

KEWDALE PRIMARY SCHOOL

POSITIVE BEHAVIOUR MANAGEMENT

(REVISED 2018)



SCHOOL ETHOS

**KEWDALE PS WILL ENDEAVOUR TO PREPARE STUDENTS FOR
LIFE-LONG LEARNING IN A SAFE, SECURE ENVIRONMENT
WHERE THEY FEEL VALUED AND ARE ENCOURAGED TO BE
THE BEST THEY CAN.**

RATIONALE

Kewdale Primary School believes that students, staff and parents have the right to work together in a supportive environment free from harassment and discrimination. Achieving this environment will maximise both quality teaching and learning opportunities.

A whole school collaborative approach will be used to promote positive social relations and supportive learning environments.

School wide PBIS (Positive Behaviour Interventions and Support) is a framework that incorporates the major elements of a good behavioural program. Some elements are the identification of:

1. Three behaviour expectations RESPECTFUL / RESPONSIBLE / SAFE
2. Direct instruction based on the three behavioural expectations
3. High level of positive reinforcement
4. Enforcement of predictable consequences consistently and fairly

Our three behavioural expectations are:

Be Respectful (Friendly Families, Friendly Schools – Anti-Bullying)

Be Responsible (Values/Virtues)

Be Safe (Protective Behaviours including use of technology)

These expectations of student behaviours are to be followed, on school property, in the given areas/times such as; classrooms, administration area, before/within and after school, on the verandas, in the playground, when using technology, in the undercover area and in the toilets. (Including Excursions)

The following precepts underlie Kewdale Primary School's approach to behaviour development and management.

1. **Consistency.** It is vital that all staff embrace the policy and implement it as it is intended. Any variance of the procedures contained in this policy will result in the children noting staff inconsistency and raises issues of fairness and equity. This may result in an overall weakening of the policy's effectiveness.
2. **Process.** Kewdale's BMIS policy gives the children a framework within which they can work. This means that as the policy is implemented, the children can see a logical progression and a relationship between their behaviour and its consequences. Following the policy removes the issue of teacher personality, as the procedure becomes an impartial process that needs to be followed.
3. **Responsibility.** Children are responsible for their behaviour and need to accept this. If they achieve high standards, this should also be acknowledged.
4. If on the other hand they misbehave, the first step in changing the behaviour is an understanding that if they choose to misbehave, they are also choosing the consequences of that misbehaviour.
5. **Reflection.** It is unfair to punish a child for infringing the rules without offering the child the means to address the situation and offer strategies that will help them overcome similar situations in the future. Procedural fairness must be followed.
6. **Communication.** As education involves a partnership between school and home, it is vital that the child's behaviour (both acceptable and unacceptable), be communicated to parents as soon as possible.

AIMS

Kewdale Primary School 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 – choose the behaviour – choose the consequence.
- ensure rules are applied consistently, fairly, consequentially and reviewed regularly.
- 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.

RIGHTS AND RESPONSIBILITIES

<p>Students have the RIGHT to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Students have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> ▪ 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 neat, 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 others.
<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> ▪ Respect, courtesy and honesty. ▪ 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 their children's education. 	<p>Staff have the RESPONSIBILITY to:</p> <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. ▪ Ensure good organisation and planning. ▪ Report student progress to parents. ▪ Be vigilant about bullying and ensure all are aware of the school's policy.
<p>Parents have the RIGHT to:</p> <ul style="list-style-type: none"> ▪ Respect, courtesy and honesty. ▪ 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 will be dealt with. ▪ Cooperation and support from teachers in matters relating to their child's education. 	<p>Parents have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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 bullying when appropriate.

THE GOLDEN RULES OF BEHAVIOUR MANAGEMENT

Staff should:

- Have clear statements of whole school and classroom rules and the consequences of their infringement.
- Set consistent and achievable standards.
- Promote a positive working environment. Give consideration to student seating and classroom arrangements.
- Prepare each learning session thoroughly. They must:
 - *know what they wish to achieve;*
 - *know their content;*
 - *have prepared the necessary resources; and*
 - *be punctual.*
- During the lesson:
 - *give clear instructions;*
 - *teach at the students' level;*
 - *choose carefully the time for the lesson;*
 - *use motivation techniques;*
 - *cater for a variety of interests; and*
 - *be flexible and adaptable in approach.*
- Use positive reinforcement for appropriate behaviour. Note that:
 - *Positive incentives must be earned not just given:*

WHOLE SCHOOL POSITIVE INCENTIVES

The following are examples of activities and procedures used by the school to foster a positive whole school environment. Promoting the positive aspect of student behaviour at every opportunity is paramount.

WHOLE SCHOOL EXAMPLES	CLASSROOM EXAMPLES
<ul style="list-style-type: none">• Merit certificates at whole school assemblies.• Aussie of the Month• Faction tokens and lucky draw at assemblies• Office Visits to the Principal or Deputy Principals.• Display of student's work in the front office, library or newsletter.	<ul style="list-style-type: none">• Letter of commendation (Available in SIS)• Writing in students' diaries – commendations• Merit Certificates• Verbal encouragement.• Stickers• Prizes and stamps• Class group / reward system

CLASSROOM BEHAVIOUR PLANS

Classroom teachers are responsible and accountable for their own classroom behaviour plan. At the beginning of each school year teachers should negotiate class rules, rewards and consequences with the students. The rules, rewards and consequences should be displayed in the classroom and reviewed regularly with students. Classroom discipline policy will be communicated to parents during Teacher/Parents meeting or information packs early in Term 1.

Procedures – “Nip It In The Bud”

Ongoing repetitive minor behaviours become a major behaviour.

- Teachers’ are to develop their own warning system within the classroom. This system needs to be clearly explained to all students. Move away from name on board.
- Step 1: Students are to receive a minimum two/three warnings by classroom teacher before incorporating the Buddy Classroom.
- Step 2. Buddy Class Non-compliant student to be sent to Buddy class to complete a buddy class referral sheet. This will depend on the child’s age and ability to complete such a sheet. The Buddy System should be used as a strategy in dealing with students displaying inappropriate behaviour in the classroom. The Buddy System involves sending a student to another classroom for time-out.
- Step 3. Any subsequent noncompliant behaviour after Buddy class to Admin. Ongoing repetitive minor behaviours become a major behaviour. Send the Student with the Buddy Room Referral Form indicating the behaviours. Teachers may design their own buddy class sheet. Examples attached.
- Step 4. Principal / Deputy Principal Any student sent to Admin will receive a minimum of a recess detention and a note home. Admin will use their discretion as to the severity of the consequence depending on circumstance and repeat offenders. Detention will be in the Admin block, not on the seats outside rooms 3-5.

All incidents and inappropriate behaviour will be entered on Integris and parents informed from Buddy Class onwards

Teachers are responsible for Integris entries up to and including Buddy class. Any incidents that make Admin will be entered by Admin.

The benches outside room 3-5 are for duty teachers to use as a time out for playground behaviour. If a classroom teacher wishes to use a recess or lunch time benching system this will need to be supervised by the teacher on the seating outside their classroom.

Classroom teachers are responsible for informing specialist / relief teachers of ongoing BMP’s / Inappropriate behaviours.

PROCESSES FOR MAJOR BEHAVIOUR

(eg. Abusive, Intimidating and Violent behaviour)

To be dealt with by Admin

Send the tag hanging inside the classroom door. The Principal or Deputies will come to assist.

All incidents will be entered on Integris and parents informed.

Options for Admin -

Detentions

Removal from play areas

Suspensions

Students with consistently challenging behaviours will be placed on IBM Plans to assist them in their transition in developing positive behaviour.

PLAYGROUND PROCEDURES

A HIGH VISIBILITY VEST IS SUPPLIED. PLEASE WEAR IT.

Teachers on recess and lunchtime duty take the designated duty bag containing a Playground Discipline Report sheets to their duty areas. Students found breaking the school's Code of Behaviour should be dealt with by the duty teacher or a request for Admin to assist.

Negative Behaviour Management Procedures

1. Minor incidents dealt with at teachers' discretion. The bench outside rooms 3-5 are for the playground duty teachers to bench students.
2. Inappropriate behaviour in the playground is recorded by the duty teacher and entered onto the school Behaviour Management database if they feel it is necessary to record the incident.
3. More serious incidents will be dealt with by Admin and may incur one or more sessions in Detention. (under the supervision of Principal/Deputy)
4. Parents will be notified when children attend the Detention Room for major incidents. A letter, generated through Integris, describing inappropriate behaviour will be sent home for parents to view and sign. Deputy to follow up unreturned slips.
5. For more serious or repeated breaches of the school's Code of Behaviour students may be withdrawn from recess and lunch breaks or identified school programs or activities. Parents will be consulted if students are to be withdrawn.
6. In school suspension and home suspension will be used to deal with repeated or serious breaches of the school's Code of Behaviour.

In cases involving fighting, vandalism or gross disobedience the offenders may be sent or escorted to the Principal or Deputy Principal's office immediately.

A red "Please Assist" card is included in the duty bag. This is to be used when duty teachers require extra assistance in dealing with problems. Duty teachers needing this assistance hand this card to a student, who is instructed to take the card to the office/staff room, where assistance is on hand.

When a student is suspended, parents will be notified in writing and a work package will be supplied if the child has been suspended for more than three days in a year or at the request of the parents.

The suspension details will be recorded on the integris Behaviour Management database. Individual Behaviour Management Plans (IBMP) will be developed for children with repeat or serious breaches of playground and/or classroom rules. The IBMP will include a goal that is negotiated with the students and an explicit list of behaviours to be eliminated and behaviours to be encouraged.

The IBMP will include agreed rewards and consequences that are desired by the student. The rewards will be able to be earned in a timely manner.

SCHOOL RULES

Early Arrival at School

- **If arriving at school before 8.30 am, sit quietly in the undercover area.**
- **No sports equipment is to be used before school.**
- **No play on the school oval before school.**
- **No play on the climbing equipment outside rooms 1-2**

Play Areas

- **Consume all food and drinks in the undercover area.**
- **Sit down to eat and drink.**
- **Only Kindergarten pre-primary and year 1s in the junior playground.**
- **Use sports equipment in an appropriate manner.**
- **Don't play ball games in the undercover area.**
- **Do not enter classrooms at recess or lunch without a teacher being present.**
- **Do not use the office foyer as a thoroughfare.**

Health and Safety

- **Do not bring any foods containing nuts or nut products to school.**
- **Do not wear thongs or scuffs to school.**
- **No fighting or play fighting.**
- **No hat, no play in the sun. Remain in undercover area.**
- **If you find any dangerous objects tell the duty teacher.**
- **Always walk in and around buildings and on verandas.**
- **Don't climb or swing on trees.**
- **Do not play in or around the toilets.**
- **Walk bikes and scooters in and out of the school grounds.**
- **Children to use designated toilets –Junior and Senior**
- **The staff car park is out of bounds unless accompanied by an adult.**

Respectful Behaviour

- **Keep the school neat, tidy and free of litter.**
- **Respect all school staff members by following their instructions.**
- **Leave other people's property alone.**
- **Do not bring valuable items to school.**
- **Do not bring banned items to school. eg chewing gum, toys.**
- **Observe Mobile Phone policy**

BEHAVIOUR TRACKING SHEET**Week**

of _____

NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5
	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5	Warning 1 2 3 4 5

To the teacher: When a student receives a warning, write the student's name on this tracking sheet. If a student breaks additional rules during that school day, circle each consequence on the appropriate box. For example, if a student receives a warning and chooses not to follow the rules again during the day, you would record Warning 1 2 3 4 5.

Time Out in Buddy Class - Review Sheet

Name of student			
Buddy class attended			
Sent by (teacher)			
Time sent		Time to return	
Buddy Class Teacher's Signature			
<i>Why were you sent to time out in buddy class?</i>			
<i>What effect has your poor behaviour had on those around you?</i>			
<i>List things you need to change about your behaviour when you return to class.</i>	1. 2. 3.		
<i>How do you feel about having time out in buddy class?</i>			

Signed:

STUDENT

TEACHER

Date:

Think Sheet - Administrators

KEWDALE PRIMARY SCHOOL

What did I do?

How do I feel about what I did?

How would what I have done make others feel?

What am I going to do in the future?

Signed:

STUDENT

TEACHER

DATE



Contract of Re-Entry to Kewdale Primary School

Student Name: _____ **Year Level:** ____ **Date:** _____

This is a contract between the student and the principal which has been agreed to for the continued schooling of the student named above following a suspension from our school.

It is an undertaking that the student will follow Our Code of Behaviour which is clarified by an individually negotiated agreement below:

Our Code of Behaviour

I can make Kewdale Primary School a happy and safe place to learn and play by:

- respecting and considering others
- respecting property
- playing and behaving in a safe way.
- using the correct areas for playing and eating.
- using appropriate language and behaviour.

Individual Agreement

This forms a specific, negotiated addition to and clarification of Our Code.

Date: _____

Student: _____

Staff member: _____

What I agree to do so I can come back to school:

If I fail to do these things I understand the following will happen:

I agree with this. Student signature: _____ Date: _____

Witnessed: _____

**TEACHERS' REFERRAL NOTE
TO ADMINISTRATION
FOR INAPPROPRIATE BEHAVIOUR IN
CLASS**

Student Name: _____

Date: _____ Class: _____

Teacher: _____

Reason for Referral: _____

Negative Behaviour - other	
Physical assault or intimidation of other students	
Physical assault or intimidation of staff	
Verbal abuse or harassment of staff	
Verbal abuse or harassment of students	
Violation of school code of conduct, behaviour management plan, classroom or school rules	
Wilful offence against property	

Action By Teacher (Tick in boxes):

Name recorded		OR – Serious Breach of Behaviour - Referred straight to Office	
Warning crosses next to name.			
Buddy class isolation and Think Sheet			
misbehaviours continued			
To administration			

Action Taken by:

Principal Deputy Principal

Signed: _____ Date: _____

**TEACHERS' REFERRAL NOTE
TO ADMINISTRATION
FOR INAPPROPRIATE BEHAVIOUR IN
CLASS**

Student Name: _____

Date: _____ Class: _____

Teacher: _____

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Buddy class isolation and Think Sheet			
misbehaviours continued			
To administration			

Action Taken by:

Principal Deputy Principal

Signed: _____ Date: _____



KEWDALE PRIMARY SCHOOL

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kewdale.ps@education.wa.edu.au

Name: _____ Class: _____ Date ___/___/___ Time: _____

You have received at least three warnings today. Write down the behaviours you were warned about.

1:

2:

3:

You broke the school or class code of conduct. What rules did you break?

Who did this affect? Who was hurt? How were they hurt?

Write down three ideas/strategies to help you avoid this problem in the future.

1:

2:

3:

Signed:

Student

Teacher

Parent