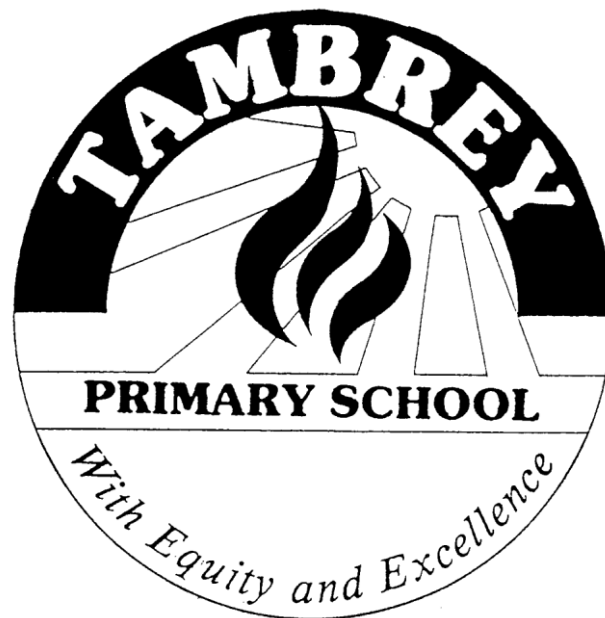


Tambrey Primary School

Behaviour Management Policy



Implementation Date: May 2014

Review Date: 2015

Code of Conduct

	Examples
Respect yourself.	Be organised and punctual. Work independently. Work to the best of your ability. Be a good role model.
Respect others.	Cooperate with others. Be friendly to others. Do not disturb or distract others. Demonstrate sportsmanship.
Respect the school environment.	Put your rubbish in the bin. Respect and abide by boundaries.

Rights and Responsibilities

Rights	Responsibilities
STUDENTS:	
<ul style="list-style-type: none"> Learn in a positive and supportive environment Work and play in a safe, secure, friendly, clean environment Be shown respect, courtesy and honesty Receive fair treatment 	<ul style="list-style-type: none"> Actively participate in learning Show a high standard of behaviour Keep the school environment tidy and secure Treat others with respect Identify and respond effectively to bullying
STAFF:	
<ul style="list-style-type: none"> Democratic, participative decision making process Be shown respect, courtesy and honesty Work in a safe, secure, friendly, clean environment Cooperation and support from parents Cooperation and support from colleagues 	<ul style="list-style-type: none"> Model respectful, courteous, honest behaviour Keep the school environment tidy and secure Establish positive relationships with students, parents and staff <ul style="list-style-type: none"> Demonstrate a high level of professionalism in teaching (e.g. organisation, planning, classroom management) <ul style="list-style-type: none"> Participate in decision making and planning Implement the school plan to counter and respond to bullying Provide programs to teach students resiliency and social problem solving
PARENTS:	
<ul style="list-style-type: none"> Be informed about all aspects of the school affecting their child (e.g. progress, curriculum, behaviour, health & welfare, bullying) <ul style="list-style-type: none"> A high quality education service for their child Be heard about matters regarding their child's education know that their child is in a safe, secure environment participate in school decision making, where appropriate 	<ul style="list-style-type: none"> ensure their child attends school ensure their child is physically and emotionally prepared for school <ul style="list-style-type: none"> support the school in providing a meaningful education for their child <ul style="list-style-type: none"> support their child in following school procedures

How Tambrey Primary School develops positive social outcomes across the school.
Tambrey Primary School utilises the following whole school programs to develop the social and emotional capabilities of all students so that they respect themselves, others and the schools environment and in doing so achieve the goals of our School code of conduct.

123 and Emotional Coaching

- Teachers to develop a supportive and warm classroom environment.
 - Teachers to routines and numerous positive strategies and structures to scaffold students learning.
 - Teachers to develop a set of class rules with their student which is clearly displayed.
 - Teachers to discuss acceptable and unacceptable behaviours
 - Classes have ownership of these rules.
 - Teachers to clearly identify and articulate Positive Reward events (Golden Time / Power Play) events for their classroom. The rewards need to be in the "currency" that motivates the class.
 - Teachers will build in a visual system that students can self-monitor and track.
 - Teachers to talk about 'Stop Behaviours' & 'Start Behaviours'. Most stop behaviours will come under the 3 main headings of:-
1. Being disrespectful... to person or property
 2. Hurting others...physically or emotionally
 3. Not doing what asked .i.e. "come inside please"

123 Magic in operation

1. Child may be given a short prompt or warning either verbally/non-verbally that behaviour is unacceptable. However, if the teacher is confident that the child knows that the behaviour is Stop behaviour, then they may 'count' without warning.
2. Child displays STOP behaviour. Teacher/EA will 'count' or 'signal' to the child "that's 1".
Place the child's name on number 1. An explanation as to why the child has been counted is not necessary at the time of 'counting'... but this may be clarified at a later time. Only if necessary.
3. Child displays a STOP behaviour that is the same or different to previous behaviour. Teacher/EA will 'count' or 'signal' to the child "that's 2". Place the child's name on number 2.

4. Child displays a STOP behaviour that is the same or different to previous behaviour. Teacher/EA will 'count' or 'signal' to the child "that's 3". Place the child's name on number 3.
5. The child is then to go timeout in their classroom.
6. After the timeout is completed the child is given a fresh start. The child's name will be placed back to 'zero'. No forced apologies & No de-briefing. If there is a need to discuss the behaviour or the situation with the child/ren then do this at least 10 minutes after timeout. Restorative questioning & emotion coaching can be helpful here.
7. If the child refuses to go to timeout set the timer for 30 seconds .
8. Time out refusal or a failure to complete it properly will result in the child "Positive Reward Time" at the next positive time in the room.
9. If the child stops the behaviour at a 1 OR 2 count and does not reach a 3 count, then at the end of the identified 'time window' (i.e start of school to recess) the child's counts will expire. The child's name will go back to the 'zero zone' for a fresh start.

After the child has had their first timeout the students name will move up to the middle tier. Indicating the child has had one time out. After the second timeout the child's name will go up to the third tier. Indicating the child has had 2 timeouts.

When the child gets 3* timeouts they will lose their next scheduled Positive reward. Teacher records it on integris. **Parents will be notified if the child receives 3 timeouts across the day.** (2* for senior students)

- If after all the above steps a student continues to be disruptive and refuses to work, the student may be sent to office with a behaviour slip.
- It is essential that class teacher's record and report repeated behaviour issues on Integris. If a student displays the same behaviours on a daily basis over the week the teacher needs to call for a parent interview to discuss these behaviours. The meeting needs to be recorded on SIS.
- If student's behaviour continues to be of concern, an IBP needs to be developed in collaboration with parents/carers.

Serious breach of Discipline:

- Physical and/or serious verbal assault or threats of a person
- Damaging any school or classroom
- When there is a serious breach of discipline an immediate referral to office is required. Send a Red card/phone call to the office for assistance. Teacher to document on Integris
- In the event of a student refusing to co-operate with the teaching staff teachers need to send a red card asking for assistance. Record on integris.

Specialist Classes

Specialist staff to implement and follow the Tambrey BMIS procedures.

123 Magic scale to not be transferred from class to specialist but started fresh.

If a student reaches 3, 3x or a major breach they will be referred to admin.

Summary

If the school is to present a consistent and effective approach to managing student behaviour, all staff must adhere to the outlines procedure. There is some provision for individuality but the approach is to be uniform across the school. It is to be **predictable** & structured to ensure

Consistency

Students who are referred to the Deputy Principal/Office

1. The office is to be used as a last resort in order to maintain its effectiveness.
2. Teachers need to clearly inform the Deputy Principal about the students behaviour by sending a behaviour slip with the student to the office.
3. If the student is unable to walk to the office independently another student will bring a red card to the office so they can go to the classroom and collect the student.
4. Admin Staff decides on the management consequences and will then notify parents and staff.
5. Consequences may include detention and suspension. In the event of a student being suspended parents are required to attend a re-entry meeting before the student returns to class.
6. Admin will communicate with the class teacher regarding the consequences administered. Record on Integris.

Implementation of the 123 Magic & Emotion Coaching in the Playground.

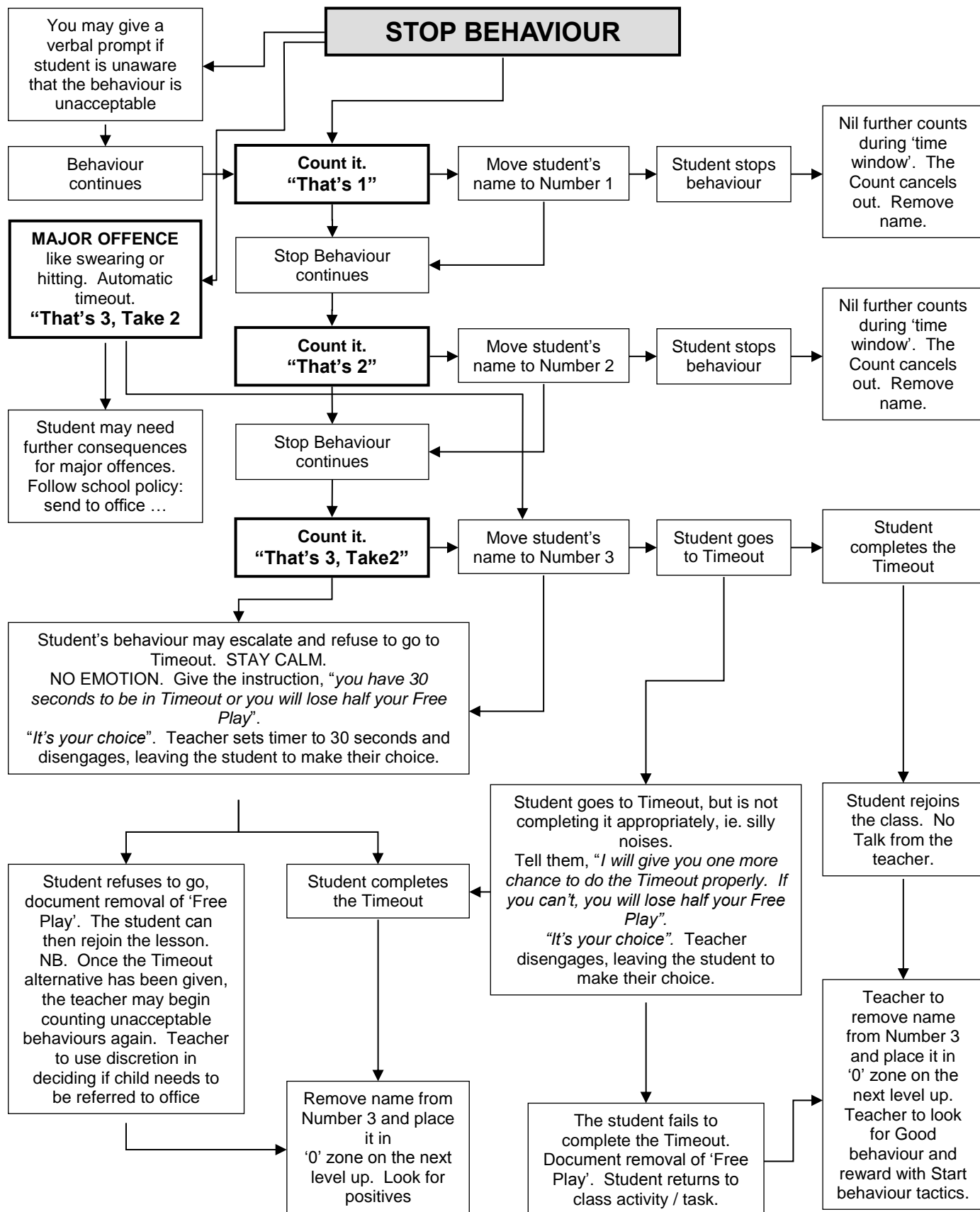
Staff will implement 123 Magic in the playground.

At a 3 count the consequences can be:

- Timeout done in the playground, under a tree, on a seat or by following the teacher around. Teacher to let the student know when the time is up.
- Timeout alternatives may be used I.e. a student who is mis-using equipment may have it removed on a 3 count. Record all instances where a student receives a 3 in the Duty folder for reference.

Flowchart

123 Magic for Teachers. Behaviour Tonics 2014 ©



On 3rd Refusal to go to timeout, a behaviour slip is sent to admin – Who will then request Student complete the timeout before returning to class, a refusal may result in Student's carer being notified. Admin to decide on next action.

You Can Do It Program - See Appendix 1

The You Can Do It Program is implemented on a weekly basis in all K-7 classrooms by classroom teachers. The YCDI curriculum is designed to develop the social and emotional capabilities that all young people need to experience learning, social and emotional outcomes.

The program teaches students Habits of Mind that support and nourish Confidence, Persistence, Organisation, the ability to Get Along and emotional Resilience. Together these are known as the 5 Keys to Success.

Tambrey Team Players - See Appendix 2

Faction Point - See Appendix 3

Other Whole School strategies to develop Positive Behaviours - See Appendix 4

Breach of Discipline

A breach of discipline is behaviour that impairs the good order and proper management of the school. This could include refusing to follow school or classroom rules, damaging school property, and swearing.

A serious breach of discipline is behaviour that adversely affects or threatens the safety of others. This could include deliberate physical assault of staff or students, and some fighting incidents.

Processes to be followed

See 1 2 3 Flow Chart Pg 3, Appendix 7 – Behaviour slip, Appendix 5 – Playground Duty

Assistance for students, staff and families

- Administration staff can provide support in developing behaviour plans.
- Network Classroom Management Strategies professional learning program
- School psychologist support to design and implement BMPs and IEPs.
- Parent Information sessions & handouts..
- Students suspended for 3 or more consecutive school days or if the student has accumulated 5 days suspension within the year will be provided with work by the class teacher.
- Reentry meeting with parent/carer and admin and or teacher on return to school to ensure plan in place for successful return to school.

Bullying - See Appendix 6

Communication

Tambreys' Behaviour Management Systems are underpinned by staff and families working together to support students. The school will keep families informed of their child's social and behavioural needs and will work with families to implement short term and longer term behavioural plans when required. Families will be consulted in the development and review of individual behaviour plans.

Class teachers must inform support, DOTT and relief teachers of the current class behaviour management process, including reward systems and consequences, and provide copies of individual behaviour plans for specific students.

Behaviour Slips are used to document the steps taken in response to student behaviour and sent with the child if referred to Admin. Teacher is to record behaviour on Integris and admin to record their involvement and associated action.

Detention may only be given by or in consultation with Principal/ Deputy Principal, and entered in Integris by a member of Administration. Parents will be informed via a letter or phone call from Administration when students are given detention.

Each semester, The Behaviour Management Policy will be monitored through an analysis of SIS behaviour data and discussion at a staff meeting. The plan will be reviewed annually.

Appendix 1 You Can Do It Program

Tambrey Primary School uses “**Program Achieve**: a social and emotional learning curriculum” developed by You Can Do It Education and known across our school as “You Can Do It”.

The You Can Do It curriculum is taught each week in all classes Kindy to Year 7.

The Pastoral Care Committee has developed a 4 year plan that outlines when different aspects of the program are taught.

The main purpose of YCDI is to support schools and families optimise the social, emotional, and academic development of all students. The program identifies the social and emotional capabilities that’s students need to acquire in order to be successful in school, experience well being, and have positive relationships that include making contributions to others and the community.

The core purpose is the development of young people’s social and emotional capabilities, including: **Confidence** (academic, social), **Persistence**, **Organisation**, **Getting Along** and **Emotional Resilience**.

To achieve these 5 foundations 12 Habits of Mind are also developed: these include **Accepting myself, Taking risks, Being independent, I can do it, Giving effort, Working tough, Setting goals, Planning my time, Being tolerant of others, Thinking first, playing by the rules and Social responsibility**. They include the development of values of **care and compassion, doing your best, fair go freedom, honesty and trustworthiness, integrity, respect, responsibility and understanding, tolerance and Inclusion**.

YCDI’s focus is on building social, emotional and motivational capacity of young people rather than focussing on their problems and deficits. It encourages prevention, promotion, and intervention efforts in order to build the social and emotional strengths of students.

Adapted from The YCDI mission statement.



Congratulations

YOU CAN DO IT!!

demonstrated great use of the following *Key to Success*

- RESILIENCE
- GETTING ALONG
- CONFIDENCE
- PERSISTENCE
- ORGANISATION



Teacher _____ Date _____



Congratulations

YOU CAN DO IT!!

demonstrated great use of the following *Key to Success*

- RESILIENCE
- GETTING ALONG
- CONFIDENCE
- PERSISTENCE
- ORGANISATION



Teacher _____ Date _____

Appendix 2 Tambrey Team Player

All students will begin the year as Tambrey Team Players (TTP). This allows students to start the year on an equal basis with an achievable goal, that of maintaining their TTP. All students have the same rights and privileges. Our aim, as a school community, will be to help the students maintain TTP by providing a supportive environment for all.

Students that have maintained TTP at mid term and the end of each term will be involved in Tambrey Team Player reward days as a reward for their efforts.

Students that have lost TTP will be expected to attend school on days when their peers are involved in activities they have been precluded from. They will do private study and work

Loss of Tambrey Team Players

1. Behaviour – A student who seriously transgresses school standards of behaviour and receives a detention in the two weeks prior to a TTP reward day will lose their TTP status and be ineligible to participate in the TTP reward day.
2. Behaviour – A student who seriously transgresses school standards of behaviour and receives a suspension (home or in school) in the period since the previous TTP reward day will lose their TTP status and be ineligible to participate in the TTP reward day.
3. Dress Code – Students who consistently do not wear correct school uniform may lose their TTP status and be ineligible to participate in the TTP reward day.

Only the Principal or Deputy Principals can withdraw Tambrey Team Player status. After listening to advice from teachers, TTP will be withdrawn for a period of 2 weeks. This time frame may be adjusted at the discretion of the Deputy Principals if there are exceptional circumstances that need to be considered.

Staff and Parent Notification: Parents will be notified by the Deputy Principals if their child has a detention or suspension. Teachers will be provided with a list of all students who have lost their TTP status and are ineligible to participate in reward days. This will enable them to plan for those students unable to be involved in certain specified activities.

Appendix 3 Faction Point System;

FACTION POINT SYSTEM		
Faction points are available in classrooms and in duty folders.		
When do we get them?	What do we do with them?	Whole School Approach
<ul style="list-style-type: none"> • Individual points gained for positive behaviour, effort and attitude in the <u>classroom</u>. • Individual points gained for positive behaviour, effort and attitude in the <u>playground</u>. 	<ul style="list-style-type: none"> • Students write name & room number on Faction Point. • Students place Faction points in boxes provided in classroom and collected by Student Leaders. 	<ul style="list-style-type: none"> • Fortnightly Faction Point Summary by Student Leaders at You Can Toucan Assembly. • Faction Points displayed on board by Student Leaders to show when announcing at You Can Toucan Assembly. • Lucky Draw at You Can Toucan Assembly for Individual winners who receive a prize. • Shield for winning faction (non-athletics points) to be announced at end of year Presentation night. • Faction shirts may be worn on Fridays.

Appendix 4 Positive incentives

Tambrey Team Player Days

Faction Points (individual and whole school rewards)

You Can Toucan Assemblies each fortnight to promote positives at the school (Toucan award for best working class with specialist teachers, attendance awards, faction point draws, birthday stickers and songs, School Creed)

YCDI Merit certificates and regular merit certificates at Parent Assembly

YDCI Pencil rewards

Assorted tangible rewards (erasers)

Informal YCDI Merit certificates sent home via class teacher

Positive phone calls, emails and notes home

Sailing program in Upper School

Appendix 5: Playground Duty

When on playground duty, supervise designated area (see map and playground duty roster in duty file). The duty file contains:

- A map with the designated area highlighted,
- A copy of the duty roster,
- A sheet to record playground incidents,
- Faction points,
- A red emergency card (to be sent to admin with a runner),
- Details of relevant individual student needs
- A copy of the code of conduct flow chart.
- Gloves

The duty files will be delivered to teachers by student leaders in the duty areas at the start of each break. At the end of the break, hand the file to the student leaders or a Deputy Principal to be returned to the office.

Eating and the Undercover Area

All staff follow the same routines to ensure settled recess and lunch sessions and a tidy undercover area.

Students are encouraged to take food items with them without their lunchbox. If your class takes lunchboxes out please ensure you take a big crate out for lunchboxes to be placed in after eating.

All lunchboxes and drink bottles that are left outside should be placed in large class crates or on benches. They should not be left on the ground.

At 12.25 the duty teacher listed first on the roster signals by blowing a whistle that students who have rubbish may raise their hand and they will be given the OK by the duty teacher to place their rubbish in the bin and return to their spot. Once the area is deemed not to have rubbish on the ground teachers can dismiss small groups of students.

Each class is rostered on for a week at a time to ensure the undercover area is tidy after recess and lunch breaks.

Playground Incidents

Record any incidents on the sheet in the file, as per the Behaviour Management Process (flowchart). Students who receive a “playground Time Out” will be supervised by the teacher who gave the consequence. At the end of each break, the Deputy Principals will review the file and determine if any further steps need to be taken.

Appendix 6: Bullying

PREVENTING AND MANAGING BULLYING

To be read in conjunction with the school Behaviour Management Plan

Rationale

All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.

Whole-school Community Rights and Responsibilities in Relation to Bullying

Students, staff, parents, caregivers and the wider community have the right to a safe and supportive learning environment in schools. For this to occur all school community members have a responsibility to prevent and respond to reports and observations of bullying.

Rights and Responsibilities of School Community Members

Refer to the table on page 1.

Common Understandings About Bullying

Definition of Bullying

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.

Types of Bullying

Bullying takes many forms and can include:

- **Verbal Bullying**: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- **Psychological Bullying**: Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
- **Relational Bullying**: Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share another's personal information.
- **Physical Bullying**: Includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching, and damage to personal property.
- **Cyber Bullying**: Involves the use of information and communication technologies such as facebook, e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

- **Bystanders to Bullying:**
Bullying also involves the concept of “bystanders”. A bystander may be someone who sees bullying or knows about it but he or she is not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. All members of the whole school community at Tambrey Primary School need to be aware of their role in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Any member of the school community can be a bystander and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of the bullying incident but reporting bullying behaviour is also important. Bystanders are encouraged to report to someone who can help, such as a member of the school staff.

Terminology

The Department of Education promotes the use of affirmative language that supports the values of the *Curriculum Framework*. The terms “bullies” and “victims” are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to bullying incidents. More appropriate terms to use may include “bullied students”, “students who are bullied”, “victimised students”, “students who bully”, “students who engage in bullying behaviour” and “students who bully others”. This will ensure that the unacceptable behaviours are separated from the students involved. This allows the behaviours to be addressed in a manner that remains respectful of the individuals.

School Strategies to Prevent and Manage Bullying

Whole-School Prevention Strategies

The proactive and preventative whole school structures and strategies that schools implement should aim to:-

- facilitate the development of acceptable standards of behaviour to create a safe and supportive learning environment;
- promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop;
- foster mutual respect; and
- encourage all students to take increasing responsibility for their own behaviours and the consequences of their actions.

Reference: Education Qld. Responsible Behaviour Plan for Students.

- You Can do It program implemented in all classes
- Explicit classroom teaching focus on Values and Health, with particular reference to the TPS Code of Conduct (see page 1).
 - Promote a safe and supportive environment across the school
 - Build a sense of community and teamwork through faction activities, buddy classes, peer mediators, Student Leaders
 - Tambrey Team Player (TTP) whole school and faction team rewards
 - Regular classroom meetings in all classes to promote positive models of social problem solving
 - Use elements of strategies such as *Mind Matters*, *KidsMatter*, *Friendly Schools and Families*, *Countering Bullying in Schools*, *Tribes*;
 - positive staff role modelling;
 - multi-age groupings (MAGS) to build student relationships across year groups through cooperative learning and teaching experiences
 - offering a range of organised activities during break times that encourage positive peer relations and networks;

Targeted Early Intervention Strategies

Early identification of bullying behaviours is vital if schools are to be most effective in managing bullying. It is important that schools respond in a timely fashion when issues are identified as it is understood that those who are engaged in bullying and are bullied can experience long term effects.

Targeted early intervention strategies could include:

- the development of effective bystander behaviour through the curriculum;
- identifying early signs of relationship issues within year groups and across the school (e.g. class meetings and social problem solving);
- proactive teaching of pro-social behaviour to identified students;
- actively providing other options for individual students experiencing unsafe areas or times at the school;
- referring identified students to appropriate specialist support staff;
- assisting in repairing and rebuilding trust and relationships between identified students and others;
- providing students at risk of being targeted or those who demonstrate bullying behaviour with access to specialist/pastoral care staff;
- setting up buddy systems for vulnerable students;
- using whole school behaviour management strategy methods for identified students eg friendly reminders of appropriate cooperative behaviours; and
- identifying cohorts of students and year groups who are either engaging in bullying behaviours or who are being bullied (or both) that require targeted programs.

Intervention for Bullying Incidents

1. Document what you know about the situation.
2. Forward this documentation to admin.
3. Member of admin speaks with the students and contacts parents.
4. Strategies may include the formation of an Individual Behaviour Plan (IBP) or contract, restricted areas at recess/lunchtime, detention or suspension, police involvement.
5. If necessary, bullied students may be provided with counselling, for example to assist them to develop skills of resiliency and social problem solving.

* It is important that, while maintaining confidentiality, admin are made aware of external factors which may affect students' behaviour.

Planning, Monitoring and Review

The Bullying Plan will be reviewed in line with the Behaviour Management Plan on an annual basis. Each semester, SIS behaviour data will be analysed to assess the effectiveness of the school's processes and identify areas requiring further attention.

Appendix 7 Behaviour Slip

Tambrey Primary School Behaviour Slip		
Student Name: _____		
Date: _____	Time / Period _____	
Room: _____	Teacher _____	
List of Behaviours – circle		
Talking	Back chatting	
Non-compliance	Lying	
Inappropriate Language	Stealing	
Physical assault- staff	Physical assault- student	
Fighting	Refusing to do time out	
Other - please specify _____		

Details of in class action - circle		
Low key Strategies	1, 2, 3 x 3	Parent contact
Informal Contract	Other _____	

Details of Behaviour _____		

Documented on Integris (circle) YES NO		

Tambrey Primary School Behaviour Slip		
Student Name: _____		
Date: _____	Time / Period _____	
Room: _____	Teacher _____	
List of Behaviours – circle		
Talking	Back chatting	
Non-compliance	Lying	
Inappropriate Language	Stealing	
Physical assault- staff	Physical assault- student	
Fighting	Refusing to do time out	
Other - please specify _____		

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Details of Behaviour _____		

Documented on Integris (circle) YES NO		