NORTH MORLEY PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT IN SCHOOLS POLICY
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Appendix 1 Reflection Sheet year 1 to 3
Appendix 2 Reflection Sheet year 4 to 7
Appendix 3 Behaviour Chart.
The development of appropriate and acceptable behaviour is a staff, parent and student concern. Its success is based upon the recognition of the dignity and worth of all individuals.

1. POLICY STATEMENT

We aim to ensure that North Morley Primary School is a safe and orderly learning environment. This is best achieved by creating a positive environment within the school and classroom, so that the teachers, students and parents can work together in harmony. This is achieved when students are engaged in the curriculum and are provided with interesting ways to learn. We believe that students are more likely to behave well if they are in an environment where they feel respected and capable.

North Morley Primary School has a system of discipline where high standards of behaviours are expected. We aim for consistency across the staff in the approach taken with a clear code of conduct and acknowledgement that student behaviour is a shared responsibility between school and home. When required, staff use evidence to pinpoint problems and plan actions to modify behaviours.

NMPS endeavours to provide social context which allows students to be supported whilst also being taught how to accept responsibility for their own behaviour. We acknowledge that students need opportunities to develop behaviours, self control, and resiliency through interactions with other students, staff and adults in the school. Students need to be reinforced consistently in a manner which enhances their understanding of responsible social behaviour.

2. PRINCIPLES

The following principles will guide schools in their management of all student behaviour:

- Student well being and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs will encourage engagement of students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implantation of policy are made according to the principles of procedural fairness.
- Student behaviour must not be viewed in isolation, but as part of an interaction between the student, staff and the community.
- School staff will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support and record keeping.
- The planning must be documented and will outline the approach to the creation of a safe and positive learning environment.

Procedural Fairness

A process that demonstrates procedural fairness is one in which:

- decision makers act fairly and provide reasons for decisions;
- the person affected is given a fair hearing;
- all parties to a matter have an opportunity to put their case where an adverse decision or finding is made; and
- all relevant arguments are considered and irrelevant arguments are excluded.
School behaviour management planning must focus on optimising teaching and learning experiences for all students. It must include both the positive and preventative approaches to managing student behaviour as well as the appropriate use of consequences and sanctions.

3. CODES OF CONDUCT

1. Students will learn safe play in an inclusive environment.
2. Teachers will be able to teach without being disrupted and students have a right to learn without being disrupted.
3. Children will understand that good behaviour will be rewarded by positive consequences.
4. Children will be aware that disruptive behaviour will result in consequences bringing about restoration of acceptable behaviour.
5. Promotion of the values from the Curriculum Framework will be embedded in the policy

Staff are required to:
• have a clear understanding of the behaviour management policy
• follow each step of the policy to ensure consistency for students
• discuss the policy with your students
• promote a positive working environment in and out of the classroom
• model polite behaviour to other staff and to students
• when addressing a behaviour issue with a student, focus on the primary behaviour
• provide lessons that engage students in deep thinking
• give students the right to reply

4. RIGHTS AND RESPONSIBILITIES

All members of the school community have the right to expect respect from other. Each member will accept responsibility for contributing to building a safe, inclusive environment conducive to maximising student learning outcomes.

<table>
<thead>
<tr>
<th>Students have the RIGHT to:</th>
<th>Students are RESPONSIBLE for:</th>
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<tbody>
<tr>
<td>• respect, courtesy and honesty.</td>
<td>• ensuring that their behaviour is not disruptive to the learning of others;</td>
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<tr>
<td>• work and play in a safe, secure, friendly and clean environment;</td>
<td>• ensuring that the school environment is kept neat, tidy and secure;</td>
</tr>
<tr>
<td>• learn in a purposeful and supportive environment</td>
<td>• ensuring that they are punctual, polite, prepared and display a positive manner;</td>
</tr>
<tr>
<td></td>
<td>• behaving in a way that protects the safety and wellbeing of others.</td>
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<table>
<thead>
<tr>
<th>Staff have the RIGHT to:</th>
<th>Staff are RESPONSIBLE for:</th>
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</thead>
<tbody>
<tr>
<td>• respect, courtesy and honesty;</td>
<td>• modelling respectful, courteous and honest behaviour;</td>
</tr>
<tr>
<td>• teach in a safe, secure and clean environment;</td>
<td>• ensuring that the school environment is kept neat, tidy and secure;</td>
</tr>
<tr>
<td>• teach in a purposeful and non-disruptive environment;</td>
<td>• establishing positive relationships with students to maximise their learning;</td>
</tr>
<tr>
<td>• co-operation and support from parents.</td>
<td>• ensuring good organisation and planning;</td>
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<td>• reporting student progress to parents.</td>
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</table>
Parents have the RIGHT to:

- respect, courtesy and honesty;
- be informed of course and curriculum materials, behaviour management procedures, and decisions affecting their child’s health and welfare;
- be informed of their child’s progress;
- access a meaningful and nationally recognised standard of education;
- be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.

Parents are RESPONSIBLE for:

- ensuring that their child attends school, including arriving on time;
- ensuring that the physical and emotional condition of their child is at an optimum for effective learning;
- ensuring 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.

The school community has agreed that students must adhere to the following:

5. STUDENT CODE OF BEHAVIOUR

A CLASSROOM CODE OF BEHAVIOUR IS TO BE NEGOTIATED BETWEEN THE CLASSROOM TEACHER AND STUDENTS AT THE BEGINNING OF THE SCHOOL YEAR AND REVISED AS REQUIRED.

1. Be Respectful

2. Be Responsible

3. Be Safe

6. STRATEGIES

6.1 Classroom Behaviour Management

- The following proforma will be the basis of each classroom’s Behaviour Management Plan.
- Classroom teachers will ensure that parents and students know and understand the plan with a copy of the plan being included as part of each teacher’s classroom policy.
- Inappropriate behaviour will be recorded by teachers, with Detention being recorded on SIS Behaviour Management. This is the responsibility of the classroom teacher at classroom level and the responsibility of administration at admin level.
<table>
<thead>
<tr>
<th>ACTION</th>
<th>REWARDS</th>
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<tbody>
<tr>
<td>First Inappropriate Behaviour Check</td>
<td>Behaviour code recorded on Class Behaviour Chart against student name.</td>
</tr>
<tr>
<td>Second Inappropriate Behaviour Check</td>
<td>Behaviour code recorded on Class Behaviour Chart against student name.</td>
</tr>
<tr>
<td>Third Inappropriate Behaviour Check</td>
<td>Behaviour code recorded on Class Behaviour Chart against student name.</td>
</tr>
<tr>
<td>Fourth Inappropriate Behaviour Check</td>
<td>Behaviour code recorded on Class Behaviour Chart against student name.</td>
</tr>
<tr>
<td>Fifth Inappropriate Behaviour Check</td>
<td>Behaviour code recorded on Class Behaviour Chart against student name. Detention.</td>
</tr>
</tbody>
</table>

**CHILDREN HAVE A RIGHT TO LEARN AND TEACHERS HAVE A RIGHT TO TEACH**

**Please note:**
- If a Pre Primary or junior school student is sent to Detention the class teacher completes the Notification of Detention form.
- Detention is for serious behaviour which results in injury to another student or persistent misbehaviour.
- The Behaviour Chart goes to the Specialist teachers who will record inappropriate behaviour.
- The classroom chart includes being Late, not having equipment and not doing your homework. These are not behaviours to include for detention, but the record is a visual reminder for the student.
In addition to the School Rules students are to abide by the following specific Playground Rules:
1. Early arrivals are to sit in the old undercover area.
2. Limited sports equipment (tennis balls only) before school.
3. All food should be consumed in the designated area.
4. No entering classrooms without teacher permission.
5. Play in designated area.
6. No bullying.
7. No rough play.
8. Respect others and their property.
9. Play safely and within the school boundary.

The Behaviour Management Plan for the playground will include:
1. The above set of playground rules
2. A set of consequences if playground rules are broken
3. A set of positive consequences for good behaviour

<table>
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<tr>
<th>ACTION</th>
<th>REWARDS</th>
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<tbody>
<tr>
<td>Inappropriate behaviour That has not resulted in injury to another student.</td>
<td>Student recorded in Behaviour Notification Book. Copy is given to the class teacher for recording on Class Behaviour Chart.</td>
</tr>
<tr>
<td>Inappropriate behaviour that has resulted in injury to another student.</td>
<td>Student recorded in Behaviour Notification Book</td>
</tr>
</tbody>
</table>

- Inappropriate behaviour will be recorded by way of the pink detention slip. Detention will be recorded on SIS Behaviour Management. This is the responsibility of administration.

Please note:
- Teachers take duty bag to duty area. Each bag has a Behaviour Book to record inappropriate behaviour during duty time.
- In order that class teachers are aware of the playground behaviour of their students the duty teacher will send a copy of Behaviour Notification with student back to class
Reasoning: The classroom teacher should always be aware of any problems in the playground.
7. RECORDING PLAYGROUND BEHAVIOUR

**BEHAVIOUR NOTIFICATION**

1. Inappropriate behaviour that has not resulted in injury to another student.
   E.g. Annoying other students, playing in the wrong area, jumping off high bars, etc.
   - Student/s recorded in BEHAVIOUR BOOK (one page per student) and copy given to student to give to class teacher for recording on CLASS BEHAVIOUR CHART

2. Behaviour resulting in injury to another student.
   E.g. Fighting, throwing objects, jumping off bars and landing on students, etc.
   - Student/s recorded in BEHAVIOUR BOOK (one page per student) and sent with copy to sit on DETENTION bench, outside the deputy’s office. (this/these student/s will be dealt with by Admin).

8. DETENTION

- Detention is to be used in the event of behaviour resulting in injury to another student, persistent misbehaviour or bullying.
- Supervision of students in Detention will be carried out by the rostered teachers.
- The interview room is the detention room. Detention is only at recess.
- Students issued with a pink Detention Notification form in class will report to Detention at recess. This may be the following day. Students will wait on the bench if the teacher hasn’t arrived.
- Teacher or responsible student delivers pink form to the teacher on detention, who then puts it in the tray in the Deputy’s Office.
- Admin Staff will follow up late students or those who have not attended.
- While in detention, students complete a reflection sheet.
- The reflection sheet is sent home with the student once the detention has been completed. It is to be signed by a parent and returned the following day to the class teacher.
- The SIS behaviour letter is sent home with the student. It is to be signed by a parent and returned the following day to Admin.
• Returns will be filed in the main file.
• Students are required to sit quietly – no talking or interaction for the remainder of the session.
• If a child has been placed in Detention for the third time in a term or has been sent to admin, a BMP is to be prepared in consultation with parents.
  (NB Each new term is a new start)
• All items e.g. pencils, paper, etc will be provided in the Detention box.

9. ROLE OF ADMINISTRATION

• Deal with major infringements (behaviour resulting in injury to another student).
• Communicate with staff what has been implemented as a result of any major misbehaviour.
• Collation of information. Running record of student misdemeanours
• Identification and support of children at risk.
• Coordinate with classroom teacher BMP and notification to parents of any serious offences.

Options available to Admin staff as consequences for severe behaviour.
1. Parents to be contacted (necessary for all severe/major behaviour)
2. In-school suspension – managed by Admin staff
3. Suspension from School
   • Used in extreme cases where the student is a danger to others.
   • Contact parent before suspension takes place.
   • If urgent suspension is deemed necessary parents will be informed otherwise negotiation can occur.
   • Parents have right of appeal.
   • Letter of notification of suspension will be sent to the parent and the student
   • Re-entry meeting must occur between Principal. Parents, Teacher & Student before attendance can resume.
   • An IBP (Individual Behaviour Plan) must be established.

10. DOCUMENTED PLANS

School staff will develop a documented plan for an individual student when the student’s behaviour is considered to be at a level that is beyond the scope of the school’s behaviour management plan, or the school’s current management strategies are not effective.

Documented plans to address behaviour must:
• Be negotiated between school staff, students and where possible the parents;
• Reflect the age of developmental needs of the student and consider the context in which behaviours occur;
• Clearly describe the desired behaviour/goals of the student;
• Outline both positive and negative consequences required to shape the desired behaviour;
• Outline changes required to the learning environment to support the student to modify their behaviour;
• Outline other support available to the student and how this can be accessed;
• Contain a review process to assess, change and modify the plan.

11. DETAINING STUDENTS AFTER SCHOOL

Students will not be detained after school at North Morley Primary School.
Teachers will employ positive strategies to encourage students to behave appropriately. The following incentives have been developed and will reflect the developmental age and interests of the students.

12. POSITIVE INCENTIVES FOR STUDENT BEHAVIOUR MANAGEMENT

WHOLE SCHOOL

- **Faction Cards:** Students may receive a faction card for positive behaviour and good work. Each card contributes to the student’s faction team. The card points are added to the Recycling points. Ongoing results are reported and progressive total of faction points will be announced at Friday assemblies. A draw will happen for the factions at each assembly.

- **Special Event:** At discretion of class teacher, children can be rewarded for appropriate behaviour.

- **Merit Awards:** Given to students for academic achievement and positive attitudes. The awards are announced at each assembly. These may also be awarded by specialist teachers.

- **Virtues Awards:** These are given out at the Assembly. The students are given a pencil and certificate.

- **Student of the Week:** Classroom teachers will each choose a student of the week. These students will be acknowledged at assemblies and the Student of The Week sheet will be on display at assembly and in the library.

As part of teacher’s classroom Behaviour Management Plan some of the following may be implemented within the CLASSROOM.

- **Encouragement and Praise:** Encouragement should be the instrument of positive reinforcement.

- **Stickers:** Each teacher is given an annual allowance for stickers etc to encourage positive work behaviour.

- **Prizes and Stamps:** Given for good work and behaviour.

- **Group/Individual Points:** Students win points for positive behaviour and producing good work.

- Students may be sent to the administration with good examples of their work for recognition of their achievement or effort.
13. SCHOOL POLICY ON BULLYING

At North Morley Primary School

We expect people to respect others.

We will not tolerate bullying.

We can do something about it.

We will do something about it.

WHAT IS BULLYING?

Bullying is the wilful conscious desire to hurt, threaten or embarrass someone.

For example, when a person:

- is called hurtful or racist names
- uses inappropriate language
- is hit, pushed, punched or kicked
- is threatened
- is restrained against their will
- is sent nasty notes or electronic communication
- is ignored or excluded
- is teased repeatedly in a nasty way
- is singled out for unfair treatment
- is picked on
- has their property interfered with
- has rumours spread about them.

RIGHT

Everyone should feel safe and valued at North Morley Primary School.

RESPONSIBILITY

It is everyone’s responsibility to ensure everyone feels valued and safe.
WHAT CAN YOU DO? - BULLYING STRATEGIES

Students must:

- Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive.
- Seek help. Talk about it to someone you trust. There is nothing so awful that we can’t talk about it with someone.
- Report it to a teacher. The school does not tolerate bullying. Feel confident that any incident can be resolved satisfactorily.

Bystanders must:

- Care enough to do something about it, whether it affects you personally or not.
- Early intervention can defuse a situation before it gets out of hand.
- Report it to a teacher.

Staff will:

- Adopt positive classroom management strategies and incorporate anti-bullying messages in the curriculum.
- Provide positive role models for students.
- Actively counteract bullying behaviour
- Respond appropriately to any reported incidents of bullying
- Be obviously present during recess and lunchtimes when they are on duty, as a deterrent to possible incidents of bullying in the playgrounds.

Parents should:

- Be aware of signs of distress in your child.
- Assist your child to discuss the problem with a teacher.
- Discourage any planned retaliation, either physical or verbal, if your child is bullied.
- Contact the school if you believe your child is being bullied.

REFLECTION SHEET. Years 1-3

NAME __________________________________________ DATE ________________

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<tr>
<th>Which rule did I break?</th>
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<tr>
<th>Which face describes how I feel about what I did? Circle one.</th>
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<tbody>
<tr>
<td><img src="image1" alt="Smiley Face" /> <img src="image2" alt="Neutral Face" /> <img src="image3" alt="Sad Face" /></td>
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<tr>
<th>What was wrong about what I did?</th>
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<tr>
<th>How did what I did affect other people? Who was hurt by this?</th>
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<tr>
<th>What can I do to make sure I don’t do this again?</th>
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SIGNED:

STUDENT __________________________________________

TEACHER __________________________________________

PARENT _________________________________________
REFLECTION SHEET.  Years 4-6

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<th>NAME ________________________________</th>
<th>DATE ________________________</th>
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**RULE BROKEN:**

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<th>RULE BROKEN:</th>
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**WHAT DID I DO?**

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**HOW DID MY BEHAVIOUR AFFECT OTHERS?**

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<th>HOW DID MY BEHAVIOUR AFFECT OTHERS?</th>
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**WHAT AM I GOING TO DO ABOUT THIS BEHAVIOUR?**

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**SIGNED:**

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# Behaviour Chart

<table>
<thead>
<tr>
<th>Student</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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## Behaviours

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<tbody>
<tr>
<td>O – Off Task</td>
<td>A – Annoying</td>
<td>E – Equipment</td>
<td></td>
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</tr>
<tr>
<td>H – Homework</td>
<td>T – Talking</td>
<td>B - Bullying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D – Disrespectful</td>
<td>R - Rough Play</td>
<td>P - Playground</td>
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</tbody>
</table>

## Reward

**Early Recess - Friday**

**BULLYING**

1 = detention