

Safety Bay Primary School
Behaviour Management Plan
2015



Safety Bay Primary School Behaviour Management Plan 2013

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Safety Bay Primary School Behaviour Management Plan

Policy (Our Policies – Behaviour Management in Schools)

The Principal is responsible for developing, documenting and implementing a school behaviour management plan that promotes positive social relations and supportive learning environments.

The School Behaviour Management Plan must be developed in consultation with the school community, including the School Council.

All decisions relating to the management of student behaviour must be made according to principles of procedural fairness, be culturally sensitive and responsive to specific parent or student needs.

Procedural fairness: a process that demonstrates procedural fairness is one in which:

- Decision makers act fairly, independently and provide reasons for decisions; and
- The person affected by a decision is given an opportunity to be heard.

Relevant Legislation and Associated Documents

School Education Act Regulations 2000

Making The Difference-Behaviour Management In Schools.

Behaviour Management in Schools-Implementation Package.

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.

AIMS

The Safety Bay Primary School Community is committed to promoting the common good and meeting individual needs, whilst recognising the rights of others to a safe, caring and positive school environment.

The school aims to:

- Create a positive 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 behaviour promotes a positive and caring school environment.
- Establish a set of rules that protect the rights of all individuals.
- Establish a set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognize and respect the rights of others.
- Establish procedures so that conflicts can be resolved in a positive non-violent manner; and
- Establish strategies that respond to diversity and difference in its school community.

These aims represent the school's goals for behaviour management.

CODE OF BEHAVIOUR

1. Show courtesy to all members of the Safety Bay Primary School Community.
2. Respect personal possessions, school property and each other.
3. Maintain a safe and orderly school environment.
4. Be punctual and prepared for all lessons.
5. Behave in a way that protects the safety of self and well-being of others.
6. Suitable and appropriate dress to be worn at all times, as outlined in the school dress code.
7. Work responsibly and diligently on all activities. Behaviour is not disruptive to the learning of others.
8. All personnel maintain appropriate confidentiality.

The Rights and Responsibilities of Students, Staff and Parents.

Students have the RIGHT to:

- Learn in a purposeful and supportive environment.
- Work and play in safety.
- Work in a friendly and clean environment.
- Respect, courtesy and honesty.

Staff have the RIGHT to:

- Respect, courtesy and honesty.
- Teach in a clean environment.
- Teach in a purposeful and non-disruptive environment.
- Co-operation and support from students and parents.

Parents have the RIGHT to:

- Be informed of courses 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 and adequate education for their child.
- Be heard in an appropriate forum on matters related to the rights of their child.
- Expect a meaningful and adequate education for their children.

Students have the RESPONSIBILITY to:

- Ensure that their behaviour is not disruptive to the learning of others.
- Ensure that the school environment is kept neat, tidy and safe.
- Ensure that they are punctual, polite, prepared and display a positive manner; behave in a way that protects the safety and well being of others.

Staff have the RESPONSIBILITY to:

- Model respectful, courteous and honest behaviour.
- Ensure that the school environment is kept neat, tidy and safe.
- Establish positive relationships with students.
- Ensure good organisation and planning.
- Ensure open and honest communication with parents.

Parents have the RESPONSIBILITY to:

- 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.

School Rules

The school rules are linked to our schools' values of: Respect, Responsibility, Relationships, Reflection and Resilience.

The majority of teachers at Safety Bay Primary School have undertaken professional development in Peter Smilanich's Classroom Management Strategies. The philosophy behind this is that all teachers are effectively responding to classroom and playground misbehaviours and are using a similar approach.

These rules are displayed on a chart in every classroom. The rules have been written so that children can easily understand them.

Flow Chart

A Flow Chart for the playground and classroom is also displayed in every room. This shows consequences for negative behaviour and rewards for positive behaviour. The "Bumps" on the chart refer to responses teachers use for students when they are disruptive.

Failure to follow the bolded rules may result in a child being sent to the Student Centre. Please use your discretion for some of these. A WARNING MAY BE APPROPRIATE in the first instance. In all instances a 'Behavioural Incident Report' should be completed, indicating actions taken at classroom or playground level.

The text in brackets links each rule to the rights of the student. The category refers to the 9 behaviour categories outlined in the SIS Behaviour Module and Suspension Categories.

- 1 FOLLOW TEACHER'S INSTRUCTION (Respect, Courtesy and Honesty, Learn in a Purposeful and Supportive Environment)**
 - 1.1 No insolence – obey instruction the first time. Category 9.**
 - 1.2 No arguing (tone of voice, facial/physical signs ie. Hands). Category 9.**
 - 1.3 No defiance/disobedience ie. complete refusal. Category 9.**
 - 1.4 Respond immediately to sirens during school.
 - 1.5 Arrive at school between 08:30 am and 08:45 am. Leave the school grounds promptly after the final siren.
 - 1.6 Early arrivals to sit in the undercover area.

- 2 PLAY SAFELY (Work and Play Safely)**
 - 2.1 No play fighting. Category 3 or 6.**
 - 2.2 No tripping.
 - 2.3 Do not climb trees.
 - 2.4 No playing games involving 'rough play'.
 - 2.5 No playing with sticks, rocks or other equipment that can cause injury.
 - 2.6 Do not leave the school ground without a "Leave Pass" from the office. Category 9**
 - 2.7 No playing in toilets.
 - 2.8 Students should play in correct areas (as allocated).
 - 2.9 No running on verandahs or pathways. Category 6.**

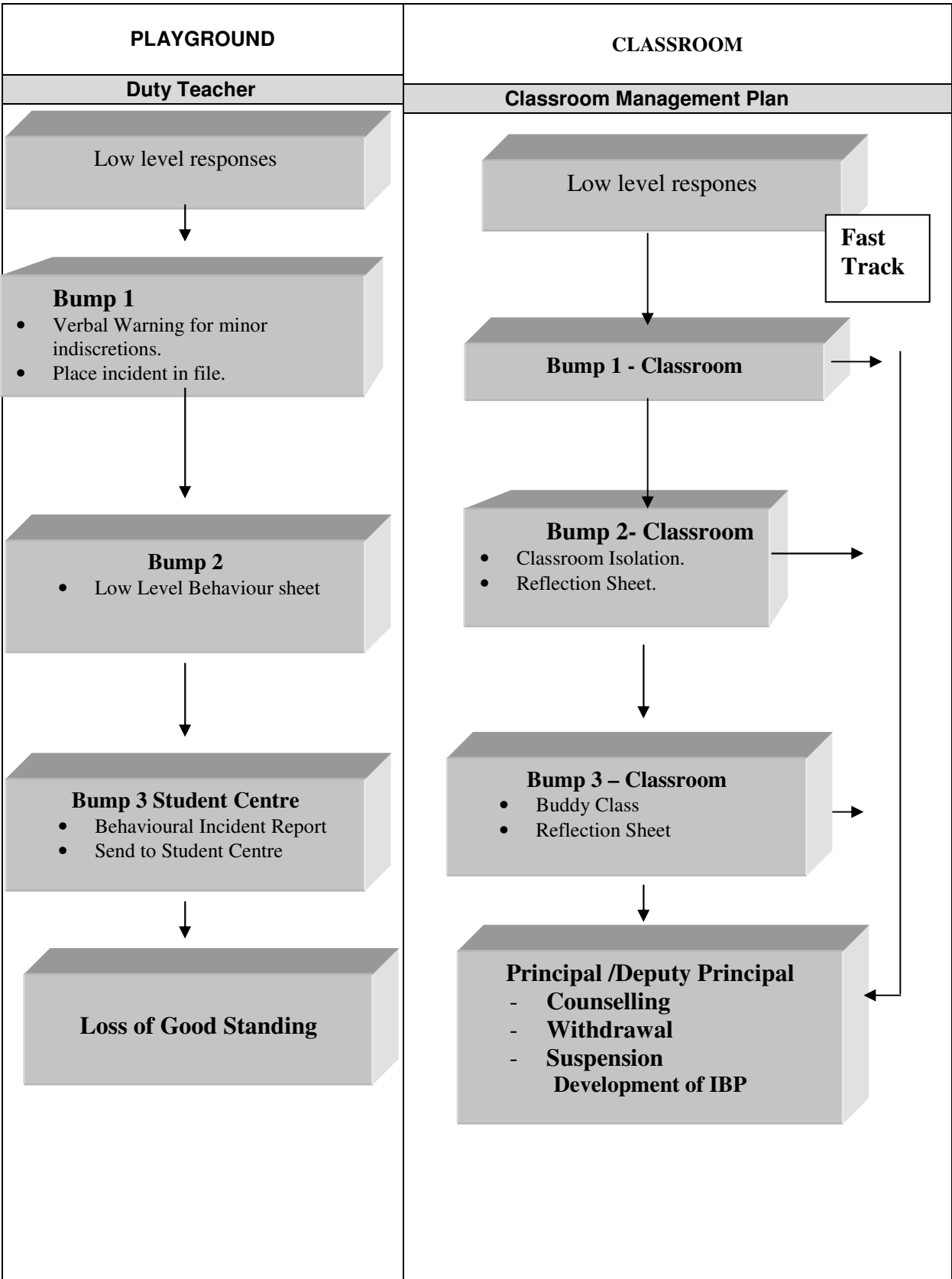
3 RESPECT FOR OTHERS (Respect, Courtesy and Honesty, and, Learn in a Purposeful and Supportive Environment)

- 3.1 Physical assault or intimidation** – any physically threatening behaviour toward other students. **Category 3.**
- 3.2 Bullying** – Bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, which could be reasonably regarded as undermining the individual's right to dignity and respect at work. **Category 3 or 4.**
- 3.3 Harassment** – Harassment occurs when a person makes advances or requests, or engages in unwelcome conduct that causes a person disadvantage, worry, annoyance or anxiety. **Category 4.**
- 3.4 No swearing. Category 6.**
- 3.5 No spitting. Category 6.**
- 3.6** Be polite and courteous at all times at all places.
- 3.7 No Stealing. Category 5.**
- 3.8 Do not damage School Property. Category 5.**
- 3.9** Sport equipment not to be used before or after school.
- 3.10** Entry into all classrooms and sport sheds is prohibited without adult permission.
- 3.11** No loitering near bike racks at any time.
- 3.12** No food or drink to be consumed in the classroom (wet weather – teacher's discretion).
- 3.13** Do not ride bikes or scooters through the school grounds.
- 3.14** Do not play on any equipment before school.
- 3.15** Do not bring own sports equipment or toys to school.
- 3.16** Mobile phones are not encouraged at school. If brought to school the phone must be switched off, and remain the responsibility of the student.

4 RESPECT AND CARE FOR OUR SCHOOL (Friendly and Clean Environment) Category 6.

- 4.1** Do not walk around with food or drink.
- 4.2** No food or drink to be consumed in the classroom (wet weather – teacher's discretion).

Flow Chart – Playground & Classroom



Administration

A disruptive student should be sent to the office with a Behavioural Incident Report, where one of the following steps will occur.

- a) Counseling
- b) Time-out
- c) Detention
- d) In-school suspension (withdrawal from school activities)
- e) Out of school suspension
- f) Student referred to the student center
- g) A Letter of Concern sent home.

Parents can also be notified by telephone, interview or reflection sheet.

For repeat students an Individual Behaviour Management Plan will be established.

An IBMP to be established at this point so as to provide additional support for a student to modify behaviour. These are to be negotiated and collaboratively developed, and documented to make clear the issues, outcomes, strategies and the effectiveness of the strategies.

Guidelines for Time Out

A student who has been sent to Administration from the Buddy Class for further misbehaviour or whose continuous misbehaviour has warranted being sent directly to admin can bypass the usual Behaviour Management procedures.

The student should:

- ❖ Reflect on misbehaviour and rule/s broken by completing a "Reflection Sheet" and code of behaviour discussion with Administration. Reflection Sheet to be taken home to be signed by a parent, and returned the next day.
- ❖ Write out rules a number of times (being determined by Admin).
- ❖ Not be left unsupervised and have sufficient work to occupy them.
- ❖ Have toilet/drink/lunch break but not at the same time as rest of the school whilst in "time out."
- ❖ Understand that further misbehaviours will result in parent/s being called.

The Administration member/s responsible for student should:

- ❖ Ensure the Reflection Sheet is signed by the classroom teacher.
- ❖ Discuss and allow the student time to reflect on behaviour.
- ❖ Supervise or organise supervision of student at all times.
- ❖ Liaise with student's teacher if class work is required to be completed.

Guidelines for Detention

Background

A student can be detained after school as a consequence of a breach of school discipline.

*Detention in this context will apply to individuals or small groups of students; **it is not the same as staff taking time at the end of the day to complete the educational program with their class.***

Regardless of the duration of the detention, it can only take place when staff have ensured:

- parents and/or caregivers have been contacted to inform them of the reasons for, and the duration of, the detention;
- an arrangement is in place to get the student home after the detention; and
- this arrangement has been agreed to by the parents and/or caregivers.

Records of the use of detention must be kept.

A standard form is available to satisfy the above requirements.

SPECIALIST AREAS

- Once a student has reached 3 removals from one or more specialist area, an interview with the student, teacher and Deputy to occur. The student's parent is to be informed and offered the opportunity to discuss the situation.
- If specialists remove a student 3 times from their class in a 5 week period an After School Detention is warranted.
- Teachers are asked to supply some theory work for the student to complete.

GOOD STANDING POLICY

Good Standing' is a status all Safety Bay students are granted at the start of each year.

Students with '***Good Standing***' are eligible to participate in extra curricula activities such as whole-school reward days, performances/visiting performers, excursions, class rewards, camps, interschool sporting events and formal ceremonies.

It is the responsibility of each student to maintain their '***Good Standing***'.

To maintain '***Good Standing***' students must:

- Comply with all school rules in the classroom
- Comply with all school rules in the playground
- Comply with school rules when at all specialist lessons
- Follow instructions given by all members of staff
- Maintain appropriate behaviour for all relief staff

A student's '***Good Standing***' status may be withdrawn for the following reasons:

Progression through the *Whole-School Behaviour Management Plan* arriving at Bump 3 requiring time-out from the classroom

Involvement in any playground behaviour that results in three referrals to Student Centre (**see Appendix 2 BMIS**)

Inappropriate behaviour whilst participating and representing the school in extra-curricula activities

Non-adherence to an Individual Behaviour Plan (**IBP**)

A student will automatically lose their '***Good Standing***' status for the following reasons:

Involvement in a 'fast track' incident in the classroom that requires immediate withdrawal to the office

Involvement in a 'one-off' severe behaviour incident in the classroom or playground that results in in-school or out-of-school suspension
Referral to the office by a specialist teacher for the third time requiring an after school detention.

Students who lose their 'Good Standing' status three times in a school term will lose the right to attend extra curricula activities scheduled for the remainder of that term.

Regaining 'Good Standing'

By maintaining an appropriate code of conduct as outlined in the school rules for a period of ten school days (two weeks), students are able to regain their '**Good Standing**' status.

Guidelines for the Withdrawal of Students from School Activities (Including In-School Suspension)

Background

The withdrawal of students from school activities can be an extremely effective behaviour management practice. It serves to:

- *provide students exhibiting disruptive behaviour with the opportunity to cool down, and reflect on their own behaviour;*
- *ensure duty of care provisions for other students and staff;*
 - *allow the teacher and the other students the opportunity to teach and learn without interference; and*
- *provide an opportunity to negotiate and plan behaviour management strategies.*

Students can be withdrawn from:

- one or more specified subjects, up to and including all classes;
- recess and lunch breaks, however, alternative breaks must be provided and students must be supervised; and
- identified school activities or programs- parents, students and administration need to be informed about non attendance to excursions, in and out of school at least 3 weeks before the event. An IBP will need to be set up, in order for all stakeholders to be aware of the process.
- Specialist teachers have the opportunity to withdraw students after 2 warnings. Students will be sent to the office for the duration of the lesson, returning to their classroom, with notification of their withdrawal. Students will return to the office at the next break – recess/lunch or the following day recess, to discuss their behaviour. (Appendix 7)
- Specialists are to access Behaviour Management on SIS to record the incident and lodge it as a 'Loss of privilege'. Specialists are encouraged to keep track of students who are regularly removed.
- Once a student has reached 3 removals from one or more specialist area, an interview with the student, teacher and Deputy to occur. The student's parent is to be informed and offered the opportunity to discuss the situation.
- If specialists remove a student 3 times from their class in a 5 week period an After School Detention is warranted.
- Teachers are asked to supply some theory work for the student to complete.

A student cannot be withdrawn from any class or classes for more than 5 consecutive occasions.

- This withdrawal from school activities is distinct from the short-term withdrawal in a class situation that forms part of a teacher's class behaviour management plan.

- A student withdrawn from classes must be provided with opportunities to complete assignments or assessments to fulfil course requirements.

Procedures for In –School Suspension (WITHDRAWAL) at SBPS

- Students are supervised in the administration area for the duration of the in-school suspension (half day or full day).
- Parents are notified by phone or letter, and include the reasons, date and duration of the in-school suspension. Parents must agree to the in-school suspension.
- Students do not participate in the normal recess or lunch time breaks. Alternative breaks are provided.
- Students must be provided with class work during the in-school suspension.
- Records are kept in the student’s Individual File, Behaviour Management file and Behaviour Module on SIS.

Guidelines for the Suspension of a Student

General Procedures

A student can be suspended for breaches of school discipline (see school rules and categories of suspension)

- If a student is suspended from school a letter must be provided to both the student and parents by independent means.
 - ⇒ the reason for the suspension from school;
 - ⇒ the duration of the suspension and date that the student may return to school;
 - ⇒ the name of a school staff member that parents or the student can contact; and
 - ⇒ information regarding any particular conditions attached to the suspension.
- When a student has been suspended from school, consultation with the student and parents is advised so that an individual behaviour management plan for the student can be established if necessary.
- Further consultation with parents must take place when a student has been suspended for a total of ten or more days in one school year.
- The purpose of this consultation is to review the behaviour management plan for the student and the educational program being provided.
- Information regarding the suspension is to be entered into the SIS Behaviour Module and student records.
- All required information is to be forwarded to the District Education Office

Types of Suspension

A. Suspension for breach of school discipline.

If the Principal proposes to suspend a student for a breach of school discipline, other than a serious breach of school discipline, the student must be afforded procedural fairness (natural justice) before a decision is made. That is,

- ⇒ Inform the student and his/her parent or a person responsible for the student.
- ⇒ the allegations made against the student (i.e. the reasons for the proposed suspension);
- ⇒ the proposal to suspend the student; and
- ⇒ the duration of the proposed suspension.

A student and his/her parent or a person responsible for the student, must be informed of these matters either orally or in writing and provided a reasonable opportunity to give reasons for not suspending the student.

When a student has been suspended from school, consultation with the student and parents is advised so that an individual behaviour management plan for the student can be established if necessary. **Further consultation with parents must take place when a student has been suspended for a total of ten or more days in one school year.** The purpose of this consultation is to review the behaviour management plan for the student and the educational program being provided.

B. Suspension serious breach of school discipline.

The Principal may suspend a student immediately for a serious breach of school discipline. However, as soon as practicable after the suspension takes effect, the student must be afforded procedural fairness (natural justice).

Education Instruction during a Suspension

Any student who is suspended from school for three or more consecutive school days or has accumulated five days suspension within the year is to be provided with education instruction during the period of suspension. This does not require the student to be supervised by school staff during the period of suspension unless the student has specific permission to be on school property.

Schools must inform parents of the education instruction made available. Staff are to encourage parents to support the completion of these materials.

Management of Bullying Incidents

- a) Interview the parties concerned; by teacher or administration according to severity and frequency.
- b) Contact parents of "at risk" students.
- c) Develop an IMB plan – deputy principal, school psych, teacher and parent.
- d) Maintain a database of repeat offenders.
- e) Develop and implement problem-solving strategies, such as the alternatives of classroom programs.
- f) Forwarding Reflection Sheets for parents.

Strategies for Responding to Diversity and Difference

- 1 Use of teacher assistants with children identified with specific needs.
- 2 Education Support classes.
- 3 Individual Behaviour Management Plans
- 4 Students at Educational Risk Program (SAER).
- 5 Building Inclusive Schools Policy

Assistance Available to Staff, Students and Parents

Staff

1. Admin.
2. District Office
3. School Psychologist
4. Colleagues
5. Visiting Teachers
6. SAER Coordinator.
7. SPER
8. Other government agencies ie. DCD.
9. Child and Adolescence Mental Health Services.

Students

1. Class Teacher
2. Student Centre
3. Prefects
4. Peers
5. Parents

Parents

1. Teacher/Admin.
2. School Psychologist
3. Other Outside Agency

Policy Review and Maintenance

Policy is communicated to staff via staff meeting; parents through the School Council, newsletters and information evenings and students via class teachers and assemblies.

Monitoring is done through the Behaviour Incident Sheet, SIS Behaviour Module and Student Centre referrals.

Review of the policy is ongoing and modified when appropriate.

Positive Incentives for Student Behaviour Plan

Creating a positive school environment using extrinsic and intrinsic rewards to reinforce positive behaviour precedes any negative behaviour management.

At Safety Bay Primary School there are a number of established strategies for achieving a supportive and positive environment.

Behavioural

- Class/cluster initiatives that support positive behaviour.
- Students involved in establishing own class rules.
- Faction Buttons.
- Gold Certificates.
- Peer Mediators.
- Merit Certificates.
- Prefects.
- Sports Captains.
- Positive exchange with other classes.
- Funky Friday – first Friday of each month

Academic

- Display Board.
- Visits to the Admin.
- Stickers/Stamps/Class Awards

School and Community

- Silver Broom Award.
- Uniform Award.
- Fundraising Can-Teen.
- ANZAC Ceremony.
- Remembrance Day
- School Web Page.
- Athletic Carnivals
- Interschool Carnivals.
- Swimming Carnivals.
- Cross Country.
- Student involved in establishing own class rules.
- Student's items in school newsletters
- School items in the community newspapers



SAFETY BAY PRIMARY SCHOOL

LETTER OF COMMENDATION

Dear Parent/Guardian

STUDENT NAME: _____

ROOM: _____ DATE: _____

It is my pleasure to inform you that _____ should be commended for:

- | | | | |
|---|--------------------------|-------------------------------------|--------------------------|
| Outstanding achievement | <input type="checkbox"/> | Improved performance | <input type="checkbox"/> |
| Continued high performance | <input type="checkbox"/> | Improved behaviour | <input type="checkbox"/> |
| Consistent effort | <input type="checkbox"/> | Improved completion of homework | <input type="checkbox"/> |
| Excellent behaviour | <input type="checkbox"/> | Improved attitude | <input type="checkbox"/> |
| Excellent participation in class activities | <input type="checkbox"/> | Improved punctuality and attendance | <input type="checkbox"/> |
| Contribution to class discussions | <input type="checkbox"/> | Improved co-operation | <input type="checkbox"/> |
| Preparedness for lessons | <input type="checkbox"/> | | |

It is always a pleasure to commend students who work hard and make the most of their schooling.

Yours faithfully

Class Teacher

ACKNOWLEDGEMENT FORM

I am pleased to sign and return (Student's full name): _____

Letter of Commendation acknowledgement form.

Parent's Signature: _____

PLEASE RETURN FOR A CHANCE TO WIN A REWARD



SAFETY BAY PRIMARY SCHOOL

LETTER OF COMMENDATION

Dear Parent/Guardian

STUDENT NAME: _____

ROOM: _____ DATE: _____

It is my pleasure to inform you that _____ should be commended for:

- | | | | |
|---|--------------------------|-------------------------------------|--------------------------|
| Outstanding achievement | <input type="checkbox"/> | Improved performance | <input type="checkbox"/> |
| Continued high performance | <input type="checkbox"/> | Improved behaviour | <input type="checkbox"/> |
| Consistent effort | <input type="checkbox"/> | Improved completion of homework | <input type="checkbox"/> |
| Excellent behaviour | <input type="checkbox"/> | Improved attitude | <input type="checkbox"/> |
| Excellent participation in class activities | <input type="checkbox"/> | Improved punctuality and attendance | <input type="checkbox"/> |
| Contribution to class discussions | <input type="checkbox"/> | Improved co-operation | <input type="checkbox"/> |
| Preparedness for lessons | <input type="checkbox"/> | | |

It is always a pleasure to commend students who work hard and make the most of their schooling.

Yours faithfully

Class Teacher

ACKNOWLEDGEMENT FORM

I am pleased to sign and return (Student's full name): _____

Letter of Commendation acknowledgement form.

Parent's Signature: _____

PLEASE RETURN FOR A CHANCE TO WIN A REWARD

Appendix 1 Classroom Management Plan

All teachers, including Specialist teachers, must develop a class behaviour management plan that supports the school behaviour management plan (refer Regulatory Framework).

Each teacher should negotiate with their students a set of classroom rules. These rules should clearly explain the desired outcomes, and the strategies or consequences if a rule is contravened. They should also support the Values of the school.

Further, the classroom rules should reflect the Code of Conduct, Rights and Responsibilities and School Rules.

Teaching staff must keep records of student behaviour that include:

- name of student;
- description of the behaviour;
- reasons for selecting management strategies;
- details of the use of management strategies, including the dates and times; and
- relevant parent contact and any outcomes of consultation with parents.

Teaching staff must ensure that parents and students are aware that the school will use records regarding behaviour when preparing reports to support:

- the consultation process with parents;
- referral to student support services within the school or district;
- referral to outside agencies; and
- a recommendation for an exclusion order from school.

Other

1. All teachers are to be given the opportunity for input, including specialist teachers.
2. Copies of the classroom management plan to be given to specialist teachers and education assistants.
3. A copy should be sent home/displayed or presented at a parent meeting so that parents have the opportunity for discussion and input.

Appendix 2 Specialist Behaviour

SPECIALIST BEHAVIOUR

_____ has been sent to the office for inappropriate behaviour

Music

LOTE

Art

Phys Ed

He/she has spent time in the office, having been removed from the lesson. They are now returning to class, but expected to come up to the office –

At recess (with their recess) today tomorrow **At lunchtime** (with their lunch) today.

Thank you

DATE:

Ms Casey

SPECIALIST BEHAVIOUR

_____ has been sent to the office for inappropriate behaviour in –

Music

LOTE

Art

Phys Ed

He/she has spent time in the office, having been removed from the lesson. They are now returning to class, but expected to come up to the office –

At recess (with their recess) today tomorrow **At lunchtime** (with their lunch) today.

Thank you

DATE:

Ms Casey

SPECIALIST BEHAVIOUR

_____ has been sent to the office for inappropriate behaviour in –

Music

LOTE

Art

Phys Ed

He/she has spent time in the office, having been removed from the lesson. They are now returning to class, but expected to come up to the office –

At recess (with their recess) today tomorrow **At lunchtime** (with their lunch) today.

Thank you

DATE:

Ms Casey

Appendix 3 Low Level Behaviour

LOW LEVEL BEHAVIOURS

- Files for each area are distributed at the beginning of the week.
- Teachers to enter low level behaviours in appropriate grid eg running on verandah, no hat etc
- File to be sent to the next duty teacher – refer to timetable in the front
- Files are sent to Deputy on Friday after lunch
- Deputy collates incidences
- Once 3 low level behaviours are registered, teachers are emailed, with behaviour displayed, asking they direct the student/s to the Student Centre, where a Reflection Sheet is given to the child.
- This Student Centre is placed on SIS and is included in the count towards 'non invite' to the Funky Friday.

Appendix 4 Behavioural Incident Reports

This form (has been designed for use once a student has engaged in behaviour that warrants immediate attention by one of the Administration Staff.

1. Complete the relevant section, ie. *Actions taken at Classroom/Playground Level*
2. Send the form with the student to either Administration or the Student Centre
3. A member of Administration will complete the process, entering the incident on SIS.

LOW LEVEL BEHAVIOUR SHEETS

WEEK: _____

TERM: _____

AREA: _____

MONDAY	RECESS	LUNCH
TUESDAY	RECESS	LUNCH
WEDNESDAY	RECESS	LUNCH

THURSDAY	RECESS	LUNCH
FRIDAY	RECESS	LUNCH

Please have a student return this FILE to the front office.

Please -

- write **names/room** of LOW level behaviours of students in the appropriate segment
- ensure the sheet remains in the file

SUGGESTIONS FOR LETTING ME KNOW THE REASON -OA - OUT OF AREA, RP - ROUGH PLAY, V - VERANDAH . THANKS

Safety Bay Primary School

BEHAVIOUR INCIDENT REPORT PLAYGROUND/CLASSROOM

Respect

Responsibility

Relationships

Reflection

Resilience

SCHOOL RULE – Please tick the rule

1. Follow teacher's instruction
2. Respect yourself and others
3. Play and work safely
4. Care for our school

Comment and Student/s involved- please add students class

Referring Teacher: _____

Date: _____



Safety Bay Primary School

BEHAVIOUR INCIDENT REPORT PLAYGROUND/CLASSROOM

Respect

Responsibility

Relationships

Reflection

Resilience

SCHOOL RULE – Please tick the rule

1. Follow teacher's instruction
2. Respect yourself and others
3. Play and work safely
4. Care for our school

Comment and Student/s involved- please add students class

Referring Teacher: _____

Date: _____

Respect

Rule 1

Follow all teachers' instructions



Yes

Do as you are asked.
Use a pleasant voice.
Be punctual

No

Answering back.

Responsibility

Rule 2

Respect yourself and others



Yes

Be polite.
Wear school uniform with pride.
Treat others kindly.
Cooperate with others.

No

Threatening people.
Bullying.
Name calling.
Swearing
Stealing
Touching others.

Relationships

Rule 3

Play and work safely



Yes

Walk on verandahs and pathways.
Play in correct areas.
Cooperate with others.
Use equipment correctly.

No

Play fighting.
Riding through the school.
Playing with sticks and rocks.
Throwing sand.
Climbing trees and fences.
Playing in the toilets.

Reflection

Resilience

Rule 4

Care for our school.



Yes

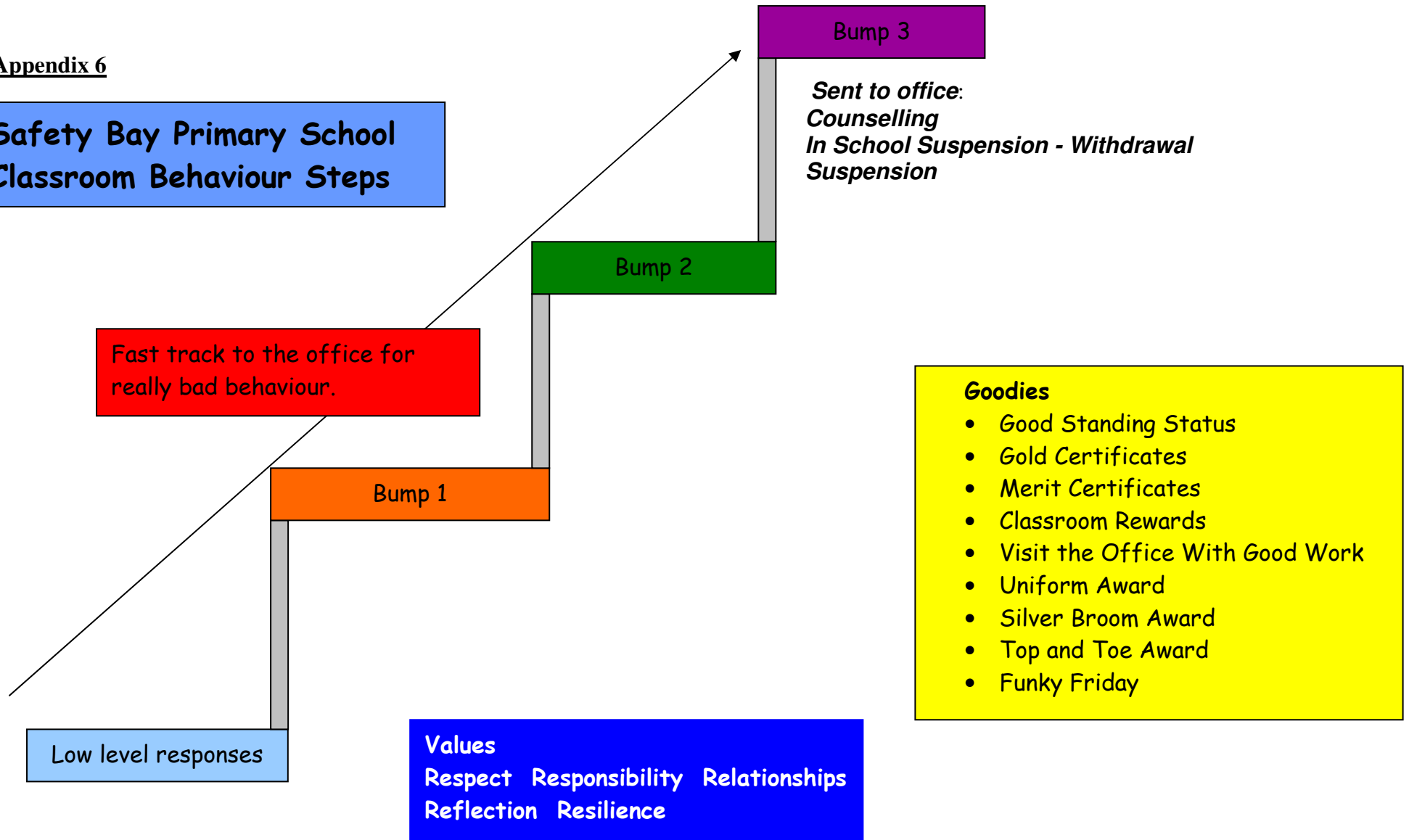
Put rubbish in the bin.
Sit down when eating/drinking
Care for our school environment.
Care for yours, others and the school's property.

No

Stealing.
Graffiti.
Vandalising.

Appendix 6

**Safety Bay Primary School
Classroom Behaviour Steps**



Appendix 7

**Safety Bay Primary School
Specialist/ EA behaviour steps**

Warning 1

Bump 1

Low level responses

Warning 2

Bump 2

**Fast track to the office for
really bad behaviour.**

Due to the short period of time – generally 50 mins- Specialist Teachers and Education Assistants will:

- Issue Low Level Response/s
- Provide 2 warnings (Bumps)

Student will then come to the office:

- Have their names recorded on Specialist Teacher Behaviour Table
- Remain in the office until next lesson
- Return to the office at the next school break
- On the 3rd occurrence within a 5 week period receive a Detention after school.
- EA groups- parents will be informed.

Values
Respect Responsibility Relationships
Reflection Resilience



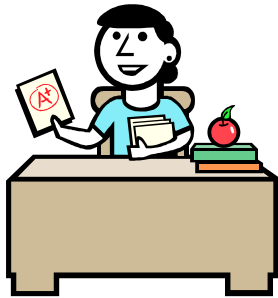
Name: _____ Rm: _____
 Date: _____ Time: _____

SAFETY BAY PRIMARY SCHOOL JUNIOR PRIMARY REFLECTION SHEET

Circle the rule that you did not follow,

Rule 1

Follow teacher's instructions.



Rule 2

Respect yourself and others.



Rule 3

Play and work safely.



Rule 4

Care for our school



This is how I made the other person feel



This is what I could have done instead

Teacher's Signature _____ Parent's Signature _____

Teacher request for interview? YES / NO Parent request for interview YES/ NO

		Behaviours	
Bump 1	<input type="checkbox"/>		
Bump 2	<input type="checkbox"/>		
Bump 3	Isolation desk	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Bump 4	Buddy Class	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Sent to Administration		<input type="checkbox"/>	

Parents please sign and return this form the next school day.

Name _____ Rm: _____
 Date _____ Time _____

SAFETY BAY PRIMARY SCHOOL MIDDLE PRIMARY REFLECTION SHEET

Rule 1

Follow teacher's instructions.



Rule 2

Respect yourself and others.



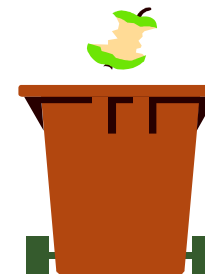
Rule 3

Play and work safely.



Rule 4

Care for our school



Which rules did I break?

What should I do next time?

Teacher's Signature _____ Parent's Signature _____

		Behaviours	
Bump 1		<input type="checkbox"/>	
Bump 2		<input type="checkbox"/>	
Bump 3	Isolation desk	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Bump 4	Buddy Class	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Sent to Administration		<input type="checkbox"/>	

Teacher request for interview? YES / NO Parent request for interview YES/ NO Parents please sign and return this form the next school day



SAFETY BAY PRIMARY UPPER PRIMARY REFLECTION SHEET

Name : _____

Room: _____

Date : _____ Time: _____

Circle the rule that you did not follow

Rule 1

Follow teacher's instructions.



Rule 2

Respect yourself and others.



Rule 3

Play and work safely.



Rule 4

Care for our school.



Previously today;

List the rules I have broken to reach the point of being at the Isolation desk or Buddy Room. (Circle one)

This Incident:

What did I do?

Why did I do it?

Who did I affect?

How do they feel?

Action Plan:

What will I do to change today?

Teacher's Signature _____ Parent's Signature _____

Teacher request for interview? YES / NO Parent request for interview YES/ NO
Parents please sign and return this form the next school day.

		Behaviours	
Bump 1		<input type="checkbox"/>	
Bump 2		<input type="checkbox"/>	
Bump 3	Isolation desk	<input type="checkbox"/>	<input type="checkbox"/>
Bump 4	Buddy Class	<input type="checkbox"/>	<input type="checkbox"/>
	Sent to Administration	<input type="checkbox"/>	



Appendix 11

Behaviour Frequency Recording Sheet – Playground/Classroom

Name:		Year Level:
Teacher:	Education Assistant:	Week beginning:

	Monday	Tuesday	Wednesday	Thursday	Friday
On-task behaviour					
Refusing to follow instructions					
Refusing to work					
Out of seat displaying disruptive behaviour					
Leaving the room without permission					
Yelling					
Swearing					
Calling out					
Threats of violence					
Sexual references					
Physical assault of students					
Physical assault of staff					
Throwing objects					
Damage to property ie own or others					
Timeout					
Detention					

Restraint by staff member					
Other (Details)					

✓	On task behaviour	5	Yelling	11	Throwing objects
–	Out of room (Reason)	6	Swearing	12	Damage to property, ie. Own or others
1	Refusing to follow instructions	7	Threats of violence	13	Timeout
2	Refusing to work	8	Sexual references	14	Detention
3	Out of seat displaying disruptive behaviour	9	Physical assault of students	15	Restraint by staff member
4	Leaving the room without permission	10	Physical assault of staff	16	Others (Details)



Detention Notice

Safety Bay Primary School

Waimea Road, Safety Bay 6169
Telephone: 08 9528 3680 Fax: 08 9592 4789

Dear.....

Your child _____ will be doing
detention after school from 3.00pm until 3.30pm on _____
for _____.

Please sign this note on the day of issue and returned to the office the next day.

Thank you for your cooperation.

Teacher's signature _____

Deputy Principal's signature _____

Parent's signature _____

After detention my child will be:

- Cycling home.
- Walking home
- Collected by _____.



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Waimea Road, Safety Bay 6169
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Your child _____ will be doing
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Teacher's signature _____

Deputy Principal's signature _____

Parent's signature _____

After detention my child will be:

- Cycling home.
- Walking home
- Collected by _____.

Safety Bay Primary School Individual Behaviour Management Plan

Name:	Year Level:
Date Start:	Teacher/s:
Date End:	

Behaviours to increase:

Strategies
Hierarchy of Consequences
Planned ignore—low-key response
3 warnings—office for 20 mins
If sent to the office twice in one day, he will have an In School Suspension
On the third ISS—a formal Suspension will occur

Rewards such as attending Carnivals, excursions, reward days etc, to be negotiated by class teacher, Ms Casey and parents.

Copies of this plan to be given to ALL specialist and Relief teachers.

MONDAY

TUESDAY

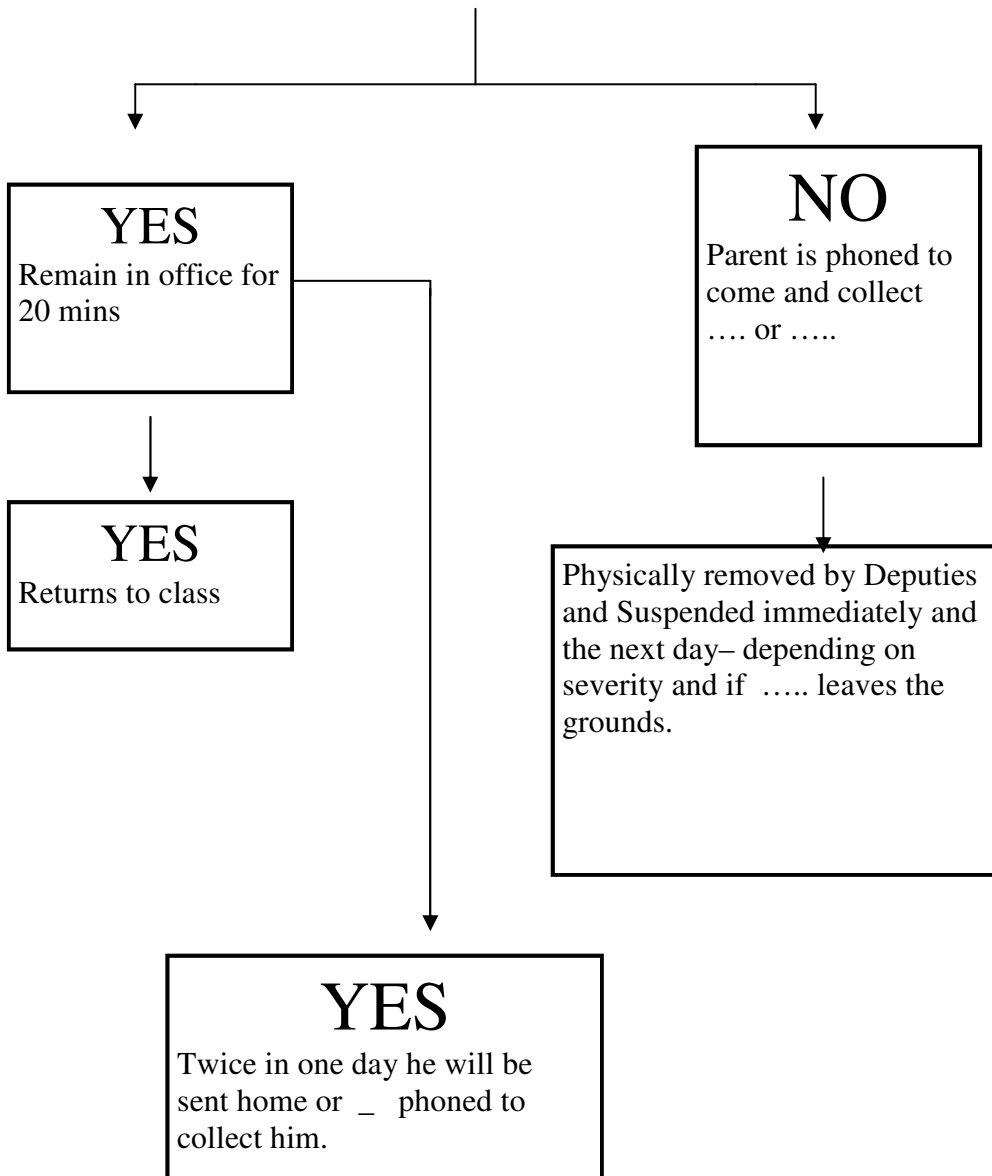
WEDNESDAY

THURSDAY

FRIDAY

Student's name

Once Bump is reached and 10 minutes has expired, is referred to the office for 20 minutes time out. A Deputy arrives sets the timer for 2 mins— _..... is to walk out voluntarily to the office.



This will be the format for the Specialist teachers also.



Good Standing Policy

'Good Standing' is a status all Safety Bay students are granted at the start of each year.

Students with **'Good Standing'** are eligible to participate in extra curricula activities such as whole-school reward days, performances/visiting performers, excursions, class rewards, camps, interschool sporting events and formal ceremonies.

It is the responsibility of each student to maintain their **'Good Standing'**.

To maintain **'Good Standing'** students must:

- Comply with all school rules in the classroom
- Comply with all school rules in the playground
- Comply with school rules when at all specialist lessons
- Follow instructions given by all members of staff
- Maintain appropriate behaviour for all relief staff

A student's **'Good Standing'** status may be withdrawn for the following reasons:

- Progression through the *Whole-School Behaviour Management Plan* arriving at Bump 3 requiring time-out from the classroom
- Involvement in any playground behaviour that results in three referrals to Student Centre (see Appendix 2 BMIS)
- Inappropriate behaviour whilst participating and representing the school in extra-curricula activities
- Non-adherence to an Individual Behaviour Plan (IBP)

A student will automatically lose their **'Good Standing'** status for the following reasons:

- Involvement in a 'fast track' incident in the classroom that requires immediate withdrawal to the office
- Involvement in a 'one-off' severe behaviour incident in the classroom or playground that results in in-school or out-of-school suspension
- Referral to the office by a specialist teacher for the third time requiring an after school detention.

Students who lose their 'Good Standing' status three times in a school term will lose the right to attend extra curricula activities scheduled for the remainder of that term.

Regaining 'Good Standing'

By maintaining an appropriate code of conduct as outlined in the school rules for a period of ten school days (two weeks), students are able to regain their **'Good Standing'** status.

Good Standing Policy

Implementing the policy:

A letter will be sent to all families at the start of each school year outlining the policy. This will also be included in the enrolment pack for new students.

Parents and caregivers will be advised in writing if their child is in jeopardy of losing their '**Good Standing**'. (*standard letter*)

Parents and caregivers will be advised, in writing, if their child's '**Good Standing**' has been withdrawn. (*standard letter*)

Upon the withdrawal of their '**Good Standing**', the student will be issued with a red card to record their behaviour over the withdrawal period.

A **cross** in the '**No**' column of the red card indicates inappropriate behaviour e.g. the student has been issued a warning concerning inappropriate behaviour; this has been ignored and the student's name has been placed on the board. When a student is given a cross, a note is made on the back of the red card with the date and the reason for the cross. This process serves to remind the teacher why a cross was given and specialist teachers can keep the classroom teacher informed of incidents in their lessons. This is a good reference when deciding whether '**Good Standing**' is to be reinstated and can also be referred to during parent interviews.

A **tick** in the '**Yes**' column of the red card indicates the student has used appropriate behaviour. e.g. A warning has been issued, however; the student has suitably modified their behaviour.

The red card is to be carried with the student at all times.

When attending a specialist lesson, the student will give the red card to the teacher and collect it again before leaving the lesson.

After the tenth day has expired, the class teacher will review the student's behaviour and determine whether their '**Good Standing**' is to be reinstated.

One cross does not mean a student may not regain their '**Good Standing**'. It remains the discretion of the classroom teacher to determine whether it is to be reinstated once they have taken into consideration the student's behaviour over the entire period.

A cross that is given at any point during the ten days does not mean that the withdrawal of '**Good Standing**' period should restart to day one.

When a student regains their '**Good Standing**' a letter, along with the red card is sent home. The red card is signed by a parent and returned to school to form part of the student's behaviour records. (*standard letter*)

When a child does not regain their '**Good Standing**' the teacher will inform the parents and schedule a parent interview should the teacher deem this necessary. The withdrawal period will continue and a new red card issued to the student. The follow-on period does not necessarily need to be another ten days and may be reduced to five days as decided by the classroom teacher. ***A follow-on suspension may indicate the need for an IBP.***

A relief teacher is to be advised via the classroom teacher's relief notes of students who have lost their '**Good Standing**'. A copy of the policy is to be included in the relief notes package given to all relief staff by the Administration Team when they sign in.

In the absence of relief notes from the classroom teacher, the Administration Team will advise relief staff of a student who has lost their good standing and refer them to the policy document in the relief package when signing in.

A data base for recording 'Good Standing' status will be maintained on the S Drive -School Based - BMIS. This will be jointly maintained by class teachers and Administration.

For the purposes of this policy, specialist lessons refers to all DOTT providers along with DI spelling, Multilit and Maths groups.

Good Standing Card

	Day 1		Day 2		Day 3		Day 4		Day 5		Day 6		Day 7		Day 8		Day 9		Day 10	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Follow all teachers' instructions																				
Respect yourself and others																				
Play and work safely																				
Care for our school																				
Achieved <input type="checkbox"/> Not Achieved <input type="checkbox"/>																				

Name _____ has regained / not regained

his/her good standing.

Teacher's signature _____

Date _____

Parent's signature _____

Date _____

What can parents do?

Try not to over-react.

Listen calmly and try to work out the facts.

Be aware of the signs of distress in your child.

For example: unwillingness to attend school, a pattern of illness, missing equipment, requests for extra money, damaged clothing or equipment.

Take an active interest in your child's social life and acquaintances.

If your child is being bullied, discourage any planned retaliation, either physical or verbal, by discussing the positive strategies they can use.

Assist your child to discuss any incidents of bullying with a teacher.

If possible allow your child to report and deal with the situation. Your child can gain respect and confidence through taking the initiative and dealing with the problem without parental involvement.

Remember not to deal directly with the other children or their parents, but work through the school.

Be willing to attend interviews if your child is involved in an incident of bullying, even if your child is not directly involved or affected.

Be positive about your child's qualities and encourage your child to be tolerant and caring.

Discuss the school's expectations about behaviour and how best to deal with bullying.

What if my child is bullying others?

All children are capable of bullying others. It is normal for parents to feel shocked, embarrassed and even doubtful if they find that their child has been bullying others.

To help discourage children from bullying others, parents can:

Talk about bullying behaviour with them and discuss why they may want to bully someone.

Suggest other more positive actions than bullying.

Help your child to be aware of the effects of bullying others.

Be alert and discourage bullying behaviour at home.

Encourage and provide opportunities for children to openly discuss any issues or concerns with you.

Teach your children what is appropriate behaviour and how you expect them to treat others.

Who can parents talk to about bullying at our school?

- Your child's classroom teacher
- Deputy Principal
- Principal
- Other staff member

SAFETY BAY PRIMARY SCHOOL POLICY ON BULLYING



At Safety Bay Primary School every person has the right to feel safe and be safe.

What is bullying?

Bullying is a reported behaviour used by a more powerful person or group over a less powerful person who has difficulty stopping the situation

Bullying incidents are unprovoked and can be physical, verbal, social or psychological.

Bullying is when these things happen again and again to someone:

Exclusion

being ignored, left out on purpose, or not being included

Physical

Being hit, kicked, punched or pushed around. When belongings are removed, damaged or hidden.

Verbal Abuse and Teasing

Being made fun of and teased in a mean and hurtful way.

Lies or Rumours

Lies or nasty stories are told about them to make other kids avoid them.

Threats

Being made afraid of getting hurt. When someone demands your possessions or money. Being forced to do something wrong.

What if it happens to me?

Don't put up with it! Tell them to STOP! Tell someone you trust. This is not "dobbing".

Don't react. Just walk away with your head held high.

Use a strong, confident voice. Be Assertive—don't be 'put down'.

Avoid the person who is harassing you. Stay away from the places you might be bullied.

Don't show your scared even if you might be.

Don't try to swap insults.

Tell the bully- "Leave me alone!" and walk confidently away.

If they persist, report it to your teacher or Deputy.

What if it happens to someone else?

If you see another person being bullied you could

Let the person know that what they are doing is bullying.

Refuse to join in with their bullying and walk away.

Support the person who is being bullied.

Ask a teacher to help or make your way to the Student Centre.

We all need to work together if we are going to stop bullying behaviour in our school.

What will the school do?

Listen and respond with empathy.

Manage the situation using a 'shared concern' approach.

Hear both parties explain the situation.

Have both parties provide ideas on improving the situation.

Record incidents of bullying using the Behaviour Management System.

Ensure there is follow up with the student being bullied as well as the student bullying.

Contact the parents or caregivers of both students.

RESPECT

RESPONSIBILITY

RESILIENCE

REFLECTION

RELATIONSHIPS