



West Leederville Primary School

Revised Term1, 2011

West Leederville Primary School Behaviour Management Policy

West Leederville Primary School aims to:-

- Create a positive environment within the school and classroom, so that teachers and students can work together in harmony.
- Create a caring school environment where the rights and responsibilities of all stakeholders are recognised and respected
- Establish a set of rules that protect the rights of all individuals
- Recognise exemplary behaviour in individuals that promotes a caring and positive environment
- Establish a clear set of consequences for those individuals who do not accept their responsibilities and break the rules
- Establish procedures so that conflicts can be resolved in a positive, non-violent manner.

Students have the RIGHT to:

- Learn in a purposeful, supportive environment.
- Work and play in a safe, friendly and clean environment.
- Be treated with respect, courtesy and honesty.

Students have the RESPONSIBILITY to:

- Ensure that their behaviour is not disruptive to the learning of others.
- Behave in a way that protects the safety and well-being of others.
- Ensure that they are punctual, polite and honest.

Staff have the RIGHT to:

- Respect, courtesy and honesty
- Teach in a safe, secure clean environment
- Teach in a non-disruptive environment
- Co-operation and support from parents and other staff members

Staff have the RESPONSIBILITY to:

- Model respectful, courteous behaviour
- Establish positive relationships with students
- Ensure good organization and planning
- Report student progress to parents

Parents have the RIGHT to:

- Be informed of curriculum and behaviour management policies
- Be informed of decisions affecting their child's health and well being
- Be heard in matters relating to their child

Parents have the RESPONSIBILITY to:

- Ensure that their child attends school
 - Ensure that their child is physically and emotionally supported
 - Ensure that their child is provided with the materials so their learning is effective
- Support the school in providing a meaningful education for their child

The focus of the behaviour management plan will be on developing responsibility and self control by using behavioural consequences.

BEHAVIOUR MANAGEMENT IN CLASSROOMS

- ✦ to produce a positive learning environment.
- ✦ students will behave in a courteous and safe manner
- ✦ establishment of high quality relationships between staff and students
- ✦ developing responsibility and self control by using behavioural consequences
- ✦ all children have the right to learn and play without disruption or interference
- ✦ children are encouraged to take responsibility for their own behaviour
- ✦ separates the person from the behaviour

For a minority of students, it may be necessary to devise an Individual Behaviour Plan (IBP) in consultation with the student, parents, teacher, member of the Admin staff and any other relevant person which will result in the writing up of the plan.

When students consistently flout school rules and / or put themselves, others, staff, school helpers and visitors in dangerous situations, then out-of-school suspension is a viable option.

Classroom rules fall under the following headings:

RESPECT

CARE FOR YOURSELF AND OTHERS – BE POLITE AND KIND

SAFETY

ALWAYS WORK AND PLAY SAFELY

PROPERTY

TAKE CARE OF YOUR THINGS AND TAKE CARE OF OTHER PEOPLES THINGS

The Staff should:

- Have clear statements of classroom and school rules and consequences displayed in their rooms.
- A positive environment should be established whereby students who behave appropriately are consistently encouraged with appropriate rewards.
- Positive incentives must be earned not just given.
- Verbal encouragement should be the most used form of encouragement
- Incentives should be changed regular to maintain enthusiasm
- Every child should be given the opportunity to earn and receive acknowledgement of their worth
- Develop and maintain a positive classroom environment
- Display and discuss Rights and Responsibilities, School Code of Behaviour, Playground rules and Classroom rules
- Document student misbehaviour and correctional strategies
- Contribute to a review of the BMP
- Consistently apply the BMP with an emphasis on positive reinforcement and encouragement.

The Principal and Associate Principals shall:

- Support teachers with their behaviour management plans
- Assist with students who have individual behaviour management plans
- Ensure consistency in the implementation of the Behaviour Management Plan.
- Facilitate a review committee to monitor the BMP
- Collate the names and numbers of students who do not respect and behave according to the BMP
- Facilitate parent/teacher/school psychologist interviews
- Monitor and supervise 'In-School Suspensions'

CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES

Step 1- Classroom Groundwork

Establish a positive set of simple classroom rules

Step 2- Management of a Difficult Child

- First Infringement- Child's name is written on the board
- Second infringement- Tick beside the child's name and the child goes to the Think Spot where the child is encouraged to think about their behaviour.
- If the child is compliant they may rejoin the class if not or if arguing Time Out is the next step. Their name and tick stays on the board

Step 3- In Class Time Out

- A child may be timed out in a classroom after having gone through all of step 2
- During this time counseling will take place and a child will take an In Class Time Out sheet to the office and home for signing. The deputy will input details on this sheet into the Child's Activity Report in SIS.
- These activity reports will be sent home every 5 weeks so the parents are aware of their child's behaviour at school.
- Timeout students may listen to classroom lessons but do not participate. Nor do they go to specialist areas until they have made a commitment to follow the plan. If a student disrupts the class while in Time Out they are excluded from the room.

Step 4- Out of Class Time Out

- The interview room will be utilized as the Time Out room. A child may remain in this room for a minimum of 2 sessions
- A conference between the Principal, Classroom teacher and the child will take place before the child is admitted back into the classroom.
- Should disruption continue In School Suspension is the next step. At this stage the child should realise that there are only two alternatives, return to class and follow the rules or remain out of class. Out of Class Suspension Forms will be sent home to parents from the Admin Staff and the Child's Activity report updated.

Step 5- Suspension

A severe clause exists which allows staff to bypass the MSB procedure and send a student straight to Admin. Severe inappropriate behaviour will result in suspension, of which the duration will be negotiated between the Teachers and Admin.

PLAYGROUND EXPECTATIONS

Playgrounds need to be safe and friendly.

Children are free to play in the school grounds without;

- Harming the environment
- Misuse of school or personal property
- Performing acts that may harm themselves or others
- Being physically or verbally intimidated

These are agreed expectations to be applied in the course of school management and can be explained within the context of the Code Of Conduct. It is good to remember that the purpose of a discipline policy is to teach acceptable behaviours, by good example and consistent application, not to be punitive.

- Children should arrive at school between 8.30am and 8.45am.
- Early arrivals must remain seated in the hall.
- Children are to be seated for eating and drinking at all times
- All canteen food is to be consumed in the covered assembly area
- No child is permitted to leave the school grounds during the day without written permission from the school office.
- Children who become ill must report to a teacher and not go home without written permission from the school office.
- No responsibility will be accepted for the care of valuable items brought from home, including toys, radios, etc., except where a teacher makes specific arrangements.
- Jewellery including bangles, necklaces, bracelets and long earrings is not permitted at school. Stud or sleeper earrings are acceptable.
- Collar length hair is to be tied back.
- Hats are to be worn outside only. "No hat - No play in the Sun"
- Bullying, teasing and other forms of aggressive behaviour are not allowed either at, coming to, or going from school.

CODE OF CONDUCT

A. DO YOUR BEST

To do my best I...

Would:	Would not:
1. Always try my best	1. Avoid work
2. Listen to instructions	2. Argue with the teacher
3. Think for myself	3. Call out
4. Have homework ready on time	4. Avoid doing my homework
5. Follow school & classroom rules	5. Break rules