

Falls Road Primary Independent Public School



*Challenge the Present
Create the Future*

Behaviour Management and Instructional Strategies (BMIS) Policy

REVISED Term 1, 2020

BEHAVIOUR DEVELOPMENT AND MANAGEMENT

The development of appropriate and acceptable behaviour is a staff, parent and student concern. It is based upon the recognition of the dignity and worth of all individuals.

The school community has agreed that all stakeholders show mutual trust and tolerance, respect the rights of self and others and their environment.

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AIMS

Falls Road Primary School aims to:

- create a positive physical and social environment within the school and classroom so that the teachers and students can work together in harmony;
- create a caring school environment where the **rights** and the **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;
- establish a set of rules that **protect** the rights of all individuals;
- establish a **clear set of consequences for individuals who do not accept their responsibilities and break rules**, so they are encouraged to recognise and respect the rights of others; and
- establish procedures so that conflicts can be resolved in a positive non-violent manner.

RIGHTS AND RESPONSIBILITIES

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.

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.

Parents have the RIGHT to:

- 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 adequate education for their child;
- be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.

These Rights and Responsibilities are not negotiable – they are a contract you enter into when you enrol a child at school or work for the Dept. of Education. They are Dept. of Education policy and therefore legally binding.

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 RESPONSIBILITY to:

- model respectful, courteous and honest behaviour;
- ensure a safe, secure, friendly and clean environment;
- establish rapport with students;
- ensure good organisation and planning;
- report student progress to parents.

Parents have the RESPONSIBILITY to:

- ensure that their child attends school;
- ensure that the physical and emotional condition of their child is at an optimum for effective learning;
- 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.

CODE OF BEHAVIOUR

Good Standing

- All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's behaviour plan.

Loss of Good Standing

- Loss of good standing occurs after a suspension or series of behaviours that are not aligned with the school student behaviour plan.
- Students who breach the school student behaviour plan will have privileges removed such as being banned from school social activities.
- This should involve a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of good standing.

Re-instate Good Standing

- Use a restorative and educative return to school process to re-establish positive behaviour.
- Develop a re-entry and/or individual behaviour plan focusing on the identified areas for improvement citing strategies, milestones and desired outcomes.
- Re-instate a student's good standing after such period as decided by the principal.

Students:

- I take pride in my personal achievements and my school.
- I am confident, happy and know that I can use my initiative to be successful.
- I am kind, courteous and respectful to all people.
- I reflect on my work, set reachable goals and work to achieve them.
- I accept and appreciate others' differences.
- I ask questions, seek help and take risks to improve my learning.
- I strive each day to be independent and resilient.
- I take the time to help, care for and cooperate with others.
- I work hard to be the best I can be.
- I positively communicate my feelings, ideas and knowledge to others.
- I strive to achieve personal high standards using all my intelligences.
- I care for the environment, school and others' belongings.

Staff:

- Have clear statements of whole school and classroom rules and the rewards and consequences of their infringement displayed.
- Set consistent and achievable standards.
- Promote a positive working environment. Give consideration to student seating and classroom arrangement.

Social Expectations - At Falls Road we:

Treat everyone with care and respect

Take pride in our school and equipment

Keep our hands and feet to ourselves

Always work hard and do our best work

Listen carefully and follow instructions the first time

Walk around the school sensibly and quietly

Greet everybody with a big smile and say hello

SCHOOL RULES

- Ride bicycles only to and from school. Bicycles are not to be ridden on the school grounds unless under supervision.
- Obtain permission to leave school grounds during the day.
- Consider the safety of others when playing games. Do not throw sticks, stones, honky nuts or other objects likely to cause harm.
- Only play non-violent games. Fighting and rough games where extreme physical contact is required are not allowed.
- Walk on concrete pathways.
- Play safely in designated areas within sight of the duty teacher.
- Ensure that items brought to school will not cause harm to the environment. Do not bring items such as bubble and chewing gum or liquid paper.
- Keep the school grounds in a neat and tidy condition. Eat only on verandahs at recess and the undercover area at lunchtime. All food scraps and rubbish to be put into bins.
- Only enter or remain in a classroom during non-teaching time, when a teacher is present
- 'No Hat No Play' – students without hats sit on the bench outside the library
- We leave our valuables at home.

Bounce Back Values

The Bounce Back values are listed here and are taught throughout the school and reinforced whenever possible.

- Honesty
- Fairness (including social justice)
- Responsibility
- Support and Kindness (being kind, showing care and compassion)
- Cooperation
- Acceptance of differences (accepting, respecting, living with and finding the positive side of differences in others)
- Respect (for the rights and feelings of others; self-respect, e.g. cybersafe behaviour and protective behaviours)
- Friendliness and inclusion (being friendly and socially responsible, including others in games, activities and conversations).

POSITIVE INCENTIVES

The focus of this section of the policy is on encouraging positive behaviour and helping children to be clearly aware of what is acceptable both in and out of the classroom.

In The Classroom

Classroom rules are to be determined by teachers in consultation with students at the commencement of the school year, displayed and reviewed throughout the year. All teachers need to include positive incentives, both intrinsic and extrinsic, in their classroom behaviour management plan.

The following incentive scheme is used school wide and teachers are encouraged to implement it in their classroom policy. Teachers place stamps on an Achievement Record Card. When a card is full (30 stamps) the child takes the card to the office and receives a sticker which is placed on a colour coded chart indicating clearly what level the student is at according to the following progression:

- | | |
|------------------------------|----------------------------|
| 1. Bronze Certificate | 4. Bronze Medallion |
| 2. Silver Certificate | 5. Silver Medallion |
| 3. Gold Certificate | 6. Gold Medallion |

The child is also acknowledged at the fortnightly school assembly. Teachers are also encouraged to use their own class incentive schemes such as group points, bank books, marbles in a jar, etc.

Stamp Chart Hierarchy

Extended Recess

If students do not receive a playground detention or get a cross next to their name in the Classroom BMIS process in a 2 week period, they are eligible for an extended recess every second Friday. All students start afresh at the beginning of the 2 week period.

This is supervised by the Deputy and the Principal.

Brilliantly Behaved Kids (BBKs)

Each term, staff will be able to nominate two students who consistently do the 'right thing' in regards to behavior to attend a BBK Party. Sometimes children in this category will slip under the radar of normal classroom behaviour management plan purely because of their continued positive approach to the learning environment.

Children selected will have a special lunch with the Principal and the Deputy Principal. They will receive a certificate to commemorate the achievement. Children will be able to be nominated more than once for this programme.

BEHAVIOUR MANAGEMENT PROCEDURES

Below Is A Typical Hierarchy Of Consequences Followed For Incidents Of Misbehaviour In The Classroom

1. Name on board - warning
2. Name X - class penalty or 5 minutes isolation within the class
3. Name X - isolation in a buddy class – for a period up to 30 minutes (work to be provided) **Parents notified of behavior via Blue Note**
4. Name XXX - sent to administration team – **Blue Note home / phone call to parents made by teacher and/or admin** (negotiated consequence that aims to positively correct the behavior - a reflection sheet during recess and / or lunch and counselling by Deputy Principal or Principal).
5. In school suspension / Out of school suspension – this includes a Parent / Teacher / Admin Case Conference and a negotiated return to school.

*** Any referral to Administration is to be accompanied by a blue note – consequences are then decided upon by the Principal and / or Deputy Principal (eg. Detention, in-school suspension etc...)**

*** Follow up with class teacher through notes and/or conversation.**

This process is to be 'fast-tracked' for support teachers, relief teachers and visitors to the school (eg. parent helpers) in order to provide them with additional support. Follow up with class teacher through notes and/or conversation. Relief teachers are to be provided with an abridged version of this policy by the school administration.

Outside The Classroom

A system of reward using Faction Point cards is used in the playground. Children can be rewarded by the teacher on duty, or other teachers for observing school rules, assisting others, etc... The child places the card in the school faction box situated inside each classroom and managed by the Faction Captains. The cards are counted before the next Assembly and the Faction points announced at the assembly. At each assembly there is a Faction Draw of 5 faction cards 9 Students drawn go to the office and select a small prize).

If a child breaks a playground rule, such as running on concrete, rough play, etc, they can be isolated in the Library during the lunch break – **They must present with a Detention Slip.**

A typical progression of consequences for timeout in the library is:

1. 15 minutes (no hat, eating on oval, running on concrete - repeatedly)
2. 30 minutes (major misbehaviour in playground eg. fighting, bullying, willful damage of property, dangerous play etc...)

NOTE: Time Out/Detention for classroom behaviour can be negotiated with Principal and/or Deputy.

A Time-Out/Detention book is kept in the Deputy's Office to record students who are placed in the library. Children who misbehave at recess or lunch will have 'time-out' during the lunch break. The Administration team will supervise the Library and notification regarding the time-out will be sent to parents with the requirement to sign and return the slip the following day.

Guidelines for Setting up Individual Behaviour Plans (IBPs)

Individual Behaviour Management Plans are to be established when a student requires additional support to meet their individual needs or manage their behaviour. Parents must be informed and engaged in the process for planning individual behaviour management. Individual behaviour management plans must be documented to make clear the behavioural issues that are being addressed, the desired outcomes, strategies to be used and the effectiveness of the strategies.

For example:

- Step 1: Identify the behaviour to be changed. Specify no more than two behaviours.
- Step 2: Decide the positive replacement behaviours required and specify these in observable, behavioural terms.
- Step 3: Design a system for providing the student with positive reinforcements or rewards when they show the desired behaviour.
- Step 4: Identify progressive consequences for negative behaviour.
- Step 5: Design a simple behaviour contract in consultation with the student. Seek the student's commitment to the plan. Involve the parent /caregiver.
- Step 6: Set up a system for recording, specifying the behaviours and consequences.
- Step 7: Implement the plan. Regularly review and update.

The teacher and/or office will keep appropriate records of behavioural incidents, incentives, parent liaison etc...

CONSULTATION PROCESS WITH PARENTS

The school administration and teaching staff are required to contact a student's parents and engage in a consultation process when behaviour management or bullying issues are encountered.

Staff must seek every opportunity to encourage parent participation by genuinely seeking information and assistance in the responses to student behaviour.

ROLES AND RESPONSIBILITIES OF STAFF

Research shows that the classroom teacher has the greatest influence on modifying student behaviour. To this end, a sound behaviour management plan within the classroom is critical to the school behaviour management policy. This behaviour management plan will be forwarded to the Deputy Principal at the beginning of the year.

TEACHERS HAVE AGREED TO:

- develop and maintain a positive classroom environment.

- display and discuss:
- *Rights and Responsibilities*
- *School Code of Behaviour*
- *Playground Rules*
- *Classroom Rules*
- *Rewards and Consequences*
- 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.**

PRINCIPAL AND DEPUTY PRINCIPAL HAVE AGREED TO:

- provide a link between parents and staff.
- 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.
- assist with programmes for individual children with behaviour problems.
- provide relief teachers with guidelines pertaining to behaviour development and management procedures.
- ensure regular review monitoring the School Behaviour Management and Instructional Strategies Policy.

VIOLENT BEHAVIOUR

See – Violent Behaviour and Keeping Our Workplace Safe Checklists. The following is a link to this document.

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