

Chidlow Primary School



Behaviour Management Policy

Reviewed 05/07/2019

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1. CHIDLOW PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY *Positive Behaviour Support (PBS)*

Chidlow Primary School aims to provide a positive environment in which each child is respected and his/her right to learn is encouraged and protected. The Behaviour Management policy outlines the procedures that staff will follow to ensure a consistent approach to managing and encouraging positive behaviour throughout the school.

Chidlow Primary School has chosen a **Positive Behaviour Support** framework for managing student behaviour, in line with our school's strong focus on developing a positive culture.

A review of literature conducted by Peter Hamilton, Director, Behaviour Standards and Wellbeing, and presented to the Department of Education and Training State Executive (2005) identified ten key elements apparent in schools that are effective in managing behaviour and in *teaching positive behaviour*.

These elements are that schools:

- Adopt a **whole school approach** rather than an individual classroom approach.
- Are **proactive** rather than only **reactive**.
- Respond by helping students reflect and learn rather than relying on punishment alone.
- Have teachers who act with authority in and outside the classroom rather than being endlessly flexible.
- Emphasize self-discipline rather than compliance with rules.
- Have good support systems for teachers that keep them responsible for managing the behaviour of their students.
- Have good support systems for individual students who need them.
- Are proactive in terms of parent involvement.
- Use evidence in planning to improve student behaviour.
- Use outside help to build the capacity of the school to solve problems more skilfully rather than simply to fix the immediate problem.

As our plan is implemented over time, guided by a **Positive Behaviour Support Team**, we will move towards creating a positive school culture. We will be able to demonstrate evidence of the ten points above, apparent in schools effectively managing behaviour.

2. AIMS OF POSITIVE BEHAVIOUR SUPPORT

Chidlow Primary School aims to:-

- Preserve the rights of staff and students by implementing a policy which is positive, supportive, preventative and corrective.
- Create a positive environment within the school and classroom so that teachers and students can work together in harmony to achieve their full potential.
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Recognise those members of the school community who exemplary behavior promotes a positive and caring school environment.
- Establish a set of rules that protect the rights of individuals.
- Establish a clear set of consequences for individuals who do not accept their responsibilities; and establish procedures so that conflicts can be resolved in a positive manner.

3. RIGHTS AND RESPONSIBILITIES

Responsibility	Rights
<p>Children have the responsibility to:</p> <ul style="list-style-type: none"> • follow school rules and take responsibility for the consequences of their behaviour; • respect another's point of view and freedom of speech; • be courteous and truthful at all times; • ensure that their behaviour does not disrupt the behaviour of others; • ensure that the school environment is kept neat, tidy and secure; • ensure that they are punctual, polite and display a positive manner. 	<p>Children have the right to:</p> <ul style="list-style-type: none"> • learn without interruption in a purposeful and supportive environment; • work and play in a clean, safe, secure and friendly environment; • be shown respect, courtesy and honesty and be given consideration with regard to person and property; • be given the opportunity to speak on issues affecting them.
Responsibility	Rights
<p>Staff have the responsibility to:</p> <ul style="list-style-type: none"> • ensure that all children are aware of and understand school rules; • value the child as an individual; • ensure a consistent approach to classroom management across the school; • place emphasis on the positive resolution of difficulties and conflict; • model respectful, courteous and honest behaviour; • create a positive classroom environment; • be consistent and fair in application of behavioural consequences; • document student misbehaviour and correctional strategies. 	<p>Staff have the right to:</p> <ul style="list-style-type: none"> • be shown respect, courtesy and honesty; • teach in a safe, secure and clean environment; • work without undue interruption; • have co-operation and support from parents.
Responsibility	Rights
<p>Parents have the responsibility to:</p> <ul style="list-style-type: none"> • ensure that their child attends school • make sure that their child arrives at school on time • ensure that the physical and emotional condition of their child is at an optimum for effective learning • ensure that their child is provided with the appropriate materials for learning • support the school in providing a meaningful and adequate education for their child • communicate with the school in a positive, courteous and respectful manner at all times. 	<p>Parents have the right to:</p> <ul style="list-style-type: none"> • be informed about behaviour, management procedures and decisions affecting their child; • be informed of their child's progress; • access 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.

The Principal and Deputy Principal agree to:

- provide a link between parents and staff;
- support teachers with behaviour development and modification;
- ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school;

- facilitate parent/teacher conferencing;
- design and assist with programs for individual children with behaviour problems;
- provide relief teachers with guidelines to behaviour development and management procedures;
- ensure a review process is established to monitor the school Behaviour Management Policy.
- have clear statements of whole school and classroom rules and consequences of their infringement; and
- set consistent and achievable standards.

4. BEHAVIOUR CURRICULUM: Essential Classroom Practices

At Chidlow our approach to managing student behaviour is based upon a Positive Behaviour Support model. Our 4 agreed behaviour expectations form the heart of our behaviour matrix(see Appendix A). These are known as Chidlow Champion Behaviour Expectations

- **We are Safe**
- **We are Kind**
- **We are Respectful**
- **We are Learners**

These four positive behaviour expectations have been used to create the behaviour matrix (Appendix A) that's states the behaviour expected from the students in various contexts throughout the school. This behaviour matrix forms the behaviour curriculum, which will be explicitly taught through using a behaviour lesson plan template. Prepared lesson plans, PowerPoints and support posters can be found in S:\AdminShared\All Staff\6. BEHAVIOUR MANAGEMENT\PBS

Procedures for Encouraging Positive Behaviour

Chidlow Primary School's positive behaviour support requires free and frequent acknowledgement of those students demonstrating expected behaviours. This is done through:

Active Supervision

Moving

- Constant
- Randomised
- Using proximity with problem areas

Scanning

- All students
- Eye contact

Interact frequently

- General positive contacts (winning over)
- Positive reinforcement (4 to 1 ratio of positive corrections)

The following positive reinforcements are used at Chidlow Primary School:

Class rewards

- Safe, Kind, Respectful, Learner slips
- Being moved up the Rainbow Chart to Blue, Pink and Purple for exemplifying positive behaviour
- Email, phone call or a note home to parents

School rewards

- Stickers, praise from Principal, Deputies or other teachers
- Merit certificates presented at school assemblies (Not every student needs to receive a merit certificate)
- Positive behaviour prize draws (Factions)
- Faction reward activity at the end of each term for winning faction

5. BEHAVIOUR EXPECTATIONS

*The school behaviour expectations have been revised through the Positive Behaviour Support (PBS) process and have four overarching principles: **We are KIND, We are SAFE, We are RESPECTFUL and We are LEARNERS.***

We are Kind:

- We help others
- We use positive words to each other
- We treat others as we would like to be treated

We are Safe:

- We move safely around the school
- We use equipment and materials correctly
- We ask permission to enter or leave the room
- We are in the right places at the right time

We are Respectful:

- We are polite and use our manners
- We follow teacher instructions the first time.
- We use active listening
- We put our hands up to speak
- We always ask if we can borrow equipment.
- We care for our school.

We are Learners:

- We always do our best
- We let others learn
- We take responsibility for our own learning
- We are organised
- We ask for help when we need it

School staff use these expectations as a script both when acknowledging positive behaviour and when correcting inappropriate behaviour as per lesson reinforcement in planned lessons.

6. BEHAVIOUR MANAGEMENT PROCEDURES

6.1 GOOD STANDING

In accordance with Chidlow Primary School's Good Standing policy, students are granted Good Standing at the commencement of each school year. To maintain their Good Standing students are required to follow the process laid out in both the Good Standing policy and this Behaviour Management policy.

6.2 POSITIVE INCENTIVES FOR STUDENT BEHAVIOUR

It is acknowledged that students respond to positive incentives for demonstrating good behaviour. The incentives outlined in the Chidlow Primary School's 'Good Standing' policy forms the core component of recognising and rewarding positive behaviour. Some of these incentives include: certificates, badges, individual / group prizes, extra play time, end of term parties, faction points, incursions, excursions and whole school events.

Students' positive behaviours are also recognised formally through the Kind, Safe, Respectful Learner certificates as outlined in the 'Good Standing' policy. Informally student behaviour is acknowledged on the **blue, pink and purple** section of the **Rainbow Chart**.

6.3 CLASSROOM PROCEDURES – For Teacher Managed Behaviour

The staff will adopt the traffic lights strategy for behaviour management within the classroom. The traffic light system will operate on four colours those being, Purple, Pink, Blue, Green, Amber, Red and Black. The following procedures are to be applied consistently across the school, as a strategy to eliminate disruptive behaviour.

Level	Action	Consequence
Purple Light	For acknowledging students who demonstrate positive behaviour consistently and to high standard	Proximity, praise, reward to encourage positive behaviours.
Pink Light	For acknowledging students who demonstrate positive behaviour consistently	Proximity, praise, reward to encourage positive behaviours.
Blue Light	For acknowledging students who demonstrate positive behaviour	Proximity, praise, reward to encourage positive behaviours.
Green light	All students begin the day here	Proximity, praise, reward to encourage positive behaviours.
Low Key Response	Teacher to use a low key response to change the students behaviour	Remind student of the rule and the behaviour that is expected
Verbal warning	Second warning. The teacher to remind student using a low key strategy such as proximity	Remind student of the rule and the behaviour that is expected
Orange light	Third warning required,	Move the student to the Orange light
Red light	Fourth warning required, the teacher reminds student of their responsibilities as a Kind, Safe and Respectful Learner.	Move the student to the Red light. Student is moved to an isolated spot in the classroom, however, they must continue to be a part of the learning process. After a period of time where the student has demonstrated the appropriate behaviours the teacher moves them back with the rest of the class
Black Light	Fifth warning, the teacher reminds the student of their responsibilities as a Kind, Safe and Respectful Learner.	Student is moved to the Black light. Student is sent to buddy class for a period specified by the teacher but no longer than 15 minutes . Student completes a buddy class think sheet . Student discusses their actions and buddy class reflection with the classroom teacher and is moved back into the classroom. Classroom teacher to advise the students' parents that they have been placed in buddy class. Classroom teacher to record the incident in the school's SIS system.
Admin	Sixth warning, the teacher reminds the student of their responsibilities as a Kind, Safe, and Respectful Learner.	Student is sent to Administration. Administration staff member deals with the behaviour in an appropriate manner, this may involve the student receiving detention. Admin to advise the students' parents that they have been sent to Admin for behaviour issues. Administration to record the incident in the school's SIS system.

Note:

Students are provided the opportunity to **move backwards** through the traffic lights once they have demonstrated the **appropriate behaviour** for a **time deemed reasonable by the classroom teacher**.

Specialist teachers are required to follow the traffic light procedure within their lessons. They may request teachers inform them of any students requiring to move back up from orange and red.

Once a student is at risk of losing their Good Standing a meeting is to be held between the student, their parents, classroom teacher and a member of Administration. The aim of the meeting is to provide the student and their parent an opportunity to determine how the students' behaviour will change so they do not lose their Good Standing.

6.4 ADMINISTRATION MANAGED BEHAVIOURS - Referral for a MAJOR negative behaviour.

When a student is referred to the office on a behaviour note or with a red card for **URGENT** administration assistance. **Administration to record the incident in the school's SIS system.**

- -Intimidation of staff or students
- -Property misuse or damage to school property
- -Physical assault to staff or students
- -Verbal abuse to staff or students
- -Leaving school grounds
- -Inappropriate language (swearing)
- - **Repeated** minor misbehaviours after buddy class has been applied in the one day

6.5 PLAYGROUND PROCEDURES

Incidents that occur within the playground will as much as possible be monitored and dealt with by the duty staff member.

Minor levels of inappropriate behaviour, such as running on the verandah, not wearing a hat, eating out of area, are dealt with by all staff members on duty. Common sense consequences are applied – such as going back and walking on the concrete, playing in the shade, being sat down in view of the duty staff member for a period deemed appropriate by the staff member on duty or being sent to the correct area to eat.

If a teacher observes extreme behaviour in the playground then the student/s involved will be escorted to the office and a member of Administration will deal with the incident and record it in the school's SIS system.

6.6 SCHOOL LEVEL PROCEDURES

The following levels of consequence apply for negative behaviours across the school and whilst they are hierarchal in order students may not necessarily pass through each level, this depends on the severity of the behaviour. :

- Classroom / Playground procedures,
- Buddy Class
- Referral to Admin.
- Detention,
- Withdrawal,
- In school suspension,
- Suspension, and
- Exclusion.

6.7 SPECIFIC RELEVANT ISSUES

In managing the behaviour of students there may from time to time, be certain external factors affecting the behaviour of a child. These may include medical, family or social issues. These will be taken into account when dealing with behavioural issues. In all cases it is a firmly held belief of the school that each child is responsible for his/her own behaviour.

6.8 MANAGEMENT PLANS

Where the teacher or school has cause to become concerned about the behaviour of a student as a result of repeated problems in the classroom or playground, a "Behaviour Management Plan" will be generated by the class teacher or member of Administration for this student. Behaviour Management 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.

The Plan will be retained by the class teacher and form a part of the child's school records. The school administration will be informed each time a Behaviour Management Plan is generated. Pro- Forma Behaviour Management Plans are located on the Shared Drive at S:\AdminShared\All Staff\5. SAER\SAER\3. Forms

6.9 RISK MANAGEMENT

School staff will undertake risk management planning and the development of Escalation Profiles where a student's behaviour is considered to present a physical risk to the safety of staff or students.

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.

6.10 ESCALATION PROFILE

An Escalation profile will be developed in collaboration with administration to support staff in management of students who become highly escalated when presented with certain trigger on a regular basis. The Escalation Profile will detail the **Behaviour**, **Strategies** and what staff should **Avoid** at the following points of a student's escalation.

- **Calm**
- **Agitation**
- **Acceleration**
- **Peak**
- **De-escalation**
- **Recovery**

The profile will also detail known triggers of the students escalated behaviour. It is vital that all staff that have interaction with the student including **Relief Teachers, Specialist Teachers and Support Staff** are aware of the Escalation Profile and the strategies to use.

6.11 USE OF PHYSICAL CONTACT AND RESTRAINT

As a **last resort** students can be physically restrained in response to spontaneous, potentially harmful behaviour that places at risk the **safety of the student, other students, school staff, any other person or school property**. Following a situation in which a student has been physically restrained, the person who provided the restraint must immediately notify the Principal in writing, stating:

- conditions that lead to the use of physical restraint,
- degree of physical restraint used, and
- names of those who witnessed the use of the physical restraint.

On receiving this information the Principal will immediately notify the parents and record the incident. **Under no circumstances is physical contact or restraint to be used to enforce student compliance.**

6.12 BULLYING PREVENTION PLAN

Chidlow Primary School believes that students and staff have the right to work and learn in an environment that is safe from violence, harassment and bullying of any kind. Any form of bullying will be dealt with in accordance with the school's bullying policy. PATHS program as part of the Health Curriculum educates students to respond to bullying behaviour.

6.13 WITHDRAWAL OF STUDENTS FROM SCHOOL ACTIVITIES

Withdrawal of students from school activities is strategy that might be used to manage ongoing or higher levels of behaviour.

6.14 IN-SCHOOL SUSPENSION

If a child is involved in:

- Physical violence;
- Verbal abuse;
- Deliberate disobedience; or
- Persistent inappropriate behaviour, they may progress to In-School Suspension.

The student will be sent to the Deputy Principal.

- They will be sent, with work, and be placed in a designated room within Administration for one school day.
- They will be provided with alternative recess and lunch breaks.
- Parents to be notified in writing by the Principal or Deputy Principal.
- Parents invited to meet with the Principal or Deputy Principal re child's behaviour and develop a 'Behaviour Management Plan' if deemed appropriate.

6.15 SUSPENSION OF CHILDREN

Circumstances under which suspension of a child from school will be considered as an option are:

- a. When other steps have failed to bring a satisfactory resolution, or
- b. For deliberate wilful behaviour eg.

- physical assault or intimidation of staff and/or students;
- verbal abuse or harassment of staff and/or students;
- wilful offence against property;
- bringing a weapon to school;
- substance misuse such as cigarettes, alcohol and prescribed medicines;
- Illegal substance deemed under the Criminal Code eg. illicit substances brought to school;
- ongoing bullying of another student;
- violation of school Code of Conduct, behaviour management plan, classroom or school rules.

In general, suspension of a child would require serious consideration by the Principal, and Deputy Principal. It is a measure of last resort and each case is to be treated individually.

As a rule, parents would normally be involved before the decision to suspend a student is made. Parents will be contacted by telephone and letter to inform them of the intended/pending decision. The parents will be given the opportunity to reply for consideration of the school decision.

The maximum period of suspension is **five** days for a breach of school discipline and 10 days for a serious breach of school discipline.

The parents and a member from Administration will meet before the child returns to school to develop a 'Behaviour Management Plan' for the child.

Regional Office will be notified by letter of any out of school suspensions.





6.16 MONITORING AND EVALUATION

The Principal and Deputy Principal will monitor the effectiveness of the Behaviour Management Policy on an ongoing basis, in consultation with staff and the school community.

This will focus on two main aspects:

- recurring situations to which the policy does not cater or where it appears ineffective, and
- where the behaviour of an individual student requires more intensive management.

Chidlow Champion Behaviour Expectation Matrix

	Chidlow Champions are SAFE 	Chidlow Champions are KIND 	Chidlow Champions are RESPECTFUL 	Chidlow Champions are LEARNERS 
LEARNING AREAS	We are in the right places at the right times We use equipment and materials correctly We ask for permission to enter or leave the classroom We move safely around the school	We help others We use positive words to each other We treat others as we would like to be treated	We are polite and use our manners We follow instructions the first time We use active listening We put our hands up to speak We always ask if we can borrow equipment	We always do our best We let others learn We are organised We ask for help when we need it We stay on task We work cooperatively with others We learn from our mistakes
PLAYGROUND AND VERANDAHS	We stay within the school boundaries We choose the right play for the right areas We report unsafe play to a teacher We use drink fountains and toilets appropriately We wear a hat outside We walk on verandahs	We include others in our play We keep our hands and feet to ourselves We use words to solve problems with others	We wait to be dismissed at recess and lunch We follow all instructions the first time	We move to class on the first siren We go to the toilet and get a drink on the first siren We line up quietly outside our classroom by second siren
BEFORE AND AFTER SCHOOL	We stay seated in the undercover area before school We line up for the bus in the right areas at the end of the day We leave school grounds immediately at the end of the day We walk scooters and bikes through the school grounds		We listen to all staff members and follow all instructions the first time We leave all classrooms tidy at the end of the day	We get all our equipment ready for learning.
USE OF TECHNOLOG	We hand all electronic devices into the office at the beginning of the day We only use our own passwords We use our personal devices once we have left the school grounds	We communicate appropriately with others online	We handle all devices with care We only access appropriate material	We report any inappropriate use of devices immediately We stay on task
COMMUNITY	We act responsibly at all times We travel safely to and from school We report bullying	We help others	We are polite and friendly to guests We always use our manners We respect community property	We represent our school with pride
ASSEMBLY	We carry our chairs correctly We walk calmly and quietly	We wait our turn We clap others achievements	We sit quietly We listen when others are speaking	

Appendix A

Appendix B

Thank You	
For being: Kind/Safe/Respectful/Learner	
Name: _____	Room: _____
Faction: _____	Teacher: _____

