

# BEHAVIOUR MANAGEMENT POLICY



**GLENDALE**  
PRIMARY SCHOOL  
INDEPENDENT PUBLIC SCHOOL

**A learning community giving VOICE to all**

Reviewed by the School Board: April 2022  
Endorsed by the School Board: December 2020  
Replacing previous operational plans/policy: 2015, 2017

## **AIM**

At Glendale Primary School we aim to develop students who are confident, able to develop meaningful relationships and respect individual differences. Staff, students, parents and carers share the responsibility for a safe and supportive learning environment free from bullying. The behaviour management processes are underpinned by the following key principles of restorative practice in line with the positive behaviour system:

- 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 with mutual respect and inclusion
- A restorative approach leads to individuals taking responsibility for their behaviour
- Explicit teaching and learning supports a school culture that develops resilient students who uphold the core shared values of Glendale Primary School.

## **GOOD STANDING**

The student status of good standing supports each child to make positive choices for their behaviour. It is recognised that at times there may be exceptional circumstances that have resulted in unacceptable behaviours and/or the student has special needs. On these occasions all factors will be taken into consideration when a decision is to be made to withdraw good standing at the discretion of the Principal or the Principal's delegate.

All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs. It is the responsibility of each student to maintain their good standing.

### **Withdrawal of Good Standing**

The withdrawal of good standing occurs following a suspension for serious behaviours that are not aligned with the school values.

### **Consequences**

- A loss of good standing results in the child not being able to represent the school at events or participate in any reward activities, incursions, excursions, camp, sports carnivals or hold leadership roles within the classroom or across the school until they have earned their good standing back.
- If a Year 6 student has good standing withdrawn they lose their student leadership role for the rest of the year.
- The child will be on an Individual Behaviour Management Plan, if not already, upon returning from suspension.

### **Returning to Good Standing**

A child may return to good standing upon completing the set period of good behaviour which will be monitored by teaching staff:

- 1 week for Kindergarten and Pre-Primary
- 2 weeks for Years 1 to 3
- 3 weeks for Years 4 to 6

## Notification

Parents or carers of a student who have had their good standing withdrawn will be contacted by the Principal or Principal's representative by phone or in writing.

## POSITIVE REINFORCEMENT

### Class Reward System

1. Teachers design their own class reward systems to meet the needs and motivation of the children in their class
2. Class reward systems often incorporated into the topics being taught, for example the use of play money, or focusing on a social skill
3. Class budgets may be used to provide reward for good behaviour in the classroom. If food is being provided for a class reward it must meet healthy eating standards.

### Whole School Reward System

1. Every classroom to have a VOICE chart on display with students' names listed to record positive behaviour each day
2. Each day that a child has with good behaviour (without warnings, time out etc.) they are marked on the chart.
3. After 10 days of positive behaviour each child is given a raffle ticket with their name and room number on it.
4. Raffle tickets go into a VOICE box. In ECE each class has a box. For the remainder of the school there is a box in the wet area of each teaching block for Junior, Middle and Senior
5. Each fortnight at the Positive Behaviour School assembly, one of the Guiding Rules is demonstrated and discussed and three raffle tickets are drawn from the Junior, Middle and Senior VOICE boxes. In ECE this is done for each class.
6. The children whose ticket is drawn, will spin a VOICE wheel for a selection of prizes.
7. Each child drawn will be recorded in the behaviour system as a positive and noted in the following newsletter.

### Possible VOICE Wheel Prizes

10 minutes extra play for the whole class	Sit on the teacher's chair for a day or on the reading chair in the Library for a lesson	Cook pancakes with the Chaplain
20 minutes games for the whole class	Canteen voucher	Choose where you sit for the day
10 minutes free time in class	10 minutes free play for the whole class	10 minutes on the iPad
20 minutes games for the class	Pizza with the Deputy Principal	Sit in the reading chair for a Library lesson
\$1 canteen voucher	An extra lesson with the specialist of your choice. Engineering, Music, Indonesian, Art, PE	

## GUIDING RULES

To always show care and respect for self, each other, staff and your school through developing a learning community giving VOICE to all.

Care for self	Care for others	Care for School
<p>Wear a sun safe hat outside</p> 	<p>Use my manners and always speak appropriately.</p> 	<p>Recycle waste if possible or place it in a bin</p> 
<p>Leave electrical devices with phones or cameras, in the school office</p> 	<p>Stand up to bullying</p> 	<p>Remain seated in approved areas to eat</p> 
<p>If at school before 8:30am I wait in the undercover area</p> 	<p>Listen to others before I act.</p> 	<p>Play in the correct areas</p> 
<p>Engage in my learning</p>  <p><small>© Can Stock Photo - csp20247771</small></p>	<p>Walk on paths</p> 	<p>Walk bikes, skateboards and scooters in the school grounds</p> 
<p>Wear my uniform with pride</p> 	<p>Keep my hands and feet to myself</p> 	<p>Use school equipment responsibly</p>  <p><small>Designed by Pignose</small></p>

## MANAGING CLASSROOM BEHAVIOUR

### Teacher Tracking

- Teacher to monitor daily behaviour of children.
- If a pattern is forming, the teacher is to contact parents to proactively discuss.
- Record of parent meeting will be kept on Integris as anecdotal record in student activity

### Step 1

Explicit 2 **WARNINGS** explaining which expectation was not met.

### Note

**Behaviour considered extreme** will be fast tracked immediately.

### Step 2

**TIME OUT** in class. Teacher explicitly explaining which behaviour did not meet expectations. Child to be sitting quietly and calmly, with teacher setting a timer. Restorative Justice approach conversation had before returning to class activities.

- 5 mins from K to Yr 2
- 10 mins from Yr 3 to Yr 6

### Step 3

**WITHDRAWAL CLASS.** Teacher explicitly explains which expectation was not met. Child sent to another class to be sitting in time out, quietly and calmly, with teacher setting a timer. Restorative Justice approach conversation had before returning to class activities.

- 5 mins from K to Yr 2
- 10 mins from Yr 3 to Yr 6

### Step 4

**ADMIN REFERRAL.** Child is sent to Deputy Office with a Behaviour Referral Form explaining their behaviour.

- Deputy Principal will determine the consequence for children on a case by case basis. For children in Kindy or Pre-primary it is more likely to be an immediate timed withdrawal in the office. For older children it will often result in a detention at either recess or lunch time.
- Restorative Justice approach – conversation with parties involved, where appropriate.
- Record kept in Integris under Behaviour.
- All involved parties informed such as parents, carers and teacher.

### Step 5

**SUSPENSION.** Students may be suspended for a length of time determined by the Deputy Principal or Principal in consultation with parents/carers. A suspension will result in a loss of good standing and leadership roles in the school. A re-entry meeting will be held with student/family before they go to class.

### Step 6

**EXCLUSION.** The principal is to automatically move to exclude any student who physically attacks school staff. Exclusion refers to a child being removed from the school permanently or for a specific period of time.

## MANAGING PLAYGROUND BEHAVIOUR

### Step 1

**DUTY TEACHER NOTIFIED OF A SITUATION** and speaks directly to the students involved.

### Step 2

**FURTHER INVESTIGATION BY DUTY TEACHER**

#### If minor behaviour:

- Behaviour expectations discussed
- Redirect students away from situation
- Walk with duty teacher (5 mins)
- Sat out (5 mins)

#### If serious breach of behaviour:

- Duty teacher completes the Behaviour Referral Form.
- Student/s involved go to admin with referral form.
- If the student refuses to go to the office, then send a "MAJOR Incident Assistance required card" with a responsible student to the office for the Deputy or Principal to assist.

### Step 3

#### ADMIN INVESTIGATION

- Restorative Justice approach used.
- Consequence is at the discretion of admin, detention, withdrawal from class for a fixed time, suspension, warning, reprimand, restricted play etc.
- Involved parties to be informed, such as parent, carer and teacher.
- Behaviour record on Integris.

### Step 4

**SUSPENSION** Students may be suspended for a length of time determined by the Deputy Principal or Principal in consultation with parents/carers. A suspension will result in a loss of good standing and for a Year 6 student this includes a loss of their leadership roles as per their Leadership Code of Conduct Contract.

### Step 6

**EXCLUSION** The principal is to automatically move to exclude any student who physically attacks school staff. Exclusion refers to a child being removed from the school permanently or for a specific period of time.

## **ANTI-BULLYING STRATEGIES**

### **What Is Bullying?**

Bullying is when a student, or a group of students deliberately upset or hurt another person **on more than one occasion**.

Bullying includes physical bullying such as hitting, scratching; verbal bullying such as name calling, sarcasm, putdowns; and indirect bullying such as spreading rumours, ignoring, exclusion, malicious texting and online communication.

### **What Students Can Do If They Are Aware of Bullying**

- If a student sees bullying taking place, they are to report it as soon as possible to a member of staff.
- If a friend is bullying tell that person it is not acceptable.

### **School Strategies For Preventing Bullying**

To build resilient students and a culture of inclusion, we focus on:

- Explicit teaching of social skills
- Cooperative Learning K-6
- Preventative Bullying K-6 as part of Health Ed
- Chaplaincy Program
- Active Citizenship strategies
- Positive staff and student rapport
- Positive behaviour rewards

### **Response To Bullying**

Each case of bullying is treated on an individual basis and dealt with. The level of response is considered carefully. We facilitate the 'Restorative Justice/Shared Concerns Approach' to reach a resolution and develop positive and appropriate ways for students to interact with one another. The aim of this approach is to support and empower both the victim and the bully to take responsibility and change their behaviours. If further inappropriate behaviour continues, then more serious consequences will occur.

Bystanders who encourage or witness bullying and do not seek or give assistance will be held responsible for inciting the event and may face consequences. This will be decided upon at an admin level after an investigation of events.

### **What Students Can Do**

- Establish a support network of family and friends.
- Talk to a teacher, the chaplain, and their parents, develop assertive rather than aggressive behaviour; stand up straight and look the bully right in the eyes, 'STOP IT! I DON'T LIKE IT' and walking away
- Remember, responding aggressively only results in escalating the situation. Use positive self-talk, 'It's their problem not mine'. Sometimes humor can put the bully off.
- Always advise their teacher and parents. Bullies will try and stop a child from reporting the behaviour.

## **What Parents Can Do**

Stay calm and work in partnership with the school - **Behaviours take time to change!**

- Listen sympathetically to their child, show concern and support and don't jump to conclusions.
- Recognise that learning how to manage disagreements constructively will promote resilience and self-esteem.
- Discuss ways that their child can react to a situation; practise saying firmly, 'STOP IT! I DON'T LIKE IT' and walking away.
- Help their child prepare responses to taunts through humorous and clever responses.
- Explain that crying or getting upset only encourages the bullying and, in the short term, pretending to be not affected can be very powerful.
- Work with the school to solve the problem and make an appointment with their child's teacher and the principal.
- Trust the school administration and teachers to handle the situation and consequences. Do not contact the family of the other children involved.

***Remember, if you weren't aware that your child was being bullied, then perhaps your child's teachers did not know about it either.***



**Glendale Primary School**  
**Behaviour Admin Referral Form**

Student: \_\_\_\_\_ Referred by: \_\_\_\_\_  
 Year: \_\_\_\_\_ Room: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  Recess  Lunch

**Location of Incident**

<b>A1</b> <input type="radio"/> Classroom <input type="radio"/> Nature Playground <input type="radio"/> Toilets <input type="radio"/> Drink Fountain <input type="radio"/> Playground Equipment <input type="radio"/> Netball Court <input type="radio"/> Sandpit	<b>B1</b> <input type="radio"/> Playground Equipment <input type="radio"/> Drink Fountain <input type="radio"/> Undercover Area <input type="radio"/> Basketball Court <input type="radio"/> Classroom <input type="radio"/> Toilets <input type="radio"/> Canteen <input type="radio"/> Undercover Area <input type="radio"/> Library	<b>B2</b> <input type="radio"/> Structured Play <input type="radio"/> Top Oval <input type="radio"/> Bottom Oval <input type="radio"/> Basketball Court
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**Behaviour**

<input type="radio"/> Dishonesty <input type="radio"/> Property Misuse / Damage <input type="radio"/> Bullying / Harassment <input type="radio"/> Defiance / Refusal	<input type="radio"/> Unsafe Behaviour <input type="radio"/> Leaving School Grounds <input type="radio"/> Verbal Abuse <input type="checkbox"/> Staff <input type="checkbox"/> Students	<input type="radio"/> Intimidation <input type="checkbox"/> Staff <input type="checkbox"/> Students <input type="radio"/> Physical Assault <input type="checkbox"/> Staff <input type="checkbox"/> Students
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Notes: \_\_\_\_\_  
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**Administration Use Only**

<b>Administration Actions</b>	<b>Behaviour Consequences</b>
<input type="radio"/> Investigate behaviour and causes <input type="radio"/> Counsel victim <input type="radio"/> Discuss behaviour with perpetrator <input type="radio"/> Shared Concern Approach <input type="radio"/> Contact parents of all children involved <input type="radio"/> Case Conference with parent <input type="radio"/> Enter on Integris <input type="radio"/> Inform teacher(s) involved (Email, Behaviour Report)	<input type="radio"/> Lunch Withdrawal <input type="radio"/> Playground Restriction <input type="radio"/> Detention <input type="radio"/> Suspension <input type="checkbox"/> In school <input type="checkbox"/> Out <input type="radio"/> Other _____

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Administration Signature: \_\_\_\_\_ Date: \_\_\_\_\_