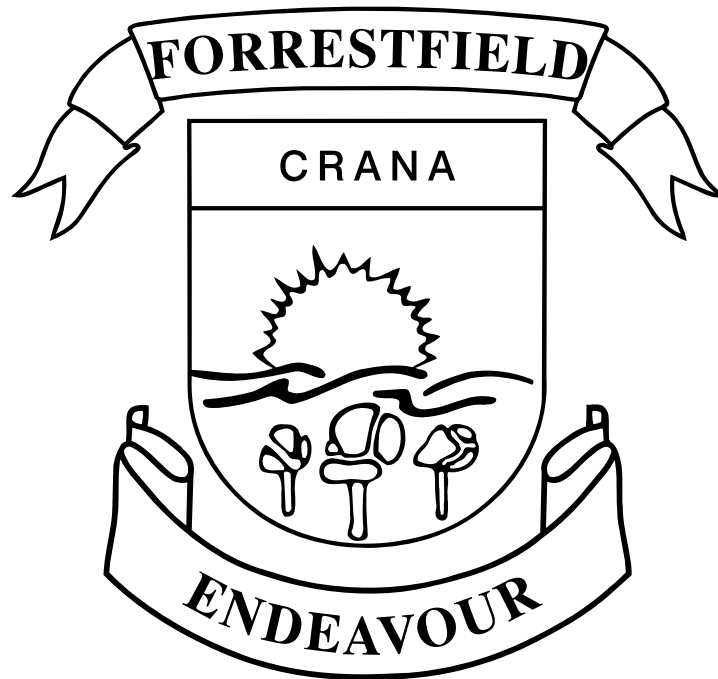


# Forrestfield Primary School

## Behaviour Management Policy 2009



### ETHOS

To develop each child's academic, social and physical potential, so that they may maximise employment opportunities and enjoy a full range of social and cultural activities to participate as responsible members of society.

# FORRESTFIELD PRIMARY SCHOOL

## **FORRESTFIELD PRIMARY SCHOOL AIMS TO:**

Encourage students to be self-disciplined and accept responsibility for their own behaviour

- ⌘ Create a positive environment
- ⌘ Create a caring environment where the rights and responsibilities of the individual are recognised and respected
- ⌘ Give recognition to those exhibiting positive or improved behaviour
- ⌘ Establish a set of rules that protect the rights of all individuals
- ⌘ Establish a clear set of consequences for those who do not recognise or respect the right of others
- ⌘ Establish procedures so that conflicts can be resolved in a positive non-violent manner

## **STRATEGIES TO DEVELOP A SUPPORTIVE CULTURE WITHIN THE SCHOOL COMMUNITY**

A supportive culture has been developed. This is evidenced by the results of school surveys and the level of P & C support. We will continue to implement the following strategies that have proven to be effective.

- ⌘ Staff involvement and input to the school council
- ⌘ P & C Meetings
- ⌘ Parent/staff meetings
- ⌘ Parent nights – displays of school work
- ⌘ Guest speakers and consultants for teachers/parents
- ⌘ Parent evenings
- ⌘ School psychologist
- ⌘ Regular newsletter
- ⌘ Regular assemblies and special class performance assemblies
- ⌘ Sports carnivals
- ⌘ Joint parent/teacher activities

## **PRINCIPAL AND DEPUTY PRINCIPALS' RESPONSIBILITIES:**

- ⌘ 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 throughout the school.
- ⌘ Facilitate parent/teacher child conferencing;
- ⌘ Design and assist with programs for individual children with behaviour problems;
- ⌘ Provide relief teachers with a copy of the behaviour management procedures;
- ⌘ Ensure a review committee is established to monitor School Behaviour Management Plan;
- ⌘ Refer children at risk to support agencies

## **ROLE OF THE PARENT**

It should be recognised that the teacher's first role is to teach and that if our Behaviour Management Policy is to succeed parent involvement is crucial. Many parents do not want to be involved in regular classroom discipline. They should be informed if their child's behaviour is persistently causing a problem. Different cultural attitudes and social problems may need to be taken into account.

<p><b><u>Students</u> have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>⌘ Respect, courtesy and honesty;</li> <li>⌘ Learn in a purposeful and supportive environment;</li> <li>⌘ Work and play in a safe, secure, friendly and clean environment;</li> <li>⌘ Access to an appropriate curriculum.</li> </ul>	<p><b><u>Students</u> have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>⌘ Ensure that they are punctual, polite, prepared and display a positive attitude to learning;</li> <li>⌘ Ensure that their behaviour is not disruptive to the learning of others;</li> <li>⌘ Behave in a way that protects the safety and wellbeing of others;</li> <li>⌘ Ensure that the school environment is kept neat and tidy.</li> </ul>
<p><b><u>Staff</u> have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>⌘ Receive respect, courtesy and honesty;</li> <li>⌘ Teach in a purposeful and non-disruptive environment;</li> <li>⌘ Teach in a safe, secure, friendly and clean environment;</li> <li>⌘ Co-operation and support from parents.</li> </ul>	<p><b><u>Staff</u> have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>⌘ Model respectful, courteous and honest behaviour;</li> <li>⌘ Establish and maintain positive relationships with students and staff;</li> <li>⌘ Ensure good organisation and planning;</li> <li>⌘ Ensure that the school environment is kept tidy and secure;</li> <li>⌘ Report student progress to parents;</li> <li>⌘ Engage the students in appropriate learning activities.</li> </ul>
<p><b><u>Parents</u> have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>⌘ Be informed of course and curriculum material on request.</li> <li>⌘ Know behaviour management procedures and decisions affecting their student's health and welfare;</li> <li>⌘ Be informed of their student's progress;</li> <li>⌘ Access a meaningful and adequate education for their child;</li> <li>⌘ Be heard in an appropriate forum on matters related to the rights of their child;</li> </ul>	<p><b><u>Parents</u> have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>⌘ Ensure that the physical and emotional condition of their child is at an optimum for effective learning;</li> <li>⌘ Ensure that their student is provided with appropriate materials to make teaching and learning effective</li> <li>⌘ ensure that their student attends school and is punctual;</li> <li>⌘ Support the school in providing a meaningful and adequate education for their student.</li> <li>⌘ Ensure that their child wears appropriate uniforms and safe footwear.</li> </ul>

## **POSITIVE RECOGNITION**

An effective behaviour management plan should give students positive recognition for displaying acceptable behaviour.

Positive recognition is the sincere and meaningful attention teachers give to students for behaving according to their expectations. It is the key to motivating students to succeed and to creating a favourable classroom atmosphere.

Positive recognition will:

- encourage students to continue appropriate behaviour;
- increase each student's self esteem;
- create a positive classroom environment for students and teachers;
- help teach appropriate behaviour and establish positive relationships with students.

The Forrestfield School Community endeavours to promote and maintain responsible behaviour through the following positive reinforcements:

1. Giving due praise and encouragement.
2. Awarding Honour Certificates, merit certificates, faction points, Principal awards, stickers and prizes.
3. Acknowledging achievements at assemblies and in newsletters.
4. Reporting positive achievements to parents.
5. Recognising individual differences.

## **CONTACT WITH PARENTS**

For all serious situations where parents are required to assist with discipline problems, member of the administration will be involved.

### **Parent Teacher Conflict**

Parent meetings should not be held close to teaching periods. If a parent becomes aggressive, or abusive, during an interview the teacher should immediately cease the interview. The parent should be directed to the administration area so that an interview can be arranged to calmly discuss the situation.

The teacher may need to send for support from other staff members. The parent will be informed calmly and clearly, that you are sending for assistance. A red card will be kept in the classroom for this purpose.

## **BULLYING**

This school does not tolerate bullying and staff will implement strategies to address this problem. See appendix for supportive suggestions.

## **RULES**

CLASS RULES: Teachers will have a set of whole school standardised classroom and school rules displayed in their room. See Appendix 2.

## **CODE OF CONDUCT**

1. EVERYONE HAS THE RIGHT TO LEARN WITHOUT DISRUPTION.  
*Behaviour Management plans and Risk management Plans may be implemented if necessary.*
2. EVERYONE WILL OBEY THE CLASS RULES.
3. EVERYONE HAS THE RIGHT TO BE TREATED WITH RESPECT AND GOOD MANNERS.
4. EVERYONE HAS THE RIGHT TO LEARN AND PLAY IN A CLEAN, SAFE AND ORDERLY ENVIRONMENT.
5. EVERYONE IS EXPECTED TO RESPECT THE SCHOOL AND THE PROPERTY OF OTHERS.

## **SCHOOL RULES**

- *We only climb on play equipment in the school grounds*
- *We walk on all paved areas.*
- *We walk bicycles in the school grounds.*
- *We remain within the school grounds during the school day*
- *We are polite and respectful to all members of the school community.*
- *We leave chewing gum at home.*
- *We eat food in the undercover area. We place all our rubbish in the rubbish bins.*
- *We should not arrive at school before 8.30 a.m. and we should be in our rooms from 8.30.*
- *We wear school uniform and appropriate footwear.*
- *We wear jewellery that is safe.*
- *We only enter the classroom when a teacher is present.*
- *We do not enter school grounds after hours except for activities approved by the Principal.*
- *We leave sticks and honkey nuts on the ground.*
- *We do not play rough games, or fight*
- *We keep our school environment clean.*
- *We leave toys and valuables at home.*

## **CONSEQUENCES**

The school and classroom rules and code of behaviour explicitly set the parameters of acceptable behaviour for our school community. If students go beyond these parameters then consequences will be applied.

### **Classroom Consequences**

Teachers are to use classroom management skills in line with whole school behaviour management strategies to deal with minor incidents.

### **Responsibility of Classroom Teachers**

Teaching staff must develop a class behaviour management plan that supports the school behaviour management plan. Behaviours recorded on Integris.

Teaching staff must keep records of student behaviour that include:

- name of student;
- description of the behaviour;
- reasons for selecting management strategies;
- details of the use of management strategies, including the dates and times; and
- relevant parent contact and any outcomes of consultation with parents.

### **Playground Consequences**

For disobeying rules constantly and for serious offences, such as fighting or deliberately injuring others, then the student involved needs to be withdrawn from school activities and go into the Detention Room..

### **Responsibilities of Duty Teachers**

1. To maintain a 'duty of care' of students by being an active visible presence in the playground.
2. Monitor the entire duty area and adapt a preventative attitude by banning rough or dangerous play activities.
3. Be punctual and effect the lunchtime change over in the playground to ensure a teacher presence at all times.
4. Report all serious breaches of the school behaviour code to the Principal or Deputy Principal, via the detention slips or verbally.
5. Following an accident resulting in a serious injury to a student record details in the "Accident Report Book".

## **STAGES IN ENFORCING CONSEQUENCES**

In addition to teachers having their whole school and classroom rules and consequences that have been developed to achieve a uniform approach to behaviour management, the school also has a sequence of stages to achieve a unified approach to behaviour management. Teachers will determine which stage of consequence is appropriate. Teachers need to keep documentation as these may have to be produced at an exclusion panel.

The consequences are clearly defined in the stages of Behaviour Management.

### ***STAGE 1 WHOLE SCHOOL CLASSROOM STRATEGIES***

Minor breaches of discipline and poor behaviour will incur a warning

### ***STAGE 2 NAME ON THE BOARD IN CLASSROOM***

The child has been warned and now has their name written down as they have refused to comply with the breach of behaviour or discipline.

### ***STAGE 3 ISOLATE IN THE CLASSROOM***

Disruption to the normal learning program will result in isolating the student within the classroom. The students cease involvement with normal lessons until time out is completed. The teacher will counsel the student at an appropriate time.

### ***STAGE 4 BUDDY ROOM***

At this stage the child is sent to a support room for the remainder of that period.

The student must have a work package to complete while in that room. Teachers will ensure there is a file of work available for children to take to buddy room.

If behaviour does not improve then the child may come straight to the administration for counselling. The red slip may be used if the child has to be removed by a member of the administration team.

Blue slips may be issued at this point if it is persistent behaviour and the child is not complying. A BMP may also be done.

### ***STAGE 5 OFFICE***

The student is placed in the principal's or deputies offices and the parents are notified and invited to the school to discuss the student's behaviour. At this point blue forms are issued.

The School Psychologist, Principal, Deputies or past teachers may be required to attend a meeting.

While in the office area the student may be withdrawn from class and be given a work package. They may have different break times than other students. For severe or on-going problems a Case Management Team may be appointed to create strategies to overcome the problem at a time when the appointed members of this team can be present.

Records must be kept.

### ***STAGE 6 SUSPENSION***

Suspension of a student from school may occur due to:

Physical or Verbal abuse of staff or students

Wilful damage to property

Substance misuse, and illegal substance offences.

Serious incident not covered by any of the above categories.



**In all of the above instances a work package must be provided if the suspension is for three or more consecutive days or a total of five or more days during a school year.**

Suspensions are the responsibility of the Principal and the Deputy Principals.

- (i) Parent to be advised orally or in writing.
- (ii) Opportunity must be provided for parent to discuss suspension.

For serious breaches of school discipline suspension is immediate.

***STAGE 7 EXCLUSION***

This matter will be dealt with according to Regulations as it is outside the control of the school. Teacher records will be called upon in preparing a report to the exclusion panel.

**CASE MANAGEMENT TEAM**

An individual management team will be established to manage severe or on-going discipline problems. The team may include; the Principal, School Psychologist, Deputy Principals (appropriate to the case), class teacher and others with expertise, for example, parent/s, nurse and past teachers.

The team will be convened on the recommendations of two of the following: teacher, guidance officer or the Principal. In each case the Principal is to be advised.

The Case Manager's task is to convene meetings, make on-going records, liaise with all concerned and follow through recommendations with the student.

**ON GOING REVIEWS**

The staff will review the Behaviour Management Policy as it is required. It is important that all staff should be professionally developed on this policy at the beginning of each school year.



## APPENDIX 1

### Bullying

#### Who are bullies?

**Bullies look for victims. They look for people who don't look confident and who don't stand up for themselves. Here is a table of Phases of Bullying, showing what bullies do**

<b>PHASES OF BULLYING</b>			
<b>DOUBTING ONESELF</b>	<b>INTIMIDATION</b>	<b>TARGETING</b>	<b>AGGRESSION</b>
Consists of:	Consists of:	Consists of:	Consists of:
niggling	Sarcasm	Tormenting	Physical Violence
Little hurtful things	Teasing	Mental Abuse	Verbal Abuse
Looking / staring at people	Name calling	Emotional Abuse	Attacking others
Turning away from people	Putting down others	Standover Tactics	Damaging others belongings
Drawing attention to weaknesses	Gossiping	Isolation from others	
	Threatening		
	Purposeful Ignoring		
	Writing notes		

#### How can we deal with bullies?

- ⌘ We can let them know that what they are doing is bullying.
- ⌘ We can refuse to join in with their bullying.
- ⌘ We can support any students who are bullied.
- ⌘ We can stand up for ourselves if anyone tries to bully us by:

Telling them to stop:

Or ignoring them

Or saying 'no'

Or asking an adult for support if nothing else works.

Bullying will not be tolerated at FPS. Action will be taken if bullying occurs.

## Coping with bullies

You can tell someone to stop bullying by staying cool. Stand tall and tell them to stop.

### Do's

- ⌘ Stay cool
- ⌘ Stand tall
- ⌘ Say their name (if you know it)
- ⌘ Look in their eyes
- ⌘ Stay in control of yourself
- ⌘ Say firmly, and in a slightly louder voice something like “No more”
- ⌘ If they do it again, tell them more firmly to cut it out
- ⌘ If they keep doing it you can:
  - ignore them
  - walk away
  - ask an adult to support you if you feel you are in danger. Do this only as a last resort.

### Don'ts

- ⌘ Don't get aggro
- ⌘ Don't argue with them
- ⌘ Don't annoy them back
- ⌘ Don't smile
- ⌘ Don't use a whingeing tone of voice
- ⌘ Don't try to get them into trouble



## **APPENDIX 2 WHOLE SCHOOL CLASSROOM RULES.**

To have a healthy happy classroom the following points need to be remembered.

1. Be consistent and expressed in positive terms.
2. Promote a positive class environment.
3. Foster self-esteem.
4. Keep rules to a minimum.
5. Rules are displayed in the classroom.

### **CLASSROOM RULES FOR FPS CLASSROOMS**

1. We respect all property
2. We line up quickly and quietly on the siren.
3. We obey instructions
4. We respect others' rights to be heard
5. Put your hand up to speak
6. We use good manners at all times.

Other rules may be added after class discussion but they need to be kept short.



### **APPENDIX 3**

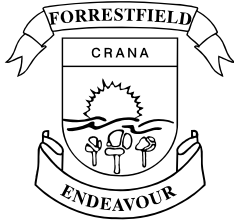
Table of infractions and consequences

First infraction	WARNING
Second infraction	NAME ON THE BOARD
Third infraction	TIME OUT IN CLASS
Fourth infraction	BUDDY ROOM WORK PACKAGE
Fifth Infraction	OFFICE
Sixth Infraction	SUSPENSION
Seventh Infraction	After many suspensions and interference from other agencies EXCLUSION

The consequences are uniform across the school for each infraction. Time out may vary dependent upon the ages of the students.



APPENDIX 4



**FORRESTFIELD PRIMARY SCHOOL**

SUSSEX ROAD,  
FORRESTFIELD, W.A. 6058

TEL: 9453 6277  
FAX: 9453 3566

Date \_\_\_\_\_

BLUE SHEET

**BREACH OF BEHAVIOUR CODE** ⇒  
PARENTS NOTIFIED

YELLOW SHEET

**ISOLATION IN ADMINISTRATION** ⇒ **SUSPENSION**  
PARENTS CALLED IN

**NOTIFICATION OF BREACH OF BEHAVIOUR CODE**

Name: \_\_\_\_\_

Reason for notification: (Brief - see reasons on back)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Consequence: (e.g. Writing out of school rules, loss of privileges etc.)

\_\_\_\_\_

Counselling given by parent. Indicate what steps have been taken to prevent the behaviour happening in the future.

Student's signature: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

**\* Please see reverse side for information about this form.**

A copy of this form has been filed in the office.

✂ .....  
.....

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**REASON:** \_\_\_\_\_

**TEACHER'S SIGNATURE:** \_\_\_\_\_

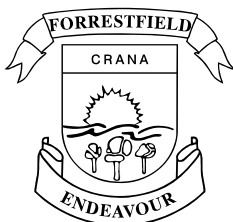
## **REASONS FOR A BLUE FORM**

A BLUE FORM IS ISSUED WHEN A CHILD HAS REPEATEDLY IGNORED WARNINGS IN CLASS OR PLAYGROUND. IT COMES AT A STAGE WHEN BEHAVIOUR IS PERSISTENTLY NON CON FORMING.

**PARENT TO CONTACT SCHOOL: PARENTS ARE REQUESTED TO ARRANGE AN APPOINTMENT WITH THE TEACHER (WHOSE NAME APPEARS ON THE FORM) TO ASSIST US IN THE MANAGEMENT OF THEIR CHILD.**



## APPENDIX 5 Yellow Form



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# FORRESTFIELD PRIMARY SCHOOL

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SUSSEX ROAD,  
FORRESTFIELD, W.A. 6058

TEL: 9453 6277  
FAX: 9453 3566

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Date \_\_\_\_\_

BLUE SHEET

**BREACH OF BEHAVIOUR CODE** ⇒  
PARENTS NOTIFIED

YELLOW SHEET

**ISOLATION IN ADMINISTRATION** ⇒ **SUSPENSION**  
PARENTS CALLED IN

### ISOLATION IN ADMINISTRATION AREA

Name: \_\_\_\_\_

Reasons for isolation: ( Brief - see reasons on back)

\_\_\_\_\_

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Consequence: (Withdrawal from School Activities)

\_\_\_\_\_

\_\_\_\_\_

Counselling given by parent. Indicate what steps have been taken to prevent the behaviour happening in the future.

Student's signature: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

- Please see reverse side for information about this form.

✂ .....  
.....

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

REASON: \_\_\_\_\_

TEACHER'S SIGNATURE \_\_\_\_\_



**REASONS FOR YELLOW FORM**

A YELLOW FORM INDICATES A SERIOUS BREACH OF THE SCHOOL BEHAVIOUR CODE.

PARENT TO CONTACT PRINCIPAL TO DISCUSS THE SITUATION.



## **APPENDIX 6**

### **Notification to District Education Office**

#### **STUDENT SUSPENSION FROM SCHOOL**

##### **IDENTIFICATION DETAILS**

School: **Forrestfield Primary School**          District: **Swan District Office**

Student Name:	Date of Birth
Year of Schooling:	Gender          M/F
Parent Name:	Aboriginality   Y/N
Home Address:	

Telephone:

##### **SUSPENSION DETAILS**

Category of suspension:  
Reason for suspension:  
Conditions attached to the suspension:  
Staff contact:

Suspension Dates	From:	To:
Return to School	Date:	
This suspension:	_____ School Days	
Total this year:	_____ School Days	

Actions taken in terms of this suspension	Y	N
• Notification to parent of intent to suspend	<input type="checkbox"/>	<input type="checkbox"/>
• Immediate suspension for serious breach	<input type="checkbox"/>	<input type="checkbox"/>
• Discussion of suspension with parent/student	<input type="checkbox"/>	<input type="checkbox"/>
• Letter of notification to parents	<input type="checkbox"/>	<input type="checkbox"/>
• Letter of notification to student	<input type="checkbox"/>	<input type="checkbox"/>
• Development of behaviour management plan	<input type="checkbox"/>	<input type="checkbox"/>

Principal's Signature

## CATEGORIES OF SUSPENSION

This set of descriptors for categories of suspension are to be used from the commencement of term 3 2001.

- Category 1: Physical assault or intimidation of staff.**  
Physical intimidation refers to any physically threatening behaviour towards school staff.
- Category 2: Verbal abuse or harassment of staff.**  
Verbal abuse or harassment of staff including offences such as stalking, sexual harassment, sexual innuendo and manipulation.
- Category 3: Physical assault or intimidation of students.**  
Physical intimidation refers to any physically threatening behaviour towards a student.
- Category 4: Verbal abuse or harassment of students.**  
Verbal abuse or harassment of staff including offences such as stalking, sexual harassment, sexual innuendo and manipulation.
- Category 5: Wilful offence against property.**  
A wilful offence occurs when there is intent to deface or cause damage to property. It also encompasses the act of theft.
- Category 6: Violation of school Code of Conduct, behaviour management plan, classroom or school rules.**
- Category 7: Substance misuse.**  
Incidents involving substances that are not illegal but threaten the good order and proper management of the school. Substances such as cigarettes, alcohol and misuse of prescribed medicines are covered by this category. This category is new.
- Category 8: Illegal substance offences.**  
The substances referred to in this category are those deemed illegal under the Criminal Code.
- Category 9: Other**  
This category is retained for other serious incidents that are not encompassed by the first eight suspension categories.

**APPENDIX 7**  
**FORRESTFIELD PRIMARY SCHOOL**

**STUDENT BEHAVIOUR RECORD**

**Code of Behaviour**

1. Everyone has the right to learn without disruption.
2. Everyone will obey the classroom rules.
3. Everyone has the right to be treated with respect and good manners.
4. Everyone has the right to learn and play in a clean, safe and orderly environment.
5. Everyone is expected to respect school and the property of others.

DATE	NAME	CODE NUMBER	BEHAVIOUR	PARENT CONTACT YES/NO

MANAGEMENT STRATEGIES TO BE USED [IF APPLICABLE]

Teacher signature