule	Move the student to the Red light. Student is moved to an isolated spot in the classroom, however, they must continue to be a part of the learning process. After a period of time where the student has demonstrated the appropriate behaviours the teacher moves them back with the rest of the class
Black Light	Fifth warning, the teacher reminds the student of the rule	Student is moved to the Black light. Student is sent to buddy class for a period specified by the teacher.

		<p>Student completes a buddy class think sheet.</p> <p>Student discusses their actions and buddy class reflection with the classroom teacher and is moved back into the classroom.</p> <p>Classroom teacher to advise the students parents that they have been placed in buddy class. Classroom teacher to record the incident in the school's SIS system.</p>
Admin	Sixth warning, the teacher reminds the student of the rule	<p>Student is sent to Administration.</p> <p>Administration staff member deals with the behaviour in an appropriate manner, this may involve the student receiving detention.</p> <p>Admin to advise the students' parents that they have been sent to Admin for behaviour issues. Administration to record the incident in the school's SIS system.</p>

Note:

Students are provided the opportunity to move backwards through the traffic lights once they have demonstrated the appropriate behaviour for a time deemed reasonable by the classroom teacher.

Specialist teachers are required to follow the traffic light procedure within their lessons. This is specific only to the time they have the students in their lessons.

Once a student is at risk of losing their Good Standing a meeting is to be held between the student, their parents, classroom teacher and a member of Administration. The aim of the meeting is to provide the student and their parent an opportunity to determine how the students' behaviour will change so they do not lose their Good Standing.

PLAYGROUND PROCEDURES

Incidents that occur within the playground will as much as possible be monitored and dealt with by the duty staff member.

Minor levels of inappropriate behaviour, such as running on the verandah, not wearing a hat, eating out of area, are dealt with by all staff members on duty. Common sense consequences are applied – such as going back and walking on the concrete, playing in the shade, being sat down in view of the duty staff member for a period deemed appropriate by the staff member on duty or being sent to the correct area to eat.

If a teacher observes extreme behaviour in the playground then the student/s involved will be escorted to the office and a member of Administration will deal with the incident and record it in the school's SIS system.

SCHOOL LEVEL PROCEDURES

The following levels of consequence apply for negative behaviours across the school and whilst they are hierarchal in order students may not necessarily pass through each level, this depends on the severity of the behaviour. :

- Classroom / Playground procedures,
- Referral to Admin.
- Detention,
- Withdrawal,
- In school suspension,
- Suspension, and
- Exclusion.

SPECIFIC RELEVANT ISSUES

In managing the behaviour of students there may from time to time, be certain external factors affecting the behaviour of a child. These may include medical, family or social issues. These will be taken into account when dealing with behavioural issues. In all cases it is a firmly held belief of the school that each child is responsible for his/her own behaviour.

MANAGEMENT PLANS

Where the teacher or school has cause to become concerned about the behaviour of a student as a result of repeated problems in the classroom or playground, a "Behaviour Management Plan" will be generated by the class teacher or member of Administration for this student. Behaviour Management Plans to address behaviour must:

- be negotiated between school staff, students and where possible the parents;
- reflect the age and developmental needs of the student and consider the context in which behaviours occur;
- clearly describe the desired behaviour/goals of the student;
- outline both positive and negative consequences required to shape the desired behaviour;
- outline changes required to the learning environment to support the student to modify their behaviour;
- outline other support available to the student and how this can be accessed; and
- contain a review process to assess, change and modify the plan.

The Plan will be retained by the class teacher and form a part of the child's school records. The school administration will be informed each time a Behaviour Management Plan is generated.

RISK MANAGEMENT

School staff will undertake risk management planning where a student's behaviour is considered to present a physical risk to the safety of staff or students.

The risk management plan must include:

- a summary of the student's behaviour and the risk it presents;
- the known antecedents to the behaviour and strategies which de-escalate this behaviour;
- strategies which are in place to support staff to manage the risk and advice as to how staff should access this support;
- an outline of the other resources required to manage the student's behaviour; and
- an outline of the method of communicating this plan to staff.

USE OF PHYSICAL CONTACT AND RESTRAINT

As a last resort students can be physically restrained in response to spontaneous, potentially harmful behaviour that places at risk the safety of the student, other students, school staff, any other person or school property. Following a situation in which a student has been physically restrained, the person who provided the restraint must immediately notify the Principal in writing, stating:

- conditions that lead to the use of physical restraint,
- degree of physical restraint used, and
- names of those who witnessed the use of the physical restraint.

On receiving this information the Principal will immediately notify the parents and record the incident.

BULLYING PREVENTION PLAN

Chidlow Primary School believes that students and staff have the right to work and learn in an environment that is safe from violence, harassment and bullying of any kind. Any form of bullying will be dealt with in accordance with the school's bullying policy.

WITHDRAWAL OF STUDENTS FROM SCHOOL ACTIVITIES

Withdrawal of students from school activities is strategy that might be used to manage ongoing or higher levels of behaviour.

IN-SCHOOL SUSPENSION

If a child is involved in:

- Physical violence;
- Verbal abuse;
- Deliberate disobedience; or
- Persistent inappropriate behaviour, they may progress to In-School Suspension.

The student will be sent to the Deputy Principal.

- They will be sent, with work, and be placed in a designated room within Administration for one school day.
- They will be provided with alternative recess and lunch breaks.
- Parents to be notified in writing by the Principal or Deputy Principal.
- Parents invited to meet with the Principal or Deputy Principal re child's behaviour and develop a 'Behaviour Management Plan' if deemed appropriate.

SUSPENSION OF CHILDREN

Circumstances under which suspension of a child from school will be considered as an option are:

a. When other steps have failed to bring a satisfactory resolution, or

b. For deliberate wilful behaviour eg.

- physical assault or intimidation of staff and/or students;
- verbal abuse or harassment of staff and/or students;
- wilful offence against property;
- bringing a weapon to school;
- substance misuse such as cigarettes, alcohol and prescribed medicines;
- illegal substance deemed under the Criminal Code eg. illicit substances brought to school;
- ongoing bullying of another student;
- violation of school Code of Conduct, behaviour management plan, classroom or school rules.

In general, suspension of a child would require serious consideration by the Principal, and Deputy Principal. It is a measure of last resort and each case is to be treated individually.

As a rule, parents would normally be involved before the decision to suspend a student is made. Parents will be contacted by telephone and letter to inform them of the intended/pending decision. The parents will be given the opportunity to reply for consideration of the school decision.

The maximum period of suspension is **five** days for a breach of school discipline and 10 days for a serious breach of school discipline.

The parents and a member from Administration will meet before the child returns to school to develop a 'Behaviour Management Plan' for the child.

Regional Office will be notified by letter of any out of school suspensions.

MONITORING AND EVALUATION

The Principal and Deputy Principal will monitor the effectiveness of the Behaviour Management Policy on an ongoing basis, in consultation with staff and the school community.

This will focus on two main aspects:

- recurring situations to which the policy does not cater or where it appears ineffective, and
- where the behaviour of an individual student requires more intensive management.