BEHAVIOUR MANAGEMENT PLAN

4/2/2009

S:\AdminFilingSystem\100 ADMINISTRATION\109 Policy\BehaviourManagementPolicy.doc
East Victoria Park PS
BEHAVIOUR MANAGEMENT

INTRODUCTION
The development of appropriate and acceptable behaviour is a staff, parent and student concern. Its success is based upon the recognition of the dignity and worth of all individuals. This Behaviour Management Procedure is designed to be implemented across the school community. It is designed to assist in the promotion of appropriate student behaviour and in the prevention and management of inappropriate behaviour. It is based upon the premise that students must reflect upon and take responsibility for their own behaviour. It also requires students to make a commitment to appropriate behaviours.

AIMS
East Victoria Park Primary School aims to:

- create a safe and positive environment within the school and classroom so that teaching and learning can take place in harmony.
- create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment.
- develop the students’ social and self management skills.
- develop the students’ positive self concept and sense of pride in themselves and the school.
- establish a clear set of consequences for individuals who do not accept their responsibilities and break the EVPPS values, so that they are encouraged to recognise the rights of others.
- to separate the behaviour from the child; and
- establish procedures so that conflicts can be resolved in a positive and non-violent manner.

EVPPS' VALUES
Staff and students are to accept and make a commitment to the following EVPPS values. These values are to be displayed in all classrooms and work areas and to be available to children completing reflection sheets.

**CELEBRATING DIVERSITY**
*CARING*
*COOPERATION*
*COURTESY*
*FRIENDLINESS*
*HELPFULNESS*
*FAIRNESS*
*RESPECTING RULES*
*TOLERANCE*
RESPONSIBILITIES

Administrators
- Provide a link between parents and staff
- Support Staff
- Design and assist with programs for individual students
- Review policy with staff

Teachers
- Develop and maintain positive classroom climate
- Display and discuss rules, rights, responsibilities and consequences
- Document student behaviour ( +/-)
- Consistently apply the school’s behaviour management policy
- Alert administration to ‘students at risk’
- Communicate with parents

Students
- Model respectful, courteous and honest behaviour
- Ensure that the school environment is kept neat, tidy and secure
- Ensure good organisation and planning

Parents
- Ensure that their child attends school regularly and punctually
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment
- Support the school in providing a meaningful and adequate education for their children

MANAGING BEHAVIOUR
Student behaviour will be managed by:
- promoting and rewarding positive behaviour.
- the use of prevention strategies to minimise inappropriate behaviour.
- following clear guidelines for dealing with breaches of the EVPPS values.

These procedures are outlined in the Behaviour Management Procedures document which follows these statements (see Appendices).

BEHAVIOUR PLANS
When the EVPPS Behaviour Management Procedure is ineffective in managing a student's behaviour then a documented Individual Behaviour Management Plan is to be developed. This plan must:
- be negotiated between school staff, the administration team and the student's parents.
- clearly describe the behaviour.
- clearly state the intended goals.
- outline positive and negative consequences.
- outline other support and strategies available.
- contain a review process.
MONITORING AND EVALUATION OF PROCEDURES

Class and Playground:
A proforma sheet (see file) will be provided for class teachers to maintain weekly records of students incurring warnings, Thinking Spot time, Time-Out Class, Withdrawal, Internal Suspension and Purple Cards. This data is to be maintained in the classroom. It may be accessed as required for parent interviews or special programmes etc.

Serious misbehaviour (ie purple cards, class withdrawal, internal suspension) will be entered into the behaviour section of Integris by the classroom teacher. Positive aspects of student behaviour (ie merit certificates, class awards) will also be entered into the behaviour section of Integris by the classroom teacher. Green slips will be entered into Integris by the deputy principal.

BULLYING
(adapted from Friendly School Team – Friendly School Policy, Midvale PS)

All members of the school community have the responsibility to prevent bullying. Bullying is unacceptable and must be treated as a serious issue. Everyone in the school community has a responsibility to prevent and deal with instances of bullying.

Definition
It is important that all members of the school community have a share understanding of bullying.
Bullying:
- is a repeated, unjustifiable behaviour,
- may be physical, verbal and/or psychological,
- is intended to cause fear, distress or harm to another,
- is conducted by a more powerful individual or group,
- is conducted against a less powerful individual or group.

There are generally three people or groups of people involved in bullying incidents.
- The child who bullies.
  Some children demonstrate bullying behaviour at certain times but it is important to not label them as “bullies” but as “children who demonstrate bullying behaviour”. The term “bully” must be seen as a verb not a noun.
- The target of the bullying behaviour.
  To call a person who is the target of bullying a “victim” can oversimplify a situation and implies the person is powerless to do anything. “Target” is a more appropriate term and more widely accepted.
- The by-stander.
  The by-stander can have a major influence on a bullying incident. The influence can range from being the instigator through to being an innocent witness who may be quite affected by what is seen. The behaviour of bystanders is important and needs to be treated as importantly as both the child demonstrating the bullying behaviour and the target.

It is important to distinguish between “dobbing” and “telling”:
- Telling occurs when your aim is to stop a problem.
- Dobbing occurs when your aim is to create a problem.
Management of Bullying Incidents
There is a four-phase approach to bullying.

1. Primary Prevention
   - All staff are to follow the EVPPS Behaviour Management Procedures. This will include prevention strategies, positive rewards and consequences.
   - Values of the month are to be discussed and promoted by teachers, administration and school counsellors. They will also be modelled at the school assembly by the student counsellors.
   - Peer mediators are trained to deal with minor playground issues. Training is done by the school psychologist and the school chaplain.
   - Values and social skills program are implemented across the school – PATHS for K-3 and Aussie Optimism for 4-7.
   - Staff are to be PD on programs that encourage resilience, problem solving, conflict management and assertiveness in students.
   - Community awareness will be raised through the regular school newsletter.

2. Early Intervention
   - Teachers and administration are to promote the need and responsibility of students to report bullying incidents.
   - Students are taught the difference between reporting (where your aim is to stop a problem) and dobbing (where you aim is to create a problem).
   - All parents/caregivers to be provided with a list of behaviours that may indicate bullying – via newsletter.

3. Intervention
   - When a student approaches a staff member and reports possible bullying, the staff member is to ask the following types of questions:
     - “How do you feel about what happened?” (Ask in a caring, non-interrogative way. Ask clarifying questions.)
     - “Let’s deal with your feelings first. What can you do with your feelings?” (Provide some time for the student to carry out any suggestions.)
     - “Why do you think you were the target and not somebody else?” (Encourage student to consider both themselves and the bully.)
     - “Are you two normally friends?”
     - “What have you tried so far? What has been most successful?”
     - “What else could you try?” (Brainstorm but ensure ideas come from child.)
     - “Who can you be with that will help you feel safer or better?” (Discuss support networks. You may need to assist in establishing this network.)
     - “Can you try and solve the problem by yourself now?” (Ask but don’t force the child to try one of these strategies.)
   - Monitor closely and follow up, no more than 24 hours later.
   - Once identified, child demonstrating bullying behaviour, target and by-standers will be spoken with and all incidents or allegations of bullying will be investigated and documented. If the incident occurs out of class, the classroom teachers of students involved need to be informed.
   - Child demonstrating bullying behaviour, target and by-standers (if appropriate) will be offered counselling and support.
• If bullying is ongoing, parents will be contacted and consequences implemented that are consistent with the school’s behaviour management policies.

• Records of reports should be:
  o Maintained by the classroom teacher.
  o Referred to administration for support if continuing (referrals to be maintained in office for follow-up if necessary).
  o Referred by administration to Student Services if necessary.

4. Post-Intervention

• Consequences may involve sanctions as described in the classroom management policy, withdrawal of privileges, detention, in-school suspension, out-of-school suspension, and exclusion.

• Ongoing monitoring of identified children who demonstrate bullying behaviour, targets and by-standers (if appropriate). Emphasis needs to be on changing bullying behaviour while supporting and strategy building for targets. By-stander behaviour may also need monitoring. Monitoring to be done by teacher with support from administration Rewards for positive behaviour.

• Continue promotion of students’ responsibilities and sense of caring/concern.

Policy Review and Maintenance

This policy is to be managed by the adminTeam and reviewed annually.
Appendix 1

PROMOTING THE POSITIVE - CELEBRATING DIVERSITY

- **Classroom Incentives** - individual staff members will incorporate a range of behavioural strategies, including incentive schemes into their teaching environment. *Examples include stamps, stickers, prize boxes, raffles, group points.*

- **School Merit Certificates** – two per class per assembly. To be also be recorded on SIS.

- **Stars** – awarded for positive playground behaviour. They are converted to Faction Points for the Faction Competition and are placed in a raffle.

- **End of Year Presentations** – years 1 to 6 to have an academic and endeavour award and K/PP to have two endeavour awards.

- **Showing work** - visits to members of the Administration Team or other staff to have work viewed and acknowledged. Display of work on pinup boards in the: office, principals office, deputy room and each classroom.

- **Medallions** – students who display positive behaviour receive a blue ticket. When they get fifty tickets they receive a certificate. When they reach five certificates they get a medallion. Medallions are to be given out at assembly.
Appendix 2

PREVENTING INAPPROPRIATE BEHAVIOUR

All staff are to be trained in *Classroom Management Strategies* and are to use various winning over techniques and low key behaviour prevention strategies. Teachers are to also teach PATHS (K-5) or Aussie Optimism (6-7).

**Winning over techniques**

- Names - using the student’s name.
- Politeness – using please and thankyou when making requests.
- Meet and greet - meeting students at the door to say hello.
- Showing Interest.
- Being positive - using smiles, humour and enthusiasm.

**Low key prevention strategies**

- Proximity – moving towards a misbehaving student.
- Student’s Name.
- Gesture – communicates expected behaviour eg finger on mouth.
- The Look – to communicate and to scan for attentiveness.
- The Pause – to gain attention and communicate control.
- Ignore – to not attend to attention seeking behaviour.
- Signal to begin and signal for attention.
- Deal with the problem, not the student eg remove object.
# Appendix 3

## DEALING WITH INAPPROPRIATE BEHAVIOUR – CLASSROOM

<table>
<thead>
<tr>
<th>Steps</th>
<th>ACTION</th>
<th>HOME CONTACT</th>
</tr>
</thead>
</table>
| 1.    | Classroom strategies  
  - Bump 1 - low key strategies,  
  - Bump 2 - squaring off,  
  - Bump 3 - Choice. |            |
| 2.    | Thinking Spot – verbal reflection with teacher at appropriate time | Discretionary |
| 3.    | Time-out Class - reflection sheet | Proforma letter home |
| 4.    | Office for in-school suspension (Green Slip)  
  FAST TRACK (Serious breach of school values) - green slip and to Administration | Proforma letter home  
 Meeting - administration, teacher, parent & other relevant persons. |
| 5.    | Out of school suspension  
| 6.    | Expulsion  

- Each day start afresh.  
- Student to attend Time-Out Class for a minimum of 40 minutes.  
- Reflection sheet to be discussed with Class Teacher.  
- Weekly Class Records to be maintained (proforma attached).  
- Respond to evidence of repeated misbehaving.  
- Administration to enter green slip data into Integris.

For example:

### TIME-OUT CLASSES

<table>
<thead>
<tr>
<th>LA 1</th>
<th>LA 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 3</td>
<td>LA 9</td>
</tr>
<tr>
<td>LA 10</td>
<td>LA 12/13</td>
</tr>
<tr>
<td>LA 11</td>
<td>LA 14</td>
</tr>
<tr>
<td>Japanese</td>
<td>LA 3/14</td>
</tr>
<tr>
<td>Music</td>
<td>LA 1/2</td>
</tr>
<tr>
<td>Art</td>
<td>LA 13</td>
</tr>
<tr>
<td>Sport</td>
<td>Office</td>
</tr>
</tbody>
</table>
### DEALING WITH INAPPROPRIATE BEHAVIOUR – PLAYGROUND

<table>
<thead>
<tr>
<th>STEP</th>
<th>HOME CONTACT</th>
</tr>
</thead>
</table>
| 1    | Walk and talk - with duty teacher.  
      |   • what was the problem?  
      |   • what did I do?  
      |   • what should I have done? | |
| 2    | Time out (sit and calm down)  
      |   • Students directed  
      |   • to sit in timeout area (undercover area).  
      |   • Duty teacher to return and talk to student later in the break time. | |
| 3    | Walk and talk – Chaplain  
      |   • For students who have been through steps 1 and 2.  
      | **Students who are repeat offenders or make a serious breach of school rules are to proceed to step 4.** | |
| 4    | Office (Purple Card)  
      |   • Duty teacher to fill in purple card and direct the student to the office.  
      |   • Principal or deputy to make the decision as to whether student is given detention or dealt with in another way.  
      |   • Repeat offenders may be placed on a behaviour plan rather than repeatedly given detention.  
      | **FAST TRACK (Serious breach of school values) - withdrawal from playground and sent to office with purple card.** | Purple Card - Parent Information section sent home for signing |
| 4    | Parent Interview  
      |   • Noted by Administration  
      |   • Administration advised | Proforma letter and parent interview |
# TIME-OUT CLASS
## STUDENT REFLECTION SHEET

Name: ____________________  
LA: ______________________  
Date: ____________________

1. Why am I in time-out? Circle the value you did not follow and then draw what you did in the box.

<table>
<thead>
<tr>
<th>Caring – looking after ourselves and others</th>
<th>Cooperating – working together</th>
<th>Courtesy – using our manners</th>
<th>Friendliness – being nice to other people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpfulness – helping the teacher</td>
<td>Fairness – playing and working fairly</td>
<td>Respecting rules</td>
<td>Tolerance – not teasing people who are different</td>
</tr>
</tbody>
</table>

2. What should I have done instead? Write or draw a picture.

I want to rejoin my class ____________________ (student)  
I would like you to rejoin our class ____________________ (teacher)  

Time sent: __________ Return time: __________  
Time-out teacher: __________
TIME-OUT CLASS
STUDENT REFLECTION SHEET

Name: ____________________
LA: ______________________
Date: ____________________

1. Why am I in time-out? ____________________________
   ______________________________________________
   ______________________________________________
   ______________________________________________

2. How was my negative behaviour hurting others? ______
   ______________________________________________
   ______________________________________________
   ______________________________________________

3. What should I have done instead? __________________
   ______________________________________________
   ______________________________________________
   ______________________________________________

I want to rejoin my class _________________________ (student)
I would like you to rejoin our class ________________ (teacher)

_________________________________________________

Time sent: __________
Return time: __________
Time-out teacher: _________
PLAYGROUND DETENTION (PURPLE CARD)
STUDENT REFLECTION SHEET

Name: ____________________
LA: ____________________
Date: ____________________

Circle the rule you broke
1. Students carry out teacher instructions immediately.
2. Students remain within defined school boundaries.
3. Fighting or unsafe play will not be tolerated.
4. Students will not be in classrooms unless a teacher is present.
5. Students will treat equipment and property respectfully.
6. Swearing and impolite language and behaviour are not permitted.
7. Other ________________________________

Answer these questions

1. Why am I in detention? ________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

2. How was my negative behaviour hurting others? _________________________
   _____________________________________________________________________
   _____________________________________________________________________

3. What should I have done instead? ________________________________
   _____________________________________________________________________
   _____________________________________________________________________
INTERNAL SUSPENSION (GREEN SLIP) STUDENT REFLECTION SHEET

Name: ____________________ LA: ______________________ Date: ____________________

1. Why am I in internal suspension? Circle the value you did not follow and draw a picture in that box.

| Caring – looking after ourselves and others | Cooperating – working together | Courtesy – using our manners | Friendliness – being nice to other people |
| Helpfulness – helping the teacher | Fairness – playing and working fairly | Respecting rules | Tolerance – not teasing people who are different |

2. What should I have done instead? Draw.

I want to rejoin my class _________________________ (student)
I would like you to rejoin our class _________________________ (teacher)

Time sent: __________ Return time: __________
Administration: __________
East Victoria Park Primary School ("Green Slip")

Classroom Withdrawal

To: Administration  From: LA: _____ Year: ___

________________________________ has been:

☐ Throwing objects in class  ☐ Using inappropriate or impolite language
☐ Refusing to follow instructions  ☐ Calling out
☐ Has reached four ticks on the board  ☐ Interfering with other students
☐ Answering back or speaking disrespectfully
☐ Other: ________________________________

Further comment: ________________________________

______________________________
Signed: ____________  Time: ________ Date: ________
Teacher

Tick already done: warning ☐ thinking spot ☐ time out in buddy class ☐

Action Taken:

Signed______________________________
Administration

Student response sheet

Why am I here?

What should I have done?

What will I do in the future?

Signed: _____________________
Student

Parent Comment and Signature:

Signed: _____________________
Parent