



SOUTH PADBURY
PRIMARY SCHOOL
Pursuit of Knowledge and Friendship

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BEHAVIOUR MANAGEMENT IN SCHOOLS POLICY



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Rationale

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



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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
- Cooperation 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

Associate Principal has 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 the BMIS 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



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- Document student misbehaviour and correctional strategies
- Contribute to a review of the BMIS Plan
- Include Associate Principal or Principal, 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 1: 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 2: Breaches of the code of conduct

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

1. Teacher to implement classroom behaviour plan, talk to the student if it's in the playground.
2. Time out in classroom and/ or playground
3. Teacher notifies the student and Associate Principal if the behaviour warrants a Time out. Behaviour to be input on Integris by Associate Principal
4. Parents contacted.

Stage 3: Repeated Breaches of Code of Conduct

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 Associate Principal and advised that the student will be withdrawn from the classroom
- Details inputted on Integris by Associate Principal.

Stage 4: Serious Breaches of the Code of Conduct

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



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- 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 withdrawn from the classroom or suspended by the Associate Principal. The consequences incurred may include immediate withdrawal or suspension from school. DoE BMIS Policy procedures will be followed by the school. Exclusion from school may be recommended by the school Principal.

Physical assault will carry a mandated suspension. The length of this suspension is to be determined by the Associate Principal.

Policy Review

June 2021