FORRESTDALE PRIMARY SCHOOL

Managing Behaviour Policy
2020 - 2022

SUMMARY OF MANAGING STUDENT BEHAVIOUR PLAN

Forrestdale Primary School is committed to providing a safe and supportive school community for our students to grow in harmony. We are all responsible for creating an environment which is safe and inclusive.

Forrestdale Primary School will offer an environment which provides supportive and positive learning experiences, whilst maintaining equal access to opportunities for all students to achieve their potential in all aspects of their education. In order to achieve this purpose our *Behaviour Management Approach* aims to maximise student time in appropriate learning environments that support their needs and reinforce acceptable social behaviour.

This is summarised in the following key statements known as the 4 R's:
1. *Relationships*
2. *Respect for others*
3. *Respect for yourself*
4. *Respect for the environment*

MANAGING STUDENT BEHAVIOUR

The development of appropriate and acceptable behaviour is a staff, parent and student concern. Its success is based upon the recognition of the dignity and worth of all individuals.

Main Aims:

1. Students will want to behave in accordance with the student code of conduct.

2. Students will maintain their '**Good Standing**' and accept responsibility for their own behaviour.

3. Staff and students will resolve conflicts effectively (using win-win strategies).

4. Staff and students will communicate positively with each other.

5. Staff and students will feel valued.

6. Staff and students will feel safe and secure.

7. Staff and students will co-operate and support each other.

8. All behaviours in the school will be consistent with the values, and practices of the program.

9. Individual student behaviour support will be given where the need is identified (refer to SAER policy).

RESPONSIBILITIES AND RIGHTS

Our responsibility is to act in ways that preserve the rights of others.

Students have the RESPONSIBILITY to:	Students have the RIGHT to:
• ensure their behaviour is not disruptive to the learning of others. • ensure the school environment is kept clean and secure. • behave in a way that protects the safety and wellbeing of others. • ensure they are punctual, polite, prepared and display a positive manner. • respect others' property.	• learn in a purposeful and supportive environment. • achieve their educational potential. • work in a safe, secure and clean environment. • respect, courtesy and honesty. • have their property respected.
Staff have the RESPONSIBILITY to:	Staff have the RIGHT to:
• model respectful, courteous and honest behaviour. • ensure the school environment is kept neat, tidy and secure. • establish positive relationships with students. • ensure good organisation and planning. • report student progress to parents.	• 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.
Parents have the RESPONSIBILITY to:	Parents have the RIGHT to:
• ensure their child attends school. • ensure the physical and emotional condition of their child is at an optimum for effective learning. • ensure their child is provided with appropriate materials to make effective use of the learning environment. • support the school in providing meaningful and adequate education for their child.	• be informed of their child's progress. • be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare. • 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.

STUDENT CODE OF CONDUCT

The school community has agreed that students must:

- Wear school uniform at all times and follow the school dress code.

- Consider the safety and rights of others in the school (swearing and bullying is unacceptable).

- Walk on verandas and in designated areas. These areas are not for noisy games.

- Ensure that personal items are not brought to school.

- Bringing lollies, bubble gum, soft drinks or energy drinks to school is discouraged.

- Only play non-violent games in school. Fighting and rough games where extreme physical contact occurs are not allowed.

- Only enter or remain in a classroom during non-teaching time when a teacher is present and the student is invited in.

- Obey directions from staff, bells and sirens immediately.

- FPS is a sun aware school so the "No hat, no play" policy is in effect all year. Students without hats must play in the undercover area or covered playgrounds.

- Care for the school resources, buildings and grounds at all times and keep the school in a neat and tidy condition (including after hours).

- Not participate in activities that bring the school in disrepute (including after hours).

Forrestdale Primary School Good Standing

All students at Forrestdale Primary School maintain "good standing" by consistently demonstrating responsible behaviours.

Good Standing
All students at Forrestdale Primary School commence every school year with 'Good Standing'.

Good standing is maintained by student demonstration of:
• Responsible behaviour
• Commitment to learning
• Attendance and punctuality – attendance above 90% with no unauthorized absences
• Dress standards as per school policy

Desirable behaviours which assist students to manage and maintain their good standing are listed below.

Commitment to learning
• Active participation in learning activities
• Regular attendance in all classes
• Punctuality with attendance and submission of work

Acceptance of responsibility
• Acknowledging the rights of others to learn or teach
• Treating all members of the school community with dignity and respect

A student's **'Good Standing'** status may be withdrawn following consultation with the administration and the class teacher for the following reasons:

• Progression through the Whole-School Behaviour Management Plan arriving at in-school/suspension
• Involvement in any playground behaviour that results in Admin involvement
• Inappropriate behaviour whilst participating and representing the school in extra curricula activities
• If a Student Councillor loses their '**Good Standing'**, they will lose their badge and their right to represent the school for a five-week period.
• Non-adherence to an Individual Behaviour Plan (IBP)

Students at risk of losing 'Good Standing'
When a student fails to demonstrate the requirements to maintain good standing, the following process occurs:

• Classroom teacher raises the concern with the student, parent, Deputy Principal and possibly the Principal.
• All interactions will be documented and records kept
• If the situation remains unresolved, the Student Management Team will become involved and strategies will be put in place to redirect behaviours and/or progress or academic issues. Parents will be kept informed

Consequences of losing 'Good Standing'
Students that lose their 'good standing' lose privileges such as being able to attend extra-curricular social functions, lightning carnivals and other school sport or school representation activities.

Severe Clause
Students who lose their **'Good Standing'** twice in a five-week period will jeopardise their participation in extra curricula activities such as whole-school reward days, incursions, excursions, class rewards, camps, interschool sporting events, camps and Year 6 graduation.

FORRESTDALE PRIMARY SCHOOL LESSON POLICY

The staff, parents and students at Forrestdale PS are committed to achieving the maximum possible education outcomes. This policy has been written to ensure that any potential blockers or impeders to this process are addressed. This policy clearly states what each party will do and how any interruptions to the normal teaching and learning program will be dealt with.

Staff will:
- Be prompt and ready to meet the class
- Be prepared with lesson plans and programs
- Have gathered all necessary resources, prior to commencement of lesson
- Have prepared work for the entire class, suitable for all the levels of development
- Prepare work that is challenging and will engage the student in their own learning process
- Gauge the levels of participation of the students

Students will:
- Be prompt to class and lined up prior to the start of the lesson
- Be prepared with all equipment
- Have completed any homework or readings
- Remain in class or on location (site) for the entire lesson
- Commit to making up all lost time in the education process

Possible interruptions to learning programs:
- Being late to class
- Toilet visits
- Poor work ethic
- Removed to buddy class
- Assigned 5 minutes cool-down time
- Incomplete homework
- Not bringing required equipment

Sanctions:
Staff will initially discuss, with the student, how the actions are impinging upon their learning. Between them a plan to make up the lost time & work will be agreed upon. This can be made up in a number of ways.

- There and then immediately after class (recess or lunch.)
- Recess or lunch in the next week
- Take work home and complete it there
- Any other agreed upon course of action

CLASSROOM MANAGEMENT

A POSITIVE ENVIRONMENT REDUCES DISRUPTIVE BEHAVIOUR

1. Classroom Rules
   - Involve students in establishing rules (based on key word(s), e.g. respect).
   - Keep rules simple/specific.
   - Should be up and visible for all students

2. Build Positive Relationships
   - Develop a rapport inside and outside the classroom with students
   - Model appropriate behaviours e.g. be courteous genuine, firm but fair and consistent
   - Reinforce positive/acceptable behaviour and praise good choices
   - Identify mistakes non-critically, avoid embarrassing the student
   - Treat the students with respect and expect respect in return. This can be conveyed through one's attitude, especially tone of voice and speaking in context.

3. Knowing Students
   - Learn names as soon as possible
   - Be aware of specific student characteristics i.e. what approach works best etc.

4. Create a Cohesive Classroom Group
   - Encourage a cooperative "team effort"
   - Endeavour to give each student a sense of belonging to the group as a whole

5. Communication
   - Be an active listener
   - Give students your individual attention when possible
   - Tune into students' experiences and be sympathetic to their concerns
   - Share a little of your own experiences when appropriate

6. Before Class
   - Be fully prepared with alternative plans if possible
   - Ensure classroom and resources are organised
   - Start fresh for each session i.e. don't carry problems from one lesson to the next

7. During Class
   - Be sure to greet your class on time
   - Establish routines e.g. attendance checks at beginning of lesson, students line up
   - Use incentives/rewards to motivate
   - Be flexible in your lesson
   - Circulate about and monitor the class regularly
   - Show genuine interest in student work
   - Be prepared to give time after class (if possible) e.g. BMIS issues

8. After Class
   - Ensure BMIS issues are followed up as soon as possible e.g. detention, parent contact and integris data entry
   - Ensure work is marked as quickly as possible
   - Prepare classroom for next class e.g. rubbish, tidiness etc.

BEING PROACTIVE

Low Key Techniques: Don't Talk - Act

1 Win student over
   - Meet students at the door
   - Demonstrate personal interest
   - Use student names
   - Smile, humour, enthusiasm
   - Politeness

2. Use a signal to begin
   - Develop a signal or routine that means "quiet please"
   - Pause until silence or near silence is attained
   - Make the pause active - scan the room, move among the students.

3. Be on the alert and stop things before they go too far
   - Eye contact - the look
   - A quiet "No," and nothing else
   - Finger motions
   - Use of students' names
   - A shake of the head or the subtle "cough"
   - Model or encourage appropriate behaviour

4. Use proximity.
   - Move about the room while teaching or students are working
   - Move towards the inappropriate student (close proximity)
   - Gently tap the desk and avoid eye contact at this time

5. Target the behaviour not the student.
   - e.g. pushing and shoving in the classroom is unsafe behaviour. Do not embarrass the student.

6. Plan student movement (transitions). "The sequence"
   - When they will move
   - What they will do
   - Who they will work with
   - Signal to move

7. Deal with the 'supporting cast'
   - first act to neutralise
   - students who attempt to 'join in', then return to primary issue.

8. When asking questions, signal the type of response you want and when it should be made.
   - tell your neighbour
   - write it down
   - hands up
   - call-out
   - choral

POSITIVE INCENTIVES

All classrooms have their own incentive programs as well as being supported by whole school incentives. The class reward systems vary depending on the teacher and students and what best suits individual classes.

Some of the strategies which are currently implemented are:

1. **CLASSROOM REWARDS**: Staff use dojo points, stickers, stamps and prizes, etc., to give immediate recognition to students.

2. **MERIT CERTIFICATES**: Two certificates are issued per class at each assembly

3. **CLASS GOALS**: Some classes promote cooperation among students by having as their shared goal, a party, an excursion or a movie at the end of the term.

4. **FACTION COMPETITION:** Faction tokens are awarded to students demonstrating desirable behaviour, effort and achievement in class and playground. A range of positive consequences goes with receiving faction tokens including a weekly raffle and prizes.

5. **END OF YEAR AWARDS**: Each class has access to 2 awards at the final assembly of the year, to acknowledge academic and behavioural excellence.

6. **WHOLE CLASS ADMIN VISIT**: A green card is sent to the office if the whole class have exciting work or news to share with Admin.

Class Dojo is a communication app which allows parents to see when their child is being rewarded for positive behaviour at school. Teachers reinforce positive behaviours in the class – such as preparedness, staying on task, listening politely and working together – by allocating points to students on the app, which can be displayed on the Smartboard in class and viewed by parents on their phones or computers at home. The points are generated into a graph so parents can see specific behaviours their child is displaying.

INNAPROPRIATE CLASSROOM BEHAVIOUR

This is the process teachers follow when students misbehave in the classroom. Students are reminded verbally and/or non-verbally about specific rules they are not following.

Step 1
Verbal/ non-verbal warning – reminding students of rule and expectations with positive reinforcement for desired behaviour.

Step 2
Name placed on the tracking sheet and second warning given.

Step 3
Third warning given – Have the student move to a separate place in the room for some quiet reflection time.

Step 4
Student is asked to move to Buddy room for 10- 30 minutes or next break. This is entered on tracking sheet. Student must be walked to Buddy room by another student or teacher. Teacher notifies parent with a note or phone call that their child was sent to Buddy room. Student may complete Behaviour reflection sheet (Appendix 1 or 2)

Step 5

Admin Student is sent to the office to discuss behaviours with the Deputy or Principal. Consequences are discussed/given and parents contacted. This may include detention, withdrawal from extra-curricula privileges such as excursions, sporting events etc. for excessive detentions.

Step 6
In-school suspension is assigned by Administration after a full analysis of the entire incident/behaviour record.

The student is left with the Admin staff that decides and then enforce the appropriate consequence. The Admin also informs parents verbally and send home an In-School Suspension letter. Parent returns signed form to teacher/classroom to be filed. It is expected the student will have set class work to complete. Immediate withdrawal of extra-curricula privileges such as excursions, sporting events etc.

Step 7
Suspension is applied by Administration after a full analysis of the entire incident is completed. Parents are contacted. See guidelines for suspension below.

INNAPROPRIATE PLAYGROUND BEHAVIOUR

This is the process teachers follow when students misbehave in the playground. Students are reminded verbally and/or non-verbally about specific rules they are not following.

Step 1
Verbal/ non-verbal warning – reminding students of rule and expectations with positive reinforcement for desired behaviour.

Step 2
Second warning given - Staff member asks the student to walk with them for 5-10 minutes.

FORRESTDALE PRIMARY SCHOOL
Single Day **Minor Behaviour Tracker**

Student _____   Date _____

Category of Behaviour	Visual	Separate Incidences
Off Task - refusing to attempt / complete work - engaging in task avoidance - moving around the classroom - leaving the classroom without permission		
Talking at Inappropriate Times - calling out - talking when the teacher is talking - talking during set silent times		
Disrespectful - rude and nasty comments - arguing or talking back - ignoring / not following instructions		
Tardy - unprepared for lesson start - late without reasonable cause - delayed compliance		
Annoying or Disrupting Others - not keeping hands / feet to self - touching other people's possessions - making loud or repetitive noises		
Destructive - ripping or scribbling on schoolwork - deliberately knocking things over - kicking or vandalising furniture		

Verbal warning and positive reinforcement of desired behaviour
Verbal warning and reset current task / expectations
Verbal warning and reminder of consequences
Buddy class / removal from room (re-enter 10 - 30 minutes later)
Red dot and parent notified for follow up at home

Mrs. XXXX's Class (Room X)   Signature _____

Step 3

Third warning given – Have the student take time out to reflect on the behaviour by sitting on a red dot outside of the staffroom or redirect them to another play area. Reflection sheet can be used (Appendix 1 or 2).

Step 4

Admin - Student is sent to Admin to discuss behaviours with the Deputy or Principal. Consequences are discussed/given and parents contacted and behaviours are recorded on the s drive/integris. This may include playground withdrawal, playground restrictions, withdrawal from extra-curricula privileges such as excursions, sporting events etc. for excessive behaviours in the playground.

Step 5

In-school suspension is assigned by Administration after a full analysis of the entire incident/behaviour record.

Step 6

Suspension is applied by Administration after a full analysis of the entire incident is completed. Parents are contacted.

For severe inappropriate behaviours students are directed straight to Admin.

GUIDELINES FOR SUSPENSION

In cases where student's behaviour is leading towards a period of suspension, student's parents are contacted to discuss the behaviour and an "Intention to Suspend" notice is issued. If appropriate, parents may take the option of removing the student from school until they have cooled down.

The Principal may authorise the suspension of pupils in cases of either repeated misbehaviour or of serious misbehaviour.

Parents will be contacted when a decision of suspension is made.

The following documentation will be completed when a child is suspended.

(a)   The suspension will be recorded in the **Behaviour Management** SIS System.

A re-entry meeting between teacher/Admin, parent and student before being able to re-join the class program following a suspension.   A Re-entry form is part of the work package sent home with suspended student.

Forrestdale Primary School Behaviour Reflection Sheet

My behaviour was:

_____

I was doing this because:

_____

_____

_____

_____

In the future I will:

_____

_____

_____

_____

_____

Draw a picture describing what you were doing:

Forrestdale Primary School
Behaviour Reflection Sheet

Name_____

What I did.

What I should have done.