



Behaviour Management Policy

Rationale

At Bunyip Primary School our key aim is to provide a positive environment in which each child is respected and his/her right to learn is encouraged and protected. Our pupil management procedures aim to provide consistent, logical and clear consequences made familiar to all involved. The support of parents and teachers is needed to ensure the development of self-disciplined students.

The behaviour expectations for students at Bunyip Primary School have been formulated within and are consistent with Department of Education and Training (DET) guidelines and regulations. We recognise that our school must provide all children with a safe and orderly learning environment that meets the needs of our children at all levels of their primary school life

Aims:

Bunyip Primary School's behaviour management policy aims to:

- provide a happy, positive learning environment
- help students reach their full potential
- provide a physically and emotionally safe environment
- encourage students to accept responsibility for their own behaviour
- ensure rules are applied consistently and fairly by all staff
- 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

Principles of Implementation:

The following principles underpin Bunyip Primary Schools' approach to managing students:

- **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 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 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 step in changing the behaviour is an understanding that if they choose the behaviour, they also choose the consequences of the behaviour.
- **Communication.** True education involves a partnership between the school and home. It is vital that the children's behaviour (both acceptable and unacceptable) 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
- **Corporal Punishment** is prohibited from use at Bunyip Primary School in all circumstances.

School Rules and Values

There are three basic school rules:

1. Care for yourself
 2. Care for others
 3. Care for the school
- Each year teachers will negotiate a set of classroom rules for their own grades that are consistent with the whole school rules.
 - Positive and negative consequences for behaviour are to be developed and applied consistently.
 - School and grade rules are to be displayed prominently around the school
 - Support services will be used on request from a parent or teacher

At Bunyip Primary School, we have a consistent and positive approach to student management and behaviour that will foster a happy and safe school climate where personal responsibility and self-discipline are developed.

We are committed to strategies that:

- Model, encourage and recognise appropriate behaviour
- Accept and value differences and encourage tolerance, understanding and respect for others
- Require children to accept responsibility for their attitudes and actions
- Give positive reinforcement to improve self-esteem

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, tidy and secure.
- Ensure that they are punctual, polite, prepared and display a positive manner.
- Behave in a way that protects the safety and well-being of others.
- Ensure their behaviour does not intimidate

Staff have the RIGHT to:

- Respect, courtesy and honesty from fellow staff members, parents, students and other members of the school community
- 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 student behaviour.
- 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, tidy and secure.
- Establish positive relationships with parents and students (open door by 8:50am to allow informal discussions and preparation), be available from 3.30-3.40pm for parents
- 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 in their interactions with members of the school community including staff, students and other parents
- 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 issues will be dealt with.
- Cooperation and support from teachers in matters relating to their child's education.

Parents have the RESPONSIBILITY to:

- Model respectful, courteous and honest behaviour.
- Ensure that their child attends school.
- Support the school in implementing behaviour management strategies, particularly in relation to their own child.
- Try to 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 behavioural concerns when they occur.

Bunyip Primary School Behaviour Management Process

Classroom Behaviour Process

Teachers will need to record student behaviour on GradeXpert to track behaviour.

Step 1:	First Chance: Warning <ul style="list-style-type: none"> Student is given a warning telling them that their behaviour is affecting other people's safety and/or learning and it must stop now
Step 2:	Consequences Implemented for Failure to Observe Warning

Classroom/Specialist Consequences

1. Being disrespectful to the teacher (arguing, not following instructions, back chatting).	Warning	Name on the board	Rethink	Detention	Teacher Choice
2. Being disrespectful to your peers (bossing around, shouting).	Warning	Name on the board	Rethink	Detention	Teacher Choice
3. Running inside.	Warning	Name on the board	Rethink	Detention	Teacher Choice
4. Throwing objects inside.	Warning	Name on the board	Rethink	Detention	Teacher Choice
5. Calling out.	Warning	Name on the board	Rethink	Detention	Teacher Choice
6. Damaging school property (school dictionaries, library books).	Warning	Name on the board	Rethink	Detention	Teacher Choice
7. Messing around on the way to and from the toilet.	Warning	Name on the board	Rethink	Detention	Teacher Choice
8. Taking someone else's property without permission.	Warning	Name on the board	Rethink	Detention	Teacher Choice

If more than one incident use the 'name on the board/crosses' process	
Step 1	– Name on the board or equivalent
Step 2	- 1 cross or equivalent = 15 minutes time out in your classroom (Prep- 1-5 Minutes)
Step 3	- 2 crosses or equivalent = time out in another room for the remainder of the lesson. Incident entered into Grade Expert and time made up or a lunchtime detention completed.

Step 3:	Student sent to the Office Ring through to Principal to outline behaviour and request student be removed from the classroom. Principal will collect student. Current behaviour will be discussed and expectations of behaviour conveyed to student. Student will remain with principal until they are ready to return to the classroom and respect classroom work and behaviour expectations.
Step 4:	When student returns to learning area, discuss the behavioural issue with them, and indicate what behaviours are necessary to restore the situation.
Step 5:	Continued Unacceptable Behaviour Student is placed on an in-school suspension and removed to a pre-arranged classroom for the remainder of the day. Parent is contacted to inform them of in-school suspension and the student behaviour that caused it.

Bunyip Primary Playground Behaviour Process

Step 1:	First Chance: Warning Student returns to the activity or game if the yard duty staff member believes that the student has been co-operative, reflected and can be trusted not to adversely affect the safety and well-being of other students in the yard.
Step 2:	Failure to Heed First Chance Warning: Implement Behaviour consequences

Yard Behaviour Consequences

1. Using sticks in a dangerous way (Throwing, waving about, hitting)	Step	Rethink	Detention	Warning and Check GradeXpert
2. Hitting another student (slapping, punching, kicking)	Step	Rethink	Detention	Warning and Check GradeXpert
4. Pushing someone else. If Severe Detention.	Step	Rethink	Detention	Warning and Check GradeXpert
5. Climbing school property (basketball fence)	Step	Rethink	Detention	Warning and Check GradeXpert
6. Directing your swearing at someone aggressively.	Step	Rethink	Detention	Warning and Check GradeXpert
7. Swearing in general conversation accidentally. (Dropping shed words)	Step	Rethink	Detention	Warning and Check GradeXpert
8. Deliberately wrecking another's sand castle or similar creation.	Step	Rethink	Detention	Warning and Check GradeXpert
9. Going out of bounds.	Step	Rethink	Detention	Warning and Check GradeXpert
10. Running while pushing trucks.	Step	Rethink	Detention	Warning and Check GradeXpert
11. Getting muddy (When clearly deliberate).	Step and Check Grade Xpert	Rethink	Detention	Warning and Check GradeXpert
12. Damaging the school plants (Running through them/picking them).	Step	Rethink	Detention	Warning and Check GradeXpert
13. Squirting people at the drink tap.	Step	Rethink	Detention	Warning and Check GradeXpert
14. Spitting.	Step	Rethink	Detention	Warning and Check GradeXpert

15. Being disrespectful to the yard duty teacher (arguing, not following instructions).	Step	Rethink	Detention	Warning and Check GradeXpert
16. Entering the classroom without a yard duty teacher.	Step and Check Grade Xpert	Rethink	Detention	Warning and Check GradeXpert
17. Taking someone else's property without permission.	Step	Rethink	Detention	Warning and Check GradeXpert

SEVERE UNACCEPTABLE BEHAVIOUR

Immediate suspension will apply to children who;

- behave in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities
- commit an act of significant violence or causes significant damage or destruction to property

- All playground incidents involving step, rethink or detention will need to be entered onto GradeXpert.
- Teachers will familiarise all students the Yard Behaviour Consequences sheet.
- A copy the Behaviour Management Policy will be placed on the schools website and referred to in the school newsletter at least once each term.

Discipline procedures – detention, suspension and expulsion

Detention

Detentions will be given for high level incidents which occur in the yard as explained on the chart. Students who commit a high level incident in the yard will be sent by the yard duty teacher to the 'chill out couch' (couch located outside Principal's office).

The Principal will be alerted by the staff member dealing with the incident to the behaviour, and formal recording of the behaviour along with any further investigations that will take place. The staff member dealing with the student e.g., the class teacher, will contact the parents and issue a detention letter to the parents.

If the child receives three detentions in one term, the next high level incident the student is involved in will result in a full day in-school suspension.

Three recorded removals / time-outs in another teacher's room will result in a lunchtime detention.

With low-level incidents, it will be left to the discretion of teachers and Principal as to when parents are to be brought in to discuss the behaviour of their child.

Discussions with parents will take place if any inappropriate behaviour appears to be recurring.

In-school suspension

In-school suspension will take place in another team member's grade. The child will sit on the step for both recess and lunchtime while serving an in-school detention. The teacher will provide work for the student to complete independently. This is not a teaching time; the idea being, an in-school suspension is to separate children from contact with peers and adults.

Increase in frequency of playground & classroom behaviours – consequences

In any one term:

- three classroom removals / time outs
- three time outs on the designated seat in the playground

will result in:

- a lunchtime detention supervised by the staff member on detention duty and / or
- individual behaviour management plan

When a child receives three lunchtime detentions in one term, the next **high-level incident** the student is involved in will result in a meeting with parents and a one-day in-school suspension

When a child receives two in-school suspensions in one term, the next **severe incident** will result in an out of school suspension for one day. Where a child has received an out of school suspension, they will not be allowed to attend any excursions, interschool sport or camps for that term.

Due to the process in place, parents, guardians and carers will be aware that a one-day suspension is the next step in the discipline plan, and should therefore be prepared for it. For all detentions and school suspensions (both in and out of school), the parents, guardians or carers will be notified.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in *Effective Schools Are Engaging Schools – Student Engagement Policy Guidelines*. Appendices 12 to 18 of the guidelines provide flowcharts and proforma for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. The student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
- Convening of a support group (See *Effective Schools Are Engaging Schools – Student Engagement Policy Guidelines* for process required).

Grounds for suspension

Students can be suspended if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), they:

1. threaten or constitute a danger to the health, safety or wellbeing of any person or themselves
2. commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property
3. possess, use, or deliberately assist another person to use prohibited drugs or substances
4. fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
5. consistently interfere with the wellbeing, safety or educational opportunities of any other student
6. consistently vilify, defame, degrade or humiliate another person in regards to; gender identity; impairment; parental status or status as a carer; physical features; political belief or activity; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

In determining whether to suspend a student, the principal must also take into account:

- in favour of the student any special needs of a student who has an impairment; and
- the age of the student

Children engaging in the above mentioned behaviours will be immediately withdrawn from class/yard and parents / guardian / carers will be contacted. If available, the parent/carer/guardian will come and get the child and the suspension will take place the next day.

Evaluation

Ratified by School Council: 15/5/2017

Policy to be reviewed: May 2020

BUNYIP PRIMARY SCHOOL STUDENT MANAGEMENT POLICY

Reward Removal Room

- ✓ Non-compliance – follow steps for Purple note
- ✓ First time visitors- Discussion/reflection with supervising teacher
- ✓ Repeat visitors – take part in a social skills program (after 3 sessions in one term- note sent home to inform parents - further action at Principal's discretion)
- ✓ Students absent for Removal time will make up the time the following Monday (or next available ½ lunchtime) in detention.

INCIDENT IN THE YARD

All incidents are to be fully investigated and discussed with all parties and witnesses.

Consequences appropriate to the incident should be given. These may include; an apology, clean up, removal of child from area, put sticks in bin etc. Time out on step, rethink notice (serious or repeat offences) or Detention notice (Severe or violent offences)

Preps

- ✓ Investigate incident
- ✓ Discuss rules
- ✓ Appropriate Consequence
- ✗ **No Step for Term 1***
- ✗ **Repeat offenders ONLY on Step with Principal approval**
- ✓ Term 2 – 4 Possible time on Step (misdemeanours)
- ✓ Debrief after
- ✓ Written in Student Incident Book
- ✓ ✗ **No Reward Time Removal**

Grade 1/2/3/4

- ✓ Investigate incident
- ✓ Discuss rules
- ✓ Appropriate Consequence
- ✓ Debrief after
- ✓ Written in Student Incident Book
- ✗ **No Reward Time Removal**

Grade 5/6

- ✓ Investigate incident
- ✓ Discuss rules
- ✓ Appropriate Consequence
- ✓ Debrief after
- ✓ Written in Student Incident Book
- ✓ Reward Time Removal for Rethink/Detention Notice/Classroom Removal Notice/Upon Request

Time Out Step

- ✓ For misdemeanours in the yard
- ✓ Follow up with all children on Step
- ✓ Debrief / Restorative chat
- ✓ Yard Duty teachers to check on students on the Step and release them when appropriate
- ✓ No more than half the break
- ✓ Written in Student Incident book

Rethink Notice (yellow)

- ✓ For serious or repeated offences
- ✓ Filled in with supervising/yard duty teacher during lunch eating time *this may be the following day
- ✓ All notices sent to Ted, then sent home by Ted
- ✓ Write in Incident book
- ✓ Reward Removal for Grade 5/6

Detention Notice (red)

- ✓ For severe/violent offences
- ✓ Filled in by supervising/yard duty teacher
- ✓ Detention note sent home with student to be signed by parent and returned the following day
- ✓ If the detention note is not returned the student will do lunchtime detention every day until it is returned
- ✓ Detention will take place as soon as possible for half of a lunchtime supervised by rostered allocation of staff member
- ✓ Incident written into book
- ✓ Reward removal for 5/6 students
- ✓ 3 Detentions in one term – further action decided upon by Principal (letter from cases sent home)

Classroom Removal Notice (purple)

- ✓ For behaviour in the classroom
- ✓ Follow Assertive Discipline Policy – Warning, name on the board, series of crosses along with Time Out
- ✓ If Behaviour is severe, violent or repeated fill in a purple form
- ✓ Send 2 trusted students to ask the Principal to remove the student
- ✓ The removed student is placed in a suitable 'time out' room and will not attend specialists with this class
- ✓ Principal to issue Detention notice
- ✓ Lunchtime detention

MY RE-THINK SHEET (Years 1-3)

Name: _____

Date: _____

School Rules

- Care for yourself.
- Care for others.
- Care for our school.

School Values

- Respect
- Responsibility
- Caring
- Tolerance
- Excellence

WORKING IT OUT

- 1) Circle the school rule that was broken
- 2) How do I feel after breaking this school rule (Circle the face)



Don't Care



Sad



Happy



Angry

- 3) What did you do?

- 3) Why did it happen?

- 3) How will you deal with a similar situation next time?

I will: _____

Student: _____

Investigating Teacher: _____

A copy of this form needs to be sent home for parent information.

MY RE-THINK SHEET (Years 4-6)

Name: _____

Date: _____

School Rules

- Care for yourself.
- Care for others.
- Care for our school.

School Values

- Respect
- Responsibility
- Caring
- Tolerance
- Excellence

WORKING IT OUT



1) Circle the school rule that was broken

2) How do I feel after breaking this school rule?

3) What did you do?

3) Why did it happen?

3) How will you deal with a similar situation next time?

I will: _____

Student: _____

Investigating Teacher: _____

A copy of this form needs to be sent home for parent information.



STUDENT OF THE WEEK

Awarded to:

For

CARING FOR OTHERS

By:

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Date:

Signed:



DWW



STUDENT OF THE WEEK

Awarded to:

For

CARING FOR OUR SCHOOL

By:

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Date:

Signed:





STUDENT OF THE WEEK

Awarded to:

For

CARING FOR SELF

By:

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Date:

Signed:

