

Bibra Lake Primary School



A Whole School Approach to Promoting &
Supporting a Positive School Culture.

OUR VISION

WE WANT OUR STUDENTS TO:

- Be happy and safe
- Achieve their potential
- Develop proficient literacy and numeracy skills
- Be IT competent
- Communicate/solve problems
- Be resilient

WE AIM TO ENSURE:

- Students are at the centre of learning
- The environment is friendly, caring and welcoming
- There is a clear and inspiring educational vision
- We are accountable
- We engage in rigorous self-assessment
- We set/use challenging targets for improvement
- Use evidence to inform improvement efforts

OUR TEACHERS ARE EXPECTED TO:

- Build positive relationships
- Have high expectations
- Provide a safe and orderly environment
- Personalise learning for students
- Monitor performance

The purpose of the Bibra Lake Whole School Approach to Promoting & Supporting a Positive School Culture is to:

- Create a positive environment within the school and classroom so that the teachers and students can work together in harmony, therefore providing every opportunity for the children to learn
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected. The safety and well-being of all staff, students and other members of the community are considered.
- Recognise those members of the school community whose exemplary behaviour and virtues promote a positive and caring school environment by rewarding exceptional and altruistic behaviour
- Establish a set of rules that protect the rights of all individuals
- Adopt a teaching/learning approach to correct misbehaviour that encourages students to understand how they have affected others and develop strategies to make things right
- Establish a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognise and respect the rights of others.

Bibra Lake Behaviour Management System operates within Our Unwritten Ground Rules.

Core Values: Respect Resilience Responsibility Individuality

VALUE

1. Treat each other with kindness and respect

2. Have a sense of humour and take care of yourselves

3. Show care, compassion, support and be friendly

4. Have a flexible approach to what we do

5. Keep an open mind and co-operate

6. Be generous and show gratitude

<p><i>Students have the right to:</i></p> <ul style="list-style-type: none"> • Learn and make progress at their own pace without disruption • Follow teachers' instructions and obey rules • Be safe and happy at school and have their property respected. • Be treated with kindness, sensitivity, respect and dignity • The safety of and respect for their property • Contribute to a safe environment at school. 	<p><i>Students have the responsibility to:</i></p> <ul style="list-style-type: none"> • Work and allow others to work without disruption • Care for and respect others', their own and school property • Be kind, honest and respectful to others
<p><i>Teachers have the right to:</i></p> <ul style="list-style-type: none"> • Be happy and safe at school • Teach without disruption • Be treated with honesty, respect and dignity • The safety of and respect for their property 	<p><i>Teachers have the responsibility to:</i></p> <ul style="list-style-type: none"> • Teach students at the point of their individual need, enabling them to make progress and achieve success • Provide students with a relevant curriculum • Inform parents/guardians of their child's progress • Provide a positive, caring and safe learning environment • Treat others with honesty, respect and dignity
<p><i>Parents have the right to:</i></p> <ul style="list-style-type: none"> • Be informed about curriculum material, behaviour management procedures and decisions, and those affecting their child's health and wellbeing • Be informed of their child's progress • Be heard on matters related to their child's education 	<p><i>Parents have the responsibility to:</i></p> <ul style="list-style-type: none"> • Ensure that their child is punctual and attends school • Ensure that the physical and emotional health and wellbeing of their child is at an optimum level, for effective learning • Ensure that the school is informed of issues of health and wellbeing • Ensure that their child is provided with appropriate food and equipment, ensuring effective learning • Support the school in providing a meaningful and optimum education for their children • Acknowledge that the school has the responsibility to manage day-to-day issues that may arise between children during the school day.

<p><i>Admin have the right to:</i></p> <ul style="list-style-type: none"> • Expect support from the teachers • Be treated with respect, dignity and honesty 	<p><i>Admin have the responsibility to:</i></p> <ul style="list-style-type: none"> • Be consistent within the guidelines of Education Department & Bibra Lake Policy. • Ensure teachers feel supported with decisions made when following B.M policies.
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BIBRA LAKE PRIMARY SCHOOL

Code of Conduct

- We treat each other with kindness and respect
- We follow all teacher directions at all times
- We consider the safety and well-being of all school staff, students and all members of the local community
- We respect other people and their property
- We care for our school environment and respect all school property
- We eat and play safely in the correct areas
- We remain on the school grounds:
 - Once we arrive at school for the day, we do not leave the school grounds.
- We do not bring toys, weapons or illegal substances onto the school property.
- If it is necessary to bring a mobile phone to school, it is left for the day at the front office.

Major Strategies

The “whole school” plan is to support positive student behaviour and the good order of the school:

Teachers implement a range of positive consequences

- Intrinsic reward encouraged
- Extrinsic rewards:
 - Stickers
 - Stamps
 - Class dojo points
 - Group points
 - End of Term Classroom Reward
 - Class party
 - Class incursions/excursions

School level rewards include:

- Merit certificates
- Awards for outstanding achievement eg. Australian Mathematics
- Specialist awards
- Highway Heroes certificates
- Home reading certificates
- Assembly recognition of achievements outside of school
- Visit to administrative staff with good work
- Principal’s lunch each term
- End of year” whole school reward”

Classroom Procedures For Behaviour Management of Years PP - 6

Staff will adopt a consistent sequential approach when dealing with negative classroom behaviour. It will be removed from emotion and managed as consequences the child has chosen through their actions.

Use of a Behaviour Management Chart is consistent in all classrooms and specialist classes. Students who display unacceptable behaviour will have their name moved down the chart. Students who make consistent effort will have their names moved up the chart.

Step 1: Rule Reminder/Verbal Warning

Referral to class rules (worked out with class, stated simply). The child must be told what the warning is about. Younger children (PP to Yr. 3) may have 2 warnings.

Step 2: Stop and Think

- Reminder of the rule/acceptable behaviour. The child's name is moved on the chart.

Step 3: In class isolation – time in minutes is equal to the child's age. (This is a guide. Time is at teacher's discretion.)

The student will be placed in a space in the room where they take time to reflect upon their action/s. They continue with their work. There is no interaction with the student. Please set a watch. If for whatever reason there is interaction with the child, the watch is stopped. Time continues when the teacher deems the child is ready to continue with time out.

Step 4: Reflection Class

Work is to be continued for a minimum of **20 minutes** in the child's reflection class. The teacher needs to make time when the student has returned to class, to discuss events of the day and how they can make better choices next time. The teacher also needs to make time with the parent if this consequence is being used often.

At this point the minor offence needs to be entered on SIS to assist administration with any future parent/carer conversations.

Step 5: Time out – office

Administration will read details from the **blue form** filled out by the teacher and presented by the offending student. The offending student must be accompanied by another student. For repeated or serious breaches, the administration will implement in-school isolation. Parents will be informed by phone and administration will record the incident on SIS.

Suspension

For severe incidents, red card to the office – end of line management procedure – to be used at the discretion of the school principal. Parents will be notified by administration.

The blue form must accompany the red card.

Please note:

1. Teachers **must** use a visual representation of the 5 step "Classroom Management Behaviour System."
2. The specialist's teachers **must** be informed of where a child's peg is on the chart. This can be done verbally or with a note from the teachers.
3. Students can move to step 5 immediately, depending on the severity of the situation.
4. **Clean slate for all students the following day.**

Playground Behaviour Flow Chart

While within the School Rules, the following specific rules apply in the playground.

- Do not bring toys & sport equipment from home
- All food is to be eaten in designated areas
 - Recess outside classrooms
 - Lunch – 1-4 in undercover area
 - 5-6 under pergola

Students can be dismissed from 1:00pm after cleaning up their area.

- Only small balls (eg tennis balls) are to be used in the undercover area
All other balls on the oval/basketball court as appropriate
- No hat No play in the sun for all four terms of the school year.
- No running on paths/paved areas around buildings. Please sit the child down on the spot if they are running.
- Year 1-3 on Northern end of oval, 4-6 on southern end of oval

Duty Teacher

It is very important for duty teachers/education assistants to be continually moving around and observing whilst on duty. If you are aware of a negative incident, it is also important to intervene immediately and thoroughly investigate the issue or problem. Please do not ignore or take the situation lightly. Act to the severity of the problem. For example, it might mean separating children, having them sit out for 5 + minutes or with severe behaviours, call for administration.

The administration will determine whether the student sits on the chair at the office for the rest of lunch or the following day/s.

Please note:

- **Detention on the chair outside the office is an administration decision.**
- **The playground incident is to be entered by the teacher or education assistant.**

Severe Behaviours

The principal may suspend a student from attendance at school as part of a school's behaviour support plan. Suspension may be for the whole or part of each day during the suspension period.

Suspension is used when the breach of school discipline causes significant disruption to the student, other students, teachers or support staff, and is for the purpose of providing an opportunity:

- For the student, other students and staff to calm and recover; and/or
- For all to reflect on and learn from the incident, including where appropriate participating in restorative processes; and/or
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- For the parent [1] to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Suspension is used also when the safety and physical/psychological well-being of all school staff, students and other members of the school community have been breached.

These categories are provided to facilitate state-wide consistency in systemic reporting.

Category 1: Physical aggression toward staff

Aggressive physical contact committed intentionally against staff

Category 2: Abuse, threats, harassment or intimidation of staff

Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

Category 3: Physical aggression towards students

Aggressive physical contact committed intentionally against another student

Category 4: Abuse, threats, harassment or intimidation of students

Verbal or non-verbal actions that is abusive, harassing, intimidating or threatening, including stalking, sexual harassment and innuendos.

Category 5: Damage to or theft of property

Direct or indirect damage to, or theft of, property.

Category 6: Violation of Code of Conduct or school/classroom rules

This covers student misconduct not addressed in any of the other categories that violate the school's Code of Conduct.

Category 7: Possession, use or supply of substances with restricted sale

This category covers use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.

Category 8: Possession, use or supply of illegal substance(s) or objects

The substances referred to in this category are those that are illegal under the Criminal Code. This includes weapons and illegal drugs.

Category 9: E-breaches

Breaches under the *Students Online* policy or *Personal Use of Mobile Electronic Devices* requirements. Include breaches of an *Acceptable Use Agreement*; *Appropriate Use of Online Services Agreement*; and recording, distributing, or uploading of inappropriate images or messages of students, parents or staff with reasonable nexus to the school.

Category 10: Mobile Phones

This category covers inappropriate use of a mobile phone. Uses include sexting or taking photos.