

# Behaviour Management Policy (Junior School)

## 1. RATIONALE

Effective, long term discipline results from positive relationships between teachers and students. Behaviour Management should be based on the encouragement of constructive and positive behaviour, and the sensitive curbing of aspects of misbehaviour. Through praise, encouragement, respect and recognition we aim to enhance the development of self- discipline.

Membership of a community sometimes requires modification of personal behaviour for the general good and safety of all members. Students, parents, support staff and teachers must be clear about the standards of behaviour that are expected from all members of the Lindisfarne community. Furthermore, all members of the community should know the consequences for positive and negative behaviour.

Reference should be made to the following policies

- CODE003 Code of Conduct – Students
- COMM001 Communications Guidelines and Complaint Handling Policy (Parents and Guardians)
- PAST005 Anti Bullying Policy
- PAST007 Suspension and Expulsion of Students Policy

## 2. PROCEDURES

### 2.1. Beliefs

As a learning community, we value and respect each individual's uniqueness and the gifts and talents they bring to our school. We acknowledge that:

- All members of the school community have a right to feel safe;
- Every student has the right to learn;
- Every teacher has the right to teach;
- All members of the school community have the right to be treated with courtesy and respect;
- Learning is a co-operative activity;
- Creating stimulating and attractive learning environments with well-established routines and expectations reduces inappropriate behaviour;
- Students choose their behaviour (both positive and negative) and these choices can impact upon individual learning and the learning of others;
- Every student has the capacity to behave acceptably in school;
- Students will vary in their ability to control their behaviour;
- Managing student behaviour is a procedure that requires a set of techniques in which staff can become skilled and use effectively for the benefit of all students;
- Collaboration parents and/or guardians can affect behavioural change;
- Our school and community can positively influence and develop students' behaviour and subsequent academic performance;
- A whole school approach to behaviour management can have a significant impact upon student behaviour;
- A student's every action has a consequence;
- Ongoing professional development of staff can enhance student behaviour.

## 2.2. Rules

Rules are required to protect students' rights to be and feel safe at school, to be treated with respect and to learn (Rogers, 1994, p.76). Rules at Lindisfarne Anglican Grammar Primary School include:

- Act Safely
- Act Safely;
- Show Respect to Others;
- Show Respect to Yourself;
- Show Respect for Property;
- Show Respect for the Environment.

## 2.3. Rights and Responsibilities

### 2.3.1. School

Rights	Responsibilities
<ul style="list-style-type: none"> <li>➤ To enforce the Behaviour Management Policy including rules and disciplinary measures.</li> <li>➤ To expect pupils' and parents' cooperation in maintaining an orderly climate for learning.</li> <li>➤ To expect pupils to respect the rights of other pupils and adults in the school.</li> <li>➤ Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause a nuisance or disturbance, they may be liable to prosecution.</li> <li>➤ To take firm action against pupils who harass or denigrate teachers or other school staff on or off premises – engaging external- support services, including the police, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To ensure the whole school community is informed about the principles of the behaviour management policy.</li> <li>➤ To establish and clearly communicate measures to ensure good order, respect and discipline.</li> <li>➤ To ensure the school-behaviour policy does not discriminate against any pupil on, e.g. grounds of race, gender, disability or sexual orientation.</li> <li>➤ To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>➤ To support, praise and, as appropriate, reward pupils' good behaviour.</li> <li>➤ To apply sanctions fairly, consistently, proportionately and reasonably.</li> <li>➤ To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</li> <li>➤ To ensure staff model good behaviour and never denigrate pupils, parents or colleagues.</li> <li>➤ To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.</li> <li>➤ To keep parents informed of their child's behaviour.</li> </ul>

### 2.3.2. Students

<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>➤ To be taught in a positive learning environments that are safe, conducive to learning and free from disruption.</li> <li>➤ To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</li> <li>➤ To express oneself, share opinions and ideas and to ask questions freely;</li> <li>➤ To achieve one's best in all aspects of learning;</li> <li>➤ To work in a clean and safe environment;</li> <li>➤ To feel proud to belong to Lindisfarne Anglican Grammar School;</li> <li>➤ To have their property respected.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To follow instructions by school staff, obey school rules and accept sanctions in an appropriate way.</li> <li>➤ To act as positive ambassadors for the School when on and off school premises.</li> <li>➤ Not to bring inappropriate or unlawful items to school.</li> <li>➤ To show respect to school staff, fellow pupils, school property and the school environment.</li> <li>➤ Never to denigrate, harm or bully other pupils or staff.</li> <li>➤ To cooperate with, and abide by, any arrangements put in place to support their behaviour.</li> </ul>

### 2.3.3 Parents

<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>➤ To contribute to the development of the School- Behaviour Management policy.</li> <li>➤ To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>➤ To expect their children to be safe, secure and respected in school.</li> <li>➤ To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To respect the School Behaviour Management Policy and the disciplinary authority of school staff.</li> <li>➤ To help ensure that their child follows instructions by school staff and adheres to school rules.</li> <li>➤ To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.</li> <li>➤ To ensure school staff are aware of any educationally related or other personal factors that may impact upon their child's behaviour.</li> <li>➤ To be prepared to work with the School to support their child's positive behaviour.</li> <li>➤ To attend meetings with school staff, if requested, to discuss their child's behaviour.</li> </ul>

## 2.4. Preferred Practices for Behaviour Management

- In order to assist effective behaviour management, the School advocates “preferred practices” for managing behaviour in the classroom and the playground. It is expected that teachers will use these preferred practices, where practical, to engage students in behaviour modification.
- These preferred practices are based on the beliefs, expectations, rights and responsibilities described earlier in the policy.
- Lindisfarne Anglican Grammar School expressly forbids the use of Corporal Punishment for the enforcement of discipline of the students by staff of the School.
- Lindisfarne Anglican Grammar School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

## 2.5. Education Act 1990 No: 8 – Definition of Corporal Punishment

Corporal punishment of a student means the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to, or damage to or the destruction of property of, any person (including the student).

## 2.6. Classroom Management

- Rules and routines provide the foundation for effective management. They are “best developed in the establishment phase of the year.” (Rogers, 1994, p.30). During this establishment phase, teachers should consult with their students and “negotiate” rules for the class. Generally, students will describe “micro rules” e.g. take someone with you when you go to the toilet, don’t run with scissors, push your chair in etc. School, as a social context, has hundreds or even thousands of these micro rules. For simplicity, and to maintain a whole school approach, these micro rules can be grouped into the 5 Lindisfarne Junior School rules.  
That is:
  - Act Safely
  - Show Respect to Others
  - Show Respect to Yourself
  - Show Respect for Property
  - Show Respect for the Environment
- All behaviour has a consequence. The consequence may be perceived to be positive or negative. Pre-establishing the applied consequences for behaviour serves to minimise confrontation and maintain positive relationships between members of the learning community. Routines and rules serve to minimise and prevent inappropriate behaviour.
- All Kindergarten to Year 3 classes should have a Behaviour Step and Star Chart and Years 4 – 6 a Behaviour Step Chart displayed in their rooms. These charts provide a tangible system for applying consequences to behaviour that can be recognised by members of the school community. (see example in appendix). Students displaying appropriate behaviour move their names sequentially up the stars. Conversely, students displaying inappropriate behaviour move their names sequentially down the stars and steps. For each step there is a consequence i.e. Reminder, Time Out (Thinking Form) and Removal to the Office. Teachers may “reset” their class chart at the beginning of each session or day depending on their individual preferences.
- Time Out is not intended as a punishment but rather an opportunity to think about behaviours and develop replacement strategies. Students reaching a classroom time out will be required to complete a Thinking Form prior to returning back to the class.

## Behaviour Step and Star Chart Model (K-3)

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Start at Beginning of Day or Session

Step 1 – Reminder

Step 2 – Time Out (Thinking  
Form)

Step 3 - Office

## Behaviour Step Chart Model (4-6)



- Upon asking a student to go to the office, teachers should phone Administration to advise that the student has been sent from the room. Should a student refuse to leave the room, the teacher should phone Administration for collegial support. A teacher in a nearby room may provide collegial support if necessary. In cases of extreme or dangerous behaviour, the teacher may take the other class members from the classroom and leave the collegial support to manage the student.

### 2.7. Least Intrusive to Most Intrusive Behaviours Management Steps

- 2.7.1. Through using “Least Intrusive to Most Intrusive” management strategies, teachers can further minimise and prevent inappropriate behaviours whilst maintaining positive relationships.
- 2.7.2. The following are graduated from the *least* intrusive to the *most* intrusive. The teacher may choose a combination of strategies prior to giving a “step” on the class behaviour chart.

- Tactical Ignoring of behaviour
- Non-verbal messages
  - eye contact for off-task students
  - facial messages – smile, stare, wink
  - confident, positive classroom movement
  - gesture – hand up, touching desk, “four on the floor”
- Approaching with a casual statement or question
  - e.g. ‘How is it going?’, “Where are you up to?”
- Simple directions (repeat if necessary)
  - Use of the person’s name may be enough or ‘ \_\_\_\_\_’, (pause) put the pen down, thanks.’ or ‘ \_\_\_\_\_’, (pause) keep the noise down please.”
- Rule Restatement/Rule Reminders
  - Don't get caught in futile discussions. Instead, say, e.g. 'You know our rule. If you want to ask questions, it's hands up.'
- Questions and Feedback
  - e.g. 'What are you doing?' Then (if necessary) followed by, 'What should you be doing?' If no response, “You need to think about it. What should you be doing?” Followed by giving positive feedback, 'You normally put your hand up, I expect you will remember to put your hand up.' (Can model whilst instructing)
- Distractions and Diversions
  - Teachers can often anticipate a disruption or problem and distract or direct the students.
  - They can do this by:
    - inviting some assistance
    - asking a question
    - giving students a modified task
    - moving closer
    - inviting another student to work with him or her
    - asking the student to move.
- Defusing
  - Appropriate humour can sometimes take the heat out of a situation.
- Deflection
  - Acknowledge the student's frustration/anxiety. Refer the student to appropriate behaviour.
- Speak to the student out of earshot of others (remove the audience)
  - It may be necessary, if the student is upset, to give him/her a cooling off period before resuming work. Ensure that the student knows what he/she should be doing before you ask him/her to return to the classroom environment.
- Clear Command
  - Make clear, direct commands to students, especially in dangerous situations, e.g. 'Put that acid bottle down now. Move over there and wait.' Then further talk and follow-up action.
- Assertive Message/Statement
  - Sometimes 'I' messages have impact. e.g. 'I am not very happy with the amount of work being done.'
- Simple Choice
  - 'Michelle, Denise, I will give you a simple choice. Either sit together and start working quietly on the task, or move your name down on the step chart.'

## 2.8. Rewards and Recognition

- 2.8.1. Rewards, or positive consequences, are likely to encourage pupils to repeat the associated behaviour. Systems that emphasise praise for positive behaviour are more effective in motivating pupils to make appropriate choices. These appropriate choices contribute to a positive ethos in the school thereby creating an environment for effective teaching and learning.

2.8.2. Rewards contribute to the overall policy on behaviour and attendance because they:

- Help to build and maintain positive relationships between staff and pupils and between all pupils;
- Make the school experience more enjoyable for pupils and all staff;
- Encourage pupils to repeat the desirable behaviours that earned the rewards;
- Contribute to pupils' self-esteem and confidence in the system.

2.8.3. Rewards may include Informal rewards such as:

- Smiling
- Verbal praise
- Tone of voice
- Catching students being good
- Thumbs up (Hand signals)
- Displaying and describing trust

2.8.4. Formal and material rewards such as:

- Certificates
- Prizes
- Points
- Responsibilities or jobs
- Stamps
- Legend cards

## **2.9. Suspensions and Expulsions**

2.9.1. Consequences may be applied to provide the opportunity for all students to learn, ensure the safety of staff and students, and assist students who exhibit inappropriate behaviours to accept responsibility for themselves and their actions. Consequences include those mentioned previously but also include:

- Internal Suspensions i.e. compulsory withdrawal from normal classes to complete work and take breaks in the Junior School office
- Suspensions and
- Expulsions

2.9.2. For Suspensions and expulsions, please refer to the policy PAST007 Suspension and Expulsion policy.

2.9.3. Following a suspension, the student and a parent/guardian will be required to meet with the class teacher, the Stage Coordinator, Principal, Head of School, or a combination of these people, to discuss re-entry to the School. Re-entry meetings may address expectations of the School for behaviour, a statement of future consequences for repeated behaviours, behavioural contracts or agreements and timeframes for reviews of behaviour and achievement. Re-entry meetings are not intended to be punitive but rather to communicate goals and support strategies for the future.

## **2.10. Collaboration with Parents**

2.10.1. It is the responsibility of the class teacher and the school to inform parents about their child's behaviour. Methods for communication may include:

- Awards and Certificates;
- Prizes;


- Stickers;
- Notes or stamps in diaries;
- Emails;
- Phone calls;
- Face to face discussions;
- Letters;
- Interviews.

2.10.2. Where possible, the School will collaborate with parents when there are concerns regarding behaviour. It is intended that the parents and the School can affect behavioural change through a joint approach to behaviour.

### 3. POLICY ADMINISTRATION

This policy will be reviewed periodically, or in the event of any information or incident that indicates the need for a review, or following relevant legislative or organisational change.

Educators and family feedback is considered in the review process. Any changes to policies are communicated to parents and educators verbally and non-verbally through newsletters and emails.

<b>PAST001 Behaviour Management Policy (Junior School)</b>	
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Date of Next Review	August 2021
Owner	Mark Douglas
Position Held	Head of Junior School
Approved by the Principal	 Approved August 2018