



BRENTWOOD PRIMARY SCHOOL

STUDENT BEHAVIOUR MANAGEMENT PLAN

As per the Department of Education 'BEHAVIOUR MANAGEMENT IN SCHOOLS'

Effective May 2019



AIM

Brentwood PS is responsible for the creation and maintenance of a safe and positive learning AND teaching environment and the development of processes for the effective management of student behaviour.

GUIDING PRINCIPLES

- Brentwood's **STUDENT BEHAVIOUR MANAGEMENT PLAN** policy is preventative in nature;
- The school promotes pro-social behaviour, student well-being and the development of self-discipline;
- The policy outlines procedures for the management of ongoing or serious misbehaviour;
- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students.
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community.
- School staff will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping.

RATIONALE

- Brentwood Primary School believes that the management of student behaviour is integral to effective teaching and learning.
- We believe that behaviour management is the responsibility of all staff, and must be managed with a consistent, whole school approach. Certain students will require special policy/procedures adaptations to meet their identified social/emotional needs, eg. Individual Behaviour Plans (IBP).
- Education is a partnership between schools, parents and students, and thus it is essential that all Brentwood stakeholders are aware of expected standards, behaviours and consequences.
- Thus, the main focus of our plan is to develop responsibility in students for their own behaviour. A key part of this process is to build relationships between students and teachers, and repair relationships through restorative practices.
- Teachers at Brentwood focus on using effective instructional strategies, particularly those outlined in the Classroom Management Strategies and Classroom Instructional Strategies program, to prevent and respond to misbehaviour. All staff are committed to developing a positive, safe, inclusive and friendly school environment through the Virtues Program.

POLICY

The Staff at Brentwood Primary School are committed to:

1. Developing and implementing strategies that are inclusive so that they are appropriate to all students in the school and wider community. These include, but are not limited to, staff implementation of Classroom Management Strategies and Classroom Instructional Strategies, the Virtues Program and Restorative Practices (see Appendix E).
2. Establishing a positive learning environment for all students that support the learning of socially acceptable behaviour through the explicit teaching of interpersonal and self management skills, ie. a focus on the positive rather than the negative.
3. Actively supporting colleagues in addressing behaviour management concerns and contributing to shared problem solving.
4. Developing Individual Behaviour Plans (IBP's) for students who consistently demonstrate inappropriate behaviour within the context of the Students at Educational Risk (SAER) Policy, or for those students who require additional support within the school setting (See Appendix F)
 - Parents are involved in developing these individual plans.
 - Focus will be on modifying behaviour not the student.
5. Clearly and consistently communicating to parents expectations about acceptable student behaviour.
 - Develop procedures for ongoing, positive communication with parents, keeping in mind that education is a partnership between parents, the school and students. (eg. Parent meetings, positive notes, Skoolbag, newsletters, email, etc)
 - All communications with parents will be recorded in a manner which provides for ongoing communications and is easily retrieved.
 - Respond to any incident in a timely manner.
6. Providing appropriate support for Students at Educational Risk (see SAER Policy) by forming partnerships with the Learning Support Coordinator and outside agencies to provide for students with specific learning needs.



BEHAVIOUR MANAGEMENT SCHOOL ORGANISATION

SCHOOL MOTTO

Seek with Purpose

CODE OF CONDUCT

The school community has agreed that students:

SCHOOL GROUNDS - STUDENTS:	CLASSROOM - STUDENTS:
<ul style="list-style-type: none"> • use appropriate and courteous language in the school grounds • walk peacefully and quietly on paths and around buildings • only be in classrooms if a staff member is present. • walk bicycles and scooters in the school grounds at all times. Keep off the driveways • play safely and fairly, remaining within designated play areas • wear school approved hats at all times for outside activities. • stay on the school grounds unless permission to leave has been granted by the Administration • be seated in designated area when eating food or drink • arrive from 8:30am and leave school premises by 3:15 if unattended by parent. If arriving before 8:30am sit on the seat outside Staffroom. • place all litter in the bins provided • respect the rights and property of others 	<ul style="list-style-type: none"> • show respect and use appropriate and courteous language to all people in the school environment • follow all instructions the first time they are given • Switch mobile devices OFF on arrival at school, hand in to class teacher, and not turned ON again till 3:05pm. Written permission needed from parents to bring device to school. • come prepared for class (e.g.: pens, pencils, rulers, etc) • respect the rights and property of others • enter / leave the room and move around the school in an orderly fashion • wear correct approved school uniform. (Kindergarten students are encouraged to wear uniforms)

MANAGEMENT OF STUDENT MOBILE DEVICES

Mobile devices are increasingly prevalent and some Brentwood students carry them to school. While parents provide mobile devices to their children for safety and other reasons, it is necessary that staff and students not be disrupted by mobile devices in classrooms.

Guidelines:

- Parents will, in writing, seek the permission of the Principal for their child to have a mobile phone at Brentwood;
- Mobile devices are to be switched off on arrival at school and handed to the class teacher for secure storage till 3:05pm;
- Students in breach of these guidelines will be subject to the 'Severe' clause as outlined in the school's BMIS Support Procedures;
- Students and parents are reminded regularly about the school's mobile devices policy.

GOOD STANDING

Rationale: At Brentwood Primary School, the Good Standing policy supports the school's Student Behaviour Management Plan (SBMP) and Code of Conduct by acknowledging and rewarding exemplary behaviour. Loss of good standing occurs if a student starts a fight, makes physical contact with the intention to harm another student, videos a fight, or exhibits behaviours that are not aligned with this Student Behaviour Management Plan. Students who lose good standing will not be permitted to participate in school non-curricula activities.

Good Standing supports our students to make positive choices for their behaviour. On occasions where good standing may be withdrawn, all factors will be taken into consideration and the decision to proceed remains the discretion of the Principal or the Principal's delegate.

Process: All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the SMBP. It is the responsibility of each student to maintain their Good Standing.

Notification Process: Parents of students who are at risk of losing their Good Standing will be contacted by the class teachers. If a student loses their Good Standing, parents will be contacted by classroom teachers or the school administration by phone or in writing.

Consequences for losing Good Standing: Students who lose their Good Standing -

- May have privileges removed, such as attending non-curricular events.
- Non-participation in the termly Good Behaviour Reward.

Reinstatement of Good Standing: The classroom teacher and a member of the administration team will discuss with the child what behaviours are required to earn good standing. Students will regain their Good Standing after a five-week period and will have a restorative conversation with a member of the administration team prior to reinstatement.

At Brentwood Primary School Everybody has Responsibilities

RESPONSIBILITIES

Principal and Administration:

- Ensure consistency in the implementation of the Behaviour Management procedures across the school;
- Manage the recording of information related to students on SIS;
- Support teachers with behaviour development and management including Individual Behaviour Plan (IBPs);
- Support staff in discussion with parents as appropriate;
- Put in place protocols for relief teachers (school policies and procedures regarding behaviour management);
- In consultation with BMIS Committee review this policy on a regular basis.

Staff:

- Display, discuss and consistently apply the school's Behaviour Management Plan through enforcing:
 - a) Rights and acceptable behaviour
 - b) Code of Conduct
- Develop and maintain a positive learning environment that is stimulating and tidy;
- Positive - Inform parents of their child's positive behaviour and achievements;
- Negative - Inform parents in a timely fashion of any concerns both academically and behaviourally;

- Develop and implement an Individual Behaviour Plan in consultation with the student, parent, teacher, Student Services and Admin team;
- Ensure a copy of the IBP is given to administration, and is in duty bags where appropriate;
- Document student transgressions and correctional strategies using SIS Behaviour Module;
- Provide relief teachers with behaviour and management procedures including Individual Behaviour Plan (IBP's);
- All staff involved with students working on an (IBP) must follow the plan to ensure consistency for student, parents and other school staff
- Continue to review the school behaviour management plan

School Psychologist:

- Support staff in dealing with student behavioural needs and academics;
- Organise case conferences with teachers and parents;
- Refer teachers, parents and students to other agencies for necessary support as required;
- Liaise with Admin and the Learning Support Coordinator – organise case conferences with teachers and parents.

Students have the responsibility to:

- ensure that their behaviour is not disruptive to the learning of others;
- ensure that the school environment is kept safe, tidy and secure;
- ensure that they are punctual, polite, prepared and display a positive manner;
- behave in a way that protects the safety and well being of themselves and others. Participate in the development of, and adherence to Individual Behaviour Plans.

Parents have the responsibility to:

- ensure that their child attends school;
- ensure that their child is provided with appropriate materials to make effective use of the learning environment;
- participate in the development and support of IBPs for their child where necessary;
- support the school in providing a meaningful and adequate education for their children.

At Brentwood Primary School everybody has Rights

RIGHTS

Staff have the right to:

- respect, courtesy and honesty;
- teach in a safe, secure and clean environment;
- teach in a purposeful and non-disruptive environment;
- cooperation and support from parents, students and other staff.

Students have the right to:

- respect, courtesy and honesty;
- work and play in a safe, secure, friendly and clean environment;
- learn in a purposeful and supportive environment.

Parents have the right to:

- be informed of curriculum matters, behaviour management issues, and decisions affecting their child;
- be informed of their child's progress;
- access for their child to a meaningful and appropriate education;
- be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.

PRINCIPLES OF EFFECTIVE BEHAVIOUR MANAGEMENT

Staff will:

- Have the whole school 'Code of Conduct' and the Behaviour Management Procedures displayed in their classrooms
- Endeavour to develop strong and respectful relationships with students
- Set and maintain consistent and achievable standards
- Promote a positive and stimulating working environment which engages students across developmental needs and levels, individual learning styles, multiple intelligences and areas of interest
- Give consideration to student seating and classroom arrangement to minimize disruption and off-task behaviour
- Plan for learning, teaching and assessment which supports the principles of the WA Curriculum and associated WA School Curriculum and Standards Authority
- Prepare each lesson thoroughly in advance. They must:
 - know what they wish to achieve
 - know their content
 - have prepared the necessary resources including resources for early finishers
 - be punctual
- During the lesson:
 - give clear instructions
 - teach at the students' level
 - use motivation techniques
 - cater for a variety of interests
 - be flexible and adaptable in approach
 - Use low key behaviour management strategies such as those on page 11, Appendix A.
- Use positive reinforcement for appropriate behaviour.
Note that there is a focus on:
 - positive incentives must be earned
 - verbal encouragement should be the most used incentive
 - a variety of positive incentives should be used
 - desired behaviour should be rewarded
 - every child should be given the opportunity to earn and receive acknowledgment of their worth
- Expect high standards of behaviour
- Be alert to disruptive students, using low key responses at an early stage
- Use the school behaviour management plan to combat continued inappropriate behaviour

** See also Appendix A for a range of Low Key Responses that will help build and maintain relationships between teacher and student.*

ACKNOWLEDGEMENT OF STUDENT ACHIEVEMENT AND BEHAVIOUR

Staff at Brentwood Primary focus on 'catching' students doing the right thing ... and acknowledging it.

WHOLE SCHOOL

- **Virtues Vouchers, virtues gumnuts and faction points** for each voucher
- **End of Term Good Behaviour Reward activity** – for students who have 'good standing'. (no suspensions or having name recorded in the Duty file or Step 5 on the Classroom Management Procedures on two occasions per term or less)
- **Honour Certificates** - These awards are announced at each parent assembly. Photograph in following newsletter
- **Display** - Students' class work is displayed in the office glass noticeboard cabinet, breezeway noticeboard cabinets and the library/ITC
- **Student Representatives** – A number of Year 6 children are elected by their peers and staff to represent students and liaise with staff. Students are given the opportunity to organise special events for students and address issues that arise
- **Aussie of the Month** – Staff select and present at the whole school assembly, a deserving student who is continually noticed using their virtues in the playground or in the community
- **Faction Sports Captains/Vice captains** – These elected students assist staff and fellow students to organise Friday sport, sports carnivals and sport training
- **School Newsletter** used for acknowledgement of students and notification of Honour Certificate recipients for the fortnight and winners of Aussie of the Month

CLASSROOM

- **Encourage and acknowledge.** Encouragement using the language of the virtues should be the primary instrument of positive reinforcement
- Students may be **sent to Administration or buddy teachers/classes** with good examples of their work. Check that someone is available to see the student
- **Communications to parents** in the form of emails, written notes, phone calls or simply a chat on the veranda
- **Individual Classroom reward systems.** Eg raffles, positive notes, phone calls to parents, token economy, prizes and stamps may be given for good work or appropriate behaviour
- **Virtues vouchers, virtues gumnuts and Faction points** to students who demonstrate virtues, appropriate behaviour and good work

ACHIEVING A SUPPORTIVE CULTURE AND STUDENT ENGAGEMENT

A positive environment is built through inclusion, sharing and caring, encouragement of participation, and high expectations for each and every child.

A positive classroom environment evolves out of:

- An atmosphere of trust and the development of effective relationships
- A sense of belonging and community and involvement in decision making
- Kindness and encouragement from peers
- The teacher's energy, morale and positivity
- The teacher's authenticity and non-judgmental attitude plus fairness and equity in participation
- Clear expectations, goals, learning outcomes

DIVERSITY AND DIFFERENCE

The Brentwood community acknowledges and accepts diversity and difference eg. We are culturally sensitive, responsive to parent and student needs.

RESOLVING CONFLICT

Procedural fairness means all students are given a 'fair hearing', in resolving conflict.

PREVENTION OF VIOLENCE, HARASSMENT AND BULLYING

Brentwood Primary School has 'zero' tolerance towards violence, harassment and bullying. Strategies are in place to assist and empower students to:

- identify the issue(s) and report them to staff
- cope by knowing the school process and following the procedures assertively
- prevent future incidents by following the process and reporting any further incidents

Students use a variety of techniques to maintain a comfortable emotional state, and build their self-esteem to create a better social life, through effective communication skills. Parents are encouraged to collaborate with the school to deal with these issues.

The process is if someone threatens or intimidates a student they should say to the person threatening them that "I don't like you doing and if you don't stop immediately I will report you," then walk away with friends.

INDIVIDUAL BEHAVIOUR PLAN (IBP) (See Appendix F, page 17 for proforma)

An IBP for an Individual is established when a student requires additional support to meet their individual needs or to modify their behaviour. IBP's are documented to make clear the behavioural issues being addressed, desired outcomes, strategies to be used and the effectiveness of the strategies. The parent and the student is generally involved in the process.

ASSISTANCE - STUDENTS, STAFF & PARENTS

Administration supports students, parents and teachers in classroom management and in playground management.

Students are treated fairly in discussions related to inappropriate behaviour, and outcomes are reflected in our rationale. Feedback is provided to the class teacher after a consultation with administration. Details of infractions and resulting actions, are documented and are available to parents upon request.

Parents - The principal and teaching staff are required to contact a student's parents and engage in a consultation process when severe or consistent behaviour management issues are encountered. Parents are informed and engaged in the process for planning individual behaviour management. Staff should take every opportunity to encourage parent participation by genuinely seeking information and assistance in the planning of effective responses to student behaviour issues.

PREVENTING AND MANAGING BULLYING

(Please refer to Brentwood Primary School 'Bullying No Way' pamphlet for additional information)

Bullying is a pattern of unprovoked aggressive **repeated** behaviour by an individual or group of individuals which is used to hurt, injure, embarrass, upset or cause discomfort to another person. Bullying can be:

- Verbal: name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- Physical: hitting, punching, kicking, scratching, tripping, spitting
- Social: ignoring, excluding from a group or activity, making threatening and or obscene gestures
- Psychological: spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones

At Brentwood we aim to provide a safe and supportive environment for all school community members:

- The Brentwood Primary school community believes that the working environment for students and staff **should be safe and free from inappropriate behaviour, harassment and bullying of any kind**. Teachers should be able to teach free from disruptive students and students learn in an environment without interruptions from disruptive children.
- A safe working environment is the right of every member of our school community. Bullying, violence and harassment are a wilful conscious desire to hurt, threaten or frighten and are not tolerated because they violate our fundamental rights to safety and fair treatment. It gives power through another's pain, fear and humiliation.
- **This school will not tolerate violent or bullying behaviours in any circumstances**, and with the collaborative support of the whole of its community has developed the following action plan.

Rights and Responsibilities of School Community Members

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community	<ul style="list-style-type: none"> • are safe and supported in the school environment • are included • are treated with respect 	<ul style="list-style-type: none"> • participate and contribute to school positive behaviour programs • build positive relationships • demonstrate respect and tolerance towards others
School leadership	<ul style="list-style-type: none"> • is supported in developing the school's plan to prevent and effectively manage bullying • is supported in implementing the strategies and programs under the school's plan 	<ul style="list-style-type: none"> • provides leadership in resourcing the school's plan • ensures the school community is informed of the plan • implements the plan • supports staff to implement the strategies and programs under the plan
Staff	<ul style="list-style-type: none"> • feel safe and supported in the workplace • are informed of the school's plan on bullying • have access to professional learning in preventing and effectively managing bullying • have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/emotional learning) 	<ul style="list-style-type: none"> • promote and model positive relationships • participate in developing the school plan • record incidents of bullying in Integris 'Behaviour' • identify and respond to bullying incidents • deliver the strategies and programs to students in responding to bullying effectively • promote effective bystander behaviour • promote social problem-solving • use appropriate terminology when referring to bullying and the students involved
Students	<ul style="list-style-type: none"> • have access to curriculum that supports the building of resiliency and social skills • are informed of the school's plan on bullying • are provided with supports to stop bullying 	<ul style="list-style-type: none"> • understand and value the concepts of inclusion and tolerance. • identify and respond effectively to bullying. Show that you and your friends disapprove of bullying in an appropriate way. • are aware of themselves as bystanders. Don't stand by and watch, get help. • seek help for themselves and others as needed and give support to students who have been /are bullied.

MEMBERS	RIGHTS	RESPONSIBILITIES
Parents	<ul style="list-style-type: none"> • are treated with respect • are confident their children are provided with a safe and supportive school environment • are provided with access to information on the prevention and management of bullying • are informed of the school's plan and opportunities to participate 	<ul style="list-style-type: none"> • support and encourage children to treat others with respect and tolerance • act in accordance with the school plan if they observe/ know about bullying • report incidences of bullying to the class teacher • encourage children to report bullying incidents • work effectively with the school in responding to bullying • explain what to do if your child is a witness to another child being bullied
Wider community: including other professionals	<ul style="list-style-type: none"> • are strategically included in prevention and bullying management 	<ul style="list-style-type: none"> • provide support and input into the school's approach to preventing and managing bullying

Victims are encouraged to report to members of staff and parents all incidents of bullying, violence and harassment.

The School takes incidents of bullying very seriously and follows a clearly defined procedure:

Steps to take in cases of bullying:

- Severe, repeated or physical bullying – report to teacher/administration immediately
- Minor cases of name calling, teasing:

Step 1: Tell the person you don't like what they are doing and walk off with your friends;

Step 2: Tell the person you don't like what they are doing and if they do it again you will report it;

Step 3: Keep your promise and report the offence to the playground supervision teacher or class teacher

- The victim and bully will each be requested to provide information about the incident.
- Both parties will be counselled and parent(s) notified of the outcome(s).
- The bully will complete an amends sheet to be handed and read to the victim, see Appendix C.
- A request will be made for the bully's parent(s) support and understanding.
- The class teacher involved will monitor the behaviour of identified students over a period of time.

Teachers will incorporate into the curriculum a personal development program including role play, classroom meetings and cooperative group activities, to assist students develop assertive rather than aggressive ways of dealing with situations of conflict. Programs such as **"Protective Behaviours"**, **"Friendly Schools Plus"** and **'Bounce Back'** may be useful. Repeat victims will be given counselling and support from staff.

Parent Support - The school will:

- arrange case meetings for severe or repeat offenders and involve professional help, where necessary;
- request that parents cooperate with the class teacher in any restorative process; and
- have information available for parents.

Prevention Programs - The school will ensure that bullies are:

- Confronted by the evidence; preferably in a "Restorative Practice" model
- Assisted to develop a personal action plan of non-aggression;
- Given non-violent sanctions and undergo regular behavioural review;
- Encouraged to modify behaviour through a variety of means (role play, counselling);
- Are supported and given guidance by the chaplain.

In addition, the school will encourage structured activities in well supervised play areas to ensure a safe and supportive playground environment. Staff will wear highly visible "Playground Supervision" jackets.

BEHAVIOUR MANAGEMENT PROCEDURES

ESTABLISH A POSITIVE ENVIRONMENT

- Staff create and maintain a positive environment by using a variety of preventative techniques and strategies.
- Staff reflect continually on what is working effectively and how it can be improved.
- Staff identify at an early stage possible inappropriate behaviour and use low key responses, thus minimising disruption to flow of lesson or escalation of behaviour in playground.

IN-CLASS

Formal In-Class daily procedures

Step 1 - Warning – verbal reminder of expectations

Step 2 - Consequence 1 – name recorded

Step 3 - Consequence 2 – 'x' recorded. (Class consequence)

Step 4 - Consequence 3 – 'x' recorded. Time-out in-class, 10 mins to rethink behaviour.

Step 5 - Consequence 4 - Sent to Time Out Class in 'buddy' time-out class. Complete a 'Time-Out Reflection Sheet' for parent to sign and return to class teacher, inform admin team.

Note: If a student regularly gets to Step 5, class teacher to contact parents plus remove Step 1 or 2, so they move straight to Step 3.

Step 6 - Consequence 5 – Sent to Admin with 'Time-out Reflection Sheet' from Step 5 above and a package of class-based work for completion while in Time-out. Parents contacted. Recorded in SIS.

Step 7 - Consequence 6 – 'In-school' suspension or 'out-of-school' suspension. Student will receive a package of class-based work for completion during their time of absence from the class.

Notes:

- i. If a student reaches Consequence 4 or above three times in a term they lose 'good standing' and then lose the privilege to join in the termly Good Behaviour Reward activities.
- ii. **Serious disruptive behaviour moves straight to Step 6, Consequence 5 and should be sent immediately to Admin.**
- iii. In deciding the consequences for inappropriate behaviours the context in which they occur must be taken into account. On occasion, consequences such as those above are not prescriptive.
- iv. **Individual Behaviour Plans** may be created by staff in consultation with parents. These plans are designed to support children change/manage their inappropriate behaviour.

PLAYGROUND

Playground management is the responsibility of ALL STAFF, teaching and non-teaching.

PLAYGROUND

Playground management is the responsibility of ALL STAFF, teaching and non-teaching.

Step 1 – Warning/Reminder if a minor offence. Recorded as a warning in the Playground behaviour booklet.

Step 2 - Consequence 1 – Shadow the duty teacher for 5-10 minutes time-out and receive counselling - staff use Restoration cards in Duty files. Name recorded in Playground behaviour booklet.

Step 3 - Consequence 2 – Withdrawn from playground and sent to Admin. Student completes a Reflection sheet, copy sent home to parents. Recorded in SIS. For three occasions in a term in conjunction with In-class Step 5 offences, loss of 'good standing' and loss of privilege to attend Good Behaviour Reward activity.

Step 4 - Consequence 3 – Severe or Repeated misbehaviour, sent to Admin. (See Severe clause below)

SEVERE CLAUSE:

Sent to Admin immediately for offences such as *fighting, verbal abuse, intimidation/bullying, continued defiance, escalation of Consequences 1 to 3*. Admin decides on consequence of behaviour, taking into account the needs of the child and context of incident.

POSSIBLE CONSEQUENCES

Stage 1 – Recess and/or lunch or after school detention

Stage 2 – Half or full day in-school suspension, parent informed.

Stage 3 – In-school or out of school suspension. Parent and student called for case meeting.

Stage 4 – Repeated serious misbehaviour – develop a playground IBP for student. Refer to school psychologist.

Note 1: In deciding the consequences for inappropriate behaviours the context in which they occur must be taken into account. On occasion consequences such as those above are not prescriptive.

3 BREACHES/TERM (In-class + Playground) = LOSS OF 'GOOD STANDING' AND ATTENDANCE AT END OF TERM REWARD

LOW KEY RESPONSES TO MISBEHAVIOUR

Skills that effective teachers use to respond to students when they first start to disrupt. They almost invisibly let the student know what he or she is doing is having a negative effect on learning. The response is as short or shorter than the interruption and the classroom atmosphere stays positive or neutral.

- They involve **'Non' or 'Minimal' verbal responses**.
- They do not stop the flow of the lesson – quick and quiet.
- They do not invite escalation – low emotional content.

1. Win students over.

- Meet students at the door.
- Demonstrate personal interest.
- Smile, use humour, show enthusiasm.
- Politeness, use names.

2. Use a signal to begin.

- Develop a signal or routine that means "quiet please."
- Pause until silence or near silence is attained.
- Make the pause active – scan the room, move to the student.

3. Be alert. Stop things before they go too far. (With – it – ness)

- Eye contact – the look.
- A quiet 'no' and nothing else.
- Finger motions.
- Use of a student's name.
- A shake of the head with a subtle, 'cough.'
- Know when to ignore.

4. Use proximity.

- Move around the room while teaching or while students are working.
- Move toward the inappropriate behaviour.
- Use touch (hand on shoulder, hand on hand) and avoid eye contact at this time.

5. Deal with the problem, not the student.

- Deal with objects, do not embarrass the student.

6. Plan student movement. (transitions)

- Who does what by when ie who gives out papers, collects books, lines up first etc.

7. Deal with the allies first.

- Use whenever more than one student becomes involved after an initial inappropriate behaviour.

8. When asking questions signal the type of responses you want.

- Write it down.
- Numbered heads.
- Call out, choral.
- Think, pair, share.

9. Come on Back.

- Praise when appropriate, low key questions

Years P-2 Time-Out REFLECTION SHEET

Name: _____ Room _____ Date: _____

Dear Parent/Caregiver

Today your child received a time-out for a series of behaviours that interrupted the learning of others. Below are the details of what happened during class time.

What happened? (Class teacher to complete.)

Name on board as a reminder :
First ✓ on board as a second reminder (warning):
Second ✓ : (Time-out in-class)
Third ✓ : (Time-out in Time-Out class)

How am I feeling?			
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How do I think others are feeling?			
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Draw or write what you will do next time?

Teacher's comment:

Teacher signature: _____

✕-----

Dear Parents,

The use of the Time-Out Reflection Sheet is part of the school's behaviour management plan and requires children to reflect and think about ways of changing their inappropriate behaviour. It is an effective way to encourage children to become responsible for their own actions and see how their behaviour may impact on others. It would be helpful if you discussed this with your child. It should be noted that receiving a combined total of three TIME-OUTS or 3 playground offences recorded in the duty file during term will result in the loss of 'good standing' and therefore the loss of privilege of participating in the Good Behaviour Reward. Should you wish to discuss this issue with the teacher, please arrange an appointment.

Please return this acknowledgement slip to your child's class teacher tomorrow. Thankyou.

Parent/Caregiver Signature: _____

Years 4-6 Time-Out REFLECTION SHEET

Name: _____

Room _____

Date: _____

Dear Parent/Caregiver

Today your child received a time-out for a series of behaviours that interrupted the learning of others. Below are the details of what happened during class time.

What happened? (Class teacher to complete.)

Name on board as a reminder :
First ✓ on board as a second reminder (warning):
Second ✓ : (Time-out in-class)
Third ✓ : (Time-out in buddy class)

➤ *My behaviour affected* _____ *because it*

➤ *Next time I will use my virtues of* _____ *and* _____ *and*

show them by _____

● *I will make amends to the people I affected* _____

Teacher signature: _____

✕ _____

Dear Parents,

The use of the Time-Out Reflection Sheet is part of the school's behaviour management plan and requires children to reflect and think about ways of changing their inappropriate behaviour. It is an effective way to encourage children to become responsible for their own actions and see how their behaviour may impact on others. It would be helpful if you discussed this with your child. It should be noted that receiving a combined total of 3 TIME-OUTS or 3 playground offences recorded in the duty file during term will result in the loss of 'good standing' and therefore the loss of privilege of participating in the Good Behaviour Reward.

Should you wish to discuss this issue with the teacher, please arrange an appointment.

Please return this acknowledgement slip to your child's class teacher tomorrow. Thankyou.

Parent/Caregiver Signature: _____



STUDENT APOLOGY LETTER

(Letter to be completed in your neatest handwriting on lined paper.)

Dear _____

The student states the date of the incident.

Student states what he/she was doing just prior to the incident.

On _____ I was _____.

Student acknowledges, then describes the behaviour that caused the incident.

During this time I _____.

Student acknowledges the feelings of the other person involved.

I can see that you feel _____ and _____ because of what I did.

Student describes a virtue to improve behaviour.

Next time I will use my virtue of _____

and show it by _____. This will help me to improve my behaviour.

I apologise for what I did and hope we can respect each other.

Student apologises and seeks to make amends.

Student Signature

Breach of 'Code of Conduct'

Dear Parents: Your child was involved in an incident on _____ that violated the school's Code of Conduct and has written this letter to the other person in order to make amends.

Please read this letter and discuss with your child how they can improve their behaviour.

Signature of Parent(s): _____ Date: _____

RESTORATIVE PRACTICE

Good questioning technique:

When Things Go Wrong

1. What happened?
2. What were you thinking at the time?
3. What have you been thinking about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

When Someone Has Been Hurt

1. What did you think when you realised what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?



Individual Behaviour Management Plan

Name:		Class Teachers:	
Date:			
		Review Date:	

Introduction/Background and identified 'triggers' for inappropriate behaviour:
Targeted Behaviours: 1. 2.
Actions and Strategies to Implement By the student: By Staff: Rewards: Consequences: By Parent:
Observations/Notes:

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Admin Signature: _____ Date: _____