



Gooseberry Hill Primary School

BEHAVIOUR MANAGEMENT

POLICY AND PROCEDURES

Together as a strong community we strive to foster the potential of each child so that they contribute positively to their world.

We value Diversity, Resilience, Integrity and Accountability.

WHAT WE VALUE

The Gooseberry Hill Primary School community has agreed that underpinning the Behaviour Management Policy are the following principles:

- Respect
- Tolerance
- Fairness
- Consistency
- Simplicity

We believe that the school has a duty to ensure the safety and wellbeing of the whole school community and that there is no place for bullying and intimidatory behaviour. Each person is valuable and has something to offer. We also believe that we are all responsible for helping our students to demonstrate appropriate behaviour and that the “problem” belongs to no one individual to resolve.

1. INTRODUCTION

This policy has been developed to promote social relations and supportive learning environments. The school behaviour management plan has been developed in consultation with the school community, including the school Council.

All decisions relating to the management of student behaviour must be made according to principles of procedural fairness, be culturally sensitive and responsive to specific parent or student needs.

All members of the school community share responsibility for the maintenance of good order and personal safety within the school.

2. DEFINITIONS

Breach of school discipline: any act or omission that impairs the good order and proper management of the school.

Violence:

Any action, physical, verbal, sexual or psychological used against a person, that is injurious, unjust or unwarranted.

Bullying:

A willful, conscious desire to hurt, threaten or frighten. It can be physical and/or verbal in nature and can include racial, religious and sexual harassment, rude gestures, intimidation, social isolation and extortion. It must be recognized that bullying is ongoing in nature and that bullies are reinforced by another’s pain, fear and humiliation.

Harassment:

The perception by a person of being persistently disturbed, tormented or manipulated by another. This leads to the person feeling offended, humiliated or intimidated. The development of appropriate and acceptable behaviour is a staff, parent concern. Its success is based upon the recognition of the dignity and worth of all individuals.

3. RELEVANT LEGISLATION AND AUTHORITY

School Education Act 1999

Sections 89 to 96, 223

School Education Act Regulations 2000

Regulations 38 to 46

4. PROCEDURES

4.1 Gooseberry Hill Primary School's Behaviour Management Plan

Gooseberry Hill Primary School aims to:

- create a positive 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 responsibilities of the individual are recognized and respected;
- recognize those members of the school community whose exemplary behaviour promotes a positive and caring school environment;
- establish a clear 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 that they are encouraged to recognize and respect the rights of others; and
- establish procedures so that conflicts can be resolved in a positive non-violent manner.

4.1.1 Code of Conduct

Our Rights and Responsibilities

1. Everyone has the right to learn without disruption
2. Everyone has the right to be treated with courtesy and respect.
3. Everyone has the right to work in a clean, safe environment.

4.2 Roles and Responsibilities

4.2.1 Principal and Deputy Principals have agreed to:

- Provide a link between parents and staff.
- Support teachers in developing and implementing behaviour management strategies.
- Facilitate communication between parents, teacher, and children
- Assist in the development of individual behaviour management plans.
- Ensure a review committee is established to monitor School Behaviour Management Plan.
- Provide a link to support services eg: school psychologist.

4.2.2 Teachers have agreed to:

- Develop a classroom behaviour management plan
- Develop and maintain a positive classroom environment.
- Ensure students are aware of :
 - a. School Code of Behaviour
 - b. Playground and Classroom Rules.
- 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.
- Implement individual behaviour management plans where necessary.
- Provide inclusive, flexible and relevant curriculum to address both social and academic learning outcomes for all students as described in the Curriculum Framework.
- Set consistent and achievable standards.

4.2.3 Students Should:

1. Actively participating in the education process within the school community.
2. Behave in a manner which is accepted by the school community.

4.2.4 Parents Should:

1. Be proactive in developing partnerships with the school to achieve optimum outcomes for their children.
2. Ensure their children participate in an educational program.
3. Communicate issues and concerns in an appropriate manner:
 - Seek information as early as possible by contacting the classroom teacher in the first instance. This can be arranged through the school office.
 - Make an appointment to see a school administrator.
4. Actively participate in the development and implementation of the School's Behaviour Management Plan.
5. Allow disputes between children to be resolved by school staff. It is not appropriate to approach other children to try to settle issues.

The overall aim of these behaviour management practices is to ensure the establishment of high quality positive relationships between staff and students.

4.3 POSITIVE INCENTIVES FOR STUDENT BEHAVIOUR MANAGEMENT

Positive Incentives will reflect the developmental age and interests of the students.

Classroom

Individual teachers may use some or all of the following strategies where appropriate.

- Encouragement and Praise. Encouragement should be the primary instrument of positive reinforcement.
- A variety of extrinsic rewards may be given for good work and behaviour.
- Group/individual points. Students win points for positive behaviour and producing good work.
- Raffle tickets. Class raffle. Students receive tickets for positive behaviour and good work.
- Students may be sent to the administration with good examples of their work as recognition for their achievement or effort.

Whole School

- Classroom Honour Awards
- Principal Awards
- Recognition of individual achievement at assemblies.
- Recognition of individual achievement in newsletters.
- Displays of student work
- Principal morning tea

These incentives represent only a sample of the many positive strategies used by teachers. Teachers are encouraged to create their own incentives. Positive reinforcement for individual students who need specialized programs need to be established with the individual students concerned.

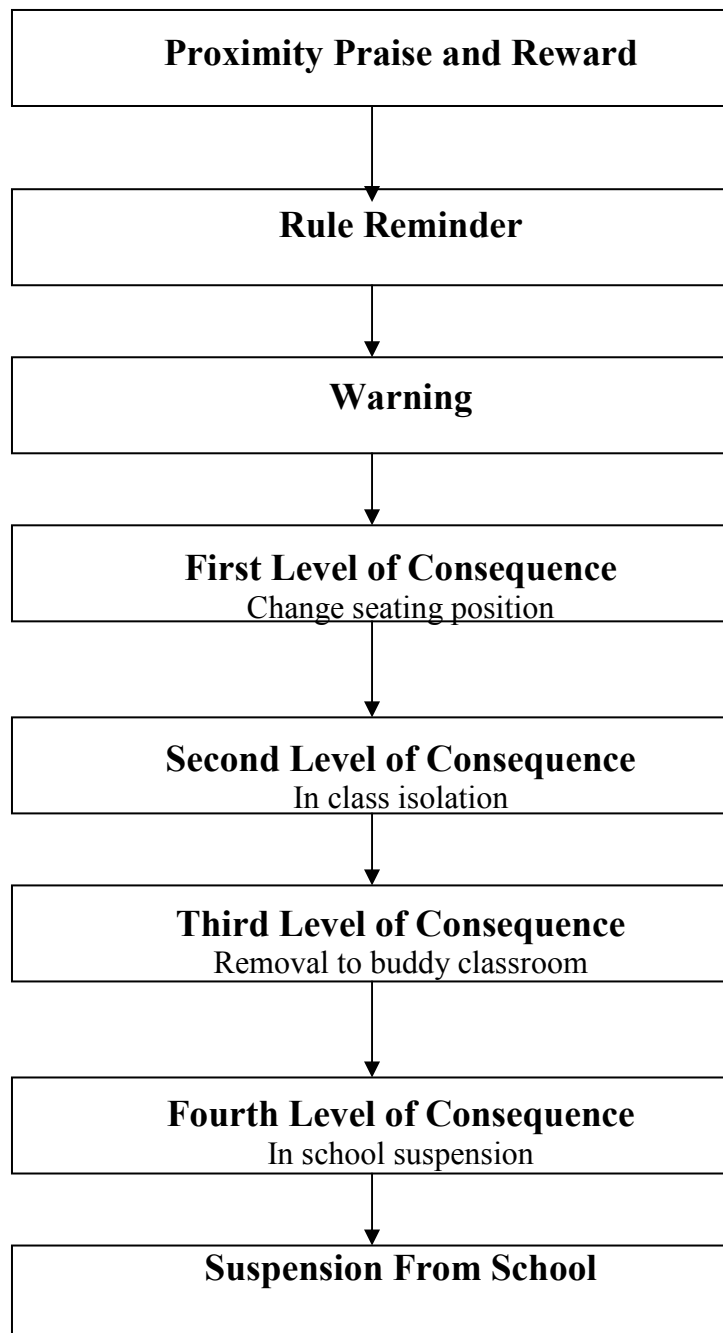
4.4 Principles to guide the development of classroom behaviour management plans

4.4.1 Gooseberry Hill Primary firmly supports the right of both staff and students to work and learn without being impeded by disruptive behaviour.

A quality educational program and a positive classroom environment provide the basis for an effective behaviour management program. Staff need to employ an array of preventative strategies that will reduce the likelihood of inappropriate behaviour occurring.

4.4.2 Overview of Procedures

Pre-Primary	Primary Years 1-7
Level 1. Proximity Praise and reward 5. Rule Reminder 6. Warnings 7. Loss of privilege	Level 1. Proximity Praise and reward 2. Rule Reminder 3. Warnings 4. First level of consequences 5. Isolation in class 6. Isolation Partner Teacher (Buddy classroom) 7. In school suspension 8. Suspension



1. Proximity Praise/Reward

Where a student is misbehaving. Praise at least one other student who is in close proximity for behaving appropriately; praise the misbehaving student immediately they do something appropriate; prompt or redirect the student to return to the appropriate behaviour; check that the student can cope with the activity.

2. Rule reminder

Reinforcement of class rules.

3. Warnings

Verbal reprimands according to individual classroom procedure. Stating the problem and clearly stating required behaviour.

4. First level of consequence

Second time a rule is broken the student will receive first level of consequences according to class policy eg being moved to another part of the classroom

5. Isolation in Class (Time-Out)

Further infraction of class rules leads to a student receiving second level of consequences eg being isolated from other students in the classroom.

6. Isolation: Partner Teacher

At the next breaking of class rules the disruptive student receives the next level of consequence according to classroom policy eg placed in another classroom with work and notification forwarded to parent.

6. In-school suspension

Student remains at the school but is isolated from other students.

The disruptive student is sent to Deputy Principal with work to be completed in isolation from other students. Student completes "Work It Out" sheet and the parent is notified.

7. Suspension

End of line management procedure which is used at the discretion of the school principal. This may be as the result of several in school suspensions within a short time frame or as a result of extreme or violent behaviour.

Parents and District office are informed and student must complete resolution process before return to class.

To facilitate the effective management of student behaviour teaching staff must keep records that include:

- name of student;
- description of the behaviour;
- reasons for selecting management strategies;
- details of the use of management strategies, including the dates and times; and
- relevant parent contact and any outcomes of consultation with parents.

Teaching staff must ensure that parents and students are aware that the school will use records regarding behaviour when preparing reports to support:

- the consultation process with parents;
- referral to student support services within the school or district;
- referral to outside agencies; or
- a recommendation for an exclusion order from school.

The overall intention of the Gooseberry Hill Primary School Behaviour Management Plan is to highlight and promote student behaviour which will enhance and maintain a positive teaching-learning environment.

When used appropriately, isolation of students from the classroom environment can be an extremely effective behaviour management practice. It serves to:

- provide students exhibiting disruptive behaviours the opportunity to cool down, and reflect on their behaviour.
- allow the teacher and other students in the class the opportunity to teach and learn without interference.

4.4.3 Detaining students after school

A student can be detained after school as a consequence of a breach of school discipline. Detention in this context will apply to individuals or small groups of students.

Regardless of the duration of the detention, it can only take place when staff have ensured:

- parents and/or caregivers have been contacted to inform them of the reasons for, and the duration of, the detention
- an arrangement is in place to get the student home after the detention; and
- this arrangement has been agreed to by the parents and/or caregivers.

Records of the use of detention must be kept.

4.4.4 Procedures for implementing withdrawal from school activities

Students can be withdrawn from:

- one or more specified subjects, up to and including all classes;
- recess and lunch breaks, however, alternative breaks must be provided and students must be supervised; or
- identified school activities or programs.

This withdrawal from school activities is distinct from the short-term withdrawal in a class situation that forms part of a teacher's classroom behaviour management plan.

Decisions about the location, supervision arrangements and the duration of withdrawal must take into account:

- the development status of the student; and
- the potential emotional impact of such withdrawal on the student.

Students must be supervised, with safety and security requirements being met at all times.

Records regarding the withdrawal from school activities are to be kept and parents notified.

4.4.5 Guidelines for suspension

The principal or nominee may authorize the suspension of pupils in cases of either repeated misbehaviour or of serious misbehaviour.

If a student is suspended from school a letter must be provided to both the student and parents by independent means. The letter confirming suspension is to include:

- the reason for the suspension
- the duration of the suspension
- the name of a school staff member that parents can contact.
- information regarding any particular conditions attached to the suspension.

Conditions that are attached to a period of suspension must specify:

- that the parent is responsible for the student during the period of suspension from school;
- any conditions that need to be met prior to the student's re-entry to school; and
- any other specific conditions considered to be necessary by the principal.

When a student has been suspended from school, consultation with the student and parents is advised so that an individual behaviour management plan for the student can be established if necessary.

4.5 STRATEGIES FOR THE PREVENTION OF BULLYING, VIOLENCE AND HARASSMENT.

4.5.1 A safe environment for all

This school believes that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind.

Our safe working environment is outlined in our statements of individuals' rights. Bullying and violence are not tolerated because they infringe our fundamental rights to safety and fair treatment. With the collaborative support of the whole school community the following action plan has been developed.

4.5.2 Action plan

Support for victims

Victims are encouraged to report to members of staff and/or parents, all incidents of bullying, violence and harassment. The school will do something about it. The victim and perpetrator will be requested to write down what happened. Both parties will be counselled separately and caregiver(s) notified of the outcome(s). A request will be made for the caregiver(s) support and understanding. At all times decisions must be made according to principles of procedural fairness.

Teachers will incorporate into the curriculum a social skills/values program including role play, classroom meetings and cooperative group activities, to assist students to develop assertive rather than aggressive ways of dealing with situations of conflict. Parents will need to support this approach to dealing with conflict.

Parent support

The school will:

- Request that parents cooperate with the teacher in any resolution process
- Involve professional help, where necessary; and
- Invite parents to contribute to the development/review of the School's Behaviour Management Plan.

Prevention Programs

The school will ensure that perpetrators are:

- confronted by the evidence through "shared concern" approach.
- given non-violent sanctions
- encouraged to change behaviour through a variety of means (role play, counselling...) and positive affirmation, where appropriate resolution processes could be used involving the victim and the bully.

Positive practices among staff

Staff at Gooseberry Hill Primary will model and actively promote appropriate behaviour.

4.6 DEVELOPING AND IMPLEMENTING INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS

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

Individual behaviour management plans must be documented to make clear the behavioural issues that are being addressed, desired outcomes, strategies to be used and the effectiveness of the strategies.

See Appendix A – Succeeding with Difficult Students.

4.6.1 Consultation process with parents

The principal and teaching staff are required to contact a student's parents and engage in a consultation process when behaviour management issues are encountered. Parents must be informed and engaged in the process for planning individual behaviour management plans.

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

Appendix A

SUCCEEDING WITH DIFFICULT STUDENTS

Student Profiles

The Successful Student comes to school with positive expectations. Their parents talk about the good and exciting things they'll do, the nice teachers, how good an education is to have and that you'll achieve your goals if you work hard.

The Unsuccessful Student comes to school with negative expectations. Their parents talk about the difficulties they had, how the teachers picked on them, that 'school never did them no good.'

Unsuccessful students will be your difficult students, they will exhibit poor behaviour. We need to appreciate where they're coming from, what motivates their poor behaviour and then find out what will motivate acceptable behaviour. Most students can behave properly if they are motivated to do so.

PROBLEM STUDENTS ARE NOT THE TEACHER'S PROBLEM, THEY ARE THE SCHOOL'S PROBLEM.

Dealing with difficult students.

We need to:

- Focus on the changeable
- Gain the support of colleagues, admin, parents and outside agencies.
- See where they're coming from
- Find what motivates them
- Have a detailed plan so we can be proactive.

Dealing with a difficult incident.

The first five seconds are crucial.

If you are REACTIVE your response is likely to be unplanned, personalised and of short-term effect.

If you are PROACTIVE your response will be planned, long term, focused and assertive. A proactive response will be

- Planned by all those involved with the student's behaviour.
- Continually evaluated.
- Supported by admin, parents, colleagues and other agencies.

A proactive response will

- Remain focused on the inappropriate behaviour
- Allow the student to save face
- Give compliance time
- Use assertive language eg: You need to ...

- Use the child's name
- Let the students know you aren't going away
- Avoid and argument

Assertive responses

- State firmly what the student needs to do
- Use the child's name
- Give short clear instructions
- Move away from the students after giving instructions
- Avoid arguments
- Allow up to three repeats of instructions
- Take the student away from others to discipline them

Building positive relationships

- Have fun inter-action
- Be early to class to develop informal contact
- Know the students and things they like or are involved in
- Ensure lessons are well planned and informative to give credibility
- Personalize situations eg: When I..... My children...
- Speak to parents regularly
- Teach anger management skills
- Accept bad days, repair the relationship and build on what you've got

The reasons for poor behaviour

- To gain attention
- To gain power
- A need for extra motivation

Responses [Reinforcers]

Attention seekers

- Public praise
- Show work
- Send to other staff/principal

Power seekers

- Quiet praise
- Separate praise
- Note home
- Privileges
- Jobs
- Goal setting
- Indirect praise

Extra motivation

- Praise for working, any attempt
- 'Chunking' work

Responses [Negatives]

Attention seekers

- downer look

- snubs
- ignore minor distractions
- hand signals
- quick verbals

Power seekers

- quiet but firm
- strong when away from others
- time in isolation
- remove privileges
- note home
- planned consequences
- they choose consequences

Extra motivation

- set patterns for work time
- finish in own time
- note home

Positive changers

- Food
- Music
- Note home
- Activity time
- Time off
- Responsibility
- Their own goals
- Verbals
- Smiling
- Taking work to others

Negative consequences

Using their time
 Note home
 Verbals
 Visit principal
 withdraw privileges
 isolation