

BMIS—Student Behaviour Management Policy



Updated May 2020
Endorsed by School Board 2020

BEHAVIOUR MANAGEMENT PLAN

Student behaviour is a shared responsibility between school and home. The majority of our students behave well as they understand the behaviour expected of them by their teachers and generally act responsibly. There are, however, a minority of students whose behaviour is outside what is expected.

AIMS

Glendale Primary School aims to provide a supportive and caring environment in which it respects the rights of self, others and the environment.

RESPONSIBILITIES

Glendale Primary School will:

- Present a consistent approach to classroom and playground management
- Promote in students a sense of belonging, responsibilities and co-operation
- Promote independence and self-discipline
- Focus on the behaviour of the child
- Develop an understanding in students that they are responsible for their own behaviour
- Develop an understanding in students that all behaviours have consequences either positive or negative.

CODE OF BEHAVIOUR

The school community has agreed that students must:

- Be polite, respectful and trustworthy at all times
- Walk on verandas and in designated areas; these are quiet areas
- Keep the school in a neat and tidy condition
- Obey all instructions from staff
- Not bring dangerous/illegal equipment/substances to school.
- Comply with the Computer/Internet Contract
- Be responsible for their own actions.

PLAYGROUND ORGANISATION AND RULES

- Students must remain in designated eating areas when consuming food and drink
- Consider the safety of others when playing games
- Ball games can be played in the undercover area only when supervised
- No school or personal play equipment should be used before school
- Students must walk bikes, skates, skateboards or scooters in the school grounds
- No school hat = no play. Students must wear a school hat when outside. Student without a hat must remain undercover

BMIS—Student Behaviour Management Policy - Continued



PLAYGROUND ORGANISATION AND RULES CON'T

- No one should be on school grounds before or after school times without permission
- Students only enter a classroom with permission.

REWARDS FOR POSITIVE BEHAVIOUR

At Glendale Primary School we try to catch kids being good. We endeavour to reward students who demonstrate positive behaviour and always attempt to do the 'right thing'.

PLAYGROUND

Fortnightly the PBS Assemblies will draw out five winners who will spin a wheel for a prize.

STEPS FOR MANAGING CLASSROOM MISBEHAVIOUR

- Step 1 – Positive classroom with clear expectations
- Step 2 – Misbehaviour - Warning x 2
- Step 3 – Class Time out
- Step 4 – Withdrawal Class
- Step 5 – Office Isolation (Parent contacted)
- Step 6 – Suspension (Parent contacted)
- Step 7 – Exclusion Panel (Parent contacted)

A Class Behaviour Chart is used for the teacher to monitor the behaviour of each student. When a student is exhibiting continual misbehaviours, parents will be contacted to discuss their child's behaviour and the teacher's plan to modify.

STEPS FOR MANAGING CLASSROOM MISBEHAVIOUR

- Step 1 – Positive classroom with clear expectations
- Step 2 – Misbehaviour - Warning if appropriate
- Step 3—Minor Misbehaviour—Reprimand or walk with teacher
- Step 4—Major Misbehaviour—Sent to School Office
- Step 5—Major Misbehaviour—Suspension (Parent contacted)
- Step 6—Major Misbehaviour—Exclusion Panel (Parent contacted)

Where a student is exhibiting continual misbehaviours parents will be contacted to discuss their child's behaviour.

In cases of gross disobedience, intimidating behaviour, verbal abuse, vandalism, immoral behaviour, fighting, and repetitive misbehaviour students will be sent straight to the office with written documentation of the incident. It is up to the discretion of the Principal and Deputy Principals to move the processes according to the severity of the behaviour.

CONCLUSION

Glendale Primary School provides programs to enable our students to develop socially acceptable behaviours. This is effective for the majority of our students. However, we know when teachers and parents work together we are more likely to develop an environment where students feel respected and capable.