



# **Behaviour Management Policy**

In accordance with the requirements of the Education Department's Guidelines, Y.B.P.S. has established the following M.S.B. Policy.

### **RATIONALE**

The management of student behaviour is a staff, parent and student issue. Its success is based upon the recognition of the dignity and worth of all individuals and groups in a physically & psychologically safe environment.

### **RIGHTS & RESPONSIBILITIES OF ALL COMMUNITY MEMBERS**

<p><i>Staff &amp; students have the RIGHT to:</i></p> <ul style="list-style-type: none"> <li>❑ Be treated with respect, courtesy and honesty;</li> <li>❑ Work in a purposeful and supportive environment;</li> <li>❑ Work in a safe, friendly and clean environment;</li> <li>❑ Parental support of the M.S.B. Policy.</li> </ul>	<p><i>Staff &amp; students have the RESPONSIBILITIES to</i></p> <ul style="list-style-type: none"> <li>❑ Ensure that their behaviour is not disruptive to students' learning;</li> <li>❑ Ensure that the school environment is kept clean, tidy &amp; safe;</li> <li>❑ Ensure that they are punctual, polite, prepared for class and display a positive manner;</li> <li>❑ Behave in a way that promotes the safety &amp; well being of others;</li> <li>❑ Be respectful, courteous &amp; honest;</li> <li>❑ Establish positive relationships with others;</li> <li>❑ Communicate with parents.</li> </ul>
<p><i>Parents have the RIGHT to:</i></p> <ul style="list-style-type: none"> <li>❑ Have access to the M. S. B. Policy;</li> <li>❑ Be informed of &amp; discuss their child's progress;</li> <li>❑ Be treated with respect, courtesy &amp; honesty.</li> </ul>	<p><i>Parents have the RESPONSIBILITY to:</i></p> <ul style="list-style-type: none"> <li>❑ Support the MSB Policy;</li> <li>❑ Be respectful, courteous &amp; honest;</li> <li>❑ Communicate with teachers at appropriate times.</li> </ul>

### **CODE OF CONDUCT**

All persons at Yanchep Beach Primary School are expected to conduct themselves in a manner that displays care and consideration for the rights of others and for the school, complying with rules formulated for the well being of the school community

## **ROLES**

### *THE TEACHERS WILL:*

- ❑ Understand & implement the BMS Policy as detailed in this document.
- ❑ Display & discuss in the classroom;
  - a) Rights & Responsibilities (Class Charters using FiSH Philosophy)
  - b) School Rules
  - c) School's Behavioural Management Procedure
  - d) Bullying Policy
- ❑ Contribute to an annual review of the BMS Policy.
- ❑ Liaise with other staff on student's behaviour.
- ❑ Monitor all students behaviour

### *THE PRINCIPAL & ADMINISTRATION WILL:*

- ❑ Understand & ensure the BMS Policy is implemented.
- ❑ Ensure the BMS Policy is made available to staff, parents, students, relief teachers and other interested parties.
- ❑ Provide a link between parents, staff & students.
- ❑ Organise outside agencies to assist behavioural management.
- ❑ Ensure the staff & the school council reviews the BMS Policy annually.
- ❑ Ensure all staff have appropriate skills to manage behaviour

## **SCHOOL RULES**

### *STUDENTS WILL:*

- ❑ Treat people and property with respect
- ❑ No hat – no play
- ❑ Gain permission to leave school grounds.
- ❑ Play in appropriate areas.
- ❑ Walking on footpaths
- ❑ Always tell a teacher where you are/what jobs you are doing.
- ❑ Only be in classrooms with staff supervision.
- ❑ Place litter into bins.
- ❑ Eat in the appropriate areas.
- ❑ Take responsibility for their own learning

## SCHOOL BEHAVIOURAL MANAGEMENT PROCEDURES

### 1. SCHOOL COMMUNICATION

#### *STUDENT and TEACHER*

Inter-personal relationship strategies are crucial to student/teacher communication. The warmth of communication to and from each other, before school, during breaks or lessons, is a key to good behavioural management. Both teacher & student should take time to communicate with each other in an appropriate way

#### NOTE:

1. Teachers must talk through incidents of inappropriate behaviour with students. Discuss what happened, what could have resulted from the happening, what alternatives were available & what the student should do in the future.
2. Staff will encourage students to explain their point of view at appropriate time and manner.

#### *PARENT and TEACHER/ADMINISTRATOR*

**Frequent informal communication** is the most successful way to forewarn or treat inappropriate behavioural traits & ensure there is no misunderstanding between parent & teacher. Interaction provides parents & teachers/administrators with background information on student's behaviour. This communication can be undertaken in a number of ways.

1. Parents or teachers/administrators may initiate brief incidental contact, or arrange a mutually suitable time to meet, to express or obtain a picture of a student's behaviour. This may be before, during or after school.
2. Dialogue books & notes may be used by parents & teachers/administrators.
3. The Principal and Associate Principal are also available to discuss student behaviour management.
4. Staff will maintain student anecdotal records of any parent communication.

#### *TEACHER and TEACHER/ADMINISTRATOR - **Sharing Information***

Support teachers, relief teachers, duty teachers and other relevant personnel will inform the class teacher about student's current stage for dealing with inappropriate behaviour in order for the class teacher to combine the stages for behavioural management.

## 2. POSITIVE REINFORCEMENT

**Positive reinforcement, in its many forms, is an essential part of establishing a positive learning environment.**

Positive reinforcement can be given in the following forms:

- NON VERBAL eg. Smile, nod, eye contact, gestures
  
- VERBAL
  - a) Praise the specific action eg. "I like the way you packed up"  
" I like the way you listened to your team members"  
I'm really proud/pleased
  - b) Comments to parents
  
- INDIVIDUAL TANGIBLE (extrinsic) INCENTIVES
  
- GROUP TANGIBLE (extrinsic) INCENTIVES. **Working for the benefit of others.**  
Such as classroom group points, negotiated class rewards etc...
  
- INTRINSIC INCENTIVES  
**Choosing to do something for oneself or others, without physical incentive because it's the right thing to do!**

## STAGES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

Once a student has demonstrated inappropriate behaviour on a recurring level, it is time to compile in consultation with the child, parents and Admin. an IBMP. This needs to follow the guidelines of achievable target behaviour with short term reinforcement blocks so that the child will experience quick success. In extreme cases the teacher may go as far as a negotiated timetable. Once this program is in place, the student then follows the same procedure as the other students in the class.

ACTION	CONSEQUENCE
<p><b>STAGE 1. IMPLEMENT INCEDENTAL CONSEQUENCES</b></p> <p><b>TEACHER</b></p> <ul style="list-style-type: none"> <li>□ For each transgression question child.</li> <li><i>What are you doing?</i></li> <li><i>What should you be doing?</i></li> <li><i>What are you going to do about it?</i></li> <li>□ Refer to student generated class charters</li> <li>□ <b>Verbal warning</b></li> </ul> <p><b>STAGE 2. RECORD NAME 1<sup>st</sup> WARNING</b></p> <p>On white/black board On Yellow Form In teachers log</p> <p><b>STAGE 3. RECORD 2<sup>nd</sup> WARNING</b></p> <p><b>STAGE 4. RECORD 3<sup>rd</sup> WARNING</b></p> <p><b>STAGE 5. RECORD 4<sup>th</sup> WARNING or MAJOR TRANSGRESSION</b></p> <p><b>TEACHER</b></p> <ul style="list-style-type: none"> <li>□ Completes <b>Infringement</b> section on Yellow Form. And states preferred consequence.</li> <li>□ Send Yellow Form to Admin. member or phase leader</li> <li>□ Take/send child/children to office</li> </ul> <p><b>ADMINISTRATION</b></p> <ul style="list-style-type: none"> <li>□ Counsel and/or reprimand</li> <li>□ Record offence on Integris</li> <li>□ Monitor term progress and refer to support service as required</li> <li>□ Follow up with immediate review/introduction of IBMP in consultation of stakeholder as required</li> <li>□ Contact parents as required</li> <li>□ Admin. returns Yellow Form to teacher for future reference &amp; Data collection</li> </ul>	<p><b>LOW LEVEL INTERVENTION</b></p> <ul style="list-style-type: none"> <li>□ Engage CMS strategies</li> <li>□ Sit student away from others to work</li> <li>□ Communication Book messages</li> <li>□ Writing reflections to explain behaviour</li> <li>□ Class Meetings</li> <li>□ Withdrawing from sport etc....</li> <li>□ Proximity</li> <li>□ Ignoring</li> </ul> <ul style="list-style-type: none"> <li>□ YELLOW FORM</li> </ul> <ul style="list-style-type: none"> <li>□ IIN CLASS TIME OUT</li> </ul> <ul style="list-style-type: none"> <li>□ Take Blue Form to nominated TIME OUT CLASS for up to 15 minutes.</li> </ul> <ul style="list-style-type: none"> <li>□ Students will receive a consequence from the following list: <ul style="list-style-type: none"> <li>- timeout from the playground (supervised by Admin.)</li> <li>- Exclusion from incursion/ excursion or school event</li> <li>- Cool off time under Admin. supervision</li> <li>- Periods of withdrawal is at the discretion of Admin. Staff</li> <li>- Timeout guidelines <ul style="list-style-type: none"> <li>10.50 – 11.10</li> <li>12.20 – 12.45</li> </ul> </li> </ul> </li> </ul>

## **SEVERE CLAUSE**

The Principal or their representative reserves the right to bypass all of these steps if he/she considers the behaviour to be severe.

## **VICTIMS**

Students must receive treatment for injuries and emotional support from staff. Parents must be notified of incident.

## **INCIDENT FORM**

INVESTIGATION FORM, ACCIDENT REPORT FORM, CRITICAL INCIDENT FORM to be completed at the office as required

## **CONCERNS**

When parents and children are unhappy about the handling of any incident under this policy, they are able to make an appointment with the child's teacher in the first instance or a member of the School's Administration to discuss their concerns.

## **GUIDELINES FOR SUSPENSION & EXCLUSION**

When all efforts to contain the behaviour of a disruptive student have failed, the Principal is authorised by the Department of Education & Training to exercise one of the following options.

### **□ SUSPENSION**

**Definition: Suspension is a legal process of preventing students from attending school for a limited period of time if their behaviour and conduct is not conducive to the good order and proper management of the school.**

In cases of either repeated or serious breaches of the Code of Conduct, the Principal may authorise the suspension of students for a limited period.

Parents will receive a written note informing them of the reason for suspension and its duration.

The following documentation will be completed when a student is suspended:

- a) A copy of the reason for suspension will be forwarded to;
  - I. Classroom teacher
  - II. The parents or guardian
  - III. Manager of Student Services at District Office
  - IV. Copy on file
- b) The suspension will be recorded on Integris

## **NOTES**

- WARNINGS / YELLOW FORM lasts for one day. Transgressions that occur late in the afternoon will still require appropriate consequences.
- SUPPORT TEACHERS will receive Support Files with Yellow Forms that have been implemented to assist with continuity of consequences.
- When a student breaches the Code of Conduct over a series of days and his/her name has been noted, the student will be informed that staff will by-pass stages when the next warning / Yellow Form is warranted.
- LATECOMERS. Lateness will monitored using Integris Lesson Attendance. Lateness is defined as any time after 8:51 am.
- EMERGENCY. All emergency cards (RED CARDS) should be fixed with Blu-tak or the like, to the classroom interior doorframe out of reach of most students. In the event of an emergency a reliable student should be sent to Admin. with the red card or, if Admin is not available, to the closest teacher.

## **APPENDICES**

**Copies of these papers are available from the school.**

- Yellow Form Notification  
Notification of warnings / withdrawal to timeout class & request for  
Teacher/parent meeting
- Anti-Bullying policy

## **ACCOUNTABILITY**

**Staff Questionnaire**

**Staff Review**

**Parental Questionnaire**

**White slips, Yellow Forms referral**

**Suspension - INTEGRIS**

**Values & virtues checklist – Portfolio, copy put into student buff folder 2/year**

**Friendly Schools & Families Program – survey**

**Excellence Program – students & parents**



# *Yanchep Beach Primary School*

## ANTI-BULLYING POLICY

### **Rationale:**

Bullying practices and attitudes can contribute to reduced levels of confidence, Poor self-esteem, low resiliency and lack of achievement. Yanchep Beach Primary School is committed to the provision of a safe environment for all who participate in any school activity. The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable.

### **Purpose:**

1. To comply with legal requirements to protect the safety of staff, parents and student.
2. To provide ongoing training in dispute and conflict management that is appropriate to students, staff and parents.
3. To take positive action by informing pupils, parents and teachers of the school's expectations and to foster an productive partnership which helps maintain a bully-free environment.
4. To overcome bullying by practicing zero tolerance.
5. To ensure procedures for handling bullying are consistent and compatible with other school policies.

### **Broad Guidelines:**

1. Identify victims and bullies by keeping relevant records and ensuring a 'safe' reporting procedure is in place.
2. Encourage the school community to be watchful and to discuss potential problems.
3. Educate and actively involve the school community about bullying prevention on a continuing basis.
4. Apply the most appropriate intervention strategy in accordance with the school's existing BMIS Policy.
5. Promote an inclusive environment.
6. Incorporate strategies and procedures of the Child Protection Policy.

### **Conclusion:**

The implementation of this policy aims to heighten the understanding of bullying in our school and put procedures in place that will create an environment where individual differences are appreciated and everyone feels valued and safe.

# Yanchep Beach Primary School

## Managing Student Behaviour

Name:		Teacher:	
Date:		Year/Level:	Room No:
Minor Behaviours, (please circle only one inappropriate behaviour at a time) <ol style="list-style-type: none"> <li>1. Constantly talking at inappropriate times</li> <li>2. Refusing to follow instructions</li> <li>3. Walking around the room at inappropriate times</li> <li>4. Calling out at inappropriate times</li> <li>5. Distracting others from their task</li> <li>6. Annoying noises, (verbal/fiddling)</li> <li>7. Constantly inattentive/off task without reason</li> <li>8. Not attending class within appropriate time</li> <li>9. Threatening other students</li> <li>10. Rudeness or bad manners</li> <li>11. Not keeping hands or feet to self</li> <li>12. Answering back</li> </ol>		<u>Infringement details:</u> Time:	
		<u>Class 2<sup>nd</sup> step:</u> Time:	
		<u>Buddy class 3<sup>rd</sup> step:</u> Time:	
Teacher Signature:			
Major Misbehaviours, (please circle only one inappropriate behaviour at a time) <ol style="list-style-type: none"> <li>13. Vandalism/Graffiti/Littering</li> <li>14. Homophobic/Gender remarks or gestures, teasing</li> <li>15. Crude/Racist remarks or gestures</li> <li>16. Throwing objects</li> <li>17. Spitting (immediately cleaned by student)</li> <li>18. Swearing</li> <li>19. Physical Fighting</li> <li>20. Leaving class to avoid consequences</li> <li>21. Verbal abuse teacher/adult</li> <li>22. Physical abuse to teacher/adult</li> <li>23. Sexual Molestation of a student</li> </ol>		Admin. 4 <sup>th</sup> step: Time:	
Parent/Guardian Interview:			
Date:		Time:	
Consequence for student:			
Principal/Assoc. Principal intervention:			

Please ensure this form is signed by all parties.

Please file this form in the BMS folder immediately.