Behaviour Management in Schools Policy
Rationale
At Dalkeith Primary School, we believe that all school members show respect and exercise consideration towards each other following the School’s Code of Conduct. Every student has the right to learn and feel safe and every teacher has the right to feel safe in a cooperative school environment.

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

• Student wellbeing 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 by 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 implementation of policy are made according to the principles of procedural fairness.
• Teacher’s behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students.
• Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community.
• School staff will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping.

Code of Conduct
1. Behave in a safe, sensible manner
2. Respect the rights of others
3. Treat others as you would like to be treated
4. Respect all property and the school environment
5. Follow staff directions without question
## Rights and Responsibilities

**Students have the RIGHT to:**
- learn in a purposeful and supportive environment;
- learn and play in a safe, friendly and well maintained environment;
- be respected; and
- be treated fairly.

**Students have the RESPONSIBILITY to:**
- ensure that their behaviour is not disruptive to the learning of others;
- ensure that the school environment is safe and well maintained;
- ensure that they are punctual, polite, prepared and display a positive manner; and
- behave in a way that protects the safety and wellbeing of themselves and others.

**Staff have the RIGHT to:**
- be respected
- teach in a safe, well maintained environment;
- teach in a non-disruptive environment;
- seek co-operation and support from parents;
- be part of a team

**Staff have the RESPONSIBILITY to:**
- model respectful, courteous and honest behaviour;
- ensure that the school environment is safe and well maintained;
- establish positive relationships with colleagues and students;
- establish and maintain clear classroom management routines;
- ensure good organisation and planning;
- establish and maintain ongoing, open communication with parents; and
- adhere to Department of Education and Dalkeith Primary School policy.

**Parents have the RIGHT to:**
- be informed of policy and procedures, and decisions affecting their child’s wellbeing;
- be informed of their child’s progress;
- access a quality education program for their child;
- be involved in decision making processes.

**Parents have the RESPONSIBILITY to:**
- ensure that their child is punctual to school;
- ensure that the their child achieves an attendance rate of 90% or more;
- ensure their child is in good health;
- ensure that their child is provided with appropriate materials to make effective use of the learning environment;
- support the school in providing a meaningful education for their children;
- establish and maintain open communication with teachers and administrators;
Classroom Plan for Inappropriate Behaviour

Teachers will establish an inclusive, safe and stimulating learning environment in which rights and responsibilities, and behaviour expectations and consequences will be developed.

Classroom Agreements to include but not be restricted to; mutual respect, attentive listening, no put downs, strive for your personal best and work in a safe and secure environment. The following is a guide to a consequential type classroom plan.

**Step 1**
- Teachers will establish a positive classroom environment.

**Step 2**
- The teacher and students negotiate a set of class agreements to ensure behaviour expectations and boundaries are fully understood and consistently applied.

**Step 3**
- The teacher and students negotiate consequences for breaches of classroom agreements.
- Consequences are to follow a step-by-step format and be referred to regularly.
- Consequences will work on a one day cycle.
- Transgressions and consequences are tracked and recorded using SIS managing behaviour software.
- For repetitive breaches, administration and parents are to be informed.
- For identified students at risk, refer to their individual risk management plans. (Located in filing cabinet in principal’s office.)

**Step 4**
- Forward a copy of the classroom plan to the principal for endorsement.
- Display a copy of the classroom plan
- Include a copy of the classroom plan in the parent information booklet.

<table>
<thead>
<tr>
<th>Classroom Behaviour Management Plan</th>
<th>Consequences</th>
<th>Action</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>First transgression</td>
<td>Verbal warning</td>
<td></td>
<td>Class teacher</td>
</tr>
<tr>
<td>Second transgression</td>
<td>Name on board</td>
<td></td>
<td>Class teacher</td>
</tr>
<tr>
<td>Third transgression</td>
<td>Isolation in the classroom</td>
<td>Complete think sheet Record on SIS</td>
<td>Class teacher</td>
</tr>
<tr>
<td>Fourth Transgression</td>
<td>Recess and/or lunch detention with school administrator</td>
<td>Complete think sheet Record on SIS Inform parents</td>
<td>Class teacher Administrator</td>
</tr>
<tr>
<td>‘Fast Track’ Red Card (serious breaches)</td>
<td>To be determined by administrator and may include; Detention Withdrawal In-school Suspension Suspension</td>
<td>Interview student Investigate transgression Complete think sheet Record on SIS Parent case conference Consult existing risk management plans Develop IBP (if required)</td>
<td>Class teacher Administrator Parents School Psychologist (if required)</td>
</tr>
</tbody>
</table>
Playground Plan for Inappropriate Behaviour

Students are encouraged to play cooperatively, showing care and respect for others and the environment.

Playground Agreements
- I will not leave the school grounds without permission
- I will arrive at school between 8:30 and 8:40 am, except for a purpose which has been approved by the principal
- I will enter a classroom only if a teacher is present in the room
- I will walk on the verandah
- I will walk my bike, scooter, skateboard or rip stick in the school grounds
- I will not deliberately disrupt other people’s games
- I will not play on any equipment before school
- I will only play on playground equipment after school under the supervision of my parent/guardian
- I will borrow sports equipment only at lunchtime, following the correct borrowing procedure
- I will wear a recommended sun-safe hat whenever I am outdoors

Inappropriate Behaviour Codes for either classroom or playground.

<table>
<thead>
<tr>
<th>Level One</th>
<th>1A</th>
<th>Running on verandah, climbing on railings, silly behaviour</th>
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</thead>
<tbody>
<tr>
<td>Level Two</td>
<td>2A</td>
<td>Being rude or disrespectful</td>
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<td></td>
<td>2B</td>
<td>Did not follow teacher instructions</td>
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<td></td>
<td>2C</td>
<td>Speaking in a discourteous tone</td>
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<td></td>
<td>2D</td>
<td>Playing in toilet block</td>
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<td></td>
<td>2E</td>
<td>In an out of bounds area (front of school, behind room 10 &amp; 11, behind art/music centre)</td>
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<td>2F</td>
<td>In school building without permission</td>
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<td></td>
<td>2G</td>
<td>Threw a projectile</td>
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<td></td>
<td>2H</td>
<td>Involved in rough play</td>
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<tr>
<td></td>
<td>2I</td>
<td>Involved in a fight</td>
</tr>
<tr>
<td></td>
<td>2J</td>
<td>Used bad language</td>
</tr>
</tbody>
</table>

| Level Three | 3A | Refused to follow teacher instructions                |
|             | 3B | Used obscene language                                 |
|             | 3C | Rough play, deliberately causing injury               |
|             | 3D | Stealing                                              |
|             | 3E | Bullying – repetitive behaviours                      |
|             |     | Verbal: name calling, using put downs, racist or sexist comments, insulting, intimidation etc |
|             |     | Psychological: threats and implied threats, emotional blackmail, manipulation, unwanted messages, threats to an individuals reputation and/or safety etc |
|             |     | Relational: ostracising by excluding or rejecting an individual or group, spreading rumours and untruths, threatening to share personal information |
|             |     | Physical: hitting, pinching, scratching, punching, pushing, |

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If the behaviour continues over a period of time:
1. Administrator and parents meet to determine an Individual Behaviour Management Plan for return to classroom and playground.
2. Implement/Revise I.B.P
3. A case conference with the School Psychologist may follow if required.

<table>
<thead>
<tr>
<th>Level Four</th>
<th>4A</th>
<th>4B</th>
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<tbody>
<tr>
<td>The Principal will follow the required procedures for in-school or out of school suspension. Principal or nominated representative will conduct a re-entry interview and agreement. (See appendix 6)</td>
<td>Repeated level 3 incidents</td>
<td>Extreme level 3 incidents</td>
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**Incidents Occurring Outside of School Hours**
Any inappropriate behaviour by students from Dalkeith Primary School that takes place out of school hours and/or away from the school grounds will be referred to parents and/or police for their information and subsequent action. If the behaviour impacts on the school, action may also be taken at the school level.

**Resources available (for students, staff and parents)**
- Students are encouraged to seek the support of an adult
- Classroom teachers and/or members of the administration team are available on request to meet with parents
- Students, staff and parents have access to the school’s psychologist through the administration and Learning Support Coordinator
- Teachers and Administrators can develop an Individual Behaviour Plan (IBP) for students

<p>| tackling, tripping, ganging up, unwanted touching and damage to personal property. |</p>
<table>
<thead>
<tr>
<th>DATE</th>
<th>NAME</th>
<th>BEHAVIOUR</th>
<th>WARNING 3 / Think Sheet</th>
<th>BUDDY ROOM / ISOLATION</th>
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<tbody>
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APPENDIX 1
DALKEITH PRIMARY SCHOOL

PARENT LETTER:

Dear………………………..,

This note is to inform you that ______________________________ has been disruptive in class today.

As a result, 'Time Out' was given in line with our class agreement.

This note is for information purposes and I have dealt with the matter at school.

Please sign the attached slip and return to school.

Yours sincerely,

__________________________________________  ________________
Class Teacher                          Date

Parent / Interview required    Yes / No

__________________________________________________________________

__________________________________________  ________________
Parent’s signature                                    Date

APPENDIX 2
DALKEITH PRIMARY SCHOOL

REFERRAL TO OFFICE:

BMIS Referral Date ______________________

Child’s name: __________________________

Room Number: __________________________

Referring Teacher: __________________________

Time: __________________________

Reason for Referral:_______________________________________________________
___________________________________________________ ____________________
___________________________________________________ ____________________
___________________________________________________ ____________________
___________________________________________________ ____________________

Suggested Consequence:_____________________________ ______________________
___________________________________________________ ____________________
___________________________________________________ ____________________
___________________________________________________ ____________________

Teacher’s Signature: ______________________________ __

APPENDIX 3
TIME OUT THINK SHEET

NAME: ____________________________ DATE: ____________________________

TEACHER: ____________________________

WHAT WAS I DOING?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

WHO WAS AFFECTED BY MY ACTIONS?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

WHAT CAN I DO DIFFERENTLY IN THE FUTURE?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Signature ____________________________ Teacher Signature ____________________________
CLASSROOM TRACKING SHEET FOR INAPPROPRIATE BEHAVIOUR

<table>
<thead>
<tr>
<th>TERM</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>WEEK</th>
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<th>7</th>
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<tbody>
<tr>
<td>NAME</td>
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<td>DESCRIPTION OF INCIDENT</td>
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<td>CONSEQUENCES</td>
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<td>SIGNATURE</td>
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APPENDIX 6

Re-entry Case conference guideline:

WITH THE STUDENT:

1. Allow opportunity for personal reflection
2. What is the impact of your actions? For the child and the child’s family.
3. What should you have done?
4. What will you do next in the future?
5. How will you fix this situation?
6. What is your overall attitude/feeling towards school? (Rate on a scale of 1 – 10)

SCHOOL PSYCHOLOGIST:

1. Consult other professionals dealing with the individual
2. Suggest a case conference.

(What to do should this student re-offends in the same week?)
BMIS Referral Slip: This must be accompanied with a think sheet. These are to be used by the teacher on duty for playground incidents and handed to the child before they sit ‘under the clock.’ They need to be signed by the referring teacher and admin before they are dismissed from the verandah. These then get stapled into the child’s diary so the parent is notified.