

## **South Padbury Primary School Behaviour Management In Schools Policy**



**SOUTH PADBURY  
PRIMARY SCHOOL**  
Pursuit of Knowledge and Friendship

### **Rationale**

The Behaviour Management in Schools Policy at South Padbury Primary School is premised on the provision of a safe, inclusive and welcoming learning environment for all students.

The Managing Student Behaviour Policy employs a wide range of strategies to reinforce positive behaviours and assist students to change behaviours which do not meet the expectations of our school community.

In managing inappropriate behaviour; the school employs strategies which:

- Are preventative in nature
- Promote pro-social behaviour, student wellbeing and the development of resilience and self-discipline
- Focus upon early intervention and
- Are founded upon the principles of restorative practice and social justice.

### **Aims**

The aims of the BMIS Policy at South Padbury Primary School are:

- ◆ To safeguard the rights of students to learn and teachers to teach in an orderly, safe and secure environment.
- ◆ To provide a process for acknowledging positive behaviour.
- ◆ To provide a process for dealing with behaviour that intimidates or stops others from learning or teaching.
- ◆ To clearly establish for students, teachers and parents the rules for acceptable behaviour in the classroom and playground.
- ◆ For students to accept responsibility for their own behaviour.
- ◆ For students not to accept bullying or harassment and to teach them non violent ways of solving these problems.

### **Rights and Responsibilities**

The rights, responsibilities and rules for students, parents and staff reflect the importance of all participants in behaviour management at South Padbury PS. They recognise the significance of individuals and define the role of all those involved in this process.

**Students have the RIGHT to:**

- 
- Learn in a purposeful and supportive environment;
  - Work and play in a safe, secure, friendly and clean environment
  - Respect, courtesy and honesty

**Students have the RESPONSIBILITY to:**

- Ensure that their behaviour is not disruptive to the learning 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;
- Behave in a way that protects the safety and wellbeing of others.

**Staff have the RIGHT to:**

- 
- Respect, courtesy and honesty
  - Teach in a safe, secure and clean environment;
  - Teach in a purposeful and non-disruptive environment;
  - Co-operation and support from parents

**Staff have the RESPONSIBILITY to:**

- 
- Model respectful, courteous and honest behaviour;
  - Ensure that the school environment is kept neat, tidy and secure;
  - Establish positive working relationships with students and parents;
  - Ensure good organisation and planning;
  - Report student progress to parents

**Parents have the RIGHT to:**

- 
- Respect, courtesy and honesty
  - Be informed of course and curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare;
  - Be informed of their child's progress;
  - Access a meaningful and appropriate education for their child;
  - Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.

**Parents have the RESPONSIBILITY to:**

- 
- Ensure that their child attends school and is punctual;
  - 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 school;
  - Ensure meaningful communication is maintained with the school staff;
  - Support the school in providing a meaningful and appropriate education for their children.

**Roles and Responsibilities of Staff****Principal and Associate Principal have agreed to:**

- ✓ Support teachers with behaviour development and management.
- ✓ Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school.
- ✓ Facilitate parent/teacher child conferencing.
- ✓ Design and assist with programs for individual children with major 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.
- ✓ Provide a link between parents and staff.

### **Teachers have agreed to:**

- ✓ Develop and maintain a positive classroom environment.
- ✓ Throughout the course of the school year display and discuss:
  - a) Rights and Responsibilities
  - b) School Code of Behaviour
  - c) Playground Rules
  - d) Classroom Rules
- ✓ Establish good communication links with parents.
- ◆ 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 management.
- ◆ Consistently apply the school's behaviour management plan.
- ◆ Always encourage and support the student in his/her efforts at improved behaviour.
- ◆ Advise parents of requirements as soon as possible.
- ◆ Display a copy of the school's BMIS policy in the classroom.

### **Procedures**

The following procedures describe four stages which allow for the school to be responsive to individual student's needs. The severity of sanctions increases with each stage. The student's stage of development, level of understanding, cultural issues, disability etc., will be taken into account by the school when selecting the appropriate consequences for students whose behaviour is inappropriate.

#### **STAGE ONE: Positive Behaviour**

The South Padbury Primary School community recognises and rewards positive behaviour in the following ways: Honour Certificates, In-class reward systems, Faction points, School Leadership Program, special acknowledgement by Administration staff, verbal praise, stamps and stickers.

#### **STAGE TWO: Breaches of the code of conduct: Associate principal**

For breaches of the code of conduct, one or more of the following consequences will apply:

- Reprimand  
Procedure:
  - 1. Teacher to implement classroom behaviour plan, talk to the student if it's in the playground.
- Time Out in classroom and/ or playground  
Procedure:
  - 1. Teacher to discuss with student what happened, what should have happened and where to from here.
  - 2. Teacher notifies the student and Associate Principal if the behaviour warrants a time out. Behaviour to be input on Integris by Associate Principal.
  - 3. Think Sheet can be filled in at this stage or during detention
- Parents contacted

### **STAGE THREE: Repeated Breaches of Code of Conduct: Principal**

The consequences for repeated breaches of the Code of Conduct may include:

- A Documented Plan to be created and then parents contacted and invited to attend a case conference to discuss student's behaviour and the Individual Behaviour Management Plan.
- Student and parents contacted by the Principal and advised that the student will be withdrawn from the classroom.
- Details inputted on Integris by Principal.

### **STAGE Four: Serious Breaches of the Code of Conduct: Principal**

Serious breaches of the Code of Conduct include:

- Repeated defiance and refusal to follow staff directions
- Seriously threatening the safety of any person on the school premises
- Extreme, aggressive behaviour towards any person on the school premises
- Damaging school or personal property
- Significantly disrupting the educational program of other students
- Fighting or inciting others to fight
- Smoking, use or possession of illegal substances, vandalism and theft.

The consequences for serious breaches of the Code of Conduct in the classroom or in the playground will result in the student being referred to the Principal. The consequences incurred may include immediate withdrawal or suspension from school. DOE BMIS Policy (2008) procedures will be followed by the school. Exclusion from school may be recommended by the school principal.

### **PLAYGROUND BEHAVIOUR**

A positive attitude towards good behaviour is to be maintained.

This should include:

- a) Verbal encouragement of sensible games and activities.
- b) Assisting with location of games.
- c) Noting children not included in activities with a view to assistance.
- d) Positive reinforcement with faction tokens for any good behaviour.
- e) School rules to be displayed on library and selected class windows.

### **Responses to Inappropriate behaviour**

#### **Minor Infringements: Minor breaches of the school rules and / or expected behaviour**

- Running on paved areas
- Rough Play
- Playing in the wrong areas
- Playing without a hat

#### **Action:**

- Isolate child for a suitable length of time (benching)
- The teacher on duty is to determine where the child is to be placed.
- Report to Administration for recording at teacher's discretion

**Serious Infringements: including, but not limited to:**

- Physical assault or intimidation of staff
- Verbal abuse or harassment of staff
- Physical assault or intimidation of other students
- Verbal abuse or harassment of students
- Wilful offence against property
- Violation of School Code of Conduct, Behaviour Management Plan etc
- Substance misuse
- Illegal substance offence.
- Where the Principal is off site the designated leader will be authorised to issue suspensions.

**Action:**

- Refer to Administration for follow up.
- Send / escort students to the Administration block immediately if warranted.
- Where there exists any threat to staff or student welfare report the situation report immediately to Administration for assistance using a student runner.

**Summary:**

- Stage 2 behaviours are dealt with by the Associate Principal
- Stage 3 and 4 behaviours are dealt with by the Principal
- Time out is spent in the office NOT other classrooms.
- If a student ends up at stage 3 or 4 they will be suspended, excluded or withdrawn.



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