Connolly Primary School
An Independent Public School

Behaviour Management Policies & Procedures

Excellence • *Learning* • *Innovation* • *Care*

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Our Objective

For every child to achieve their full potential by utilising our passion for learning, diversity, educational methods and innovation to make our school the first choice for parents.

Behaviour Management

Rationale

Connolly Primary School is committed to providing a safe and supportive school community, based on the premise that every student has the right to learn, and every student teacher has the right to teach. The commitment of all staff is to ensure appropriate management and intervention to maintain positive student behaviour. There is a whole school emphasis on the importance of learning and intolerance to conditions which negatively impact on learning.

Aims

Connolly Primary School aims to:

Create a positive school environment so that all staff and students will work together constructively, and Are acknowledged and rewarded for their efforts;

Ensure students, teachers, parents and the broader school community are made aware of their rights and responsibilities;

Maintain a clear set of rules for learning that protect the rights of all staff and students, which are consistently followed and enforced;

Encourage desired learning and social behaviours through positive re-enforcements, while consistently enforcing a clear set of consequences for individuals failing to recognise and respect the rights of others;

Continue the development of students' self-management of behaviour, and use a consistent language to discuss student behaviours, following the **Levels Of Behaviour Framework**.

Key Understandings About Behaviour Management

Behaviour is learned.

Behaviour is influenced by the situation in which it occurs.

Behaviour serves a purpose for each student

The development of positive behaviour is a shared responsibility between school and home

Early intervention increases the prospect of modifying behaviour.

Consistency is a key factor of effective behaviour management

Reacting in a punitive manner is unlikely to lead to positive changes in behaviour

Individual behaviour programs may be needed to assist students who persistently engage in disruptive behaviour.

Students taking responsibility for their behaviour is an important step towards restoring relationships and building a sense of belonging.

Behaviour Management— Promoting A Positive Environment

Encouragement is the most important instrument for positive reinforcement of learning behaviours. Connolly Primary School aims to reward students who display positive learning behaviours, with students displaying inappropriate behaviours missing out on rewards rather than receiving punishment.

All teachers will have established positive reinforcement strategies which are appropriate to their classroom or subject area. These strategies may include the use of stickers, stamps, prizes and individual/group points.

Whole Class Incentives

These are all awarded to whole classes demonstrating the positive learning behaviours. They are awarded fortnightly at school assemblies.

Specialist Teachers Awards: Awarded to classes displaying positive learning behaviours while working with specialist teachers. There are two Music awards (junior/upper), two Art awards (junior/upper), a Phys Ed award and a Japanese award. These are presented at the fortnightly assembly.

Individual Incentives

These are all awarded to individuals demonstrating the specific target behaviours specified.

Merit Awards: These are given to students for academic achievement or effort. Certificates are presented at each school assembly (fortnightly). Each teacher is able to award two merit certificates each assembly.

Upstander Award: These are awarded to students who are recognised for displaying positive behaviours to help others in need. They are awarded at school assemblies as required.

Harmony Award: These are awarded to students who are recognised for displaying and encouraging positive social behaviours. They are awarded at school assemblies as required.

Letters of Commendation: Students receive letters of commendation for displaying positive learning behaviours within the classroom. These are placed in the mailbox in the front office. Four winners are drawn out each fortnight.

Faction Tokens: Students receive tokens for displaying appropriate playground behaviours (Green). They then write their name on the token and place it into the appropriate faction box. One winner is drawn out from each faction at the school assembly (fortnightly). Progressive scores are kept, and the winning faction for each term receives a reward.

Behaviour Management — Classroom

All teachers must develop a classroom management plan that supports the school policy.

Each class has class rules that are to be displayed and clearly understood by students, staff and parents. If appropriate, these class rules should be formulated in consultation with students. Levels of Behaviour Posters should be on display and clearly visible within the classroom.

Discussion of student behaviour (both positive and negative) should draw on the Levels of Behaviour framework.

Strategies for helping to prevent misbehaviour will include:

- Strategies for "winning over" students.
- Preventing and responding to misbehaviour through low key responses.
- Squaring Off
- Offering Choices or Implied Choice.

Teaching staff must keep records of student behaviour that include:

- The name of the student,
- Description of the behaviour
- Management strategies used within the classroom.

A teacher may choose to keep a student in at recess or lunch for a short duration (10mins max.) with supervision being the responsibility of the teacher.

It is inappropriate for students to be sat outside a classroom as punishment. A teacher may however ask students to step outside so that he/she can speak to them privately. Should this strategy be used the matter would be dealt with promptly.

Students should not be "fast tracked" through the stages except in exceptional circumstances. Exceptional circumstances may include behaviours that have been deemed **SEVERE** by staff.

Behaviours that are considered severe include (but are not exclusive to):

- Serious verbal abuse or harassment of students
- Physical or verbal abuse or harassment of staff.
- Physical abuse or harassment of students.
- Wilful vandalism of school grounds or property.

While student behaviour may be managed differently from class to class to allow for individual teaching styles, there will be **THREE** clear consecutive stages with appropriate consequences for inappropriate behaviour.

	Teacher Strategies	Consequence
Stage One	Use of Low Key Responses	Student receives a **concrete warning**
Student continues inappropriate behaviours		
Stage Two	Low Key Responses Squaring Off & Offered Choice	Student receives **second concrete warning** **In-class consequence**: Removal of Reward, Isolation within the Classroom
Student continues inappropriate behaviours		
Stage Three	Low Key Responses Squaring Off & Offered Choice	Student is sent to **Buddy Class**

Behaviour Management — Classroom

Buddy Class Referral

If a student continues to choose to behave inappropriately they will be sent to a buddy class for time out. This is to provide students with an opportunity to reflect on their behaviour.

The student may be in Buddy Class for a period of no more than 20mins (this will depend on the age and the severity of inappropriate behaviours).

Once a student has completed their time in Buddy Class it is expected that they return to their home class, where they will be expected to conduct themselves appropriately.

Parents to be notified should their child be in Buddy Class more than twice in a week, or at the discretion of the teacher. This should be done by the teacher.

Any further negative behaviours from the student will result in the student being referred to admin.

Specialist Classroom Behaviour Management

The management of student behaviour in the specialist classrooms will follow the same procedures.

In addition, there will be a shared positive behaviours reward system in place within all specialist classrooms.

Swish Rewards Program

Each class will be provided with a Swish File, which includes individual stamp cards for each student. These files are kept in the classroom, and travel with the class to and from their specialist lessons.

Students in each class are divided into teams.

Students displaying positive behaviours during specialist classes earn Swish Cards, which are then recorded using the stamp cards in the Swish File.

At the end of each term, classes compete to earn Swish Points. Stamps are counted to earn shots to earn points for their team in a sports based activity. This event is supervised by the specialist teachers and members of the admin team.

The winning team in each class receives a prize, as does the overall winning team in each block.

Administration Referrals

If a student continues to choose to behave inappropriately it may be deemed essential for administration intervention. Teachers should understand that this is the end of the behaviour management process and will mean a formal process will now be implemented. If a student is sent to the Administration they **MUST** have the ***Admin Referral Notice*** with them.

In the event that a student is sent to the Administration a member of the administration team will investigate each case on its own merit. The emphasis will be on gathering all information to ensure that all the facts are considered.

The following procedures will be followed when a child is sent to Admin.

Parent/Caregiver will be contacted. If phone contact cannot be established a letter will be sent home. This will be done at the discretion of admin.

An entry will be recorded on SIS.

Based on the severity of the behaviours, the following consequences will be applied:

Admin Level 1 – Admin timeout and/or detention
Admin Level 2 – Withdrawal for session and/or detention
Admin Level 3 – Withdrawal for session/s, detention and/or suspension

Suspensions

Out of school suspension will be at the discretion of the administration team. In the case of suspension (or exclusion) these would be carried out in accordance with the ***Department of Education (WA) Behaviour Management Policy.***

Students with an out of school suspension will receive a ***Suspension Notice*** for a specified period of time. Following an out of school suspension students should return to school accompanied by a parent/caregiver for a re-entry interview by one of the Admin Team.

Behaviour Management — Playground

Students will have the school rules explained to them outlining the rewards and consequences as shown on the Levels of Behaviour Chart, displayed facing outwards in all classrooms.

For **<u>YELLOW</u>** infringements, students will be warned and reminded of appropriate green behaviour. (verbal warning)

For **<u>ORANGE</u>** or repeat infringements students will be isolated for short periods of time in a designated area or will walk with the duty teacher, counselled and reminded of appropriate green behaviour. The duty teacher will record the student and the offence in the yard duty file.

For **<u>RED</u>** infringements, students will be referred to the Principal or Associate Principal. Admin referrals will result in an automatic withdrawal from the playground for the remainder of the period.

The staff and students of our school have agreed the following behaviour classifications.

Green – Positive Behaviours

Speaking nicely	Using words to solve problems	Being an Upstander
Sitting when eating	Wearing a hat	Sharing Equipment
Playing with same age chn	Including others	Playing in the correct area
	Following instructions	

Yellow – Level 1

Running on hard surfaces	Playing with younger children	Playing in the toilets
Playing in the wrong area	Not wearing a hat	Running around before school
Walking whilst eating	Arguing over goals	
Eating canteen food in the wrong area	Playing in the rain	

Orange – Level 2

Eating on Oval/Tennis Court	Making rude gestures	Excluding others
Climbing on gates, poles, tree	Retaliation	Talking back to duty teacher
Getting siblings to solve problems	Provoking other students	Not following instructions
Excluding others	Rough play	Calling someone names
	Repetition of Yellow Behaviours	

Red – Level 3

Swearing	Threatening Violence	Hitting, kicking, punching, biting.

Behaviour Management—Playground

Additional consequences of detention, progressive play and/or suspension will be applied at the discretion of the administrative team. Duty files will be collected by admin on Thursday mornings to allow admin to update records and to track behaviour. All incidents will be recorded by date and severity on a dedicated spreadsheet, and be recorded on Integris.

Students who receive three entries (or strikes) in the playground file will receive an additional consequence, based on the following scale.

Yellow	Recess and/or Lunch detention
Yellow/Orange	Recess and Lunch detention
Orange	Recess and Lunch detention and/or Progressive Play.
Orange/Red	Progressive Play.
Red	Progressive Play and/or suspension

All teachers have a responsibility to ensure they are proactive whilst on duty. Teachers should ensure they scan their area continuously and move around the area so as to provide as safe a playing environment as possible.

Progressive Play

Progressive Play consists of a gradual re-entry back into the playground.

Day 1   Detention for both recess and lunchtime.
Day 2   The student has half recess and all of lunchtime detention.
Day 3   Half recess and half lunchtime detention.
Day 4   Half lunchtime detention only.
Day 5   Return to playground.

Should a student 's playground behaviour continue to be inappropriate while on progressive play, the student will restart the process.

Bullying

Types of Bullying

Bullying takes many forms and can include:

Verbal Bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

Psychological Bullying: Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.

Relational Bullying: Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share another's personal information.

Physical Bullying: Includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching, and damage to personal property.

Cyber Bullying: Involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

Upstanders/ Bystanders to Bullying:

Bullying also involves the concept of "bystanders". A bystander may be someone who sees bullying or knows about it but he or she is not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied.

All members of the whole school community at Connolly Primary School need to be aware of their role in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Any member of the school community can be a upstander (stands up) and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of the bullying incident but reporting bullying behaviour is also important. Bystanders are encouraged to report to someone who can help, such as a member of the school staff.

Bullying Prevention

Whole-School Prevention Strategies

- Use of "It's Not Cool To Bully At School" signage.
- Shared leadership where a whole school pastoral care approach is promoted;
- A school culture that seeks to be proactive and restore relationships damaged through conflict; awareness-raising and planning to deal with specific forms of bullying, in particular cyber-bullying and racism;
- Conduct parent workshops to educate the community about cyber bullying;
- Use the school newsletter to provide "Cybertips" for parents to lift/ maintain the profile of cyberbullying;
- A well-resourced and skilled Student Services team;
- Close collaboration with parents and the wider community on bullying;
- Develop active, trusting relationships among all school community groups;
- Professional learning for staff and parents addressing bullying prevention and management; the use of strategies such as *Friendly Schools and Families, You Can Do IT;*
- Professional learning for staff and parents on identifying the signs of a student being bullied,
- Social competency development curriculum;
- Positive staff role modelling;
- Use of buddy classes to build student relationships across year groups;
- Harmony Awards for respectful behaviour; and
- Collecting appropriate information so that preventative strategies can be monitored for success and changed if ineffective.

Targeted Early Intervention Strategies

- Risk management planning for identified students at-risk;
- Use of cooperative learning strategies with students;
- Effective classroom behaviour management methods that encourage empathy, social problem solving and positive action;
- Developing trusting and inclusive classroom environments;
- Encouraging and supporting help-seeking and effective bystander behaviour;
- Reinforcing good examples of communication and conflict resolution;
- Social problem solving approaches to resolve peer based conflicts;
- Long term, whole school prevention curriculum which starts in the early years and includes:
    - ⇒ Understanding what behaviours constitute bullying;
    - ⇒ Why bullying is unacceptable;
    - ⇒ The development of effective bystander behaviour;
    - ⇒ Understanding the school's processes for preventing and managing bullying; and
    - ⇒ Awareness-raising of cyber-bullying and strategies to deal with it;

Playground

- A coordinated, highly visible and active approach to playground supervision;
- Advertising safe places for students with different needs;
- Identification of and supervision adjustments to high-risk situations;
- Offering a range of organised activities during break times that encourage positive peer relations and networks;
- Recognising and reinforcing positive playground behaviour and positive social relationships;
- Recording and managing playground bullying incidents; and
- Providing equal access to developmentally appropriate outdoor activity areas and equipment for all students.

Bullying - Cyber Bullying

Due to the likelihood that cyber bullying will predominantly occur in the home environment and possibly then find its way into the school environment, we rely on parents to alert us in the first instance of any incidents. If an incident occurred at school it would be dealt with under our *ICT Policies & Procedures*, as well as our existing bullying procedures.

Parents are reminded that unless the cyber bullying extends to school and breaches our Behaviour Management Policy, staff at Connolly Primary School are unable to apply consequences and/or interfere in these events. Parents will be advised of strategies they can employ for dealing with specific issues occurring off the school-site. Teachers are also aware of indicators to look out for that may indicate cyber bullying.

The following process will be applied once an allegation of cyber bullying has been brought to our attention here at Connolly Primary School:

- A written record of the allegation/ incident entered into Integris by an administrator.
- Details of the incident will be forwarded to the class teacher and details sought as to whether any concern currently exists,
- Staff will be advised to monitor and report any related observations,
- If the origin of cyber bullying is established in the school setting; the school will proceed with Bullying Policy protocols,
- The school will inform parents of students concerned that an incident has occurred and outline action plan,
- Utilise available resources as needed (School Psychologist, Chaplains).
- The school will continue to monitor and review.
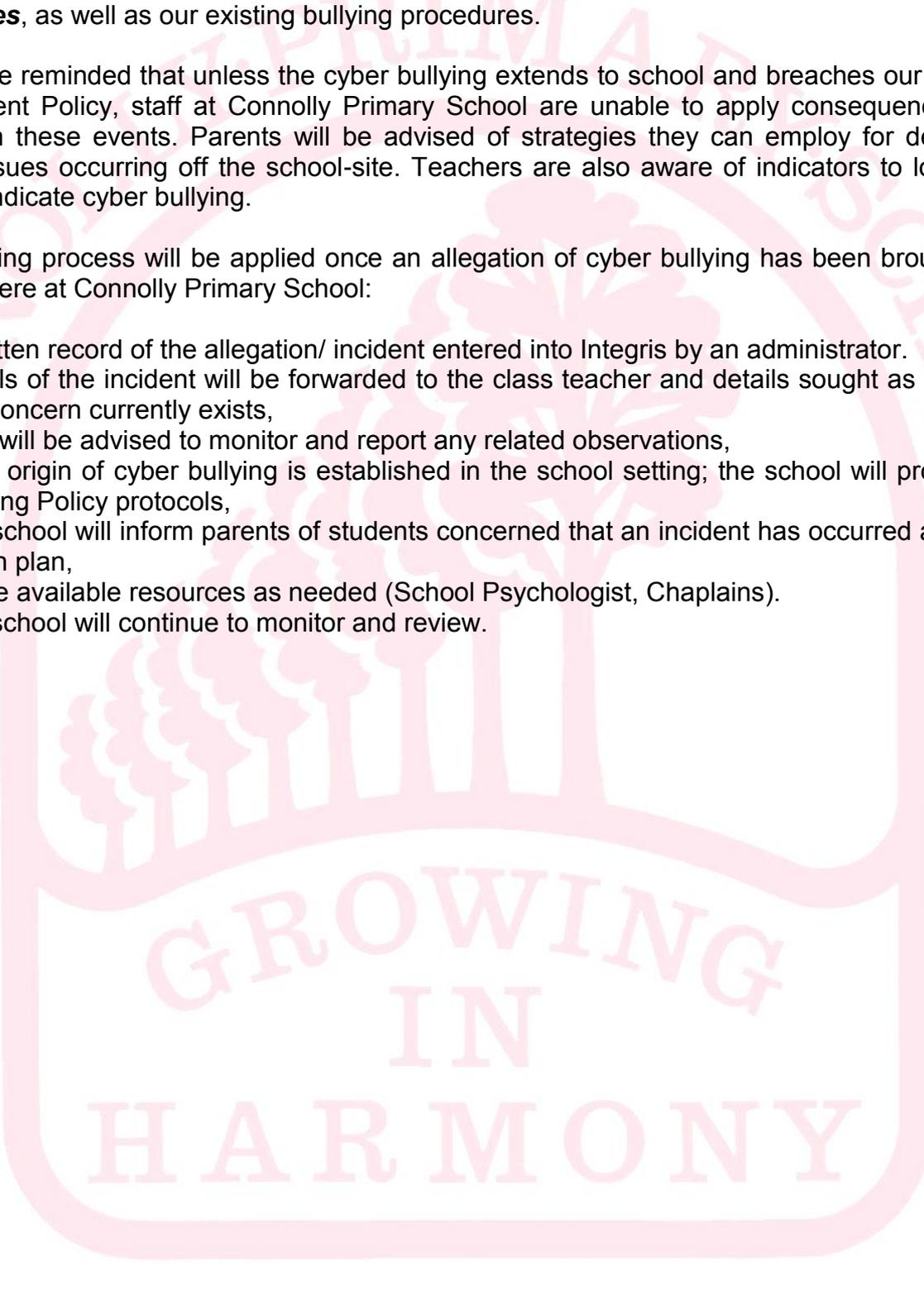
Physical Restraint of Students

Section 3.4.2 of the Department of Education **Behaviour Management in Schools** policy states that staff will only consider the physical restraint Physical restraint of students once other less intrusive alternatives have failed or been deemed inappropriate. Physical restraint must only be used if a student is acting in a manner that places at risk the safety of any person or there is a risk of damage to property.

When restraint is used:
- it will be used in such a way as to minimise or prevent harm;
- staff members will maintain communication with the student in an attempt to de-escalate the situation and end the restraint as soon as possible;
- it will stop as soon as staff determine the student is no longer presenting a risk to safety; and
- the principal will provide appropriate support to staff, the student and parents as required after the restraint.

Should the use of restraint be required on an ongoing basis to manage the behaviour of an individual student, information about the use of restraint must be included in the student's documented plan.

In response to an incident of physical intervention, a response and recovery process needs to occur. A written report must be completed no later than the following day. The Principal must be advised as soon as possible on the day of the incident. Parents/ Guardians are to be provided with details as soon as possible. An online Critical Incident Notification will be recorded by the Principal or Associate Principal.

Weapons

Under the Weapons Act 1999 'it is an offence to carry or possess a weapon; purchase, sell or supply a weapon; and/or manufacture a weapon.'

If a member of staff sees or suspects that a student has a weapon concealed on them or in their bag they are to be escorted to the office. If the weapon is in the student's tray, the tray is to be sent to the office. Staff are not to search trays, bags or the student.

When the student comes to the office the Principal or Deputy Principal will request that the student empties their bag, tray or pockets.

If the student is found to be carrying a weapon they will immediately be suspended. The weapon will be confiscated and parents will be contacted.

If the student refuses to comply with the request his/her parents will be called. If parents are unavailable the police will be called.

If the student is found to be carrying a weapon they will immediately be suspended.

Where the weapon is deemed to be prohibited or controlled, the principal will contact police immediately. The incident will be entered on the Department's incident notification system.

Prohibited weapons are any item that has no other purpose other than as a weapon such as firearms, spray weapons, flick knives or switch blades. Controlled weapons include those used in the practice of a martial art, sport, act or similar discipline such as swords, machete or spear guns.