

Behaviour Management Policy

Aims and Objectives

The aim of this policy is to clearly outline the expected behaviours within our school and to promote positive behaviours, self-discipline and respect. It also sets out the processes and procedures when desired behaviours are not displayed.

School Vision and Ethos

At Baldivis Gardens Primary School our school vision is,

'To nurture students in a safe and supportive learning environment where parents and staff take shared responsibility for student growth and development, resulting in students who thrive and a community that flourishes'.

The school's GROW ethos encourages positive behaviours. The ethos is visible in all learning areas and is reinforced by all staff.

- ~ **G**ain Knowledge
- ~ **R**espect Others
- ~ **O**wn your Actions
- ~ **W**ork Hard

Values

As set out in the National Framework for Values Education in Australian Schools, Baldivis Gardens Primary School embraces and endorses the Nine Values for Australian Schooling, which are:

- Care and Compassion
- Doing Your Best
- Fair Go
- Freedom
- Honesty and Trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion

School Rules

At Baldivis Gardens Primary School, we have clearly articulated school rules with clear consequences, which are understood by all students. These school rules are explicitly taught at both a class and whole school level. The school rules are:

- Keep hands, feet and objects to yourself
- Don't call out in class
- Follow teacher directions immediately

In conjunction with the school rules, teachers work with their students to agree on classroom rules which are taught and consistently reinforced. Classroom rules encourage students to take ownership for their behaviours inside the classroom in order to make it a productive learning environment for all students.

Learning Environment

The school environment and classroom organisation are important influences on behaviour. At Baldivis Gardens Primary School, we aim to create an orderly, structured learning environment where students have the best opportunities to be nurtured, to grow and to thrive, in order to achieve their potential. Behaviour management and support are important aspects of creating a safe and secure learning environment for everyone in the school.

Rights and Responsibilities

It is important to outline the rights and responsibilities of all stakeholders; students, staff and parents.

<p>Students have the Right to:</p> <ul style="list-style-type: none"> • Learn in a purposeful and supportive environment. • Work and play in a safe, secure, clean and friendly environment. • Be treated with respect, courtesy and honesty. 	<p>Students have the Responsibility to:</p> <ul style="list-style-type: none"> • 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, polite, prepared and display a positive manner. • Behave in a way that protects the safety and well-being of others. • Follow the school rules. • Accept consequences for their actions.
<p>Staff have the Right to:</p> <ul style="list-style-type: none"> • Be treated with 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. 	<p>Staff have the Responsibility to:</p> <ul style="list-style-type: none"> • Model respectful, courteous and honest behaviour. • Ensure that the school environment is kept neat, tidy and secure. • Establish positive relationships with students. • Ensure good organisation and planning. • Report student progress to parents. • Implement the school behaviour management policy with consistency.
<p>Parents have the Right to:</p> <ul style="list-style-type: none"> • Be treated with respect, courtesy and honesty. • 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 progress. • Access a meaningful and adequate education for their child. • Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education. 	<p>Parents have the Responsibility to:</p> <ul style="list-style-type: none"> • Model respectful, courteous and honest behaviour. • Ensure that their child attends school and is punctual. • Ensure that their child's health and welfare is at an optimum for effective learning. • Ensure that their child is provided with appropriate materials to participate in all learning activities. • Take a shared responsibility in providing a meaningful and adequate education for their children. • Attend all meetings in relation to their child's education, health and wellbeing. • Support behaviour modification programs if required.

Role of Administration and Teachers

The Administration and Teachers play a pivotal role in ensuring behaviour is managed in the most appropriate and consistent manner within school.

Admin will:

- Provide a link between parents and staff
- Support teachers with behaviour management
- Ensure practice is consistent
- Assist with individual behaviour programs
- Ensure regular review of policies and processes

Teachers will:

- Develop and maintain a positive classroom environment
- Consistently apply the school's behaviour management policy
- Recognise positive student behaviour regularly
- Use reward systems (whole class and individual)
- Display and discuss the school rules, GROW ethos and values
- Explicitly teach 'Highway Heroes' strategies so students develop social skills
- Include Admin staff in meetings with parents to discuss behaviour when appropriate
- Design and implement Individual Behaviour Programs where required (including individualised reward systems)
- Contribute to the School's Behaviour Management Policy

Rewarding Positive Behaviour

We believe it is important to place a high priority on praise and rewards in order to encourage positive behaviour. Teachers use a range of rewards and incentives within their classroom to reinforce positive attitudes and behaviours; example strategies include: stickers, stampers, dojo points, table points, marbles in a jar, peg/clip chart and many more. Reward systems may change throughout the year depending on classroom behaviour.

As part of a whole school reward system, children can earn Faction Tokens and Gold Cards, which contribute to the Faction Points total. Gold Cards are linked to the nine school values and recipients are entered into the 'Gold Box' with two winners being drawn out at each Community Assembly.

All staff should be involved in the teaching and rewarding of good behaviour – there are many opportunities throughout the day to model and reinforce positive behaviour, for example, promoting good manners by saying 'please' and 'thank you'.

Behaviour Process

When the school rules are not followed and behaviour is unacceptable, teachers follow the same behaviour management process using Canter warnings.

- First Warning (verbal)
- Second Warning (Name on board/chart)
- Third Warning (Time out)
- Fourth Warning (Sent to the Office with a Behaviour Sheet – green slip)

Unacceptable Behaviours

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to deal with unacceptable behaviour. It must be made clear why the consequence is being applied. The following behaviours are deemed unacceptable:

Level 1	Level 2	Level 3
Teasing Pushing in Interrupting the teacher Attention seeking Spoiling other people's games Telling tales Being noisy Name calling Running inside Hindering other children Being cheeky/answering back Play fighting Uncooperativeness	Hindering other children Arguing back Fighting/arguing Refusal to follow instructions Swearing Intentionally hurting someone Lying Graffiti Low level bullying incidents	Physical fighting Refusal to follow instructions Repeatedly swearing Physical abuse of children Lying Vandalism Vicious kicking Racial abuse Biting Spitting Stealing Physical abuse of staff Extortion Running out of school Bullying

Consequences

As a result of unacceptable behaviour, the following are possible consequences for students: time out, withdrawal, sent to the office, removal of privileges, suspension and an email or phone call to the parent. Other consequences deemed appropriate for the behaviour may also be used.

Severe Behaviour

Certain behaviours require pupils to be automatically removed from the classroom or playground.

These include:

- Severe physical or verbal abuse to a child or adult
- Serious, non-accidental damage to school property/equipment
- Disruption which is impacting upon the education of the other children within the class
- Self-abuse

When any of these behaviours occur, the Administration will be involved in managing the incident. Each incident will be dealt with according to the circumstances and consequences/solutions may vary.

The school also reserves the right to withdraw or exclude pupils from school trips and excursions where it is felt they may cause a risk.

School staff can use reasonable force to control or restrain a pupil in specific circumstances, in accordance with the Physical Contact with Students guidelines (Department of Education, 2018).

Good Standing

At Baldivis Gardens Primary School, we have developed a Good Standing Policy which clearly sets out a framework for students to take responsibility for their actions and reward students for their positive behaviour choices. Please see Appendix for the Good Standing Policy.

Restorative Practices

Restorative Practices assist teachers, students and parents to build, maintain and restore relationships. At Baldivis Gardens we use Restorative Practices when a behaviour incident has occurred. It is a way to help students build the capacity to self-regulate behaviour and discuss their actions. As part of the restorative approach, children who have reached their fourth warning and are at the office will complete a Student Reflection and have a restorative conversation. Please see Appendix for the Restorative Questions used during conversations with children.

Parent Communication

We give high priority to clear communication within the school and to a positive partnership with parents as these are crucial in promoting and maintaining high standards of behaviour. As a school, we will communicate the behaviour management policy to parents and endeavour to inform parents at the earliest opportunity when behaviour incidents occur involving their child.

Teachers have a responsibility to maintain agreed communication channels with parents when students are on an Individualised Behaviour Management Plan and communicate with Admin when necessary.

When a behaviour incident has occurred in school, parents may receive a phone call from Admin. Please see Appendix for the Student Behaviour Sheet and Student Reflection Sheets.

Individualised Plans and Risk Assessments

At Baldivis Gardens Primary School, we recognise that some children require more support to manage their behaviour. As such, we work together with parents to provide the support necessary by implementing Individualised Behaviour Plans and preparing risk management plans in accordance with the school's Behaviour Guidelines (see Appendix).

To ensure support is provided, the following actions will take place:

- Teachers will prepare individualised plans and escalation profiles for all tier 3 students and tier 2 students as necessary.
- Teachers will prepare risk management plans for students when required.
- Plans will include SMART goals relating to behaviour and will be agreed upon and regularly reviewed with parents.
- Admin and external agencies will provide input into individualised plans as necessary.

- Admin will prepare whole school risk management plans for all tier 3 students where there are risks outside the classroom.

Bullying

Bullying is not tolerated at Baldivis Gardens Primary School. We strongly recognise the importance of the effects, and the potential lasting impact, of this complex aspect of social behaviour.

We define bullying as a repeated attack by someone in, or assuming a position of power, with the intention of causing distress for the bully's gain or gratification. The following behaviours may constitute bullying:

- **Physical** e.g. repeated and ongoing pushing, kicking, hitting, punching, violent threats
- **Verbal** e.g. repeated and ongoing name-calling, sarcasm, spreading rumours, persistent teasing
- **Emotional** e.g. repeated and ongoing tormenting, threatening, ridicule, humiliation, exclusion from groups
- **Racist** e.g. repeated and ongoing racial taunts, graffiti, gestures
- **Sexual** e.g. repeated and ongoing abusive comments, unwanted physical contact

Administration must be informed of all reported or alleged incidents of bullying and a record of such incidents must be maintained. All incidents or allegations of bullying should be dealt with as quickly as possible and when appropriate parents will be informed.

As a school we recognise that creating and maintaining an ethos of good behaviour, where pupils treat one another and the school staff with respect, will minimise the likelihood of bullying occurring. Therefore, we aim to address and reinforce issues throughout the school day, during assemblies and through our Health curriculum.

Recording of Behaviour Management

A record of behaviour incidents, consequences and parent communication will be made by Admin on the Student Information System (SIS).

Links to Departmental Policies and Legislation

This policy has been developed to comply with and in conjunction with the following Department of Education documents and legislation:

- Student Behaviour in Public Schools Policy V2.2 (Effective: 4th January 2016. Updated: 3rd October 2018)
- Student Behaviour in Public Schools Procedures V2.5 (Effective: 26th April 2016. Updated: 3rd October 2018)
- Keeping our Workplace Safe Guidelines (2017)
- [Let's Take a Stand Together](#) – Department of Education – Minister's Statement on School Violence (2018)
- [National Framework for Values Education in Australian Schools](#) (2005)
- [School Education Act 1999](#)
- School Education Regulations 2000
- Duty of Care for Public School Students V2.0 (Effective: 1st January 2019)
- Physical Contact with Students Guidelines (2018)

Appendix:

The following documents form part of the behaviour management policy at Baldivis Gardens Primary School:

- Student Behaviour Sheet (green slip)
- Restorative Questions
- Student Reflection
- Student Reflection (Early Childhood)
- Baldivis Gardens Behaviour Guidelines
- Good Standing Policy

Student Behaviour Sheet				
Student:		Date:		
Teacher:		Year Level:		
	Behaviour Type	Time	Teacher	
First Warning (Verbal)				
Second Warning (Name on board/ chart)				
Third Warning (Time out)				
Fourth Warning (Office)				
Admin:		Parent Contacted:	Yes / No	
Consequence:		Entered on SIS:	Yes / No	

Restorative Questions 1

When Things Go Wrong

What	happened?
What	were you thinking of 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 need to do to make things right?

Restorative Questions 2

When Someone Has Been Hurt

What	did you think when you realised what had happened?
What	impact has this incident had on you and others?
What	has been the hardest thing for you?
What	do you think needs to happen to make things right?

Student Reflection



Name: _____ Year: _____ Date: _____

You have made choices which mean you now need to **stop and think** about your actions and how it has affected others around you.

We have three clear rules at Baldvis Gardens. Which rule/s have you not followed?

1. Keep hands, feet and objects to yourself.

2. Don't call out in class.

3. Follow teacher directions immediately.

1. What was my behaviour? Explain what happened and if anyone else was involved.

2. What were the reasons for my behaviour? Think about how you were feeling at the time.

3. How did my behaviour affect others? How do you think those people/person feels now?

4. What will I do now to improve my behaviour?

5. How will I take ownership for my actions and put things right?

Student: _____

Admin: _____

Student Reflection



Name: _____ Year: _____ Date: _____

You have made choices which mean you now need to **stop and think** about your actions and how it has affected others around you.

We have three clear rules at Baldy's Gardens. Which rule/s have you not followed?		
1. Keep hands, feet and objects to yourself.	2. Don't call out in class.	3. Follow teacher directions immediately.

How are you feeling? Tick how you feel.

Happy Sad Surprised Scared Shooked Sleepy Disappointed Worried Angry Confused Nervous

What happened? _____

Lonely Bored Embarrassed

Where did it happen?

Did you make a good choice or a bad choice? _____

What could you do differently next time?

How can you make things better?

How do you feel now you have talked about it? Tick how you feel.

Happy Sad Disappointed Worried Angry Confused Nervous Embarrassed

Student: _____	Admin: _____
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		Teacher	Admin	External
Level One Whole Class	<ul style="list-style-type: none"> • Three school rules, the GROW ethos and our school values are displayed, taught and reinforced every day. • Teachers build positive relationships with all students. • Students are acknowledged for positive behaviour frequently each day. • Every class uses a whole class positive reward system. • Every teacher follows the whole school agreed behaviour practices which are: Step 1 - Student is given a verbal reminder Step 2 - Name is written on board or moved on class chart Step 3 - Name and cross on board or moved again on class chart. Time out is given for a developmentally appropriate period of time Step 4 - Office is called to collect the child or they are sent to the office with another child and a behaviour slip. This process is to be followed on all occasions except in extreme cases of physical violence or for repetitive behaviour after discussions with leadership team. • Student behaviour sheet goes to specialist teacher. 	✓ ✓ ✓ ✓ ✓	✓	
Level Two Individual	<ul style="list-style-type: none"> • Positive reward system implemented • Behaviour Management Plan implemented • Parent meeting to discuss plans • Escalation Profile is used to map behaviour and to look at triggers • Zones of regulation for behaviour is taught to student through social stories, modelling and discussion when child is calm and responsive • Chaplain Referral is made by filling out referral form and passing onto deputies. Parents may request to make a referral. • Collaborative DOTT time is used to support classroom teachers and share ideas, behaviour plans and resources. 	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓	
Level Three Individual	<ul style="list-style-type: none"> • Behaviour Meeting with administration to discuss BMP • School psychologist referral is made • Case conference with teacher, psych and parent. • School psych involvement 	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	
Level Four Individual	<ul style="list-style-type: none"> • Request for Assistance is made to SSEN for system support. 	✓	✓	✓



Good Standing Policy

At Baldivis Gardens Primary School, the Good Standing Policy, in conjunction with the School Behaviour Management Policy, supports our school values and vision, which is, *'To nurture students in a safe and supportive learning environment where parents and staff take shared responsibility for student growth and development, resulting in students who thrive and a community that flourishes.'*

The Good Standing Policy has been established to allow for the development and nurturing of all students, setting a clear framework in which students will be able to develop skills that contribute to them becoming responsible citizens and lifelong learners. The Good Standing Policy emphasises the importance of students taking responsibility for the choices they make on a daily basis, which may impact on their own and/or other student's learning. We believe in acknowledging and rewarding exemplary behaviour and aim to regularly provide recognition for the students who consistently behave and act according to the Baldivis Gardens rules, values and GROW ethos.

Good Standing is a status that all Baldivis Gardens pupils in Years 1-6 are granted at the start of each two week period.

Kindy and Pre-Primary classes will operate **Good Standing** on a weekly basis.

Students who remain on **Good Standing** are eligible to participate in a reward at the end of the two week period.

It is the responsibility of each student to maintain their **Good Standing**.

To maintain **Good Standing** students must:

- Comply with the school rules
- Comply with individual classroom rules

A student's **Good Standing** status will be withdrawn following consultation with the Administration and the classroom teacher for:

- One green behaviour slip (sent to the office)
- Ongoing, deliberate, low level behaviour
- Physical attack on staff or students
- One suspension

Students who lose their **Good Standing** status will forfeit the right to participate in the reward for that two week period.

Severe Clause

Students may lose the privilege to participate in activities where the safety of other students is a concern.

Students who lose their **Good Standing** three times in a term may jeopardise their participation in sporting carnivals, camps, excursions and other school events.

In extenuating circumstances, the Principal may consider additional factors when a decision to withdraw or maintain a student's Good Standing is formed. In this case, the Principal's decision is final.