MANAGING BEHAVIOUR IN SCHOOLS

GOOLLELAL
PRIMARY SCHOOL

Sharing, Caring & Learning

GOOLLELAL PRIMARY SCHOOL

2009

BEHAVIOUR MANAGEMENT

D E P A R T M E N T   O F   E D U C A T I O N   A N D   T R A I N I N G

Behaviour Management in Schools

POLICY:

- The School Behaviour Management Plan should promote 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.

BACKGROUND:

- Schools are required to develop a learning environment that is welcoming, supportive and safe; that conveys the ways in which individuals are valued and reflects expectations regarding behaviour; that is free of violence, coercion and discrimination and that minimises the impact of disruptive behaviour. All members of the school community share responsibility for maintenance of good order and personal safety within schools.
- Schools have a responsibility to encourage positive social participation and self-discipline. Teachers provide inclusive, flexible and relevant curriculum to address social and academic outcomes as described in the Curriculum Framework; teach social and cognitive skills; and provide recognition for participation, progress and achievement through identifying and affirming student strengths in both academic and non-academic areas.
- Students who are not participating in the education program because of disruptive behaviour, withdrawal or suspension, are at educational risk. When necessary staff, students and parents need to contribute to planning individualised behaviour management plans.

Department of Education & Training
Behaviour Management in Schools, 2001*

DEFINITIONS

Breach of school discipline: any act or omission that impairs the good order and proper management of the school.

Serious breach of school discipline: a breach of school discipline of a kind that is or that is committed in circumstances that are: set out in the school's code of conduct as a serious breach of school discipline; or that adversely affects, or threatens, the safety of a person at the school.

Code of conduct: describes the school's expectations of student behaviour and management procedures to implement the role. The school Council assists with the formation of the code of conduct, including specific behavioural consequences and serious breaches of discipline that adversely affect or threaten safety. The school dress code does not form part of the code of conduct.

Education instruction: delivery of appropriate education (programs) both in and beyond the classroom through a variety of contexts including a teacher, computer program, etc.

Parent: in relation to a child, means a person who at law has responsibility-
- for the long term care, welfare and development of the child; or
- for the day-to-day care, welfare and development of the child.

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 & AUTHORITY

School Education Act 1999
Sections 89 to 6, 223

School Education Act Regulations 2000
Regulations 38 to 46

Disability Standards for Education 2005

*All policy and procedural statements contained within the Behaviour Management in Schools document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education and Training employees.

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Section

1

Procedures Related to Behaviour Management Plans

Précis of the Behaviour Management in Schools 2001 document*, pp4-6; Department of Education and Training.

Goollelal Primary School's Behaviour Management Plan is designed in accordance with the Procedures described in section 4 of the Department of Education and Training's Behaviour Management in Schools (Making the Difference), 2001, as follows:

4.1.1 Developing and Implementing a School Behaviour Management Plan.

The School's Behaviour Management Plan must include:
- the code of conduct that is formulated in partnership with the school Council;
- the rights and responsibilities of all staff and students;
- the roles and responsibilities of teachers and administrators with respect to behaviour management;
- mechanisms for achieving a supportive culture and positive learning environment;
- a description of the school's approach to positive behaviour management;
- strategies to respond to diversity and difference in the school community;
- strategies for the prevention of violence, harassment and bullying;
- processes for resolving conflict when problems or issues arise;
- description of the consequences and sanctions that can apply when student behaviour is disruptive and procedures for implementation;
- descriptions of breaches and serious breaches of discipline that have been determined in collaboration with the school Council;
- procedures for informing and involving parents in individualised behaviour management strategies;
- details of assistance available to staff, students and parents, and
- mechanisms for monitoring and reviewing the school's behaviour management plan.

Teaching staff must develop a class behaviour management plan that supports the school behaviour management plan.

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.

4.1.2 Developing and Implementing Individual Behaviour Management Plans.

Guideline: staff, students or parents are sometimes encouraged to sign individual behaviour management plans. These plans are only intended for use in classrooms, on school premises and during school activities, and have no legal status.

Individual behaviour management plans are to be established when a student requires additional support to meet individual needs or to modify behaviour.

Individual behaviour management plans must be documented to make clear the behavioural issues that are being addressed, the desired outcomes, the strategies to be used and the effectiveness of the strategies.

4.1.3 Consultation Process with Parents

The principal and teaching staff are required to contact a student's parents and engage in a consultation process when behaviour management issues are encountered. Parents must be informed and engaged in the process for planning individual behaviour management.

Staff must take every opportunity to encourage parent participation by genuinely seeking information and assistance in the responses to student behaviour. Contact made with parents needs to be sensitive to any factors that may create difficulties with communication, for example cultural difference, English as a second language, or disability.

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Goollelal Primary School Behaviour Management Plan

The policy and procedures governing maintenance of good order and response to unacceptable behaviour.

Goollelal Primary School's Behaviour Management Plan is designed in accordance with the Policy and Procedures of the Department of Education and Training's Behaviour Management in Schools (Making the Difference), 2001, as follows:

1. Goals of our Behaviour Management Policy

- To create a safe school environment where the rights and responsibilities of all individuals are respected and recognised.

- To enable teachers to manage classroom behaviour and to work within the policy to resolve conflict where it occurs.

- To enable students to make acceptable social and moral judgements for life situations.

2. Code of Conduct.

All members of the GPS Community are committed to demonstrating conduct in accordance with the six whole school values.

Code of Conduct Students will:	**Core Values**
1. Act in a safe and caring manner. 2. Respect the rights of others. 3. Be courteous. 4. Allow others to learn. 5. Respect the school environment and other people's property.	• Respect • Honesty • Cooperation • Flexibility • Optimism • Resilience

3. Rights and Responsibilities of all Staff and Students.

All teachers at GPS have the right to teach, and all students have the right to learn, in a safe, supportive and positive learning environment that is free of violence, coercion, discrimination and disruption. The GPS charter of rights and responsibilities gives more specific detail:

RIGHTS	RESPONSIBILITIES
All students have the RIGHT to: • Learn in a supportive and positive environment • Choose how to behave with full understanding of the consequences that automatically follow these choices • Work and play in a safe, secure, friendly and clean environment • Receive respect, courtesy and honesty.	All students have the RESPONSIBILITY to: • Ensure that their behaviour is not disruptive to the learning of others • Follow all school and classroom rules • Ensure that they are punctual,polite, prepared and display appositive attitude to schooling • Behave in a way that protects the safety and wellbeing of others • Respect teachers, classmates and parents.
All staff have the RIGHT to: • Respect, courtesy and honesty • Teach in a safe, secure and clean environment • Cooperation and support from other staff members, parents/caregivers and the community.	All staff have the RESPONSIBILITY to: • Be a positive role model. • Ensure that the school environment is kept near, safe and secure. • Establish positive relationships with students, staff and community. • Ensure they are organised and well planned. • Maintain communication with all interested parties • Positively promote the school in the community. • Promote an inclusive environment.
All caregivers have the RIGHT to: • Receive respect, courtesy and honesty. • Be informed of the 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 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.	All caregivers have the RESPONSIBILITY to: • Model respectful, courteous and honest behaviour. • Ensure that their child attends school • Ensure that the emotional and physical condition of their child is at an optimum for effective learning. • Assist their child in making effective use of the learning environment. • Support the school in providing a meaningful and adequate education for their child.

4. Roles and Responsibilities of Teachers and Administrators.

Teachers and administrators are responsible for implementing and following the procedures of the Behaviour Management Policy of the school; for assisting students to accept responsibility for their own actions; for assisting students to understand that actions have consequences; and for ensuring that students are aware of the whole school Code of Conduct and Behaviour Management procedures. Class teachers are responsible for implementing a Classroom Plan that reflects the Behaviour Management policy of the school. Code of Conduct ownership is reinforced through student discussion and participation in establishing classroom rules in relation to the Code.

Teachers and administrators provide a positive, caring and consistent role model, and follow set procedures at all times. The overall aim for students is achievement of Overarching Learning Outcome 13: *Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.*

5. Positive Behaviour Management.

By recording positive behaviours and achievements, GPS establishes a balanced profile of each student and effectively shifts the emphasis from negative behaviours. This balanced record illustrates to the School Community that the school values, promotes and encourages the positive behaviours and achievements made by each student at our school. Positive behaviours and achievements that are regularly recorded include:

H O N O U R   C E R T I F I C A T E S
Honour Certificates are awarded fortnightly by all teachers, and presented by the Principal and Deputy at fortnightly parent assemblies.

A N N U A L   A W A R D S
Each year students are nominated, by their class teachers, for Final Assembly Day awards aligned to the school motto of 'sharing, caring and learning'.

G O L D   S L I P   A W A R D S
All teachers and administrators are committed to encouraging and rewarding acceptable behaviour. To support and complement individual Classroom Management Plans, and to encourage positive behaviour across the school, the school has a system of awarding Gold Slips in recognition of good behaviour. Gold slips are issued for demonstration of the school Code of Conduct. Gold Slips are held in the duty file for issue by duty teachers, in classrooms and in the office for issue by administrators.

Students 'bank' their Gold slips in the Gold Slip box in the front office. Student Prefects collect these slips the Thursday before each assembly.

Pins		
25 Points	Bronze Pin	
75 Points	Silver Pin	
100 Points	Gold Pin	

R A N D O M   D R A W S
At the fortnightly parent assembly, there is a random draw off five students who have received gold slips during the previous fortnight. These students are presented with a mystery prize.

C O M M E N D A T I O N
Commendations for positive behaviour *(Appendix B)* can be written by class teachers, duty teachers, specialist teachers and administration. Commendations are recorded on SIS and generate a letter of commendation to parents.

END OF TERM AWARDS

Classes may choose to devise a class incentive for each school term (eg: special excursion) for those students that meet an agreed goal (*set by students and their class teacher*).

CAPTAIN CLEAN-UP

Each fortnight the school Prefects review the bag area for each class and determine the class who maintain their area to the highest standard. This award is presented at school assemblies.

WASTE WISE

Each Wednesday lunchtime school Prefects monitor the amount of waste produced from each class set of lunches. The class with the lowest amount of waste is acknowledged at each school assembly.

6. Consequences and Sanctions.

All teachers and administrators follow a consistent procedure *(Appendix A)* for dealing with inappropriate behaviour. This procedure is designed to assist teachers create and effective and safe learning environment. The role of the teacher is to implement the procedure, and the role of administration is to provide support through advice and assistance.

The primary responsibility for in-class behaviour rests with the class teacher, who may call upon administrators for support, or for provision of custodial care of a student, where the student has failed to respond at level three of the procedure.

The teacher will:

1. Use low-key responses and winning-over techniques in the classroom.

   And, if this is not sufficient,

2. Match the student's level of defiance with an appropriate level of assertiveness.

   And, if this is not sufficient,

3. Use logical consequences; usually applied by giving students either/or options or informal contacts, buddy class, or by issuing Behaviour Slips.

   And, if this is not sufficient,

4. Involve the school administration and the parents. All parties including the student will sign a formal contract (Individual Behaviour Plan) specifying the consequences for continued misbehaviour which can, but will not necessarily, include after school detention, withdrawal from school activities, low stimulus isolation, suspension and exclusion.

LOW KEY RESPONSES

Teachers use the four classroom management strategies of winning over, cohesiveness, inclusiveness, and safe environment, even while responding to a student's misbehaviour. They keep the emotional content of interactions low, using non-verbal, low-key responses that do not interrupt the learning flow of the classroom and that do not invite escalation from the student.

These responses include, but are not limited to, proximity, gesture, eye contact, pauses, planned ignores, and established signals for attention.

ASSERTIVENESS

Students who continue to misbehave after the use of one or two low-key responses require a higher level of assertion on the part of the teacher in order to maintain the learning environment of the classroom. The teacher pauses, turns towards the student, repeats the instruction and finishes with politeness. The teacher uses genuine politeness to help create a climate that discourages power-play.

LOGICAL CONSEQUENCES

Students who continue to misbehave after assertion on the part of the teacher are choosing to escalate. The teacher recognises that this is characteristic of some students and chooses not to begin power-play. The teacher responds to student escalation by giving the student an *either/or* choice, which is related in a logical way to the misbehaviour. The choice is given in a positive or neutral tone, with politeness, and the required response allows the student to save face. The choice can, but will not necessarily, involve accepting a Behaviour Slip.

Depending upon the level and severity of the misbehaviour, the teacher may also negotiate an informal contract with the student at this stage. The informal contract is related to behaviour and consequences, which may include a Behaviour Slip for breaking the contract. The issuing of a Behaviour Slip incurs the following additional actions:

- Loss of free time at lunch on the next school day following the infringement.

- Notification posted to parents.

- Notification pigeonholed for class teacher, Principal and Deputy.

BEHAVIOUR SLIPS

Teachers report exceptional or intractable student behaviour through the school-wide Behaviour Slips *(Appendix C)* system. A student who receives a slip is required to spend the next lunch break with the school administration, completing a reflective task. Categories for which Behaviour Slips can be written are:

1. Physical assault or intimidation of staff.
2. Physical assault or intimidation of students.
3. Verbal abuse or harassment of staff.
4. Verbal abuse or harassment of students.
5. Wilful offence against property.
6. Violation of School Code of Conduct, Behaviour Management Policy, classroom or school rules.

INDIVIDUAL BEHAVIOUR PLANS

Students who receive more than five Behaviour Slips during a term demonstrate failure to respond to regular behaviour management strategies. On the fifth Behaviour Slip,

the student's parents are invited to join teachers and administrators to design a specific intervention. The student, parents, teacher and administrator will draw up a formal Individual Behaviour Plan. These students will typically be traumatised, disturbed or disaffected, either temporarily or long term, with specific individual needs. Attention is given to these needs through careful selection of strategies and consequences and full consultation with all parties.

Physical Restraint

As a last resort, students can be physically restrained in response to spontaneous, potentially harmful behaviour that places at risk the physical safety of the student, other students, school staff or any other person; or threatens damage to property. Following a situation in which a student has been physically restrained the parents must be informed and the incident recorded. Physical restraint as a planned strategy can be used as part of an individual behaviour plan. Using physical restraint requires strict adherence to the plan agreed upon with the student's parents in consultation with the principal.

Behaviour Management in Schools, DET, 2001, pp19-20.

7. SIS Records

As positive and negative BMS records are collated, an overall profile is developed for each student. This profile can be printed out at any time. Common reasons for requesting a print-out include:

- To report details of BMS records to teachers and parents.

- To assist teachers in report writing and in parent interviews.

- To assist in choosing award winners at the end of the year, e.g. citizenship.

- To include in student transfer files.

- To inform school data collection for OLO13.

A SIS positive behaviour record describes the student's commendable behaviour or achievement. A SIS negative behaviour record for a student includes information relating to the dates of each record, the misbehaviour category, the specific details of the incident, the name of the reporting teacher, and the action taken.

On of the greatest strengths of SIS recording is that individual student records are sent home to parents at the following stages:

- On receiving each Behaviour Commendation (SIS-generated letter), with specific details of the child's commendable behaviour. *Appendix D*

- On receiving each Behaviour Slip (SIS-generated letter), with request for acknowledgement. The Notice of Behaviour Incident *(Appendix E)* advises the parent with specific details of the child's infringement.

- On receiving five Behaviour Slips during a term (SIS-generated letter), requesting parent interview for purposes of Individual Behaviour Planning. The Parent Interview Request *(Appendix F)* advises parents that the child has received three slips and invites parents to discuss the child's behaviour and assist with the design of an Individual Behaviour Plan.