BEHAVIOUR MANAGEMENT PLAN GUIDELINES AND PROCEDURES

2015

East Victoria Park PS
BEHAVIOUR MANAGEMENT GUIDELINES AND PROCEDURES

INTRODUCTION
The development of appropriate and acceptable behaviour is a staff, parent and student responsibilty. Its success is based upon the recognition of the dignity and worth of all individuals.

This Behaviour Management Guidelines AND pROCEDURES 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 that demonstrate the values we aspire too.

All staff at EVPPPS attend CMS (Classroom Management Strategies) to ensure a consistent and systematic approach to managing behaviour.

All staff are to:

- **Promote the POSITIVE (appendix 1)**
- **Use low key behaviour prevention strageties and winning over techniques (appendix 2)**
- **Deal with Inappropraite Behaviour –classroom (appendix 3) – Green slip (3A)**
- **Deal with Inappropriate Behaviour – playground (appendix 4) – Purple slip (appendix 4A)**
- **Use Time-out Class Reflection - School Values Sheets for inclass, timeout class and in school withdrawal (appendix 5)**

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 manangement 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 – Welcoming All – Attaining Excellence
*CARE
*COOPERATION
*FAIRNESS
*RESPECT
*TOLERANCE

RESPONSIBILITIES

Administrators
- Provide a positve link between parents and staff
- Support Staff and students
- Plan, develop and assist with implementation strategies for individual/groups students
- Review policy with staff and School Council

Teachers
- Develop and maintain positive and safe classroom climate
- Display and discuss rules, rights, responsibilities and consequences regularly
- Document student behaviour (+/-) in behaviour module
- **Consistently** apply the school's behaviour management policy
- Alert administration to 'students at risk'
- Communicate with parents in a timely manner

Students
- Model the values; Care, Cooperation,Fairness, Respect and Tolernace (respectful, courteous and honest behaviour delete)
- Ensure that the class and school environment is kept neat, tidy and secure
- Ensure good organisation and planning delete

Parents
- Ensure that their child attends school regularly, punctually and support their child to develop the values and behaviours expected by class and school.
- Ensure that their child is provided with appropriate class and school materials to make effective use of the learning environment and to maintain behaviour standards and expectations.
- Support the school in providing a meaningful and adequate education and reinforce class and school values and rules

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 Managment 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 administraton 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: Revamped and worded.

Positive aspects of student behaviour (ie merit certificates, class awards) to be entered into the Behaviour Module by the classroom teacher.

A proforma sheet (see file) - delete Teachers to record and maintain records of students incurring warnings.

Serious misbehaviour which requires student to go to:

- Thinking Spot in class and Time-Out Class to be entered in the Behaviour Module by teacher. It may be accessed as required for parent interviews or special programmes etc.

- Green Slips - Withdrawal, Internal Suspension and will be entered into the Behaviour Module by administration. Parents will be notified by a letter of the withdrawal. Parents will be phoned if there is an internal suspension or external suspenion.

Playground:

Purple Card – detention will be decided by administration team and entered into the Behaviour Module. Parents will be notified by letter of the detention.

BULLYING
(adapted from *Friendly School Team – Friendly School Policy,*)

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, emotional 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.

Management of Bullying Incidents

School approach to bullying.

- All staff are to follow the *EVPPS Behaviour Management Procedures.* This will include prevention strategies, positive rewards and consequences.
- **Effective statrgeies to be explicitly taught by classroom teachers.**

The school is to encourage resilience, problem solving, conflict management and assertiveness in students.
- *Community awareness will be raised through the regular school newsletter.*

- Teachers and administration are to promote the need and responsibility of students to report bullying incidents.

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.

- When a student approaches a staff member and reports possible bullying, the staff member is to ask the following types of questions:
  - *"How do feel about what happened?" (Ask in a caring, non-interrogative way. Ask clarifying questions.)*
  - Say, "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:
  - Maintained by the classroom teacher.
  - Referred to administration for support if continuing (referrals to be maintained in office for follow-up if necessary).
  - 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 Maintence

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

PROMOTING THE POSITIVE   - CELEBRATING DIVERSITY

- <u>Classroom Incentives</u> - 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.*

- <u>School Merit Certificates</u> – two per class per assembly. To be also be recorded on SIS>

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

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

- <u>Showing work</u> - 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.

- <u>Medallions </u>– students who display postivie 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.

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.

<u>Winning over techniques</u>

- 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.

<u>Low key prevention strategies</u>

- 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.

DEALING WITH INAPPROPRIATE BEHAVIOUR – CLASSROOM

Steps	ACTION	HOME CONTACT
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 –Reflection sheet- (appendix 5A)	Discretionary
3.	Time-out Class - reflection sheet -(appendix 5A)	Proforma letter home
4..	Office for in-school withdrawal (Green Slip) - (appendix 5A) **FAST TRACK (Serious breach of school values) - green slip and to Administration**	Proforma letter home Meeting - administration, teacher, parent & other relevant persons called by admin.
5.	Out of school suspension As per *Behaviour Management in Schools Policy 2008.*	As per *Behaviour Management in Schools Policy 2008.*
6.	Expulsion As per *Behaviour Management in Schools Policy 2008.*	As per *Behaviour Management in Schools Policy 2008.*

- Each day start afresh.
- Student to attend Time-Out Class for a minimum of 40minutes.
- Reflection sheet to be discussed with Class Teacher.
- All behaviours to be entered into Behaviour Module each day.
- Respond to evidence of repeated misbehaving with a Behaviour Plan developed by class teacher and admin.
- Administration to enter green slip data into Integris.

for example:
TIME-OUT CLASSES to be organised by class teachers and okayed by admin. at the beginning of the year.

Appendix 4

DEALING WITH INAPPROPRIATE BEHAVIOUR – PLAYGROUND

STEP		HOME CONTACT
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 descision as to whether student is given detention or dealt with in another way. • Repeat offenders may be placed on a behaviour plan rather then repeatedly given detention. **FAST TRACK (Serious breach of school values) - withdrawl from playground and sent to office with purple card.**	Purple Card - Parent Information section sent home for signing. Letter generated by Behaviour module posted home by admin.
4	Parent Interview • Noted by Administration • Administration advised	parent interview organised by admin.

Appendix 5

TIME-OUT CLASS, TIME OUT CLASS AND INTERNAL WITHDRAWAL
STUDENT REFLECTION SHEET

Name: _____
Room: _____
Date: _____

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

Care –	Cooperation –	Tolerance
Fairness	Respect	

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: _____

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? _____

_____

_____

Appendix 3 A
East Victoria Park Primary School *("Green Slip")*

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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: _____
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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