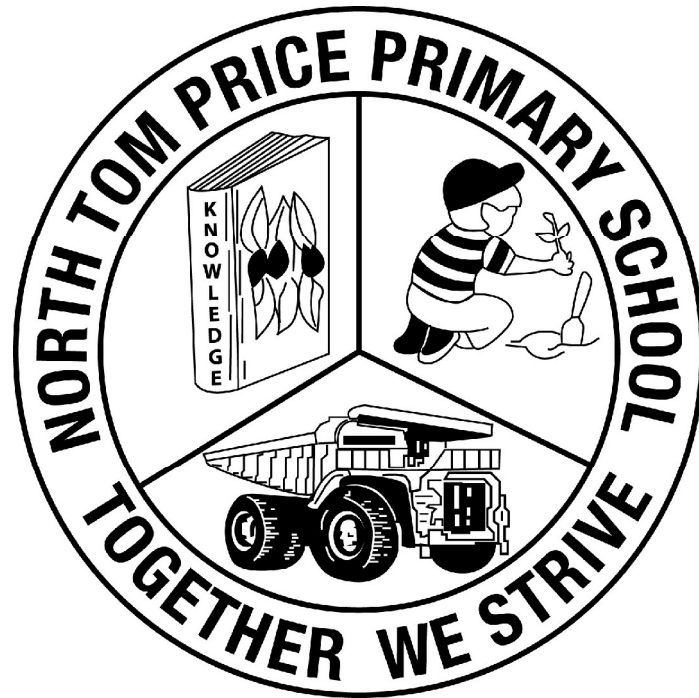


North Tom Price Primary School



Behaviour Management Plan

Updated: Friday, 1 February 2008

Code of Conduct

Our school community believes that:

- ❖ All members of the school community have the right to feel safe and secure in the school environment
- ❖ Students have the right to learn and teachers have the right to teach without disruptions from others

Roles & Responsibilities

TEACHERS

Teachers at North Tom Price:

- Have a clear understanding of whole school and classroom rules and the consequences of infringements of these
- Develop and maintain a positive learning environment
- Discuss school and classroom rules regularly with their students
- Are consistent when enforcing rules
- Follow the school's behaviour management plan
- Report and document all serious incidents of inappropriate behaviour
- Include administration staff where appropriate in discussion with parents regarding student behaviour management
- Contribute to an annual review of the school's behaviour management plan
- Will adhere to safe playground procedure by attending to duty punctually when rostered and continually moving around the duty area
- Have a classroom behaviour management policy on display for relief teachers

ADMINISTRATION

Administration staff at North Tom Price will:

- Support teachers with behaviour management
- Provide a link between parents and staff
- Ensure consistency in the implementation and maintenance of the behaviour management plan throughout the school
- Assist teachers to design programs for individual children with behaviour problems
- Provide relief teachers with guidelines of behaviour management procedures
- Ensure a review committee is established to monitor the behaviour management plan
- Manage all issues in regards to suspension
Provide constructive feedback to staff on their management of student behaviour

PARENTS

Parents within the school community of North Tom Price will:

- Support school staff with behaviour management
- Maintain open communication with school staff

STUDENTS

Students at North Tom Price will:

- Accept responsibility and consequences for their own behaviour
- Follow the school code of conduct

Rights & Responsibilities

RIGHTS

Students have the right to:

- Learn in a purposeful and supportive environment
- Work and play in a safe, secure, friendly and clean environment
- Be treated with respect, courtesy and honesty
- Be heard

Staff have the right to:

- Be treated with respect, courtesy and honesty
- Teach in a safe, secure and clean environment
- Teach in purposeful and non disruptive environment
- Receive cooperation and support from parents

Parents have the right to:

- Be treated with respect, courtesy and honesty
- Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's education, 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's education

RESPONSIBILITIES

Students have the responsibility to:

- Ensure 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 and prepared
- Display a positive manner
- Behave in a way that protects the safety and wellbeing of others
- Communicate issues and concerns to parents and teachers
- Accept consequences for their actions

Staff have the responsibility to:

- Model respectful, courteous and honest behaviour
- Ensure that the school environment is kept neat, tidy and secure
- Establish positive relationships with students
- Ensure good organisation and planning
- Report student progress to parents and students
- Implement the school behaviour management plan
- Know the school rules and show consistency when enforcing them

Parents have the responsibility to:

- Model respectful, courteous and honest behaviour
- Ensure that their child attends school and is punctual
- Ensure that their child's health and welfare is at an optimum for learning
- Ensure that their child has the materials to participate in all learning activities
- Support the school in the education of their child
- Value and respect other members of the school community

Strategies to Respond to Diversity and Difference

Diversity and difference can relate to age, ability, knowledge, gender, religion, language and class. Strategies developed to respond to these include:

- **You Can Do It!**
A whole school approach to values education. You Can Do It! Education's main purpose is to provide all children with the Foundations for Achievement and social/emotional well-being in school, work and the world of tomorrow.
- **Integrated Curriculum**
This encompasses a number of learning areas in any learning activity as well as a team approach to teaching.
- **LOTE**
The Japanese language is taught alongside an understanding of Japan and its culture.
- **Whole School Initiatives**
Activities involving the whole school; including Book Week, Science Week, Maths Days and various other activities throughout the year.
- **Incursions/Excursions**
A large number of touring acts/groups come to the school each year to perform/talk to the students. These include Constable Care, plays, dancing troupes, animal keepers and many others.
- **Cultural Days**
Class and whole school days celebrating the learning of other cultures to encourage understanding of the differences between all cultures.
- **School/Community Links**
Roles such as the Parent Liaison Officer, Aboriginal Liaison Officer, AIEO, P&C Committee help to build strong links between school and community. This includes events such as taking part in the Nameless Festival.
- **Count Us In**
Disability awareness throughout the school. This includes mental and physical disabilities.

Achieving a Supportive Culture and Positive Learning Environment

At North Tom Price we will achieve a supportive culture and positive learning environment by:

- Following the behaviour management plan
- Promoting the anti-bullying strategies
- Endorsing the values of the Curriculum Framework
- Utilising and promoting the You Can Do It program
- Actively engaging students in learning activities
- Preventing violence, harassment and bullying
- Promoting a "No Putdowns" policy
- Providing a variety of provisions to encourage physical activity

Prevention of Violence, Harassment and Bullying

North Tom Price Primary will not tolerate bullying, violence or harassment because they infringe our fundamental rights to safety and fair treatment.

What is Bullying?

Bullying is an ongoing pattern of repeated behaviour by one person towards another which is designed to hurt, injure, embarrass, upset or discomfort that person. It can be:

- Physical aggression
- The use of put-down comments or insults
- Name calling
- Damage to the person's property
- Deliberate exclusion from activities
- The setting-up of humiliating experiences

What Students Can Do:

If students are being bullied they can:

- Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive.
- Seek help – talk about it with someone they trust.
- Report it to a member of staff or a buddy.
- Seek a safe house that is familiar or walk home with friends.
- Respect themselves and others.
- Seek support from their friends to show disapproval of bullying.

What Student Bystanders Can Do:

If a student observes another student being bullied they can:

- Be supportive of the student being bullied
- Report the incident to a member of staff
- Do nothing to encourage the bullying behaviour

What Teachers Can Do:

If bullying occurs, the teacher can:

- Listen and respond with empathy
- Hear both parties explain the situation
- Have both parties provide ideas on improving the situation
- Record incidents of bullying when appropriate
- Ensure that there is follow up with the students involved
- Inform Administration staff of the incident
- Contact parents of the child being bullied and the child who is bullying

What Parents Can Do:

- Be aware of the signs of distress and talk openly with their child.
- Encourage children to be assertive and to stand up for themselves without resorting to physical violence.
- Inform the classroom teacher or administration staff of their concerns
- Give assurance to your child that the situation can and will be effectively resolved.

Prevention of Bullying

North Tom Price Primary staff will be encouraged to incorporate into the curriculum a personal development program that may include role plays, classroom meetings and cooperative group activities. This is to assist students to develop assertive rather than aggressive ways of dealing with situations of conflict. A whole school pastoral care program, incorporating the You Can Do It! Program will be utilised to help teachers integrate the personal development program into classrooms.

School Rules

1. I respect the rights of staff and other students.
2. I treat school and personal property with respect.
3. I play safely within the designated areas.
4. I have a teacher present when I am in a classroom.
5. I walk on the verandahs and in the undercover area.
6. I wear a sun-safe hat when outdoors.
7. I bring a permission note to leave school grounds.

Classroom Behaviour Management

At the start of each year, teachers will work with the students in their class to devise class set of guidelines for behaviour within the classroom. A copy of this will be sent to parents at the beginning of the school year to be signed and returned to school. It will also be displayed within the classroom and a copy with also be given to Administration Staff.

Positive incentives will be given in each classroom. These will vary with each teacher, but it is strongly recommended that whole school approaches such as virtue vouchers and movie money are used. Raffle tickets, group points, marbles in a jar, faction points and token money are some common forms of positive incentives and maybe used alongside whole school rewards. Teachers will be encouraged to phone/email parents to inform of positive behaviour and to send students who display positive examples of behaviour to administration staff.

Infringements of classroom rules will be dealt with in a clearly understood and agreed manner including incidents of bullying.

Classroom Procedures for Behaviour Infringements

Level 1	Recognition given to positive behaviour around student misbehaving
Level 2	Remind student of rule – warning
Level 3	Name on board State the problem and the behaviour required
Level 4	X on board Consequence – loss of privilege
Level 5	XX on board Consequence – class isolation, think sheet to be completed
Level 6	XXX on board Consequence – withdrawal to buddy class, work to be provided.
Level 7	XXXX on board Consequence – green slip, sent to admin. Think sheet to be completed, admin to give consequence, parent contacted.

SEVERITY CLAUSE: for violent, abusive behaviour, students immediately receive a green slip (level 7) and are sent to admin.

CONSEQUENCES: Administration staff decide on consequence given to students once they have been sent to the administration block. At the principal's discretion, suspension can be used.

RED CARD SYSTEM: if a student is displaying violent or abusive behaviour, or is refusing to accompany the teacher to administration, a red card displaying the classroom number is send to administration. An administration staff member receives the card and goes to the classroom immediately to deal with the situation.

Playground Behaviour Management

Level 0: Positive Playground Environment

Our aim is to have children who are happy, feel safe and have pride in the appearance of their school and in their behaviour.

The behaviours we would like to see in our playground are:

- Walking on the verandahs
- Sitting while eating
- Putting all rubbish in the bin
- Broad Brim Hats worn when in the sun
- Children speaking to and treating others with respect
- Playing safely and cooperatively
- Staying away from out of bounds areas

DUTY STAFF RESPONSIBILITIES:

- Reinforce positive playground behaviour
- Discuss appropriate playground behaviour with class on a regular basis
- Where possible, teach children some playground games
- Talk to children whilst on duty and briefly participate in their games

Level 1: Immediate Consequences

When low level unacceptable behaviours occur, the aim is to have immediate logical consequences administered by the duty teacher.

BEHAVIOURS & CONSEQUENCES:

- | | |
|------------------------------|--|
| ▪ Running on path | Student to sit down on the spot |
| ▪ Walking around eating | Student sent to sit in undercover area |
| ▪ Littering | Student asked to pick up rubbish in area |
| ▪ Not wearing broad brim hat | Student asked to go to undercover area |
| ▪ Rough play | Student benched for X minutes (teacher discretion) |

Use these low-level consequences for any other minor unacceptable behaviour. Try to use logical consequences, ie. those that match the behaviour.

TEACHER RESPONSIBILITIES:

- Be consistent in your application of the consequence
- Fill in a Playground Minor Misbehaviour Slip if the child *repeats* behaviour or displays *several* misbehaviours during duty. All teachers have a copy of these slips. Please fill out after duty and give to class teacher.
- Class teachers to notify Admin when number of minor offences requires intervention.

Level 2: Playground Removal

Where unacceptable behaviour is likely to cause injury to persons, deliberate damage to property or becomes deliberately defiant in nature, the child may be immediately withdrawn from the playground.

BEHAVIOURS:

The following behaviours are considered unacceptable enough to warrant playground removal:

- Physical contact causing injury
- Deliberate vandalism
- Verbal abuse or swearing at others
- Dangerous behaviour likely to cause injury

DUTY STAFF RESPONSIBILITIES:

- Remain calm and take student to the Administration area
- Fill out Playground Misbehaviour Slip
- If child is totally uncooperative, send a red card to Admin for assistance

ADMINISTRATION RESPONSIBILITIES:

- Enter information from the Playground Misbehaviour Slip onto Integris. Place copy of record in class teacher's pigeon hole.
- Discuss with the child the nature of the behaviour and the likely consequences of that behaviour
- Administer a consequence
- Contact parents

Creating Individual Behaviour Management Plans

Individual behaviour management plans are to be established when a student requires additional support to meet their individual needs or modify their behaviour. These plans need to include:

- Behavioural issues being addressed
- Desired outcomes
- Strategies to be used
- Effectiveness of strategies

Classroom teachers are to work with Administration staff to create an individual behaviour management plan. Parents must be given a copy of their child's individual plan, and it is encouraged that the teacher, admin and parents have a meeting to discuss the plan.

Monitoring & Review

Our Behaviour Management Policy has been agreed to by teaching and administration staff, students and parents and has been ratified by our School Council.






This policy will be regularly reviewed and maintained by teaching and administration staff.



Think Sheet Junior

Student: _____ Teacher: _____

Year Level: _____ Room: _____ Date: _____

I feel	 happy	 not so happy	 sad
What did I do wrong?			
I want to join the class	 yes	 no	
When I join the class, I will:			

Signed (child): _____ Signed (parent): _____



Think Sheet

Student: _____ Teacher: _____

Year Level: _____ Room: _____ Date: _____

Set Time Limit: _____

What was I doing?

Who was I affecting?

What can I do differently?

Teacher's comment

Parent Signature: _____



Green Slip

Student: _____ Teacher: _____

Year Level: _____ Room: _____ Date: _____

Time of withdrawal 1: _____ Time to return: _____

Time of withdrawal 2: _____

- Level 1: Positive reinforcement
- Level 2: Warning
- Level 3: Name on board
- Level 4: X on board, loss of privilege
- Level 5: XX on board, class isolation & think sheet to be completed
- Level 6: XXX on board, buddy class with work
- Level 7: XXXX on board, sent to admin

Reason for withdrawal:

1. Failure to respect others' feelings or rights
2. Being off task or failure to make an effort to work
3. Distracting others from their right to learn
4. Acting in an unsafe way
5. Failure to respect others' property
6. Not showing appropriate courtesy to others
7. Other:

Additional Notes:



Playground Misbehaviour Slip

Student: _____ Teacher: _____

Year Level: _____ Room: _____ Date: _____

Physical contact causing injury

Verbal abuse or swearing

Dangerous behaviour likely to cause injury

Deliberate vandalism

Other: _____

Playing/misbehaving in toilet

Incident Notes *(only if explanation necessary)*

Duty Teacher: _____ Duty Area: _____

Signed: _____



Minor Playground Misbehaviour Slip

Student: _____ Teacher: _____

Year Level: _____ Room: _____ Date: _____

No hat

Rough play

Running on verandahs

Disturbing others' games

Eating in wrong area

Inside without permission

Other: _____
