Attadale Primary School

Foundations for life

Attadale Primary School

Behavioural Management in School Policy

BMIS

AIMS OF BMIS POLICY

- Create a positive, enjoyable learning environment within the school and classroom so that the teachers and students can work together in harmony
- Create a caring and safe school environment where the rights and responsibilities of the individual are recognised and respected
- Provide clear expectations to the whole school community of behaviour management
- Establish procedures to promote positive behaviours and identify consequences for negative behaviours
- Respect and celebrate cultural diversity

SCHOOL ETHOS

Attadale Primary School Students

- Treat each other equally
- Enjoy and appreciate learning
- Strive to be their best
- Show respect and consideration for others
- Work as a team

CODE OF CONDUCT

The school community has agreed that students must

- Respect the rights and responsibilities of all school stakeholders
- Obtain permission notes to leave the school grounds during the day
- Consider the safety and welfare of others when playing games
- Keep the school buildings and grounds in a neat and tidy condition
- Ride bicycles and scooters only to and from school. Bicycles and scooters are not to be ridden on the school grounds
- Only enter or remain in a classroom when a teacher is present
- Respect the rights and property of others at all times
- Look after each other
- Immediately follow the instructions of school staff

Attadale Primary School Rights and Responsibilities

Students have the right to	***Students have the responsibility to***
• Learn in a purposeful, supportive and inclusive environment • Work and play in a safe, secure, friendly and clean environment • Respect, courtesy and honesty • Cooperation and support from teachers and students	• Be inclusive of others • Ensure that they look out for the welfare of other students • 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 attitude • Behave in a way that protects the safety and wellbeing of others • Make teachers aware of any challenges or problems they are experiencing
Staff have the right to	***Staff have the responsibility to***
• Teach and learn in a purposeful, supportive and inclusive environment • Work in a safe, secure and clean environment • Respect, courtesy and honesty • Cooperation and support from parents, students and all school staff	• Model respectful, courteous and honest behaviour • Model a high standard of written and oral presentation • Ensure the school environment is kept neat, tidy and secure • Establish positive relationships with students • Be inclusive • Ensure good organisation and planning • Inform parents of progress and behavioural matters – "No Surprises" • Be approachable and respond to all students' concerns reasonably
Parents/Caregivers have the right to	***Parents/Caregivers have the responsibility to***
• Be informed of 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 relevant education for their child • Be heard in an appropriate forum on matters related to the rights of their child to a meaningful and relevant education • Cooperation and support from staff	• Ensure that their child attends school • Model respectful, courteous and honest behaviour • Ensure that the physical and emotional condition of their child is at an optimum for effective learning • Provide their children with a safe, loving and structured home environment • Ensure that the school is made aware of any medical or health issues that may affect the child's education • 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 child/ren • Inform the school promptly of any concerns regarding their child's education • Support and reinforce the BMIS at home

Code of Behaviour

The school community has agreed that students must:

- Act to demonstrate respect, courtesy and concern for the safety and wellbeing of themselves and others.
- Consider the safety of others when playing games.
- Ensure that items brought to school will not cause harm to others or the environment. Do not bring such things as bubble gum, chewing gum, liquid paper and permanent marker pens.
- Only play non-violent games at school. Fighting and rough games where extreme physical contact is required are not allowed.
- Keep the school in a neat tidy condition. All food scraps and rubbish are to be put in to the bins.
- Ride bicycles and scooters only to school. These are not to be ridden on the school grounds.
- Only enter or remain in a classroom during non-teaching time, when a teacher is present.
- Obey directions from staff at all times.
- Work cooperatively with other students, teachers and other community members, to support a positive learning environment.

School Rules

At Attadale School, we recognise that certain rules are required to permit us all to learn and work in comfort and safety. Please read and understand the following rules.

1. All staff will be unquestioningly obeyed at all times. Back answering is not acceptable
2. Children are not to leave the school grounds at any time without being signed out at the office or in the direct care of their parents.
3. Children are not permitted in classrooms without a teacher being present.
4. Running or playing games in or around buildings or under any covered areas is not permitted. No rough play is permitted.
5. Playing games in the front entrance areas of the school is not permitted.
6. Bicycles are to be left in the designated area – the car park is out of bounds for children at all times.
7. Nobody touches anyone's bike or other personal belongings.
8. Children arriving at school in the mornings go straight to the under covered area and sit quietly until dismissed by a member of the admin team at 8.35am.
9. All eating takes place in the under covered area or the grassed surroundings, unless instructed otherwise by a teacher.
10. Children are not to enter any staff offices or storage sheds at any time without being in the company of a staff member.
11. Inappropriate language (i.e. swearing, sexualised language) is not permitted at this school. Be polite and respectful at all times.
12. Bullying is never permitted and carries serious consequences at Attadale School.
13. The school dress code will be adhered to. Hair will be tied back and jewellery restricted to stud earrings and a watch.
14. Always wear a hat when playing in the sun.

Specific Staff Roles and Responsibilities

Principal and Deputy Principals have agreed to

- Provide a link between parents and staff.
- Support teachers with behaviour development and management.
- Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school.
- Document students' inappropriate behaviour and strategies employed on SIS.
- Facilitate parent/teacher/child conferencing.
- Liaise between parents, staff and Student Services representative when necessary.
- Support and assist teachers with individual programs for behaviour management, utilising outside agencies where necessary.

- Provide relief teachers with guidelines pertaining to behaviour development and management procedures.
- Ensure the BMIS is monitored and reviewed annually.

Teachers have agreed to

- Develop and maintain a positive classroom environment.
- Document students' inappropriate behaviour and consequences on the recording sheet (see appendices).
- Involve parents in discussions regarding inappropriate student behaviour.
- Include administration staff, where appropriate, in discussion with parents regarding student behaviour management.
- Consistently apply the school's behaviour management plan.
- Seek assistance with behaviour management strategies when appropriate.
- Collaborate with other appropriate agencies when appropriate, eg. Student Services, School Psychologist.
- Negotiate classroom rules with students, ensuring each rule is worded positively.
- Provide a relief folder for smooth running and a consistent approach to the classroom.
- Display and discuss:
    - Rights and Responsibilities.
    - School Code of Conduct.
    - Classroom rules.
- 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 for the lesson;
    - use motivational techniques;
    - cater for a variety of interests;
    - be flexible and adaptable in approach

Managing Student Behaviour – Consequences for Positive Behaviours.

WHOLE SCHOOL POSITIVE INCENTIVES FOR BEHAVIOUR MANAGEMENT

- Commendation letters presented by teachers to reward positive behaviours.
- Commendation letter recipients drawn out at Assembly to receive a prize from Principal or Deputies: Junior, Middle and Senior.
- Faction tokens given out to reward positive playground behaviours. These may also be part of an in-class reward system. Specialist subject teachers and duty teachers are encouraged to use these.
- The faction at the end of term with the highest points is announced at Assembly and receives an icy-pole each.
- Merit Awards presented at Assembly, rewarding academic achievement, citizenship, environmental awareness and sportsmanship.
- Children's work is displayed in the office area and on hall pinup boards.
- Acknowledgement of students' work by sending them to show a buddy teacher or member of the administration team.

There are three main whole-school strategies:

1. THE FACTION TOKEN SYSTEM

This is a whole school system where tokens are awarded by class and duty teachers to students demonstrating excellent behaviour, manners, work, friendship, citizenship, etc… in the class or playground. These tokens are placed in the faction box in front of the staff room. A tally is made of the tokens and the faction with the most tokens is announced over the PA. A tally is kept to determine the faction with the most tokens accumulated over the term.

The main features of this system are:

- Tokens are distributed to students demonstrating appropriate behaviours in the classroom, playground or in any school setting (eg. assembly, fitness, excursions…)
- The faction with the most tokens will be announced at the end of each term.
- The faction that has accumulated the most points by the end of the term will be given an icy-pole to be eaten during a lunch time or recess that has been extended only for that faction.

2. LETTERS OF COMMENDATION (See Appendices)

Students, who demonstrate exemplary behaviour or outcomes, or an improvement in behaviour or outcomes, may receive a Letter of Commendation which is sent home to the parents/caregivers through the student. A return slip is signed, and the return slip is deposited in the Letter of Commendation Box in the front office.

- Return slips are placed in a box in the front office. The Principal will draw one student return slip from Junior, Middle and Senior to be announced at the Assembly. Students drawn from the box will receive a prize from the Principal/Deputies.

3. CLASS POSITIVE REINFORCEMENT SYSTEM.

To allow for flexibility in teaching and learning styles, and classroom management, teachers may choose their own system of positive reinforcement to use in conjunction with the Faction Token System and the Letter of Commendation.

It is essential that teachers endeavour to ensure that their chosen method is

- Consistent
- Behavioural – students know what they are being rewarded for.

- Tailored to suit the learning needs of all students in the class.
- Inclusive.
- Collaborative - involves all key stakeholders.

For some students it may be necessary to develop individual behaviour management plans. These are not just about consequences for inappropriate behaviour – in many cases an effective, negotiated plan set up to reward appropriate behaviour may prevent the inappropriate behaviour from arising in the first place, and transform a stressful relationship into one based on positive reinforcement.

Some models of positive reinforcement you might like to think about are:

- Class points system – Small Group Based
- Communication book - Pencil Progress system, individual based.
- Whole class – Colour in dots on a picture, working up to an end of term class reward.
- Encouragement and Praise - Encouragement should be the primary instrument of positive reinforcement.
- Stickers - Each teacher is provided with a classroom budget for the purchase of stickers and other resources.
- Prizes and Stamps- Given for good work and behaviour.
- Group/ Individual points - Students win points for positive behaviour and producing work of a high standard.
- Students may be given a letter of commendation or special certificate from the class teacher for excellent work progress/ attitude to school.
- Raffle tickets - Class raffle whereby students receive tickets for positive behaviour and work.
- Marble Jar - Marbles are placed in a jar for positive behaviour. When the jar is full, the class receives a group prize.

Consequences of Negative Behaviour - Classroom

Kindergarten and Pre-Primary	Primary Years 1 – 6
• Proximity, praise and reward • Rule Reminder • Warning • Isolation in Class (Thinking Mat / Seat) • Withdrawal for a maximum of 30 minutes to Withdrawal Class(Pre-Primary only) • Conference with Parent, Teacher, Administrator and School Psychologist • Non-Attendance/Suspension	• Proximity, Praise and Reward • Rule Reminder/ Warnings • Isolation in Class- class work and/or Reflection Sheet to be completed • Detention in class during recess or lunch – class work to be completed and/or Reflection Sheet • Isolation in Withdrawal Class- Reflection Sheet • Lunch/recess Detention – Bench outside deputies' office • Case Conference with Student, Parent, Administrator and possibly School Psychologist • In-School Suspension • Suspension • Non-attendance at school rewards/excursions etc. • Loss of Leadership Role-e.g. Parliament, Faction Captain

Consequences of Inappropriate Behaviour Flow Chart:- Years 1-6

Classroom

Stage 1 Warning

- Effective management strategies (proximal praise, move near to student etc.)
- Warning given if behaviour persists

Stage 2 In-Class Withdrawal

- Inappropriate behaviour persists – student is isolated within class and completes class work and (if teacher deems appropriate) a reflection sheet.
- Reflection sheet (if completed) is sent home for parent/carer to sign.
- If negative behaviour continues, teacher may apply recess or lunch time detention in class (under teacher's supervision).

Stage 3 Withdrawal Class

- If inappropriate behaviour still persists then child is sent to buddy class and completes reflection sheet (see attached**)** as well as work set by their teacher.
- For the administration team to be kept aware of negative behaviour patterns, the teacher should inform the Deputy Principal when a student is sent to Withdrawal Class. The Deputy may briefly meet with the student to discuss the issue/Reflection Sheet and recommend actions that will prevent its reoccurrence.
- Sheet is sent home for parent/ carer to sign and a phone call may be organised if the teacher or parent deems this as necessary to discuss the incident.
- Students that reach this stage will be placed on the detention bench for a period of at least one recess or lunch break.
- A 'Three Strikes' Policy will be applied to all Year 6 students owning a leadership role within the school. If these students reach Stage 3 or Stage 4 three times in one semester, they will lose their position and will be required to return their badge.
- The 'Three Strikes' Policy per term will also be applied to all Years 1-6 students in regards to excursions, camps and other significant out of school experiences/rewards.
- Class teacher to input behaviour record onto Integris.

Stage 4 In School Suspension – Isolation to office withdrawal desk.

- Class teacher to provide work that can be completed with minimal interaction or assistance from the administration team.
- 'Problem Solving' reflection sheet to be completed and discussed with a member of the admin team.
- Sheet is sent home for parent/ carer to sign and a member of the admin team will phone the primary caregiver to discuss the incident and consequences applied.
- The student will not return to class for a minimum of half a day and maximum of two days.
- Lunch/recess will be eaten on the bench or at the isolation desk.
- Deputy Principal/Principal will input behaviour record onto Integris and copy these notes (by email) to the teacher.

Stage 5 Individual Behaviour Plan

- Third withdrawal class within a term – Parents will be asked to attend school for a meeting with the student, class teacher and Deputy Principal/Principal. An Individual Behaviour Plan (incorporating goals for improvement, consequences at home and school, and rewards for improvement) will be formulated.

Fast Track-Isolation to office withdrawal desk

- Highly inappropriate behaviours or language – main caregiver contacted by a member of the administration team and appropriate consequence given out by teacher and admin.
- Each classroom and duty bag contains a Red Emergency Card. The card is sent to office if Immediate Admin assistance is needed.

Please Note - Students must NOT be sent to the GREEN BENCH to complete unfinished work. They may be kept in the classroom with the teacher at break times until finished.

Guidelines for Establishing a Classroom Discipline Policy

Classroom Discipline Policy.

1. All teachers are to establish a set of classroom rules.
2. All teachers are to establish a set of consequences that are brought into effect when class rules are broken.
3. All teachers are to establish a set of positive incentives / rewards to reinforce acceptable behaviour / work standards.
4. The rules, consequences and positive incentives / rewards are to be discussed with children [SENT HOME TO PARENTS] and should be clearly visible in the room. For example, charts, checklists etc.
5. A record must be maintained by teachers and Administration of the more serious misbehaviour that occurs in the classroom. Parents must be notified of each incident.
6. A "Reflection Sheet' containing, in writing, a record of the children's misbehaviour in the classroom must accompany the child when he or she is sent to Administration.
7. If a student reaches stage 3 (withdrawal class), teachers are to input the behaviour onto Integris.
8. For Stage 4 and 'Fast Track', admin will input the behaviour onto Integris and contact the primary caregiver.

Classroom Strategies to be employed include:

1. Run discipline on a daily basis.
2. Children start each day with a clean record.
3. Class rules clearly established.
4. Children made aware of consequences / fast track consequences.
5. Positive rewards are in place.
6. Be fair, be consistent.
7. Creation of relevant Individualised Behaviour Management Plans.

Guidelines and Strategies for Behaviour Management of Kindergarten and Pre-Primary Students

1. Proximity Praise / Reward

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

2. Rule Reminder/ Warnings

Referral to the displayed rules. Reinforcement or questioning of class rules.
Verbal reprimands according to individual classroom procedures. Stating the problem and clearly stating the required behaviour.

3. Case Conference

The teacher initiates a Case Conference of the relevant people to discuss a plan for the management of the student's behaviour. This might include all or some of the following: parent, student, teacher, administrator, and school psychologist.

4. *Non-attendance*

Caregivers are advised by the principal that their child cannot attend the session the following day or part of the day. This action is for extreme cases.

Guidelines and Strategies for Behaviour Management of Students Year 1 – 6

1. ***Proximity Praise / Reward***
   Where a student is misbehaving, praise at least one other student who is in close proximity for behaving appropriately; praise the misbehaving student immediately they do something behaving appropriate; prompt or redirect the student to return to the appropriate behaviour; check that the student can cope with the activity; quietly enquire as to the reason for the misbehaviour.
2. ***Rule Reminder/ Warnings***
   Refer to displayed rules. Reinforce and/or question class rules. State the problem and clearly state the required behaviour.
3. ***Isolation in Class***
   Further infractions of class rules leads to a student being isolated from other students in the class. Student must complete a *Reflection Sheet*. Parents are informed of the student's actions and the resulting isolation in the classroom.
4. ***Isolation in Withdrawal Class***
   Further infractions of class rules leads to a student being isolated from the class and sent to a buddy class for a 20 minute period. Student must complete a *Reflection Sheet* and be provided work his/her classroom teacher. Parents are informed of the student's actions and the resulting consequence of isolation in the buddy class.
5. ***Detention Loss of Privilege***
   A student reaching this stage can lose a privilege. This could be a recess break or and lunch break. The loss of privilege could include other aspects of school life and may also include aspects of home life. This stage must be done with the inclusion of notification of parents and in some cases where home privileges or excursions are excluded for the child, parents involvement in the decision making must take place.
6. ***Individual Behaviour Plan***
   Third buddy class withdrawal within a semester will result in a *Letter* being sent home. Appropriate consequences will be given by the teacher and admin team.
   A parent conference involving the student, teacher and admin to set up a behaviour modification plan.
7. ***In-School Suspension***
   Disciplinary procedure, where student remains at school but is isolated from other students. Case conference is called with the teacher, parent and student. Work must be organised for students who have multiple in-school suspension days.
8. ***Suspension***
   End of line management procedure, which is used at the discretion of the school Principal. Details of suspensions are forwarded to District Office. The principal can instigate procedures to have a student excluded.

<u>Fast Track</u>
Outrageous behaviours – *Red Letter* and appropriate consequences metered out by teacher and admin.

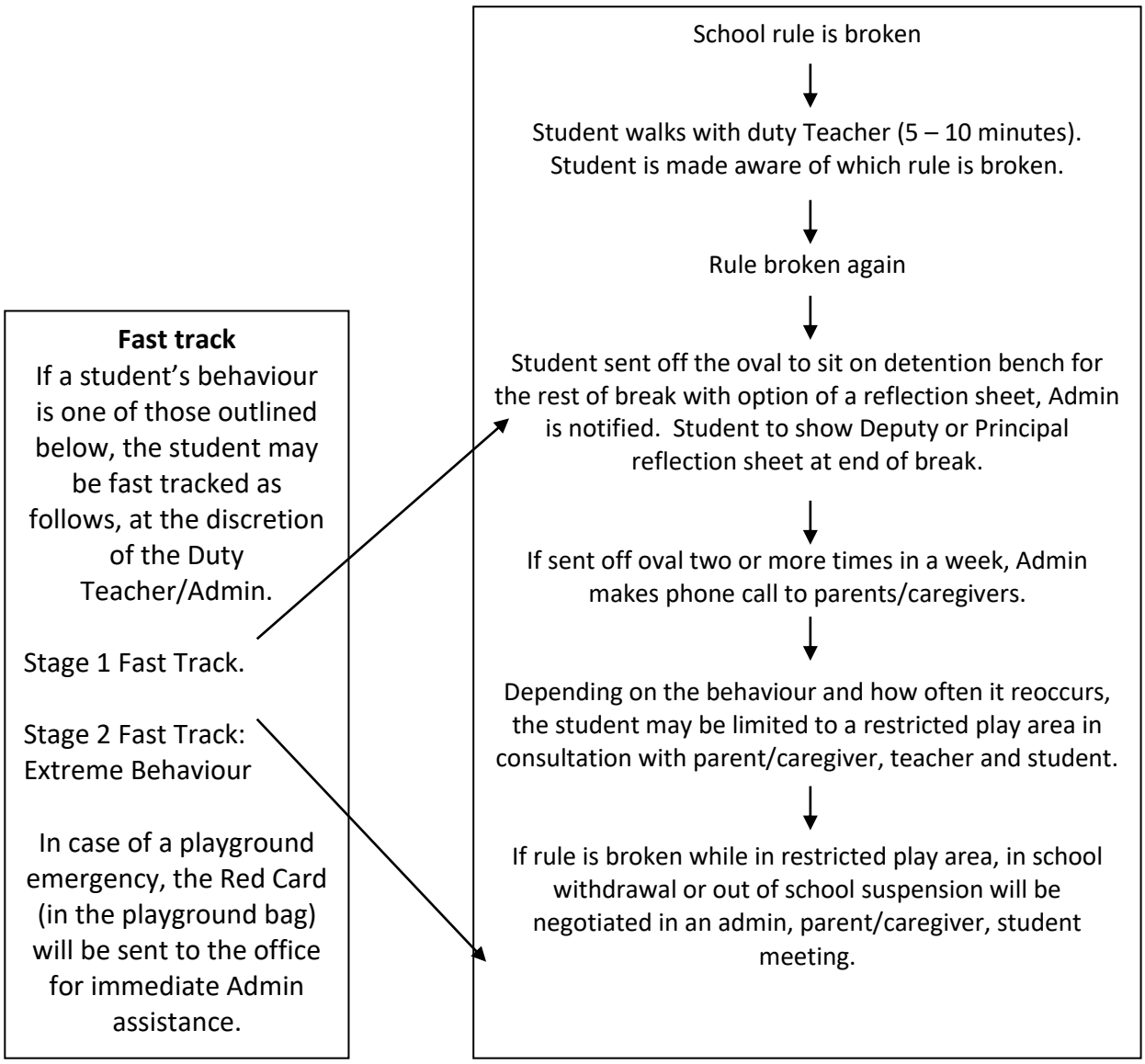
Guidelines for developing and Implementing Individual Behaviour Management Plans

Individual Behaviour Management Plans are to be established when a student requires additional support to meet their individual needs or to modify their behaviour.

Individual Behaviour Management Plans must be documented to make clear the behavioural issues that are being addressed, desired outcomes, strategies to be used and the effectiveness of the strategies.

Parents must be informed and engaged in the process for planning individual behaviour management. Staff must take every opportunity to encourage parent participation by genuinely seeking information and assistance in the responses to student behaviour. Contact made with parents needs to be sensitive to any factors that may create difficulties with communication, for example cultural difference, English as a second language or disability.

Consequences of Negative Behaviour - Playground



Fast Track – When student's inappropriate behaviour is excessive.
Sometimes a student's behaviour may be such that moving sequentially through the classroom consequences is inappropriate. Students may be putting themselves and others at risk. In the case of extreme behaviours a student will be sent immediately to Administration, by-passing the early consequences, as previously stated.

Examples of Actions That Would Warrant Children Being Sent to the Administration:

1. Violent behaviour.
2. Attack on teacher or another child.
3. Threatening to physically harm another child, or threatening their safety or welfare.
4. Blatant refusal to obey.
5. Verbal Abuse.
6. Malicious attack on school property.
7. As a final step to class consequences.
8. Swearing – deliberate abusive language toward another person.
9. Stealing.
10. Continued disruption during time out period in withdrawal class.
11. Highly inappropriate/sexualised language

Guidelines for Office Withdrawal

The placement of students in isolation will be authorised by the Principal or Deputy Principal in consultation with the classroom teacher as one of a number of available counselling and behaviour management measures in dealing with students with disruptive behaviour

Details of a student's unacceptable behaviour will be documented in the normal way (INTEGRIS and BMIS forms). Details of isolation will be entered in the school's behaviour management tracking records.

Classroom teachers are responsible for ensuring that pupils in isolation are provided with an adequate amount of work. Work is to be from the pupil's normal learning program at a level that the pupil can carry out without explanation or assistance from the supervising teacher.

Pupils in isolation are under the general supervision of an Administrator. Administrators are responsible for ensuring that pupils in isolation are safe and remain isolated from peers. Supervising Administrator will interact with isolated pupils with polite detachment. Their interaction should be restricted to granting the pupil permission to leave the room for toileting purposes and to directing them to an alternative work area in the event of the Administrator being absent.

Administration will notify parents/guardians of isolation and request a meeting in person or by phone to discuss the matter.

Pupils who are absent from school during their period of isolation will complete the requirements of isolation on their return to school.

Guidelines for Suspension

The Principal or Deputy Principal may authorize the suspension of pupils in cases of either repeated misbehaviour or of serious misbehaviour as outlined above (Re: Examples of Actions That Would Warrant Children Being Sent to the Administration).
Parents will be contacted and notified before a decision of suspension is made, except in exceptional circumstances.

Suspension and Exclusion will occur under the guidelines of the policy developed for Behaviour Management in Schools. Please see this policy for further detail.

BULLYING POLICY

At Attadale Primary School we believe that the environment for students, staff and parents should be safe and free from violence, victimisation, harassment and bullying of any kind. We aim to uphold a "ZERO TOLERANCE" approach, as bullying infringes on our fundamental rights of safety and fair treatment. Collaborative support from the whole school community is vital in establishing and maintaining an environment in which everybody feels valued and safe, and where differences are genuinely accepted and the esteem of individuals is promoted.

WHAT IS BULLYING?

Bullying is repetitive, unprovoked aggressive behaviour towards another person. It causes hurt, fear or distress and is characterised by an imbalance of power.

DEFINITION OF BULLYING: The national definition of bullying for Australian Schools says:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form, for any reason can have long term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

PHYSICAL:	Shoving, punching, hitting, kicking, damaging belongings, pinching
VERBAL:	Put downs, teasing, name-calling, racist taunts, mocking
EXTORTION:	Forcing weaker students to hand over food or money
EXCLUSION:	Rumours, gossip, whispers, being "left out", ignoring
BODY LANGUAGE:	Silent stares, dirty looks, nasty faces, rude gestures

CYBER BULLYING: This involves the use of information and communication technologies such as 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.

Behaviours that DO NOT constitute bullying include:

- Mutual arguments or disagreements where there is no power imbalance
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence

WHAT ARE THE WARNING SIGNS?

- Unwillingness to attend school
- Loss of self-confidence
- Decline in academic performance
- Damaged clothing, frequent loss of personal property
- Uncharacteristic mood changes
- Withdrawal from social activities

HOW WE APPROACH BULLYING

Our curriculum learning programs are geared towards developing co-operative and courteous behaviours and resilience skills. With the implementation of the "Friendly Schools Plus" program and school values, the emphasis is on positive language and behaviours.
When bullying occurs, we support a three step response:

1. Empower the student
2. Support the student
3. Be an advocate for the student

EMPOWERING STUDENTS

Through a variety of approaches, we familiarise our students with the skills needed for dealing with bullying and other negative situations. A major focus is on developing resilience skills in all of our students.

STRATEGIES THAT WILL BE USED TO MANAGE AND REDUCE BULLYING

Classroom Education:
1. Preventative classroom activities and games about issues related to bullying behaviour using the *Friendly Schools Plus* resilience and bullying program.
2. The School administration has received extra training in the management of bullying in order to assist children and parents with concerns.
3. On-going internal staff training on how to manage and deal with bullying issues.
4. To coincide with the *"National Day of Action Against Bullying and Violence",* there will be yearly anti-bullying workshops lead by the Deputy Principal and students selected by staff (with peer input) for being good role models who display our school values and follow the whole school behaviour plan.

At these workshops, students will learn how to:

- Identify bullying
- Understand the impact of bullying
- Use strategies to deal with bullying

ESTABLISHMENT OF PROCEDURES

Clear steps for students to follow if they are involved in a bullying incident, along with student counselling and support. *Please refer to our Action Plan for Students and Parents (attached) and whole school BMIS plan.*

PARENT EDUCATION

Parent information on the "Friendly Schools Plus" program and resilience strategies, information brochures and school-initiated meetings with members of the administration / Kids Matter learning support team.

MONITORING AND REVIEW

The policy will be monitored and reviewed on an ongoing basis.

HOW CAN PARENTS HELP?

Parents are the most influential models for their child. In order for this to develop past the level of ideas, the program at school requires constant positive reinforcement at home.
Parents need to familiarise themselves with the ACTION PLAN that the school takes and help their child *develop positive attitudes and resilience.*

Take an active interest

In what your child does at school
In their cultural, social and sporting life

Foster a tolerant home life

Encourage your child to bring friends home
Accept and tolerate differences within others
Work with your child on setting firm but fair boundaries
Demonstrate care and consideration for others

Encourage your child

Nurture your child's positive qualities and interests
Value your child for who they are

Discuss Bullying

Talk about the school's expectations
Advise that retaliation does not solve the problem
Report all incidences to the class teacher and administration
Explain what to do if your child witnesses bullying

AN ACTION PLAN FOR STUDENTS AND PARENTS

If you do not feel safe you can:

Students - Ignore the bullying behaviour and show that it is not upsetting you.

If behaviour continues:

Students - If you feel comfortable, tell the person how you feel and that you want them to stop immediately.
Parents- Refer to the '11 Key Points for Resilience Building' document attached to help guide discussions with your child.

If behaviour continues:

Students - Talk to someone you can trust to help you, like parents, friends, teachers or pastoral care member (e.g. Chaplain).
Parents- Listen to your child, discuss the school action plan and let them know that you will be informing the class teacher who will be able to help. Make contact with your child's teacher to make them aware of your child's concerns.

If behaviour continues:

Students - Talk openly about the unwanted behaviour with your teacher. Share what you have already tried, and an action plan will be implemented with the person/s involved. Continue to monitor the situation.
Parents- Make contact with your child's teacher or Deputy Principal to inform them of your concerns. Strategies will be put in place to stop the bullying and these will be discussed with you.

If behaviour continues:

Students - Go to a Deputy Principal or the Principal. Talk openly about the problem and allow the school to take action, e.g. counselling for the bully, family involvement or disciplinary action.
Parents- Contact the Deputy Principal or Principal if you have followed the steps above and still feel that your child is being bullied. The school will follow our set protocol to deal decisively with the issue. If it is established that bullying has taken place, the perpetrator will be dealt with according to the steps outlined in our whole school behaviour (BMIS) policy.

STRATEGIES FOR CYBER BULLYING

Cyber bullying usually occurs out of school. We recommend that students and parents inform the school about their concern, as well as:

- If bullying is happening on your phone or the internet, keep messages or posts that hurt you or write down what happened and show an adult.
- Don't respond to the other person but keep the message or post to show someone when you are getting help
- Ask for help "blocking" a person so you don't get posts from them.

11 KEY POINTS FOR RESILIENCE BUILDING

HOW TO DEVELOP RESILIENCE FOR SUCCESS AND WELL-BEING

In developing resilience, ***the individual needs to experience a negative event***, but realise they are worthy and able to cope; and have support to help them work through the issue.

1. Have an adult you trust help you through life
2. Have support with getting the very basics in life, like food, clothing, transport and housing
3. Actually access activities, hobbies and sports
4. Have multiple opportunities to practise problem-solving at home, school and in the wider community.
5. Feel safe, and be yourself in your home, school and communities
6. Know how to calm yourself down and take charge of your feelings
7. Know what you are good at and be proud of it
8. Support others; eg., through volunteering and peer mentoring.
9. Understand what you need to do to build your own resilience & support others to build theirs.
10. Know that the adults in our lives are enabled to help disadvantaged children build resilience
11. Have help to map out a sense of future (hopes and aspirations and develop life skills).

Resilience can be learned but is based on overcoming negative experiences

Negative experiences that are not resolved can lead to negative emotions and negative behaviours

In developing resilience the individual needs to experience a negative event, but realise they are worthy and able to cope; and have support to help them work through the issue.

Reference: Professor Lynne Cohen (Edith Cowan University)

If your child reports being bullied, treat the concern seriously and talk about it.

A FINAL REMINDER

At Attadale Primary School, as in every school or workplace, situations of conflict occasionally occur. It is of vital importance that if you have an issue, you make your child's teacher your first port of call. Often small issues can be 'nipped in the bud' and it is almost always beneficial to gain the perspective of the professional who works directly with your child.
Our staff will support the development of solutions for you and students to resolve issues that exist within our school. There is a role, on most occasions, for students, parents, staff and the school to play within the solution/strategies we agree on. All solutions rely on this team work and everyone fulfilling their role. Like all teams, if someone is not prepared to complete their role or if a team member works in the background to undermine or discredit another team member, success is very unlikely. Our families and work place are full of teams so we expect you have experienced and understand the principle we are referring to here.
If the situation persists despite your contact with the class teacher, please feel welcome to contact a member of the administration team for further assistance. As a general guide;

- Mr Perera manages student behaviour and pastoral care
- Mrs Reynolds oversees SAER (students at educational risk).
- Mr Harris, our school Principal, can be contacted for more complex issues.
- For general classroom questions, Mrs Reynolds is the line manager for the K-1 phase, Mr Harris for Years 2-3 and Mr Perera for Years 4-6.

In cases of conflict that are reported at home, mums and dads should NEVER approach the children of other parents. In addition to this, approaching/contacting other parents with allegations about their children should not occur. As you would all appreciate, each of us naturally holds our own bias towards what is recounted to us by our children; however, the whole story and viable strategies for solution often requires further investigation.
A few incidents similar to what is listed above have occurred in recent years at Attadale Primary, causing unnecessary distress to all parties. We hope that the guidelines above will facilitate open lines of communication and greater clarity for all parents.

Thanks for your ongoing support for the students and staff of Attadale Primary School.
Scott Harris, Asiri Perera and Debbie Reynolds
Attadale Primary School Administration

LINKS FOR PARENTS

Kids Helpline	https://kidshelpline.com.au/ or 1800 55 1800
Bullying No Way	https://bullyingnoway.gov.au/
Surf Online Safe	http://www.surfonlinesafe.com.au/

Behaviour Management Policy - Appendices

1. School Rules Page 20
2. Rights and Responsibilities Page 21
3. Guidelines for Consequences Page 22
4. Junior Think Sheet Page 23
5. Senior Think Sheet Page 24
6. Notification of Withdrawal to buddy class Page 25
7. Notification of Withdrawal from all classes Page 26
8. Letter of Commendation Page 27
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11. Behavioural profile and individual behaviour change plan. Page 30

School Rules

At Attadale School, we recognise that certain rules are required to permit us all to learn and work in comfort and safety. Please read and understand the following rules.

1. All staff will be unquestioningly obeyed at all times. Back answering is not acceptable
2. Children are not to leave the school grounds at any time without being signed out at the office or in the direct care of their parents.
3. Children are not permitted in classrooms without a teacher being present.
4. Running or playing games in or around buildings is not permitted.
5. No rough play is permitted.
6. Playing games in the front entrance areas of the school is not permitted.
7. Bicycles are to be left in the designated area – the car park is out of bounds for children at all times.
8. Nobody touches anyone's bike or other personal belongings.
9. Children arriving at school in the mornings go straight to the under covered area and sit quietly until being dismissed by a staff member at 8.35am
10. All eating takes place in the under covered area or the grassed surroundings, unless instructed otherwise by a teacher.
11. Children are not to enter any staff offices or storage sheds at any time without being in the company of a staff member.
12. Bad/inappropriate language is not permitted at this school. Be polite and respectful at all times.
13. Bullying is never permitted and carries serious consequences at Attadale School.
14. The school dress code will be adhered to. Hair will be tied back and jewellery restricted to stud earrings and a watch.
15. Always wear a hat when playing.

Thank you for adhering to these rules and being considerate of all of us who work and learn here.

Attadale Primary School Rights and Responsibilities

Students have the right to	***Students have the responsibility to***
• Learn in a purposeful, supportive and inclusive environment. • Work and play in a safe, secure, friendly and clean environment. • Respect, courtesy and honesty. • Cooperation and support from teachers and students.	• Be inclusive of others • Ensure that they look out for the welfare of other students. • 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 attitude. • Behave in a way that protects the safety and wellbeing of others. • Make teachers aware of any challenges or problems they are experiencing.
Staff have the right to	***Staff have the responsibility to***
• Teach and learn in a purposeful, supportive and inclusive environment. • Work in a safe, secure and clean environment. • Respect, courtesy and honesty. • Cooperation and support from parents, students and all school staff.	• Model respectful, courteous and honest behaviour. • Model a high standard of written and oral presentation. • Ensure the school environment is kept neat, tidy and secure. • Establish positive relationships with students. • Be inclusive • Ensure good organisation and planning. • Inform parents of progress and behavioural matters – "No Surprises" • Be approachable and respond to all students' concerns reasonably.
Parents/Caregivers have the right to	***Parents/Caregivers have the responsibility to***
• Be informed of 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 relevant education for their child. • Be heard in an appropriate forum on matters related to the rights of their child to a meaningful and relevant education. • Cooperation and support from staff.	• Ensure that their child attends school. • Model respectful, courteous and honest behaviour • Provide their children with a safe, loving and structured home environment • Ensure that the physical and emotional condition of their child is at an optimum for effective learning. • Ensure that the school is made aware of any medical or health issues that may affect the child's education. • 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 child/ren. • Inform the school promptly of any concerns regarding their child's education. • Support and reinforce the BMIS at home.

Guidelines for Consequences

Class Isolation

- Teachers are to have an appropriate area set aside for isolation in their classroom.
- Students placed in Class Isolation do so for a set period of time.
- Students complete a Reflection Sheet and complete their work. The student is to discuss the Sheet with their teacher for it to be accepted. It is then photocopied and the original sent home to be signed and returned for future reference.

Withdrawal Class

- Teachers should consult with their Withdrawal Class teacher to ensure Withdrawal Class is available.
- Students sent to Withdrawal Class may be accompanied by another student to the room.
- The student will work in the isolation area of the buddy class.
- They complete a 'Think Sheet' (to be sent home to parents) and finish their work.
- The student will work in the Withdrawal class until the next break after which they return to their own class.
- Teachers photocopy the 'Think Sheet' and send them home for parents for comment.

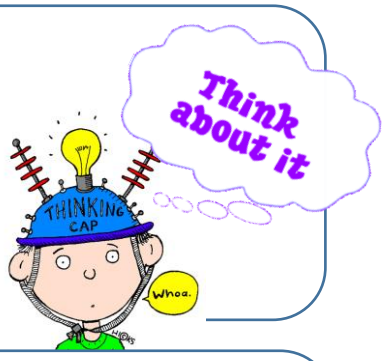
Deputy Principal or Principal

- Students sent to the office with an 'admin slip' are to meet with the Deputy Principal who will seek clarity from the incident and contact parents. Serious offences will bypass issuing of an 'admin slip'.
- Sending a student to the Deputy Principal / Principal is to allow a process of negotiation and resolution to occur in applying a consequence, relative to the inappropriate behaviour.
- It may be appropriate for student counselling and/or peer mediation to occur with or without interagency support such as student services. This could include our Chaplain.
- A 'cooling off' period for the student(s) may be required in a 'Time Out/Isolation' area situated in the front office. Students will be asked to reflect on the incident and complete work in this area. This is then classified as 'In School' suspension.
- Students can be requested to remain in Time Out until the end of the school day and/or for a number of days dependent on the severity and nature of the incident.

BEHAVIOUR MANAGEMENT DOCUMENT – Junior Think Sheet

Name: _____Room: _____
Date:_____

What I did:



What happened?

What should have happened?

Next time I will .....

Which values did I not display? Take Care | Stand Up | Give It Your Best | Fair Go

Teacher sign and comment:

Parent sign and comment:

BEHAVIOUR MANAGEMENT DOCUMENT – Senior Think Sheet

Name: _____Room: _____ Date:_____

1.Which of our values did I not display (circle)?

Take Care | Stand Up | Give It Your Best | Fair Go

2.Why was I removed from my classroom?

3.How did my behaviour affect others?

4.What will I do next time to avoid the same situation and how will I display our values?

Teacher's Signature and Comment

Parent's Comment and Signature

Notification of Withdrawal to Buddy Class

Attadale Primary School
Wichmann Road
Attadale WA 6156

Date:

Dear _____

Today _____ was withdrawn from normal classroom activities and placed in the care of a Withdrawal Class teacher.

This consequence is a part of our school's Behaviour Management Plan and is the result of recurring inappropriate classroom behaviour.

This letter is to inform you of the situation.

Please feel free to contact the school to make an appointment if you wish to discuss this matter further.

Yours sincerely

_____

Teacher

_____

Dear _____

I acknowledge receipt of the letter indicating that _____ has been displaying inappropriate behaviour in the classroom.

I wish to make an appointment to discuss the matter as soon as possible. ___
I do not wish to make an appointment at this stage. ___

_____ _____
Signed – Parent/Guardian Date

Notification of Withdrawal from All Classes

Attadale Primary School
Wichmann Road
Attadale WA 6156

Dear _____

Today _____, was referred to me as a result of serious recurring classroom behaviour.

_____ has been withdrawn from all normal class activities and placed in the office withdrawal area.

This consequence is part of our school's Behaviour Management Plan.
The note is to inform you of the situation.

You are requested to contact school and arrange an appointment to discuss this matter with the Deputy Principal or Principal. (As signed below)

Yours sincerely

_____ _____
Deputy Principal / Principal Date

Letter of Commendation

Dear Parents/Guardians,

We are pleased to let you know that _____has been a commendable student at school today.

We appreciate the personal efforts and co-operation of students who seek to enhance the positive environment of our school. We would like to acknowledge the contribution your child has made to the school's pursuit of excellence.

_____

_____

_____

_____

_____

_____

Yours faithfully,

Principal: _____

Teacher: _____

Date: _____

LETTER OF COMMENDATION

Please return this letter of commendation slip to the box outside the Deputy Office.

One junior, middle and senior school winner will be announced at each assembly.
Well done and good luck

Name:_____ Year: _____ Room:_____

Parent Signature: _____ Date: _____

Notification of Suspension to Parents and Student

Parent name
Address

Dear (Parent Name)

Your child (insert name) has been suspended from attendance at (school). The suspension is a consequence for the following behaviours:

(Describe behaviours)

The period of suspension is from (date) until (date), a total of (N) school days.
(Child name) has now been suspended for (cumulative total) school days this year.

The following conditions apply to this period of suspension:

List, if appropriate include:

- specific permission to enter school property
- educational instruction arrangements

When (child name) returns to school an individual behaviour management plan will be negotiated with (staff name) to determine management strategies and future consequences for behaviour.

Please contact (staff name) if you wish to discuss the period of suspension, any conditions imposed, or the management of (child name) behaviour at school.

Principal
(date)

Notification of Immediate Suspension – *opportunity to be heard*

Parent Name
Address

Dear (Parent Name)

Your child (insert name) has been suspended from attendance at (school) as a consequence of the following behaviours:

(Describe behaviours)

The suspension had to be imposed immediately because the behaviour of your child involved a serious breach of discipline that adversely affected or threatened the safety of others at school.

The period of suspension is from (date) until (date), a total of (N) school days.

You are invited to express your views about the behaviour of your child and the decision to suspend your child. Information you provide may lead to a reconsideration of the decision.

Please contact (staff name, phone) by (date and time) to discuss:

- (child name) behaviour at school;
- factors that may have contributed to the behaviour;
- the range of possible consequences for the behaviour.

When (child name) returns to school an individual behaviour management plan will need to be negotiated with (staff name) to determine management strategies and future consequences for behaviour.

Principal
(date)

Behavioural Profile and Individual Behaviour Change Plan

Student Name:	**School:**
Caregiver:	**DOB:**
Address:	**Year:**
	Case Manager:
Phone:	**Date Developed:**

Brief outline of problematic behaviour

Management Team

Position	Name	Others	Name
Case Manager			
Caregiver			
Student			
Teacher			
AIEO			
Psychologist			

Additional Considerations

Cultural links? Who are significant family for this student?

Is school attendance including lateness or transience, an issue? Please detail:

Analysing the Problematic Behaviour

Describe the specific conditions under which the behaviour has been observed:

On specific days of the week?

At specific times of the day (eg. Morning vs afternoon, before vs after school, recess, lunch, during transitions)?

With specific adults or peers?

In specific places either in class or on school grounds?

During specific activities (eg. Academic vs nonacademic, teacher directed vs independent, small vs large group)?

Describe any early behavioural indicators that signal the beginning of a situation that could escalate.

What sorts of responses or actions by adults (teachers and others) *or* other students, **INCREASE** the likelihood that the behaviour will become problematic?

What sorts of responses or actions by adults (teachers and others) *or* other students, **DECREASE** the likelihood that the behaviour will become problematic?

Academic Profile

Literacy

Numeracy

Strengths/weaknesses

Work habits

Social Circle and Skills

Who is this student's peer group? Who are the allies?

Are there specific students that this student does not get along with?

Positive personality characteristics of the student

Any Other Relevant Information?

The next page has a planning format to document target behaviours for the student together with teacher action for reinforcing appropriate behaviour and decreasing inappropriate or undesirable behaviour.

Individual Behaviour Change Plan for : _____

Target Behaviours

Interventions

Preventive steps to reduce the likelihood of behavioural concerns

Strategies to teach / promote TARGET behaviours

Action to recognise positive steps towards, or achievement of, the target behaviour

Planned responses to problematic behaviours as they emerge (think LEAST – MOST intrusive)

Monitoring and Feedback (to student, caregiver and case manager)

Proposed Review Date __ / __ / __ Who by?

Outcome of Review