



Boyare Primary School

Behaviour Management Policy

'The Boyare Way'



1. Policy Statement

The purpose of this policy is to set the requirements and guidelines to ensure every student is provided with the education support they need to learn and maintain positive behaviour at Boyare Primary School.

2. Background

Students have the greatest opportunity to learn when they are engaged in their learning in a safe and supportive environment. The management of student behaviour is a shared responsibility between staff, student and parent/carer.

The policy therefore outlines the rights and responsibilities of each party.

3. Scope

This policy applies to all staff, students and parents/carers at Boyare Primary School.



4. Procedures

4.1 Establishing a Positive and Supportive Culture

The following list outlines measures in the school achieving this.

Staff will:

- Implement whole school programs as outlined in the Numeracy and English expectations, using differentiation to meet individual needs;
- Implement Classroom Management Strategies to support student participation and learning;
- Implement Six Kinds of Best;
- Utilise the 'card system';
- Provide a variety of positive consequences for achieving learning or behaviour goals. This may include but is not limited to : stickers, reward charts, stamps, notes home, certificates, negotiated rewards, group/individual points, raffle tickets etc
- Liaise with the Leadership team to develop and implement Behaviour Management Plans (where required);
- Conference students on procedures on managing and reporting incidents of bullying, and
- Keep records of student behaviour, which will be archived at the end of the year.



4.1 Establishing a Positive and Supportive Culture continued

At a whole school level, the following will be implemented:

- Faction tokens;
- Assembly Stars;
- Merit Certificates awarding at assemblies;
- Brilliant Kids Morning Tea;
- Chaplaincy Support;
- Afterschool Sports;
- Student Leadership Program – Head Boy/Head Girl, Faction Captains, Job Leaders;
- Recognition of achievements at assemblies and in the newsletter;
- Office displays and visuals;
- Attending Clubs, and
- Communication between parents/carers and school (teachers) – both positive and negative



4.2 School Rules

The School rules provide a clear behaviour expectation of behaviour and will be constantly reinforced by all staff at the school.

Our School Rules are driven by '6 Kinds of Best' values program that is embedded across the school.

1. (KIND to OTHERS)
2. (KIND to the ENVIRONMENT)
3. (The COMMUNITY KIND)
4. (The ACHIEVING KIND)
5. (The LEARNING KIND)
6. (KIND to YOURSELF)





Students' Rights and Responsibilities

4.3 Code of Conduct

Rights	Responsibilities
<p>Students have the right to...</p> <ul style="list-style-type: none">✓ To be shown respect, courtesy and honesty.✓ To be engaged in purposeful lessons in a supportive environment.✓ To learn and play in a safe, secure and clean environment.	<p>Students have the responsibility to...</p> <ul style="list-style-type: none">✓ Be respectful, courteous and honest.✓ Do not disturb others' learning.✓ Help keep the environment tidy, clean and secure.✓ Be punctual, polite and friendly.✓ Learn and play safely with others.✓ Not use mobile phones during school hours.✓ Follow school plans, policies and procedures.



Staff Rights and Responsibilities

4.3 Code of Conduct

Rights	Responsibilities
<p data-bbox="191 582 644 625">Staff have the right to...</p> <ul data-bbox="191 658 1197 875" style="list-style-type: none">✓ To be shown respect, courtesy and honesty.✓ To work in a safe, clean and secure environment.✓ To receive cooperation and support from colleagues, parents and students.	<p data-bbox="1299 582 1918 625">Staff have the responsibility to...</p> <ul data-bbox="1299 658 2356 1386" style="list-style-type: none">✓ Model respectful, courteous and honest behaviour as outlined in the DoE Code of Conduct.✓ Provide engaging and developmentally appropriate learning opportunities.✓ Help keep the environment tidy, clean and secure.✓ Establish positive relationships with students, colleagues and parent/carers.✓ Engage with student's to resolve concerns/issues.✓ Communicate with parents/carers in regards to behaviour, academic and social emotional concerns/achievement.✓ Involve parents/carers in the learning/ education of their child.



Parents/Carers Rights and Responsibilities

4.3 Code of Conduct

Rights	Responsibilities
<p data-bbox="191 582 861 625">Parents/Carers have the right to...</p> <ul data-bbox="191 658 1225 986" style="list-style-type: none">✓ To be shown respect, courtesy and honesty.✓ To be informed of child's progress.✓ To be informed of child's behaviour.✓ Be heard in appropriate forum on matters relating to their rights of their child to an appropriate education.	<p data-bbox="1299 582 2142 625">Parents/Carers have the responsibility to...</p> <ul data-bbox="1299 658 2359 1329" style="list-style-type: none">✓ Model respectful, courteous and honest behaviour.✓ Ensure their child attends school.✓ Ensure that their child is 'school ready' both physically and emotionally.✓ Ensure their child is provided with the appropriate materials to make effective use of the learning environment.✓ Support the school in providing meaningful and adequate education for their child e.g. attending referrals, appointments etc✓ Inform staff as soon as possible, if their child has an issue that will affect their learning or behaviour.

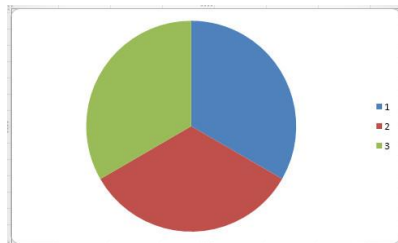


Social Emotional Learning/Coaching

We believe that 'difficult' behaviour is often an emotional reaction gone awry

"A child can often have a 8/10 reaction to a 2/10 event"

- Too much talking from the teacher overwhelms students;
- When overwhelmed, children lose the ability to self-regulate;
- When children are overwhelmed, teachers must control the temperature;
- We let students 'toggle' (switching) between their mental accelerators and brakes;
- We promote the position of the teacher as the person in charge;
- We promote emotional self-regulation in children;
- We encourage behaviour that we want to see more of;
- We discourage behaviour that the teacher does not want to see;
- We Optimise the amount of time spent on teaching instead of behaviour management



1. Ignore it?
2. Emotion Coach?
3. Count?

Size of the Problem

What's my Problem?

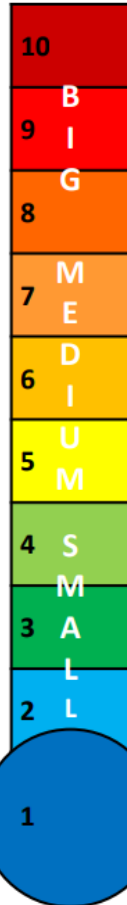
2

I was _____
playing _____
basketball _____
and _____
Joe laughed _____
when _____
I missed _____
my shot. I _____
got mad.

What's my Response?

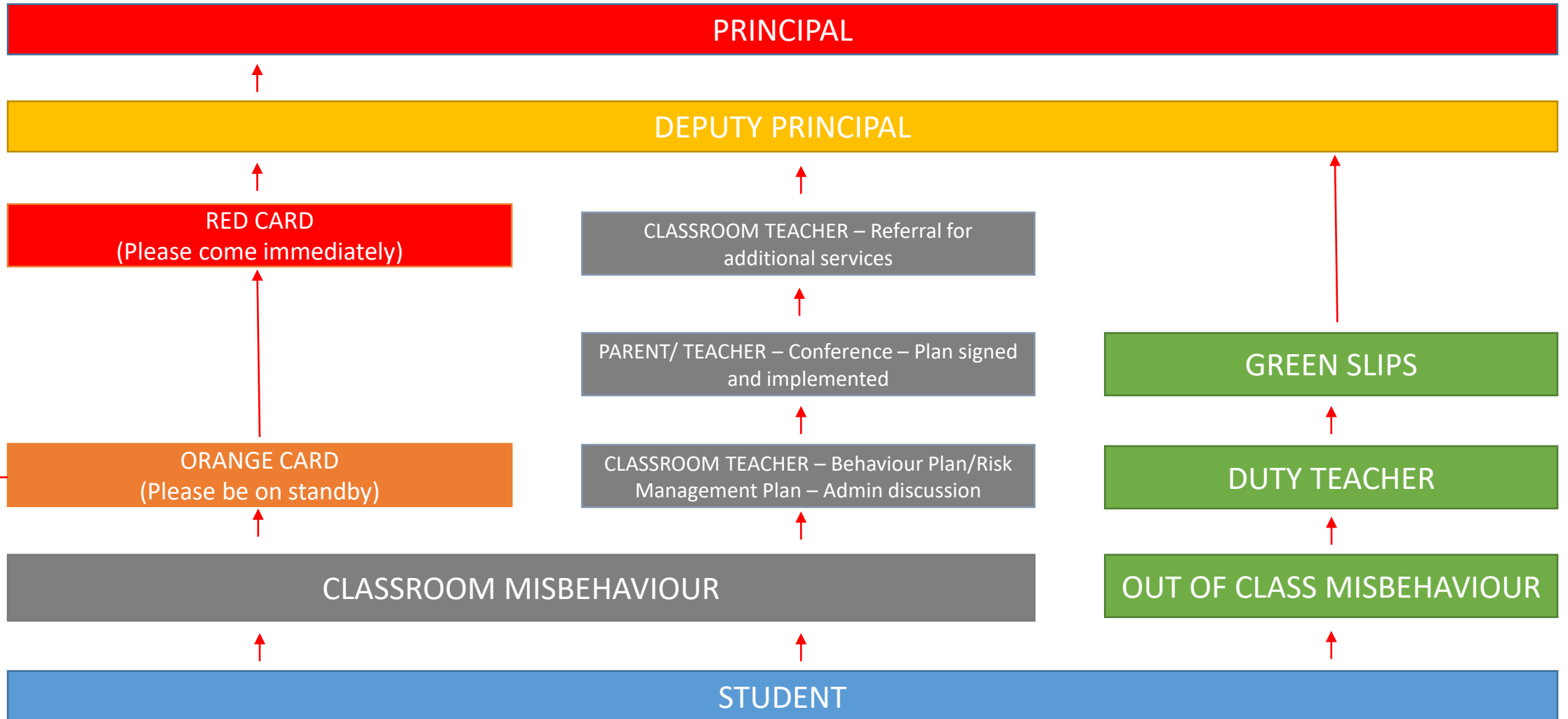
8

I hit Joe for _____
laughing at _____
me. _____





4.4 Behaviour Management Flow Chart





4.5 Managing Classroom Behaviour

Fast Track:

Incidents of a serious nature can be referred to the Office immediately

Behaviours include:
Fighting, inappropriate language, blatant disobedience or offensive behaviour towards staff and students.

Positive Classroom

- Students at Boyare Primary School are encouraged to be '6 Kinds of best' and to follow the 6 codes of conduct at all times – K-6.

Stage 1 & 2

- Warning - Students are reminded of appropriate behaviour and redirects.
- Verbal Warning 1 - VERBAL
- Verbal Warning 2 – NAME ON BOARD

Stage 3

- Warning
- Student receives an X by their name and is reminded of appropriate behaviour.

Stage 4

- Timeout (10 minute timeout) - Students are reminded of appropriate behaviour.

Stage 4

- Buddy Room

Stage 5

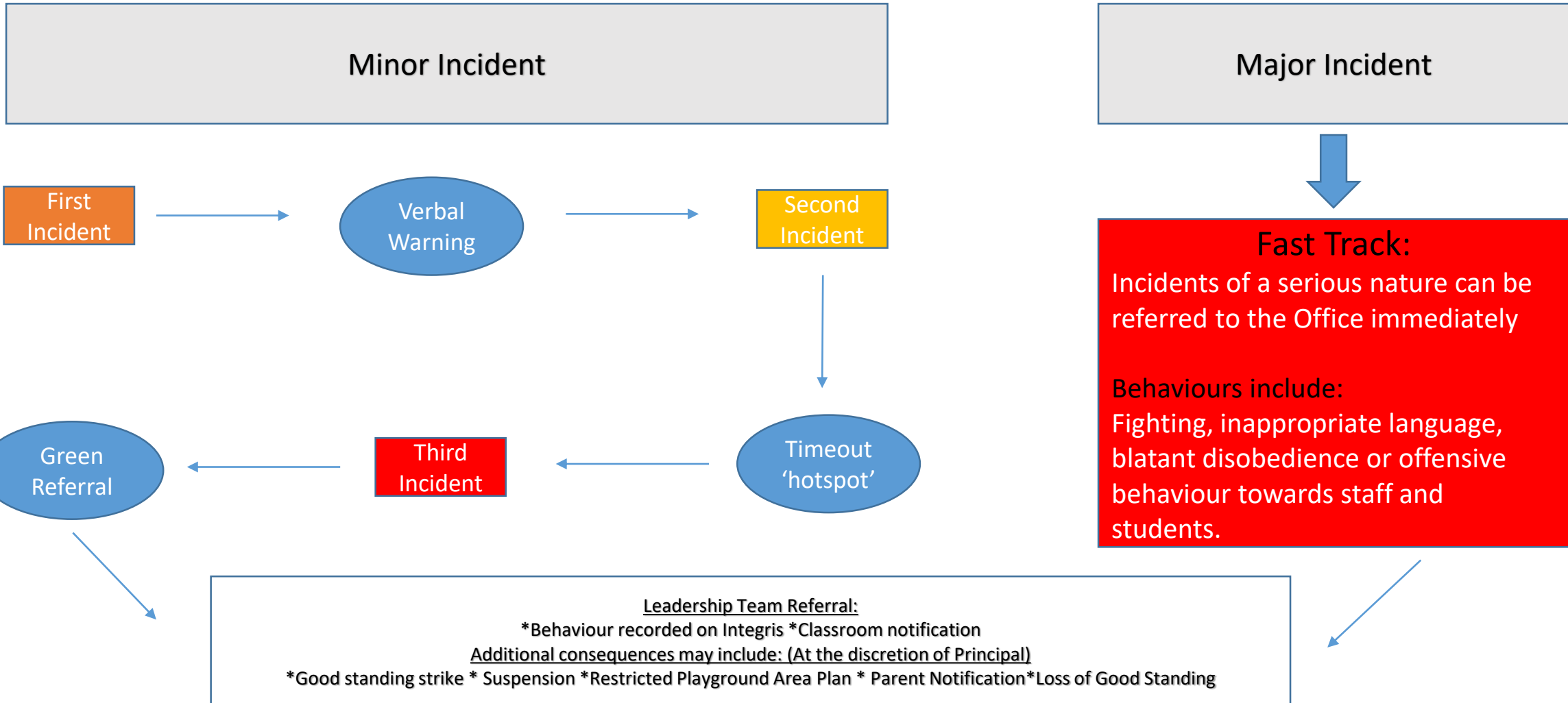
- Office Referral – Student is sent to office with office referral completed (designated sheet to complete).

Leadership Team Referral: *Behaviour recorded on Integris *Classroom notification * Withdrawal (15 minutes to explain behavioural choices)

Additional consequences may include: * Detention * Good standing strike * Suspension * Restricted Playground Area Plan * Parent Notification * Loss of Good Standing



4.6 Managing 'Out of Classroom Behaviour'





4.7 Consequences for Managing Student Behaviour

Extreme Behaviour

Extreme behaviour may be referred to:

- The School of Special Needs: Behaviour and Engagement
- Chaplain
- School Psychologist
- Regional Office

Detention (Resolution Room)

- Is a planned strategy that involves consultation between Classroom Teacher/s and Administration.
- Students will be given an opportunity to reflect on, learn from the incident in a calm, less stimulating, supportive environment.
- Parent/Carers may be informed.

Withdrawal

- Is a planned strategy that is at the discretion of the Administration Team.
- The learning program will continue but not in their usual classroom.
- Parent/Carers will be informed.

Suspension (In or out of school)

- Is a planned strategy that is at the discretion of the Administration Team.
- The learning program will continue but not in their usual classroom or usual break times.
- Parent/Carers will be informed.
- Suspension is used for the purpose of allowing those involved to calm, recover, reflect and learn from the incident, evaluate existing plans and/or seek advice, make adjustments to plans, and to meet with parents/carers to organise re-entry program prior to reengagement.
- Department of Education Procedures are followed in the event of suspension.
- Return from suspension meeting with families and booklet – see attached.

4.8 Good Standing



“Good Standing” at Boyare Primary School



At Boyare Primary School, all students commence on good standing demonstrating they are the Six Kind of Best. Students will lose good standing for a suspension or a repeated series of behaviours not aligned to the school behaviour plan. A student will lose good standing for

- Starting a fight
- Making physical contact with the intention to hurt/harm another student or staff member
- Videoing a fight in the grounds of school or offsite where a reasonable nexus between the incident and school, with the intention of publishing on social media.

These are mandated by the Department of Education Western Australia. Additionally, the following behaviours will also cause a student to lose good standing.

- A suspension is an immediate loss of good standing.
- Two in-school suspensions
- Acquiring three justified Office Referrals from the classroom in a two-week period for either
 - non-compliance
 - verbal assault
 - bullying
 - physical assault

OR
- Acquiring 3 green slips when on the playground for
 - bullying
 - physical assault
 - verbal abuse
 - not following instructions/school rules
 - not being kind to the environment – property damage

OR
- Acquiring a combination of 3, green slips/ office referrals



“Good Standing” at Boyare Primary School



If good standing is lost, access to excursions, incursions, interschool competitions, camp, outside of classroom jobs and special events such as graduation will be removed.

Good standing and IBMP [SEN]

Students on an “IBMP” will have a negotiated good standing section within the plan. This is to be signed by the parents/carers. Any modification to the whole school good standing policy must be explicitly stated.

It must also be explicitly stated how good standing is reinstated.

Regaining Good Standing

When a student consistently demonstrates they are Six Kinds of Best and there are no further incidents where good standing is lost, it will be reinstated after two weeks.

All decisions are subject to the Principal's discretion.



4.9 Counter Bullying Procedures

Boyare Primary School has a commitment to providing a safe and supportive learning environment. This includes having a no tolerance approach to bullying within our behaviour management procedures. In conjunction with these procedures, we also endeavour to foster resilience by teaching appropriate strategies for handling bullying situations and developing a stronger sense of self-esteem and confidence.

What is Bullying?

Despite varied definitions, it is generally agreed that three core elements exist in any bullying behaviour. These include:

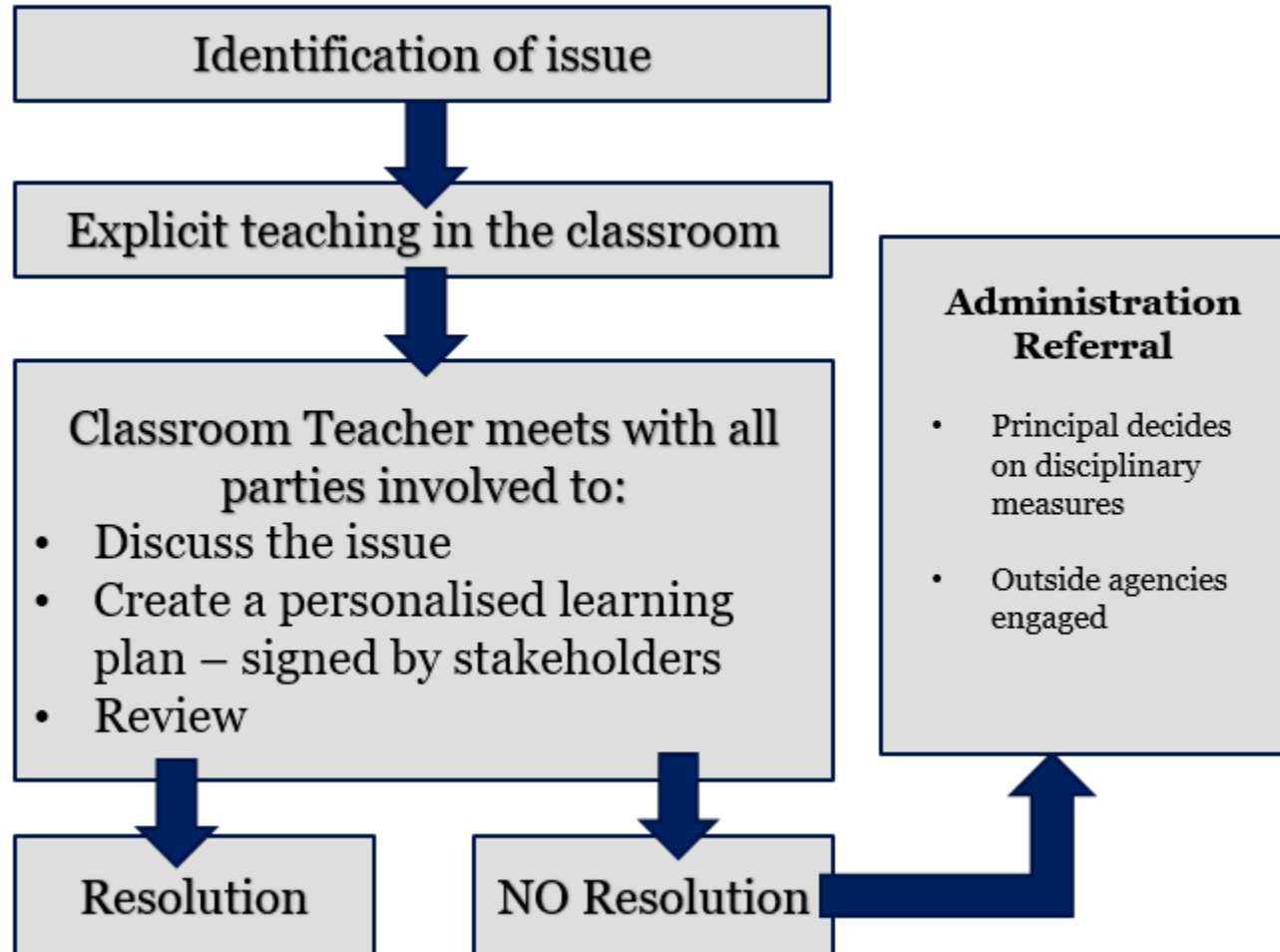
- A deliberate intent to harm
- A power imbalance between the perpetrator and the victim
- Often repeated behaviour

Factors Contributing to Bullying

- Friendship breakdown
- High achievement (academic or other)
- Differences in physical appearance
- Ethnicity
- Sexual orientation
- Being new to an area or group

School bullying is a type of bullying that occurs in connection with education, either inside or outside of school. Bullying can be physical, verbal, or emotional and is usually repeated over a period of time.

4.9b Counter Bullying Procedures Flowchart





4.9c Counter Bullying Procedures Continued

Each party is encouraged to:

Students	Bystanders	Staff	Parents/Carers
<ul style="list-style-type: none"> ✓ Tell the bully to stop by clearly stating that the behaviour is unwelcome and offensive; ✓ Seek help by talking to someone that they can trust; and ✓ Report it to a staff member or support person. 	<ul style="list-style-type: none"> ✓ Tell the person to stop bullying; ✓ Refuse to join in; ✓ Get help from an adult at school; ✓ Encourage the person to report it, and ✓ Be a friend to the person being bullied. 	<ul style="list-style-type: none"> ✓ Teach and encourage appropriate responses to bullying; ✓ Actively counteract bullying behaviour; ✓ Ensure safety of victim/s; ✓ Identify the extent, nature and location of the bullying; ✓ Adopt a shared concern approach to investigate the incident and resolve issues; ✓ Wear fluorescent vests when on duty; ✓ Communicate incidents to parents/cares, and ✓ Monitor for further bullying 	<ul style="list-style-type: none"> ✓ Read the Student Behaviour Policy; ✓ Actively build their child's self esteem; ✓ Report signs of stress in their child to the school; ✓ Discourage any retaliation, either physical or verbal, if their child is being bullied; ✓ Discuss positive strategies to counter bullying with their child; ✓ Speak to your child's classroom teacher; ✓ Follow the flowchart 4.9b Countering bullying; ✓ Support the school to manage the bullying by not directly dealing with other students and their parents; ✓ Work with the school to manage bullying incidents.



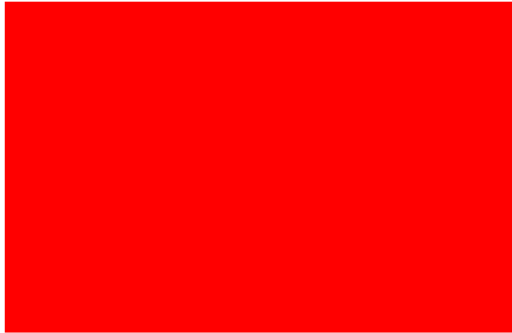
5.0 Role of Principal &/or delegate in escalated circumstances

(Aggression, drug and alcohol misuse by students, weapons on school site, risk of suicidal behaviour, unresolved bullying, non-suicidal self-injury, including risks associated with cumulative harm from child maltreatment)

- ✓ The role of the Principal is to look at each case as a 'case by case' basis – no incident is the same nor should it be treated so.
- ✓ The Principal will use all facts and evidence to address each 'case' and will decide on the application of disciplinary measures, which are fair and justified in accordance with the Department of Education.
- ✓ The Principal will consult with and discuss outcomes with Parents/Caregivers.



5.1 CARD SYSTEM



URGENT – Administration must come immediately.

Student is acting in a dangerous manner towards self and others and will not leave classroom with office referral.



'HEADS UP' – Administration is on standby.

Student is beginning to show signs that they may escalate. Teacher is encouraging student to comply and using a range of calming strategies.



'ALL CLEAR' – No need for Administration.

The student has complied.



BOYARE PRIMARY SCHOOL

Admin Office Referral Form

Teacher to complete



Date _____ Time _____ Teacher _____

Name of student _____ Room _____

Reason for Referral

Non compliance Verbal assault Bullying Physical assault

Other _____

Classroom management strategies already undertaken:

CMS low key responses Appropriate warnings
 Timeout Buddy Class
 Other _____

Consequence Request

Cool down time _____ mins Time out

Consequence

Severity of Incident (please circle)



Admin to complete

Actions _____

Return to class Time _____

Sign _____ Entered on SIS Good Standing Strike

End of process

Shared Goal _____
 (e.g. Student agrees to use appropriate language in class: student agrees to complete tasks when asked)

Teacher signature _____

Return to Office Please

BOYARE PRIMARY SCHOOL BEHAVIOUR MANAGEMENT

RESOLUTION ROOM REFERRAL FOR PLAYGROUND BEHAVIOUR

Leave this form in the green box in the Deputies office. Use the yellow slip (also in the green box) to notify the child's teacher of the Reso Room detention.

Please remember to use **STOP THINK DO** to counsel students regarding their behaviour.

Date:	Year:	Room:	Office to complete: Good Standing Strike <input type="checkbox"/>		
Time:	Student's name:		Reason for Referral:		
Referring teacher's name:					
Bullying	Physical Assault	Verbal Abuse	Not following instructions / School rules	Property damage	Other

Playground Re-entry Chart

Please circle and sign the applicable day

Has the student been?

- Responsible
- Respectful
- Caring
- His/her best

The student will need 90% 'Yes' circled per week to ensure that another week is not added.

Return from Suspension

Name: _____

Room: _____



POSITIVE BEHAVIOUR SHEET

Teacher: Please circle any of the following attributes of positive behaviour that you have noted in your class today from and cross behaviours that were not demonstrated:

Be the Learning Kind Be Kind to Others Be Kind to yourself Be the Achieving Kind Be Kind to the environment

Attributes: A. Followed teacher instructions B. Attempted class work C. Cooperative with peers D. Politeness

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:
Period 2	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:
Recess	Yes / No Duty Sig	Yes / No Duty Sig	Yes / No Duty Sig	Yes / No Duty Sig	Yes / No Duty Sig
Period 3	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:
Period 4	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:
Lunch	Yes / No Duty Sig	Yes / No Duty Sig	Yes / No Duty Sig	Yes / No Duty Sig	Yes / No Duty Sig
Period 5	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:
Period 6	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:	A B C D Teacher Sig:
Parent / Caregiver	X	X	X	X	X
Principal	X	X	X	X	X
Target Score: 90% of possible circles	Actual Score: 2 out of 2 equals 2 percent				Failure to reach 90% results in a repeat of this Observation Schedule!



All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees

RELATED DOCUMENTS RELEVANT LEGISLATION OR AUTHORITY

Children and Community Services Act 2004 (WA)
Disability Discrimination Act 1992 (Commonwealth)
Disability Standards for Education 2005
Equal Opportunity Act 1984 (WA)
School Education Act 1999 (WA)
School Education Regulations 2000 (WA)
State Records Act 2000 (WA)

RELATED DEPARTMENT POLICIES

Child Protection in Public Schools
Dress Codes for Students in Public Schools
Duty of Care for Students for Public Schools
Emergency and Critical Incident Management
Records Management Risk and Business Continuity Management
Student Attendance in Public Schools
Students at Educational Risk in Public Schools
Students Online in Public Schools

OTHER DOCUMENTS

Complaints Management Toolkit
Effective Teaching
Emergency and Critical Incident Management Plan Template
Guidelines for Implementing Documented Plans in Public Schools
School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self Injury