



YANCHEP LAGOON PRIMARY SCHOOL

Behaviour Management in Schools Policy

All members of the school community are to uphold the following:

School Wide Behaviour Expectations
I am RESPECTFUL
I am RESPONSIBLE
I am SAFE
I am a LEARNER

Rationale

The purpose of this document is to guide the implementation of calm, consistent learning environments. We have a shared vision to support students, staff, and the wider community in demonstrating positive behaviours, social skills and academic achievements.

Rights and Responsibilities

<p>Staff and students have the RIGHT to:</p> <ul style="list-style-type: none"> • Be treated with respect, courtesy and honesty; • Work in a purposeful and supportive environment; • Parental support of the BMiS (Behaviour Management in School) Policy 	<p>Staff and students have the RESPONSIBILITIES to:</p> <ul style="list-style-type: none"> • Ensure their behaviour is not disruptive to students' learning; • Ensure the school environment is kept clean, tidy and safe; • Ensure they are punctual, polite, prepared for class and display a positive manner; • Behave in a way that promotes the safety and wellbeing of others; • Be respectful, courteous and honest; • Establish positive relationships with others; • Communicate with parents
---	---

To support these Rights and Responsibilities, students should follow the guidelines below:

- Treat people and property with respect
- Wear a hat outside
- Gain permission to leave school grounds
- Stay in appropriate areas
- Walk on pathways and paving
- Always tell a teacher where you will be and what you will be doing
- Only enter classrooms with permission and supervision
- Put rubbish into a bin
- Take responsibility for your learning

PBS (Positive Behaviour Support) Expectations

Yanchep Lagoon Primary School is a Positive Behaviour Support School. Expected behaviours are displayed and taught. A matrix of expected behaviours and contexts is attached on the next page.

	I am a Learner	I am Respectful	I am Responsible	I am Safe
Whole School, All the Time	I follow instructions I attend school regularly I am punctual to all classes I ask for help when needed	I use manners and common courtesies I wear the appropriate uniform to school I am mindful of other people's property I treat others the way I like to be treated I consider other people's feelings and opinions	If I make a mistake, I explain truthfully I help take care of the school environment I am prepared for class	I walk through the school I stay within the school boundaries I keep hands, feet and other objects to myself
Class room	I have my equipment ready I hand in work on time I complete my work to the best of my ability I ask for help when needed I share equipment	I pay attention I raise my hand and wait for my turn to speak I stay in my seat or in my space I allow others to have their say I encourage my classmates to do their best and offer help when needed	I arrive on time to class I help keep the classroom tidy I return things to the right place and in the same condition I take care of my belongings	I am cyber safe I move carefully around the classroom I follow all instructions given by the teacher I keep hands, feet and other objects to myself I sanitize my hands on entering and when instructed
Play ground	I wait and take turns I learn and follow game rules	I place rubbish in the bin I agree on and follow game rules I listen to and follow duty teachers' instructions I speak nicely to others I include others I apologise when I make a mistake	I sit and eat in the correct area I play in the correct area I share sports equipment and treat it with care I place rubbish in the bin	I wear a hat when playing outside I stay in the school grounds I ask for help when needed I listen to and follow duty teachers' instructions I am aware of keeping my peers safe from harm I use stairs and ramps sensibly
Library	I choose books that are appropriate for me I use resources correctly	I speak politely to the library staff I consider other classes I use a quiet voice I use a book mark (ruler) while browsing I take turns with books and games	I leave my bag outside I use a cloth book bag when borrowing I return all items to the correct place I return borrowed items on time	I know the library is a quiet, safe place I walk in the library
Transitions	I bring the appropriate equipment to class	I move quickly to where I need to be I move quietly around the school when others are working	I am in the right place at the right time I listen to teacher instructions	I walk in a line on the pavement I keep my hands, feet and objects to myself I give other people space to stand in line
Canteen	I make healthy food choices	I speak clearly and politely to the canteen helpers	I collect my class lunch basket in a sensible manner I put my rubbish in the bin	I wait patiently in the canteen line and look out for younger children
Toilets	I return to class promptly I ask at an appropriate time	I use the toilet at break times I use the toilet facility correctly I give other people their privacy	I use the correct toilets in my area I use toilet paper, soap and water carefully I leave the toilet clean	I wash my hands after I use the toilet I walk in the toilet area
Gatherings	I sit quietly I listen to the speaker	I sing the National Anthem and recite the school creed I speak politely to visitors I celebrate the achievements of others I accept awards politely	I wear a clean and tidy uniform I keep hands, feet and other objects to myself I sit in my class line	I remain with my class/group I walk carefully up and down the stairs I give people space to sit I arrive and depart in my class line and give way to other classes
Before and After School	I arrive on time I prepare my equipment for the day I come in to school when gates open at 8:35am I take home what I need (homework)	I say "Good morning/afternoon" to others, and smile I follow the drop-off and pick-up rules I leave other people's property alone I am careful around other people's property	I leave the school grounds promptly after school I report to the Front Office when I arrive late I only use school grounds during school time I lock up my bike/scooter in the bike racks I take care of our school's property	I walk through the school on pathways I look and listen for moving traffic I sit and wait patiently and sensibly for my car to arrive at the Kiss and Drive locations. I walk my bike or scooter carefully in the school grounds I wear a helmet

Awards vs Rewards

It is useful to think through differences to help guide our thinking and school practice.

REWARDS: Something is given in return for service, effort, or achievement (good or bad), used to manipulate, lure or motivate – bribery for control. Do this and you will get that.

AWARDS: Acknowledgement of service, effort, or achievement (good only), that is not motivated by the desire for a reward or the pleasure of the reward giver. In other words, awards are not used to manipulate student behaviour. Awards, therefore, should reflect entrenched habits of action so there is a minimalist approach. Students need to be motivated by a desire for self-improvement and commitment to virtuous behaviour. The whole purpose of giving awards is to hold up students as beacon role models – something to aspire to set examples for others.

Therefore, we do not want awards to simply highlight innate ability without virtuous behaviour otherwise we are indicating that innate ability or being gifted is the key requirement for success and achievement.

Class Dojo

As a positive incentive system and to track student behaviour, Yanchep Lagoon Primary School uses Class Dojo. Students demonstrating behaviours in accordance with the Matrix will be awarded with points. These free and frequent awards accumulate such that students whose behaviour is consistently on track receive Behaviour Pin Awards.

Class Dojo is accessible by parents so teachers and parents can work together to monitor behaviour.

Class Dojo points are collected as Faction Points. Awards and recognitions are periodically given to the Faction with the highest number of points.

Incentives

- Praise
- Teacher led, in class incentives
- ClassDojo/Faction Points
- Merit Certificates
- Principal/Deputy Principal recognition
- 'Good News' phone calls
- Level 1-12 Behaviour Certificates
- Behaviour Pin Awards

Classroom Behaviour Management

Unacceptable Behaviour - Level 1 (Class Level):

- Step 1 – Verbal warning
- Step 2 – Name on board (warning)
- Step 3 – Mark next to name; class isolation, counselling by teacher
- Step 4 – Two marks next to name, buddy class isolation, counselling by teacher

Level 2 (Administration Level):

- Step 5 – Three marks next to name, sent student to office with 'classroom student behaviour report', student to phone parent to tell them why they are up in the office, behaviour entered into Integris (school data base)
- Step 6 – Persistent offenders given in-school suspension, parent informed, re-entry meeting with Classroom Teacher and Deputy Principal to complete and discuss the Re-entry Behaviour Contract

Recurring or Very Serious Misbehaviour

- Step 7 – In school suspension, case conference/interview with parent/s, behaviour management plan.

Severe clause: Any behaviour that puts at risk the safety or the wellbeing of any student or staff member or puts at risk the learning and teaching program.

Teacher Managed Behaviour - Minor	Administration Managed Behaviour – Major
<ul style="list-style-type: none"> • Answering back • Cheating/integrity • Disinterested • Dress code • Inappropriate comments • Inattentive • Lateness • Minor dishonesty • Out of area • Out of seat • Property misuse • Rough play • Technology misuse • Throwing • Touching • Unprepared • Unsafe behaviour • Work avoidance 	<ul style="list-style-type: none"> • Bullying • Defiance/refusal • Dishonesty/integrity <p>Intimidation</p> <ul style="list-style-type: none"> • Staff • Students <p>Physical Assault</p> <ul style="list-style-type: none"> • Staff • Students <p>Verbal Abuse</p> <ul style="list-style-type: none"> • Staff • Students <ul style="list-style-type: none"> • Property misuse/damage • Repeated minors (3-5) • Truancy

RED CARD TO BE USED FOR ANY EMERGENCY

Red cards are to be kept in all classrooms in a place easily accessible to class teachers, education assistants and relief teachers (eg on the pin up board near the teachers desk). In the event of an urgent situation requiring immediate administration intervention, the red card (marked with class name) will be sent up to the administration office.

A Sequence for Behaviour Management

Classroom Environment – focus on the positives



Inappropriate Behaviour



Verbal Warning

1. Name on board
2. In-class isolation

If behaviour changes – no further action



'Buddy Class' Isolation

If behaviour changes – no further action



Administration Involvement

- Deputy Principal may phone parent to alert them to the student's poor behaviour
- Behaviour entered into Integris
- Can lead to in-school or out of school suspension

Incentives

- Verbal Praise
- Dojo points
- Merit Certificates
- Certificates
- Badges

**Individual Behaviour
Records/Classroom
Records**

A Sequence for Behaviour Management

Playground Environment – focus on the positives



Inappropriate Behaviour



First Warning by Teacher



Second Warning by Teacher

- 5-10 minutes of 'time out' in the playground
- Stay with the Duty Teacher

Behaviour changes – no further action



Administration Involvement

- Lunchtime detention
- Record on student file (Integris)

Behaviour changes – no further action

- Continuing breaches – Different breaks/playing areas
- Recurring incidents/serious misbehaviour – may result in in-school/out-of-school suspension

Rewards

- Verbal Praise
- Faction Tokens

Individual Behaviour Records

Buddy Class

It is important that teachers have control of their classroom and students have a choice regarding their own behaviour. Use the 'Classroom Management Framework' (CMS Bump Chart) to support your response to behaviour. When a student is using 'persistent attention seeking' behaviour and 'chooses' to act negatively on choice given, Buddy Class may be the most appropriate strategy to use to diffuse the situation allowing others to learn and gives the student time to reflect on their behaviour.

WHEN TO SEND

Stage 1 – repeated low level disruptive behaviour

Student goes to Buddy Class with reflection sheet and work to complete

Buddy Class Teacher

- Sign start time to ensure student has arrived on time
- Instructs student to complete reflection sheet and set work
- Sends student back to class at the correct time

Student sent back to class

Classroom Teacher must

- Use 'Buddy Roster' to allocate a classroom
- Provide the 'Reflection Sheet' for the student to complete. Add student's name, start time and end time
- Provide work the student is capable of doing on their own
- Ensure student gets to Buddy Class

Re-entry

- Teacher discusses behaviour choices/consequences and the completed Reflection Sheet with the student

Documentation

- Staff member to enter incident on Integris, including 'actions'
- Parent/Carer to be notified
- Retain the Reflection Sheet for your records
- If behaviour pattern continues, consult with a Deputy for support

Guidelines for Suspension

When all efforts to contain the behaviour of a disruptive student have failed, the Principal is authorised by the Department of Education and Training to suspend a student. 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) The classroom teacher
 - ii) The parents or guardians
 - iii) A copy in the student file
- b) The suspension will be recorded on Integris
- c) A Re-entry Behaviour Contract written by the student with support from their classroom teacher and deputy principal

A student returning to school from suspension will be monitored using a Behaviour Contract for a set number of weeks. The Behaviour Contract will be developed by the classroom teacher with student. The contract will be monitored by the deputy principal.

Good Standing

Students begin the year with Good Standing. This allows them to commence their year on an equal basis with an achievable goal, that of having and maintaining their Good Standing. Our aim, as a school community, is to help the students maintain Good Standing by providing a supportive environment for all.

ATTENDING/INCLUSION IN SPECIAL EVENTS

Attending or inclusion in a wide range of special events (incursions/excursions) is strongly encouraged and supported at our school.

To attend/ be considered for special events, a student must have Good Standing. This means they need to be:

- Behaving appropriately (adhering to the Whole School Behaviour Expectations)
- Meeting curriculum requirements/outcomes to the best of their ability
- Wearing school uniform
- Attending school regularly and being punctual to classes

If it is a known, pre-planned event such as a Reward Day or a Camp, this must be clearly outlined and communicated to students and parents well before the event.

LOSS and REGAINING of GOOD STANDING

A student can lose Good Standing if they fail to meet the requirements of Good Standing or are suspended. Only a Deputy Principal/Principal can remove Good Standing.

Students who have lost Good Standing are required to successfully complete a minimum of 1 week (maximum of 4 weeks), on a Behaviour Contract which is individualised to help the student regain their Good Standing. When a student has successfully completed the Behaviour Contract they are deemed to have 'regained their Good Standing'. Any student who is at significant risk of not maintaining Good Standing (factors out of their control) will be identified and on an individualised plan which supports them to work towards attaining Good Standing.



POSITIVE BEHAVIOUR CONTRACT

Student Name:	Start Date:
Class Teacher:	Week ____ Reward:

My Behaviour Goals

1. _____
2. _____
3. _____

SCORING SYSTEM

- 3 = My goals have been easily met this period.
2 = I needed some teacher reminders about my goals this period.
1 = I did not try hard enough to meet my goals during this period.
0 = I did not meet my goals this period.

WEEKLY REWARD

To achieve my reward of _____, I need _____ points

CONSEQUENCES

- Score of 1 = Break times with the Duty Teacher
Score of 0 = Meeting with the Deputy Principal and phone call home

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
TOTAL					

Student _____ Signed _____ Date _____

Teacher _____ Signed _____ Date _____



POSITIVE BEHAVIOUR CONTRACT

Student Name:	Start Date:
Class Teacher:	Week ____ Reward:

My Behaviour Goals

1. _____
2. _____
3. _____

SCORING SYSTEM

- 3 = My goals have been easily met this period.
2 = I needed some teacher reminders about my goals this period.
1 = I did not try hard enough to meet my goals during this period.
0 = I did not meet my goals this period.

WEEKLY REWARD

To achieve my reward of _____, I need _____ points per day/week.

CONSEQUENCES

- Score of 1 = Break times with the Duty Teacher
Score of 0 = Meeting with the Deputy Principal and phone call home

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
LUNCH					
3					
4					
RECESS					
5					
TOTAL					

Student _____ Signed _____ Date _____

Teacher _____ Signed _____ Date _____

Bullying and Teasing

All Staff and students at Yanchep Lagoon Primary School have the right to, and responsibility for, a safe environment in school. The school promotes positive behaviours and positive reactions in individual and group interactions. When bullying, teasing or harassment occurs, this policy is brought into action.

Bullying, teasing and harassment will not be tolerated at Yanchep Lagoon Primary School.

Bullying touches almost everyone's life, it is widespread and harmful – but is also preventable. As we learn more about its lasting effects, it is becoming an issue of growing concern to teachers and parents. Every one of us has the right to feel safe, secure, accepted and valued and has the responsibility to take action to ensure others feel the same.

Definition

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation, or social acceptance on more than one occasion.

Types of Bullying

There are three broad categories of bullying:

Direct physical bullying eg. Hitting, tripping and pushing or damaging property. It also includes:

- ◆ Punching
- ◆ Kicking
- ◆ Pushing
- ◆ Pinching
- ◆ Hitting
- ◆ Spitting
- ◆ Mobbing
- ◆ Biting
- ◆ Slapping
- ◆ Hair pulling
- ◆ Threatening with objects

Direct verbal bullying eg. Name calling, insults, homophobic or racist remarks, verbal abuse. It also includes:

- ◆ Name calling
- ◆ Threats
- ◆ Swearing
- ◆ Put downs
- ◆ Verbal
- ◆ Written notes
- ◆ Racial taunts
- ◆ Sexist taunts

Indirect bullying – this form of bullying is harder to recognise and is often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:

- ◆ Lying and spreading rumours
- ◆ Stalking or following
- ◆ Playing nasty jokes to embarrass and humiliate
- ◆ Mimicking
- ◆ Nasty looks, signs and/or gestures
- ◆ Encouraging others to socially exclude someone
- ◆ Damaging someone's social reputation and social acceptance
- ◆ Offensive/hurtful notes or graffiti
- ◆ Cyber-bullying, which involves the use of email, text message or chat rooms to humiliate and distress

WHAT BULLYING IS NOT

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are there socially unpleasant situations that are often confused with bullying:

Mutual conflict

In mutual conflict situations, there is an argument or disagreement between students, but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social rejection or dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single episode acts of nastiness or meanness, or random acts of aggression or intimidation

This is not the same as bullying. If a student is verbally abused or pushed on one occasion, they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying. In both cases, these incidents should be recorded for monitoring purposes.

(Reference – Safe Schools Victorian Department of Education)



Individual Behaviour Management Plan

Student: _____ **Year:** _____

Focus behaviour/s:

-
-
-

Agreement Stakeholders:

Classroom Teacher: _____ Parents: _____

Deputy Principal: _____

Implementation Start Date: _____ Review Date: _____

<u>Appropriate behaviour</u>	<u>Inappropriate behaviour</u>
•	•

<u>Positive Reinforcement</u>	<u>Negative Consequences</u>
•	•

Other -