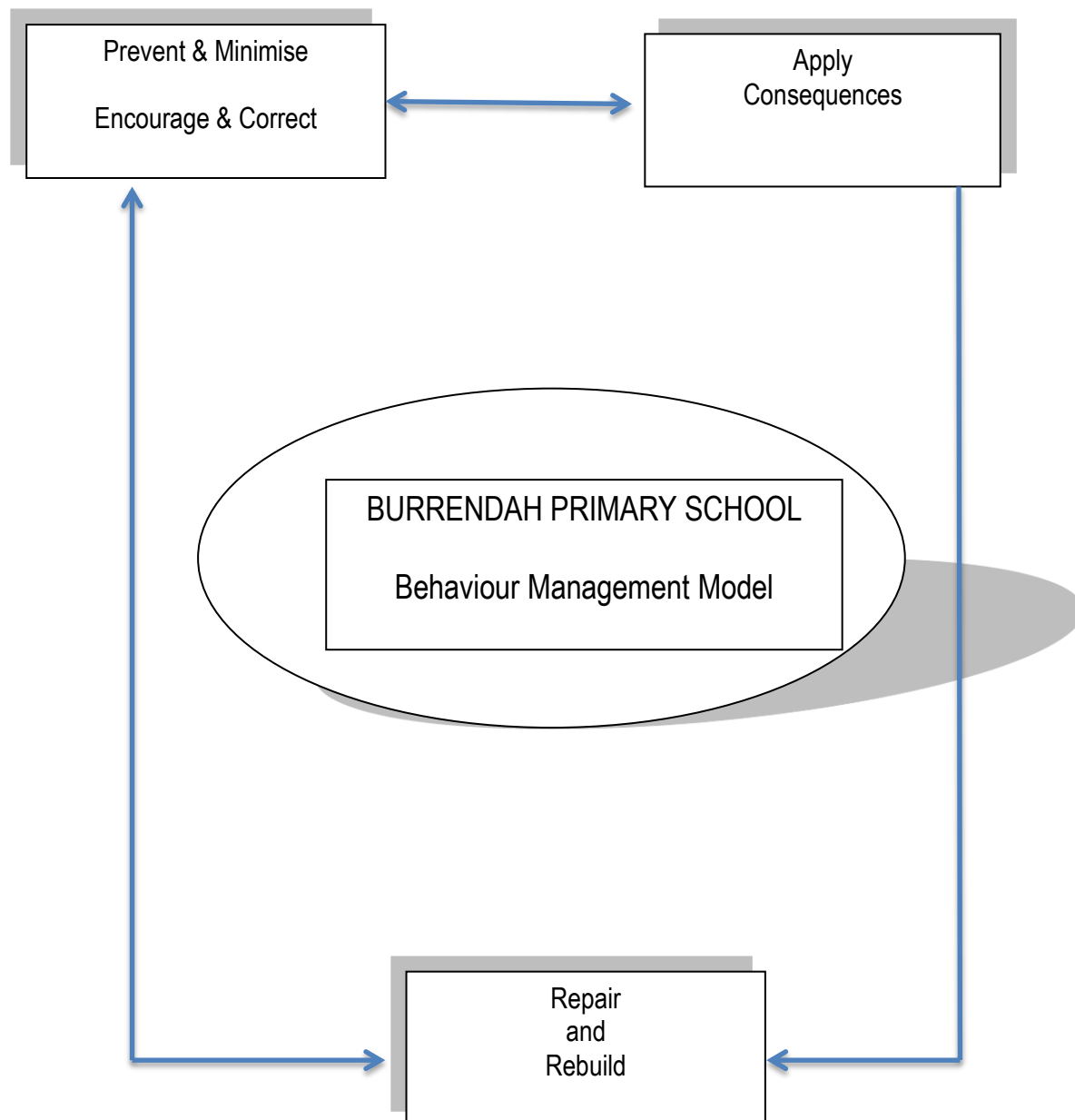


# Behaviour Management Plan



## OVERVIEW OF BEHAVIOUR MANAGEMENT PLAN

At Burrendah Primary School we focus on the learning of skills that will contribute to the development of students who are **responsible**, and who **take a positive** role in our school community. **Respect for self, respect for others** and **respect for the environment** are the principles that guide our approach. The outcome that we strive to achieve is a **safe and inclusive** learning environment for all members of the school community.

We value the **cultural diversity** in our school community and see this as a rich source of opportunity to explore the differences and similarities this presents.

We aim to provide a supportive environment in which students can learn these skills. We accept that we all have a **responsibility to teach** the skills necessary for students to be active members of the school community. This includes the teaching and learning of **acceptable social skills**, of **effective problem solving** and **decision making**.

We promote a strong emphasis on **preventative** measures that encourage engagement in the school learning community and a collective focus on curriculum and pedagogy that is rich, engaging and accepting of individual differences. .

Whilst we accept that misbehaviour will occur on occasions, our response will be **educative** and we will aim to preserve the relationships between students and staff. We aim for **respectful communication**. Where relationships are put at risk, we actively seek opportunities to **repair and rebuild**.

Our aim is for students to learn, develop and practise taking ownership for their own behaviour; to demonstrate positive social skills and to be active members of the wider community.

The following outlines our processes, structures and procedures that show our collective responsibilities as a school community to the development of positive student behaviour.

## RIGHTS AND RESPONSIBILITIES

### Students have the RIGHT to:

- Learn in a purposeful and positive environment.
- Work and play in a safe, clean and supportive environment.
- Care, consideration and honesty.

### 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 for learning and that they display a positive manner.
- Behave in a way that protects the safety and wellbeing of others.

### Staff have the RIGHT to:

- Care, consideration and honesty.
- Teach in a safe, secure and clean environment.
- Teach in a purposeful and non-disruptive environment.
- Co-operation and support from all staff members.
- Co-operation and support from parents.

### Staff have the RESPONSIBILITY to:

- Establish positive relationships with the students; and other members of the school community.
- Model care, consideration and honesty behaviour.
- Work towards keeping the school environment kept tidy, safe and secure.
- Model care, consideration and honest behaviour.
- Ensure good organisation and planning in meeting the individual needs of children.
- Report student process to parents
- Provide support to other staff members.

### Parents have the RIGHT to:

- Be informed of class learning activities, procedures and expectations.
- Be informed of issues affecting their child's health and welfare.
- Gain meaningful information of their child's progress.
- Access educational program to meet the needs of their child.
- Be heard in an appropriate forum on matters related to their child.

### Parents have the RESPONSIBILITY to:

- Ensure that their child attends school regularly and punctually.
- Ensure that their child is physically and emotionally prepared for effective learning.
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment.
- Support the school in providing a relevant education program for their child.

## **PREVENT & MINIMISE/ENCOURAGE & CORRECT**

In order to prevent and minimise inappropriate behaviour, we will adopt the following measures:

### **Modelling and Teaching of Values**

Based on:

- Respect for self
- Respect for others
- Respect for environment and equipment

### **Explicit Teaching of Social Skills**

Based on:

- Manners
- Protocols
- Sharing and acceptance
- Problem solving
- Tolerance
- Appropriate language

### **Teaching School Rules and Classroom Rules**

Based on:

- Accepting responsibility for own behaviour
- "Hands Off Rule"
- Positive reinforcement and rewards for display of values and good behaviour

### **Structural Procedures**

- Specific modelling and teaching of the behaviours which demonstrate respect.
- Promotion of self-esteem through the health programme.
- Specific modelling and teaching social skills and protocols
- Displaying of school and classroom rules with school rules simplified to the "HANDS OFF RULES".
- Rewards – Gold Cards, Faction Points, In-class rewards, Merit Certificates and Aussie of the Month.
- Regular in-house faction assemblies to remind and reinforce school rules.

### **Accidents and Critical Incidents in the Playground**

All accidents or incidents are to be recorded by completing an Accident/Incident Investigation Form. The form will assist the school in documenting accidents and incidents in the playground.

It will:

- Provide a factual account of events,
- Indicate what action is required,
- Provide a school based source of information in case of queries or litigation,
- Where ever possible, statements should contain factual information only.

### **Duty File**

- Duty file to contain Red Cards and Gold Cards located in staff room.
- Teachers to keep their own file in their room.

## PROCESSES AND STRATEGIES

### Classrooms

- Encouragement and Praise. Encouragement should be the primary instrument of positive reinforcement.
- Stickers, prizes and stamps are given for good work and behaviour. Each teacher is provided with classroom funds which may be used for this purpose.
- Students may be sent to the administration with good examples of their work for recognition for their achievement or effort.
- Merit Certificates are given to students for a variety of academic and behavioural reasons. The awards are announced at each assembly. Two awards per class are recommended.
- Gold Cards are awarded to students who display one of the nine core values. Students place their Gold Card in the 'faction box' located in the library. These are totalled each fortnight and each card scores a point for the child's faction. Results are announced at each assembly. At each assembly four gold cards are drawn out and the children are awarded a book voucher donated by P&C Association.

### Playground

- Encouragement and Praise.
- Gold cards are to be kept in teacher's duty file and are awarded to students who display the school's nine core values in the playground. These are also added to the 'faction box' and students are eligible for the book voucher prize drawn at the community assembly.

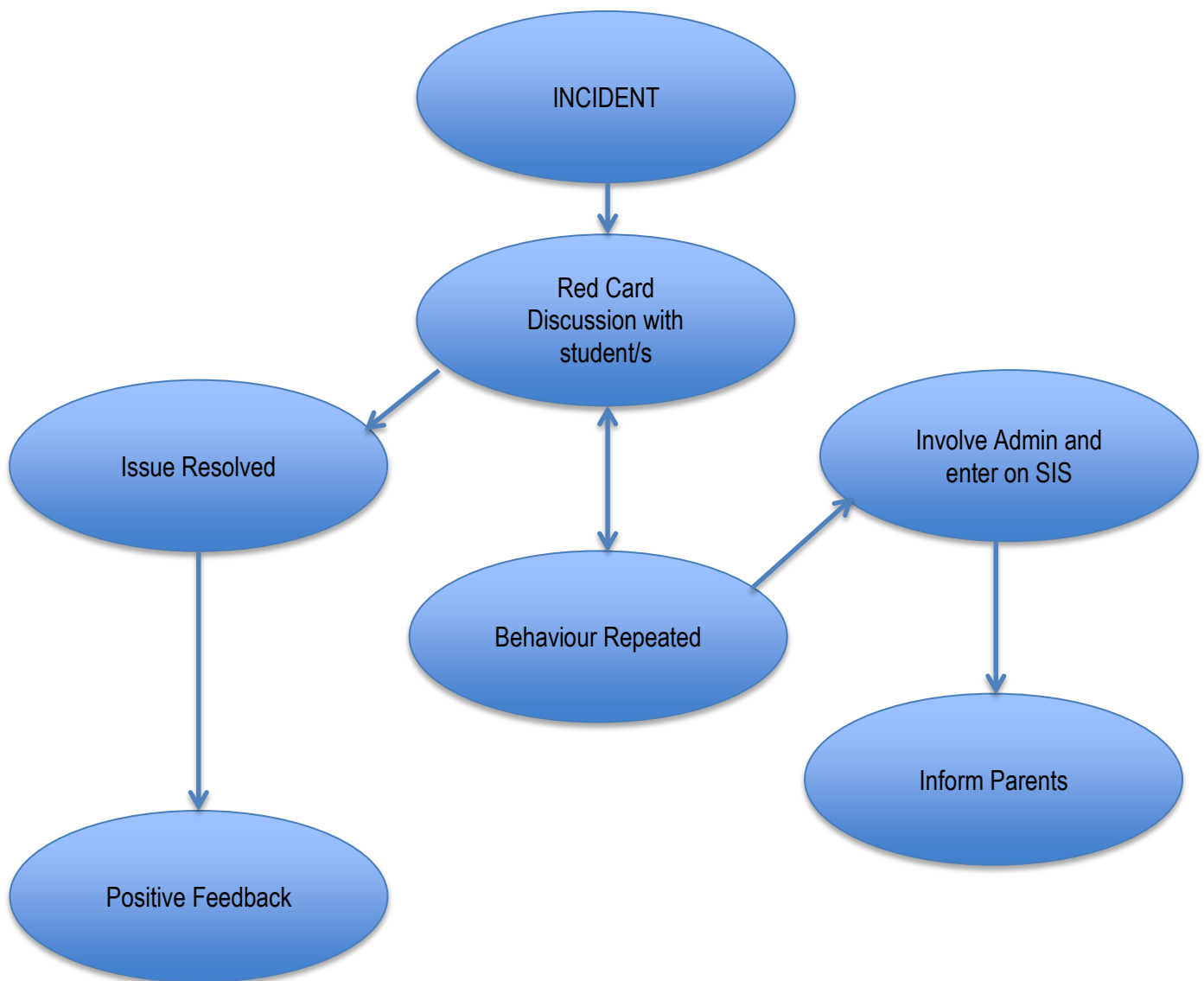


## REPAIR AND REBUILD

Staff at Burrendah Primary School seek to develop and maintain a positive school culture.

This is largely modelled and discussed at a classroom level within the context of the WA Curriculum - Health and incidentally as a part of class teachers' classroom management. At a school level it is reinforced through the use of the "Gold Card" system as well as through school assemblies and other whole school events.

It is recognised that there is no "one perfect" solution or process to apply to any incident of inappropriate behaviour. Each incident may need to be dealt with differently but generally; a problem solving approach is adopted, with the view to changing inappropriate behaviour, rather than simply punishing wrongdoers.



## APPLY CONSEQUENCES

### Show Respect for Self

This includes:

- Wearing a hat during all outside activities (all terms of the year).
- Being in classrooms (wet areas) only under adult supervision.
- If arriving at school before 8:30am, gathering at the stage area until the handbell is rung.

### Show Respect for Others

This includes:

- Playing safe and sensible games and using sport equipment at recess and lunchtime only.
- Keeping "hands-off" other people, their feelings and their property.
- Walking on all paved areas.
- Walking bicycles and scooters to the roadways and not riding through the school grounds. No skateboards permitted.
- Remaining seated in the lunch area until dismissed by the duty teachers. This includes not disposing of rubbish until dismissed.

### Show Respect for the Environment By:

- Eating food at recess time near the classroom before playing.
- Using the covered assembly area for sitting, eating and quiet games. Use pink soft (playball) or tennis balls only!
- Consuming all food purchased from the canteen (other than lunches) in the covered assembly area.
- Placing all litter in bins.
- Keeping to the paths and not walking in the garden beds.

Rather than relying on punishment to change behaviour, staff encourage students to accept responsibility for their actions and for changing their inappropriate behaviour.

This is achieved through a problem solving approach involving the child's teacher, parents and administration to modify inappropriate behaviour.

Red Cards are given by duty teachers to children exhibiting serious misbehaviour (physical abusive behaviour; wilful disobedience of a staff member) in the playground. These are kept in the duty file and returned to the Associate Deputy or Deputy's office to be recorded. At the Deputy's discretion an accumulation of several of these Red Cards will result in the parent being notified.