



KARDINYA PRIMARY SCHOOL

MANAGEMENT OF STUDENT BEHAVIOUR

Behaviour Management Plan

Ethos

The maintenance of a positive school environment promotes learning, personal well being and social skills.

Acceptance of individual responsibility, freedom from violence, harassment and bullying of any kind and respect for the rights of others is the foundation of a safe and secure school culture, and secures children's learning and their development of a healthy self-concept.

Provision for teachers to "secure the good behaviour of their pupils both within school and the playground" is made by EDWA via Regulations 33 – 46.

Aims

Kardinya Primary School aims to:

- create a positive environment within the school and the classrooms so that the teachers and the students can work together in harmony;
- create a caring school environment where the rights and responsibilities of the individual are recognised and respected;
- recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment;
- establish a set of rules that protect the rights of all individuals;
- establish a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognise and respect the rights of others; and
- establish procedures so that conflicts can be resolved in a positive non-violent manner.

School Rules

1. Be respectful
2. Be responsible
3. Hands and feet to self
4. Follow instructions
5. Be there – be prepared

Each staff member is to develop each of the five rules according to their need.

The school rules are to be signposted at different locations throughout the school in order to express their application to each location

Rights and Responsibilities

<p>Students have the RIGHT to:</p> <ul style="list-style-type: none"> • respect, courtesy and honesty • learn in a purposeful and supportive environment; • work and play in a safe, secure, friendly and clean environment; 	<p>Students have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • ensure that their behaviour is not disruptive to the learning of others; • ensure that the school environment is kept neat, tidy and secure; • ensure that they are punctual, polite, prepared and display a positive manner; • behave in a way that protects the safety and well being of others. • not engage in bullying behaviour
<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> • 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. 	<p>Staff have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • model respectful, courteous and honest behaviour; • ensure that the school environment is kept neat, tidy and secure; • establish positive relationships with students; • ensure good organisation and planning; • report student progress to parents. • Observe the school's Bullying Policy
<p>Parents have the RIGHT to:</p> <ul style="list-style-type: none"> • 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"> • ensure that their child attends school; • 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.

Code of Behaviour

1. Everyone has the right to learn without disruption.
2. Everyone has the right to be treated with respect, courtesy and dignity.
3. Everyone has the right to learn and play in a clean, safe and orderly environment.
4. Everyone is expected to respect their own, the school's and others' property.
5. All persons within the school community are to take on a responsibility to maintain a healthy and pleasant school environment.
6. A consistent approach to student management is to exist throughout the school.
7. A set of rules is established to protect the rights of all individuals.

Roles and Responsibilities of Staff

Principal and Deputy Principals have agreed to:

- provide a link between parents and staff;
- support teachers with behaviour development and management;
- ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school;
- facilitate parent/teacher/child conferencing;
- design and assist with programs for individual children with behaviour problems;
- provide relief teachers with guidelines pertaining to behaviour development and management procedures; and,
- Ensure a review committee is established to monitor School Behaviour Management Plan.

Teachers have agreed to:

- develop and maintain a positive classroom environment;
- display and discuss:
 - a *School and Classroom Rules*
 - b *Rights and Responsibilities;*
 - c *School Code of Behaviour;*
 - d *Playground Rules; and*
 - e *Life Skills Chart*
- document student misbehaviour and correctional strategies;
- contribute to a review of the School Behaviour Management Plan;
- include administration staff, where appropriate, in discussions with parents regarding student behaviour management; and
- consistently apply the school's Behaviour Management Plan.

Examples of positive incentives for Student Behaviour Management

- Verbal praise from teachers, Principal or visiting parents
- Stamps, stickers
- Merit certificates
- Pupil of the Week
- Positive note to parents
- Visiting principal
- Group/House competition
- Champion class
- Aussie of the Month
- Book Award
- Recognition at assemblies
- Class Recognition
- Work displayed in Principal's office
- Recognition via school newsletter
- Representing the school in an out of school activity
- Positive verbal comments to parents
- Faction tokens

Procedures for Behaviour Management at Kardinya Primary School

Classroom Level – Stage One

1. Proximity Praise / Award

Where a student is misbehaving, praise at least one other student who is in close proximity for behaving appropriately. Praise the misbehaving student immediately they do something appropriate. Prompt or redirect the student to return to the appropriate behaviour. Check that the student can cope with the activity. Quietly inquire as to the reason for the misbehaviour.

2. Rule Reminder

Referral to displayed rules. Reinforcement or questioning of class rules.

3. Warnings

Verbal Reprimands according to individual classroom procedures, stating the problem and clearly stating the required behaviour.

Classroom Level – Stage Two

4. Loss of Privilege

Second time rule is broken the student will lose a privilege. Examples include games, special activities, removal from current activity, etc. Student completes first 'Think Spot' sheet.

5. Isolation in Class (Time Out)

A further infraction of class rules leads to student being isolated from other students and teacher's attention in the classroom. Student completes second 'Think Spot' sheet which is sent to Parent(s) for signing.

6. Community Service

Community Service is given for the next infraction of the rules. The offender will be given a Community Service slip by his/her teacher and will be required to report to the Duty teacher indicated on the slip at 10.35am or 12.30pm.

The Duty Teacher at the end of his/her duty will sign the Community Slip. During the 12.40pm change in Duty, the relieving Teacher will be given the Community Slip.

The offending student will return the signed Slip to his/her teacher.

Community service may include collecting rubbish, removing twigs/leaves, etc. Students must be provided with gloves for Community Service.

Duty Teacher Allocation:	Year 1 to 3	Duty Area A
	Year 4 to 5	Duty Area B
	Year 6 to 7	Duty Area C

7. Isolation: Buddy Teacher

Disruptive student will be placed in another 'Buddy' classroom as organised. Work must be provided. Student completes third 'Think Spot' sheet which is sent to parent(s) for signing. Parents must be notified and called to the school for consultation.

If disruptive, send for Administration. Use Stage Two Notification Form.

8. In School Suspension

Disciplinary procedure conducted by Administration. Student remains at school but is isolated from other students for a period as determined by the school administration in consultation with the teacher. Work must be provided.

Parent(s) must be notified and called to the school for consultation.

9. Suspension

End of line management, which is used at the discretion of the Principal.

10. Physical Restraint of Students

As a last resort students can be physically restrained in response to spontaneous, potentially harmful behaviour that places at risk the safety of the student, other students, school staff, any other person or school property.

Following a situation in which a student has been physically restrained, the person who provided the restraint must immediately notify the Principal in writing, stating:

the conditions that lead to the use of physical restraint

the degree of physical restraint used

the names of those who witnessed the use of the physical restraint.

On receiving this information the Principal will immediately notify the parents and record the incident.

NOTES:

(1) Stage One involves teacher use of discretion.

Stage Two follows steps 4 – 9 and any infraction is relevant for a term only.

(2) Teachers document actions/issues from stage 2 onwards

(See "Teacher Records of Individual Behaviour" Page 5).

Severe Clause applies to all areas of school environment

Teachers will refer children directly to the Deputies in Administration with details when unacceptable behaviour is exhibited.

Unacceptable behaviour is defined as:

- Physical assault, harassment or bullying that has persisted beyond the Method of Shared Concern.
- Verbal abuse or insult.
- Wilful damage to property.
- Repeated violations of classroom or school rules.
- Possession of illegal substances.
- Other instances such as theft, graffiti etc.

The Administration will investigate the background, counsel the child and discuss action to be taken with the teacher and parents if considered appropriate.

Teacher Records of Individual Behaviour

Teachers are to maintain records of individual student behaviour so as to support the behaviour management policy within and outside the classroom. Documentation is to be factual and objective as it forms official legal records of DET.

A Management Student Behaviour record file will be provided for all teachers and for all relief teachers. (Behaviour Module of SIS is to be used)

Hierarchy of Sanctions

Stage	Step	Teacher Action	Recording
1	1. Praise proximity behaviours	Highlight appropriate behaviour	Anecdotal (if necessary)
	2. Verbal Warning	Reminder of rules	As above
	3. Reprimand	Small consequence	Record
2	4. Privilege Loss	Removal. Think Sheet 1	Record & file Sheet
	5. Isolation	Isolated in room. Think Sheet 2.	Record & notify parent(s)
	6. Community Service	School service with Slip	Record & file Slip
	7. Isolation (Buddy room)	Send to Buddy Room with Think Sheet 3.	Record & notify parent(s)
	8. In school suspension	Administration sends Notification Form.	Record
	9. Suspension / Exclusion	Administration sends Notification Form.	Record

Organisation and Supervision of eating arrangements during Lunch and Recess

Section A (Lunch)

This policy was introduced to promote effective supervision of students during the lunchtime eating session (currently 12.20pm to 12.30pm).

Problems to be covered are:

1. Students sitting in a variety of places for eating their lunch which makes proper supervision impossible. Students have, at their discretion, absented themselves from their eating area without the knowledge of the teacher(s) on duty.
2. Students dismiss themselves when they see the duty teachers dismissing others.

Strategies

To overcome the problems, the following strategies are to be used:

- (a) Students from Years 1, 2, 3, 4, 5 and 6 are to eat their lunches in the undercover area behind the white boundary line of the basketball court. Year 7s are to sit on the south side of the library between rooms 4 and 6 or as otherwise instructed.
- (b) Students are to be dismissed in sections from the undercover area to assist in the supervision of children in regard to picking up papers.
- (c) Teachers are encouraged to use loudhailers in their supervision of students in the undercover area. A loudhailer will be kept in Room 21 for duty teachers to access.
- (d) Students are not to absent themselves from lunchtime eating areas without permission from a duty teacher.
- (e) Students are to deposit rubbish in bins when they are dismissed after eating their lunches not during the eating time of 12.20pm – 12.30pm.
- (f) Canteen Purchases
 - (i) Students may only go to the canteen at 12.20pm with a teacher's permission for the purpose of correcting a lunch order.
 - (ii) Those students needing to purchase food items from the canteen at a.m. recess may do so as soon as they leave their classrooms. Students are required to consume their purchases while sitting along the seats outside Rooms 3, 5 and 7.

Food/ drinks are not to be consumed while walking about the yard.

Section B

Recess Supervision

It is impossible for duty teachers to be at their posts for morning recess duty at exactly 10.30am. As a result, students across the school are already on the move. Notable areas are (1) Rooms 3, 5 and 7 and (2) demountable area.

To assist duty teachers, classroom teachers can

- (a) remind students of the seating requirements for the first five minutes of recess
- (b) take their classes out and seat them, before leaving for the staffroom.

Playground Behaviour

Primary Areas

Playing Areas: Children play in allocated areas. In the interests of safety and of equitable provision of space and equipment the playground is divided into areas for children of particular year levels. These will be displayed.

Movement: As a matter of safety running on verandahs and similar confined areas with hard surface close to buildings is forbidden.

In the area enclosed by the front lawn and the C.A.A. and the two permanent teaching blocks running is forbidden.

Adventure Playground: Three areas exist. The year level restrictions apply. During lesson time the equipment is available for teachers to conduct lessons.

Incentives and Sanctions: At any time, teachers may reward suitable behaviour with faction tokens.

The playground supervision sheet is used for minor violations and the 'serious' clause for more major situations as per the discipline policy.

Kindergarten and Pre Primary: Children are confined to the enclosed area adjacent to the centres and are subject to control by teachers with assistance from aides and parent helpers.

Before School:

- Pupils should arrive after 8.35am for start at 8.50am.
- If pupils arrive before 8.35am they must sit on the verandah outside a classroom. The names of children whose early arrival is cause for concern should be reported to the school administration.
- At 8.35am children may move around but no games with school gear are to be played. (Minor, passive, informal games using a tennis ball eg. square ball is OK. (No school equipment)
- Oval is out of bounds
- Adventure Playgrounds are out of bounds
- Stay out of the rooms unless your teacher is present.

Afternoon Recess:

- Oval and Adventure Playgrounds are out of bounds.
- No sporting gear to be used for games.
- No games.

Teacher Supervision Checklist

Duty Teachers are to ensure that:

(a) before School

- (1) no sports equipment is used, except personal tennis balls for square ball

(b) during Morning Recess

- (1) all children are to sit to eat
- (2) no child is to be wandering and eating
- (3) no food or drink is allowed on the oval
- (4) all children are to wear hats
- (5) no child is to sit on top of any monkey bars
- (6) children are not to run on paths.
- (7) children are to stay out of the 'no play zone' (west of the stage)
- (8) no child is to play on the stage
- (9) no rough contact sports are to be played including basketball games
- (10) the front paths of the school are treated as out of bounds

(c) during Lunch

- (1) children are to move directly to eating areas as per "Playground Policy"
- (2) no student is to wander to canteen during eating times
- (3) students are not to dismiss themselves from the eating areas
- (4) students must clean up lunch area
- (5) students who purchase food and/or drink from the canteen are to sit alongside staff/music room to eat/drink
- (6) points (1) to (10) from part (b) are enforced

(d) during Afternoon Recess

- (1) students do not run about
- (2) students do not play with sports equipment
- (3) students do not play on playground equipment

(e) all children stay undercover during rain periods

- (f) children do not run up and down banks along the southern netball court.

Playground Level Offences

Misbehaviour in the playground is listed below and should be considered in conjunction with the policy relating to 'Seating Time Supervision/Organisation during Lunch/Recess'.

Misbehaviour – Record using SIS

1. Disobeying instructions, eg., not sitting down or not wearing a hat
2. Running on paths around school buildings
3. Not found in the correct eating area during times allocated for being there.
4. Being in areas that are out of bounds, eg. classrooms, wet areas, etc.
5. Littering
6. Throwing objects that could cause harm to others
7. Property abuse (school or private)
8. Causing physical harm to others
9. Verbal abuse, teasing or swearing
10. Inappropriate behaviour eg. spitting, encouraging bad behaviour in others, mistreating other students' belongings. etc

Buddy Classrooms

Each year teachers are to organise a buddy classroom to enable the implementation of the Managing Student Behaviour Policy.

Playground Supervision Sheet

The following sheet will be used by the duty teacher to record names of students and the particular incident. Classroom teachers may wish to use a copy of this sheet to maintain a record of the students in their rooms.

Think Sheets

There is a Year 1 to 3 and a Year 4 to 7 sheet. Teachers may modify these to suit the needs of their class organisation and the age of the children involved.

**KARDINYA PRIMARY SCHOOL
PLAYGROUND SUPERVISION SHEET**

AREA _____

Offence Key:

- | | |
|--|--|
| 1. Physical assault / intimidation of staff | 2. Verbal abuse / harassment of staff |
| 3. Physical assault / intimidation of students | 4. Verbal abuse or harassment of other students |
| 5. Wilful offence against property | 6. Violation of sch. Code of conduct, behaviour management plan, classroom rules |
| 7. Negative behaviour, other | |

Date	Name & Surname	Room No.	Offence No.	Comment	Duty Teacher	Admin ✓

- At the completion of duty please return this file to the Staff Room.
- Offences will be recorded on S.I.S and then 'ticked' off in acknowledgement.
- Students who have had their name recorded will not participate in extra play at the end of term.
- Severe offences will require intervention by the school Administration.
- Offenders who record 4 offences during a term will do community service under Administration direction

Community Service Slip []

Name: _____

Date _____ Room [] Year [] Recess []
Lunch []

Referring Teacher _____

Acknowledgment Recess Duty Teacher _____

Lunch Duty Teacher (12.20) _____

Lunch Duty Teacher (12.40) _____
(Duty Teachers to sign at the end of Duty)

Community Service Slip []

Name: _____

Date _____ Room [] Year [] Recess []
Lunch []

Referring Teacher _____

Acknowledgment Recess Duty Teacher _____

Lunch Duty Teacher (12.20) _____

Lunch Duty Teacher (12.40) _____
(Duty Teachers to sign at the end of Duty)

Community Service Slip []

Name: _____

Date _____ Room [] Year [] Recess []
Lunch []

Referring Teacher _____

Acknowledgment Recess Duty Teacher _____

Lunch Duty Teacher (12.20) _____

Lunch Duty Teacher (12.40) _____
(Duty Teachers to sign at the end of Duty)

ANECDOTAL SHEET

Classroom Teacher _____

Room []

Year []

Date	Name	Notes	Think Sheet

THINK SHEET

Junior Form Years 1-3

Sheet: 1 [....] 2 [....] 3 [....]

In class room θ

Name: _____

Another class room θ

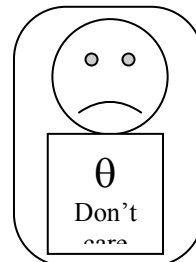
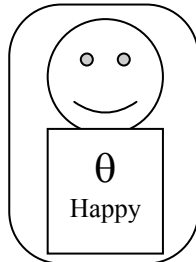
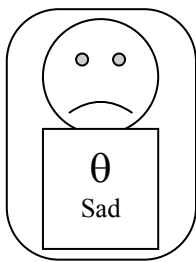
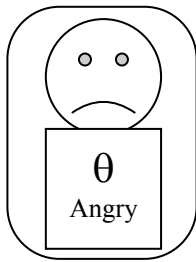
School rules

Lifeskills – to be explained and highlighted by the teacher.

1. Be respectful 2. Be responsible 3. Hands and feet to self 4. Follow instructions 5. Be there – be prepared	Integrity Initiative Flexibility Perseverance Organization Sense of Humour Effort Common Sense	Problem-solving Responsibility Patience Friendship Curiosity Cooperation Caring Courage	Date <hr/> Time <hr/> Year <hr/> Room
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1. Which rule did you break? []

2. Tick which face is yours:



3. Explain what you did.

4. I will improve my behaviour because

5. What will my parents think of my behaviour?

SIGNATURES	
Student	
Teacher	
Parent	

THINK SHEET

Senior Form Years 4-7

Sheet: 1 [....] 2 [....] 3 [....]

In class room 0

Another class room 0

Name: _____

School rules

Lifeskills – to be explained and highlighted by the teacher.

1. Be respectful 2. Be responsible 3. Hands and feet to self 4. Follow instructions 5. Be there – be prepared	Integrity Initiative Flexibility Perseverance Organization Sense of Humour Effort Common Sense	Problem-solving Responsibility Patience Friendship Curiosity Cooperation Caring Courage	Date <hr/> Time <hr/> Year <hr/> Room
---	---	--	--

1. Which rule did you break?

2. Explain what you did. What could be done differently?

3. My behaviour was inappropriate because....

4. My behaviour affected others Explain

5. When I return to class I will

6. What will my parents think of my behaviour?

SIGNATURES	
Student	
Teacher	
Parent	

THINK SHEET

Senior Form Years 4-7

Name _____

Sheet	1	2	3	In class room		Another Class room
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School Rules

1. Be respectful
2. Be responsible
3. Hands and feet to self
4. Follow instructions
5. Be there - be prepared

Date _____

Time _____

Year _____

Room _____

Teacher Note:

1. Which rule did you break? _____

2. Explain what you did? _____

3. My behaviour was inappropriate because _____

4. What could you have done differently? _____

5. My behaviour affected others. Explain. _____

6. When I return to class I will _____

7. What will my parents think of my behaviour? _____

Signatures

Student _____

Teacher _____

Parent _____

KARDINYA PRIMARY SCHOOL Individual Record of Playground Offences

Student Name.....Room.....

Date	Room	No Hat	Disobedient	Running on Paths	Incorrect Eating Area	Out of Bounds	Littering	Throwing Objects	Abusing Equipment	Physical Abuse	Verbal Abuse	Inappropriate Behaviour	Other	Notes