

BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

AIMS

Frankland River Primary School's behaviour management policy aims to:

- To provide a happy, positive learning environment.
- To help students reach their full potential.
- To provide a physically and emotionally safe environment.
- To encourage students to accept responsibility for their own behaviour – choose the behaviour – choose the consequence.
- To ensure rules are applied consistently, fairly, consequentially and reviewed regularly.
- To enable teachers to teach in a purposeful and non-disruptive environment.
- Establish procedures so that conflicts can be resolved in a positive non-violent manner.

RATIONALE

We aim to provide a positive environment in which each child is respected and his/her right to learn is encouraged and protected. The discipline procedure provides consistent, logical, clear rules and consequences made familiar to all involved. The support of parents, teachers and children is needed to ensure the development of self-disciplined students. The following principles underpin Frankland River Primary Schools' approach to managing student behaviour:

Consistency. All staff embrace the policy and implement it as it is written. Staff follow the procedures so that issues of fairness and equity are minimised.

Process. The children learn a framework within which they can work. Children can see a logical progression and a relationship between their behaviour and the consequences.

Counsel. It is unfair to punish a child for infringing the rules without offering a means for the child to address the situation and assimilate strategies that will help them overcome similar situations in the future.

Counselling must be offered at the point of error or conflict.

Responsibility. Children are responsible for their behaviour and need to accept this. The first step in changing the behaviour is an understanding that if they choose the behaviour, they are also choosing the consequences of the behaviour.

Communication. Children are at school on loan from their parents. True education involves a partnership between the school and home. It is vital that the children's behaviour, both positive and negative, be reported to parents, sooner rather than later.

Relationships. It is recognised that positive working relationships between the students and staff is essential for mutual respect in the school community.

CODE OF CONDUCT

- I respect all members of our school community
- I make the right choices
- I protect and promote my rights and the rights of others including staff
- I actively contribute to build a positive learning environment
- I am fair and just in all that I do
- I care for the environment – buildings, grounds and equipment
- I take responsibility for my actions
- I obey the law

SCHOOL RULES

1. Be Respectful
2. Be Responsible
3. Be Resilient

GOOD STANDING

Good Standing procedures at FRPS will mean that all students commence the school year, able to attend all extra curricula activities such as discos.

In the case of poor behaviour and 3 reflection sheets being given in one term, students will be excluded from such extra curricula events. Camps and excursions (curriculum based) are not included in this. Students may only be excluded from these events due to safety reasons and parents must be aware of the reasons for exclusion.

WHOLE SCHOOL INCENTIVES

Classroom: e.g. Merit Certificates, stickers, points, faction tokens etc.

Playground: e.g. faction tokens – linked to expected behaviours and end of term prize

RIGHTS AND RESPONSIBILITIES

Students have the RIGHT to:

- Learn in a purposeful and supportive environment.
- Work and play in a safe, secure, friendly and clean environment.
- Respect, courtesy and honesty.
- Equal treatment regardless of race, gender or physical ability.
- Interact with others in an atmosphere free from harassment and bullying.
- Express themselves.

Students have the RESPONSIBILITY to:

- Display respectful, courteous and honest behaviour.
- 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 wellbeing of others.
- Ensure their behaviour does not intimidate others.

Staff have the RIGHT to:

- Respect, courtesy and honesty.
- Teach in a safe, secure and clean environment.
- Teach in a purposeful and non-disruptive environment.
- Cooperation and support from parents in matters relating to their children's education.
- To be the first point of contact if there is an issue or concern with one of their students.

Staff have the RESPONSIBILITY to:

- 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.
- Be vigilant about bullying and ensure all are aware of the school's policy.

Parents have the RIGHT to:

- Respect, courtesy and honesty.
- Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare.
- Be informed of their child's progress.
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.
- Expect that bullying will be dealt with.
- Cooperation and support from teachers in matters relating to their child's education.

Parents have the RESPONSIBILITY to:

- Ensure that their child attends school.
- Support the school in implementing behaviour management strategies, particularly in relation to their own child.
- Model respectful, courteous and honest behaviour
- 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 adequate education for their children.
- Inform the school about bullying when appropriate.

PROMOTING POSITIVE BEHAVIOUR

At Frankland River Primary School, our focus is on preventing poor behaviour and promoting positive behaviour. This is established through clear expectations of student behaviour and positive reinforcement of appropriate behaviours.

Staff are also highly aware of the difficulties some students have in regulating their emotions, interacting and communicating with staff and students in an appropriate manner and in dealing with sensory difficulties. To assist our students, staff utilise the following programs and frameworks:

- KidsMatter
- Act, Belong, Commit
- Friendly Schools Plus
- Zones of Regulation
- Occupational therapy suggested strategies

These resources aim to explicitly teach students about managing their emotions, developing strategies for resolving conflict and regulating their own behaviour.

Staff may therefore use the following strategies to support students in the development of these skills:

- Sensory breaks
- Utilising deep pressure to aid with calming
- Utilising of resources to provide the correct level of lesson engagement – e.g. wobble cushions etc.
- Time out areas for calming
- Development and implementation of social stories to encourage appropriate behaviours
- Using language to develop student understanding of various emotions

SUPPORT FOR INDIVIDUAL STUDENTS WHERE A NEED IS IDENTIFIED

Where staff have identified a need for individual support, a personalised plan will be developed and implemented. This plan will take into account parent, student (where applicable) and external agency support. This plan will be reviewed regularly.

POSITIVE STUDENT BEHAVIOUR SUPPORT and PROCEDURES

STAGE 1 POSITIVE ENVIRONMENT

- Teachers establish a positive, inclusive, classroom environment.
- Rules, rewards and consequences clearly explained to children.
- Lots of positive feedback.
- Use strategies to de-escalate the situation including praise of other students, proximity etc.

STAGE 2 DISRUPTION

- Verbal reminder. Rules briefly explained. Emphasise the 'choice' the student is making.
- ***** Each day stage 1 is the focus for teachers and students*****
- Very few children choose to move above stage 2.

STAGE 3 TIME- OUT IN CLASS

- Second disruption. Child placed in class time-out area.
- Child does time out and completes a reflection sheet (if applicable to age and development level).
- Child counselled by teacher. Reflection sheet is sent home, signed, returned and filed by class teacher.

- Three sheets in a term requires administration interview with child.
- Any further sheets require an interview between Principal, teacher and parent.

STAGE 4 TIME - OUT IN OFFICE

- Child chooses to escalate behaviour. Child moved to the office to complete time out. The reflection sheet is completed.
- Child counselled by Principal. Reflection sheet is sent home, signed, returned and filed by class teacher.
- Any further sheets require an interview between Principal, teacher and parent.

STAGE 5 IN-SCHOOL SUSPENSION

- No contact with other students.
- Parent notified and interview requested.
- Student completes written contract for return to class.

STAGE 6 SUSPENSION

- Child suspended from school.

STAGE 7 EXCLUSION

- Child remains under suspension until special panel meets to discuss problem.

PARENT CONTACT

Parents will be notified by the class teacher if he/she has concerns regarding the child's behaviour. This may be done by a note in the communication book, via phone or through the "reflection sheet". This will outline the incident, action taken and any further concerns the teacher may have.

RECORD KEEPING

A copy of student reflection sheets will be kept by the class teacher. Data from these sheets will be collated and analysed.

	Be RESPONSIBLE	Be RESPECTFUL	Be RESILIENT
Whole School	<p>Be on time</p> <p>Look after equipment</p> <p>Play safely</p> <p>Put rubbish in the correct bin</p> <p>Wear school uniform correctly</p> <p>Be nut aware and don't share food</p> <p>Look after personal belongings</p>	<p>Follow instructions quickly</p> <p>Use whole body listening</p> <p>Use good manners</p> <p>Take turns</p>	<p>Be willing to have-a-go</p> <p>Use problem solving strategies</p> <p>Set and work towards goals</p> <p>Be proud of personal effort</p> <p>Accept defeat in a positive manner</p>
Learning Areas	<p>Have equipment ready</p> <p>Start work quickly</p> <p>Be tidy</p> <p>Use resources wisely</p>	<p>Cooperate</p> <p>Get permission to use equipment</p>	<p>Ask for help when you need it</p> <p>Use positive self-talk</p> <p>Listen to and accept teacher feedback</p>
Outside Areas	<p>Wear a school hat</p> <p>Follow the rules for play areas</p> <p>Share</p> <p>Put away equipment</p> <p>Let plants and grass grow</p>	<p>Include others</p> <p>Walk around gardens and paths</p> <p>Leave toilets clean and try to visit during breaks</p>	<p>Resolve conflict sensibly</p>
Technology	<p>Print only when asked</p> <p>Use appropriate sites</p>	<p>Follow the technology agreement I have signed</p> <p>Personal technology devices are given to the teacher</p> <p>Leave mobile phones at home</p>	<p>Be patient</p> <p>Use problem solving strategies</p> <p>Be ready to move on if it doesn't work</p>
Before/After School	<p>Travel safely and quietly on the bus</p> <p>Line up in your bus line</p> <p>Ask permission before entering a classroom</p> <p>Wait/play in designated areas</p>	<p>Carry or walk bikes, scooters etc. on the school grounds and store at the bike racks</p> <p>After school go straight where you need to be</p>	<p>Use problem solving strategies</p>

APPENDIX 1:

REFLECTION SHEET

NAME: _____ **DATE:** _____ **TIME IN:** _____

Tick which school rule/value was broken:

- 1. Be Respectful
- 2. Be Responsible
- 3. Be Resilient

How do I feel about breaking the school rule/value? Which zone were you in?

Blue	Green	Yellow	Red
 sad, sick, tired, bored	 happy, calm, focussed	 frustrated, worried, excited	 angry, terrified, out of control

3. What did I do?

4. What help do I need to make better choices?

MAKING AMENDS

I will: -----

STUDENT SIGN: _____

RESOLVED: YES/NO

TEACHER SIGN: _____

PARENT SIGN: _____

INTERVIEW REQUESTED: YES/NO

PRO SOCIAL BEHAVIOUR AND ANTI BULLYING PROCEDURES

Whole School Community Agreement

At Frankland River Primary School we are committed to providing a learning environment free from bullying. We acknowledge the importance of developing students' pro social skills and we believe that parents, teachers and students have a shared responsibility to create a safe and happy environment.

Policy Rationale

The purpose of this policy is to recognise:

- Prosocial skill development
- Strategies for bullying prevention
- Strategies for managing bullying issues

Common Understandings about pro social behaviour and bullying

"Bullying is a repeated behaviour that may be physical, verbal, written and or psychological; where there is intent to cause fear, distress or harm another; that is conducted by a more powerful individual or group; against a less powerful individual or group of individuals who is/are unable to stop this from happening."

(CHPRC, 2012)

Types-

- Physical bullying
- Verbal bullying
- Threatening
- Property abuse
- Emotional bullying
- Cyberbullying

Bystanders-

A bystander is someone who sees the bullying or knows that it is happening. Bystanders can be identified in the following categories:

- Supporters-support the person bullying
- Spectators-gather or deliberately stay to watch the incident
- Witnesses-are aware that the incident is occurring and see it from a distance
- Defenders-support the person being bullied

Promotion of Pro social Behaviour

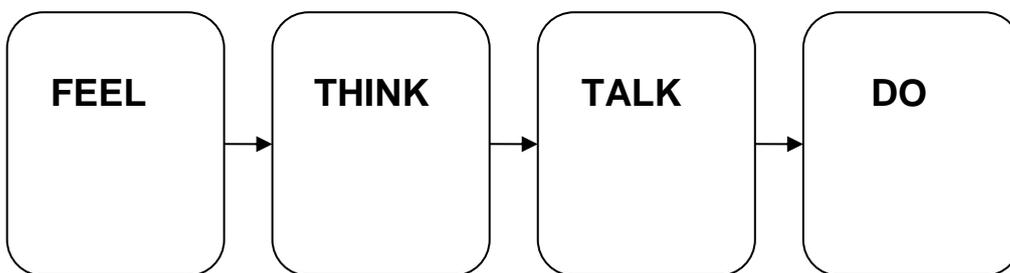
1. Students participate actively in the development of classroom rules about bullying behaviours which are demonstrated consistently with the school policy.
2. Teachers have an understanding of their responsibility as behavioural role models.
3. Teachers use positive behaviour expectation strategies in the classroom to promote effective learning.
4. Teachers use their classroom, curriculum and knowledge of students to help those who are bullying and those who engage in bullying.
5. Behaviour support strategies are implemented to help students develop self-control and responsibility.

6. A variety of group structures and activities are used to facilitate positive decision making about bullying situations.
7. Teachers engage students in cooperative learning methods and activities.

Explicit Teaching of the Decision Making Model

- STOP-Assess what is happening
- FEEL-How do I feel about what is happening?
- THINK-Do I think I need to do something about this? Do I need to ask for help?
- DECIDE-What choices do I have and what might the consequences of these choices be?
- PLAN-Work out the safest, most effective way to proceed.
- DO-Carry out the plan safely.

This model can be simplified to:



Solving Small Problems (THINK PHASE) – Mascot – Frankie the Numbat

Students will be explicitly taught and encouraged to use the following strategies to resolve small problems.

- Go to another game
- Share and take turns
- Talk it out
- Wait and cool off
- Make a deal
- Apologize
- Tell them to stop
- Ignore it
- Walk away

These behaviours will be displayed for the students and staff to refer to. It is important that students are equipped with strategies to resolve small problems as this helps to build a culture of resiliency.

Response to Bullying Behaviour

1. Listen to students involved to understand the situation and any history which may be relevant to the incident. (Students, bystanders, staff, Principal and families as required)
2. Assess the level of risk/harm associated with the incident.
3. Report the incident to Principal, families and school support services as required.
4. Record information obtained.
5. Utilise a restorative practice and agree on a plan to be implemented in consultation with parents and student.
6. Implement plan.
7. Provide ongoing feedback to students, families and other parties about the implementation of the plan, success of strategies and other relevant issues. (Daily or weekly process as applicable)
8. Provide additional support and review the plan.

NB: Violent and aggressive bullying behaviours will be dealt with in accordance with the Behaviour Management Policy and then a restorative practice will be implemented.

Social and Emotional Learning

Social and emotional learning is the process of developing and practising important social and emotional understandings and skills. They can be grouped into 5 key areas:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Social Decision Making

When students develop their skills in these areas, it leads to greater overall personal and social capability. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours and to understand others and establish and maintain positive relationships.

Students will be explicitly taught these skills and understandings and will practise them in the playground, at home and interacting with others. Families and staff will reinforce this practice.

Approved by the School Board: Term 2 2019

Review: 2021