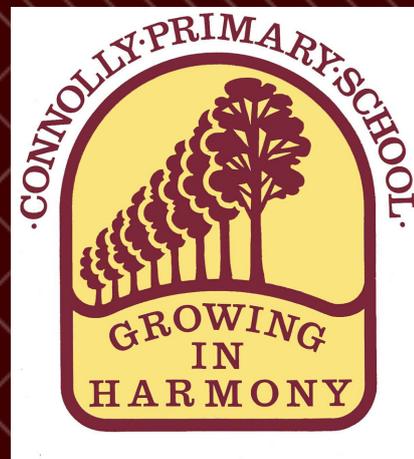


BEHAVIOUR MANAGEMENT POLICY

CONNOLLY PRIMARY SCHOOL



Behaviour Management Rationale and Aims

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 student's will work together constructively, and are acknowledged and rewarded for their efforts;
- Ensure all students, teachers, parents and the broader 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**.
- Continue to support "Good Standing" within the scope of expected "Green" behaviours.

(Refer to the CPS Good Standing Policy)



**We believe
every child is
unique and
should be
viewed,
respected and
treated as
such.**

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.



Consistency is a key factor of effective 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.

Specialist Teachers Awards: Awarded to classes displaying positive learning behaviours while working with specialist teachers. There are two music, science phys ed and Japanese awards (lower/upper). These are presented at the whole school assembly.

Individual Incentives

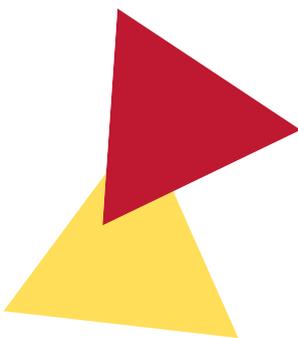
These are all awarded to individuals demonstrating the target behaviours specified.

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

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 at each whole school assembly.

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. Progressive scores are kept, and the winning faction for each term receives a reward.



Music Award



Behaviour Management Classroom

All teachers must develop a classroom management plan that supports the school policy. Each class has a classroom Levels of Behaviour chart that is to be displayed and clearly understood by staff, students and parents. Students should have involvement in the development of classroom yellow and orange behaviours. Levels of Behaviour posters should be displayed in classrooms.

Strategies for promoting positive behaviour (Green)

- Strategies for 'winning over' students
- Preventing and responding to behaviour using low key responses
- Providing choices

Processes for managing in appropriate behaviour (Yellow, Orange, Red)

Management of classroom behaviour across the school should follow the Levels of Behaviour (Classroom) Staff Actions. Student should not be fast tracked through the levels, except for in instances of red behaviour.

Red behaviours are;

- Swearing
- Intentional physical contact (hitting, kicking, biting, punching)
- Threatening violence
- Leaving the school grounds
- Stealing (including food)
- Vandalism/damaging property
- Total non-compliance



Staff actions should follow those outlined in the Levels of Behaviour, with three consecutive stages and consequences for each level of inappropriate behaviour. (Appendix 1)

Timeout Classes

Repeated orange behaviours (second instance) result in a period of timeout in an assigned class. Timeout classes are within the student's block where possible. Specialist teachers should also refer students to timeout classes within the student's block. Should the class teacher be unavailable in the student's block, refer to the teaching block in closest proximity. Any further instances of negative behaviour will be referred to administration.

Specialist Classroom Behaviour Management

Management of student behaviour in the specialist classes will follow the same process. Class behaviours will transfer to the specialist lesson. This will be communicated by classroom teachers at the start of a specialist session, by filling out a laminated Levels of Behaviour Chart, showing the students in the three levels, the inappropriate behaviour and the number of offences. Specialist teachers can continue to followed the process if misbehaviour continues, passing on the information on the amended chart. (Appendix 2)

Swish Program

Students displaying positive behaviours during specialist classes earn Swish Cards. Swish cards are drawn out at whole school assemblies with prizes awarded for the students selected.

Administration Referrals

Students continuing to behave inappropriately will be referred 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. This will be as a result of repeated orange behaviours, or the instance of a Red behaviour, either in the playground or classroom. Students referred to administration must have an admin referral form. (Appendix 3).

The following procedures will be followed if a student is referred to administration.

- Thorough investigation of the incident by a member of the administrative team
- Appropriate consequence applied
- Parent/caregiver contact made via phone contact or letter
- An entry recorded on SIS

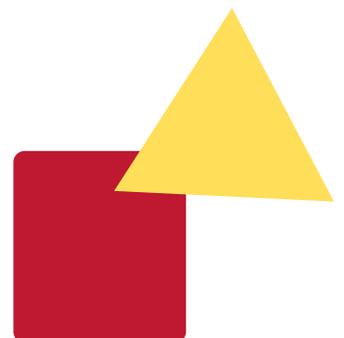
Based on the severity/student's behaviour record, the following consequences will be applied;

- Admin level 1- Admin timeout and/or detention
- Admin level 2- Withdrawal for session and/or detention
- Admin level 3- Withdrawal from session/s detention and or/suspension

Suspensions

Out of school suspensions will be at the discretion of the Principal. Suspension or exclusion will 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 time period. Following an out of school suspension, students should return to school accompanied by a parent/caregiver for a re-entry meeting with the Principal.



Good Standing Policy & Processes

Good standing is a status all Connolly Primary School students are granted at the start of the year. Three referrals to administration during a term/ an out of school suspension or two in school suspensions will result in students losing their Good Standing Status for a given period of time. (See Good Standing Policy)

Behaviour Management Playground

Levels of Behaviour for the playground have been determined. These green, yellow, orange and red behaviours apply across the whole school. Students will have the Levels of Behaviour-Playground, explained to them along with associated staff actions. Levels of Behaviour-Playground posters, should be displayed on classroom windows.

Staff actions for each of the Levels of Behaviour- Playground have been outlined, these are to be followed across the school. (Appendix 4).

Additional consequences of detention, progressive play and/or suspension will be applied at the discretion of the administrative team. Duty files will be collected 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 in the playground (during a week period) file will receive an additional consequence.

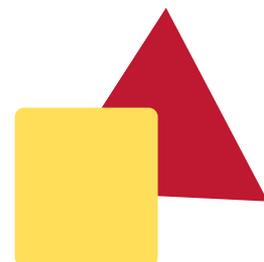
Progressive Play

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.

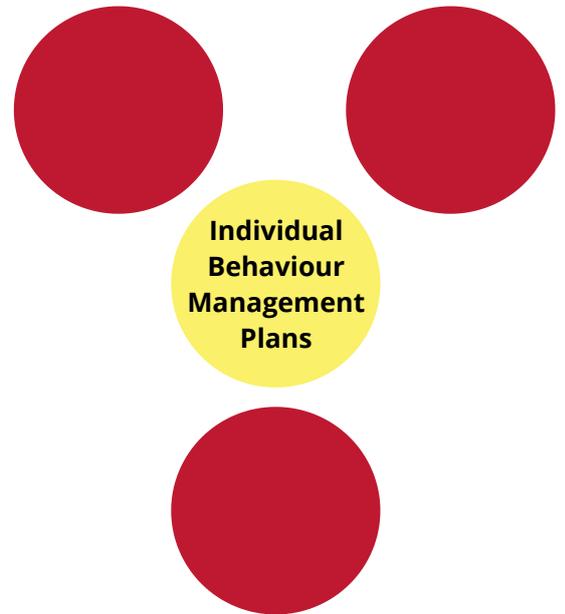


Should a student 's playground behaviour continue to be inappropriate while on progressive play, the student will restart the process.



Individual Behaviour Management Plans

Individual behavioural support will be provided where the need is identified. The classroom teacher and administration team will monitor and collect behaviour frequency data for individual students requiring additional behavioural support. Where a student's classroom or playground behaviour cannot be successfully managed by the whole school processes, an Individual behaviour management plan will be implemented. This plan will detail target behaviours, strategies and reinforcement. The plan will be developed by the classroom teacher in consultation with the Associate Principal, parents and staff from Statewide Services as required.



Bullying

What is bullying?

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten and/or harm them on more than one occasion. Bullying may take one or more forms depending on the individuals or groups involved.

As bullying is behavioural, the Department of Education promotes the use of affirmative language that seeks to ensure that the unacceptable behaviours are separated from the students involved to allow for these unacceptable behaviours to be addressed in a manner that remains respectful of all involved. The terms "bully" and "victim" are not recommended when identifying, reporting, recording and responding to bullying incidents. More appropriate terms include "students who engage in bullying behaviour" and "students who are bullied."



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



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.

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, Chaplain).
- The school will continue to monitor and review.

Physical Restraint of Students

Staff will only consider the 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 Associate 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.