



BAYVIEW PRIMARY SCHOOL PROCEDURES BEHAVIOUR MANAGEMENT

One of the central tasks of our school is to improve and maintain appropriate pupil behaviour - learning and social. We view this as a partnership, sharing responsibility between the school, home (both parent and child) and community.

Guidelines

1. Bayview School utilises the framework of Positive Behaviour for Learning (PB4L) to underpin and guide our school wide behaviour management policy.
2. A system of behaviour management operates for all pupils both in terms of reinforcing positive behaviour, such as "I Care" awards, as well as addressing negative behaviour patterns (Appendix 2). This first involves effective communication and internalisation of school rules (see Appendix 1).
3. All factors which affect a pupil's learning and behaviour must be assessed, analysed and taken into account.
4. The school staff and Resource Teachers of Learning and Behaviour (RTLb) are viewed as a resource, and the final selection of appropriate intervention programmes will be made following consultation with the appropriate staff, Special Needs Coordinator (SENCO) and Senior Leadership.
5. There will be consistent records of student behaviour modification programmes kept and all behaviours dealt with must be entered into eTap.
6. A PB4L administration team functions within the school and each team member has specific responsibilities. The PB4L team is responsible for professional development of staff, developing, communicating and analysing behaviour management practices and regularly sharing school wide data with staff.
7. Teachers will be prepared to critically evaluate the effectiveness and appropriateness of their class programmes, classroom organisation and management techniques.
8. The process outlined in Appendix 2 deals with behaviour management.
9. Physical Restraint
 - a. May only be used in extreme circumstances.
 - b. Reasonable physical restraint may be used if a child:
 - i. Is a danger to him or herself
 - ii. Is a danger to others

The Golden Rule

**ONLY DO AND SAY THINGS TO OTHER PEOPLE
THAT YOU WOULD HAVE THEM DO AND SAY TO YOU**

APPENDIX 1
(In relation to Guideline 1)

AIM

TO TEACH STUDENTS TO TAKE RESPONSIBILITY FOR THEIR BEHAVIOUR (so that children are familiar with rules and consequences both positive and negative)

OVERRIDING GUIDING PRINCIPLE

ONLY DO AND SAY THINGS TO OTHER PEOPLE THAT YOU WOULD
HAVE THEM DO AND SAY TO YOU
("THE GOLDEN RULE")

RULES

1. I AM LEARNING HOW TO SHOW RESPECT FOR OTHER CHILDREN

I will know I have achieved this when:

- (a) I can look after other children whether I like them or not.
- (b) I treat other children, as I want to be treated.
- (c) I use encouragement, not put downs, in my communications with others.
- (d) I do not physically or verbally abuse anyone.
- (e) I behave safely towards other children at school or on the way to and from home and school.

2. I AM LEARNING HOW TO SHOW RESPECT FOR TEACHERS AND OTHER ADULTS

I will know I have achieved this when:

- (a) I always speak and act in a respectful manner.
- (b) I allow adults to go through a door before me.
- (c) I refer to them by their last name with the appropriate title (Mr, Mrs, Miss, and Ms).
- (d) I am obedient to appropriate instructions the first time.
- (e) I behave safely towards adults at school or on the way to and from home and school and at intervals.

3. I AM LEARNING HOW TO SHOW RESPECT FOR THE PROPERTY OF OTHERS

I will know I have achieved this when:

- (a) I treat other's clothing and possessions, as I would like mine to be treated.
- (b) I never borrow anything without specific permission.
- (c) I always return borrowed possessions in the same condition as I find them.

4. I AM LEARNING HOW TO SHOW RESPECT FOR THE SCHOOL'S PROPERTY

I will know I have achieved this when:

- (a) I treat school property, buildings and gardens, as I would like my property treated.
- (b) I never borrow anything without a teacher's specific permission.
- (c) I always return borrowed school property in the same condition as I borrowed it.
- (d) I keep the school litter-free.
- (e) I follow the appropriate school procedures for borrowing equipment e.g. library books.

APPENDIX 2

(In relation to Guideline 8)

1. Positive consequence of good behaviour

- Verbal praise.
- Each week the teachers select one child in their class who has been displaying the value focus for the term (I C.A.R.E) and explain why they have been selected. These children get recognised at assembly and their photo is put on the 'Wall of Fame' for the week.
- Being sent to another teacher for recognition.
- Being sent to Principal or Deputy Principal for praise.
- Throughout the year all children can work towards receiving an I C.A.R.E award. Children in years 1 - 4 are able to receive a bronze I C.A.R.E award and year 5 & 6 children are able to receive a silver or gold award. These are presented to students who consistently show outstanding Citizenship, Attitude, Responsibility and Empathy. There are guidelines on how to award these and criteria to attain.

2. Behaviour management procedures for inappropriate behaviour - Contracts

- In the case of persistent behavioural problems, contracts will be drawn up with teacher, parents, Deputy Principal and pupil.
- There will be regular monitoring of the contract.
- With parent knowledge and approval it may be necessary to seek outside help, e.g. Police help, health nurse or health camp referral.
- The SENCO/office holds a record of each case.

Window Breaking/Damage to School Property

1. Letter to parents to notify their parents of cost of various items in school, e.g. PE gear, windows, etc. as school funds cannot pay replacement.
2. If window or equipment is broken, parents will be asked to contribute to, or pay for, repair.

Consequences of Inappropriate behaviour

N.B. This process may be short cut straight to the Principal for any serious cases (e.g. bullying, dangerous behaviour, etc.)

Teacher professional judgement prevails at each step. If unsure speak with your PLG team leader or D.P.

PLAYGROUND

Step 1

Duty teacher deals with behaviour and obtains an acknowledgement of responsibility, an apology and an undertaking for future actions.

*****PB4L recommends behaviour that takes more than 2 minutes to deal with should have a Behaviour Record Sheet completed. This is our school policy.**

If behaviour occurs and is dealt with during break time the duty teacher completes a Behaviour Record form for D.P. to enter into eTAP. This is placed in the Behaviour Record cubby hole.

If there is a victim involved they have the opportunity to voice how they feel to the offender.

Depending on the level of offence: NB: Behaviours requiring a letter to be written by a child *may* include – name calling, swearing, verbal intimidation, stand over tactics, pushing, punching, hitting, and exclusion. It is up to teachers' professional judgements as to whether a letter needs to be written.

This needs to be mentioned in the recording sheet to the D.P.

Where students write a letter of explanation home to parents, class teachers will contact parents if the letter is not returned signed by a parent.

NB: If there is a 'victim' their parents should also be contacted

Step 2

Shadow duty teacher for remainder of break time. **NB:** Duty teachers to communicate with class teacher and next duty teacher regarding this.

Recording sheet completed and forwarded to D.P. for eTAP entry.

Step 3

Referred to D.P. Parent and student spoken to and behaviour contract established where appropriate in consultation with DP.

Step 4

Principal, student and parents meet to decide whether another intervention is appropriate.

CLASSROOM

Step 1

****Our philosophy is that when a teacher initiates an intervention for a behaviour issue in their classroom, they should be responsible for finishing any intervention taken, for consistency with their student. This includes when a student is referred as per Step 2, 3 & 4 below.**

The class teacher deals with behaviour and obtains an acknowledgement of responsibility, an apology and an undertaking for future actions. If there is a victim involved they have the opportunity to voice how they feel to the offender. **All classroom behaviours requiring teacher intervention and actions taken will be entered into eTAP under PB4L by the classroom teacher.**

Depending on the level of offence: **NB:** Behaviours requiring a letter to be written by a student may include – name calling, swearing, verbal intimidation, stand over tactics, pushing, punching, hitting, and exclusion. It is up to teachers' professional judgements as to whether a letter needs to be written

This needs to be mentioned in the recording sheet to the D.P.

Where students write a letter of explanation home to parents, class teachers will contact parents if the letter is not returned signed by a parent.

NB: If there is a 'victim' their parents should also be contacted

Step 2

Referred to PLG Leader. Parents may be contacted.

Step 3

Referred to D.P. Parent and student spoken to and behaviour contract established where appropriate in consultation with D.P.

Step 4

Principal, student and parents meet to decide whether another intervention is appropriate.