



BEHAVIOUR MANAGEMENT POLICY

Updated and shared with WLPS Board in August 2019

West Leederville Primary School aims to:

- create a positive environment within the school and classrooms where 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 behaviours in individuals that promote a caring and positive environment.
- establish a clear set of consequences for those individuals who do not accept their responsibilities and break the rules including the implementation of a “Good Standing” policy.
- establish procedures so that conflicts can be resolved in a positive, non-violent manner.

Students have the RIGHT to:

- learn in a purposeful and 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.
- treat others with respect, courtesy and honesty.

Staff have the RIGHT to:

- teach in a safe, secure clean environment.
- teach in a non-disruptive environment.
- co-operation and support from other staff members and parents.
- be treated with respect, courtesy and honesty.

Staff have the RESPONSIBILITY to:

- model respectful, courteous behaviour.
- establish positive relationships with students.
- ensure good organisation and planning.
- report student progress to parents.
- treat others with respect, courtesy and honesty.

Parents/caregivers 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.
- be treated with respect, courtesy and honesty.

Parents/caregivers have the RESPONSIBILITY to:

- model respectful, courteous behaviour.
- ensure that their child attends school punctually each day.
- ensure that their child is physically and emotionally supported.
- ensure that their child is provided with the necessary materials so their learning is effective.
- treat others with respect, courtesy and honesty.

BEHAVIOUR MANAGEMENT IN CLASSROOMS

At the commencement of each year, teachers will collaboratively develop a set of age appropriate classroom rules with their students. Through this process, students will build a shared understanding of what is required of them to behave in a courteous and safe manner. They will further develop their awareness that all children have the right to learn and play without disruption or interference, and will be encouraged to take responsibility for their own behaviour. Students will understand that there are behavioural consequences for not following the classroom rules.

Classroom behaviour management procedures are to be developed within the following framework:

Step 1: Establish a positive set of simple rules incorporating the following principles:

RESPECT - CARE FOR YOURSELF AND OTHERS – BE POLITE AND KIND

SAFETY - ALWAYS WORK AND PLAY SAFELY

PROPERTY –TAKE CARE OF YOUR OWN AND OTHER PEOPLE'S PROPERTY

Step 2: Management of a difficult child

- First infringement – use a visual cue (such as placing name on the board) to indicate to the student they are behaving inappropriately.
- Second infringement – second indicator (eg, tick beside name) and time to think about their behaviour (Think Spot or similar within room).
- If the child is compliant they may rejoin the class. Their name and tick (or similar depending on individual classroom procedure) remains on the board.

Step 3: Buddy Class

- If the student continues to misbehave they are to be sent to a Buddy Class (previously negotiated with another teacher). This is referred to as a Time Out.
- During Time Out, they must complete an age appropriate Think Sheet (see appendix 1) that is returned to their classroom teacher and kept.

It is recommended that parents are informed when their child has been sent to Buddy Class but this is at the teacher's discretion and is dependent on factors such as the severity of the behaviour, the student's age, and the frequency of the student's behavioural indiscretions.

Step 4: Administration Intervention

- If a student continues to misbehave after or during Buddy Class intervention they are to be sent to administration. The Think Sheet from Buddy Class is to be sent with them with any additional information noted on the back.
- **Parent will be informed by administration of the intervention and student misdemeanour will be recorded in SIS.**

Step 5: Suspension

- A severe clause exists when students consistently flout school rules and/or put themselves, others, staff, school helpers and visitors in dangerous situations, which allows staff to bypass the WLPS Whole School Behaviour Management Plan (MSB) procedure and send a student straight to administration. Severe inappropriate behaviour may result in an **in-school** suspension.

To support the implementation of classroom behaviour management plans, teachers will:

- ensure all students have a clear understanding of the rules and consequences.
- consistently apply their classroom behaviour plan with an emphasis on positive reinforcement, encouragement and rewards, when appropriate.
- provide documentation for relief teachers and support staff to follow.
- have documentation of the classroom rules and consequences available for parents if required.
- document student misbehaviour and correctional strategies.
- regularly review their classroom behaviour management plan.
- participate in the development and review of the WLPS BMP, as required.
- for a minority of students, if necessary, devise an Individual Behaviour Plan (IBP) in consultation with the student, parents, teacher, and members of the administration staff.

To support the implementation of classroom behaviour management plans, the Principal and Associate Principals will:

- support teachers with their behaviour management plans.
- assist with students who have individual BMPs.
- ensure consistency in the implementation of the whole school BMP.
- facilitate parent/teacher/school/psychologist interviews.
- monitor and supervise 'In-school suspensions'.

BEHAVIOUR MANAGEMENT IN THE PLAYGROUND

All students are to conduct themselves within the following framework in the West Leederville Primary School playground.

RESPECT - CARE FOR YOURSELF AND OTHERS - BE POLITE AND KIND

SAFETY - ALWAYS WORK AND PLAY SAFELY

PROPERTY - TAKE CARE OF YOUR OWN AND OTHER PEOPLE'S PROPERTY

Appropriate behaviours include, but are not restricted to:

- caring for the environment;
- caring for school property;
- playing games within the rules and co-operating with others;
- walking in corridors and where vision is not clear;
- sitting down to eat and drink;
- wearing a school hat whenever playing outside, taking hats off indoors;
- never leaving school grounds without permission;
- placing all rubbish in the bin; and
- speaking politely to others.

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. The purpose of this BMP is to teach acceptable behaviours, by good example and through consistent application.

WHOLE SCHOOL INCENTIVES FOR STUDENT BEHAVIOUR MANAGEMENT

- Promoting the positive aspect of student behaviour at every opportunity is paramount.
- Merit awards at assemblies.
- Display of students' work around the school and in the newsletter.
- Students sent to Principal or Associate Principal with good examples of class work.
- Participation in extra-curricular activities.
- End of term class awards.
- Faction tokens.

Code of Conduct

A. DO YOUR BEST

To do my best I...

would:	would not:
<ol style="list-style-type: none">1. always try my best.2. listen to instructions.3. think for myself.4. have homework ready on time.5. follow school & classroom rules.	<ol style="list-style-type: none">1. avoid work.2. argue with the teacher.3. call out.4. avoid doing my homework.5. break rules.

B. RESPECT YOURSELF

To respect myself I...

would:	would not:
<ol style="list-style-type: none">1. take pride in myself and my property.2. be responsible for my own behaviour.3. know the difference between right and wrong.4. accept that my actions have consequences.5. always use good manners and be honest.6. be organised for class and on time.	<ol style="list-style-type: none">1. damage my own property.2. be disrespectful or rude.3. talk back to the teacher.4. blame others or lead others to do wrong.5. lie or cheat.6. be late for class.

C. RESPECT OTHERS AND THEIR PROPERTY

To respect others I...

would:	would not:
<ol style="list-style-type: none">1. accept that everyone has the right to learn.2. care for others.3. treat others with respect.4. respect other people's opinions.5. respect other people's property.	<ol style="list-style-type: none">1. disturb others and stop them from learning.2. speak rudely to others.3. tease or make fun of others.4. fight or bully others.5. damage or destroy other people's property or belongings.

D. BE AN ACTIVE CITIZEN

To be an active citizen I...

would:	would not:
<ol style="list-style-type: none">1. respect the rights of others.2. keep my school safe, clean, healthy and attractive.3. be honest and truthful.4. respect authority figures.5. respect school and community rules.	<ol style="list-style-type: none">1. take part in rough play.2. litter or vandalise.3. steal or tell lies.4. use equipment wrongly.5. leave school grounds without permission.

E. RESPECT THE ENVIRONMENT

To respect the environment I...

would:	would not:
<ol style="list-style-type: none">1. respect wildlife and nature.2. care for my school and community.3. be water wise.4. try to recycle.	<ol style="list-style-type: none">1. harm or torment wildlife.2. harm or destroy nature.3. litter or pollute the environment.4. vandalise property.

REFLECTION SHEET

Kindergarten – Pre Primary

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

Inappropriate behaviour occurred in: Classroom
 Playground Other _____

RESPECT - Care for yourself and others, be polite and kind.

SAFETY – Always work and play safe.

PROPERTY – Take care of your own and other people's property.

1. I did...

2. I need to...

Signatures:

Student: _____

Teacher: _____

Parent: _____

Date to be returned to teacher: _____

REFLECTION SHEET

Year 1 – Year 3

Reported by _____ Action _____

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

Inappropriate behaviour occurred in: Classroom
 Playground Other _____

RESPECT - Care for yourself and others, be polite and kind.

SAFETY – Always work and play safe.

PROPERTY – Take care of your own and other people's property.

1. I did...

2. I need to...

Signatures:

Student: _____

Teacher: _____

Parent: _____

Date to be returned to teacher: _____

REFLECTION SHEET

Year 4 – Year 6

Reported by _____ Action _____

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

Inappropriate behaviour occurred in: Classroom
 Playground Other _____

RESPECT - Care for yourself and others, be polite and kind.

SAFETY – Always work and play safe.

PROPERTY – Take care of your own and other people’s property.

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: _____