



# Falcon Primary School

A Western Australian Independent Public School

## Behaviour Management



# BEHAVIOUR MANAGEMENT

## RATIONALE

Falcon Primary School community will endeavour to provide a supportive and caring environment in which children respect the rights of themselves and others so that maximum learning and teaching can occur and responsibility for personal behaviour is enhanced.

## OUR GUIDING PRINCIPLES

Ensuring the approach to classroom and playground behaviour management focuses upon a sense of belonging, responsibility, co-operation and independence.

***Focus on the behaviour NOT the child***

## **STUDENT CODE OF CONDUCT (endorsed by School Board)**

1. Everyone has a right to be **Safe**
2. Everyone has a right to be **Happy**
3. Everyone has a right to **Achieve**
4. Everyone has a right to be **Respected**
5. Everyone has the right to be treated **Equally**
  
6. **We will Co-operate with others**
7. **We will Accept others' differences**
8. **We will Resolve our problems**
9. **We will Encourage each other**

*As a school community, Falcon will promote a supportive environment in which everyone has the opportunity to demonstrate our shared values:*

- Respect for the individual and others
- Pursuit of personal excellence
- Teamwork
- Flexibility
- Contribution to the community
- Appreciation and Respect for the natural environment

# CLASSROOM BEHAVIOUR MANAGEMENT MODEL

*To establish and maintain a positive classroom environment*

The management of behaviour in classrooms needs to operate at three levels.

- Individual
- Group
- Whole Class

## POSITIVE CONSEQUENCES

- ✓ Honour Certificates
- ✓ Notes to parents
- ✓ Stickers and stamps
- ✓ Verbal praise
- ✓ Letter of Commendation
- ✓ Reap the Rewards Scheme 2-6
- ✓ Raffle Ticket Faction Comp
- ✓ Icecream Vouchers
- ✓ Admin stickers, praise
- ✓ Aussie of the Month
- ✓ Postcards from Falcon
- ✓ Principal's Awards

## NEGATIVE CONSEQUENCES

- × WARNING (rule reminder)
- × ISOLATION (In Class – Think Sheet)
- × ISOLATION (Block)
- × ADMIN INTERVENTION
- × DEMERIT (Yr 2-6)
- × PARENT INTERVIEW
- × FAST TRACK (as determined)
- × DETENTION (Admin)
- × WITHDRAWAL from school activities
- × SUSPENSION

Steps to deal with Negative Behaviour:

**STEP 1 : WARNING (rule reminder, record name)**

**or FAST TRACK TO OFFICE (if severe misbehaviour)**

**STEP 2 : IN CLASS ISOLATION (5 mins time out during which student must complete a Think Sheet)**

**STEP 3 : IN BLOCK ISOLATION (15 mins time out to complete work provided by teacher)**

**STEP 4 : ADMINISTRATION (complete a blue Student Referral and send with student to office)**

**After 5 demerits** in any one term a student, parent, teacher, administrator conference is required with an IBP (Individual Behaviour Plan) established.

## NOTES ON MANAGING CLASSROOM BEHAVIOUR:

1. Develop, maintain and constantly revise set of classroom rules that have shared ownership
2. Display and consistently enforce these rules
3. Ensure that children are aware of both the positive and negative consequences of their actions
4. Provide a positive role model to children of desired behaviours

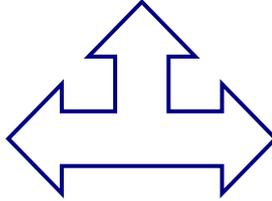


# NEGATIVE CONSEQUENCES

(Visual representation for Classrooms)

## BEHAVIOUR

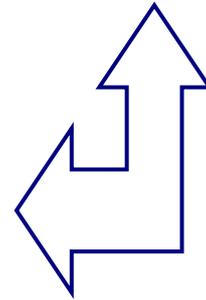
**FAST TRACK**  
to office for severe  
misbehaviour



**WARNING**  
⇒ Rule reminder  
⇒ Record name

## IN CLASS ISOLATION

- ⇒ 5 minute time out
- ⇒ Complete Think Sheet



## IN BLOCK ISOLATION

- ⇒ 15 minute time out
- ⇒ Complete work as provided

## ADMINISTRATION

- ⇒ Use blue slip to indicate reason for referral.

# PLAYGROUND BEHAVIOUR MANAGEMENT MODEL

*To establish and maintain a safe and caring playground environment*

## POSITIVE CONSEQUENCES

- ✓ Reap the Rewards Scheme
- ✓ GOTCHA Cards
- ✓ Notes to parents
- ✓ Faction Raffle Tickets
- ✓ Verbal praise
- ✓ Canteen vouchers
- ✓ Letter of commendation

## NEGATIVE CONSEQUENCES

- + Time out (blue dot)
- + Rubbish Duty (with tongs)
- + Withdraw from 'extra' activities
- + Time out (red dot)
- + Demerit
- + Restricted playground access
- + Formal Letter to Parents
- + Admin. Intervention
- + Detention
- + **Suspension**

## Steps to deal with Negative Behaviour:

**Step 1:** Attempt strategies as appropriate in playground  
**Record** in 'duty area file' – MISBEHAVIOUR AT THIS STEP MUST BE COMMUNICATED TO THE CLASS TEACHER

**Step 2:** Send student to Office – PARENT/CARER NOTIFICATION BY ASSISTANT PRINCIPAL (INTERVIEW) ENCOURAGED AND INITIATED BY ASSISTANT PRINCIPAL

**Step 3:** For students who repeatedly misbehave an IBP will be developed.  
PARENT/CARER INTERVIEW A REQUIREMENT AT THIS STEP  
(Intervention by School Psychologist )

## NOTES ON MANAGING PLAYGROUND BEHAVIOUR

1. Develop, maintain and constantly promote shared ownership of our school
2. Display and consistently enforce rules (canteen, play areas, breaking trees, graffiti)
3. Ensure that children are aware of both the positive and negative consequences of their actions
4. Provide a positive role model to children of desired behaviours
5. Be on time, vigilant and visible.

# SCHOOL ETHOS

The Falcon Primary School community endeavour to provide a supportive and caring environment in which children respect the rights of themselves and others so that maximum learning/teaching can occur and responsibility for personal behaviour is enhanced.

## OVERVIEW:

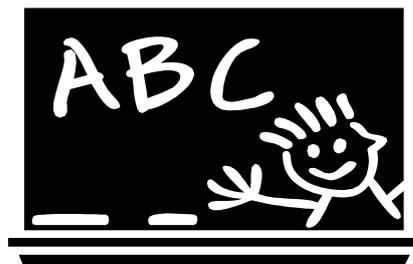
Our Behaviour Management policy reflects our focus on strengthening relationships between all members of the school community. This is articulated in our school ethos and philosophy, which is further clarified in statements such as our Staff Code of Practice and Student Code of Behaviour. Organisational structures of the school (Learning Teams) facilitate the development and maintenance of the most appropriate processes.

Part of acknowledging the uniqueness of each person in the school community is empowering them with responsibilities that complement their role within the school.

Everyone is expected to model positive behaviour, take responsibility and work collaboratively towards shared goals.

The aim of this Behaviour Management policy is to create a positive learning environment and provide opportunities for issues of behaviour to be successfully resolved with consistency and fairness.

**We want a school where everyone feels happy and safe.**



## RIGHTS AND RESPONSIBILITIES

STUDENTS HAVE THE <i>RIGHT TO</i> :	STUDENTS HAVE A <i>RESPONSIBILITY TO</i> :
<ul style="list-style-type: none"> <li>✓ Learn in a purposeful and supportive environment</li> <li>✓ Work and play in a safe, secure, friendly and clean environment</li> <li>✓ Respect, courtesy and honesty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ensure that their behaviour is not disruptive to the learning of others</li> <li>✓ Ensure that the school environment is kept neat, tidy and secure</li> <li>✓ Ensure that they are punctual, polite and prepared and display a positive manner</li> <li>✓ Behave in a way that protects the safety and well being of others</li> </ul>
STAFF HAVE THE <i>RIGHT TO</i> :	STAFF HAVE A <i>RESPONSIBILITY TO</i> :
<ul style="list-style-type: none"> <li>✓ Respect, courtesy and honesty</li> <li>✓ Teach in a safe, secure and non disruptive environment</li> <li>✓ Cooperation and support from parents</li> </ul>	<ul style="list-style-type: none"> <li>✓ Model respectful, courteous and honest behaviour</li> <li>✓ Ensure that the school environment is kept neat, tidy and secure</li> <li>✓ Establish positive relationships with students</li> <li>✓ Ensure good organisation and planning</li> <li>✓ Report student progress to parents</li> </ul>
PARENTS HAVE THE <i>RIGHT TO</i> :	PARENTS HAVE A <i>RESPONSIBILITY TO</i> :
<ul style="list-style-type: none"> <li>✓ Be informed of course and curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare.</li> <li>✓ Be informed of the child's progress</li> <li>✓ Access a meaningful and adequate education for their child</li> <li>✓ Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ensure that their child attends school</li> <li>✓ Ensure that the physical and emotional condition of their child is at an optimum for effective learning</li> <li>✓ Ensure that their child is provided with appropriate materials to make effective use of the learning environment</li> <li>✓ Support the school in providing a meaningful and adequate education for their children</li> </ul>

## **CODE OF BEHAVIOUR FOR PARENTS**

(On school camps and excursions)

Staff at Falcon Primary School are grateful for the support received from parents and carers on camps and excursions.

A *Working With Children* clearance is required for any overnight camps.

The following behaviour expectations are expected from parents/carers volunteering to assist staff on camps and excursions:

- ❖ **You are answerable to the classroom teacher at all times.**
- ❖ Please follow instructions and procedures and apply these to all students (including your own child).
- ❖ Expect all students attending camp to behave respectfully and appropriately (no different expectations from our own children).
- ❖ Participate in all activities (as required by the class teacher).
- ❖ We act professionally at all times when dealing with students (no smoking, no alcohol or illegal drug consumption or use of inappropriate language).
- ❖ Ensure you are helpful and a reasonable team player
- ❖ Promote a positive rapport with all children **and** all adults.
- ❖ Respect the fact that teachers are responsible and accountable to the principal for all students attending camp.

\_\_\_\_\_  
**Parent Volunteer**

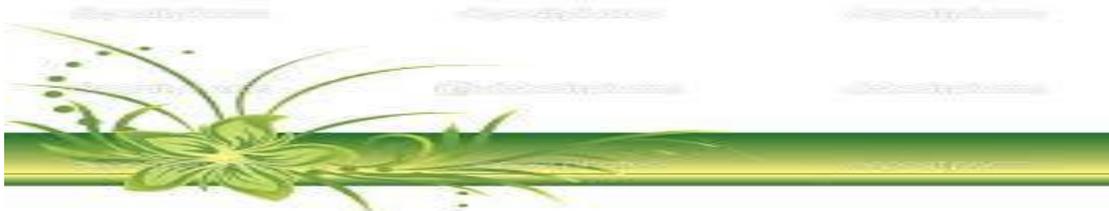
\_\_\_\_\_  
**Teacher**

\_\_\_\_\_  
**Principal**

Should this Code of Behaviour be breached you will be asked to leave the camp. This will be at the discretion of the camp co-ordinator and authorised by the Principal

**FALCON PRIMARY SCHOOL**  
**CODE OF PRACTICE FOR STAFF**

- ❖ We are committed to the principles of developmental learning to ensure every student is a successful learner by utilising a variety of approaches to suit the types of learner.
- ❖ We are professionals and are committed to reflective practices and ongoing professional development.
- ❖ We value collaboration in planning and organising learning programs.
- ❖ We work in partnership with parents and the community to support student's learning.
- ❖ We model a team approach in our relationship with students and colleagues and commit to agreed goals.
- ❖ We are committed to an outcomes-based, student centred approach to teaching and learning.
- ❖ We display professionalism and loyalty to each other at all times.
- ❖ We reflect an environmental consciousness in our planning at all levels due to the unique position of our school.
- ❖ We value a balanced and manageable curriculum and working environment.
- ❖ We value and respect each other and empower each other to participate in decisions that impact on our roles



# FALCON PRIMARY SCHOOL

## SCHOOL RULES



**We promote the following rights and responsibilities at Falcon:**

- **Everyone has a right to feel safe**
- **Everyone has a right to be happy**
- **Everyone has a right to achieve**
- **Everyone has a right to be respected**
- **Everyone has a right to be treated equally**

### Student Compliance:

- ❑ Students **must** follow the instructions of all staff.

### School Uniform:

- ❑ Students are to dress in accordance with the **Student Dress Code** (including the wearing of hats outdoors throughout the year).

### Designated Student Access:

- ❑ Students are not able to play 4 square games in the undercover area at recess.
- ❑ Students are seated in designated lunch areas until dismissed by the duty teacher.
- ❑ Students are not to enter classrooms, wet areas or buildings without supervision.
- ❑ The following areas are out of bounds to all students:  
Car parks, road verges and roadways and the path behind the canteen including the gardener's shed and office.
- ❑ Students are not permitted on school premises after school or on weekends.
- ❑ All eating at recess time should be in the assigned undercover areas.
- ❑ Students arriving before 8.35am are to sit in and near the Year 5/6 undercover area.

### Leaving the school grounds:

- ❑ Parents collecting students during school hours must receive a *Permission to Leave School Grounds* form (yellow slip) from Reception. This must be authorised by the Principal, Assistant Principal(s) or office staff.

### Bicycles and Scooters:

- ❑ Students bringing bicycles to school must:  
-place bicycles in designated racks and walk on paths to enter and leave the school.  
-ensure the safety and security of their own bicycle, wear an approved safety helmet and abide by road safety rules.
- ❑ Riding of bicycles, scooters, skateboards or rollerblades on school grounds is prohibited. Scooters and skateboards are stored in the cage next to the u/cover area.

### Unacceptable Behaviour:

The following behaviours are not acceptable at our school.

- ❑ Interfering with the property or possessions of others
- ❑ Obscene language or swearing; spitting
- ❑ Verbal or physical abuse of others, harassment or fighting
- ❑ Throwing objects that may harm people or property
- ❑ Splashing, squirting or wetting others
- ❑ Rough or dangerous games
- ❑ Running on verandahs or walkways

### Items NOT permitted at this school:

- ❑ The use or possession of alcohol, tobacco, illegal drugs/substances
- ❑ Chewing gum
- ❑ Electronic games (or any expensive toys)
- ❑ Knives or weapons of any kind
- ❑ White-out

**(subject to ongoing review by staff and the School Board)**

## **STAFF ROLES AND RESPONSIBILITIES IN STUDENT BEHAVIOUR MANAGEMENT**

Falcon Primary School has adopted a whole school approach to student behaviour management. To maximise the effectiveness of this approach, the following roles and responsibilities are accepted by staff.

### **All Staff**

All staff acknowledge a responsibility to positively contribute to the overall tone of the school. This means the whole school Ethos and improving the morale and environment through adherence to expectations, for example: punctuality, environmentally friendly practices, 'following up' inappropriate behaviour.

We all accept our responsibility to model appropriate behaviour and 'follow up' on students' inappropriate behaviour.

Staff acknowledge their obligation to abide by the guidelines outlined in the school's Disclosure Policy, as regards information they receive about students.

All staff are subject to the expectations and procedures of the school's Sexual Harassment statement that complies with the Department of Education policy documents.

### **Procedures for Parent/Guardian/Caregiver Contact**

Staff is encouraged to maximise their contact with parents and carers. It is important that the efforts of students are recognised and acknowledged and parents/guardians/caregivers are informed of their child's progress. Letters of Commendation, telephone contact, acknowledgement slips and the scheduling of interviews are just some means of developing relationships with parents/guardians/caregivers.

Staff must contact parents/guardians/caregivers when a child's disruptive behaviour is adversely affecting the learning of that child or others in the class. Staff are reminded that they can call on other school personnel (Principal, Assistant Principals, Learning Team Leaders, School Psychologist) to assist with interviews and contact with parents/guardians/caregivers.

**Classroom teachers agree to:**

- Create a positive classroom environment. Reinforce appropriate behaviour by encouraging praise and rewards.
- Implement classroom management practices and procedures that reflect current good practice.
- Be aware of school and classroom rules and reinforce these regularly.
- Be consistent in approach and fair in application of behavioural consequences, following guidelines and steps set out in the relevant BMIS flow chart (classroom or playground)
- Focus on the student's behaviour instead of the student.
- Maintain a record of all parent interviews, discussions and follow up.
- Adhere to the school's Code of Practice for Staff.
- Maintain records of student misbehaviour in classroom and/or playground.
- Develop and implement Individual Behaviour Plans when appropriate.

**The Principal agrees to:**

- Support the principles of the behaviour management approach.
- Promote a positive school environment
- Consider the suspension of a student from school for severe breaches of behaviour
- Manage end of line behaviour management strategies.

**Assistant Principals agree to:**

- Promote a positive school environment
- Coordinate Falcon Primary School's behaviour management program
- Monitor student behaviour in school grounds
- Maintain records of student behaviour breaches referred
- Provide support to staff (particularly classroom teachers) both incidentally and as detailed in relevant BMIS flow charts.
- Consider suspending a student from school as authorised by the Principal for severe breaches of behaviour.
- Liaise with student services, outside agencies and parents

**\*\* PLEASE NOTE:**

**Our school has a 'BULLYING PREVENTION' policy that is supported and implemented by all members of the school community. This policy is endorsed by the School Board.**