



PINGELLY PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Overview

Pingelly Primary School is committed to developing positive behaviour and self-management skills in our students. Students, parents and teachers need to have a clear understanding of expected behaviour at school and in the wider community.

BELIEFS

- *Consistently high quality positive relationships are the key to effective student management;*
- *Students accept responsibility for their own behaviours;*
- *Consequences reflect actions; and*
- *Discipline is a shared responsibility between parents and school.*

GUIDELINES

Pingelly Primary School teaches students to manage their own behaviour through the Challenges and Choice program and the 5 principles of 'You Can Do It':

- *Persistence;*
- *Getting along;*
- *Confidence;*
- *Organization; and*
- *Resilience.*

RESPONSIBILITIES OF ADMINISTRATION

- to support teachers with behaviour management;
- to ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school;
- to facilitate parent/teacher/child conferencing;
- to design IBP to assist individual children with behavioural problems; and
- to provide relief teachers with guidelines pertaining to behaviour management procedures.
- ****to ensure a BMIS committee is established to monitor the School Behaviour Management Plan to provide a link between parents and staff.**

Rights Responsibilities and the Code of Behaviour

	Rights	Responsibilities	Code of Behaviour
	<i>At Pingelly Primary School everyone has some of the same rights and some groups have specific rights.</i>	<i>At Pingelly Primary School everyone has responsibilities to others and to take care of the school, equipment and the environment.</i>	<i>Broad, code rules arise directly from peoples' rights and responsibilities. They form the basis of more specific classroom and playground rules developed by consensus in each school context.</i>
Everyone	<ul style="list-style-type: none"> has a right to feel secure emotionally and physically has a right to have their personal space and property respected has a right to work in a clean environment has a right to have the necessary equipment needed to carry out duties 	<ul style="list-style-type: none"> to respect and care for other students, staff and school property to cause no harm to others and to respect and support them to ensure that there is no disruption to another persons teaching/learning environment 	<p>We treat people with care, respect and honesty when we speak to them, meet them, listen to them or pass them by.</p> <p><i>We don't bump, push, ignore, lie or answer back. No racism, no sexism, no put-downs and no hurting other peoples' feelings.</i></p>
Students	<ul style="list-style-type: none"> to be treated with courtesy and respect to work in a clean, safe environment to learn without disruption to achieve their potential to have their property respected to be proud of their achievements 	<ul style="list-style-type: none"> to follow instructions to treat others with courtesy and respect to contribute to a clean safe environment to ensure there is no disruption to the learning environment to respect the property of others to participate fully in their educational program to ensure their actions do not discredit the school to be organised and equipped for the school day. Eg pens, pencils, rulers, library bags etc. 	<ul style="list-style-type: none"> to follow the instructions of staff to dress in accordance with the school guidelines to follow school rules and procedures to be punctual and prepared for class to respect others and their property to behave in a manner that does not disrupt the learning of others to behave in a manner that ensures a caring, safe environment
Staff	<ul style="list-style-type: none"> to be treated with courtesy and respect to work in a clean environment to teach without disruption to be supported by the whole school community to be treated professionally 	<ul style="list-style-type: none"> to treat others with courtesy and respect to ensure the school environment is safe to ensure good organisation and planning to provide relevant and challenging educational programs to support the school's vision, policies and procedures to inform parents/caregivers of their child's progress documented behaviour plans for identified students to have well-defines strategies for classroom management and procedures 	Refer 'Code of Conduct for Staff'
Parents	<ul style="list-style-type: none"> to be treated with courtesy and respect to be informed of their child's progress to expect their child to participate fully in their educational program to have a forum to voice their opinion on school related matters 	<ul style="list-style-type: none"> to treat others with courtesy and respect to ensure their child attends school to ensure their child arrives and departs school at appropriate times to ensure their child has appropriate materials for learning to monitor their child's progress to be supportive of the school to ensure that their child has their physical needs met. E.g. lunches, adequate sleep, appropriate school clothing 	<ul style="list-style-type: none"> to respect staff and treat them with courtesy to adhere to school procedures. E.g. make appointments, attend parent meetings when requested, sign in at the front office when visiting the school

Consequences In and Out of Class

Classroom Management Strategies and Procedures

Classroom Management Strategies and Procedures

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|-----------------------------|-------------------------|------------------------|----------------------------|
| • Clear rules | • Smiling | • Individual praise | • Model positive behaviour |
| • Organised classroom | • Merit certificate | • Stickers | • Establish relationships |
| • Planning | • Greeting | • Raffle tickets | • Noise meter |
| • Clear procedures | • Encouragement | • Positive interaction | • Marbles in a jar |
| • Set routine | • Group praise | • Set goals | • Incentive charts |
| • Cater for mixed abilities | • Points system | • Class meetings | • Visual behaviour monitor |
| • Clear instructions | • Teacher mentor system | • Reward charts | • Magic 1,2,3 |
| • Lessons organised | • Enlist parent help | • Lucky dips | |

In-class Management

Offences such as rough games, littering, damaging gardens, inappropriate behaviour in toilets, speaking inappropriately to other children, inappropriate actions in classrooms, pushing in line, not showing respect to staff, other students and property.

IN CLASS MANAGEMENT

- | | | |
|-------------------------------|--------------------------------------|-------------------------------|
| • Warning | • Change seating | • Ring parent |
| • Classroom setting | • In-class time out | • Parent attend class |
| • Positive correction | • Behaviour contract | • Noise meter |
| • Mediation (peer or teacher) | • Time out dot (playground offences) | • bench (playground offences) |
| • Problem solving | • Self-control checklist | |

Out-of-class support

Include offences such as disturbing other students, interrupting teachers, failing to follow teacher instructions, deliberately not completing class work, rough play or swearing, leaving school grounds without permission, throwing sand, sticks, rocks, destroying property.

OUT OF CLASS SUPPORT

- | | | |
|-----------------------|--------------------------|-----------------------|
| • In-class time out | • Buddy class | • Admin conference |
| • IBP (behaviour) | • Parent conference | • School Psychologist |
| • Time out with Admin | • Self-control checklist | • Chaplain |

Buddy Class will be allocated depending on individual student i.e. consideration of a siblings class, upper or lower class level). Send a note to the teacher re how long to keep the student.

Administration Managed

Offences such as persistently disobeying teachers, insolent behaviour, significant disruption of lessons, vandalism, violence, fighting, throwing dangerous objects, unauthorised drug use, stealing, interfering with another persons property, using abusive language or gestures towards others, leaving school without permission, stealing, crude remarks, racist remarks, teasing, spitting.

ADMINISTRATION managed

- | |
|---|
| • Modified breaks (Removal from playground) |
| • Suspension |
| • In-school suspension |
| • Miss out on excursions, camps, etc |
| • Exclusion |

SELF CONTROL CHECKLIST (Reflective Language)

The teacher must talk in a way that allows students to reflect - not react, and should behave in a way that allows students to accept - not defend. Teachers are to use language prompts and language that encourages self-control and must take the time to use language prompts to redirect behaviour both in front of the class and individually.

This language is firmly embedded throughout our school. When dealing with children, it is important to maintain your composure and speak in a calm manner whilst utilising these phrases. Always give time for the child to respond.

Every teacher uses a common language approach as outlined below (reflective poster):

- **Right or wrong thing to do?**
- **Strong decision or weak decision?**
- **Feelings or thinking in charge?**
- **Being your own boss or asking me to be the boss?**
- **Are you running away from the problem or dealing with it?**
- **Am I trying to hurt you or help you?**

“Was that the right thing or wrong thing to do?”

This gives the child a chance to work out why they are being “disciplined” and provides you with a discussion starting point.

“Did you make a weak decision or strong decision?”

“Weak decision” is when a child decides to do the wrong thing. “Strong decision” is when a child makes sensible ‘right’ decisions.

“Is your thinking or are your feelings in charge?”

This is used to diffuse emotional reactions from students when getting them to reflect on their behaviour.

“Are you going to be your own boss or do you need me to be the boss of you?”

This is empowering students to make decisions about their actions and even choosing their own consequences. If they are still not complying, you become the ‘boss’, take over the situation and choose the consequence for them.

“Are you running away from the problem or dealing with it?”

This is when a situation is created that the child needs to ‘fix’ and they are refusing to deal with it.

“Am I trying to hurt you or help you?”

This is to get the student to realise that the aim of the questioning is to ultimately improve their behaviour. This makes the teacher an ally, not an enemy.

SELF CONTROL CHECKLIST

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Dear Parent/Guardian,

This letter is to inform you that _____ has been working well in my class. I am very please with the effort displayed in the areas indicated below.

Rather than wait for a report I believe it is important you are aware of your child's achievements and have the opportunity to add your own praise and encouragement.

<input type="checkbox"/>	Gets down to work quickly each lesson.	<input type="checkbox"/>	Makes an effort to keep up with work.
<input type="checkbox"/>	Excellent participation in class.	<input type="checkbox"/>	Willingly volunteers assistance.
<input type="checkbox"/>	Takes pride in doing good quality work.	<input type="checkbox"/>	Tries very hard at all times.
<input type="checkbox"/>	Has received an excellent result for a recent assessment.	<input type="checkbox"/>	Consistently produces work of a high standard.
<input type="checkbox"/>	Consistently has a good attitude to school.	<input type="checkbox"/>	Accepts feedback or redirection respectfully.
<input type="checkbox"/>	Follows instructions carefully.	<input type="checkbox"/>	Sets a good example to classmates.

Teacher's Feedback -

Teacher's signature - _____

Date - _____

Parent Feedback -

Parent signature - _____

Date - _____