



West Byford Primary School

Behaviour Management Policy

(updated February 2020)

Managing student behaviour at West Byford Primary School is essential in the creation and maintenance of a safe and positive learning environment for all students, staff and community members. Students at West Byford Primary are encouraged to be considerate, courteous, responsible and respectful. In accepting that each person is unique and has the right to learn, staff and students expect a high standard of behaviour at all times. Whilst students are provided opportunities to develop appropriate behaviours, self control and resiliency through interaction with staff, the curriculum and positive reinforcement strategies, students are also taught how to accept responsibility for their own behaviours, enhancing their understanding of responsible social behaviour.

SCHOOL RULES

- Treat all people, property and the environment with respect
- Students will behave safely at all times
- Students will follow directions given by all adults working in the school
- No hat, no play

RESPONSIBILITIES

Students have the RESPONSIBILITY to:

- Be responsible for their learning and playing environment
- Be tolerant of others and to respect others rights
- Behave in a way that protects the safety and well being of others
- Be actively involved in the West Byford Primary School Behaviour Management Policy

Staff have the RESPONSIBILITY to:

- Develop and maintain a positive classroom environment
- Model respectful, courteous and honest behaviour
- Establish positive relationships with students, parents and community
- Inform and involve parents in their child's behaviour management
- Monitor, document and report student behaviours to parents and administration
- Consistently apply the West Byford Primary School Behaviour Management Policy

Parents have the RESPONSIBILITY to:

- Ensure that their child attends school on a daily basis
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment
- Support the school in providing a high quality education to ensure the life-long success of their children

REWARDS

Examples of positive incentives for student behaviour management may include:

- Class Dojo Positives.
- Verbal praise from staff, parents and community members
- Stamps, Stickers, Prize Box
- Merit Certificates and Principal's Awards
- Positive notes to parents and students
- Faction Cards
- Aussie of the Month
- Super Students
- Reward Draw and Play (term by term)

SUPER STUDENTS

Students demonstrating outstanding class behaviour and work efforts will be rewarded by receiving points on their classroom *Super Student* chart. Students reaching 20 points will share their success with a member of administration, receiving a prize from the Super Student prize box.

Reward Draw and Reward Play

To encourage regular attendance, good behaviour, punctuality and the return of library resources, students will be eligible for a Behaviour Bonus. These students will receive a reward play once per term in addition to a ticket in the Reward Draw.

To be eligible for a Behaviour Bonus, students will have:

- No unauthorised absences
- No behaviour incidents recorded on the Student Information System (SIS)
- No more than 5 late arrivals
- No outstanding overdue library books
- No more than 5 uniform passes.

Cut-off date for the Reward Draw: up until 3:00pm two days before the reward draw or reward play. For example: If the reward play or the reward draw is held on a Wednesday; the cut off is 3:00pm Monday.

CLASSROOM MANAGEMENT

Informal Classroom Behaviour Management Strategies: Students receive low key responses to their behaviours. Such examples may include: proximity, signal to attend, “waiting”, eye contact etc.

Severe Behaviour

If a teacher considers that a breach of the behaviour code is severe, a red card will be sent to the office for a member of administration to withdraw the student from the classroom.

Behaviour Trackers

If a student is consistently behaving poorly, administration staff may place the student on a Behaviour Tracker. The tracker provides opportunities to give consequences for poor behaviour; and reward positive behaviour.

Step 1: Students receive Warning 1 on the Classroom Behaviour Chart and Class Dojo.

Step 2: Students receive Warning 2 on the Classroom Behaviour Chart and Class Dojo.

Step 3: Students receive Warning 3 on the Classroom Behaviour Chart and Class Dojo. Students are sent to Reflection Class for 20 minutes to complete a Reflection Sheet (Appendix A). Students will then spend their next lunch break in detention, completing the work they have missed in class. Behaviours will be recorded by administration on the School Information System (SIS). Parents will receive a copy of the completed Reflection Sheet, SMS, and Behaviour Notice; signing the tear off section and returning to the administration as soon as practicable.

Step 4: RED CARD: If after returning from Reflection, a student continues to behave inappropriately; a RED CARD is sent to the administration and the student is withdrawn from class for the remainder of the day, with alternate breaks for recess and lunch. Behaviours will be recorded by administration on the School Information System (SIS). Parents will receive a copy of the completed Reflection Sheet, SMS, and Behaviour Notice; signing the tear off section and returning to the administration as soon as practicable.

Suspension: Administration staff, at their discretion, may decide to suspend students in the case of severe misbehaviour. This includes in-school suspension, or “out of school” external suspension. Suspensions must comply with the legislative requirements of the School Education Regulations 2000 (see attached).

School Administration may deviate from the above procedures in specific cases.

A student’s classroom behaviour management record refreshes each day.

PLAYGROUND MANAGEMENT

Informal Behaviour Management Strategies: Duty teachers address student behaviour by being visible, circulating throughout the duty area, and proactively dealing with small issues before they become problematic. Duty teachers should not defer behaviour issues to classroom teachers; but deal with them in a timely, professional manner. Duty teachers must wear fluoro vests, use the megaphone and carry the duty bag.

<p>Severe Behaviour If a teacher considers that a breach of the behaviour code is severe, a red card will be sent to the office for a member of administration to withdraw the student from the playground.</p> <p>Restricted Play Areas Administration staff may allocate students to Restricted Play areas for determined periods of time. Duty teachers should send a Red Card to administration for students not complying with restricted play area conditions.</p>	<p><u>MINOR 1</u> Students receive a yellow minor behaviour slip (Appendix B) for minor playground infraction 1. The minor slip is sent to the classroom teacher.</p> <p><u>MINOR 2</u> Students receive a yellow minor behaviour slip (Appendix B) for minor playground infraction 2. The minor slip is sent to the classroom teacher.</p> <p><u>MINOR 3</u> Students receive a yellow minor behaviour (Appendix B) slip for minor playground infraction 3. The minor slip is sent to the classroom teacher. The classroom teacher sends the 3 minor behaviour slips to administration. The student will then receive a lunchtime detention</p> <p><u>LUNCHTIME DETENTION:</u> Students receiving 3 minors or 1 major will receive a lunchtime detention to complete a Reflection Sheet (Appendix A) during their lunch time play break. Behaviours will be recorded by administration on the School Information System (SIS). Parents will receive a copy of the completed Reflection Sheet, SMS, and Behaviour Notice; signing the tear off section and returning to the administration as soon as practicable.</p>	<p><u>MAJOR 1</u> Students receive a yellow major behaviour slip (Appendix B) for major playground infraction. The student and major slip is sent to the administration. The student will then receive a lunchtime detention. Parents will receive an SMS and Behaviour Notice; signing the tear off section and returning to the administration as soon as practicable.</p>
	<p><u>Suspension:</u> Administration staff, at their discretion, may decide to suspend students in the case of severe misbehaviour. This includes in-school suspension, or “out of school” external suspension. Suspensions must comply with the legislative requirements of the School Education Regulations 2000 (see attached).</p>	
<p><i>School Administration may deviate from the above procedures in specific cases.</i></p>		

A student’s playground behaviour record refreshes each term.

APPENDIX A: REFLECTION SHEETS



West Byford Primary School Behaviour Reflection

Admin Use Only	
Entered on SIS	
Notification Sent Home	
Parent Notification Returned Initial	

Student Name: _____ Class: _____ Buddy Class: _____

Date: _____ Time: _____ Teacher: _____

Reason for Referral:

Signed: _____

Please supervise the above student for 20 minutes and send them back to class.

Student Reflection:

What I was doing that got me into trouble:



How did I feel?



How do others feel when I behave this way?



How did my teacher feel?



What should I do next time?



Behaviour Reflection Parent Notification

Date: _____

Dear Parent,

Today, _____ received a behaviour reflection as a result of the above **classroom/playground** behaviours. Please sign the tear-off slip below, confirming you have received the reflection sheet and return it to your child's classroom teacher.

I _____ have received _____'s behaviour reflection.

Parent Name

Student Name

Signed: _____ Date: _____



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What should I do next time?

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Student Name: _____ Class: _____ Buddy Class: _____

Date: _____ Time: _____ Teacher: _____

Reason for Referral:

Signed: _____

Please supervise the above student for 20 minutes and send them back to class.

Student Reflection:

What I was doing:

How did I feel?:

Who was affected by what I did?:

How did they feel?:

How did my teacher feel?:

What should I have been doing?:

What behaviour can I display to fix this problem?:

Behaviour Reflection Parent Notification

Date: _____

Dear Parent,

Today, _____ received a behaviour reflection as a result of the above **classroom/playground** behaviours. Please sign the tear-off slip below, confirming you have received the reflection sheet and return it to your child's classroom teacher.

I _____ have received _____'s behaviour reflection.

Parent Name

Student Name

Signed: _____ Date: _____

APPENDIX B: PLAYGROUND BEHAVIOUR SLIP



Playground Behaviour Slip

Name: _____

Class: _____

Teacher: _____

Date: _____

Reason for Referral:

Minor

- Running on the path
- No hat
- Inappropriate language
- Uninvited physical contact
- Out of bounds
- Other

Major

- Deliberate Defiance
- Fighting
- Physical contact
- Abusive language
- Intentional damage of property
- Other

Signed: _____