



BEAUMARIS PRIMARY SCHOOL

Behaviour Management Policy

One of most significant influences affecting the quality of learning in our school is student behaviour in classrooms and throughout the school. This document outlines the key elements in dealing with misdemeanours in terms of the School's responsibilities, the Student's responsibilities and how parents can help.

SCHOOL CODE OF BEHAVIOUR

PURSUIT OF KNOWLEDGE AND COMMITMENT TO THE ACHIEVEMENT OF POTENTIAL

- ❖ To use appropriate behaviour to enable students to learn and teachers to teach.

RESPECT AND CONCERN FOR OTHERS AND THEIR RIGHTS

- ❖ To be kind, respectful and caring to myself and others.
- ❖ Demonstrate courtesy and consideration of others.

SELF ACCEPTANCE AND RESPECT OF SELF

- ❖ Set personal goals.
- ❖ Exercise self control.
- ❖ Care for own belongings.

ENVIRONMENTAL RESPONSIBILITY

- ❖ Respect and care for the school and its environment.
- ❖ Respect and care for the wider community.

SOCIAL AND CIVIC RESPONSIBILITIES

- ❖ Participate in active citizenship.
- ❖ To help make our school a healthy, safe environment.

ROLES AND RESPONSIBILITIES

| BEHAVIOUR MANAGEMENT STAGE | THE SCHOOL'S RESPONSIBILITIES | THE STUDENT'S RESPONSIBILITIES | HOW PARENTS CAN HELP |
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| ESTABLISH ACCEPTABLE SCHOOL BEHAVIOUR | <ul style="list-style-type: none"> • Define acceptable behaviour through school code and classroom rules. • Encourage a positive attitude to school by reinforcing appropriate behaviour and encourage individual and school pride through achievement and the wearing of school uniform. • Be consistent and just in dealing with students. • Provide students and parents with the opportunity to discuss behavioural management decisions. • Provide for the safety of all members of the school community and the protection of property. • After fair warning follow Behaviour Management level forms and consequences. • Students regain 'Good Standing' after a term at the discretion of the principal (exception for accumulation of suspension days). | <ul style="list-style-type: none"> • Know and understand school code and classroom rules. • Behave in an acceptable manner by making the right choices. • Follow instructions given by teachers. • Establish goals for achievement at school. • Show pride in your school, wear the school uniform. • Have respect for the rights and property of others. | <ul style="list-style-type: none"> • Be aware of the school's Behaviour Management policy and be supportive. • Encourage the setting of goals so that there is a sense of purpose. • Keep in touch with what is happening at school. • Encourage individual and school pride. • Insist on the wearing of school uniform. • Encourage acceptable behaviour. • Make a point of getting to know your child's teachers. • Involve themselves in school activities or committees. |
| CUTIONARY LEVEL | <ul style="list-style-type: none"> • Conferencing and counselling by Deputy Principal as preventative and support measure • Recorded as matter of process | <ul style="list-style-type: none"> • Work through resolution and responsibilities strategies • Adhere to requirements for 'Good Standing' | <ul style="list-style-type: none"> • Support discussion and requirements for 'Good Standing' |
| STEP 1 YELLOW LEVEL | <ul style="list-style-type: none"> • Determine the needs of the student to provide appropriate strategies to help the student manage his/her behaviour. • Consequences applied - After warning name recorded, ticks for 2 further warnings, send to "Thinking Spot" (15 mins), or removal from the playground. • Counselling by teacher or principal. • Parents informed by letter (yellow proforma). • Individual Behaviour Plan developed and implemented in collaboration with parent/student. | <ul style="list-style-type: none"> • Be prepared to discuss problems honestly to solve them. • Complete a Yellow Level consequences • Catch up on work missed while withdrawn. • Take home Yellow Level Letter. • Discuss the problem with parent(s) honestly and openly. | <ul style="list-style-type: none"> • Be alert to problems arising at school. • Realise that Yellow Level is an early signal of inappropriate behaviour. • Problem solve with your child on how to deal with the problem or how to avoid the situation from reoccurring. • Encourage "catching up" on work missed during withdrawal. • Sign and return Yellow Level Proforma to the teacher or administration. |
| STEP 2 ORANGE LEVEL | <ul style="list-style-type: none"> • Support the student by listening and discussing options to resolve behavioural issue. • Consequences applied - After warning name recorded, ticks for 2 further warnings, send to 'Partner room' (15 minutes), or removal from the playground, Time out for up to 5 days, loss of privileges for up to one week as per guidelines • Parents informed by letter (Orange Proforma). • Individual Behaviour Plan developed and implemented in collaboration with parent/student. | <ul style="list-style-type: none"> • Be prepared to discuss problems honestly to solve them. • Complete Orange Level consequences. • Follow consequences closely - failure to report for Time Out may result in a further consequence. • Catch up on work missed while withdrawn. • Take home Orange Level letter. Discuss the problem with your parent(s) honestly and openly. | <ul style="list-style-type: none"> • Realise that Orange Level is a signal of accumulating unacceptable behaviour or a more serious misdemeanour. • Continue to discuss problem with your child. Reinforce the notion that unacceptable behaviour interferes with the achievement of goals. Identify other outside influences. • Insist that work missed is made up. • Sign and return Orange Level Proforma to the teacher or administration. |

| BMS STAGE | SCHOOL RESPONSIBILITIES | STUDENT RESPONSIBILITIES | HOW PARENTS CAN ASSIST |
|------------------------------|---|--|--|
| STEP 3 RED LEVEL | <ul style="list-style-type: none"> • Counselling. Referral to School Psychologist if necessary. • Consequences applied – • Send to administration with the possibility of being sent home for the day, time out for up to 10 days, in school suspension, loss of privileges as per guidelines. • Parents informed by letter (red level) • Possibility of leading to suspension or exclusion from school • INDIVIDUAL BEHAVIOUR PLAN developed and implemented in collaboration with parent/student. | <ul style="list-style-type: none"> • Be prepared to discuss problems honestly to solve them. This may involve the School Psychologist. • Complete Red Level consequences. • Monitor consequences - further misdemeanours result in Red Level referrals as per guidelines • Catch up on work missed. • Take home Red Level letter and discuss the problem with your parent(s) honestly and openly. | <ul style="list-style-type: none"> • Treat Red Level Step very seriously. Show displeasure by applying sanctions. • Sign and return the Red Level Proforma to administration. • Attend meeting to discuss the consequences for your child. • Continue to re-enforce, reward good behaviour. Look for new ways of dealing with problems. |
| STEP 4 SUSPENSION | <ul style="list-style-type: none"> • Parents informed by letter (Red Proforma) and Departmental Form for suspensions. • Communication with parent regarding intent to suspend and provide opportunity for parental involvement in decision. (Appendix D), where appropriate • Suspension notices sent by mail where applicable. (Appendix E) • Class teacher provides work for student with 3 or more consecutive days suspension or has accumulated 5 days suspension within the year. • A meeting is organised to determine a re-entry plan for the student to minimise occurrence of behavioural difficulties. • Principal, parent and teacher develop an appropriate action plan and strategies (eg, Individual Behaviour Plan, Individual Education Plan, SPER) | <ul style="list-style-type: none"> • Suspended students are not permitted on school premises. • Report to principal on return to school. • Catch up on work missed • Complete and submit work given while on suspension. | <ul style="list-style-type: none"> • Insist that obligations are met and ensure supervision while child is suspended. • Attend a meeting at school following suspension, • Attend a review meeting at the District Education Office after 15 days of suspension have been accumulated. |
| STEP 5 EXCLUSION | <ul style="list-style-type: none"> • Recommendation for exclusion based on consideration of objective evidence. And District Office is notified by appropriate documentation (See Appendix G) • District Director nominates an independent person to assist principal with the consideration. • Student and parents are notified of why a recommendation for exclusion is being made (See Appendix H letter to parents) and are given opportunity to show why the recommendation should not proceed and are encouraged to provide supporting information. • Principal prepares a school exclusion report to be provided to the District Director, parents, student, School Discipline Advisory Panel members and the Director-General. • The student is suspended from school for 10 days whilst the School Discipline Advisory Panel, the District Director and the Director-General consider the recommendation for an exclusion order. • The Director-General makes the final decision and notifies all parties. | <ul style="list-style-type: none"> • Student needs to provide an accurate account of the incident/behaviours. • In the case of an incident, the student nominates witnesses to provide accounts. • Any information relevant to the situation is provided to the school. • Whilst on suspension the student is not permitted on school premises. | <ul style="list-style-type: none"> • Parent responds to the letter recommending exclusion by attending a meeting with the principal. • Information relevant to the situation is provided and reasons (if any) for why the recommendation should not proceed be communicated in the meeting. • Ensure supervision of student during suspension. • The parents may request a review of the process leading to the Director-General's decision. This request must be made in writing to the Minister for Education. |

CONSEQUENCES AND SANCTIONS GUIDELINES

At Beaumaris student behaviour consequences accumulate over three levels with students starting with a “clean slate” each term. Students involved in more serious forms of unacceptable behaviour may face immediate suspension or may “jump” a level.

| | SUMMARY of POSSIBLE CONSEQUENCES |
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| 1 YELLOW LEVEL | <ul style="list-style-type: none"> • Thinking spot • Name recorded, ticks on board for 2 further warnings • Removal from playground • Counselling • Referral to Administration • Letter Home (level) • Possible loss of ‘Good Standing’ for limited time determined by Admin |
| 2 ORANGE LEVEL | <ul style="list-style-type: none"> • Name recorded • Ticks on board for 2 further warnings • Sent to partner room or removal from playground • Counselling • Time out for up to 5 days • Loss of privileges (ie participation in selected optional activities – at discretion of Admin) • Letter Home (level) • Possible loss of ‘Good Standing’ for up to a term, at discretion of Principal |
| 3 RED LEVEL | <ul style="list-style-type: none"> • Name recorded • Ticks on board for 2 further warnings • Sent to administration • Time out (up to 10 days) or in school suspension • Loss of privileges (ie participation in optional and special activities) • Suspension or exclusion from School • Letter Home (level) • Loss of ‘Good Standing’ for extensive period determined by Principal |

- **“GOOD STANDING”** allows students the privilege to participate in all school optional activities e.g. excursions, camps, discos, Graduation Activities.
- **“GOOD STANDING”** requires following school rules and following the school Code of Behaviour.
- **“GOOD STANDING”** will be returned to a student after their consequence has been fulfilled and at the discretion of the Principal or Admin as required
- At the discretion of the Principal a student may lose **“GOOD STANDING”** if they are issued with an Orange Level.
- A student will lose **“GOOD STANDING”** if they are issued with a Red Level.
- A student who is issued with an **ORANGE LEVEL** at any time of the year will have their attendance at camp reviewed.
- A student who is issued with a **RED LEVEL** at any time of the year will be excluded from Camps and other optional and special activities, as determined by the Principal.
- A Year 6 student whose misbehaviour continues will have his/her nomination for Student Council and other Senior leadership roles reviewed.