



Jolimont Primary School

Behaviour Management Policy

- **Respectful**

We are respectful, courteous and kind and considerate.

- **Integrity**

We act with integrity and are honest and upstanding.

- **Care**

We show empathy and understanding.

- **Excellence**

We are committed to achieving our best.

Overview

Vision

Our vision is to inspire in our children a joy of learning and instil the courage to succeed as global citizens.

Mission

Our mission is to nurture and empower each other to pursue and be our best.

Policy Statement

Department of Education schools provide every student with the educational support they need to learn and maintain positive behaviour.

Behaviour Aims

- to guide children towards making informed choices for their behaviour, encouraging continual improvement
- to establish a code of conduct and school rules developed in consultation with students, staff and the community
- to establish a positive caring environment for the whole community and foster the belief that a safe, inclusive and respectful school is the concern and responsibility of everyone
- positive interpersonal relationships have a major influence on behaviour. A restorative approach leads to individuals taking responsibility for their behaviour
- to set out a procedure for positive, consistent and fair management of student behaviour
- to provide a range of consequences when student behaviour does not align with the school rules and values.

Guiding Beliefs

- Every student has the right to learn and feel safe in a co-operative school environment
- Behaviour at Jolimont Primary School is the shared responsibility of all community members – students, teachers and parents
- Behavioural development will recognise student progress towards sustained, positive behaviours
- All children should be encouraged to go 'above and beyond' expected positive behaviours
- Development of positive behaviour should be student centred, encouraging each child to take responsibility for their own actions, supporting them to make better choices and focusing on improvement.

Rights

All members of the school community have rights.

Students have the right to:

- Respect, courtesy, honesty and fair treatment
- Learn in a purposeful, supportive and non-disruptive environment
- Work and play in a safe, secure, friendly and clean environment
- Access to the best possible education.

Staff have the right to:

- Respect, courtesy, honesty and fair treatment
- Work in a purposeful, supportive and non-disruptive environment
- Work in a safe, secure, friendly and clean environment
- Co-operation and support from parents and the school community.

Parents have the right to:

- Respect, courtesy, honesty and fair treatment
- Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health, safety and wellbeing
- Be informed of their child's progress.

Behavioural Strategies and Whole School Processes

Level One	Action
<ul style="list-style-type: none"> • Behaviours which need addressing may have occurred through over-enthusiasm or misunderstanding rather than wilful behaviour, e.g. running around corners. • Behaviour which prevents themselves and others from learning. • Behaviours or actions that cause a degree of danger to students, themselves or to others, e.g. rough play. 	<ol style="list-style-type: none"> 1. Verbal warning 2. Name on board 3. Time out 4. Designated class for withdrawal <p>Consequences determined according to the incident, its degree of seriousness or frequency.</p> <p>Specialist teachers will inform class teacher of incidences.</p>
Level Two	Action
<p>May include:</p> <ul style="list-style-type: none"> • Play fighting causing injury • Bullying • Swearing • Breach of school rules • Insolence • Stealing 	<ul style="list-style-type: none"> • Incident report - student may be required to reflect on behaviour • Refer to administration • Contact with parents - as needed.
Level Three	Action
<p>May include:</p> <ul style="list-style-type: none"> • Fighting - harm to student/staff • Wilful damage to property • Moving out of school grounds • Intentionally harming self or others 	<ul style="list-style-type: none"> • Refer to administration • Contact with parents - as needed.

Good Standing

- All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's behaviour plan.

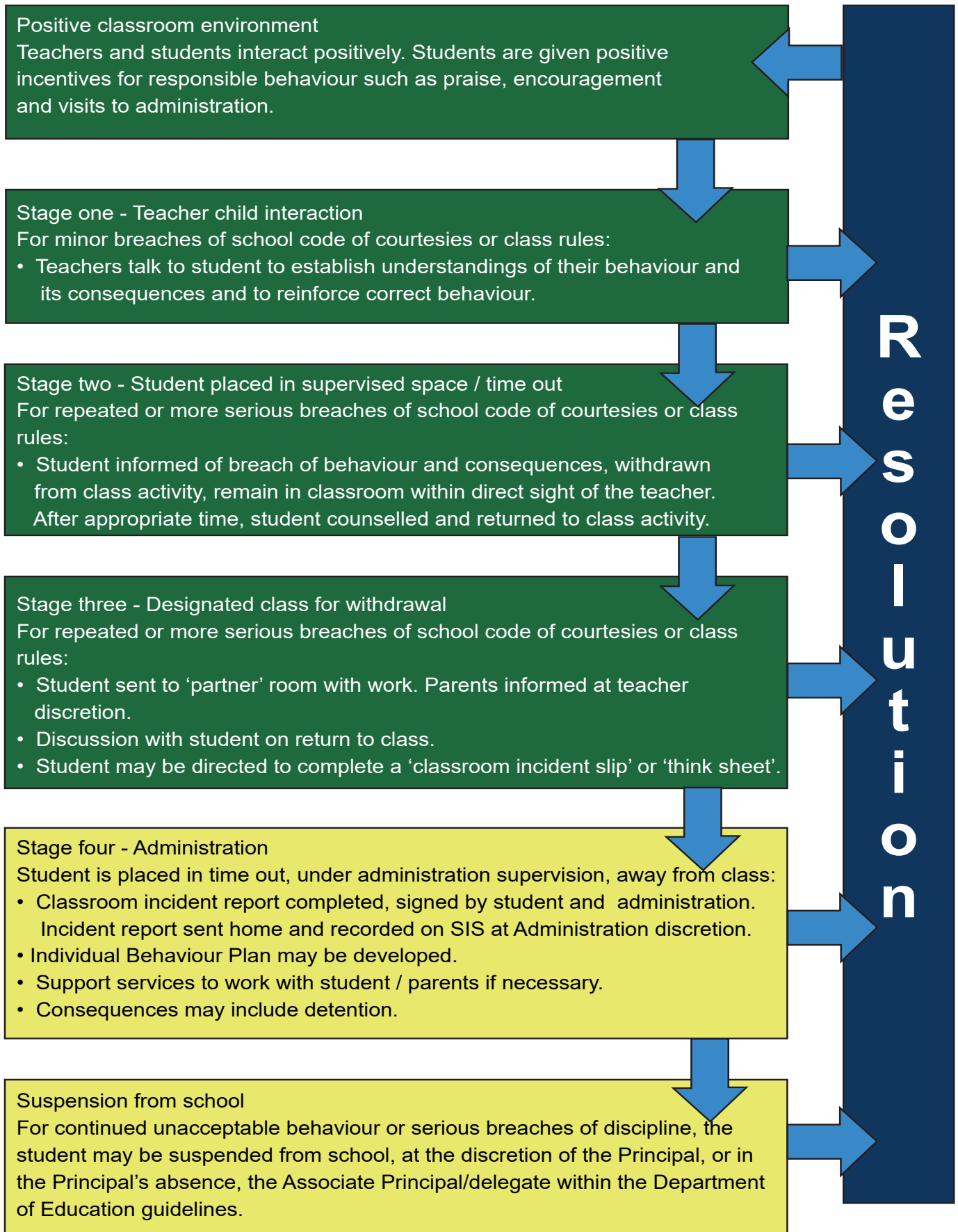
Loss of good standing

- Loss of good standing occurs after a suspension or series of behaviours that are not aligned with the school student behaviour plan. These behaviours must include, but are not limited to:
 - starting a fight
 - making physical contact with the intention to harm another student or staff member
 - videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.
- Students who breach the school student behaviour plan will have privileges removed, such as being banned from school extra curricular for a period of 4 weeks.
- This should involve a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of good standing.
- If the student is in a leadership position and they have a loss of good standing, they will relinquish the position for the duration of their term.

Re-instate good standing

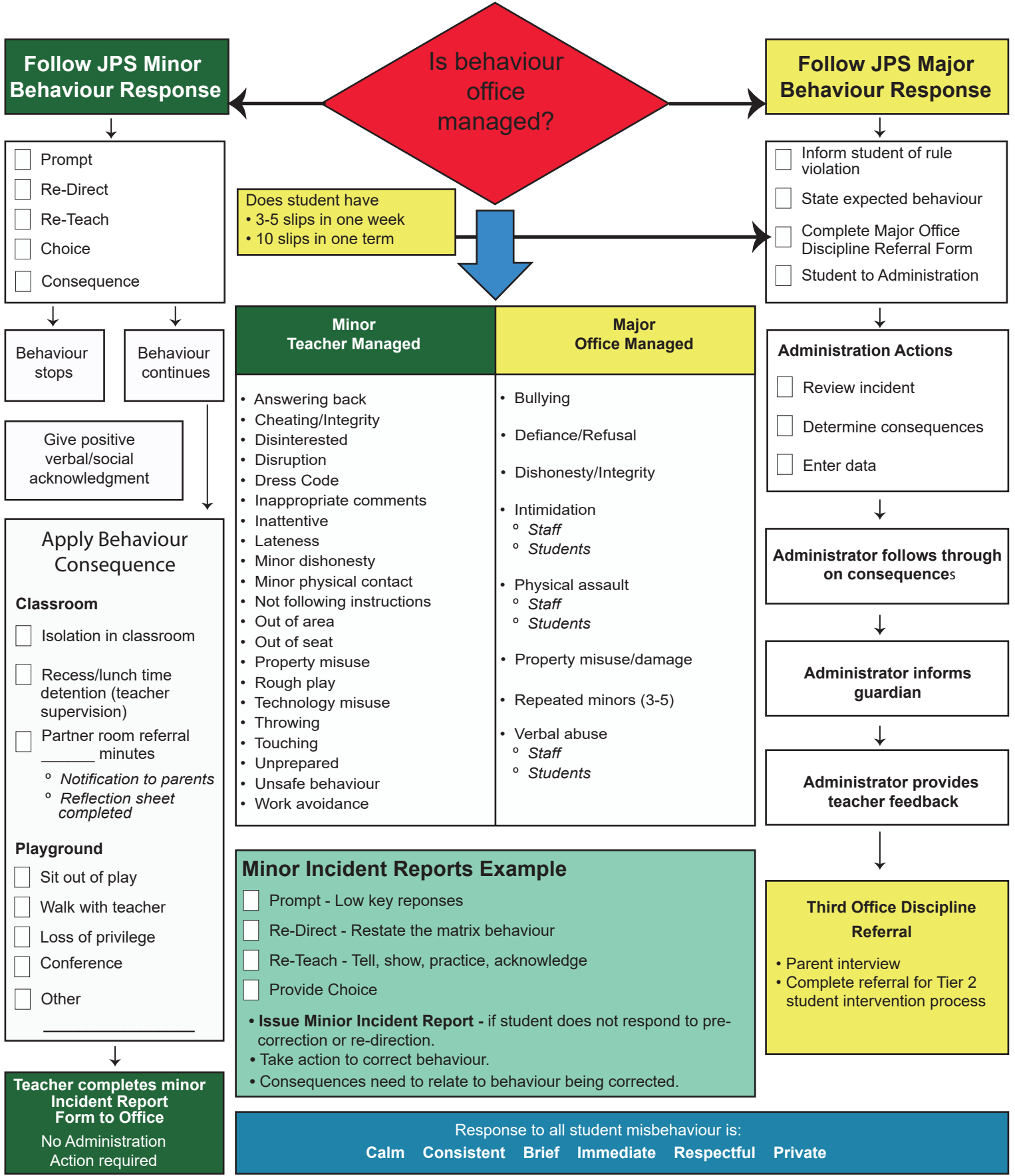
- Implement a restorative and educative return to school process to re-establish positive behaviour.
- Develop a re-entry and/or individual behaviour plan focusing on the identified areas for improvement citing strategies, milestones and desired outcomes.
- Re-instate a student's good standing after such period of 4 weeks and with a school administration meeting.

Behaviour Management Flow Chart



Student Behaviour Management Process

Observe Problem Behaviour
Problem Solve with Student/s



Violence in Schools - Minister of Education

ACTION 1

Principals to suspend students who attack other students or start fights.

- Automatic suspension for students who attack other students or instigate fights or film a fight rather than seek help.
- Principals to develop a behaviour plan for the student's return to school.
- Principals to work with families wherever possible.

ACTION 2

Clear advice for Principals, teachers and education assistants on authority and responsibility to take action.

- From 2019, new guidelines for school staff on responding to aggression.
- This includes guidance on when physical contact is reasonable.

ACTION 3

New 'good standing' requirements to be added to school behaviour policies

- Every public school to add 'good standing' requirements to its behaviour policy.
- Students who do the wrong thing will have privileges removed - such as being banned from school social activities.
- Students can earn back 'good standing' by making amends and behaving well.

ACTION 4

Provide training and support for school staff.

- Range of training programs to be delivered to school staff.
- Training options will include how to build positive behaviour, how to de-escalate aggressive behaviour, and in emergency situations how to appropriately restrain.

ACTION 5

Principals to automatically move to exclude any student who physically attacks school staff.

- After an incident, principals will immediately start an exclusion process.
- 'Exclusion' means student is removed from a particular school permanently or for a specified period of time.

ACTION 6

Review critical incident reporting and monitoring.

- Review to clearly define what is a school 'critical incident'.
- Principals' reporting responsibilities to be clarified.

ACTION 7

Free parenting program for parents of young children

- Internationally recognised Triple P - Positive Parenting Program offered free to all Western Australian parents of kindergarten children.

Appendix 1

PLAYGROUND INCIDENT

Major Minor



Student Name: _____

Room: _____

Date	
Behaviour	
Action	<input type="checkbox"/> Time out during play <input type="checkbox"/> Discussed with student and sorted <input type="checkbox"/> Sent to Admin <input type="checkbox"/> Other _____
Teacher on Duty:	

PLAYGROUND INCIDENT

Major Minor



Student Name: _____

Room: _____

Date	
Behaviour	
Action	<input type="checkbox"/> Time out during play <input type="checkbox"/> Discussed with student and sorted <input type="checkbox"/> Sent to Admin <input type="checkbox"/> Other _____
Teacher on Duty:	

CLASSROOM INCIDENT

Major Minor



Student Name: _____

Room: _____

Date	
Behaviour	
Action	<input type="checkbox"/> Time out during play <input type="checkbox"/> Discussed with student and sorted <input type="checkbox"/> Sent to Admin <input type="checkbox"/> Other _____
Teacher on Duty:	

CLASSROOM INCIDENT

Major Minor



Student Name: _____

Room: _____

Date	
Behaviour	
Action	<input type="checkbox"/> Time out during play <input type="checkbox"/> Discussed with student and sorted <input type="checkbox"/> Sent to Admin <input type="checkbox"/> Other _____
Teacher on Duty:	

Appendix 2



JOLIMONT PRIMARY SCHOOL Withdrawal Think Sheet (Senior)

Name:	
Class Teacher:	
Date:	
Time:	
What was I doing?	
What should I do?	
Teacher's comment	

Teacher / Principal Signature: _____

Parent / Caregiver Signature: _____

Date: _____

Appendix 3



JOLIMONT PRIMARY SCHOOL Withdrawal Think Sheet (Junior)

* Drawings can be used if writing is difficult

Name:	
Class Teacher:	
Date:	
Time:	

What was I doing?		
What should I do?		

Teacher's Comments	

Teacher / Principal Signature: _____

Parent / Caregiver Signature: _____

Date: _____

Appendix 4



JOLIMONT PRIMARY SCHOOL

Letter of Concern

Date: _____

Dear Parent / Caregiver (s)

Student Name: _____ Classroom _____

Learning Area: _____

I would like to bring to your attention the following area/s of concern:

- | | | | |
|--------------------------------------|--------------------------|--|--------------------------|
| Assignment work not completed | <input type="checkbox"/> | Student is disruptive and/or disobedient | <input type="checkbox"/> |
| Homework not completed | <input type="checkbox"/> | Lack of school uniform | <input type="checkbox"/> |
| Classroom time is being poorly used | <input type="checkbox"/> | Does not bring necessary equipment | <input type="checkbox"/> |
| Work completed is of a poor standard | <input type="checkbox"/> | Punctuality | <input type="checkbox"/> |
| Lateness to class | <input type="checkbox"/> | | |

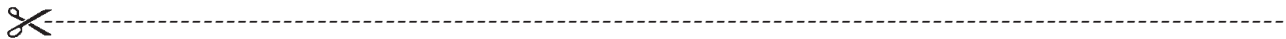
Comment: _____

We believe that it is important that you be made aware of these concerns and take appropriate action to encourage your child to improve his / her behaviour.

If you would like to discuss this matter further please contact me on 9205 5200.

Teacher: _____

Principal: _____



Please sign and return this slip to:

Student's name: _____

Parent / Caregiver signature: _____

Comment: _____

Appendix 5



JOLIMONT PRIMARY SCHOOL

Name: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session					
Recess					
Morning Session					
Lunch					
Afternoon Session					

My goal for the week:

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Students weekly reflection



Teacher / Principal Comment:

Appendix 6

Jolimont Primary School			
Individual Behaviour Plan (IBP)			
Student Name:	D.O.B:	Year:	Teacher:
			Term:
BEHAVIOUR/S REQUIRING MODIFICATION			
TRIGGERS			
PRIMARY OBJECTIVE			
SECONDARY OBJECTIVE			
BEHAVIOURS TO BE TARGETED	REPLACEMENT BEHAVIOURS	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES
		STRATEGIES / PROCESSES AND ACCOMMODATIONS	WHO IS RESPONSIBLE

Teacher: _____ Parent: _____

Administration: _____ Review Date: _____

Consultation and Endorsement

The Behaviour Management Policy was developed in conjunction with the School Board in 2020.



Barbara Iffla, Principal



Michael Hodgkins, School Board Chair

