

Behaviour Management Policy Rationale

This policy aims to provide a safe, supportive and caring learning environment, in which each child is respected and his or her right to learn is encouraged and protected. Positive working relationships between students and staff, and classrooms that are well managed, will ensure effective learning. A focus on proactive, rather than reactive measures, and effective communication which addresses the situation and provides students with strategies that will help them overcome similar situations in the future is a key component of this policy. The disciplinary procedure provides clear rules, in which consistent and logical consequences are applied.

Whole School Approach

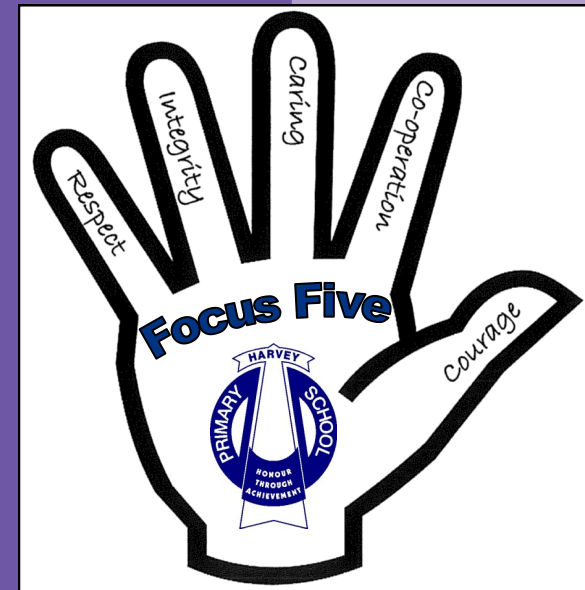
- ⇒ Teachers provide learning environments that engage, motivate and challenge students
- ⇒ The development of skills necessary to build positive working relationships are explicitly taught and embedded with the Focus Virtue program
- ⇒ All staff embrace the policy and implement it as it is written, with procedures being followed to ensure logical and consistent consequences are applied
- ⇒ Students are given the opportunity to reflect on their behaviour
- ⇒ Partnerships are developed between the school and home, and student's behaviour, both positive and negative, is communicated to parents

Whole School Incentives

Classroom—Merit Certificates, Virtues Slips, Super Student certificates, specific classroom rewards

Playground—Faction Tokens, Virtues Slips

Harvey Primary School



Harvey Primary School

"Honour Through Achievement"

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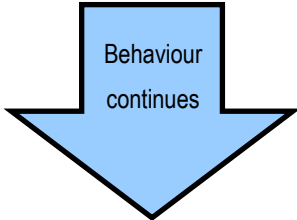
Behaviour Management Policy

Teacher Managed
Minor Behaviour Response

- Teacher Response (as appropriate):**
- Low Key Response
 - Re-direct
 - Re-teach
 - Provide Choice



Positive Verbal Encouragement



- Step 1 – 1st Warning** (Warning to stop the behaviour)
- Step 2 – 2nd Warning** (Reminder to stop the behaviour)
- Step 3 – Time Out**
- Duration to be determined by the issuing Teacher
 - *At Teacher's discretion – student to complete the work missed out on at the next break*
 - Teacher to monitor Time Out frequency and contact parents if patterns of behaviour are occurring

- Step 4 – MINOR REFERRAL (TAP)**
- Teacher to complete **Minor Referral Form** and send this, and a Class Reflection Sheet to the designated classroom for Temporary Alternative Placement ("TAP")
 - Student to complete the reflection sheet and return to classroom
 - *At Teacher's discretion – student to complete the work missed out on the next break*
 - Classroom Teacher to monitor number of Minor Referrals per week/term

Harvey Student Behaviour Management Plan

Response is: **Calm Consistent Brief Immediate Respectful Private**

Is the behaviour Minor or Major?

Minor Teacher managed	Major Administration managed
Answering Back	Verbal Abuse
Cheating/integrity	• Staff
Disinterested	• Students
Disruption	Intimidation
Inappropriate comments	• Staff
Inattentive	• Students
Lateness	Physical assault
Minor dishonesty	• Staff
Minor physical contact	• Students
Not following instructions	Bullying
Out of area/seat	Defiance/refusal
Minor property misuse	Leaving school grounds
Inappropriate unsafe behaviour	Substance misuse
Technology misuse	Dishonesty/integrity
Unprepared for class	Property misuse/damage
Work avoidance	
Disrupting the class	
Calling out	

Repeated Minor Referrals

- 3 in one week
- 6 in 3 weeks
- Patterns of behaviour occurring
- Teacher contacts parents**

- Step 5 – MAJOR REFERRAL**
- Teacher completes **Major Referral Form**
 - Student brings this to the Office Area
 - Student brings completed Minor Referral and Reflection Sheet to the office

EMERGENCY
RED CARD TO OFFICE

Administration Managed
Major Behaviour Response

- Teacher Response:
- Inform student of the behaviour violation
 - State the expected behaviour
 - Complete Major Referral Form
 - Send student to office

- Administration will:
- Investigate incident and cause
 - Determine consequence/actions
 - Enter data

- Administration Actions:
- Follow through on consequence/actions
 - Inform their parents
 - Counsel victim (if appropriate)
 - Contact victim's parent (if appropriate)
 - Enter data on Integris
 - Provide Teacher with feedback and support

- Third Major Office Discipline Referral**
- Parent interview with Teacher and Administration
 - Develop Individual Behaviour Management Change Plan