

# **BEHAVIOUR MANAGEMENT POLICY**

(Updated 2018)



## BEHAVIOUR MANAGEMENT POLICY

### BACKGROUND

The school community is committed to the development of positive relationships and cooperative behaviours. We are committed to a supportive approach and regular communication. The school has implemented an agreed set of rules and a code of conduct that students know and understand. The school community is committed to the three “C’s”; Courtesy, Consideration and Cooperation.

### POLICY

The school is committed to building a positive environment where the emphasis is on prevention of problems rather than administration of punishment. We encourage students to be responsible for their actions, and to make appropriate choices about their behaviour. We engage in self-reflection on, and modification of, practice for improvement.

Our rules are based on common sense to ensure that our school is a safe and happy place to teach and learn in. Our main focus is on respect for self, others and the school environment.

### School Rules

#### At Hilton Primary School children:

1. Play safely.
2. Show respect for each other and for our school.
3. Use appropriate language.
4. Respect other people’s property.
5. Follow staff instructions.
6. Walk under a roof covered area.
7. Do not bring dangerous items, sporting equipment, toys, etc. to school.
8. Know that chewing gum is not appropriate.
9. Wear the school uniform including appropriate footwear and a hat.
10. Know that the use of mobile phones is only for before and after school.

### Classroom Behaviour Management outlined in Appendix 2.

The most effective classrooms are those with a quality educational program and a positive classroom environment. Hilton Primary School recognises the importance of positive language and incentives for positive behaviours. Staff use a range of strategies that reduce the likelihood of inappropriate behaviour occurring.

### Playground Behaviour Management outlined in Appendix 5

Children are entitled to play in a safe (physical and emotional) environment. Children are encouraged to play with friends of a similar age in a variety of games. The emphasis is on the anticipation and prevention of problem situations arising rather than on the administration of punishments.

### PROCESSES

The roles and responsibilities of parents and staff in whole school behaviour support are outlined in Appendix 1. Individual teachers implement their own classroom management strategies that align with the whole school approach. The school communicates effectively with parents where a student’s behaviour is deemed to be at risk as per Appendix 3.

The school maintains a consistent approach to dealing with incidents of student misbehaviour, detailed at Appendix 4. Protective behaviours are discussed with children as part of the Health Curriculum.

Where a student is deemed to be severely at risk the school maintains a working relationship with external agencies and professionals including the School Psychological Service.

Bullying is not tolerated. All forms of bullying are addressed regularly. A separate policy is in place. (Appendix 6)

Detailed records of student behaviour are maintained and analysed through the schools main record-keeping database the School Information System (SIS).

REF: <http://www.det.wa.edu.au/policies/detcms/navigation/school-management/behaviour-management/>  
<http://det.wa.edu.au/supportforschools/detcms/navigation/positive-behaviour/>



## **BEHAVIOUR MANAGEMENT POLICY – APPENDIX 1: ROLES AND RESPONSIBILITIES**

### ***Roles and Responsibilities of Administration Staff***

- Provide a link between caregivers 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 caregiver / teacher / child conferencing.
- Support and assist with programs for individual children with behaviour challenges.
- Monitor and review school behaviour management data.

### ***Roles and Responsibilities of Teaching Staff***

- Develop and promote a positive classroom environment.
- Have clear statements of whole school and classroom rules and the consequences of their infringement.
- Set consistent and achievable standards.
- Consistently apply the school's behaviour management plan.
- Prepare each learning experience thoroughly
- Facilitate positive learning experiences
- Use positive reinforcement for appropriate behaviour
- Facilitate positive learning experiences
- Be alert and be prepared to use the school's Managing Student Behaviour policy to manage inappropriate behaviour.
- Document student misbehaviour and intervention strategies.
- Contribute to reviews of the school's Managing Student Behaviour Policy.

### ***Caregivers have the RESPONSIBILITY to:***

- Ensure that their child attends school.
- Provide their child with the necessities that optimise physical and emotional health.
- Provide appropriate materials to allow their child's participation in the school's learning programs.
- Support the school in providing a meaningful and adequate education for their children.
- Communicate responsibly with staff and students
- Sign the Confidential Declaration prior to volunteering to support teachers

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## **BEHAVIOUR MANAGEMENT POLICY APPENDIX 2: CLASSROOM & PLAYGROUND MANAGEMENT**

### **BACKGROUND**

As part of our Managing Student Behaviour Policy, we endeavour to encourage the students to be responsible for their own actions, and to make appropriate decisions and choices about their own behaviour.

### ***Classroom Behaviour Management***

The most effective classrooms are those with a quality educational program and a positive classroom environment. Staff use a range of strategies that reduce the likelihood of inappropriate behaviour



occurring. In the event of inappropriate behaviour occurring, where possible, the classroom teacher deals with students within their agreed classroom management policy, aligned to the whole school approach.

Each class has their own set of classroom rules (agreements) and consequences which support the general school rules. These rules will be formulated by students and teachers within the class to obtain ownership.

Eg:

1. Put your hand up to speak
2. Respect other people and their belongings
3. Use good manners
4. Keep your hands and feet to yourself
5. Follow teacher instructions

Students have a responsibility to abide by classroom agreements.

Teachers use the 1-2-3 MAGIC technique, an effective behaviour management program which helps students to abide by the rules and helps teachers deal with students behaving unacceptably (see Appendix 7)

In managing a student who fails in their responsibility to behave acceptably, a teacher may also consider the full range of pastoral care assistance at the class level such as other teachers, school administration, A.I.E.O. and Special Needs Assistants, parental contact, and the School Psychologist.

The most effective classrooms are those with a quality educational program and a positive classroom environment. Hilton Primary School recognises the importance of positive language and incentives for positive behaviours. Staff use a range of strategies that reduce the likelihood of inappropriate behaviour occurring.

### ***Playground Behaviour Management***

Children are entitled to play in a safe (physical and emotional) environment. The children are encouraged to play with friends of a similar age in a variety of games. The emphasis is on the anticipation and prevention of problem situations arising rather than on the administration of punishments.

### ***Roles and Responsibilities of Administration Staff***

- Provide a link between caregivers and staff.
- Support teachers with behaviour development and management.
- Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school.
- Monitor and review school behaviour management.

### ***Roles and Responsibilities of Teaching Staff***

- Develop and promote a positive classroom environment.
- Have clear statements of whole school and classroom rules and the consequences of their infringement.
- Set consistent and achievable standards.
- Consistently apply the school's behaviour management plan.
- Facilitate positive learning experiences

Bullying is not tolerated at Hilton Primary School. A separate policy is in place. (Appendix 6)

REF: <http://www.det.wa.edu.au/policies/detcms/navigation/school-management/behaviour-management/>



## **BEHAVIOR MANAGEMENT POLICY APPENDIX 3: PARENT COMMUNICATION**

The Hilton Primary School behaviour management policy recognises that clear and timely communication between all stakeholders is more extremely important and likely to enhance the likelihood of a successful outcome from the process.

Low level behaviours are managed by staff as per the Student Behaviour Management flowchart (see Appendix 9). Communication of minor behaviours is at the discretion of teachers and will depend on a range of factors including, but not limited to, severity, regularity, type of incident and the perceived effect on learning.

More serious behaviour incidents are reported to the school administration. These incidents are then communicated to parents. Several forms of communication are available dependent on the circumstances. These include

- Phone call (Many parents prefer this method)
- Notice of Behaviour Incident (sent home with the child)
- Notice of Intention to Suspend (sent home with the child)
- Suspension Notice (Often hand delivered)

Where a student is deemed at risk through behavioural factors, the school will arrange a conference with parents to determine ways in which we can support the student to engage more fully with the curriculum.

Occasionally, incidents of misbehaviour will occur which result in a student being injured or stressed significantly; every effort will be made to contact the parents/careers of that child. This is very much a teacher judgement at the time.

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## **BEHAVIOUR MANAGEMENT POLICY – APPENDIX 4: Classroom Management**

### ***Classroom Behaviour Management***

As part of our Managing Student Behaviour Policy, we endeavour to encourage the students to be responsible for their own actions, and to make appropriate decisions and choices about their own behaviour.

Each teacher creates their own specific positive learning plan, suited to their class, as the year commences. This will be shared with parents to ensure that home and school have a similar understanding of what is expected of students, and the support required.

Some of the strategies and supports that are currently implemented are:

- Supportive, caring and encouraging staff members
- Classroom Rewards and Incentive Systems
- Honour Certificates
- Student of the Month Awards



- Term Reward Afternoons
- Incursions/Excursions
- Individual Education and Behaviour Programs
- Yearly Citizenship Awards
- Term Paddy's Markets
- Anti-Bullying Workshops (South Fremantle High School)
- Specialist P.E./Sport Program
- Interschool Sport Carnivals
- School Psychologist Support
- Access to Southwell Child Development Centre
- Learning Support Coordinator
- Triple C Reward Program
- Special Educational Needs Assistants
- 1-2-3 Magic Behaviour Technique

The most effective consequences are based upon a quality educational program and a positive classroom environment. Staff use a range of strategies that reduce the likelihood of inappropriate behaviour occurring. In the event of inappropriate behaviour occurring, where possible the classroom teacher deals with students within their own room.

Each class has their own set of classroom rules and incentives which support the general school rules. These rules will be formulated by students and teachers within the class to obtain ownership.

Eg of classroom rules:

1. Put your hand up to speak
2. Respect other people and their belongings
3. Use good manners
4. Keep your hands and feet to yourself
5. Follow teacher instructions

Students have a responsibility to abide by the rules chosen by the class.

Teachers use the 1-2-3 MAGIC technique, an effective behaviour management program which helps students to abide by the rules and helps teachers deal with students behaving unacceptably (see Appendix 9 for detailed flow chart).

In managing a student who fails in their responsibility to behave acceptably, a teacher may also consider the full range of pastoral care assistance at the class level such as other teachers, school administration, A.I.E.O. and Special Needs Assistants, parental contact, and the School Psychologist.

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## **BEHAVIOUR MANAGEMENT POLICY APPENDIX 5: PLAYGROUND MANAGEMENT**

### ***Playground Behaviour Management***

Children are entitled to play in a safe (physical and emotional) environment. The children are encouraged to play with friends of a similar age in a variety of games. The emphasis is on the anticipation and prevention of problem situations arising rather than on the administration of punishments.

While staff are on playground duty, they carry a Playground Reporting Slip to record incidents involving



students, facilitating improved communication between staff and School Administration and as a mechanism for collecting data.

Minor playground offences will be dealt with by the duty teacher. The child might be counselled, re-directed or given a small time-out from play. More serious offences such as physical violence, verbal abuse and deliberate disobedience will be directed to the School Administration staff or the Pastoral Care Coordinator. For the more serious or repetitive playground offences, one or more of a number of actions may be taken, including:

- a) Time-out
- b) Restricted play area for a specified time
- c) Counselling
- d) Conflict Resolution process
- e) Suspension for extreme behaviour

Bullying is not tolerated at Hilton Primary School. A separate policy is in place. (Appendix 6)

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## **BEHAVIOUR MANAGEMENT POLICY APPENDIX 6: MANAGEMENT OF BULLYING**

### **THE SCHOOL'S COMMITMENT TO A BULLY-FREE ENVIRONMENT**

#### ***The staff is committed to:***

- Having a clear understanding of what bullying is.
- Being proactive in creating a climate that deters incidents of bullying.
- Being supportive to victims of bullying, prepared to initiate strategies that will stop the bullying, as well as to empower the victims.
- Changing behaviours and attitudes associated with bullying.

#### ***The school community is committed to a **WHOLE SCHOOL POLICY** that includes:***

- Guidelines for responding if bullying happens.
- Preventative strategies as part of behaviour management practices.
- A whole school ethos that says **NO TO BULLYING!**
- Supportive strategies to change attitudes and behaviours of perpetrators and victims.

#### ***What is Bullying?***

It is important to distinguish bullying from other negative behaviours. Bullying can be identified through the presence of the following factors:

- Misuse of power in relationships
- Repeated verbal, physical and/or social behaviour
- Causing physical and/or psychological harm.

Bullying can involve an individual or a group repeatedly misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Ref: <http://www.bullyingnoway.gov.au/teachers/facts/index.html>



**BEHAVIOR MANAGEMENT POLICY**  
**APPENDIX 7: BEHAVIOUR MANAGEMENT REFERRAL PROCESS**

