



BAMBARA PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY

Building Positive Student Behaviour

A united approach to managing student behaviour to ensure their health and wellbeing is addressed in a positive manner.



Behaviour Management Policy

This Behaviour Management Policy

has been developed in collaboration with the teaching and non teaching staff, parents and students.

Ethos:

At Bambara we aim to grow our students into global citizens with a broad range of human capacities and responsibilities that go beyond academic success. We make a commitment to help all members of the school community learn to respect themselves, others and the world around them. Staff at Bambara are committed to providing a supportive and safe school environment where all members are valued.

Academic and social learning outcomes are maximised through quality curriculum, interpersonal relationships and school organisations. Student and staff conduct will reflect the Values from within the school Values program and staff will actively support the program during class sessions and in the school community.

Ensuring success for each student is at the heart of our daily practice. Through *collaboration* with staff, parents and students we aim to create a school environment which supports students to develop a positive disposition to learning and a strong moral compass about self and community. We aim to build a culture where students develop a competitive spirit to be the best they can be and strive for *academic excellence*. A focus on developing the profile of the learner and their capacities will support students to grow their character and develop their habits for *lifelong learning*.

Rationale:

The *Bambara Primary School Student Behaviour Policy* has been formulated to support students to learn and maintain positive behavior. The policy focuses on positive behavior and encourages students and staff to actively reflect on everyday behaviours within the classroom and playground and their effect on the school community. It encourages students, staff and parents to take a proactive role to ensure the wellbeing, and right of all, to learn.

Our school community strives to build, promote and utilise a united and supportive approach to behaviour management.

Bambara Primary School-Whole School Plan- Building Positive Student Behaviour

Bambara Primary School CODE OF CONDUCT:

The School Code of Conduct was developed to define simple positive behaviours that are expected of all students.

The School Code of Conduct is displayed prominently in all classrooms and forms the basis of positive behaviour in all classroom plans. See Attachment One

- 1. Show respect, care and compassion to yourself and others, smile and be happy.**
- 2. Make all your choices good choices.**
- 3. Keep the Bambara environment clean.**
- 4. Walk on all paths and in school buildings.**
- 5. Play in the areas you are asked to.**
- 6. Wear a hat when outside.**
- 7. Play safe, play fair and have fun**
- 8. Keep your hands, feet and objects to yourself.**
- 9. We only throw balls, beanbags and frisbees.**
- 10. Go in to a classroom when a teacher is present.**

STAKEHOLDERS AND THEIR ROLES:

Role of the School and Administration:

Define positive behaviour through the School Code of Conduct, classroom rules and Levels of Behaviour.

Inform parents and guardians of the school's Behaviour Management Policy and the School Code of Conduct and procedures.

Encourage a positive attitude by acknowledging and modeling positive behaviour.

Be consistent when dealing with student behaviour.

Respond to diversity and differences within the school community.

Provide assistance to staff, students and parents and liaise with school Psychologist and Chaplain and

Regularly monitor and review the Behaviour Management Policy and the School Code of Conduct.

Role of the Teaching and Non-Teaching Staff:

Develop and maintain a positive learning environment by implementing a variety of strategies which will include-

Develop a sense of classroom cohesiveness/belonging from the start of the year.

Cooperative learning strategies and Values Education.

Values Education– across the curriculum areas-discuss Value of the Fortnight.

School Code of Conduct-(see Attachment One).

Use Levels of Behaviour for classroom management-(see Attachment Two).

Understand and apply Restorative Practice in managing behaviour-(see **Attachment Three**) and

Recognise the diversity of our community and their needs.

Role of the Parent:

Prepare their child for school by ensuring their wellbeing is managed at home eg sleep, diet, play, limit on screen time, punctual to school.

Promote the value of education to their child.

Demonstrate clear expectations and model positive behaviours and values.

Support the school by showing trust and/or willingness to consult regarding areas of concern.

Communicate with teachers and Administration in regard to their child's behaviour and
Seek advice, help and support when needed.

Role of the Student:

Demonstrating respect for self, peers, teachers, other staff, parents and school visitors.

Actively engage in all learning opportunities.

Follow rules and the School Code of Conduct.

Consistently monitor classroom behaviour as per Levels of Behaviour.

TEACHING AND MANAGEMENT STRATEGIES

Values Program:

Staff at Bambara are committed to providing a supportive and safe school environment where all members are valued. Academic and social learning outcomes are maximised through quality curriculum, interpersonal relationships and school organisations. Student and staff conduct will reflect the school Values. Staff will actively support the program during class sessions. There is a Values focus per fortnight and a Values tree and awards. (See Attachment 3)

Kagan Co Operative Learning:

Kagan uses a range of instructional strategies to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction. The class management techniques promote positive interdependence, individual accountability, equal participation and simultaneous interaction. Students have opportunities to interact with their peers in positive ways. They become a community of learners and see their teacher as a coach and someone who is on their side. (See Attachment 4)

Classroom Management Plan-

Teachers and students write their plan at the beginning of the year taking in to consideration the School Code of Conduct, the Values program, Levels of Behaviour and personal classroom philosophies.

Classroom Management Plan-sample

Classroom environment

- Values clearly displayed for all students to see.
- Classroom philosophy statement- treat everybody the way you like to be treated.
- Inclusive classroom with student work tables put in ways for students to work collaboratively.
- Organised classroom with all resources/areas labelled and at easy access for students. This is to encourage students taking responsibility for their own learning.

Expected relationships

- Students to work in Kagan teams using Kagan structures. Team work skills are taught to ensure students take turns and there are not 'hogs or logs'.
- Expected relationships are lined with Values program- being inclusive, non-judgemental, encouraging etc.

Expected behaviors

- Levels of behaviour (PBC) chart displayed which has the behaviours students contributed that they classify as good and bad and then levelled on the chart.
- Clear consequences listed for each level of behaviour.
- If in green students receive words of encouragement or reassurance.
- When expected behaviour is displayed teacher to show signal of approval, verbal and non-verbal. This can consist of a tap on the shoulder or a rub on the back, a thumbs up and nod and smile or verbally saying what the student has done well. (Bill I loved the way you told us your mathematical thinking for that very difficult question).
- If a student is not behaving use non-verbal cues first (stand quietly and wait, stand by the student, tap on the shoulder). Use affective statement to outline the impact of the behaviour eg I feel really disappointed when you.....
- If behaviour does not change refer to Levels of Behaviour chart and use other students displaying appropriate behaviour and say they are in the green. Ask other students to help others around them if there is someone not displaying appropriate behaviour.
- A restorative approach is used to assist the students to reflect on their behaviour, the impact on others and to commit to positive future behaviour.
- If student does not respond to the above steps then consequences are to be followed (time out to reflect in class, sit out for some time during recess/lunch, visit to admin, contact parents).

Examples of Student Rewards

- In class pop stick rewards. Students decided what rewards they would like to receive at the set intervals (intervals set by teacher), when appropriate behaviours are displayed teacher/s hand pop sticks to students (number of pop sticks at teacher's discretion). Students collect and then trade them for any of the rewards they wish to choose. (This goes back to being responsible for own learning)
- Table points are given to each table and at end of the week the points are counted and the winning tables choose stickers or prizes from the prize box.

- Positive comments in their diaries for parents/carers to see

Levels of Behavior- Students and classroom teacher work together to formulate the Levels of Behavior chart that reflects the types of behavior, the zone they belong to and the consequence of that behavior.(See Attachment 2)

CCC Meetings-students meet each day and have a Care, a Concern or a Celebration in relation to their class, the dynamics and issues. The process requires confidentiality and no names are mentioned. Students offer solutions to issues or celebrate achievements.

Rewards- Merit, Values, Behaviour-students are given recognition in relation to the 3 categories. It is expected that all students should receive a Merit award during the year.

The students recognise that at all times, there is a logical consequence for inappropriate behavior. At a classroom level this will be part of the class management process.

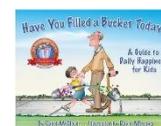
Playground Management Plan: reviewed and revised

Staff duty roster and guidelines: be visible, move amongst students, monitor all student closely, give out healthy food tokens at recess and first lunch, wear a hat, be on time for duty, carry your mobile and phone the office if any concerns.

Consistent procedures amongst staff for dealing with misdemeanors and offending students:-In the playground the Duty Teacher removes students from an incident as an intervention to stop an escalation of unacceptable behavior. This will be time out in a specifically nominated spot, or walking with the duty teacher for a specific amount of time, as deemed appropriate by the teacher. See outline below.

Out of bounds areas need to be clearly known by students. The areas around classrooms will be known as passive zones, unless it is out of bounds. Ball and active games will be excluded in these places.

Positive Behaviour will be acknowledged by staff. Bucket cards will be provided for all duty staff and students who are interacting following the School Code of Conduct will be acknowledged and given a bucket card to put in the bucket in the Undercover area. This notion of a bucket token aligns with the theme of filling people's buckets adapted from text by Carol Mc Loud and promoted by the Values coordinator and staff. Students will then have their names drawn out and given a prize. All tokens will be kept and will go in to the Big Bucket Draw for the end of each term.



<u>Applied to the Playground Behaviour</u>	<u>Consequences</u>
Running on the pathways	Time with the Duty Teacher
Rough Play	Time with the Duty Teacher
Littering	Time with the Duty Teacher
Inappropriate use of materials	Time with the Duty Teacher
Out of bounds play	Time with the Duty Teacher
Misbehaving in the toilets	Time with the Duty Teacher
Hats-no hat to UCA	Time with the Duty Teacher
Interfering with students' property	Undercover Area
Fighting	Red Card—Office
Serious teasing and bullying	Red Card– Office
Vandalism	Red Card-Office
Offensive language	Red Card-Office

Clearly Defined age-appropriate Play Areas:

All students report to the Undercover Area with their bags on arrival at school where they are supervised by a member of Administration. On Tuesday and Thursday students may participate in running club which is operated by parents.

Arrival prior to 8:15 am is discouraged.

Kindergarten– Students will play in their outdoor area under the supervision of their teacher and assistant.

Pre Primary–Students will play in their outdoor area under the supervision of their teacher and assistant. In Term Three the students will undertake a phase in period where they will eat and play in the school playground.

Years 1, 2 and 3—Students may play in any areas of the netball courts and on the western end of the oval.

Years 4-6 -Students may play in any areas of the netball courts and on the southern end of the oval.

The area of grass near the middle childhood classrooms on the northern end of the school is out of bounds. The eastern end of the oval near the old pipe storage box is out of bounds as is the Shire oval. Students need written, parental permission to use the Shire oval with a teacher.

Toilets

- Students use the toilets in their block during class times and the toilets at the western end of each block during break times.

Undercover Area

- This is a passive area for eating. No ball games take place here unless a teacher is supervising. Students who are not wearing their hats are to go to this area at break times.

Other Points to Remember

- Broad brimmed hats are to be worn by students and teachers at all times during outdoor activities and break times.
- Students may only eat in the Undercover Area or, at the discretion of the Administrators, under the trees.
- Students will be supervised for the ten- minute lunch eating period.
- On wet days sporting equipment is not to go out and the School Adverse Weather Policy is to be put in place at the discretion of the Administrators.
- Items such as chewing gum, electronic games, trading cards etc. are not to be brought to school.
- Mobile phones are to be handed in to the Office each morning and collected at the end of the day.
- The bike racks are out of bounds.
- NO tackling in games is allowed unless under the direct umpiring supervision of a teacher.
- The teacher on oval duty is to ensure that all students are off the oval before they leave the area. Students cease playing on the siren and go to the classroom lining up areas.

COMMUNICATING TO PARENTS

At all times a clear message of the need for all involved parties to cooperate positively to achieve the best outcomes for the child will be reinforced.

Positive and open communication will be established with all parents.

Information and education for parents regarding the Whole School Plan for Building Positive Behavior

The school will communicate to parents the need for their support and cooperation in dealing with their child's behavioral issues.

Student behavior is reported in the Semester 1 and 2 reports in terms of ABE- Attitude Behavior and Effort where students are graded using the age appropriate scales.

Student behavior may also be communicated by phone, letter or meeting and may be the responsibility of the Classroom teacher, Deputy Principal or Principal.

MANAGING BEHAVIOUR

The behaviours will be managed in a Restorative Manner by the Classroom teachers, Deputy Principal and Principal.

The goals of restorative practices that respond to wrongdoing include:

- Trying to foster understanding of impact of their behavior.
- Seeking to repair the harm that was done to people and relationships.
- Attending to the needs of others in the school.
- Avoiding imposing on student's intentional pain, embarrassment and discomfort and
- Actively involving others as much as possible.

In most cases a restorative circle will be organised in order that these questions will be asked: -

- What happened?
- What harm resulted?
- What needs to happen to make things right?
- What will you do differently next time?

Levels of Consequence

Restorative methods impose a consequence rather than a punishment and help to create empathy and active involvement.

The notion is that consequences improve student behavior not out of fear but because they want to feel good about themselves and have a positive connection with others.

There are 5 levels of consequence however the school will actively seek to promote Level 1 as a means to support students learning and maintain positive behavior.

- Level 1- Logical negotiable consequences
- Level 2- Non-negotiable consequences-completion of Behaviour Think Sheet. (See Attachment 6)
- Level 3- In-School suspension
- Level 4- Suspension from school
- Level 5 Expulsion
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Green, Amber and Red Cards Referral (Red Card) to admin for severe behavioral issues
Green card (Cool card) for students who need time away from class to 'cool off'.

COORDINATING WITH EXTERNAL AGENCIES

Students with needs will have an Individual Behavior Plan developed in consultation with themselves, the teacher, members of Administration, their parents and outside agencies.

- The School Psychologist, School Chaplain and other outside agencies will be available to support Staff and Parents with students who exhibit challenging behaviors or have special needs.
- The school assessed the psychological services provided by ATAPS and will ensure parents are aware of the Medicare rebate available to them on 10 appointments.
- The school seeks advice and support from the Department of Community Services case managers to bridge the gap between home and school and will make referrals to appropriate support groups.
- The school works to provide a seamless yet effective connection between parents and organisations who provide parenting advice and mentoring services.

Measures to Address Severe Misconduct: -immediate contact to be made with member of Admin. Student removed from situation and parents contacted OR other students moved from area and student given time to calm down as parents are contacted.

Bullying: awareness of strategies to use when instances occur-inbuilt through Value program and class discussions. Continued issues result in staff discussion with students involved and if necessary parent contact and meetings. Incidences are recorded on the Student Information System. It is not recommended for parent to contact others parents of the student who is bullying their child. See Bullying Policy.

Aggression: awareness of triggers and discussion and prevention.

Drugs/Alcohol: no drugs or alcohol allowed on premises. Students inflicted with either would be referred to outside agencies as well as parents for management.

Weapons: depending on severity Police may need to be called. If able to be removed safely from student, they would be removed and parents contacted.

Risks of Suicide/self-injury- refer to outside agencies for assistance.

RISKS ABOUT PERSONAL USE OF MOBILE PHONES AND DEVICES

Awareness created through class discussion, digital presentations and increased student awareness. (See Mobile Phone Policy Attachment 5)

MONITORING AND RECORD KEEPING

Students who exhibit challenging behaviors will have instances recorded on the Behavior Management Module of SIS- Student Information Services. This allows the school to build a behavior profile of students and enables the school to manage/be aware of triggers to negative behavior.

Monitoring of student behavior is expected of teaching and nonteaching staff when on duty. Reporting of inappropriate behavior is reported to the Classroom Teacher, Deputy Principal and Principal depending on severity of behavior.

The Principal reports to the School Board each semester and makes judgements and recommendations based on the ABE grade in the student report to parents.

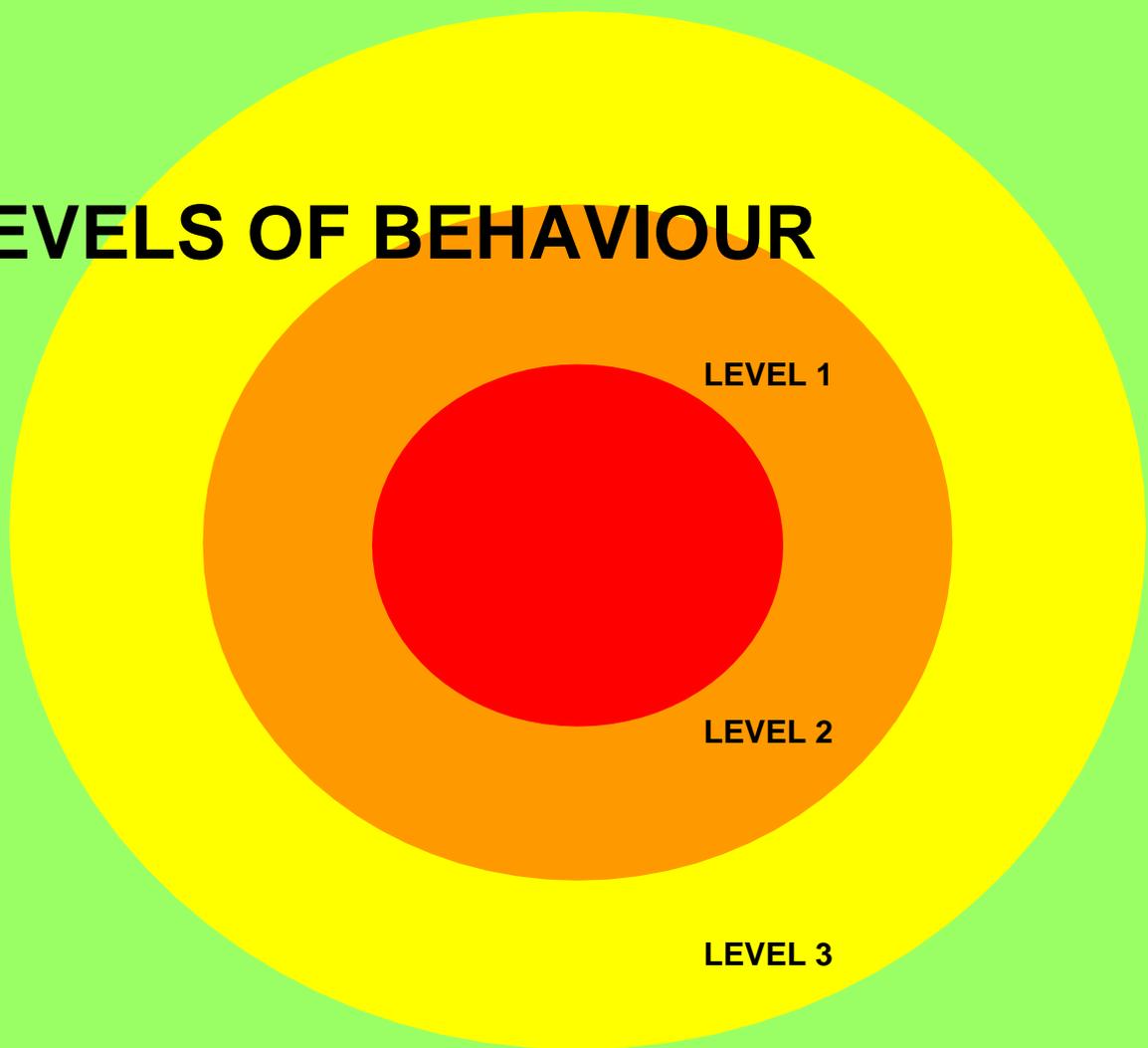
The school sets tri annual behavior targets in its Business Plan and reports the achievement of these targets in the Annual Report.

Bambara Primary School Code of Conduct

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LEVELS OF BEHAVIOUR



CHOOSE YOUR BEHAVIOUR

KNOW YOUR CONSEQUENCE

VALUES OVERVIEW

Values provide the framework for our whole lives – they shape our thoughts, feelings and actions. The development of values is a complex, ongoing process but the formative stages occur early in our lives through the influence of home, family, school, community and world issues.

Our school will recognise those students who display the particular Value at our Tuesday Assemblies. Students will receive a Values Award and pencil. Parents are welcome to attend these assemblies held at 8:45am in the Undercover Area.

Our Front Office will also house a Values Tree where students who were recognised will have their name and the Value written on a leaf. This will then be placed on the tree for the rest of the term. Award winners will also have their photos in the newsletter.

ATTACHMENT 3

CO OPERATIVE LEARNING

Co operative learning works in different ways to produce positive results for students of different ages, cultures and learning styles. These relatively simple instructional strategies release so many powerful forces to produce a wide range of positive outcomes.

Kagan structures are engaging. Students report greater joy in learning, more interest, and increased liking for school and class. The Kagan cooperative learning structures engage students by stimulating interaction. Importantly, because the Kagan structures are used on a daily basis, students are engaged very frequently. Kagan structures promote the principle of PIES- Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction.

Staff can implement the structures one off in a lesson or as they become more confident use multiple structures throughout the lesson.

Refer to the Co Operative Learning Schedule in School Plans

ATTACHMENT 4

MOBILE PHONE POLICY

Students who bring a mobile phone to school will be required to take it to the Office in the morning before school and then collect it after school. For safety reasons no phones are to be left in student's bags. If parents require urgent contact with their child during the school day this can be done through the school office and immediate contact will be made. There is no need for a child to have a phone on their person during school hours.

If students are seen with a mobile phone during school hours they will be asked to take it to the School Office for collection at the end of the day. If this is a recurring incident the parents will be phoned and asked to collect the phone from the School Office.

Should a student be found to be involved in recording, distributing or uploading inappropriate images or videos of students, parents or staff on school premises the student will be suspended immediately. This includes using a mobile phone to video or take photos of other people, or themselves, during school hours.

As a school, we appeal to parents to monitor and encourage appropriate use of technology such as mobile phones and the Internet.

ATTACHMENT 5

Student Wellbeing and Behaviour Policy Overview



NB At any time the behaviour changes the student can return to the acknowledgement section.