



# POLICY & PROCEDURES

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## Behaviour Management in Schools

### Philosophy

Waggrakine Primary School believes all students have a right to learn and have a responsibility to contribute to a safe, positive and productive learning environment. No student has the right to disrupt the learning or safety of others. This school-wide behaviour management policy is designed to help staff, students and the community understand their responsibilities in relation to student behaviours.

We believe students behave responsibly most of the time; however some students may make an error in their judgement of what is acceptable behaviour. We believe in promoting effective communication, treating each other with respect, reinforcing the link between choice and consequence, responsibility of the individual and of the group and working collaboratively with parents. In working together we can enhance students' prospects for a positive and productive life beyond the school years.

We believe in giving students opportunities to develop appropriate behaviours, self-control and resilience through an engaging curriculum, a safe and caring environment and interactions with staff and peers. Students require consistent positive, firm and fair reinforcement in a manner which enhances their understanding of responsible social behaviour.

### Whole School Approach

A whole school approach is a cohesive and collaborative action by a school community to improve student learning, behaviour and well-being.

### Principles

The following principles will guide us in our management of all student behaviour.

- a) Student well-being and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- b) The use of appropriate curriculum and learning programs will encourage engagement.
- c) Behaviour is best managed through restorative practices that are educative in nature.
- d) All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- e) Behaviour management process will acknowledge the duty to take reasonable care for the safety of staff & students.
- f) Behaviour must not be viewed in isolation but as part of an interaction between the student, staff & the school community.
- g) School staff will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support and record keeping.

### Rights and Responsibilities

Everyone at Waggrakine Primary School has the right and responsibility to ensure:

- Everyone is respected.
- Everyone is safe.
- Everyone has the right to learn.
- Everyone has the right to be able to do their job.
- Everyone can speak up when others do not follow the code of conduct.

## **School Code of Conduct**

1. Show consideration, courtesy and respect to others and their property.
2. Follow instructions from staff members.
3. Play and move in the school so that all people are safe.
4. Abide by the school's policies and procedures and classroom codes of behaviour.
5. Demonstrate socially acceptable behaviour.

## **Expectations of the School**

The school's planning will:

- Provide support, resources, time and funding for up-skilling staff in Classroom Management Strategies (CMS) and Team Teach.
- See all teachers to implement PATHS curriculum to improve emotional and social intelligence.
- Provide students with cooperative learning opportunities so as to ensure that all students are socially integrated into networks of peer relationships.
- Use a variety of appropriate programs such as the Friendly Schools and Families Program, Quest 4 Values, Aussie Optimism and Bounce Back to train students to deal effectively with bullying and develop resiliency..
- Continue to implement and use the Protective Behaviours Program, Restorative Justice, and Team Teach philosophies.
- See the implementation of teaching values across all year levels.
- Provide drug and alcohol education in accordance with SCASA guidelines

## **Expectations of the Executive Team**

The Executive Team will:

- Provide assistance, regular advice and reminders of the process to teachers as well as having a role in formal discipline procedures in compliance with the *School Education Act 1999*.
- Administer the school BMiS policy according to department guidelines.
- Support teachers; Classroom Behaviour Management Plans.
- Assist in the development of Individual Behaviour Plans (IBP).
- Liaise and meet with parents to inform them about their child's behaviour.
- Enter behaviour information on SIS ( red & pink slips)
- Develop Risk Management Plans for volatile students.
- Develop Risk Management Plans for students threatening/displaying self- harming or suicidal tendencies in line with Department policy.

## **Expectations of the Teachers**

Teachers will:

- Employ CMS strategies in the class.
- Develop and teach a code of conduct with their students to be displayed in the class, which will contribute to a positive learning environment.
- Negotiate a Choice and Consequence process with the students to follow when the code of conduct is breached.

*Collectively these documents will be called the Classroom Behaviour Management Plan.*

- Submit their Classroom Behaviour Management Plan to the Executive Team by Week 2 of Term 1 and distribute these to parents.

*Teachers must keep documentation in accordance with the Behaviour Management in School Policy from the department.*

When a student's behaviour becomes repetitively disruptive and they struggle to regulate their behaviour, the teacher will:

- Liaise with the Executive Team and communicate with the parents in the development of an IBMP.
- Develop a contract/IBMP. At this point it will be important to consider the students academic ability in relation to Students At Education Risk, student service referrals and outside agency involvement as a support and screening mechanism.

### **Consequences**

Teachers at Waggrakine Primary School are committed to ensuring that positive behaviour is given recognition. Teachers will:

- Develop an in-class incentive program
- Communicate the positives to parents via phone calls, class certificates, positive notes sent home and parent-teacher meetings.
- Award Honour and Merit Awards at assemblies to recognise students' positive choices academically and behaviourally.
- Recognise positive behaviour in the playground by giving out 'Waggy Wonders', faction and value tokens. Each assembly 3 students' names are drawn from the Waggy Wonders. One from Year 1-3, one from year 4-5 and one from year 6-7. Winning students to receive a canteen voucher.

Students will receive a consequence when they choose to behave unacceptably. We reflect with the student on the choice they have made to help them to accept responsibility and the consequence for their choice. Consequences will take into consideration the diversity and differences in the school community as well as individual students' ability, development and the circumstances of specific situations.

### **Documented Plans and serious ongoing behaviour issues**

Staff will develop a **documented** plan for an individual student when the student's behaviour is considered to be at a level that is beyond the scope of the school's behaviour management plan, or the school's current management strategies are not effective. Other possible options if appropriate will be referral to the Engagement Centre, referral to school psychologist, case conferences with parents, or referral to other relevant outside agencies.

### **Minor Offence**

In class:

- Teachers will deal with minor offences by the students, by employing CMS low-key responses, reflecting with the student and using the class choice and consequence process.
- Students are sent to the office with a red slip as the **final** consequence for the class Behaviour Management Plan.

In the playground:

- The teachers will deal with minor offences by the student by employing CMS low-key responses and redirecting the student to more appropriate behaviours in the playground. Initially try a rule reminder, having the child walk with you for 5 mins or sitting out in an allocated spot for 5 mins. If the behaviour is repeated a *Pink Behavioural Slip (Appendix 4)* is completed referring the student to the Executive Team for a decision on playground withdrawal.
- **Refer to Appendix 5 for duty procedure.**

## **Major Offence**

Major offences are those behaviours that threaten the normal operations of the school or threaten the wellbeing of others. These usually include open defiance of authority, physical or verbal abuse of others, sustained aggressive behaviour and continuous disruptive behaviour.

A formal process will be used by the Executive for major offences whether in the class or play area. The staff member will need to provide written documentation of the situation by using the *Playground Pink Behavioural Slip (Appendix 4)* or the *Classroom Red Office Behavioural Referral (Appendix 4)*

When a major behavioural incident occurs, the Executive team will discuss a plan of action with the parents, teacher and student. The consequences for a major offence will take into consideration the individual circumstances of the situation. Depending on the nature and severity of the major offence the police may need to be involved. In compliance with the *School Education Act 1999*, continuous major disruption will result in a progression of agreed consequences such as withdrawal, formal suspension and exclusion. Only a small segment of a school population ever reaches this level of misbehaviour. In keeping with the school's philosophy, the student will continue to receive support in managing their behaviour appropriately and assistance in making the correct choices.

## **Preventing and Responding to Bullying**

### **Rationale**

Every individual has the right to belong and feel safe within a positive learning environment at school. Bullying or any form of harassment will not be tolerated in the school. The school recognises that rather than managing bullying, it is more efficient to prevent it in the first place. It is everyone's responsibility to prevent it happening.

Research has shown that Cooperative Learning strategies can help prevent bullying by building positive relationships among all students which increases physical health, psychological health and academic achievement. "To prevent bullying teachers need to:

- Build positive relationships among all students.
- Maximise the engagement in prosocial behaviour.
- Maximise academic engagement.
- Ensure conflicts are managed constructively."

(Johnson & Johnson, 2008)

### **Common Understandings**

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying and also includes cyber bullying (refer to DET BMiS document – Part 3: Definitions). Teasing or fighting between peers is not necessarily bullying.

Bullying also involves children who may not be directly involved in the bullying nor are they directly bullied, who are referred to as "bystanders". A bystander is someone who sees the bullying or knows that it is happening to someone else.

Harassment is offensive, humiliating, threatening, abusive or intimidating behaviour that is directed at individuals or group/s for either perceived or real attributes. It includes gender, religious, age, race, and sexuality based harassment.

## **Strategies and Procedures**

Usually bullying occurs away from the proximity of adults and operates in a covert manner. The single biggest factor in dealing with bullying effectively is to have the incident reported. The second key factor in successfully dealing with bullying is for action to be taken.

Waggrakine Primary School is committed to preventing and managing bullying by:

- Providing students with Cooperative Learning opportunities so as to “ensure that all students are socially integrated into networks of peer relationships”.
- Providing support to people who are bullied, as well as the bullies.
- Helping people who are bullied to avoid and/or to deal with bullying.
- Helping students understand the difference between aggressive and assertive behaviour.
- Implementing a variety of appropriate programs such as ‘PATHS’, “Friendly Schools & Families”, “Quest 4 Values” and Bounce Back and providing community members with a information outlining definitions and indicators of bullying and actions which can be taken by the child, parents and teachers in the school newsletter.

The crucial element for all staff is to act upon a disclosure of bullying. Further support can be obtained by speaking to the Executive Team.

Parent involvement is crucial in effectively dealing with bullying. Parent information will be communicated via newsletters, meetings, P & C, and the School Board.

## **Detention and Suspensions**

The Principal is able to suspend a student immediately for a serious breach of school discipline.

Students may be suspended for a severe behavioural incident or for a series of incidences resulting in detention.

Detention(withdrawal from the playground) is used by staff and the Administration team as a consequence for students not acting appropriately within our school.

Parents of students are informed about their child being placed in detention through a SIS generated letter and/or a phone call stating reason & intended duration of detention.

Students who receive a withdrawal or out of school suspension will be contacted by phone by the Principal and a letter will also be sent.

## **Team Teach**

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. This includes training in CMS as well as Team Teach approaches. These alternative strategies will be used in preference to physical interventions and use of force wherever possible and safe to do so.

Reasonable and proportionate use of force to support students in crisis will **only** be used when the risks involved in doing so are outweighed by the risks involved in not intervening/using force.

Staff have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties;
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Classroom teachers who have assessed that a student(s) may require support through Restrictive Physical Intervention (RPI) must:

- record these assessments and judgements on Individual Behaviour Plans (IBPs);
- communicate these assessment and judgements with Admin and to parents/caregivers in every case and with their colleagues as necessary.

#### *Recording of incidents*

Where an RPI has been used a record of the incident will be kept by Admin. All incidents of the use of RPI should be recorded on a copy of the RPI record in the appendices to this policy.

### **Management of Student Mobile Phones and Other Mobile Electronic Devices**

While parents provide mobile phones/mobile electronic devices to their children for safety and other reasons, it is necessary that staff and students not be disrupted by mobile phones in classrooms.

#### At Waggrakine Primary:

1. All student mobile phones/mobile electronic devices are to be switched off and taken to the front office before 8:45 am where items are signed in and stored. Students may collect items after the final siren.
2. Students found to be in possession of or using a mobile electronic device during school hours will have the device confiscated. The device will need to be collected by the student's parent/guardian from the office.
3. Announcements to staff, students and parents will be made via class reinforcement of rules, Parent Facebook page and newsletters regarding this order.

## APPENDIX 1

# LOW KEY RESPONSES

## DON'T TALK – ACT

1. Win students over:
  - meet students at the door
  - demonstrate personal interest
  - smile; humour; enthusiasm
  - politeness
  - use students name
2. Use a signal to begin:
  - develop a signal or routine that means “quiet please”
  - pause until 100% silence is attained
  - make the pause active
3. On the alert. Stopping things before they go too far. (with-it-ness)
  - eye contact – The Look
  - scan
  - a quiet ‘no’ and nothing else
  - finger motions
  - use of students name
  - a shake of the head or subtle “cough”
  - model or respond to appropriate behaviour
4. Use proximity:
  - move about the room while teaching or students are working
  - move towards the inappropriate student
5. Deal with the problem not the student:
  - deal with objects etc
  - rearrange seating
6. Plan student movement (transition)
  - who does what by when
7. Deal with the allies first.
8. When asking questions signal the type of response you want:
  - hands
  - no hands
  - call out
  - choral
  - tell your neighbour
  - write it down
9. Come on back. **Once they comply, show recognition of effort. e.g. If they put up their hand after being corrected for not doing so; choose them to answer the question as they now have their hand up.**
10. Private discussion. **Correct or talk to the child privately away from other students.**
11. Planned ignore. **Is used when the misbehaviour does not disrupt other students or your teaching and is attention seeking.**

Barry Bennet & Peter Smilanich (1994) *Classroom Management: A thinking and Caring Approach*

**CLASSROOM BEHAVIOUR MANAGEMENT PLAN**

In collaboration with the student each classroom management plan will outline the following and although teacher’s specific plans will vary to meet the needs of their students the plans should consist of:

- **Code of Conduct (sometimes called Ethos or Expectations)** - Instead of making rules, which are usually written in negative phrases such as, *will not, don't*. A code of conduct is written in the positive and state what it is that student will do.

e.g.

<p><b>Year 4’s Code of Conduct</b></p> <ul style="list-style-type: none"><li>• Everyone has the right to learn in our class.</li><li>• Everybody is responsible for making our class a happy place to be.</li><li>• Everybody has the right to be treated with respect.</li><li>• Everybody must treat people’s property with respect.</li><li>• Everybody must follow the teacher’s instructions.</li></ul>
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- **Choice & Consequences** – To highlight the student’s behavioural responsibility and the opportunity of choice each class will develop a Choice and Consequence Process with the students that compliment the Code of Conduct. When a student chooses to misbehave there is a consequence. The consequences become greater with each instance of misbehaviour. Teachers are encouraged to contact parents as early in the process as deemed beneficial to the situation. Consequences may include loss of privileges. Each teacher will develop a process that suits their individual teaching style and the needs of the students.

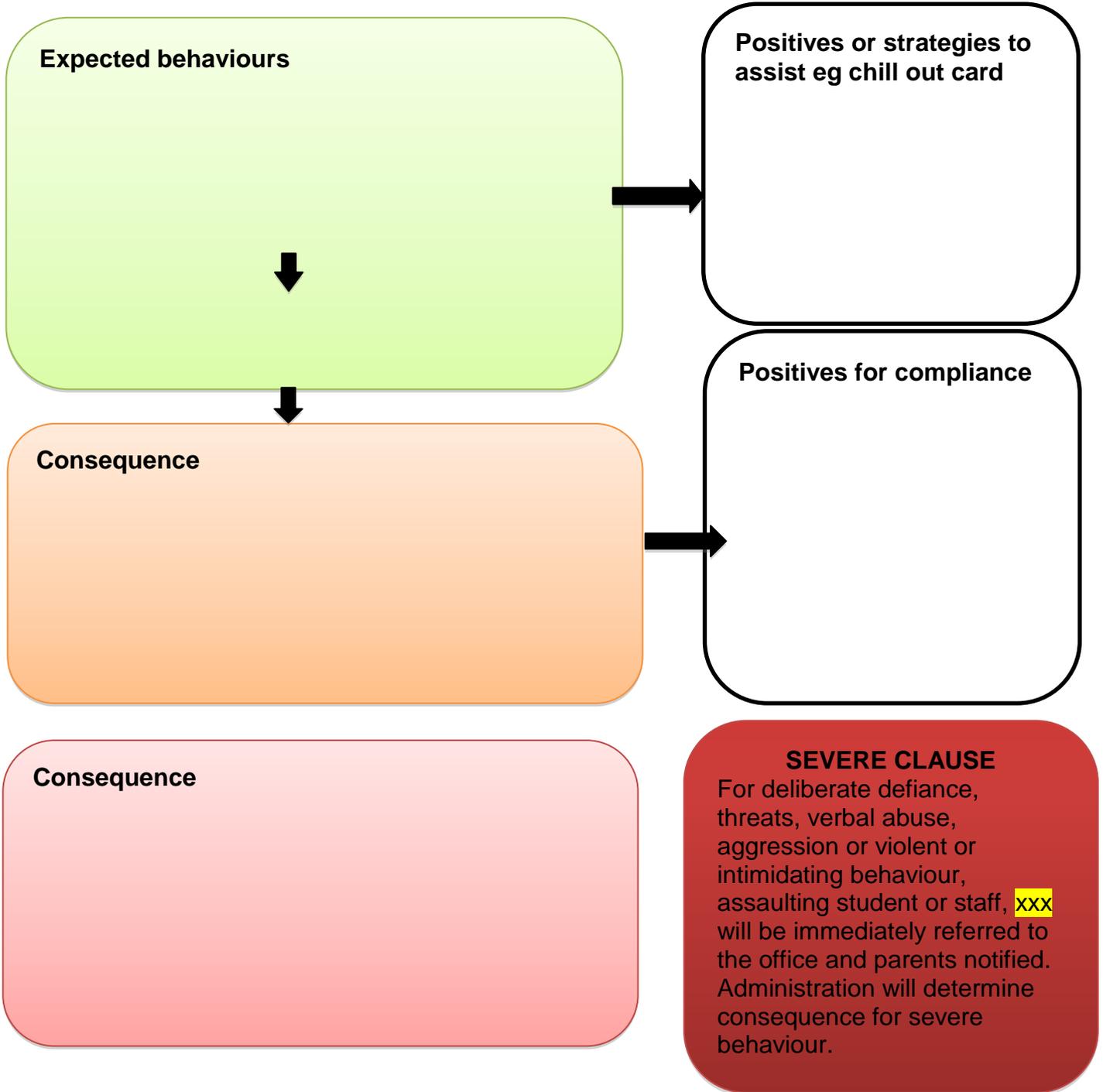
e.g.

<b>Choice &amp; Consequence Process</b>	
<i>1<sup>st</sup> incident</i>	<i>Warning and rule reminder</i>
<i>2<sup>nd</sup> incident</i>	<i>Minutes time-out in class (5 -10 minutes)</i>
<i>3<sup>rd</sup> incident</i>	<i>Time-out in the ‘time-out’ class (15 minutes) At this point the teacher <u>must</u> document the incident for their own records.</i>
<i>4<sup>th</sup> incident</i>	<i>Time-out in the ‘time-out’ class (15 minutes) At this point the teacher <u>must</u> document the incident for their own records.</i>

- **Rewards and Incentives** – Aside from the school reward such as merit awards and faction tokens teachers will develop a process for rewarding good behaviour in their class.

## BEHAVIOURAL PLAN – Waggrakine Primary School

This plan is designed to encourage **XXX** to make positive choices and to take responsibility for his/her behaviour and learning. The plan aims to minimise the disruptions to the learning of **XXX** and other class members and enable **his/her** teachers to teach effectively. All other normal school rules and class incentives continue to apply.



**Signatories**      Date: \_\_\_\_\_

School Admin: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_ Student: \_\_\_\_\_

Review Date: \_\_\_\_\_

**APPENDIX 4**

**MAJOR OFFENCE PROCESS**

**Playground**

The **PINK BEHAVIOUR SLIP** is used by the duty teacher when a student has to be corrected repeatedly or for a serious misbehaviour.

**PINK PLAYGROUND BEHAVIOUR SLIP**

Student Name/s: \_\_\_\_\_ TA: \_\_\_\_\_ Date: \_\_\_\_\_

Witnesses: \_\_\_\_\_

Time: \_\_\_\_\_

Reporting teacher: \_\_\_\_\_ Location: \_\_\_\_\_

**Reason for referral:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*(Please list all students involved and details of incident including, if known, why it happened)*

- Student receives a pink slip for repeated or serious behaviour only.
- Please place this slip in the detention tray located in the Staffroom.

**OFFICE USE ONLY**

Action taken

\_\_\_\_\_

Recorded on SIS

Principal/Deputy \_\_\_\_\_

If a serious incident occurs in the playground the duty teacher sends up an **Orange ADMINISTRATION URGENT ASSISTANCE** card, which is stored in the duty file, to the office with a runner. All staff should attend to the duty area when these cards are sent up. One staff member must alert an Administrator if they are not in the staffroom. The teacher must document the incident and pass the documentation on to an Administrator.

**ADMINISTRATION**

**URGENT ASSISTANCE REQUIRED**

**BY** \_\_\_\_\_ **LOCATION** \_\_\_\_\_  
TEACHER

**Classroom:**

Each class management plan has **a major offence clause**. Examples of instances when the severe clause might be used include: end point of classroom management plan, fighting, abusing teacher or other students, stealing, possession of illegal substances, internet crime and pornography, dangerous weapon. Behaviour such as this will warrant an **immediate referral** to the Principal or Deputy for further action.

Where the student is able and willing to come to the office, the teacher must alert the Administrators by sending the child to the office with the **RED OFFICE REFERRAL** card. You may choose to send another child as an escort to the office but the teacher must not leave the rest of the class unattended. The RED OFFICE REFERRAL card must be filed in the BM&D file for data collection.

This card has been designed to assist teachers to continue with their teaching program when a student is severely disrupting the class and learning.

**OFFICE BEHAVIOUR REFERRAL**

Name: \_\_\_\_\_ TA: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Please Tick Applicable Box: \_\_\_\_\_ Location: \_\_\_\_\_

**Final Step in Process:**  
**Eg Warning, Timeout,**  
**Timeout Class, Office.**

OR

**Direct to Office for serious incident. Eg Swearing at the teacher, throwing chair etc**

**Is this an on-going issue? YES/NO If yes, which Administrator dealt with it before:** \_\_\_\_\_

**Please write down the details of the incident, including why it happened (if known):**

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

**Teacher making referral:** \_\_\_\_\_

<b>OFFICE USE ONLY</b>	
Action taken	
_____	
_____	
<input type="checkbox"/>	Recorded on SIS
	Principal/Deputy _____

Where the student is not able and or willing to come to the office and the situation requires an Administrator urgently, eg. student is endangering self/others and teacher is unable to proceed with the lesson. The **ORANGE URGENT ASSISTANCE REQUIRED** card is to be used. The location is the most important section to fill out; this should be taken to the office by a non-teaching staff member or a reliable student from the class. The ORANGE URGENT ASSISTANCE REQUIRED card should be filed in the BM&D file for data collection. The teacher must document the incident and pass the documentation on to an Administrator.

\* If you are near a phone you may phone for assistance.

## DUTY PROCEDURES

### Policy:

1. Teaching staff owe a duty to take reasonable care for the safety and welfare of students whilst students are involved in school activities or are present for the purposes of a school activity. The duty is to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen. This requires not only protection from known hazards, but also protection from harm that could reasonably be foreseen and against which preventative measures can be taken.
2. In discharging their duty of care responsibilities, teaching staff must exercise their professional judgement to achieve a balance between ensuring that students do not face an unreasonable risk of harm and encouraging students' independence and maximising learning opportunities.
3. When non-teaching staff, volunteers and external providers agree to perform tasks that require them to personally care for students (in the absence of a member of the teaching staff) they will also owe a duty to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen. (Regulatory Framework – Duty of Care Policy)

### Procedures:

#### Before School:

1. All students who arrive at school before 8.30am will sit on the benches outside TA 5- 8 unless they arrive by bus in which case they will go to the bus warden in the hall.
2. Students will be dismissed from the hall and the benches at 8.30 am by the duty teacher.
3. All teaching staff will be in their classroom by 8.30 am with the door open, ready to meet parents and students. During this time the students will organise themselves ready for the day, talk, play quiet games inside or interact with the teacher. No outside play is allowed before school and once inside the classroom the students are not need permitted to leave it without permission from a staff member.
4. Two members of the senior staff will be on duty between 8.30 – 8.45 am to ensure students safety and to meet parents.

#### Recess and Lunchtime:

1. All rostered staff are required on duty promptly. This means that you must organise your class so you can be in the eating area/playground on time. If you need to go to the toilet or get a coffee then swap with another teacher to do the first part of your duty while you get yourself organised. This can then be reciprocated.
2. All staff and students are to wear a wide brimmed hat on duty, as we are a sun smart accredited school. **Sun visors, caps and bucket hats are not acceptable.**
3. Teachers on duty need to actively walk around their duty area, interacting with the students, giving out faction tokens and ensuring students are playing and behaving appropriately. Sitting/standing under trees or talking to other staff does not constitute duty.

4. Take the duty file, found in the hall, with you while on duty.
5. Staff on duty must wear an orange vest enabling them to be easily seen by students.
6. If you are on duty in the detention room you need to collect the file from the bench in the staffroom listing the students who are expected to be in detention. Check off students as they arrive and send a child to locate any missing students. If students refuse to come or cannot be located please seek admin assistance. Seat students so they cannot make eye contact with others. Remind students they are to eat quietly and then sit still and quiet. Failure to comply will result in an extension of the detention time. Dismiss each child individually, ensuring that the area where they have been sitting is clean.

#### **Playground Behaviour Misdemeanours:**

1. Duty staff will investigate incidences. For minor incidences provide a rule reminder or ask the child to sit out of a game for a set time or to walk with you for a time. For more serious or repeated incidences, write out a pink slip, found in the duty file. Include detailed information about the incident.
2. The pink slip is then placed in the detention tray found in the staffroom on the bench. The slip needs to be there by the end of lunchtime.
3. Admin staff will investigate the incident and determine the consequence and inform class teacher of the outcome.
4. The admin staff member will contact the parent by letter or phone if a student receives detention.
5. Students who receive detention do not eat their recess/lunch with the other students or go out to play. The classroom teacher needs to instruct them to go straight to the detention room with their food. If a student in detention needs to get food from the canteen, another child is to be requested to get the food and deliver it to the detention room.



## Waggrakine Primary School

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### Policy for Addressing Student Behaviour While In Duty of Care of the Bus Warden

- Students are required to follow the school code of conduct and behaviour expectations when in the care of the bus warden.
- The bus warden is to give a student 2 warnings for a misdemeanour.
- If the student continues with the misdemeanour the bus warden will fill in a red slip with details of the misdemeanours and send the child to the office with the red slip for follow up by a member of the admin team. *If the child is due to catch the bus very soon, bus warden will place slip in the tray in the office area so issues can be discussed the next day.* The administration team will determine the consequence based on the issue and discussions with the student and bus warden.
- If a student ignores the requests of the bus warden or demonstrates violent, dangerous or abusive behaviours the student is to get a red slip immediately.
- If a student has received 3 red slips they will sit in the office area after arriving at school in the morning and until their bus arrives in the afternoon for a period of one week.
- Should a student receive 2 detentions as a result of behaviour while in the care of the bus warden within a school term, the principal will arrange a meeting with parents/guardians to discuss the issue.

