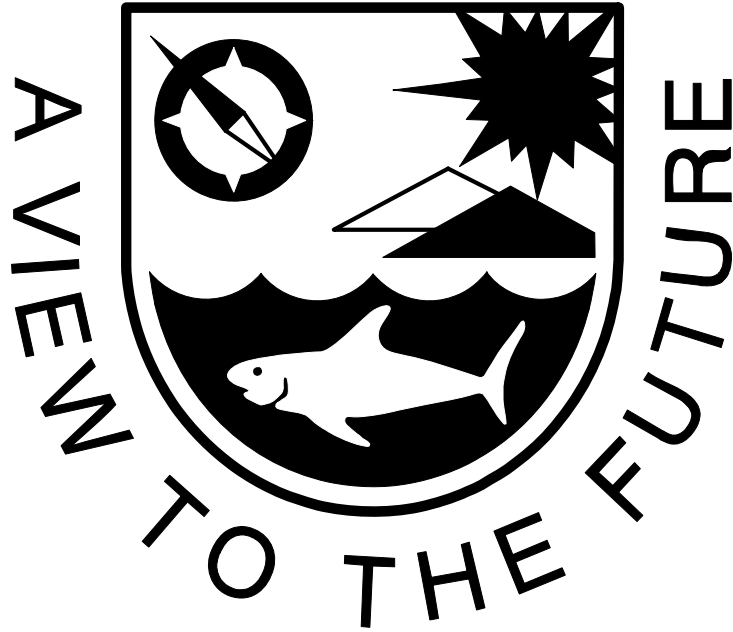


# Dampier Primary School



## Behaviour Management Policy

### **School Purpose Statement:**

*The purpose of Dampier Primary School is to develop the whole child, empowering lifelong learners who strive to realize their personal best while working cooperatively to demonstrate civic and environmental responsibility.*

**Updated Feb 2008**

**Review date: Feb 2010**

## **AIMS**

### **Dampier Primary School aims to:**

- Create a positive environment within the school and the classroom so that the students and staff can work together 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 environment whose exemplary behaviour promotes a positive and caring environment.
- Establish a set of rules that protect the rights of all the individuals.
- Establish a clear set of consequences for the individuals who do not accept their responsibilities and break rules, so that 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.

## **BEHAVIOUR MANAGEMENT RIGHTS & RESPONSIBILITIES**

### **RIGHTS**

#### **Students have the right to:**

- respect, courtesy and honesty;
- learn in a purposeful, non-disruptive and supportive environment;
- work and play in a friendly and clean environment;
- feel safe and secure at school;
- be heard in an appropriate forum on matters related to these rights.

#### **Staff have the right to:**

- teach in a purposeful, non-disruptive and supportive environment;
- co-operation and support from parents;
- be heard in an appropriate forum on matters related to their work as a teacher;
- respect, courtesy and honesty from the school community.

#### **Parents have the right to:**

- ongoing open communication about the social and emotional development of their child, including their child's behaviour;
- be informed of curriculum material, behaviour management procedures and decisions affecting their child's health, safety and welfare;
- be involved in the establishment and review of Individual Behaviour Plans;
- be heard in an appropriate forum on matters related to the rights of their child/ren.

### **ROLES & RESPONSIBILITIES**

#### **The teaching and support staff's role and responsibilities are to:**

- develop and maintain a positive classroom environment;
- consistently apply the school's behaviour management plan;
- document student misbehaviour and correctional strategies, including communication with parents when appropriate;
- display and discuss a set of School/Class Rules;
- model respectful, courteous and honest behaviour with students, parents and other staff;
- report student progress, behaviour and social/emotional development to parents in an ongoing, open way.

#### **The school administration's role and responsibilities are to:**

- support teachers with behaviour management;
- ensure consistency in the implementation and maintenance of the behaviour management procedures

throughout the school;

- Induct new staff in the BMiS Policy;
- assist with designing programs for individual children with behaviour difficulties;
- provide relief teachers with guidelines pertaining to this policy;
- monitor the implementation of this policy;
- facilitate the review of this policy at regular intervals.

**Students have the responsibility to:**

- show courtesy and respect toward all members of the school community;
- ensure that their behaviour is not disruptive to the learning of others;
- respect personal possessions and school property;
- report incidents of bullying.

**Parents have the responsibility to:**

- request a forum to discuss matters related to their child's behaviour, incidents of bullying or the Class/School BMiS Policy ;
- communicate with school staff in a courteous and open manner if and when concerns arise;
- support the academic, physical, social and emotional development of their child/ren;
- support the school in implementing the BMiS Policy.

**CODE OF CONDUCT AND SCHOOL RULES**

Dampier Primary School's Code of Conduct is based on the Curriculum Framework's Core Values:

1. We will take responsibility for our own learning and behaviour
2. We CAN all get along and speak to and treat others the way we would like to be treated and spoken to ourselves.
3. We will respect all adults in our school and speak and respond to them in a polite, respectful manner
4. We will respect the school's and each other's property
5. We will respect our environment and nurture and care for its wildlife.

Teachers at Dampier Primary School may choose to develop a more detailed set of class rules that embody the Code of Conduct, using language and examples specific to their children's needs and abilities.

**BEHAVIOUR MANAGEMENT PROCEDURES - INCENTIVES AND CONSEQUENCES**

**In The Classroom - Incentives**

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 **Appendix 3**. When a card is full (40 stamps) the child takes the card to the office and receives an award according to the following progression:

- Bronze Certificate
- Silver Certificate
- Gold certificate
- Key Ring
- Textas

- Notepad & Pen
- School Pen

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

### **In The Classroom - Consequences**

1. Name on board warning
  2. Name X class penalty or 5 minutes isolation within the class
  3. Name XX isolation in a time out class – for a period up to 30 minutes (work to be provided & Student Referral Slip-**Appendix 2** to be completed)
  4. Name XXX sent to administration team (with Student Referral Form- **Appendix 2**) Admin to organise letter home / phone call to parents / interview negotiated consequence that aims to positively correct the behaviour, for example community service in another class.
4. Repeated incidents of inappropriate behaviour will result in an in school suspension, which will be accompanied by the development of an Individual Behaviour Plan.
  5. Continued failure to comply with the School Rules and/or Individual Behaviour Plan will result in Suspension from school and the involvement of the School Psychologist

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. Isolation in a ‘buddy’ class – for the remainder of the lesson. 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.

*\*\* Teachers choosing to request work completion at a recess or lunch break must ensure:*

- the student is able to complete the work independently
- the student is directed to an area conducive of work completion (Library, bench)
- adequate time is allocated for the child to eat and go to the toilet

*\*\* Inappropriate consequences for classroom misbehaviour include:*

- use of the Blue Dot
- after school detention without parental knowledge and permission
- issuing an entire class consequence, when blame can rarely be attributed to the entire class
- rubbish duty
- loss of a major privilege without prior discussion with a member of administration and/or parent eg. banned from excursion
- detention from a Specialist Teacher’s Learning Area, unless prior consultation has occurred.

### **Outside The Classroom - Incentives**

A system of rewards using Faction Point is used in the playground. Children can be rewarded by the teacher on duty, or other teachers for observing school rules, assisting others, etc. Faction Points will be tallied each term, with the winning faction receiving a small prize.

Students may also be recognised at Assemblies for contributing to a positive school environment.

## **Outside The Classroom - Consequences**

If a child breaks a playground rule, such as running on concrete, rough play, etc, they can be isolated in the “blue dot” area outside the administration area for 15 minutes. Teachers should use a relevant form - **Appendix 1** to refer children to administration, to allow any relevant follow up and record keeping.

Follow up by administration may include discussions, parent contact and three way interview, loss of further privileges and inclusion on student records on Integris.

Repeated visits to the Blue Dot can result in school suspension and the development of an Individual Behaviour Plan, especially when incidents relate to physical and verbal assault, damage to property and/or blatant disregard for school rules and staff.

## **CONSULTATION PROCESS WITH PARENTS & RECORD KEEPING**

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.

All records pertaining to a student’s behaviour (Think Sheets/Student Referral Slip, Behaviour Plans, Parent interviews/correspondence) must be retained in the relevant section of the student’s Central File.

## **GUIDELINES FOR SETTING UP INDIVIDUAL BEHAVIOUR PLANS**

In circumstances in which an Individual Behaviour Plan is warranted, the child’s parents, school administration and any other relevant stakeholders must be part of the establishment and review process.

## **DEVELOPING A SUPPORTIVE CULTURE**

As well as the incentives described above, a supportive and positive culture is promoted at Dampier P.S. through the following activities:

- Daily assemblies where teachers are encouraged to acknowledge students’ achievements and positive behaviours in the classroom and playground.
- Teachers model appropriate behaviour and language at all times with staff, students and parents
- Merit Awards are presented at assemblies for children’s academic achievements and positive citizenship within the school community.
- Student councillors are elected and meet regularly to discuss issues within the school that they see as important and could impact in a positive way.
- Each class works on collaborative projects with a “buddy class” to develop relationships between younger and older students, and foster collaborative and cooperative skills.
- Parents and community members are encouraged to assist within the school, and a morning tea is held in Term 4 to acknowledge their contribution.
- Visual reminders of School Rules and Target Behaviours are displayed in the classrooms and playground areas.
- School and Classroom Newsletters and the School Website promote school events, merit award winners and relevant policies
- Classroom expectations are clearly set out to parents at the start of each school year at a Parent Meeting.
- Teachers give out Faction Points during recess and lunchtime, that contribute to a faction prize.

## **PROCEDURES TO ADDRESS BULLYING**

Bullying is an ongoing form of aggressive behaviour, which is usually hurtful, threatening, frightening and deliberate.

It can be:

- Verbal – name calling, teasing, swearing, racist remarks, extortion
- Physical – pushing, punching, spitting, rude gestures, damage to property
- Indirect – rumours, exclusion from groups.

A victim is a person or group that feels unsafe as a result of the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the behaviour.

**It is everyone's responsibility to prevent bullying, and to make sure that bullying is not tolerated.**

### **Students are encouraged to:**

- tell a trusted staff member of any incidents of bullying;
- show disapproval towards bullying behaviours;
- walk away and get help when a bullying incident is occurring rather than stand-by;
- be careful about teasing or personal remarks;
- give support to students who may be being bullied.

### **Teachers will:**

- Take bullying seriously;
- Support students who are being bullied;
- Reinforce to children that it is OK to tell;
- Explicitly teach, as part of the school curriculum, what bullying is, assertive things to do if they are being bullied and ways that students can help stop bullying;
- Address bullying behaviours at the time of an incident;
- Refer students involved in ongoing or major bullying incidents to the administration team;
- Support identified bullies to change their behaviour in the classroom and school grounds.

### **The administration team will:**

- take bullying seriously;
- inform and engage parents in the process;
- make ongoing contact with the “bullies” and victims of bullying following the initial intervention;
- make debriefing sessions available to any staff member affected by negative student behaviour;
- make professional development available to any teaching staff member who is experiencing difficulties in managing student behaviour;
- refer families to the school psychologist where appropriate.

### **Parents should:**

- watch for signs of stress and/or distress in their children, including but not limited to an unwillingness to attend school, onset of headaches, stomach aches or bruising, toys or equipment going missing, requests for extra pocket money and damaged clothing or books;
- request an interview with the child's teacher and/or administration team if they suspect their child is being bullied or is bullying others.

In the case of physical violence, parents should not encourage their child to hit back as it makes matters worse.

## **MONITORING & REVIEW OF THIS POLICY**

Data about the effectiveness of this policy will be collected in the following ways:

- Records of incidents referred to the administration team;
- Frequency and recurrence of playground incidents through Integris;
- Surveys of parents, student and teachers about their perceptions of the prevalence of bullying;
- Records of parent complaints and concerns regarding bullying and/or student behaviour.

The school staff, School Council and Student Council will review this policy every two years.

APPENDIX 1 – BLUE DOT SLIP

APPENDIX 2 – STUDENT REFERRAL SLIP-CLASSROOM

APPENDIX 3- STAMP CARD

**BLUE DOT**

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Room: \_\_\_\_\_

Behaviour: \_\_\_\_\_  
\_\_\_\_\_

Period of playground time out:

	Recess	Lunch
Date		
Date		

Duty Teacher: \_\_\_\_\_ Admin investigation requested

*Office use only: Entered on Integris by* \_\_\_\_\_

**BLUE DOT**

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Room: \_\_\_\_\_

Behaviour: \_\_\_\_\_  
\_\_\_\_\_

Period of playground time out:

	Recess	Lunch
Date		
Date		

Duty Teacher: \_\_\_\_\_ Admin investigation requested

*Office use only: Entered on Integris by* \_\_\_\_\_

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Behaviour: \_\_\_\_\_  
\_\_\_\_\_

Period of playground time out:

	Recess	Lunch
Date		
Date		

Duty Teacher: \_\_\_\_\_ Admin investigation requested

*Office use only: Entered on Integris by* \_\_\_\_\_



**STUDENT REFERRAL SLIP - CLASSROOM**

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

REFERRED TO BUDDY ROOM AT \_\_\_\_\_ TEACHER \_\_\_\_\_

SENT BACK TO CLASS ROOM AT \_\_\_\_\_ TEACHER \_\_\_\_\_

REFERRED TO ADMIN TEAM AT \_\_\_\_\_ TEACHER \_\_\_\_\_

SEVERE INCIDENT (REFER STRAIGHT TO ADMINISTRATION)

COMMENT/DETAILS \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**STUDENT REFERRAL SLIP - CLASSROOM**

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COMMENT/DETAILS \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

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SENT BACK TO CLASS ROOM AT \_\_\_\_\_ TEACHER \_\_\_\_\_

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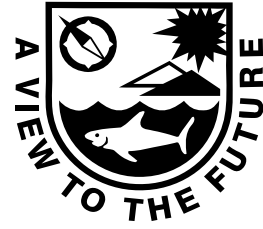
COMMENT/DETAILS \_\_\_\_\_

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\_\_\_\_\_

# SCHOOL RULES

6. We will take responsibility for our own learning and behaviour
7. We **CAN** all get along and speak to, and treat others the way we would like to be treated and spoken to ourselves.
8. We will respect all adults in our school and speak and respond to them in a polite, respectful manner.
9. We will respect the school's and each other's property.
10. We will respect our environment and nurture and care for its wildlife.

# Dampier Primary School



*Achievement Record*  
*Of*

Goal: \_\_\_\_\_

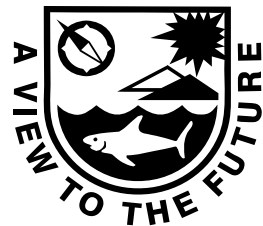
Commenced: \_\_\_\_\_

Completed: \_\_\_\_\_

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Commenced: \_\_\_\_\_

Completed: \_\_\_\_\_

