

Behaviour Management Plan

Code of Conduct

Our school community believes that:

- All members of the school community have the right to feel safe and secure in the school environment
- Students have the right to learn and teachers have the right to teach without disruptions from others

Roles & Responsibilities

TEACHERS

Teachers at North Tom Price will:

- Develop and maintain a positive learning environment;
- Have a clear understanding of whole school and classroom rules and the consequences of infringements of these;
- Discuss school and classroom rules regularly with their students;
- Are consistent when enforcing rules;
- Follow the school's behaviour management plan;
- Report and document all serious incidents of inappropriate behaviour;
- Include administration staff where appropriate in discussion with parents regarding student behaviour management;
- Will adhere to safe playground procedure by attending to duty punctually when rostered and continually moving around the duty area;
- Inform other staff members at staff meetings or through WWIT of students who require monitoring at recess and lunch; and
- Have a copy of the school's student behaviour management folder available in the classroom for relief staff. These folders are to contain the following documents:
 - Details and photos of all students who present with significant behaviour problems requiring monitoring at recess and lunch
 - Classroom guidelines
 - School rules
 - Playground rules
 - Individualised Behaviour Plans (IBP)
 - Risk Management Plans (RMP)

ADMINISTRATION

Administration staff at North Tom Price will:

- Support teachers with behaviour management;
- Provide a link between parents and staff;
- Ensure consistency in the implementation and maintenance of the behaviour management plan throughout the school;
- Assist teachers to design programs for individual children with behaviour problems;
- Ensure the policy is reviewed within 3 years by a committee of teaching and non-teaching staff;
- Manage all issues in regards to suspension; and
- Provide constructive feedback to staff on their management of student behaviour.

PARENTS

Parents within the school community of North Tom Price will:

- Support school staff with behaviour management;
- Maintain open communication with school staff; and
- Raise issues and concerns in appropriate forums.

STUDENTS

Students at North Tom Price will:

- Accept responsibility and consequences for their own behaviour; and
- Follow the school code of conduct.

Rights & Responsibilities

RIGHTS	RESPONSIBILITIES
Students have the right to: <ul style="list-style-type: none">• Learn in a purposeful and supportive environment• Work and play in a safe, secure, friendly and clean environment• Be treated with respect, courtesy and honesty• Be heard	Students have the responsibility to: <ul style="list-style-type: none">• Ensure 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 and prepared• Display a positive manner• Behave in a way that protects the safety and wellbeing of others• Communicate issues and concerns to parents and teachers• Accept consequences for their actions
All Staff have the right to: <ul style="list-style-type: none">• Be treated with respect, courtesy and honesty• Teach in a safe, secure and clean environment• Teach in purposeful and non-disruptive environment• Receive cooperation and support from parents	All Staff have the responsibility to: <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• Report incidents of inappropriate student behaviour to a relevant member of teaching staff or administration
Parents have the right to: <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 education, 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's education	Parents have the responsibility to: <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 learning• Ensure that their child has the materials to participate in all learning activities• Support the school in the education of their child• Value and respect other members of the school community

Strategies to Respond Positively to Diversity and Difference

Diversity and difference can relate to age, ability, knowledge, gender, religion, language and class. North Tom Price creates a supportive culture and positive learning environment to improve student well-being and reinforce positive student behaviour. Strategies developed to encourage inclusivity and positive student behaviour includes:

- **Virtues Program**
The Virtues programme is a positive, holistic programme which is used to bring out the best in children and adults through the learning of the 52 Virtues. It is designed to help students from PP – 7 to make moral choices and build the language of integrity and self-esteem.
- **Incursions/Excursions**
A large number of touring acts/groups come to the school each year to perform/talk to the students.
- **Special Occasions**
Whole school celebration of special events (NAIDOC, Harmony Day, Bulling No Way Day).

Prevention of Violence, Harassment and Bullying

North Tom Price will not tolerate bullying, violence or harassment because they infringe our fundamental rights to safety and fair treatment.

What is Bullying?

Bullying is an ongoing pattern of repeated behaviour by one person towards another which is designed to hurt, injure, embarrass, upset or discomfort that person. It can be:

- Physical aggression
- The use of put-down comments or insults
- Name calling
- Damage to the person's property
- Deliberate exclusion from activities

- The setting-up of humiliating experiences

What Students Can Do:

If students are being bullied they can:

- Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive;
- Seek help – talk about it with someone they trust;
- Report it to a member of staff;
- Seek a safe house that is familiar or walk home with friends;
- Respect themselves and others; and
- Seek support from their friends to show disapproval of bullying.

What Student Bystanders Can Do:

If a student observes another student being bullied they can:

- Be supportive of the student being bullied;
- Report the incident to a member of staff; and
- Do nothing to encourage the bullying behaviour.

What Teachers Can Do:

If bullying occurs, the teacher can:

- Listen and respond with empathy;
- Hear both parties explain the situation;
- Have both parties provide ideas on improving the situation;
- Record incidents of bullying when appropriate;
- Ensure that there is follow up with the students involved;
- Inform Administration staff of the incident; and
- Contact parents of the child being bullied and the child who is bullying where the child is a student in their classroom.

What Parents Can Do:

If bullying occurs, the parent can:

- Be aware of the signs of distress and talk openly with their child;
- Encourage children to be assertive and to stand up for themselves without resorting to physical violence;
- Inform the classroom teacher or administration staff of their concerns; and
- Give assurance to their child that the situation can and will be effectively resolved.

Prevention of Bullying

All staff at North Tom Price promote a culture of tolerance and unity. This culture is created through the school's Virtue programme, Protective Behaviours, positive reinforcement of appropriate behaviours and high expectations for students' behaviour.

School Rules

1. I respect the rights of staff and other students.
2. I treat school and personal property with respect.
3. I play safely within the designated areas.
4. I have a teacher present when I am in a classroom.
5. I walk on the verandas and in the undercover areas.
6. I wear a sun-safe hat when outdoors.
7. I wait for a parent or guardian to give my teacher a sign-out pass (yellow note) before leaving the school grounds during school hours.

Mobile Phones

Mobile phones are **not permitted to be used by students at school**. As a school, we accept some parents/caregivers are concerned about safety to and from school and provide mobile phones for their children, and these need to remain secured in bags during school hours. These remain the personal property of the students and the school will accept no responsibility for their loss, theft or damage.

Classroom Behaviour Management

At the start of each year teachers will work with the students in their class to devise class set of guidelines for behaviour within the classroom. A copy of this will be sent to parents at the beginning of the school year. It will also be displayed within the classroom and a copy will be given to Administration Staff.

Positive incentives will be given in each classroom. These will vary with each teacher, but it is strongly recommended that whole school approaches, such as virtue vouchers, will be used. Raffle tickets, group points, marbles in a jar, group points and token money are some common forms of positive incentives and may be used alongside whole school rewards.

Infringements of classroom rules will be dealt with in a clearly understood and agreed manner including incidents of bullying.

Classroom Procedures for Behaviour Infringements

North Tom Price supports acknowledging positive behaviours. When a student's behaviour contradicts the school or classroom guidelines a teacher is to follow the steps:

1. Verbal warning to the student about the rule they are violating

2. Second warning and teacher may implement a logical consequence (e.g. moving seats if the student is talking)
3. Student sent to time-out in the classroom for no more than 5 minutes and/or teacher may administer a consequences such as student being benched for X minutes at recess or lunch
4. Student sent to buddy class for no more than 10 minutes
5. Student sent to admin with a green slip

SEVERITY CLAUSE: For violent or abusive behaviour students immediately receive a green slip (level 5) and are sent to administration.

CONSEQUENCES: Administration staff will decide on consequence given to students once they have been sent to the administration block. At the Principal's discretion, suspension can be used.

RED CARD SYSTEM: If a student is displaying violent or abusive behaviour a red card displaying the classroom number is sent to administration. An administration staff member receives the card and goes to the classroom immediately to deal with the situation.

BLUE CARD SYSTEM: If a student is displaying aversive behaviour that does not pose a risk to staff or students yet requires intervention from the Principal or Deputy Principal a blue card displaying the classroom number is sent to administration. An administration staff member will go to the classroom as soon as possible.

Benching

Benched students are to sit on the bench outside the staff room near the junior girl's toilets. It is expected that;

- Benched students are not permitted to talk to or sit with other students; and
- Benched students are not to leave until a duty teacher gives them permission to leave.

A student may have their benching extended if they fail to follow the aforementioned expectations. A sign in sheet will be placed on the table outside the office for benched students to record their name, room number, date of benching and time of benching (recess or lunch). This will be used as a record to track the amount and frequency of students benched.

Playground Behaviour Management

Level 0: Positive Playground Environment

Our aim is to have children who are happy, feel safe and have pride in the appearance of their school and in their behaviour.

The behaviours we would like to see in our playground are:

- Walking on the verandahs;
- Sitting while eating;
- Putting all rubbish in the bin;
- Broad brim hats worn when in the sun;
- Children speaking to and treating others with respect;
- Playing safely and cooperatively; and
- Staying away from out of bounds areas.

DUTY STAFF RESPONSIBILITIES:

- Reinforce positive playground behaviour;
- Discuss appropriate playground behaviour with class on a regular basis;
- Where possible, teach children some playground games;
- Talk to children whilst on duty and briefly participate in their games; and
- Monitor students who are benched and release them after a predetermined time.

Level 1: Immediate Consequences

When low level unacceptable behaviours occur, the aim is to have immediate logical consequences administered by the duty teacher.

BEHAVIOURS & CONSEQUENCES:

- | | |
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| • Running on path | Student to sit down on the spot |
| • Walking around eating | Student sent to sit in new undercover area |
| • Littering | Student asked to pick up their rubbish |
| • Not wearing broad brim hat | Student asked to go to undercover area |
| • Playing/misbehaving in toilet minutes (teacher discretion) | Student required to clean up any mess they have made and be benched for X minutes (teacher discretion) |
| • Rough play | Student benched for X minutes (teacher discretion) |

Use these low-level consequences for any other minor unacceptable behaviour. Try to use logical consequences that match the behaviour.

TEACHER RESPONSIBILITIES:

- Be consistent in your application of the consequence; and
- Notify the student's classroom teacher if necessary (particularly for rough play and misbehaving in the toilets).

Level 2: Playground Removal

Where unacceptable behaviour is likely to cause injury to persons, deliberate damage to property or becomes deliberately defiant in nature, the child may be immediately withdrawn from the playground.

BEHAVIOURS:

The following behaviours are considered unacceptable enough to warrant playground removal:

- Physical contact causing injury;
- Deliberate vandalism;
- Verbal abuse or swearing at others;
- Dangerous behaviour likely to cause injury; and
- Playing/going out of school bounds.

DUTY STAFF RESPONSIBILITIES:

- Remain calm and take student to the Administration area;
- If child is totally uncooperative, send a red card to Administration for assistance; and
- Enter information on Integris (within 24 hours) under Behaviours.

ADMINISTRATION RESPONSIBILITIES:

- Discuss with the child the nature of the behaviour and the likely consequences of that behaviour;
- Administer a consequence and enter this information in Integris under Behaviours;
- Contact parents and record this contact under Activities on Integris; and
- Inform the classroom teacher and relevant staff members of the consequence administered.

Creating Individual Behaviour Management Plans

Individual behaviour management plans are to be established when a student requires additional support to meet their individual needs or modify their behaviour. These plans need to include:

- Behavioural issues being addressed and current behaviours;
- Desired outcomes or target behaviour;
- Strategies to be used and frequency of the strategy;
- Names of non-teaching and/or teaching staff implementing the strategy; and
- Reflection on the effectiveness of the strategy.

Teacher Responsibilities:

- Classroom teachers are to work with relevant support staff (such as a special needs paraprofessional) and Administration staff to create an Individual Behaviour plan (IBP);
- Classroom teachers are to provide, by email, a copy of the IBP to DOTT providers and non-teaching staff that have classroom contact with the child. DOTT providers are to follow the classroom teacher's IBP or create their own IBP in consultation with the classroom teacher;
- Classroom teachers and DOTT providers are expected to leave details of students on an IBP in relief notes;
- Parents must be given a copy of their child's plan, and it is encouraged that the teacher, admin and parents have a meeting to discuss the plan; and
- A copy of the plan must be signed by the parents of the child and all relevant staff members. This copy is to be stored in the student's file in the office filing cabinet. An electronic copy of the plan is to be saved in the student's file in the shared drive.

Monitoring & Review

This policy will be reviewed within two years and maintained by teaching and administration staff.

This policy was ratified by staff on 13/10/2014.

This policy was ratified by the School Board on 08/12/2014.

Classroom Behaviour Slip

Student: _____

Teacher: _____

Year Level: _____ Room: _____ Date: _____

Time sent to Buddy class: _____

Time returned from Buddy class: _____

Time sent to admin: _____

- ☐ Level 1: First Warning
- ☐ Level 2: Second warning (in class consequence)
- ☐ Level 3: In class time-out
- ☐ Level 4: Sent to buddy class
- ☐ Level 5: Sent to administration

Reason(s) for withdrawal:

1. Failure to respect others' feelings or rights
2. Being off task or failure to make an effort to work
3. Distracting others from their right to learn
4. Acting in an unsafe way
5. Failure to respect others' property
6. Not showing appropriate courtesy to others
7. Other:

Additional Notes:
