

CITY BEACH PRIMARY SCHOOL



BEHAVIOUR MANAGEMENT POLICY AND GUIDELINES

2009 EDITION

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BEHAVIOUR MANAGEMENT

A Whole School Approach depends on several essential factors including:

- A shared community ethos
- A designated coordinator to maintain the whole school approach
- Positive links between the school, families and the wider community
- Comprehensive ongoing professional development of all staff

1. ETHOS

City Beach Primary School is committed to providing a supportive school environment where all members feel safe and valued, where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where social practices are proactive rather than reactive and are reflective of the principles of Restorative Practices.

Values-

A Positive, Nurturing and Safe Environment

City Beach Primary School offers a positive, nurturing and safe environment in which children can grow. There is a deliberate strategy to look for the good in all children and to foster pride amongst the students in their school, their community and themselves. The building blocks of cooperation, care and excellence are the foundations of all we do at CBPS.

The Heart of the Community

The school has strong links to the community and offers local families a lifelong network of friendship and support. A strong partnership exists between staff, parents, students and the community with all parties actively working to build a better school. *Achieving Together With Pride*, the school motto, is a focus for the positive cooperation between all members of the school community.

Believing in the Potential of Every Child

City Beach Primary School offers something for everyone. We treat all children as individuals and offer extension courses at all levels of achievement. The school celebrates the diversity of its children and those with special needs are embraced by the whole community.

Achieving Results

City Beach Primary School sets high standards academically, artistically and in the sporting arena and implements the innovative programs to achieve them.

PRINCIPLES

City Beach Primary School operates on the belief that all students have the right to learn. To do so means that each student works towards creating a climate that is positive and productive. The building blocks of **cooperation, care and excellence** are the foundation for all that we do and achieve at City Beach Primary School.

The Principal and Staff of City Beach Primary School believe that an essential part of educating our students for life is for all students to become responsible for their own behaviour. Teachers will create a supportive and caring environment where safety and respect for others is the underlying foundation. “Achieving Together With Pride”, the school motto, is a focus for the positive cooperation between all members of the school community.

As a staff, we believe that home and school must share the responsibility for teaching children appropriate behaviour. By working together, we can increase the probability that students will learn responsibility and respect for others. By doing this, we can only increase their self respect.

A SAFE AND INCLUSIVE ENVIRONMENT

At City Beach Primary School we strive to provide safe and supportive learning environments where relationships built on mutual respect are fostered and student learning is maximised.

Our beliefs about teaching and learning require that teachers actively engage students in the learning process. This means they are responsible for creating an environment that motivates students, and then, delivers a sound curriculum utilizing those pedagogies and instructional skills that make the learning process interesting and relevant for all students.

SCHOOL CODE OF BEHAVIOUR

Members of the school community have a responsibility to:

- Be punctual, prepared and well presented for class;
- Display respect and courtesy;
- Work responsibly and diligently on all activities;
- Respect personal and others' possessions and school property; and
- Maintain a safe, well organised school environment.

RIGHTS AND RESPONSIBILITIES

Students have the RIGHT to:	Students have the RESPONSIBILITY to:
<ul style="list-style-type: none"> • Learn in a purposeful, inclusive and supportive environment; • Work and play in a safe, secure, friendly and clean environment; • Respect, courtesy and honesty; • To be proud of their school. 	<ul style="list-style-type: none"> • Follow school rules • 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, positive and prepared for school activities and are accountable for their learning; • Behave in a way that protects the safety and wellbeing of others.
Staff have the RIGHT to:	Staff have the RESPONSIBILITY to:
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Model respect, courteous and honest behaviour; • Ensure that the school environment is kept safe, tidy and secure; • Establish positive relationships with students, parents, staff and community; • Ensure diligent organisation and planning; • Report student progress to parents.
Parents have the RIGHT to:	Parents have the RESPONSIBILITY to:
<ul style="list-style-type: none"> • 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 academic progress; • Access a meaningful and inclusive education for their child; • Be heard, in an appropriate forum, on matters related to their child's education. • Respect, courtesy and honesty. 	<ul style="list-style-type: none"> • Ensure that their child is punctual and 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 inclusive education for their children. • Be aware of and support the values and expectations of the school

Behaviour Management Policy

All staff need to build, promote and utilize a united approach to behaviour management. It is a matter of professional responsibility to support the school's practices and policy.

Within our whole school approach, it is expected that staff will take active responsibility for behaviour management using preferred practices in the following areas:

Classroom Management	Out of Class Management	Administration Management
<u>Classroom Policy</u> Clearly defined rules- student input Choices- logical consequences Positive Incentives Behaviour Management In Schools (BMIS) policy and preferred practice approach to student management Individual Behaviour Management Plans for students at risk Curriculum Intervention Curriculum Framework- values, principles Virtues	<u>Before school</u> Clear drop off guidelines for parents, carers and teachers <u>Playground</u> Staff duty roster and guidelines Clearly defined rules for areas and equipment Logical consequences Positive incentives Referral to admin for severe behavioural issues Restorative Practices <u>After School</u> Clear pickup guidelines for carers and teachers	<u>Behaviour Management</u> <u>Processes</u> Consistent admin procedures Communication with parents SAER process Student Services Case conferences Restorative Practices <u>Sanctions</u> Logical negotiable consequences Non- negotiable consequences In school suspension Suspension from school <u>Monitoring</u> Individual case management Whole school process

POSITIVE INCENTIVES FOR STUDENT BEHAVIOUR

Whole School

- Students receive a Virtues voucher, in their House colour, for demonstrating positive behaviour. The tallies for each House are recorded weekly and five tickets are drawn out at the Monday assembly for a canteen prize.
- House Points for Sportsmanship are given at each sport session.
- Merit Awards – Announced and presented at School Assemblies and publicised in the School Newsletter.
- Music Awards
- Recognition on CBR. (City Beach Radio)
- Whole school incentives for positive behaviour- theme days, crazy hair days, School Councillors' special activities,
- Processes to develop a sense of belonging including school projects to help a local charity, AFL Derby day, free dress day at the end of each term
- Spotters Awards at assembly for students modelling appropriate audience skills

Class Room

- Virtues Vouchers
- Encouragement and praise.
- Prizes and stamps for good work and behaviour.
- Group and Individual points for positive behaviour and producing good work.
- Whole Class Incentives – working towards a common goal.
- Students visit the Principal or Deputy Principal with examples of work for recognition of their achievement. Students are recognised as Assembly Stars
- VIP of the Week
- Bank accounts
- Raffles

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

The students recognise that there is a logical consequence for inappropriate behaviour at all times. At a classroom level this will be part of the class discipline procedure.

In the playground the duty teacher removes students from an incident as an intervention to stop an escalation of unacceptable behaviour. This will be time out in a specifically nominated spot, or walking with the duty teacher for a specific amount of time, as deemed appropriate by the teacher. The grassed area in front of the library and art room is known as a quiet or passive area. Ball and active games are excluded from this area.

Applied to the Playground- duty teacher to record misdemeanours in duty file.

Playground Behaviour

Running on the pathways
Rough play
Littering
Out of bounds play
Misbehaving in the toilets
Inappropriate use of equipment
Interfering with students' property
No hat
Fighting
Serious teasing
Bullying
Vandalism
Offensive language

Consequences

Time with the duty teacher (walk & talk)
√
√
√
√
√
√
Sit in gazebo
Benched
√
√
√
√

School Rules

- Play safely and sensibly at all times.
- Keep hands, feet and objects to yourself.
- Take care of the school environment.
- Walk on paths and verandahs
- Stay out of classrooms unless a teacher is present.
- Lunch is to be eaten in the undercover area, except for Year 7 students who eat on the lawn in front of school.
- Morning tea can be eaten on basketball courts, grassed areas except for oval.
- School hats are to be worn outside during recess, lunch, sport, physed and after school activities.
- The two shaded playground areas are designated for years 1-3 and 4-7.
- The lower oval is out of bounds unless a teacher is supervising.
- Students must remain on the school side of all trees bordering the oval.
- Do not bring banned items to school. Eg walkmans, electronic games, trading cards etc. Mobile phones are to be handed into the office each morning and collected after the bell at the end of the day.
- NO tackling in games is allowed.

Other Points to Remember:

Duty teacher ensures that all students move promptly from the oval and playgrounds when the bell rings, and that all equipment is returned to classrooms. Students will be supervised for the ten minute lunch eating period by a teacher when they will be dismissed if they have finished eating. Peer mediators will assist teachers. Students arriving before 8.30 am are to remain seated on bench outside their classroom.
No equipment is to be used before 8.30 am.

Wet Weather Procedure

During wet weather all classes will eat under the supervision of their teacher until 12.15. Second duty teacher has class supervised by teacher next door.
The library, computer and music rooms will be open for students on a rotational basis.

CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES

POSITIVE CLASSROOM ENVIRONMENT

At the heart of our whole school approach to behaviour management are behaviour management practices. These are our preferred ways of responding to and dealing with challenging and disruptive behaviours.

At City Beach Primary School we base these practices on developing positive relationships with all students and the use of low key responses to misbehaviours. These practices are preferred as they acknowledge all students may misbehave at some time, and the manner of our intervention will increase or decrease the likelihood that the behaviour will escalate or be repeated in the future.

INFORMAL RESPONSES

Preventing or responding to misbehaviour through low key responses

- Proximity
- Student's name
- Gesture
- Pause
- Look
- Ignore
- Signal to begin/ Signal for attention
- Deal with the behaviour

STEP 1 Specific verbal warning

STEP 2 Second warning - Give student choice, either/or statement. Give choice which child sees as related to behaviour, as immediate as possible, ask for response and complete interaction with thank you.

STEP 3 Third warning-isolation in the classroom, student continues with lesson.

STEP 4 Buddy Class- complete Behaviour Journal (Y4-7) and Buddy Room sheet (Y1-3) with restorative questions. Discuss responses with child, elicit more responses if necessary What Happened? Who has been affected by what you have done? In what way? What do you think you need to do to make things right? Contact parent with letter of concern email or phone call.

STEP 5 If student continues to display inappropriate behaviours implement an IBMP in consultation with parents.

STEP 6 If the child continues to offend IN SCHOOL suspension (removal from class or playground for up to one day) will take place or HOME suspension for up to 10 days according to Education Department Regulation 35. The parent will be notified and an interview will be requested before readmission.

BUDDY ROOMS- Years 1- 4/5 Rm7, Years 2/3-4/5, Years 3- 1/2, Years 4/5, Rm9-6/7

- 1. Privileges such as excursion and school performances may be withdrawn as an interim step prior to suspension.**
- 2. The policy works on a one day cycle.**
- 3. Bullying, assault, foul language of any kind will not be tolerated.**

PLAYGROUND DISCIPLINE PROCEDURES

- STEP 1** Children are encouraged to play cooperatively showing care, consideration and respect for others.
All classes have sports equipment for playground activities.
Peer mediators assist in the playground at lunchtime.
Positive incentives for good behaviour (Virtues Vouches)
- STEP 2** The teacher on duty determines the consequences for negative behaviour after having discussed the issues with the child and recorded it in the duty file.
1. Warning
 2. Suggest a different activity or play area
 3. Walk with teacher
 4. Short time out
 5. Time out for the rest of the break
 6. Send to Principal
- STEP 3** Parent informed of child's behaviour if of a serious nature.
If necessary a parent interview will be requested by the Principal.
- STEP 4** If the child continues to offend IN SCHOOL suspension (removal from class or playground for up to one day) will take place or HOME suspension for up to 10 days according to Education Department Regulation 35. The parent will be notified and an interview will be requested before readmission

Privileges such as an excursion and school performances may be withdrawn as an interim step prior to suspension.
The policy works on a one week cycle with a new start each week.
Bullying of any kind, assault, foul language will not be tolerated.

PLAYGROUND FILE

Duty teachers to carry file which contains comments sheets (negative behaviour) and Virtues vouchers (positive behaviour). Staff are to use the red card to alert administration if assistance is needed in the playground.

Children who receive a virtues voucher place them in their House box on the Junior verandah. At the next assembly canteen prizes will be drawn.

Whole school target will lead to a whole school incentive reward.

Duty sheets are changed weekly and checked for repeat offenders to enable follow up procedures to be implemented.

JUNIOR BUDDY ROOM SHEET

Name: _____ Date: _____

What happened?

How do you feel now?



Happy



So so



Not so happy

Who have you upset by what you have done?

What do you think you can do to make things right?

Which Virtue do you need to practise? _____ Draw a picture
of what you will do when you practise this virtue.

Signed: _____

BEHAVIOUR JOURNAL

Student's Name _____ Class _____ Date _____

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you can do to make things right?

BULLYING POLICY

At City Beach we believe that the school environment for staff and students should be safe and free from violence, harassment and bullying of any kind. Our aim is to provide a supportive climate and to encourage responsibility to others so that students feel safe and confident in telling someone if they are being bullied, or know someone who is being bullied.

What is “bullying”?

Bullying is more than just physical aggression – any *intentional* action aimed at causing exclusion or discomfort to another can be construed as bullying. Bullying is ongoing in nature.

Such behaviours include:

- Physical harmful or hurtful behaviours.
- The threat of physical harm.
- Nasty name calling or teasing.
- Extortion, demands for money or favours.
- Exclusion, deliberately leaving someone out of an activity.

This expanded definition of bullying is especially important, as it has been demonstrated that “boys are more likely to use physical aggression whilst girls are more likely to use verbal and psychological aggression”.

Whose responsibility is it to advocate against bullying?

It has long been acknowledged that learning does not occur in isolation. Children’s education experience is very much a home-school effort, so too is the issue of bullying in schools. Bullying creates an unfavourable and stressful environment that is detrimental to children’s learning and enjoyment of school-life, as well as negatively impacting on their self-esteem.

Dealing with the Bully

Students must know bullying is against the school rules and is unacceptable and will not be tolerated and will be dealt with through consequences. They need to know that bullying includes teasing, excluding, physical or verbal harassing, threatening or extortion and “put down” or derogatory remarks. Students must be made aware that it is the behaviour which is unacceptable, not the child.

Dealing with the victim

The victim needs visible support and help with strategies to assist them through individual and class activities.

BULLYING – IMMEDIATE TEACHER ACTION **Bullying incidents must be responded to by staff.**

Depending on circumstance and severity, the bullying can be addressed through confrontation immediately in class or the playground, or some short time later or by deflection (this is not acceptable behaviour and have a follow-up).

When bullying has been observed or reported then the following steps can be taken;

STEP 1: Talk with the bully. We have a problem and I think you can help. Tell me about what is happening with X.

So it sounds like X is having a bad time. How do you think he/she feels?

What do you think you need to do to make things right? What do you think you can do to help X's situation? When a practical and relevant solution is offered go to next step.

STEP 2: Talk with the victim. What has been happening? How does that make you feel? What has been the hardest thing for you? What do you think needs to happen to make things right.

STEP 3: Share responsibility - Bully explains what he will do over the next week.

STEP 4: Meet with both parties to see if problem has been resolved i.e. bullying has stopped. If bullying has continued work through the process again but this time the bully must take responsibility for his repeated actions and see that there is a consequence for his behaviour. Parents to be informed at this stage by letter, phone or email.

- Record all incidents within the classroom or playground. (Specific column in the duty file for "Bullying").
- Bully must know that bullying includes teasing and harassing and is not a game.
- Bully must know actions are against school, classroom and playground rules.
- Incident needs to be handled in a calm manner. The outcome we seek is that the bully understands the hurt he is causing and takes responsibility for his actions and that the bullying stops.
- Apply consequences as per Managing Student Behaviour Policy.
- Use support services where applicable. (School Psychologist).
- Staff (through administration) must be responsive to parent concerns re bullying of their child.

Where a teacher needs time to deal with the incident the Principal will assist by taking the class, assisting with duty etc.

Supervision

- Where a bully is known, a higher level of supervision is required.
- Students must understand that they must speak up against bullying and seek help.
- Other staff members need to be informed of bullying incidents through clearly noting of them in the duty file.

Action with the victim

- Staff must show support for the victim
- Do not focus on “blame” or that the incident was provoked.
- Make sure the bullying did actually happen.
- Be watchful of any covert follow up action by the bully towards the victim.

Whole School Strategies

Whole school policy with no classroom back-up or curriculum measures with no whole school back-up achieves limited short-term effects. A whole school approach involving students, parents and teachers with continued renewal, will produce the most effective long-lasting results.

- All staff to be committed to the policy.
- Use restorative justice questions when talking with students involved.
- Duty hand over information shared by staff as well as regular review and staff discussion.
- Ensure school rules are known by students, enforced by all staff.
- Good use of playground space by all students with boundaries clearly understood and enforced.
- Implementation of teaching and classroom strategies.
- Parent information disseminated through newsletter.
- Access support services and other agencies as applicable.

STRATEGIES TO DEAL WITH BULLYING

Students – You can help!

We do not tolerate bullying at City Beach Primary School.

The School:

- Expects a high standard of behaviour at all times.
- Encourages and positively reinforces behaviour which is courteous and considerate.
- Has a policy of detecting, preventing and dealing with bullying.
- Offers support to all students through the pastoral role of all teachers.

What is Bullying?

Bullying may take many forms and can include:

- Picking on others
- Making hurtful and racist comments.
- Commenting on family/social backgrounds.
- Referring to religious beliefs and practices.
- Unwanted touching, hitting, teasing, abusing and mocking.
- Spreading rumours.
- Attempting to intimidate, threaten or belittle.
- Taking or damaging property.
- Sending hurtful notes.
- Put downs.

Bullying is not OK

There is no place for bullying in our school. Do not tolerate it. Do something about it whether it happens to you or someone else.

What can happen if you are a witness to bullying

- Telling bully to “stop it”, “leave him alone”, “cut it out”.
- Let the teacher on duty, in class know. This is not being a “dobber” – bullying can not be tolerated.
- Offer support and friendship to the victim.

What can you do if you are bullied?

- Try not to retaliate by becoming a physical or verbal bully yourself.
- Try to ignore the bully.
- Tell the bully to “quit it”, “get lost” or “cut it out”.
- Stay with your own friends.
- Don't be afraid to talk about it with family, friends or teachers.

STRATEGIES TO DEAL WITH BULLYING

Parents – You can help!

Show interest

- In what your child does.
- Your child's social, sporting and cultural life.

Build a welcoming and tolerant home environment

- Encourage your child to bring friends home.
- Accept and tolerate others.
- As parents you are the most influential models for your son/daughter.

Encourage your child's self esteem

- Value your child for who she/he is.
- Be positive in the things you say or do.
- Nurture your child's good qualities.

Discuss social, community and relationship issues openly

- Discuss how your child could best respond if bullied.
- Discuss what your child could do as a witness to bullying.
- Discuss the school's code of behaviour.

Be observant. Look for tell-tale signs such as

- Unwillingness to attend school.
- Declining academic performance
- Loss of confidence
- Loss of interest in social events.

Students are reluctant to talk over such matters with parents because they fear that decisions will be taken out of their hands. It is important to create trust by respecting your child's right to judge what action to take.

STRATEGIES TO DEAL WITH BULLYING

Teachers – You can help!

- Create a non-bullying climate.
- Project the message that bullying is not O.K.

Raise awareness in the classroom

- What is bullying?
- What are the effects.
- What should you do?
- What are the consequences?

Define Discuss Brainstorm Role Model

Establish rules to stop bullying

- Display the rules prominently.
- Regular discussion should be held to reinforce the rules.
- Remind students they are there in operation.

Develop strategies to deal with bullying

- Role model

Encourage the attitude “Its O.K. to tell”

- Ask why victims are often afraid to tell.
- List responses.
- Challenge each one.

Explain consequences to class

LETTER OF CONCERN

Dear Parent

This letter is to inform you that I am concerned about your child's behaviour in my class today. Unfortunately _____ was sent to the buddy room for repeated misbehaviours. I have identified the following areas of concern:

- Rude or disrespectful behaviour towards other students
- Rude or disrespectful behaviour towards staff
- Disruptive behaviour in class
- Inappropriate comments
- Swearing
- Negative attitude
- Interrupting lesson with attention seeking behaviours
- Constantly getting out of his seat
- Working only when receiving my complete attention
- Refusing to do what is asked
- Calling out
- Continually engaging in behaviour that demands excessive attention
- Other

Please sign and return to school and make a comment if you wish. Should you have any queries that you would like to discuss with me regarding this matter please do not hesitate to contact me at school on 9385 9006.

Teacher's comment:

Signature _____

Parent's comment:

Signature: _____

CITY BEACH PRIMARY SCHOOL

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

STUDENT _____ DATE _____

D.O.B. _____ YEAR _____

SCHOOL _____

Profile: Student Who Needs Firmer Limits

Student's Behaviour

- Constantly challenges you or other students
- Talks back to you in front of other students
- Argues
- Lies
- Verbally or physically fights with other students
- Refuses to do what is asked
- Is in a power struggle with you
- Other _____
- Other _____

Goals

Consequences for desired behaviour

Consequences for misbehaviour

Review Date:

Teacher		Student	
Administration		Parent	
Student services		Others	

CITY BEACH PRIMARY SCHOOL

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

STUDENT _____ DATE _____

D.O.B. _____ YEAR _____

SCHOOL _____

Profile: Student Who Needs Motivation

Student's Behaviour

- Makes excuses for why work cannot be done
- Will not attempt to do academic work
- If an attempt is made, the student will give up very easily
- Other _____
- Other _____

Goals

Consequences for desired behaviour

Consequences for misbehaviour

Review Date:

Teacher		Student	
Administration		Parent	
Student services		Others	

CITY BEACH PRIMARY SCHOOL

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

STUDENT _____ DATE _____

D.O.B. _____ YEAR _____

SCHOOL _____

Profile: Student Who Needs Attention

Student's Behaviour

- Continually engages in behaviour that demands excessive attention from you and/or other students
- Frequently disturbs you and/or other students
- Talks out in class
- Makes silly noises
- Constantly gets out of seat
- Interrupts lessons with attention-seeking behaviours
- Works only when receiving your complete attention
- Other _____
- Other _____

Goals

Consequences for desired behaviour

Consequences for misbehaviour

Review Date:

Teacher		Student	
Administration		Parent	
Student services		Others	