

Behaviour Management in School Policy

Plan for

Leonora District High School



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The development of appropriate and acceptable behaviour is a staff, parent and student concern. Its success is based upon the recognition of the dignity and worth of all individuals.

AIMS

Leonora District High School aims to:

- create a positive environment within the school and classroom so that the teachers and students can work together in harmony;
- create a caring school environment where the rights and responsibilities of the individual are recognised and respected;
- recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment; with a major emphasis on positive reinforcement
- establish a set of rules that protect the rights of all individuals;
- establish a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognize and respect the rights of others; and
- establish procedures so that conflicts can be resolved in a positive non-violent manner.

RIGHTS AND RESPONSIBILITIES

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| <p>Students have the RIGHT to:</p> <ul style="list-style-type: none"> • learn in a purposeful and supportive environment; • work and play in a safe, secure, friendly and clean environment; • respect, courtesy and honesty | <p>Students have the RESPONSIBILITY to</p> <ul style="list-style-type: none"> • ensure that their behaviour is not disruptive to the learning of others; • ensure that the school environment is kept neat, tidy and secure; • ensure that they are punctual, polite, prepared and display a positive manner; • behave in a way that protects the safety and well-being of others. |
| <p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> • respect, courtesy and honesty; • teach in a safe, secure and clean environment • teach in a purposeful and non-disruptive environment; • co-operation and support from parents. | <p>Staff have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • model respectful, courteous and honest behaviour; • ensure that the school environment is kept neat, tidy and secure; • establish positive relationships with students; • ensure good organisation and planning; • report student progress to parents. |
| <p>Parents have the RIGHT to:</p> <ul style="list-style-type: none"> • be informed of 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. | <p>Parents have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • ensure that their child attends school; • ensure that the physical and emotional condition of their child is at an optimum 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 meaningful and adequate education for their children. |

CODE OF BEHAVIOUR

The school community has agreed that students must:

- Obtain permission notes to leave **school** grounds during the day.
- Consider the safety of others when playing games. Do not throw sticks, stones or other objects likely to cause harm.
- Walk on verandahs or in designated areas. These areas are not for running or noisy games.
- Ensure that items brought to school will not cause damage to the environment. Do not bring such things as bubble and chewing gum, and permanent marker pens.
- Only play non-violent games in school. Fighting and rough games where extreme physical contact is required are not allowed.
- Keep the school in a neat and tidy condition. All food scraps and rubbish to be put into bins.
- Ride bicycles, roller blades and skateboards only to and from school. Bicycles, roller blades and skateboards are not to be ridden on school grounds.
- Only enter or remain in a classroom during non-teaching time, when a teacher is present.
- Obey directions from staff at all times.
- Not bring electronic items (including mobile phones and CD walkmans) and valuable toys to school.

THE GOLDEN RULES OF BEHAVIOUR MANAGEMENT

Staff should:

- Have clear statements of whole school and classroom rules and the consequences of their infringement
- Set consistent and achievable standards.
- Promote a positive working environment. Give consideration to student seating and classroom arrangements.
- Prepare each learning session thoroughly. They must:
 - *know what they wish to achieve;*
 - *know their content;*
 - *have prepared the necessary resources; and*
 - *be punctual.*
- During the lesson:
 - *give clear instructions;*
 - *teach at the students' level;*
 - *choose carefully the time for the lesson:*
 - *use motivation techniques;*
 - *cater for a variety of interests; and*
 - *be flexible and adaptable in approach*
- Use positive reinforcement for appropriate behaviour. Note that:
 - *positive incentives must be earned rather than just given;*
 - *verbal encouragement should be the most used incentive;*
 - *a variety of positive incentives should be used .change incentives regularly to maintain enthusiasm:*
 - *desired behaviour should be rewarded; and*
 - *every child should be given the opportunity to earn and receive acknowledgement of their worth.*
- Be alert to disruptive students and be prepared to use the school behaviour management plan to combat inappropriate behaviour.
- Treat all situations fairly and consistently

The overall aim of these behaviour management practices is to ensure the establishment of high quality positive relationships between

- a) staff and students, and*
- b) student and student.*

Please refer to the supplementary BMIS forms for parents and staff

POSITIVE INCENTIVES FOR STUDENT BEHAVIOUR MANAGEMENT

Positive incentives will reflect the developmental age and interests of the students.

WHOLE SCHOOL

- Honour / Merit Certificates. Given to students for academic/ endeavour achievement. The awards are announced at each assembly. Parents advised via newsletter
- Individual Focus Forms
- Use of Administration for incentives.

CLASSROOM – These are not prescriptive and may vary within each classroom

- Classroom plan is up to the discretion of the individual staff member with the major emphasis being on positive reinforcement.
- It is encouraged that Staff members are to engage students as a mentor and pastoral care facilitator.
- Students may be sent to the administration with good examples of their work recognition for their achievement or effort.
- Letters of commendation

These incentives represent only a sample of the many positive strategies used by the school. Positive reinforcers for individual students who need specialised programs need to be established with the individual students concerned. These strategies may be part of IEP's set up for students.

ROLES AND RESPONSIBILITIES OF STAFF

PRINCIPAL AND DEPUTY PRINCIPALS HAVE AGREED TO:

- provide a link between parents and staff;
- support teachers with behaviour development and management;
- ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school;
- facilitate parent/teacher child conferencing;
- ensure a review committee is established to monitor School Behaviour Management Plan

TEACHERS HAVE AGREED TO:

- develop and maintain a positive classroom environment;
- display and discuss:
 - a Rights and Responsibilities;*
 - b School Code of Behaviour;*
 - c Playground Rules; and*
 - d Classroom Rules*
- document student misbehaviour and correctional strategies;
- contribute to a review of the School Behaviour Management Plan;
- include administration staff, where appropriate, in discussions with parents regarding student behaviour management; and design and assist with programs for individual children with behaviour problems;
- consistently apply the school's behaviour management plan.

BEHAVIOUR MANAGEMENT PROCEDURES

Leonora District High School firmly supports the right of both staff and students to work and learn without being impeded by disruptive behaviour. No one has the right to hinder the progress of others. To achieve this, staff will adopt a consistent approach to eliminating disruptive behaviour.

The most effective consequences are predicated upon a quality educational program and a positive classroom environment. Staff need to employ an array of preventative strategies that will reduce the likelihood of inappropriate behaviour occurring.

Overview of Procedures



PROGRAMS

- Programs and lessons appropriate for the students’ abilities.
- Engaging learning activities for all students
- Clear guidelines and structure to lessons

POSITIVES

- Reward everything the students do verbally
- Use fun activities as rewards
- Parent contact for positive behaviour
- Individual Focus Forms
- Use of Administration for incentives
- In class incentives
- Commendation letters

CLASSROOM PROCEDURES SHOULD INCLUDE THE FOLLOWING

1. Clearly negotiated and defined rules
2. Warnings of consequences of inappropriate behaviour
 - ***All subsequent events to be documented***
3. In class isolation
4. Detention in class recess/lunch
5. Class or subject contracts – negotiated involve parents in contract negotiation
6. Contact parents – letter/phone/visit
7. Involve parents in an interview with AIEO, student and yourself (AIEO and teacher to document)

- Avoid confrontation
- Be consistent
- Follow up all incidents
- Document everything

SERIOUS BREACH OF SCHOOL CODE OF CONDUCT

Eg. Fighting, rock throwing and physical threats to teachers

REFERRAL TO DEPUTY

- A copy of relevant documentation (positive and negative) sent to Deputy
- Time out or in school suspension administered by Deputy and Administration
- Administration to contact parents, referrals to District Office, referrals to other agencies
- Suspension

NOTE – Serious breaches of conduct and behaviour will fast track this process. Classroom/duty teacher will need to document the incident.

GUIDELINES FOR INTERNAL SUSPENSION

The placement of students in internal suspension will be authorised by Administration in consultation with the classroom teacher as one of a number of available counseling and behaviour management measures in dealing with students with disruptive behaviour.

Details of a student's unacceptable behaviour will be documented in the normal way (Incident Reports). Details of internal suspension will be entered in the school's behaviour management records.

Designated areas will be set up so that pupils in isolation will be segregated from their peers and, at the same time, under supervision within the specifications of Regulation 34.

Pupils in internal suspension are under the general supervision of the Deputy Principal. Supervisors are responsible for ensuring that pupils in internal suspension are safe and remain isolated from peers as directed. Supervisors will interact with isolated pupils with polite detachment. Their interaction will be restricted to granting the pupil permission to leave the room for toileting purposes and to directing them to an alternative work area in the event of the supervisor having to be absent. The Deputy and Principal will deal with breaches of isolation room procedures by a pupil.

Deputy Principal will notify parents or guardians of isolation and request a meeting to discuss the matter.

Pupils who are absent from school during their period of Isolation will complete the requirements of isolation on their return to school.

GUIDELINES FOR SUSPENSION

The Principal may authorise the suspension of pupils in cases of either repeated misbehaviour or of serious misbehaviour.

Parents will be contacted and notified before a decision of suspension is made, except in exceptional circumstances.

The following documentation will be completed when a child is suspended.

a) A copy of the reason for suspension and the duration of suspension will be forwarded to:

- i. The child;*
- ii The parent or guardian;*
- iii The School Psychologist;*
- iv The District Director; and*
- v A copy on file*

b) The suspension will be recorded in the **Behaviour Management** records.

Copies of relevant referral forms will be forwarded to School Psychologist. District Director and placed on file.