Developing a Positive Culture
The aim of behaviour management which incorporates whole school and class incentives is to establish and maintain a supportive culture and positive learning environment, teach and encourage pro-social behaviour, improve student wellbeing and reinforce positive student behaviour. This aim is based on the belief that both students and staff have rights, as listed in the Code of Conduct.

Code of Conduct
- All people have a right to learn and to teach.
- All people have a right to show confidence in their own abilities and develop their own identity.
- All people have a right to respect and to be respected by others.
- All people have a right to feel proud of themselves, their work, their achievements and their goals.
- All people have a right to care for personal and school property, as well as to demonstrate caring for the environment.

Positive Incentives
Whole School
- Honour Certificates - Presented at assemblies. Two per class recommended.
- Honour Board display of student work
- Tidy Class Award – Golden Brush awarded to tidiest class / verandah area at assembly.
- Buz Awards – Buz tickets given out by duty and class teachers. These are placed in raffle boxes with one ticket per learning area being drawn at assembly.
- Whole School Reward Days

Classroom
All teachers decide on their own positive classroom structures. The following ideas are certainly not exhaustive. Generally a classroom would have a combination of whole class, group and individual incentives.
- Verbal encouragement and praise – always!
- Whole class reward systems using stickers / stamps / points etc, for example
  - Marble in a jar, when jar is full whole class receive a reward eg Movie afternoon
  - Specific activities eg Homework Chart, Reading Chart, Good Behaviour Chart
  - ‘Money’ banks – children have ‘bank account’ and bank money given for appropriate behaviour with the opportunity to ‘buy’ items at set times throughout the term.
- Individual or small group systems
  - Stickers or stamps on good work
  - Sticker charts – both for individuals and small groups
  - Admin with good work or good behaviour

Whole School Rules – Based on Mundaring Primary School Code of Conduct
- Is it Fair?
- Is it Safe?

Behaviours need to be discussed in terms of fairness and safety. For example “is it safe to run on the verandahs?” If not, why not? “Is it fair to the class to talk while the teacher is talking?” If not, why not?

Class Rules
- Class rules should be limited in number and are most effective when students are involved in the decision making process. Ideally 3-5 broad rules which relate to the School Rules.
- Teachers need to articulate strategies; discuss and display in the classroom and present the process to parents at the initial parent meeting in term 1.
Breaches of the School Rules
A whole school approach is used to manage breaches of the School Rules. This is based on giving students the opportunity through a series of warnings to become aware of, and manage their own behaviour. Both classroom and playground processes incorporate:

<table>
<thead>
<tr>
<th>First Warning</th>
<th>Classroom</th>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>• Name recorded</td>
<td>• Verbal</td>
</tr>
<tr>
<td>Second Warning</td>
<td>• In-class time out</td>
<td>• Playground time out - (non-hierarchical strategies)</td>
</tr>
<tr>
<td>1st Cross</td>
<td>In-class records</td>
<td>• Walking with the duty teacher</td>
</tr>
<tr>
<td>2nd Cross</td>
<td>• Student sent to Admin</td>
<td>• Sitting on a bench for all or part of the duty teacher’s duty.</td>
</tr>
<tr>
<td>3rd Cross</td>
<td>• Fast track</td>
<td>• Sent to another area to play eg not allowed on the adventure playground for the remainder of the duty teacher’s duty.</td>
</tr>
</tbody>
</table>

Severe Behaviour
The intent of a student’s actions need to be taken into account when determining if a serious breach of the School Rules has occurred. For example a student may hit another with a cricket bat by accident during a game of cricket and although the “Safe” rule may have been breached the intent may not have been to harm another student, therefore the consequences may be different, eg game ceased, safe play discussed versus suspension.

Specialist Teachers
Communication between specialist and classroom teachers is essential. It is at the discretion of the specialist teacher, and negotiated with the classroom teacher and Admin as to whether the in-class BMS continues into specialist classes. It may be beneficial for the specialist class teacher if students ‘start afresh’ on a modified behaviour management for that session.

Hats
If students are not wearing a hat as specified in the dress code, students will sit under the shade of a building. If the student enters into an argument or disagreement, then playground time out is implemented for ‘not following the teachers’ directions.

Mobiles
All student mobile phones are to be switched off and not used in classrooms

Recording Student Behaviour
Specific behaviours need to be entered into Integris. The system allows for nine negative categories, three positive and one neutral behaviour.

Positive Behaviours
Merit or good behaviour award (often via assembly recognition) - recipients recorded by the School Officer each fortnight

Significant positive behaviour or major award

Positive behaviour - other

Negative Behaviours
When recording behaviour on Integris:

Behaviour – record as: Violation of school Code of Conduct, behaviour management plan, classroom or school rules.
Location: This has been expanded to include classroom, playground, specialist class and 'not specified' (eg excursion).

Behaviour Action: The main areas used are listed below;

Behaviour Details, Action Taken and Notification also need to be completed.

<table>
<thead>
<tr>
<th>Action</th>
<th>Who</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record on in-class records</td>
<td>Teachers</td>
<td>A record of in-class behaviour needs to be kept by the teacher. This may be in the form of anecdotal notes, spreadsheets, checklists, log books or diaries.</td>
</tr>
</tbody>
</table>
| Reprimand | Teacher Admin | Enter on Integris
Used when a teacher settles disputes between students eg Children playing unfairly at lunch. Minor transgressions that require an action on the part of a teacher but withdrawal / detention is not the most appropriate first action. |
| Withdrawal | Teacher | Enter on Integris
Step 4: Classroom Behaviour Management Plan – Student sent to Withdrawal Room |
| Detention | Admin | Time Out in Office eg Step 5 in Classroom Behaviour Management or at other times as determined by the Principal or Deputy Principal. Used also for Admin Dots for playground and class misbehaviour. |
| Loss of privilege | Admin | Usually used as a part of a Behaviour Management Plan and is determined in collaboration with relevant teacher parents, and student. Eg Student is not allowed to attend an event such as a camp or excursion if s/he has X detentions in a term. |

Admin also has the ability to use other categories including intent to suspend and suspension.

Persistent Misbehaviour
Students who frequently fail to follow school, class and /or playground rules may need an Individual Behaviour Management Plan (IBMP) to support them in modifying their behaviour. An IBMP needs to be written in collaboration with parents, teachers, administration, other agencies and where possible the student.

Risk Management Plans
Students with severe behavioural issues may need a Risk Management Plan to be developed in conjunction with the Individual Behaviour Management Plan.

Bullying Prevention
Bullying is defined as:
"The unnecessary exertion of force (physical, verbal or emotional) over another person"

Bullying occurs when someone (group or individual) wants to hurt (physically or emotionally) or put another under pressure. It involves an intention to harm, humiliate or disempower. Bullying can take many forms such as physical attacks, spreading of rumours, name calling and practical jokes. It is a repeated behaviour.

These are 4 typical identified negative forms of behaviour. Only the first is bullying.

**Bullying or Harassment**
Key features
A regular pattern of aggression which is directed towards one student or group of students on a regular and predictable basis. The intention is to harm or distress the targeted student. There is a relative imbalance of power in that the student selected for regular harassment is less powerful in some way at the time. Only the targeted student is seeking a solution.

**Conflict**
Key features
A disagreement between students eg a falling out between former friends. Characterised by relative equality of power and a mutual distress. Both parties are seeking a solution to the problem.

**Aggression**
Key features
Action taken by one or more individuals which is intended to harm or distress another student. The targets of the aggression are usually random and there is no pattern. The aggressor often claims to have been provoked by the behaviour of the target.

**Isolation/Rejection**
Key features
Social exclusion which is not characterised by intent to distress, but by a preference for not playing with or being with another student. Occurs either because of a negative perception of that student or a strong bonding between students in a group which discourages new members.

Based on “Getting Rid of Bullying: What Works?” by Dr Helen McGrath

Strategies for Dealing with Bullying and Other forms of Negative behaviour
- In-class social skill programs
- Counselling
- Referral to Admin
- Individual behaviour management plans
- Parent meetings
- Chaplain & chaplaincy programs
- Involvement of school psychologist