



HAWKER PARK PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

PURPOSE

- To assist students to become responsible and productive members of society
- The development of appropriate and acceptable behaviour is a staff, parent and student responsibility. Its success is based upon the recognition that all individuals need to feel valued.
- It is the responsibility of all concerned to acknowledge and accept that misdemeanors within the school need to be dealt with according to the BMIS Policy.
- To enable teachers to teach without distraction.
- To enable students to learn without distraction to their fullest potential.

AIM

The HPPS school community will be made aware of this policy document at the beginning of their association with the school and available on the school website.

Hawker Park Primary School aims to:

- create a positive , safe environment within the school and classroom so that the 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 behavior 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.
- establish a procedure so that conflicts and unacceptable behaviour can be resolved in a positive non-violent manner.
- encourage pro-social behaviours through ongoing programmes such as whole school values programme “Buz Programmes”, aspects of “You Can Do It” and other classroom based social skills programme.

CODE OF CONDUCT

No matter how many rule and consequences a school creates, it can never cover all of the many situations that arise in such an environment.

At Hawker Park Primary School it is desired that a Code of Conduct is created where all the school community learn to conduct themselves in a manner that displays care and consideration for the rights of others, complying with rules that are formulated for the well-being of all our community.

Such a Code of Conduct is based on the following assumptions:

- Students are to demonstrate respect, kindness and manners.
- Students are to obey our Playground, Safety and Health Rules.
- No tackling games without adult supervision.
- Students are to refrain from verbal comments and actions which are hurtful to others.
- School grounds, buildings and equipment must be used properly.
- Items that are illegal or dangerous are not to be brought to school.
- Toys/other valuable items are only to be brought to school with teacher permission.
- Students must consider their own safety and the safety of others in the classroom and playground, this includes adhering to the specified playground, safety and health rules.
- Obey directions from staff at all times.
- Wearing of school uniform is compulsory. Only watches and stud or sleeper ear-rings may be worn. Refer to School Uniform Policy
- Mobile phones must be handed in to the office or classroom teacher and collected at the end of the day. Students found using a mobile will have it confiscated and stored for parent pick up.

PLAYGROUND, SAFETY & HEALTH RULES

- Stay within the play areas
- Use the adventure play equipment sensibly
- Use toilets properly
- Sit in nominated areas when eating
- Keep the school neat and tidy
- Wear bike helmets when cycling—no skate boards or scooters
- No hat , no sun as directed
- Walk bicycles in the school grounds
- Only enter buildings when an adult staff member has invited you in.
- Only arrive at school 15 minutes before school commences
- Run on grassed areas, walk on all other surfaces
- Kicking games only on allocated areas

RIGHTS AND RESPONSIBILITIES

Students have the RIGHT to:

- learn in a positive and supportive environment
- work and play in a safe, secure, friendly and clean environment
- respect, kindness and manners
- be proud of their achievements

Students have the RESPONSIBILITY to:

- ensure that their behaviour is not disruptive to the learning of others
- ensure that the school environment is kept clean and tidy.
- ensure that they are punctual, polite prepared and behave in a positive manner
- behave in a way that protects the safety and well-being of others
- work to their potential

Staff have the RIGHT to:

- respect, kindness and manners
- teach in a safe, secure and clean environment
- teach in a purposeful and positive environment
- co-operation and support from peers and school community

Staff have the RESPONSIBILITY to

- model respect, kindness and manners
- ensure that the school environment is kept neat, tidy and secure
- establish positive relationship with students
- ensure good organisation and planning
- report student progress to parents
- allow children to reach their potential

Parents have the RIGHT to:

- be informed about 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 education for their child
- be heard in an appropriate forum on matters related to the rights of their child to education

Parents have the RESPONSIBILITY to

- ensure that their child attends school and is punctual
- 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 equipment to make effective use of the learning environment
- provide child supervision at the end of the school day while on school grounds to a safe standard
- provide adequate nutrition for their children (breakfast, healthy snacks, lunch)

ROLES

THE TEACHERS WILL:

At the beginning of each year the classroom teacher will formulate their Classroom Behaviour Management Plan and submit it to the administration (accompanying form). This will detail:

- class rules
- class positive consequences
- class negative consequences

- Ensure that the Classroom Behaviour Management Plan is complementary to the school BMIS Policy. Consideration being given to rights, responsibilities and code of conduct outlined elsewhere in this policy.
- Understand and implement the BMIS Policy as detailed in this document
- Display in the classroom
 1. Rules – both the school's Playground Safety and Health Rules and the teacher's class rules.
- Discuss in the classroom
 2. Rights and Responsibilities
 3. Code of Conduct
 4. Behaviour Management Procedures and Consequences
 5. Anti-Bullying Policy
- Contribute to an annual review of the BMIS Policy
- Liaise with other staff on student behaviour.
- Discuss, as appropriate, with parents their child's behaviour
- Develop an IBP for any student with a behavioural problem.
- Teach and model behaviours, not just assess behaviours.

ADMINISTRATION WILL:

- Understand and ensure that the BMIS Policy is implemented
- Provide a link between parents , staff and students
- Organise outside agencies to assist behaviour management
- Ensure that the school staff and the school council reviews the BMIS Policy on a needs basis
- Ensure that the BMIS Policy is made available to staff , parents, students, relief teachers and other interested parties.
- Maintain behaviour records on INTEGRIS
- Code of conduct in poster form

BMIS POSITIVE REINFORCEMENTS

WHOLE SCHOOL:

- Proximity praise and regular verbal rewards to individuals and groups during recess and lunch breaks which are shared with the class teacher as often as possible
- Distribution of stickers by duty staff (class teachers can transfer to in-class faction rewards system)
- Chaplain's awards presented by Chaplain on duty
- Chaplain's awards relating to the current "Value" nominated by class teachers and culminating in a presentation at assemblies to the students with the most awards within the time frame
- Merit awards presented at assemblies
- Aussie of the Month (good citizenship) awards presented at assemblies
- Citizenship Award presented to a student from the graduating class at the end-of-year event
- Displays of work in public areas such as the school office and library
- Students present work to members of the administration or other teachers either in person or electronically
- Members of the administration are invited to attend a classroom to view work or presentations

BMIS CONSEQUENCES

WHOLE SCHOOL CONSEQUENCES:

- Rule reminder
- A warning which clearly states both the inappropriate behaviour and desirable behaviour
- Behaviour reversal in which a student rectifies their behaviour (eg. if the student ran on a path, they return and walk the path or if the student dropped rubbish, they pick up the rubbish and put it in the bin)
- Loss of privilege in which the student walks with the duty teacher or sits and is unable to join peers for a specified time
- Misdemeanor's dealt with immediately - e.g. 5 minute benching
- Serious misbehaviour (Golden Rule) is reported to the Associate Principal/Principal and results in isolation and detention. This involves removal from the playground area, isolation in the administration block for a specified time and completion of a "Think Sheet", letter of apology. Parents are phoned and after 2nd golden Rule and entered on INTEGRIS.
- Suspension from the school
- Exclusion from the school

* Severe Clause: Determined by the Principal or Delegate: Consequence at the discretion of the Principal or Delegate

CLASSROOM CONSEQUENCES:

- Rule reminder
- A warning which clearly states both the inappropriate behaviour and desirable behaviour
- Loss of privilege
- Isolation in the class (if possible)
- Detention in which the student is briefly detained during a normal break and completes a “think Sheet” which is kept on file by the classroom teacher
- In-school suspension in which the student remains at school but is isolated from other students

GUIDELINE FOR SUSPENSION AND EXCLUSION

When all efforts to contain the behaviour of a disruptive student have failed, the principal is authorised by the Education Department to exercise one of the following options.

SUSPENSION:

Definition: *Suspension is a legal process of preventing students from attending school for a limited period of time if their behaviour and conduct is not conducive to the good order and proper management of the school.*

In cases of either repeated or serious breaches of the Code of Conduct, the principal may authorise the suspension of students for a limited period.

Parents will receive a written notice informing them of the reason for suspension and its duration. The following documentation will be completed when a student is suspended :

- A) A copy of the reason for suspension and the duration of suspension will be forwarded to:
 - i) The student
 - ii) The parent or guardian
 - iii) The school psychologist
 - iv) The district superintendent
 - v) Copy on file

- B) The suspension will be recorded on INTEGRIS.

- C) A RE-ENTRY program MUST be included planned for the student on his/her return.
This will include:
 - i) Short term Outcomes expected of the student on return
 - ii) Some longer term outcomes expected from the student.
 - iii) Consequences—positive and negative on return.

EXCLUSION:

Definition: *Exclusion is a legal process which involves the prevention of a student from attending a particular school, or all schools for a fixed period of time or for all time.*

SUSPENSION

Special note to accompany BMIS Policy

As per the Education Department's Regulatory Framework, suspension is classified either as:

- * Breach of discipline - requires prior warning to parents.
- * Serious breach of discipline - allows immediate suspension.

(Pg9 Reg. Framework)

The Education Department has 9 Categories of Suspension *(P20 Reg. Framework)* that must be quoted when the suspension is imposed. All of these categories are important and there is no hierarchy of severity to the divisions.

At Hawker Park Primary School, all cases will be judged on the context of the incident and the history of past infringements by the student. Two students who repeat a similar breach of discipline, CAN receive different punishments.

For example:

- a. For a student who continually misbehaves it is the responsibility of the teacher to place the child on an IBP (Individual Behavioural Plan.) Part of the IBP would include discussion with the parent where courses of action would be agreed upon should further breaches of discipline occur. At that time the IBP would include the possibility of immediate or "Serious" suspension as prior notification would have been agreed upon.

On the occasion of a new incident, either form of suspension may then be imposed.

- a. When a misdemeanour occurs with a student that is out of context to the normal behaviour of the student, a different approach is allowed to be implemented.

On the occasion of an incident, this student may receive intense counselling and his/her parent notified, but not be suspended.

The degree of severity of the incident would determine which suspension form would be used if suspension deemed necessary.

The principal, or an appointed person, reserves the right to make such decisions.

Compiled in May 2001. In accordance to regulatory Framework as part of the Education Act of 1999.

BULLYING POLICY

RATIONALE

The school is a caring community with everyone having responsibilities towards each other. Each person has a right to an education in a school where they feel cared for, valued and safe. ***Bullying is unacceptable and will not be tolerated.***

DEFINITION

- A person is bullied when exposed regularly, and over a period of time, to negative actions by one or more persons.
- The term is not applied to one-off incidents of nastiness, one of the defining features of bullying is its persistence and that it involved misery-making over a period of time.

It may be exhibited as:

Social
Physical
Veral
Cyber

- We need to be aware that not all aggression is bullying, nor all name calling. It becomes bullying when exercised through the use of power rather than exchange between equals.

PREVENTATIVE STRATEGIES

The school aims to:

- Acknowledge that bullying and harassment exist in all communities
- Develop a process of education about bullying for teaching and non-teaching staff, students and parents. This is reflected in the School Development Plan and may involve strategies such as class discussions, a list of consequences and methods of recording.
- Creates an environment in which students, parents and staff understand their responsibilities and rights.

GUIDELINES FOR RESPONDING TO INCIDENT

1. Victims of bullying and harassment will be supported.
2. Address the cause of the bully's actions.
3. Parents will be informed of details pertaining to particular incidents as they arise and have access to all relevant information.
4. The Counselling Approach procedure will be used when interviewing both victim and bully. In dealing with incidents as they arise the principle of changing student behaviour is always more important than punishing behaviour.
5. Outside agencies such as School Psychologists, Chaplain etc. can be called in to assist.
6. If bullying continues, measures such as Suspension and Exclusion will be considered and used. (*see guidelines for Suspension & Exclusion*)

BULLYING POLICY COUNSELLING APPROACH

(Based on the seven step plan "The No Blame Approach".. Maines & Robinson)

Step One - Interview with the victim

When the teacher finds out that bullying has happened he/she starts by talking to the victim about the incident. He/she needs to know who was involved.

Step Two - Convene a meeting with the people involved

The teacher arranges to meet with the student group who have been involved, excluding the victim. This will include those who joined in but did not initiate any bullying.

Step Three - Explain the problem

Tell students how the victim may be feeling i.e. the consequences of their actions for the victim. Do not discuss details of the incidents as this can deteriorate into an argument.

Step Four - Share responsibility

The teacher does not attribute blame but states that he/she knows that the group is responsible and can do something about it.

Step Five - Ask the group for their ideas

Each member of the group is encouraged to help solve the problem by suggesting ways in which the victim could be helped to feel happier.

Step Six - Changing behaviour

The teacher ends the meeting by stressing to the group their responsibility to change their behaviour. He/she arranges to meet with them again to see how things are going.

Step Seven - Meet the people involved again

About a week later the teacher individually discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the students involved in the process.