



ROSEWORTH
PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT PLAN

2013

Date of last review — 14th Nov 2012 (Endorsed by School Board)
Date of next review— Board Meeting Term 4 2013

BEHAVIOUR MANAGEMENT PLAN – AIMS

Roseworth Primary School aims to:

- Create a positive school environment so that teachers and 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 code of conduct that protect the rights of all individuals;
- Establish a clear set of incentives for students who accept their responsibilities and recognise and respect the school code of conduct;
- 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.

RIGHTS AND RESPONSIBILITIES

Students have the Right to:	Students have the Responsibility to:
<ul style="list-style-type: none"> • Learn in a positive and supportive environment • work and play in a safe, secure, friendly environment • Respect, courtesy and honesty 	<ul style="list-style-type: none"> • Behave in a way that promotes the safety and well-being 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 • Ensure that their behaviour is not disruptive to the learning of others
Staff have the Right to:	Staff have the Responsibility to:
<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 	<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
Parents have the Right to:	Parents have the Responsibility to:
<ul style="list-style-type: none"> • Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare • 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 	<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

GENERAL OBJECTIVES OF BEHAVIOUR MANAGEMENT PLAN

- To clearly establish for children, teachers and community members what constitutes acceptable and non-acceptable behaviour in the classrooms and playground of Roseworth Primary School
- To provide a systematic means of recognising and rewarding appropriate behaviour within the school
- To provide a systematic means of dealing with inappropriate behaviour within the school
- To provide a framework within which teacher may apply positive reinforcement and/or disciplinary measures and
- To provide a means of recording appropriate and unacceptable or behaviour.

ROLES AND RESPONSIBILITIES OF STAFF – ADMINISTRATION

THE ADMINISTRATION TEAM OF ROSEWORTH PRIMARY SCHOOL 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 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 the School Behaviour Management Plan.

ROLES AND RESPONSIBILITIES OF STAFF – TEACHERS

TEACHERS OF ROSEWORTH PRIMARY SCHOOL HAVE AGREED TO:

- Develop and maintain a positive classroom environment
- Work with students to discuss:
 - rights and responsibilities
 - school code of behaviour
 - playground rules and
 - classroom rules
- 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 and
- Consistently apply the school's Behaviour Management Plan.

BEHAVIOUR MANAGEMENT PRACTICES – GENERAL

Staff of Roseworth Primary School should:

- Have clear statements of whole school and classroom code of conduct and the positive and negative consequences employed by the school
- Set consistent and achievable standards
- Promote a positive working environment. Give consideration to student seating and classroom arrangements
- Behaviour Management “tips” to be included in the newsletter as required
- Prepare each learning session thoroughly. They must:
 - *know what they wish to achieve*
 - *know their content*
 - *have prepared the necessary resources and*
 - *be punctual*
- During the lesson
 - *give clear instructions*
 - *teach at the students’ levels*
 - *choose carefully the time for the lesson*
 - *use motivational techniques*
 - *cater for a variety of interests and*
 - *be flexible and adaptable in approach*
- Use positive reinforcement for appropriate behaviour. Note that:
 - *positive incentives must be earned rather than just given*
 - *a variety of positive incentives should be used*
 - *desired behaviour should be rewarded and*
 - *every child should be given the opportunity to earn and receive acknowledgement of their worth*
- Be alert to disruptive students and be prepared to utilise the school Behaviour Management Plan to combat inappropriate behaviour
- Undertake playground duty as per the duty roster
- Be punctual to duty and be alert to potential situations which infringe upon the ethos of the School Behaviour Management Plan.

BEHAVIOUR MANAGEMENT PROCEDURES – CLASSROOM

- All teachers are to establish a classroom code of conduct with their class
- All teachers are to establish a set of positives/rewards to reinforce desired/acceptable behaviour
- All teachers are to establish a set of consequences that are brought into effect when the code of conduct is broken
- The code of conduct – consequences and positives are to be discussed with children and should be clearly visible in the classroom
- The classroom code of conduct should be sent home for parent perusal and discussion
- A record must be maintained by teachers and administration of the more serious misbehaviour within the classroom through the avenue of: Behaviour Tally Sheet, Office Behaviour Management File and the classroom Red File
- Red File containing written explanation of children's misbehaviour in the classroom must accompany child when sent to administration
- Urgent Assistance Required card (Blue) to be utilised for emergency / severe clause situations.

IN SUMMARY

- *Class code of conduct is clearly established*
- *Positives are in place*
- *Children made aware of consequences/severe clause*
- *Run on a daily basis*

(SEVERE CLAUSE)

- Violence: unrestrained
- Attack on teacher or another child
- Blatant refusal to obey
- Verbal abuse
- Malicious attack on school property
- As an ultimate consequence for class consequences.

ADMINISTRATION – SEQUENCE OF ACTION

- Counselling and/or discussion with child – child must give an apology to the class teacher, other child or parent before being allowed back to the classroom (L1 warning/ Letter sent home).
- Child removed from class for a period of time as determined by the administration (less than 1 day). Infringement note sent to parent (L2 Letter sent home).
- Child removed from classroom for a period of time as determined by the administration (remainder of day) and placed into In-School Suspension for the following day (L3 Letter sent home).
- Child withdrawn from classroom for remainder of day and placed into In School Suspension for number of days determined by administration. (L4 Letter sent home).
- Suspension as per NMIERO District Guidelines.

BEHAVIOUR MANAGEMENT PROCEDURES – PLAYGROUND

- Playground code of conduct established
- When on playground duty, teachers will carry Playground Awards, Time Out Slips (Red Card given to student and referral copy sent to Admin)
- Positive behaviour rewarded / acknowledged. Child posts award in box and awards drawn at each Major Assembly. Recipients receive a free ice-cream
- Negative behaviour – If the student receives a Red Card at recess or lunch the student sits out the remainder of that session and presents self to front office the following lunchtime directly after lunch dismissal
- Child presents to office with Red Card
- Administrator takes Tally Sheet to Time Out area and determines length of time out by referring to Tally Sheet
- Playground duty teacher: Send completed Teacher Report Form to Front Office at end of duty period
- Admin Staff have folder of Class Lists – tally on to list with date of occurrence
- Student Records to be maintained and updated by Admin Personnel.

IN SUMMARY

- *Run over a period of one term*
- *Children start each term with clean records*
- *Process commences when code of conduct is infringed within and around the school grounds*

OPERATING FEATURES

- Time Out area located in administration area

PROCEDURES – PLAYGROUND (SEVERE CLAUSE)

- Violence unrestrained
- Attack on teacher or another child
- Blatant refusal to obey
- Verbal abuse
- Malicious attack on school property

CODE OF CONDUCT – PLAYGROUND

PLAYGROUND RULES

- No swearing, fighting or pushing
- Students will respect and speak politely to and follow the instructions of staff members, fellow students and any person acting on behalf of the school
- Students will respect the rights of other students e.g.
 - No disrupting of games
 - No threatening, bullying or intimidating of others and
- Students will behave in a responsible and appropriate manner at all times when in the playground

POSITIVES

In keeping with the overall policy of positive self worth, the following strategies will be incorporated within the school's playground policy:

- Verbal praise
- Playground Award or Values Award

Every child who has not been to Time Out will be presented with a free ice-cream during the final week of each term

CONSEQUENCES

- **VERBAL WARNING:** Discussion with child
- **ISOLATION:** As considered appropriate by duty teacher (suggested time 5 minutes)
- Issue Child with Red Card if he/she re-offends – child sits out remainder of that recess/ lunch at a place of teacher discretion;
- **Severe Clause:** Send for Administration staff / send child to office / utilise “Urgent Assistance Required” procedure

TIME OUT SEQUENCE

- Students receiving Red Cards will be withdrawn from the playground for the lunchtime play period.
- Students not presenting to lunchtime detention promptly will incur additional lunch detention.

WHEN ADMIN SENT FOR – FURTHER OPTIONS CONSIDERED:

- Discussion with student and/or parent contact
- Playground suspension: Restricted area for set period of time
- Suspension

POSITIVE INCENTIVES FOR STUDENT BEHAVIOUR MANAGEMENT WHOLE SCHOOL

- **Values Cards**

- Students receive individual Values Cards for demonstrating positive values, appropriate behaviour and/or the production of good work. Values Cards are counted after each major assembly with cumulative scores recorded by Student Leaders.

- Values Cards are drawn at major assemblies – one per Value (YCDI Program Focus Values = Confidence, Organisation, Getting Along, Resilience and Persistence) which entitles the winning students to gain a free lunch from the canteen on a day of their choice. Child's name is entered into school newsletter.

Play Cool At School Certificates

- **Play Cool At School Certificates**

Smith Family worker co-ordinates the Play Cool For School Certificates which are awarded at assemblies for demonstrating positive values when playing in the playground.

- * **Free Ice-cream (No Red Cards in the Term)**

- Students are entitled to a free Ice-cream from the canteen at the end of each half term if they have not entered the playground Behaviour Management system during the term.

- **Special Event (No Red Files in the Term)**

- During the last week of term, every child who has not been to Time Out will be invited to the Special Event

- **Honour Certificates**

- Given to students for academic/social classroom performance. Honour certificates are presented by members of the Administration team during major assemblies. Parents are informed of impending Honour Certificate presentation. Students have special seating during the assembly. Students' names are mentioned in Newsletter.

- **Library Award**

- Presented at major assemblies. Recognises classes who have returned library books

- **Music Award and PE Awards**

- Presented at major assemblies for good behaviour, class co-operation/excellence during Music lessons / PE lessons

- **Class Displays around the School**

- The classes all have the opportunity to display class achievements in the front office foyer, Library and Undercover Area during the year. (Rotating Timetable)

- **Recess & Lunch Lining Up Awards**

- Presented to the classes for quiet, efficient lining up at end of recess & lunch.

- **Attendance Awards and Raffle Prizes**

- Awards are presented for every 25 days of attendance at school. (Free icecream)
- Attendance Raffle draw at major assemblies to recognize students with 1) a consistently high level of attendance or 2) an improved level of attendance . Students are able to choose a prize from the prize table. Student names are recognized in the newsletter.

- * **Attendance Medals**

- Attendance Medals are awarded to students with 99%-100% attendance for the year at the PP-Yr 6 Awards Assembly in Dec. Student names are recognized in the newsletter.

GUIDELINES FOR IN-SCHOOL SUSPENSION

In-School Suspension – the withdrawal of a disruptive student from the general classroom environment and placement in the administration block.

The placement of students into In-School Suspension will be authorised by the Administration Team in consultation with the classroom teacher as one of a number of available counselling and behaviour management measures in dealing with students with disruptive behaviour. In-School Suspension from the classroom will be conducted in the administration block and supervised by administration staff.

Details of students' unacceptable behaviour will be documented in the normal way (Red File) procedure. Details of In-School Suspension will be entered into the school's behaviour management records.

Classroom teachers are responsible for ensuring that pupils in In-School Suspension are provided with an adequate amount of work. Work is to be from the pupil's normal learning program at a level that the pupil can carry out without explanation or assistance from the supervising administration member.

Pupils in In-School Suspension are under the general supervision of the administration team. The administration team are responsible for ensuring that the pupil in In-School Suspension is safe and remains isolated from peers. Administration should interact with pupils in In-School suspension with polite detachment. The interaction should be restricted to granting the pupil permission to leave the room for toileting purposes and to directing them to an alternate work program should this be necessary.

The supervising administration team member will notify parents or guardians of In-School Suspension and request a meeting to discuss the ongoing management of the pupil in question.

Pupils who are absent from school during the period of their In-School Suspension will complete the requirements of the In-School Suspension on their return to school.

GUIDELINES FOR SUSPENSION

The Principal may authorise the suspension of pupils in cases of either repeated misbehaviour or of serious misbehaviour.

Parents will be notified when a suspension is deemed necessary.

The following documentation will be completed when a child is suspended:

- Copy of the reason for suspension and the duration of suspension will be forwarded to:
 - The child
 - The Parent/Guardian
 - The School Psychologist
 - A copy on file

- The suspension will be recorded in the SIS Behaviour Management records

ROSEWORTH PRIMARY SCHOOL

BULLYING PREVENTION POLICY

Policy on Bullying

Whilst acknowledging that bullying exists in all aspects of life, the school is committed to ensuring the working environment for all students and staff is safe and free from violence, harassment and bullying of any kind.

Bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, which causes them to feel hurt, ashamed, embarrassed or isolated.

Roles and responsibilities:

Administration staff will:

- ensure a policy on bullying exists within the school.
- ensure school and staff practices are supportive of the school policy.
- monitor, evaluate and report on activities and programmes that impact on bullying.
- create and maintain an environment supportive of the school policy.
- raise community awareness in relation to bullying and related issues.
- access outside agencies, where appropriate, to assist the school community in relation to bullying and related issues.

All staff will

- be supportive of the school policy on bullying.
- model appropriate behaviour.
- implement and support school and classroom programmes and strategies in relation to bullying and related issues.
- use the school Behaviour Management system to record information in relation to incidents of bullying, where appropriate.

Students will be encouraged to:

- report all incidents of bullying.
- participate in school and classroom programmes and strategies designed to address bullying and related issues.
- use strategies taught through school and classroom programmes to manage bullying and related issues, where appropriate.

Parents can:

- support the school's policy on bullying.
- communicate concerns in relation to bullying to the school.
- encourage students to deal with bullying and related issues, appropriately.

The School Board will endorse the school policy on bullying.

