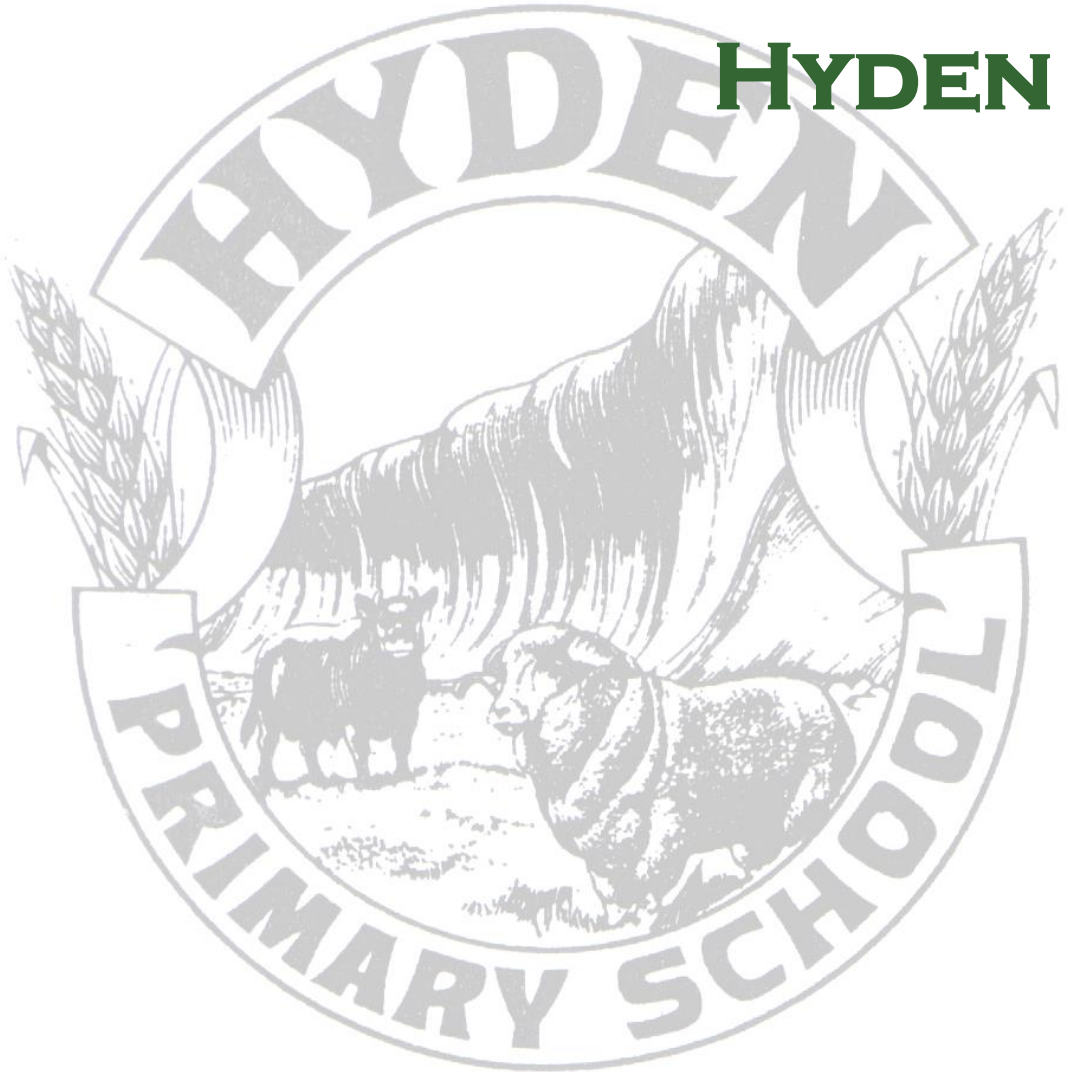


HYDEN PRIMARY SCHOOL

BMIS PLAN



accepted by Hyden PS School Board February 2019

School Board Chairperson: _____ Principal: _____
Sandie Couper Aleks Mutavdzic

Hyden Primary School

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Behaviour Management Policy and Procedures

RATIONALE:

Vision: At Hyden Primary School, we are all committed to making a safe environment by developing positive relationships between students, parents and staff based on care, mutual respect and open communication. Achieving this environment will maximise quality teaching and learning.

The following actions underpin Hyden Primary School's approach to behaviour development and management.

- 1. Consistency.** All staff need to follow the policy and implement it as it is written. When staff choose to vary the procedures, the children notice staff inconsistency and issues of fairness and equity are justifiably raised. This inevitably leads to a weakening of the policy and its eventual breakdown.
- 2. Process.** The children are given a framework within which they can work and this means that as the policy is implemented, the children can see a logical progression and a relationship between their behaviour and the consequences.
- 3. Guidance.** It is unfair to punish a child for infringing the rules without offering a means for the child to address the situation and assimilate strategies that will help them overcome similar situations in the future. Guidance must be offered at the point of error or conflict.
- 4. Responsibility.** Children are responsible for their behaviour and need to accept this. If they achieve high standards, this should be acknowledged via Assembly Merit Certificates, Factions Points and Value Vouchers and if they misbehave, they should accept the consequences of that misbehaviour.
- 5. Communication.** True education involves a partnership between school and home. It is vital that the children's behaviour, both good and bad, be reported to parents/guardians, in a timely manner.
- 6. Relationships.** It is recognised that positive working relationships between the students and staff is essential for mutual respect in the school community.

It is accepted that all staff will have various strategies for affirming positive behaviour and these should be applied with the same fairness and in the same consequential manner as the measures taken for negative behaviour.

AIM: Hyden Primary School aims to:

- Provide a physically and emotionally safe and happy learning environment so that students are able to reach their full potential.
- Ensure rules are applied consistently, fairly, and reviewed regularly.
- Provide early intervention strategies for students and use restorative practices to manage behaviour.
- Encourage students to accept responsibility for their own behaviour-choose the behaviour- accept the negative consequence or positive reward.
- Give all members of the community a shared vision of what constitutes positive behaviour.
- Provide a clear procedure to deal with unacceptable behaviour.
- Maintain a commitment to the school ethos/vision of a safe environment by developing authentic relationships between students, parents and staff based on care, mutual respect and open communication.

WHOLE SCHOOL APPROACH

At Hyden Primary School we will be aiming to develop students' interpersonal skills through staff working collaboratively and fostering a positive values culture incorporating our ROCK values. This will be based on Good Standing, supported by restorative practice resources. Staff at Hyden PS emphasise the importance placed on early intervention and in the use of restorative practices to provide strategies for behaviour management. Values Education is vital for establishing and maintaining positive working relationships.

Through the implementation of the school's Values program students' skills of respect, optimism, courage and knowledge will be enhanced. Activities will be conducted in each class, across the school, and celebrated through strategic planning in the schools ongoing focus on **positive behaviours**.

Parents will be informed of positive approaches to behaviour development and management of students at the classroom level as well as through communication vehicles such as the school assemblies, newsletters, diaries and other communication processes.

The Early Childhood Centre implements a behaviour management system which differs from that applied in the main school. This resembles a 'traffic-light system' and is still based on the same rationale and approach used at the main school.

All staff will:

- Be positive role models for students.
- Adopt positive classroom management strategies and incorporate these in the curriculum.
- Respond to incidences of negative behaviours using restorative practice and consequence procedures.
- Be visibly present during recess and lunchtimes when they are on duty, as a deterrent to possible incidents of negative behaviour in the playground.
- Communicate parent/student concerns appropriately to other staff members.

ROLES AND RESPONSIBILITIES

PRINCIPAL

- Provide a link between parents and class teachers.
- Support teachers with student behaviour management.
- Discuss strategies for students in the management of bullying scenarios and praise students for taking a stand against it.
- Acknowledge, and where appropriate, reward positive behaviour, including promoting the whole school positive incentive scheme.
- Document student misbehaviour and provide correctional strategies.
- Facilitate teacher/parent/child conferencing.
- Initiate staff PD as required.
- Carry out playground duty diligently.
- Maintain behaviour records on Integris.
- Ensure staff are aware of children with Special Needs at all times.
- Be culturally sensitive at all times.
- Assist in developing Individual Behaviour Management Plans.
- Follow Individual Behaviour Management Plans.

TEACHERS

- Make students aware of the school's Behaviour Matrix.
- Devise a set of class rules (consistent with school policy) which support the values embedded in the Western Australian Curriculum and our Behaviour Management Plan.
- Acknowledge, and where appropriate, reward positive behaviour, including promoting the whole school 'Faction Points and 'Value Vouchers' positive incentive scheme.
- Keep principal informed of relevant parent discussions.
- Record any infringements using the Behaviour Module of Integris.
- Be at class on time to minimise opportunities for student misbehaviour.
- Apply the school's behaviour management procedures consistently.
- Carry out playground duty diligently. Inform classroom teacher regarding children behaving inappropriately in the playground.
- Be vigilant about all forms of negative behaviours in the playground and classroom.
- Be culturally sensitive at all times.
- Ensure that rules should be enforced consistently and be clearly understood by all children.
- Follow Individual Behaviour Management Plans.

EDUCATION ASSISTANTS

- Duty of care is to be maintained under the direction from a teacher.
- Apply the school's behaviour management procedures consistently by informing the teacher of misbehaviour.
- Carry out playground duty diligently. Inform classroom teacher regarding children behaving inappropriately in the playground.
- Be vigilant about all forms of negative behaviours in the playground and classroom.
- Be culturally sensitive at all times.
- Ensure that rules should be enforced consistently and be clearly understood by all children.
- Follow Individual Behaviour Management Plans.

GOOD STANDING

WHAT IS GOOD STANDING?

If a student has good standing, then they can **participate in all Good Kids activities offered** by the school. Good Kids activities will occur twice a term (Week 5 - Wednesday and Last day of term).

LOSS OF GOOD STANDING

LOSS OF GOOD STANDING means that a student will **not be able to participate in Good Kids activities** during the time they lose their good standing.

LOSS OF GOOD STANDING occurs when a student has received one red consequence and/or 3 orange consequences.

Once a student has completed their **LOSS OF GOOD STANDING** consequence they are automatically returned to **GOOD STANDING**.

A student who has **LOSS OF GOOD STANDING** and receives a further red infringement will receive in-school suspension, at the discretion of the principal.

HYDEN WE ROCK MATRIX

	RESPECT for •yourself •others •environment •property	OPTIMISM Dream it, Achieve it	COURAGE Be Brave	KNOWLEDGE Strive for Excellence
Always	Wear school uniform with pride Use good manners Be honest Listen carefully Respect others' personal space Show care towards others Speak kindly to everyone Act in a safe way Accept other's opinion and differences	Accept mistakes as a learning tool Encourage and support others to do their best Celebrate success Believe in yourself Speak in a positive tone	Be willing to voice your own opinion Accept other's opinion and differences Do what is right Try new things Ask for help when you need it Make amends when you do something wrong Support your friends to follow the school values	Listen Problem Solve: Stop, Think, Act Give your best to whatever you do Participate and contribute productively Demonstrate curiosity
Classroom	Be respectful of others' property Be on time Be responsible for your belongings Follow instructions from adults	Set goals Try your best in all learning Demonstrate a CAN DO attitude	Persevere with new and challenging tasks Have a go at new learning	Seeks answers for your questions Set and strive to fulfil realistic goals Be accountable (be organised to learn) Share your knowledge at the right time Attend every day Complete homework tasks Stay on task Find new or alternative solutions Be proud of your work
Outside	Include others in games Play fairly Keep your bags zipped Be respectful of all property	Surround yourself with people who help you make good decisions	Be willing to stand up for what is right Follow game rules	Learn game rules
Community	Greet guests Represent the school with pride		Speak with confidence in public Greet guests with school pride	Learn from others Be ready to share your knowledge with others

BEHAVIOUR

POSITIVE BEHAVIOURS

Children who demonstrate 'POSITIVE' behaviours will be rewarded with a faction point. When an individual child reaches a total of 10 faction points this will be recorded on an Excel Spreadsheet. Once a child has received ... points they will be rewarded....

50 - Certificate at assembly

100- Icy pole

150 -Certificate and photo on board at Hyden Trading Company

200 - Book awarded at assembly

300 - Principal's Morning/Afternoon tea

400 - 400 Club Badge

All faction points will be accumulated and counted.

CLASSROOM BEHAVIOUR MANAGEMENT SYSTEM

Positives	Consequences
Faction points Values Vouchers Certificates Visit to principal/other teacher Stickers/Stamps Verbal praise Group points Class Dojo points	Verbal warning Name on board Cross next to name = Timeout in the classroom (5-15minutes) Second cross next to name = Buddy class, with work and reflection sheet (up to 30 minutes). K/PP students = Time out for 10 minutes. Third cross next to name = Visit to the principal and phone call home <u>Note.</u> If Second cross occurs after 2:30pm, Buddy is to occur at 9am the next morning/day the child is at school.

Before consequences are given follow the 1,2,3 rule.

PLAYGROUND BEHAVIOUR MANAGEMENT SYSTEM

Positives	Consequences
Faction points Verbal praise	<u>Level 0</u> - Restorative reflection with teacher/EA. <u>Level 1</u> - Follow teacher/EA on duty 5 minutes. <u>Level 2</u> - Follow teacher/EA on duty 10 minutes. <u>Level 3</u> - Isolation of eating recess/lunch and spending rest of time with duty teacher (total 20 min). <u>Level 4</u> - Student to be sent to the principal/teacher-in-charge. A phone call to the parent will be made and the student will complete a reflection sheet. Isolation will occur in the office and duration will be at the discretion of the principal. <u>Note.</u> If a child chooses to continually repeat a particular behaviour they will progress from Level 1 to Level 2 and so on.

Outside Behaviours

Level 0 – Restorative reflection	What are you doing? Who is being affected? Are you making good choices? What are you going to do now?
Level 1	Follow duty teacher for 5 min.
Level 2	Follow duty teacher for 10 min.
Level 3	Isolation of eating recess/lunch and follow duty teacher (20 min).
Level 4	Visit to principal.

Outside Behaviours

Level	Behaviours
0	<ul style="list-style-type: none"> • Use of inappropriate voice to others. • Littering • Running on veranda • Being in areas not delegated for play (e.g. toilets) • Not getting to class on time.
1	<ul style="list-style-type: none"> • Playing unfairly
2	<ul style="list-style-type: none"> • Excluding others • Answering back/refusing to follow teacher instruction.
3	<ul style="list-style-type: none"> • Physical aggression • Vandalism of school property
4	<ul style="list-style-type: none"> • Bullying

Outside Behaviours

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2	<ul style="list-style-type: none"> • Excluding others • Answering back/refusing to follow teacher instruction.
3	<ul style="list-style-type: none"> • Physical aggression • Vandalism of school property
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HYDEN PRIMARY SCHOOL

CLASSROOM AUTOMATIC SEND-OUTS

A student may be sent to the principal without warning for the following behaviours. They will remain out of the classroom in isolation for a period of time, as deemed necessary by the Principal. The student will also have the behaviour checked off as a RED INFRINGEMENT on their behaviour record.

PHYSICAL ABUSE

- Intentional punching, kicking, tripping, biting, hitting or pushing another student.
- Punching, kicking, tripping, biting, hitting or pushing a teacher.

VERBAL ABUSE

- Swearing at a student OR teacher.
- Verbal bullying of other students

MISUSE OF COMPUTERS OR OTHER TECHNOLOGY (Please refer to Learning Technologies Policy for further information)

- Accessing or attempting to access inappropriate material (material other than what has been instructed) via the internet - this includes social network sites.
- Breaching school Mobile Phone Policy.

OTHER

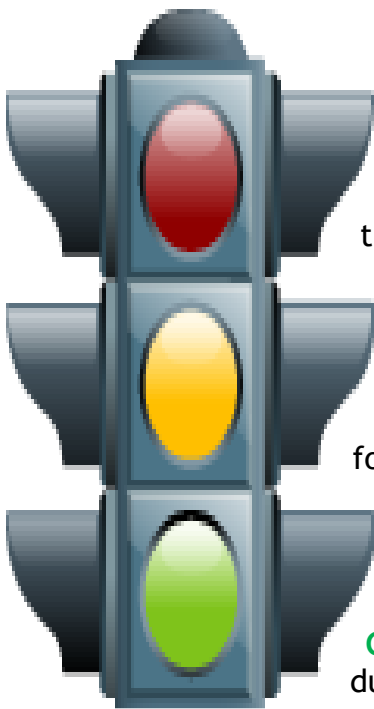
- Intentional use of inappropriate hand gestures.

EARLY CHILDHOOD CENTRE TRAFFIC LIGHT SYSTEM

Students in the early years of schooling (K-PP) are developing social, emotional and behavioural skills necessary for positive engagement at school, which are conducive to learning, and for interaction in society in general. The 'traffic light' system is designed to support students learning these skills. Hyden Primary School Early Childhood Centre will implement a 'traffic light' system to manage and modify student behaviour.

Traffic Light (to be read bottom up)

Black - repeated misbehaviour or serious infringement e.g. intentional physical abuse, will result in the child's name being recorded on black. Admin will be called to collect the student and the student will complete time in the school office or be sent to a buddy class for a required amount of time.



Red - a second warning is given resulting in a consequence. The consequence is time out in the classroom for 10 minutes. This is recorded by the teacher on a record sheet (attached) which is retained by the school and communicated with parents through student diaries/communication books.

Orange - one warning for misbehaviour has been given resulting in a consequence. The consequence is time out in the classroom for 5 minutes.

Green - all children begin the day on 'green' and remain on green during the day as recognition of good behaviour.

Students' names will all begin the school day on 'green'. If they are warned and moved to orange, their name will remain on orange for the entire school day, unless further misbehaviours occur.



Pre-Primary Red Time Out REFLECTION SHEET




Name: _____ Room _____ Date: _____




Dear Parent/Caregiver

Today your child received Time Out for a series of behaviours that interrupted the learning of others. Below are the details of what happened during class time.

What happened? (Class teacher to complete.)

Verbal:
Orange (Time out for 5 minutes):
Red (Time out for 10 minutes):

How am I feeling?			
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How do I think others are feeling?			
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Draw or write what you will do next time?

Teacher's comment:

Teacher signature: _____ Date: _____

✂-----

Dear Parents,

The use of the Time Out Reflection Sheet is part of the school's behaviour management plan and requires children to reflect and think about ways of changing their inappropriate behaviour. It is an effective way to encourage children to become responsible for their own actions and see how their behaviour may impact on others. It would be helpful if you discussed this with your child. It should be noted that receiving a combined total of three REDS (classroom/playground) and/or 1 BLACK infringement between Weeks 1-5 and Weeks 6-10 will result in the loss of 'good standing' and therefore the loss of privilege of participating in the Good Kids Behaviour Reward. Should you wish to discuss this issue with the teacher, please arrange an appointment.

Please return this acknowledgement slip to your child's class teacher tomorrow. Thankyou.

Parent/Caregiver Signature: _____ Date: _____



Years 1-2 Buddy Time Out REFLECTION SHEET




Name: _____ Room _____ Date: _____

Dear Parent/Caregiver

Today your child received Buddy Time Out for a series of behaviours that interrupted the learning of others. Below are the details of what happened during class time.

What happened? (Class teacher to complete.)

Verbal:
Name on board as a reminder:
First X on board as a second reminder (Time out in class):
Second X (ORANGE - Buddy):

How am I feeling?   

How do I think others are feeling?   

Draw or write what you will do next time?

Teacher's comment:

Teacher signature: _____ Date: _____

✂-----

Dear Parents,

The use of the Buddy Time Out Reflection Sheet is part of the school's behaviour management plan and requires children to reflect and think about ways of changing their inappropriate behaviour. It is an effective way to encourage children to become responsible for their own actions and see how their behaviour may impact on others. It would be helpful if you discussed this with your child. It should be noted that receiving a combined total of three ORANGES (classroom/playground) and/or 1 RED infringement between Weeks 1-5 and Weeks 6-10 will result in the loss of 'good standing' and therefore the loss of privilege of participating in the Good Kids Behaviour Reward. Should you wish to discuss this issue with the teacher, please arrange an appointment.

Please return this acknowledgement slip to your child's class teacher tomorrow. Thankyou.

Parent/Caregiver Signature: _____ Date: _____



Years 3-6 Buddy Time Out REFLECTION SHEET

Name: _____

Room _____

Date: _____

Today your child received Buddy Time Out for a series of behaviours that interrupted the learning of others. Below are the details of what happened during class time.

What happened? (Class teacher to complete.)

Verbal:
Name on board as a reminder:
First X on board as a second reminder (Time out in class):
Second X (ORANGE - Buddy):

➤ My behaviour affected _____ because it

➤ Next time I will use my values of _____ and _____ and show them by _____

➤ I will make amends to the people I affected by _____

Teacher's comment:

Teacher signature: _____

Date: _____

✂-----

Dear Parents,

The use of the Buddy Time Out Reflection Sheet is part of the school's behaviour management plan and requires children to reflect and think about ways of changing their inappropriate behaviour. It is an effective way to encourage children to become responsible for their own actions and see how their behaviour may impact on others. It would be helpful if you discussed this with your child. It should be noted that receiving a combined total of three ORANGES (classroom/playground) and/or 1 RED infringement between Weeks 1-5 and Weeks 6-10 will result in the loss of 'good standing' and therefore the loss of privilege of participating in the Good Kids Behaviour Reward. Should you wish to discuss this issue with the teacher, please arrange an appointment.

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Please return this acknowledgement slip to your child's class teacher tomorrow. Thankyou.

Parent/Caregiver Signature: _____

Date: _____

