

LAKE MONGER PRIMARY SCHOOL

Behaviour Management Policy

(Reviewed 2019)



A View to Excellence

LAKE MONGER PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY

CONTENTS

• Contents	Page	2
• Behaviour Management Policy	Page	3
- Aims and Purpose		
- Principle		
- Guidelines		
• Behaviour Management Rationale	Page	4
- Rationale		
- Table	- Management Strategies	
	- Positive Encouragement	
	- Consequences	
• School Procedures	Page	5
• Playground Procedures	Page	6
• Reflection Sheet Kindy – Pre Primary	Page	7
• Reflection Sheet Year 1 – 3	Page	8
• Reflection Sheet Year 4 – 6	Page	9
• Towards Positive Behaviour	Page	10
• Good Standing Requirements	Page	11
• Post Suspension Protocols	Page	12
• Student Tracking Sheet	Page	13

LAKE MONGER PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY

Aim and Purpose

The Lake Monger Primary School community will together create a caring and positive educational environment. To achieve this Lake Monger Primary School has an effective Behaviour Management Policy.

Principle

All members of the Lake Monger Primary School community are expected to take responsibility to foster positive and caring behaviour.

Guidelines

RIGHTS

We have the right...

- to feel safe and secure
- to be treated with respect and politeness
- to learn
- to make the most of the educational opportunities available
- to a neat and orderly school environment

RESPONSIBILITIES

We have the responsibility to ...

- treat others with understanding
- treat others with respect
- treat others politely
- cooperate with teachers and students
- maintain and care for the school environment

SCHOOL VALUES

Creativity

Respect

Honesty

Perseverance

Responsibility

Caring

A chart listing these rights is available in each classroom.

**IT IS UP TO EACH STUDENT TO ACCEPT RESPONSIBILITY FOR THEIR OWN
BEHAVIOUR**

LAKE MONGER PRIMARY SCHOOL BEHAVIOUR MANAGEMENT RATIONALE

Western Australian Values of Schooling	Pursuit of knowledge and commitment to the achievement of potential	Self-acceptance and the respect of self	Respect and concern for others and their rights	Social and civic responsibility	Environmental responsibility
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Rationale

To achieve the School Rules the following strategies to promote a caring positive environment at Lake Monger Primary School will be undertaken:

- The Lake Monger Primary School Behaviour Management Policy will be available to the whole School community.
- Through teaching Values we aim to encourage intrinsic motivation for the students to be caring citizens.
- To encourage students to make responsible choices are promoted as part of the Values program.

MANAGEMENT STRATEGIES	POSITIVE ENCOURAGEMENTS	CONSEQUENCES
<ul style="list-style-type: none"> ▪ Values program ▪ Classroom management/engagement programs ▪ Principal/ Deputy Principal ▪ Playground Rules/Policy ▪ Anti-Bullying Policy (please refer to separate policy) ▪ Consultation with School Psychologist ▪ Parents/Guardians Involvement ▪ SIS ▪ Individual Behaviour Plans ▪ Promoting Alternate Thinking Strategies (PATHS) ▪ Good Standing Requirements 	<ul style="list-style-type: none"> ▪ Verbal encouragement ▪ Classroom Rewards ▪ Leadership Roles ▪ Visits to Administration ▪ Visits by Principal/Deputy to classroom ▪ Student of the week certificates ▪ Behaviour linked to IBP ▪ Raffle tickets (School Values) ▪ Good Standing 	<ul style="list-style-type: none"> ▪ Specific verbal warnings ▪ Time Out in classroom ▪ Buddy class ▪ Age appropriate Reflection Sheet (Admin) ▪ Parent Contact ▪ Suspension ▪ Loss of Good Standing ▪ Exclusion from School

LAKE MONGER PRIMARY SCHOOL PROCEDURES

The School Procedures are used to monitor the choices made by students at Lake Monger Primary School. Teachers will create a positive teaching/learning environment. Students with the support of parents/carers will be encouraged to follow the School Rules. The SIS Behaviour Management Module will reflect entries for only the most significant misbehaviours.

- **The following procedures operate on a one-day cycle.**
- **Extreme behaviour will bypass all steps and students will be sent to the Administration or the Associate Principal or Principal will be called to the classroom via phone.**
- **An Individual Behaviour Plan (IBP) may need to be developed for students at any stage of this Procedure.**

Step 1: Warnings (Traffic Lights Program may be used)

- Specific verbal warning/s choices will be given to the student.

Step 2: Reflection Area within the Classroom (Quiet area—chill out)

- Student will be moved to a Reflection Area to have the opportunity to reflect on their behaviour choices.

Step 3: Buddy Room (Organised with a partner class prior)

- Student sent to a Buddy Room
- Student to be given work to complete.

Step 4: Principal/Administration

- Significant Misbehaviour or repeated misbehaviour should be sent to Administration.
- All Parent communication regarding behaviour should be organised through Administration.
- Administration will manage consequences for these behaviours and enter into SIS. (violent / severe behaviour including destruction of property).

Final Consequence/Suspension

- Loss of Good Standing will apply.
- If the student continues to make irresponsible choices, IN SCHOOL suspension (removal from the class or playground for up to one day) will take place or HOME suspension for up to 10 days according to the Department of Education.
- The parent/carers will be notified and a post suspension interview will be requested before readmission. This may mean a revision of the IBP.

PLAYGROUND PROCEDURES

Step 1

- Children are encouraged to play co-operatively, showing care, consideration and respect for others.
- Children rewarded for following school values (Raffle Tickets).

Step 2

- The teacher on duty determines the consequences for negative behaviour after having discussed the issues with the child and recorded it in the duty file.
 1. Warning
 2. Accompany duty teacher
 3. Send to Admin

Step 3

- Parent informed by Administration of child's behaviour if repeated during the week or if of a serious nature.
- If necessary, a parent interview will be requested by the Administration.

Step 4

- Loss of Good Standing will apply.
- A thorough investigation will be done by Administration and if the child continues to offend, IN SCHOOL suspension (removal from class or playground for up to one day) will take place or HOME suspension for up to 10 days according to Department of Education and Training Regulation 35. The parent will be notified and an interview will be requested before readmission.
- IBP established before readmission.

NOTE

1. *The policy works on a one-week cycle with a new start each week.*
2. *Bullying of any kind, assault, inappropriate language will not be tolerated.*

LAKE MONGER PRIMARY SCHOOL
REFLECTION SHEET
Kindergarten – Pre Primary

Name: _____ Room No.: _____ Year: _____ Date: _____

Inappropriate behaviour occurred in: Classroom
 Other _____

School Rules
Hands and Feet to Yourself
Be Caring and Compassionate
Be Respectful
Be honest and Responsible
Be Cooperative
Do Your Best

1. I did...

2. I need to...

Signatures:

Student: _____

Teacher: _____

Parent: _____

Date to be returned to Teacher: _____

LAKE MONGER PRIMARY SCHOOL
REFLECTION SHEET
Year 1 – Year 3

Name: _____ Room No.: _____ Year: _____ Date: _____

Inappropriate behaviour occurred in: Classroom
 Other _____

School Rules
Hands and Feet to Yourself
Be Caring and Compassionate
Be Respectful
Be honest and Responsible
Be Cooperative
Do Your Best

1. I did...

2. I need to...

Signatures:

Student: _____

Teacher: _____

Parent: _____

Date to be returned to Teacher: _____

LAKE MONGER PRIMARY SCHOOL
REFLECTION SHEET
Year 4 – Year 6

Name: _____ Room No.: _____ Year: _____ Date: _____

Inappropriate behaviour occurred in: Classroom
 Other _____

School Rules
Hands and Feet to Yourself
Be Caring and Compassionate
Be Respectful
Be honest and Responsible
Be Cooperative
Do Your Best

1. Reflection on my inappropriate behaviour choice (include School Rules)

2. Reflection on how I can improve my behaviour choice (include School Rules)

Signatures:

Student: _____

Teacher: _____

Parent: _____

Date to be returned to Teacher: _____

Towards Positive Behaviour

Name: _____

Date: _____

Describe Inappropriate Behaviour (Physical, Verbal, Other)

This is what I should have done:

1. _____

2. _____

3. _____

These are my consequences if I don't make the right decisions:

These are my rewards/reinforcers if I meet my goals:

My contract will be reviewed on _____

Signatures: _____

GOOD STANDING REQUIREMENTS

The processes embedded within good standing requirements are underpinned by the following key principles of restorative practice:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness is key to creating learning communities to mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

The following provides an outline of key processes in implementing good standing requirements:

Share responsibility

In partnership with students, their parents/carers and the local community, establish shared expectations and responsibility for behaviour. The school's student behaviour policy and good standing requirements should be communicated as part of this responsibility.

Good standing

- All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's behaviour policy.

Loss of good standing

- Loss of good standing occurs after a suspension or series of behaviours that are not aligned with the school student behaviour policy. These behaviours must include, but are not limited to:
 - starting a fight
 - making physical contact with the intention to harm another student or staff member
 - videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.
- Students who breach the school student behaviour policy will have privileges removed such as being banned from school social activities.
- This should involve a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of good standing.

Re-instate good standing

- Implement a restorative and educative return to school process to re-establish positive behaviour.
- Develop a re-entry and/or individual behaviour plan focusing on the identified areas for improvement citing strategies, milestones and desired outcomes.
- Re-instate a student's good standing after such period as decided by the principal.

POST SUSPENSION PROCEDURE

Following a period of suspension, a post suspension interview will be conducted prior to the student' readmission. The student may require an Individual Behaviour Management Plan or Behavioural Contract and be monitored using the accompanying Student Tracking Sheet.

LAKE MONGER PRIMARY SCHOOL STUDENT TRACKING SHEET

ROOM: _____

LAKE MONGER School Information System (SIS) TERM 1 2 3 4 WEEK 1 2 3 4 5 6 7 8 9 10 11 NAME	Be Caring and Compassionate (P1)	Be Respectful (P2)	Be honest and Responsible (P3)	Be Cooperative (P4)	Do Your Best (P5)	Positive Behaviour - Other (P6)	Physical Assault (N1)	Verbal abuse of staff (N2)	Verbal abuse of students (N3)	Damaging property (N4)	Negative Behaviour - Other (N5)	COMMENT	DATE	SIGNATURE