

# **CAMBOON PRIMARY SCHOOL**

## **BEHAVIOUR MANAGEMENT IN SCHOOLS POLICY**

**2014**



# BEHAVIOUR MANAGEMENT AT CAMBOON PRIMARY SCHOOL

## THE CODE OF CONDUCT

- COURTESY AND CONSIDERATION
- RESPECT AND TRUST
- SELF-DISCIPLINE
- ACCOUNTABILITY FOR OWN BEHAVIOUR/CHOICES

## 1. PRINCIPLES

The Camboon Primary School's Behaviour Management Plan is based on the following principles:

- 1.1 Everyone has the right to learn without disruption.
- 1.2 Everyone has the right to be treated with respect, courtesy and dignity.
- 1.3 Everyone has the right to learn and play in a clean, safe and orderly physical and natural environment.
- 1.4 Everyone is expected to respect their own, the school's and others' property.
- 1.5 All persons within the school community are to take on a responsibility to maintain a healthy and supportive school environment.
- 1.6 A consistent approach to student management is to exist throughout the school.
- 1.7 Codes of behaviour have been established to protect the rights of all individuals.

## 2. AIMS

Camboon Primary School aims to:

- 2.1 Promote pro-social behaviour and positive social interactions amongst staff and students;
- 2.2 Provide opportunities for students to learn and practice appropriate social behaviours and self discipline; and
- 2.3 Encourage appropriate and fair sanctions for students who display inappropriate behaviours.
- 2.4 Recognise and reward those members of the school community whose exemplary behaviour promotes a positive, caring, safe and friendly school.
- 2.5 Establish a set of school rules that protect the rights of all individuals,
- 2.6 Use restorative processes for resolving conflicts can be in a positive, educative manner.
- 2.7 Maintain records to ensure students are profiled throughout their time at Camboon.

## 3. GENERAL OBJECTIVES

The general objectives of Camboon's Behaviour Management Policy are to:

- 3.1 Provide a consistent systematic means of dealing with all exhibited behaviour.
- 3.2 Clearly establish for students, teachers and community members what constitutes acceptable and non-acceptable behaviour in the classrooms, environs (school) and whilst on educational activities under the supervision and direction of Camboon Primary School staff.
- 3.3 Make children aware of what constitutes acceptable and non-acceptable behaviour and the resulting consequences for such behaviour.
- 3.4 Provide a framework within which teachers may apply disciplinary measures.
- 3.5 Provide a means of recording behaviour.
- 3.6 Facilitate the notion of choice and encourage the child to understand and accept the consequences of his/her actions.
- 3.7 Increase student's self-esteem.
- 3.7 Facilitate responsibility.
- 3.8 Recognise and reward students' responsible behaviour.
- 3.9 Use current research into best practice when designing behaviour management plans.

#### **4. DOCUMENTED PLANS**

School staff will develop a documented plan for an individual student when the student's behaviour is considered to be at a level that is beyond the scope of the school's behaviour management plan, or the school's current management strategies are not effective.

Documented plans to address behaviour must:

- be negotiated between school staff, students and where possible the parents;
- reflect the age and developmental needs of the student and consider the context in which behaviours occur;
- clearly describe the desired behaviour/goals of the student;
- outline both positive and negative consequences required to shape the desired behaviour;
- outline changes required to the learning environment to support the student to modify their behaviour;
- outline other support available to the student and how this can be accessed; and
- contain a review process to assess, change and modify the plan.
- be communicated to specialist teachers and easily available to relief staff.

#### **5. RISK MANAGEMENT PLANS**

School staff will undertake risk management planning where a student's behaviour is considered to present a physical risk to the safety of staff or students. This will be documented and be included in the student's documented plan addressing behaviour

The risk management plan must include:

- a summary of the student's behaviour and the risk it presents;
- the known antecedents to the behaviour and strategies which de-escalate this behaviour;
- strategies which are in place to support staff to manage the risk and advice as to how staff should access this support;
- an outline of the other resources required to manage the student's behaviour; and
- an outline of the method of communicating this plan to staff.

#### **6. ADMINISTRATION TEAM OF CAMBOON PRIMARY SCHOOL HAVE AGREED TO:**

- 6.1 Provide a link between parents and staff.
- 6.2 Support teachers with behaviour development and management.
- 6.3 Ensure consistency in the implementation and maintenance of behaviour management procedures throughout the school.
- 6.4 Facilitate parent/teacher/child conferencing.
- 6.5 Assist with the design of Individual Behaviour Plans.
- 6.6 Monitor and facilitate a review of the School Behaviour Management Policy annually.
- 6.7 Report findings to school community and Regional Office if requested.
- 6.8 Document student's rewards and achievements through SIS.

#### **7. THE TEACHERS OF CAMBOON PRIMARY SCHOOL HAVE AGREED TO:**

- 7.1 Develop and maintain a positive classroom environment.
- 7.2 Display and discuss:
  - Rights and Responsibilities
  - School rules
  - Classroom rules
  - Strategies in dealing with bullying, anger, violence and harassment.

- 7.3 Provide parents and administration with a copy of their classroom management plan.
- 7.4 Document student behaviour and the consequences.
- 7.5 Include administration staff where appropriate in discussions with parents regarding student behaviour.
- 7.6 Consistently apply the school's Behaviour Management Policy.
- 7.7 Contribute to regular reviews of the Behaviour Management Policy.
- 7.8 Document student's rewards and achievements through SIS.

## **8. COMMUNICATION STRATEGY**

Pertinent aspects of Camboon's Behaviour Policy will be communicated via:

- Teacher/ parent meetings at the beginning of each school year
- Assemblies
- Newsletters
- School PA System / Posters around the school
- Personal letters/ brochures to parents/caregivers
- Upon request

## **9. BULLYING POLICY**

### **A Safe Environment for All**

Camboon Primary 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 an individual's rights.
- Bullying, violence and harassment are not tolerated because they infringe our fundamental rights to safety and fair treatment.
- Bullying refers to a wilful conscious desire to hurt, threaten or frighten. It can take many forms other than cyber, physical or verbal in nature and is ongoing.
- It gives power through another's pain, fear and humiliation.
- This school will not tolerate such behaviour in any circumstances, and with the collaborative support of the whole of its community, has developed the following:

### **Positive Practices among Staff**

- Staff at Camboon Primary School will model and actively reinforce appropriate behaviour.
- Parents and students are to be educated as to what constitutes bullying.
- Staff are on duty at all times.
- Teachers will explicitly address issues of safety on the internet and mobile phones.
- Whole school implementation of Friendly Schools and Families strategies.

### **Hierarchy of Sanctions**

- Provide students with the opportunity to put their point of view with notes to be taken by the teacher.
- Empower students who are bullied and provide opportunities for students involved in bullying to change their behaviour.
- When appropriate, parents to be notified.
- Follow up and support all students.
- Notify school services team for support when necessary.

## **ACTION PLAN**

### **Support for Victims**

- Victims are encouraged to report to members of staff and/or parents, all incidents of bullying, violence and harassment.
- All students involved will be provided with the opportunity to outline their involvement.
- Parties will be counselled separately and parents notified if considered appropriate.
- A request will be made for the parents' support and input.
- The teacher/s involved will oversee the reparation process over a period of time.

## **Parent Support**

The school will:

- Provide parents with information on the policy at teacher/parent meetings at the commencement of the year or upon request.
- Upon enrolment of a child, acquaint parents with the school's BMIS policy.
- Request that parents co-operate with the teacher in any reparation process.
- Involve professional help, where necessary.
- All teachers are to be familiar with this policy.

## **Education Programs**

The school will ensure that students are:

1. Assisted to develop a personal action plan of non-aggression.
2. Given appropriate, consistent sanctions.
3. The subject of regular behavioural review.
4. Encouraged to change behaviour through a variety of means (role play,

counselling, etc) and positive affirmation.

In addition, the school will encourage structured activities or organised play to ensure a positive playground environment.

## **DEFINITIONS**

### **Bullying**

- When an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

### **Cyber Bullying**

- This involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

### **Physical Bullying**

- This includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching, and damage to personal property. High levels of physical assault may be classified as violence.

### **Psychological Bullying**

- This includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.

### **Relational bullying**

- This usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share others personal information.

### **Verbal Bullying**

- This involves the repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

## **Bystander**

- Bullying also involves children who may not be directly involved in the bullying nor are they directly bullied, who are referred to as “bystanders”. A bystander is someone who sees the bullying or knows that it is happening to someone else and does nothing about it...

## **Harassment**

- Offensive, humiliating, threatening, abusive or intimidating behaviour that is directed at individuals or group/s for either perceived or real attributes. It includes gender, religious, age, race, and sexuality based harassment.

## **Weapons in Schools Policy**

Please refer to Appendix 1

# **CAMBOON SCHOOL RULES**

## ***KEYWORDS***

## ***RULES***

### **RESPECT**

1. Demonstrate respect for school property, people and their belongings.
2. Respect the rights of others.
3. Be courteous and considerate to all members of the school community.
4. Follow Directions/instructions from staff at all times.
5. Keep hands, feet and objects to yourself.
6. Play sensibly in your appropriate area.
7. Eat and drink in the correct area.
8. Enter classrooms only when a teacher is present.
9. Move sensibly and safely around the school.
10. Do not leave the school grounds without permission.
11. Hats are compulsory for outside activities. No hat, no play.

### **HEALTH & SAFETY**

## RIGHTS AND RESPONSIBILITIES

<p><b>Staff have the right to:</b></p> <ul style="list-style-type: none"> <li>• Respect, courtesy and honesty.</li> <li>• Teach in a safe, secure and clean environment.</li> <li>• Teach in a purposeful and non-disruptive environment.</li> <li>• The co-operation and support of colleagues.</li> <li>• The co-operation and support of parents.</li> <li>• Expect punctuality.</li> <li>• Expect children to work to the best of their ability.</li> </ul>	<p><b>Staff have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Model respectful, courteous and considerate behaviour.</li> <li>• Establish positive relationships with all students.</li> <li>• Ensure good organisation, planning and provide a learning program and environment which caters for individual needs.</li> <li>• Report student progress to parents</li> <li>• Display responsible conduct and tolerance of other cultures and their beliefs and practices.</li> <li>• Encourage the involvement of parents in the behaviour management process.</li> </ul>
<p><b>Students have the right to:</b></p> <ul style="list-style-type: none"> <li>• Learn in a positive and supportive environment.</li> <li>• Work and play in a safe, secure and friendly environment.</li> <li>• Respect, courtesy and consideration and to be treated as an individual with opinions.</li> <li>• Attend a school where pride in their school, their work standards and their appearance is promoted.</li> <li>• Learn without disruption from others.</li> <li>• Have their ethnic, cultural and religious beliefs and values respected and acknowledged.</li> </ul>	<p><b>Students have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Ensure that their behaviour is not disruptive to the learning of others.</li> <li>• Behave in a way that promotes the safety and well being of others.</li> <li>• Treat others with courtesy, consideration and respect.</li> <li>• Ensure that they are punctual and prepared for learning.</li> <li>• Take pride in their learning environment and school grounds.</li> <li>• Take pride in their own appearance and dress appropriately and in accordance to school policy.</li> </ul>
<p><b>Parents have the right to:</b></p> <ul style="list-style-type: none"> <li>• Be informed of curriculum and course material.</li> <li>• Be informed of their child's progress.</li> <li>• Be informed about behaviour management procedures and decisions affecting their child's health and welfare.</li> <li>• Expect their child to be given the opportunity to be educated to their full potential.</li> <li>• Access a meaningful education for their child.</li> <li>• Inform school and staff of their cultural beliefs and practices and have these respected.</li> </ul>	<p><b>Parents have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Ensure that their child attends school regularly and is punctual.</li> <li>• Ensure that the physical and emotional condition of their child is at an optimum for effective learning.</li> <li>• Ensure children have a healthy lunch and recess.</li> <li>• Ensure that their child is provided with appropriate materials to make effective use of the learning environment.</li> <li>• Support the school in providing a meaningful education for their child.</li> <li>• Inform the school of any health or other issues which could impact on the child's learning/schooling.</li> </ul>

## **POSITIVE MECHANISMS FOR ACHIEVING A SUPPORTIVE, SAFE & FRIENDLY SCHOOL CULTURE**

### **WHOLE SCHOOL**

- Honour Certificates
- Aussie of the Month
- Endeavour Awards
  - to be given out both in the classroom and around the school
  - one \$2 prize, per faction or Pre-primary class, to be spent at the Canteen to be drawn at each Assembly
  - one \$20 voucher to spend at a bookshop, to be drawn out at the end of each Term
  - Endeavour slips added for each Faction towards the Endeavour Trophy presented at the end of year
- Extended afternoon recess time for every student who did not receive a pink slip or entry in pink file within each term
- Special incentive award/outing to the class that has no pink slips for the term
- Reward in Term 4 for students who do not receive a pink slip all year.

### **CLASSROOM**

- Encouragement and verbal praise
- Good standing status (Upper Primary) for interschool events, camps and excursions
- Stamps and stickers
- Messages to parent
- Special privileges as designated by classroom teacher
- Students may be sent to other classrooms, to the Deputy Principals, the Principal for praise and recognition of work and behaviour.
- Principal's Golden File – 5 visits to show excellent work receives a token prize
- Special class activities
- Special incentive award/outing to the class that has no pink slips for the term
- Dojo points



## **BEHAVIOUR MANAGEMENT PROCEDURE: PLAYGROUND**

- School Rules established.
- When on duty, teachers and Education Assistants will carry FILE A, B or C containing
  - Class lists for names and medical and access details
  - Pink Slips (Time Out)
  - White Slips (Admin notification and record)
  - Endeavour Slips (recognition and reward)

## **IN CASE OF INFRINGEMENT OF SCHOOL RULES**

- Playground duty teacher to give the pink slip to the child and post the completed White Slip on the white board in the staff room at end of duty period.
- Children to report to office on the day or next day with their Pink Slip during lunch time.
- Admin personnel to enter records into SIS.
- Student records to be maintained and updated by Admin personnel.

## **CONSEQUENCES**

- Teacher discretion to be used: discussion, walk around with teacher, give a verbal warning which is noted in the duty files, etc.
- Issue child with Pink Slip with time of incidence.
- Severe Clause: Fast Track and/or send for Admin.
- Time-Out to operate at recess and lunchtime 12.40 to 1.05pm.

## **SEVERE BEHAVIOUR/INCIDENT**

- Violence; unrestrained
- Attack on another student or teacher
- Blatant refusal to obey
- Verbal abuse
- Malicious attack on school property
- Drugs
- Weapons
- Sexual inappropriateness

## **FAST TRACK OPTIONS FOR SEVERE BEHAVIOUR - PRINCIPAL**

- Parent contacted immediately
- Restricted area for set period of time, or
- Suspension
- Students identified at risk are recorded and other agencies may be involved (DCP, Nmero)

## **IN SUMMARY**

- Run over a period of one term
- Students start each term with clean records
- Process commences when school rules are broken within and around the school grounds.

## **BEHAVIOUR MANAGEMENT PROCEDURES: CLASSROOM**

- All teachers are to establish a set of classroom rules that govern personal behaviour and work habits.
- All teachers to establish a set of positives/rewards to reinforce desired/responsible behaviour (please include the use of Endeavour Slips).
- All teachers to establish a set of consequences that are brought into effect when classroom rules are broken.
- Consequences are to be aligned to the Camboon BMIS policy.
- The rules, positives and consequences are to be discussed/negotiated with children and clearly displayed in the classroom.
- Teachers to provide the Administration with a copy of their Classroom Management Policy.
- The Classroom Behaviour Policy to be sent home for parent information, or parents acquainted with same at parent meeting.
- A record must be maintained by teachers through the avenue of the Pink File.
- Pink File containing written explanation of student's misbehaviour in the classroom must accompany child when sent to the Associate Principals or Principal.
- Consequences are to be run on a daily basis only.
- Students start each day with a clean record.
- Buddy class may be used with the agreement of the other classroom teacher.
- A cream coloured card "Non-urgent assistance required" is to be sent to the Administration if the need arises. A member of Administration will respond as soon as possible.
- A red coloured card "Urgent assistance required" is to be sent to the Administration in the case of an emergency. Administration will respond **immediately.**

## **SEQUENCE OF EVENTS/PROCEDURES WHEN STUDENT SENT TO ADMINISTRATION**

### **After teacher has followed classroom consequences, the student is:**

- To be sent with the Pink File to the office.
- The student will be involved with the Admin. in a short session of counselling/discussion. The student and principal will negotiate with the teacher their re-entry into the classroom. (Level 1).
- The student may be put into In School Suspension with one of the Principals for the duration of up to one day. (Letter sent to parent – Level 2)
- The student may be put into "In School Suspension" with one of the Principals for the duration of up to one week. (Letter sent to parent – Level 3)
- For **severe behaviour** send to Principal with Pink File. Suspended from school. (Letter sent to parent – phone call/Level 4 to parent).

- Suspension measures may be used at the discretion of the Principal and must comply with the Regulatory Framework. During the period of suspension the Principal may recommend that the student undertake counselling or other rehabilitation measures if deemed necessary. Details of the suspension must be forwarded to the Regional Executive Director and a copy also given to the student/parent/guardian.
- The student may not return to the school/class until a parent attends an interview with the Principal, the class teacher and the student.
- **EXCLUSION PANEL:** Where a child has been suspended for a total of 30 days or more, regardless of how many schools they have attended, the Principal is required to refer the matter to an Exclusion Panel established under the terms of the Regulatory Framework.

# Camboon Primary School



**Date:** \_\_\_\_\_

**Dear** \_\_\_\_\_

*This is to inform you that on \_\_\_\_\_ your child \_\_\_\_\_  
was withdrawn from his/her classroom for a period of \_\_\_\_\_  
due to the following reason/s:*

---

---

---

---

---

\_\_\_\_\_ *has already been counselled for inappropriate  
classroom behaviour on a previous occasion. He/She will be placed under  
"In-School Suspension" for \_\_\_\_\_.*

Signed: \_\_\_\_\_  
Deputy Principal

## LEVEL TWO

---

### RETURN SLIP FOR PARENTS

**I have received the letter regarding the Level Two BMIS.**

**Signed:** \_\_\_\_\_

**Date :** \_\_\_\_\_

# Camboon Primary School



**Date:** \_\_\_\_\_

**Dear** \_\_\_\_\_

*This is to inform you that on \_\_\_\_\_ your child \_\_\_\_\_  
was withdrawn from his/her classroom due to the following reason/s:*

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

*He/She will be placed under "In-School Suspension" for \_\_\_\_\_.*

*It would be appreciated if you could contact the school and arrange to make  
an appointment with the Principal/Deputy Principal to discuss  
\_\_\_\_\_ behaviour at school. The interview will be attended by  
parent/guardian, admin personnel and the class teacher.*

**Signed:** \_\_\_\_\_  
*Principal/Deputy Principal*

## **LEVEL THREE**

-----  
**RETURN SLIP FOR PARENTS**

**I have received the letter regarding the Level Three BMIS.**

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_



# Camboon Primary School

**Date:** \_\_\_\_\_

**Dear** \_\_\_\_\_

*This is to inform you that on \_\_\_\_\_ your child \_\_\_\_\_  
was withdrawn from his/her classroom due to the following reason/s:*

---

---

---

---

---

*He/She will be suspended from school for \_\_\_\_\_ day/s. It would be  
appreciated if you could attend an appointment to discuss \_\_\_\_\_'s  
re-entry into our school. The interview will be attended by the  
Parent/guardian, administration personnel and the class teacher.*

**Signed** \_\_\_\_\_  
Principal/Deputy Principal

## LEVEL FOUR

-----  
**RETURN SLIP FROM PARENTS**

I/We have received notification that \_\_\_\_\_ has been  
suspended from school and I understand that I contact the school on  
9276 5832 to discuss the suspension.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX 1

### Weapons in Schools Policy for Camboon Primary School

***Under the weapons Act 1999 'it is an offence to carry posses a weapon; purchase, sell or supply a weapon; and /or manufacture a weapon.'***

#### **Two categories of weapons**

*Controlled weapons* include those used in the practice of a martial art, sport act or similar discipline such as swords, machetes and spear guns.

*Prohibited weapons* are any items that have not other purpose other than as a weapon such as firearms, spray weapons, flick knives and switch blades.

- Staff who are made aware of any student who may posses any of the above weapons must notify the principal/administration immediately.
- Students who bring any of these weapons to school will be suspended immediately.
- Whether the weapon is deemed 'controlled' or 'prohibited' the principal must contact the police immediately.
- The incidents must be entered into the Departments incident notification system.