

KAPINARA PRIMARY SCHOOL



*Kindness, Consideration
and Service for Others*

BEHAVIOUR MANAGEMENT POLICY



KAPINARA PRIMARY SCHOOL

MANAGING BEHAVIOUR IN SCHOOLS POLICY

1. Overriding policy statement about where we are coming from –vision mission statement

School Vision

For all Kapinara Primary school students to develop the knowledge, skills and confidence to achieve their individual potential and contribute positively to society.

The students, staff, parents/caregivers and wider community at Kapinara consider it a **joint responsibility** to work together to provide a safe, supportive and consistent environment in which all our students learn and develop academic, physical, artistic and social skills.

Statement of the intent of this policy

It is the intent of this policy to provide a framework for the Kapinara school and community to focus on **positive strategies** that promote respectful attitudes for all, ensuring that any issues may be addressed and solved at the lowest possible level in an open atmosphere of mutual trust and respect.

It is also important to acknowledge that data and information provided by students, staff, parents and the wider community indicate that student misdemeanours at Kapinara, are predominantly of a very low level and that strong perspective be given to this when considering appropriate corrective action.

This policy is owned by the students, staff, parents and community. All stakeholders had input into its formation. It will be reviewed annually during term one.

Intended Outcomes

The provision and maintenance of an inclusive, safe and supportive learning environment for students, staff, parents and the wider community.

The commitment of staff, parents/caregivers and the wider community to implementing this policy will promote the following attributes in students:-

Increased self discipline

Increased resilience

Greater responsibility

Increased social competence

Empathy for others

A happy demeanour

Increased sense of belonging to school

Increased attendance, retention and participation rates

Reduction of bullying incidents

Reduction of harassment and discrimination

Increased motivation to learn

Improved academic, artistic, physical and social outcomes.

2. Values and principles

The school motto is “Kindness, Consideration and Service for others”.

These values are borne out by all stakeholders promoting, modelling and practising the following principles throughout the school and community:-

STUDENT CODE OF CONDUCT – See Appendix 1

KAPINARA SCHOOL RULES – See Appendix 2

3. Rights and responsibilities

The rights and responsibilities of students, staff, parents/caregivers, the Principal and Deputy Principal are intrinsically linked and must be considered in conjunction with each other.

Students have the RIGHT to:

- 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.
- The provision of teaching and learning programs that cater for their learning needs
- Participate in the negotiation of class and playground rules

Students have the RESPONSIBILITY to:

- ensure that the school environment is kept clean and tidy
- ensure that they are punctual, polite, prepared and display a positive manner;
- treat others with respect, empathy and tolerance.
- ensure that their behaviour allows themselves and others to learn;
- abide by negotiated rules and accept benefits and consequences.

Staff have the RIGHT to:

- and respect, courtesy and honesty;
- teach in a safe, secure and clean environment;
- teach in a purposeful and non-disruptive environment;
- co-operation and support from parents
- have input into school policies procedures

Staff have the RESPONSIBILITY to:

- model respectful, courteous and honest behaviour;
- ensure that the school environment is kept clean, neat and secure;
- establish positive relationships with students;
- provide an inclusive, safe and stimulating learning environment conducive to effective learning
- develop clear expectations of behaviour, rules and behaviour together with rewards and consequences
- inform the Principal/Deputy of positive outcomes and concerns
- ensure good organisation and planning together with self reflection for continual

	<p>improvement;</p> <ul style="list-style-type: none"> regularly communicate and report student progress to parents.
<p>Parents have the RIGHT to:</p> <ul style="list-style-type: none"> be treated by school staff with respect, courtesy and honesty be informed of course and curriculum material, behaviour management procedures, and decisions affecting their child's 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 to an appropriate education. 	<p>Parents have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> treat school staff with respect, courtesy and honesty ensure that their child attends school, wears uniform and is punctual; 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; liaise with the teacher on matters of concern.

The Principal and/or Deputy Principal will:-

- monitor the tone of the school and intent of the policy
- ensure consistency in the implementation and maintenance of the behaviour management policy
- refer enquiries on individual students to class teachers
- support the classroom management plan of teachers with a focus on providing positive input and celebrating success
- support teachers with the development of skills to provide classroom environments which promote effective student learning
- facilitate case conferences if required
- facilitate the creation of programs for students with individual behaviour needs
- support relief teachers in implementing the policy and procedures pertaining to this policy
- manage procedures for serious and very serious misdemeanours

4. Classroom management

It is the responsibility of each classroom teacher to negotiate their own rules and principles of how students are expected to behave in that classroom so that a positive, fair and harmonious atmosphere is created. These rules and principles should be appropriate to the level of the students and should be displayed in the classroom together with rewards, achievement targets (In Year 4-7 the Leadership program) and consequences for undesirable behaviour.

Classroom management at Kapinara is based on the following focus areas and strategies:

Key Focus Areas	Best Practice (Skills / behaviours / strategies)
Developing Positive Relationships	Meet and greet students Ensure all students have a sense of belonging Show interest in student's personal life / outside activities Provide engaging learning activities for all students Respect students Provide an environment where all students feel physically and emotionally safe Provide positive feedback home early in the year.
Encouraging Desirable Behaviour	Use visible prompts eg group and individual behaviour charts Model socially desirable behaviour Use descriptive praise for appropriate behaviour Use low-key responses to manage low-level misbehaviour <ul style="list-style-type: none"> - proximity, appropriate touch, student's name, gesture, planned ignore Provide rewards for appropriate behaviour Encourage intrinsic motivation Recognise appropriate behaviours <ul style="list-style-type: none"> - honour certificates / values' certificates / communication books Use literary texts to support and embed values Design an incentive system appropriate to the year level
Teaching New Skills and Behaviour	Use teachable moments to reinforce socially desirable behaviour Promote Buddies Program –peer support networks Implement Virtues Program Incorporate social / emotional development activities in learning program. Explicitly teach <ul style="list-style-type: none"> - interpersonal skills, communication, assertiveness - conflict resolution, life skills, problem solving etc
Managing Misbehaviour	Use low-key responses to manage low-level misbehaviour Keep voice calm unless sudden attention is required Link misbehaviour to values and principles

	<p>Where possible link consequences to real life Liaise with parents if necessary Begin each day with a clean slate Develop informal contracts, Develop formal contracts if required in conjunction with the administration and parents (APPENDIX 5) Use set plans to follow - classroom / playground Collect data and analyse student needs Induct new staff / parents / students on Managing Student Behaviour In Schools Policy</p>
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5. Possible rewards and benefits – positive incentives

Examples of classroom incentives:-

- wide use of encouragement and praise
- stickers, stamps, small prizes or tokens that accumulate to a reward
- free time
- sent to another teacher, the Principal or Deputy with a note
- merit certificates
- note or email home
- whole class programs eg marbles in a jar
- class outings, video, additional lesson of choice eg sport, buddy time, class special event
- acknowledgement in public eg at assembly, in the newsletter

Please note; Lollies, sweets or any items listed as red in the Food and Drink policy may not be used as incentives or rewards.

6. Possible consequences

Examples of class consequences:-

- non verbal eg eye contact, appropriate touch, facial gesture, negotiated signal
- quietly ask student to watch and copy a named student doing the right thing
- praise student in close proximity doing the right thing saying why
- Rule reminder
- Warning
- Move seat
- Loss of privilege
- Additional class duties
- Consequence that fits the crime eg graffiti removal
- Apologising to the class
- Suspended consequences (no consequence this time but if you do it again the consequence will be doubled)
- Informal time out in class (short periods of time)*
- Informal time out in another class*
- Parents informed*
- Sent to the Principal/Deputy*

*These are only in case of persistent or serious breaches of class rules.

Teachers are required to keep records of students who demonstrate persistent inability to maintain class rules. Records should include:

- Name of student (s)
- Description of the behaviour
- Reason for selecting behaviour management strategy
- Any other relevant details

If parents are contacted teachers must keep records of communications.

7. Benefits and rewards

- Praise
- Additional play time
- Notification to teacher for class incentive/leadership
- Assembly and/or newsletter mention
- Prolonged use of play equipment

8. Possible Consequences

- Warning
- Rule reminder
- Loss of privilege of using play equipment
- Short time sitting in a quiet spot
- Walk with teacher
- Restricted play area
- Walking around oval
- Separate line up area

9. Bullying

Our aim is to establish a community in which everybody feels valued, respected and safe, and where individual differences are appreciated, understood and accepted. At Kapinara everyone has the right to enjoy school, feel safe and valued. Every member of the school community has a responsibility to ensure this happens. Therefore any form of bullying or harassment is totally unacceptable behaviour. (See Bullying Policy)

10. Serious and very serious misbehaviour

In all cases of serious and very serious misbehaviour the focus will be on changing the student's behaviour. This will be facilitated by

- Providing a supportive, trusting environment between students, parents and staff so that the truth can be ascertained and the matter dealt with promptly, sensitively and discretely with a view to reinforcing socially acceptable behaviour.
- working with the student to acknowledging the seriousness of the behaviour with particular reference to ramifications had he/she been an adult.
- Negotiating and executing an appropriate consequence

- Ensuring strategies are in place so the student can return to normal school life without retribution from any party.
- Engaging the services of external agencies if required.
- Students who have reached this level may be deemed “at education risk’ and appropriate plans implemented.

If a teacher deems a student’s behaviour to be serious or very serious either in class or in the playground, this must be reported to the Principal or Deputy who may become involved in the management of the case. Parents will also be informed.

Examples of serious misbehaviour are:-

- Repeated deliberate disobeying of class rules after all other consequences have been unsuccessfully applied
- Running out of the classroom
- Hitting another student
- Stealing
- Deliberate damage to another student’s property
- Deliberate damage to school property
- Abuse of school internet agreement

Examples of possible consequences of serious misbehaviour:-

- Lunchtime detention (APPENDIX 4 – Detention letter)
- Having recess and/or lunch at another time to other students
- Restricted play area
- ‘In school” suspension ie working in Deputy/Principal’s office and taking breaks at another time to other students
- loss of privileges eg not attending an excursion/event; internet ban
- consequence that fits the crime eg cleaning graffiti, replacing property

Examples of very serious misbehaviour:-

If a student is deemed to have demonstrated very serious misbehaviour the school will be considering action as specified in the Department of Education and Training’s Behaviour Management in Schools Policy.

There are 9 categories of misbehaviour, namely :-

Category 1: Physical assault or intimidation of staff.

Physical intimidation refers to any physically threatening behaviour towards school staff.

Category 2: Verbal abuse or harassment of staff.

Verbal abuse or harassment of staff including offences such as stalking, sexual harassment, sexual innuendo and manipulation.

Category 3: Physical assault or intimidation of other students.

Physical intimidation refers to any physically threatening behaviour towards a student.

Category 4: Verbal abuse or harassment of students.

Verbal abuse or harassment of students including offences such as stalking, sexual harassment, sexual innuendo and manipulation.

Category 5: Wilful offence against property.

A wilful offence occurs when there is intent to deface or cause damage to property. It also encompasses the act of theft.

Category 6: Violation of school Code of Conduct, behaviour management plan, classroom or school rules.

Category 7: Substance misuse.

Incidents involving substances that are not illegal but threaten the good order and proper management of the school. Substances such as cigarettes, alcohol and misuse of prescribed medicines are covered by this category.

Category 8: Illegal substance offences.

The substances referred to in this category are those deemed illegal under the Criminal Code.

Category 9: Other.

This category is retained for other serious incidents that are not encompassed by the first eight suspension categories.

Examples of possible consequences of very serious misbehaviour:-

- a combination of any of the consequences of serious behaviour
- suspension from school

Procedure for suspending a student from school:

1. Parents/Caregivers will be informed either orally or in writing of the allegations made against the student, the proposal to suspend the students and the length of the proposed suspension.
2. Parents/Caregivers will be given reasonable opportunity to give reasons for not suspending the student.
3. If the Principal decides there are sufficient grounds to suspend the student, notification must be provided in writing to the parents.
4. A student who is suspended prior to the end of the school day will not be permitted to leave the school grounds until an arrangement is agreed to by the Principal and student's parent or person responsible for the student.
5. Should parents feel aggrieved by the Principal's decision then he/ she may request a review of the decision by the District Office. A review does not prevent the period of suspension being imposed or continuing in effect.

In all cases of serious or very serious misbehaviour, an Individual Behaviour Management Plan may be negotiated between the student, parents and the school. (Appendix 6)

11. Appendix
 - 1 – Student Code of Conduct
 - 2 – Kapinara School Rules
 - 3 – Playground Rules
 - 4 - Detention letter
 - 5 - IBMP proforma

ENDORSEMENT

We, the undersigned, hereby certify that this document was ratified at the Kapinara School Council meeting of

KAPINARA SCHOOL COUNCIL CHAIR

KAPINARA SCHOOL PRINCIPAL

NAME _____

NAME _____