



# **DALMAIN PRIMARY SCHOOL**

# **BEHAVIOUR MANAGEMENT POLICY**

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# DALMAIN PRIMARY SCHOOL

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The development of appropriate and acceptable behaviour is a shared parent, student and teacher responsibility. Our values are outlined in our School Business Plan and recognise the dignity and worth of all individuals, underpin our policy which strives to develop the attributes of persistence, confidence, personal organisation, social responsibility and emotional resilience.

## AIMS

DALMAIN PRIMARY SCHOOL AIMS TO:

- Create a positive environment within the school and classroom so that the teachers and students can work together in harmony.
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment.
- Establish a set of rules that protect the rights of all individuals.
- Establish a process for individuals who are involved in conflict, so they are encouraged to recognise and respect the rights of others and establish procedures so that conflicts can be resolved in a positive non-violent manner.

**These aims represent the school's goals for behaviour management.**

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# RIGHTS AND RESPONSIBILITIES

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## **STUDENTS HAVE THE RIGHT TO:**

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

## **STAFF HAVE THE RIGHT TO:**

- be treated with respect, courtesy and honesty.
- teach in a safe, secure and clean environment;
- teach in a purposeful and non-disruptive environment;
- co-operation and support from parents;
- issue consequences within the spirit of this policy and the Act.

## **PARENTS HAVE THE RIGHT TO:**

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

## **STUDENTS HAVE THE RESPONSIBILITY TO:**

- ensure that their behaviour is not disruptive to the learning of others;
- ensure that the school environment is kept neat, tidy and secure;
- ensure that they are punctual, polite, prepared and display a positive manner;
- behave in a way that protects the safety and wellbeing of others;
- use equipment in a responsible manner.
- respect own and others property.

## **STAFF HAVE THE RESPONSIBILITY TO:**

- model respectful, courteous and honest behaviour;
- ensure that the school environment is kept neat, tidy and secure;
- establish positive relationships with students;
- ensure good organisation and planning;
- ensure parents are kept informed about their child's progress, behaviour and attendance; and
- set consequences that are appropriate.

## **PARENTS HAVE THE RESPONSIBILITY TO:**

- ensure that their child attends school regularly and punctually;
  - ensure the school is informed if their child will be absent or late;
  - 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 meaningful and adequate education for their children;
  - Ensure all communication with school staff is appropriate and courteous.
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# CODE OF CONDUCT

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## **THE SCHOOL COMMUNITY HAS AGREED THAT A STUDENT MUST:**

- Not leave the school grounds within the school day unless collected and signed out by a parent or designated carer.
  - Consider the safety of self and others when playing games.
  - Walk on all designated paved and concrete areas.
  - Not bring prohibited substances to school. Ensure that items brought to school will not cause damage to the environment, self or others.
  - Not bring valuable or valued possessions to school unless prior arrangements have been made with classroom teachers. No responsibility can be taken for loss or damage. There is no insurance for such losses.
  - Play non-violent, non-contact games at school. Games where physical contact is required are not permitted without direct supervision of teachers.
  - Keep the school environment in a neat and tidy condition. All food scraps and rubbish to be put into bins.
  - Once on school grounds, cyclists must dismount and then walk bikes to bike racks. (Bicycles are not to be ridden on paved areas, paths, verandahs or other designated areas.) The use of skateboards, rip sticks, skates, scooters and roller blades is not recommended and are not to be used on school grounds.
  - Only enter or remain in a classroom during non-teaching time when a teacher is supervising.
  - Obey directions from staff at all times.
  - Sit outside TA5 and TA6 classrooms if arriving at school before 8:30am.
  - No equipment, school or personal, is to be played with before school unless directly supervised by a teacher.
  - At 3:00pm children must vacate the school grounds promptly unless being supervised closely by parents. Children not collected by 3:15pm must report to the office.
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# THE GOLDEN RULES OF BEHAVIOUR MANAGEMENT

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## STAFF SHOULD:

- Have clear statements of whole school and classroom rules and the consequences of their infringement.
  - Set consistent and achievable standards.
  - Promote a positive working environment. Give consideration to student seating and classroom arrangements.
  - Prepare each learning session thoroughly. They must:
    - *know what they wish to achieve;*
    - *know their content;*
    - *have prepared the necessary resources and*
    - *be punctual.*
  - During the lesson:
    - *give clear instructions;*
    - *teach at the students' level;*
    - *choose carefully the time of the lesson;*
    - *use motivational techniques;*
    - *cater for a variety of interests and*
    - *be flexible and adaptive in approach.*
  - Use positive reinforcement for appropriate behaviour. Note that:
    - *positive incentives must be earned rather than given;*
    - *verbal encouragement should be the most used incentive;*
    - *a variety of positive incentives should be used – change incentives regularly to maintain enthusiasm;*
    - *desired behaviour should be rewarded and*
    - *every child should be given the opportunity to earn and receive acknowledgment of their worth.*
  - Be alert to disruptive students and be prepared to use the school behaviour management plan to combat inappropriate behaviour.
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# POSITIVE INCENTIVES FOR STUDENT BEHAVIOUR MANAGEMENT

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Positive incentives will reflect the developmental age and interests of the students. The following are recommended.

## WHOLE SCHOOL

- **Dalmain Dockets.** Students receive Dalmain Dockets for positive behaviour and good work. Random winners chosen and select a book prize.
- **Honour Certificates.** Given to students for academic achievement and exemplary social attainment. Two awards per class per assembly are recommended.
- **Arts, Music and LOTE Awards.** Given to students in for outstanding achievement in classes and on special occasions. These awards are to be announced at assembly.
- **Office Display.** The notice board in the foyer may be used to display good work, results of excursions, special activities and the like. Other display areas are also available.
- **Public Recognition.** Students are acknowledged for special achievements both inside and outside of school through assemblies and the school newsletter. Photos to be placed in the school newsletter and on the library noticeboard.

## CLASSROOM

- Encouragement and praise. Encouragement should be the primary instrument of positive reinforcement.
- Certificates, stickers, stamps, individual prizes and the like are encouraged and may be purchased from the annual classroom allowance.
- Group and individual rewards are to be given for positive behaviour and good work.
- Marbles in the Jar or similar strategies may be used. Marbles are placed in the jar for positive behaviour. When the agreed target is reached, the class receives a group prize.
- Students may be sent to administration with examples of their work for encouragement and praise.
- Golden Broom Award. Students must keep the verandah classroom, shelves display boards, bags and clothing tidy. This award is to be presented at assemblies by the school prefects.

These incentives represent only a sample of the many positive strategies available for use. Teachers are encouraged to create their own incentives and to rotate incentives regularly. Positive reinforcers for individual students who need specialised programs, need to be established with the individual.

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## ROLES AND RESPONSIBILITIES OF STAFF

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### PRINCIPAL AND DEPUTY PRINCIPAL HAVE AGREED TO:

- provide a link between parents and staff;
- support teachers with behaviour management;
- ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school;
- facilitate parent/teacher/child conferencing;
- design and assist with programs for individual children with behaviour problems;
- provide relief teachers with guidelines pertaining to behaviour management procedures; and
- ensure an ongoing review of the effectiveness of the school's Behaviour Management Plan occurs.
- document student misbehaviour and correctional strategies for incidents requiring administration intervention on SIS.

### TEACHERS HAVE AGREED TO:

- develop and maintain a positive classroom environment;
- display and discuss;
  - (a) rights and Responsibilities;
  - (b) school Code of Behaviour;
  - (c) classroom rules. (see P6);
- document student misbehaviour and correctional strategies;
- contribute to a review of the school's Behaviour Management Plan;
- include administration staff, where appropriate, in discussions with parents regarding student behaviour management;
- consistently apply the school's Behaviour Management Plan;
- ensure they know when they are on rostered playground duty and attend to such duty punctually; and
- if absent ensure rostered duties are covered.

It is important that members of staff clarify their roles and responsibilities in the school's behaviour management procedures.

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# BEHAVIOUR MANAGEMENT PROCEDURES

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Dalmain Primary School firmly supports the right of both staff and students to work and learn without being impeded by disruptive behaviour. No one has the right to hinder the progress of others. To achieve this, the staff will adopt a consistent approach to eliminating disruptive behaviour.

The most effective consequences are predicated upon a quality educational program and a positive classroom environment. Staff need to employ an array of preventative strategies that will reduce the likelihood of inappropriate behaviour occurring.

## OVERVIEW OF PROCEDURES

Procedures for K - 6	
Level 1	Proximity, praise and reward
2	Rule reminder
3	Warnings
4	Loss of privilege
5	Isolation in class
6	Detention
7	Isolation Partner Teacher
8	Isolation from all classes
9	In-school suspension
10	Suspension

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# PROCEDURES FOR BEHAVIOUR MANAGEMENT OF YEARS K – 6

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THESE MEASURES NEED NOT NECESSARILY BE FOLLOWED SEQUENTIALLY.

**1. PROXIMITY PRAISE/REWARD**

Where a student is misbehaving, praise at least one student who is in close proximity for behaving appropriately; praise the misbehaving student immediately they do something appropriate; prompt or redirect a student to return to the appropriate behaviour; check that the student can cope with the activity; quietly inquire as to the reason for the misbehaviour.

**2. RULE REMINDER**

Referral to displayed rules. Reinforcement or questioning of class rules.

**3. WARNINGS**

Verbal reprimands according to individual classroom procedures. Stating the problem and clearly stating the required behaviour.

**4. LOSS OF PRIVILEGE**

Second time a rule is broken the student will lose a privilege. For example, games, special activities. You must have privileges established in order to take them away.

**5. ISOLATION IN CLASS (TIME OUT)**

Further infractions of class rules leads to a student being isolated from the other students'/teachers' attention in the classroom.

**6. DETENTION**

Students are detained for a brief period during normal breaks.

**7. ISOLATION: PARTNER TEACHER**

- Disruptive student placed in another classroom as per a previously set buddy class arrangement.
- Work must be provided.
- Notification must be forwarded to parent.

**8. ISOLATION FROM ALL CLASSES**

- Disruptive student sent to Deputy Principal with Referral note.
- Refer to Guidelines for Out of Class Isolation.

**9. IN-SCHOOL SUSPENSION**

Disciplinary procedures. Student remains at the school but is isolated from other students. Parents advised by the school administration.

**10. SUSPENSION**

End of line management procedure that is used at the discretion of the school principal.

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# BULLYING MANAGEMENT POLICY

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## RATIONALE

At Dalmain Primary School we aim to provide a social context which allows students to be supported whilst also learning how to accept responsibility for their own behaviour. Students need opportunities to develop appropriate behaviours, self control, and resiliency through interactions with teachers and other staff and through the curriculum; and they need to be reinforced consistently in a manner which enhances their understanding of responsible social behaviour.

Dalmain Primary School believes that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind. This policy is aimed at developing a school culture which is supportive of this objective. This policy reflects the values and beliefs of the Dalmain School Community. All stakeholders have responsibilities and rights that need to be understood and valued.

## IMPORTANT DEFINITIONS

### **Bullying**

When an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion (eg daily, weekly). This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

### **Bystander**

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

### **Code of Conduct**

Describes the school community’s expectations of student behaviour and management procedures to implement the code. The school board assists with the formulation of the code of conduct, including specific behavioural consequences and serious breaches of discipline that adversely affect or threaten safety. The school dress code does not form part of the code of conduct.

### **Cyber Bullying**

This involves the use of information and communication technologies such as e-mail, text messages, social media 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.

### **Physical Bullying**

This includes repetitive low level hitting, kicking, pinching, pushing, tripping, “ganging up”, unwanted physical or sexual touching, and damage to personal property. High levels of physical assault may be classified as violence.

### **Psychological Bullying**

This includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional black-mail, and threats to an individual’s reputation and sense of safety.

### **Relational bullying**

This 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 others personal information.

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### **Restorative practice**

The practice of managing conflict and tension by refocussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behaviour.

### **Verbal Bullying**

This involves 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.

## **WHOLE SCHOOL COMMUNITY APPROACH**

### **Staff Strategy**

The staff of Dalmain will have a clear understanding and a commitment to develop a whole school approach to the teaching of values, resilience and restorative practice through:

- Professional learning on bullying, resilience and restorative practice
- Explicit teaching of strategies to deal with bullying and develop resilience
- Use of cooperative learning strategies
- Restorative practice strategies
- 'You Can Do It' Program
- School Chaplain

### **Parent Strategy**

Parents will be given information about bullying, resilience and restorative practice through:

- Bullying Pamphlet
- Newsletter articles on resilience
- School web site
- Teacher contact
- Library Resources
- Parent meeting early term one, end of term one and as required.

The protocol for parents who are dealing with a child who is being bullied can be found in the publication of the school's pamphlet on bullying. The School board has had direct input into the formation of this policy.

### **Student Strategy**

Students will be explicitly taught about bullying, resilience and restorative practice through:

- Teaching what is bullying and how to deal with it
  - Imbed protocol for what to do if bullied
  - Involvement in the You Can Do It Program
  - Use and involvement in cooperative learning strategies
  - Classroom communication sessions – social circle/ class meetings
  - Resilience awards – You Can Do It!
  - Involvement and support from the school chaplain
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