

# CERVANTES PRIMARY SCHOOL BEHAVIOUR MANAGEMENT PLAN

## AIMS

It is the aim of Cervantes Primary School to create a learning environment, which challenges each individual to become self sufficient, responsible and a contributing member of society.

We aim to develop appropriate and acceptable behaviour through:

- a positive environment to enable teachers and students to work together,
- a caring school environment where the rights of individuals are respected,
- the recognition of students displaying exemplary behaviour,
- the establishment of a set of clear rules in each classroom,
- ensuring the school community are informed of consequences for individuals who breach or seriously breach school discipline
- the establishment of procedures to resolve conflict in a non-violent manner.

## CODE OF CONDUCT

At Cervantes Primary School we expect all our school community members to:

- Consider the safety of themselves and others at all times.
- Display respect and courtesy for people, property and the environment.
- Be punctual, prepared and well presented for class.
- Work responsibly and diligently in all activities.
- Be an active participant in your learning and school community.

Values education is an integral part of teaching and learning at Cervantes Primary School. The guiding principles for the provision of a safe and supportive school environment as stated in the National Safe Schools Framework underpin our school values and virtues:

- Friendliness

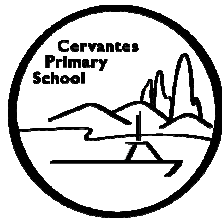
Cooperate, Tolerance, Kindness

- Integrity

Responsible, Fair, Honest

- Respect

Doing your best, Considerate, Accepting of others



# RIGHTS AND RESPONSIBILITIES

## **Students have the RIGHT to:**

- learn in a purposeful and supportive environment;
- work and play in a safe, secure, friendly and clean environment.

## **Staff and Principal have the RIGHT to:**

- respect, courtesy and honesty
- teach in a safe, secure and clean environment
- teach in a purposeful and non-disruptive environment
- cooperation and support from parents

## **Parents have the RIGHT to:**

- be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare;
- be informed of their child's progress;
- access a meaningful and adequate education for their child ;
- be heard in an appropriate forum on matters related to the rights of an appropriate education for their child.

## **Students have the RESPONSIBILITY to:**

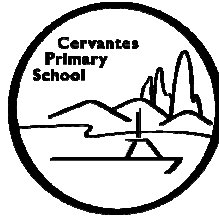
- ensure that their behaviour is not disruptive to the learning of others
- ensure that the school environment is kept neat, tidy and secure;
- ensure that they are punctual, polite, prepared and display a positive manner;
- behave in a way that protects the safety and well- being of others

## **Staff and Principal have the RESPONSIBILITY to:**

- model respectful, courteous and honest behaviour;
- ensure that the school environment is kept neat, tidy and secure;
- establish positive relationships with students;
- ensure good organisation and planning;
- report student progress to parents

## **Parents have the RESPONSIBILITY to:**

- ensure that their child attends school;
- ensure that the physical and emotional condition of their child is at an optimum for effective learning;
- ensure that their child is provided with appropriate materials to make effective use of the learning environment;
- support the school on providing a meaningful and adequate education for their children.



# POSITIVE STRATEGIES

A whole school approach to behaviour management is employed at Cervantes Primary and has evolved from the Code of Conduct, School Values; Respect, Integrity and Friendliness, and the book Classroom Management Strategies by Bennet and Smilanich.

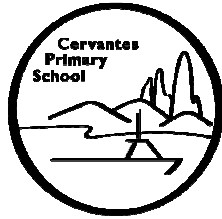
- Classroom rules are set with students and relate to school values. These are to be communicated with parents early in the year at Parent- teacher meetings.
- The Bounce Back program is employed to teach students about social skills and resilience.
- Chaplain is utilised as a mentor for students and supports the values instilled at school.
- Stop, Think, Do approach used with students to help them manage conflict.
- Restorative practise used to resolve conflict situations and encourage self reflection.
- Talk Sense to Yourself program used with individuals.
- Community involvement in school activities and special events.

Encouragement and praise are the primary instruments of reinforcement. *Classroom incentives* will reflect the developmental age and interests of the students. Examples of incentive schemes include:

- Stickers
- Prizes and stamps
- Individual/group points
- Privileges
- Students sent to other teachers and the principal with examples of good work
- Work placed on display around the school and community.

*Whole School incentives* include working towards the school faction point system.

- Faction Point are given to students for achieving a learning or growing goal that are set as a class or by the individual. Children receive a red or blue faction slip, which is placed in the faction box in the courtyard.
- Faction points received by individuals are recorded throughout the years the child attends Cervantes Primary. (Students are given 5 points for every year they did not attend Cervantes) Students are acknowledged with a certificate each time they gain 10 individual faction points. At 50 points students are awarded an Honour Student Badge, a Medallion at 75 points and upon receiving 100 points students are awarded an Honour Student Trophy.
- Faction slips in the box are calculated and added to the previous total at each assembly.
- The team earning the most points is awarded the shield at the end of year Presentation Night.
- Merit certificates are awarded to worthy students at each assembly.



# BEHAVIOUR MANAGEMENT PROCEDURES

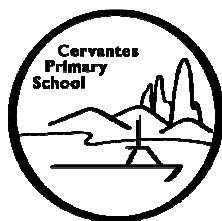
Managing disruptions and transitions to maintain an engaging learning environment, depending on the circumstances, will be handled in the following manner;

- 1. Use low key responses and winning over techniques with each class.**
  - Win the students over eg show interest, praise, politeness
  - Use a signal to begin
  - Deal with the problem not the student
  - Deal with allies
  - Use minimal or non-verbal signals, proximity and tactical ignoring
  - Be alert
  - Transitions – Who does what when
  
- 2. Match the student's level of defiance with an appropriate level of assertiveness.**
  - Pause, square off (slight), eye contact, minimal verbal response, "Thankyou"
  
- 3. Apply logical consequence using "CHOICE PLEASE"**
  - Pause, square off (full), eye contact,
  - Use firm, neutral calm voice
  - Give choice. One of two options, one more appealing than the other.
  - Ask for student response – "Please Choose!"
  - Positive Response – "Thankyou"
  - Negative Response – Follow through on choice
  
- 4. Continued misbehaviour /breach of discipline**
  - In class warning, time out and referral to principal
  - Playground procedure- warning, time out and referral to principal
  - Parental Contact – communication book, phone call, interview
  - Informal contract with student
  
- 5. Serious breach of discipline and/or ongoing breach of discipline**
  - Detaining from recess /lunch, in-school suspension in another classroom, withdrawal from school activities, suspension, exclusion
  - Formal Documented Plans- BMP, Risk Management, Action Plan involving school administration, parents, teacher, student and school psychologist

**Breach of Discipline** – any act or omission that impairs the good order and proper management of Cervantes Primary School ie not following Code of Conduct

**Serious Breach of Discipline** –

1. Physical assault or intimidation of staff or students
2. Verbal abuse or harassment of staff and students
3. Wilful offence against property, including theft
4. Substance misuse



## PREVENTION OF BULLYING, HARASSMENT AND VIOLENCE

At Cervantes Primary School we believe the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind.

Bullying is a misuse of power to target an individual or group to intentionally cause embarrassment, pain or discomfort. It can be:

- physical (hitting, kicking, pinching, pushing, tripping, biting),
- verbal, (put-downs, insulting language, name-calling, swearing, racist or sexist comments) ,
- cyber (text messages, e-mail, websites, instant messaging),
- psychological (stalking, threats, gestures, blackmail, manipulation) and
- relational (ostracising others, spreading rumour, threatening to share personal information)

Bullying may also involve students who may not be directly involved in bullying but are a bystander.

Some examples include:

- Any form of physical violence such as hitting, pushing, kicking, tripping or spitting;
- Interference with another's property by stealing, hiding, damaging or destroying;
- Using offensive names, teasing or spreading rumours;
- Using put-downs, belittling others abilities or achievements;
- Hurtfully excluding other's from a group;
- Ridiculing other's appearance;
- Forcing other's to act against their will;

To promote and foster a positive environment where students feel safe, supported, and respected the staff will:

1. Maintain caring and supportive relationships with students,
2. Model life skills and provide programs to develop resiliency.
3. Be observant of signs of distress or suspected incidents of bullying and report to class teacher or principal.
4. Be on time and active on playground duty to minimise occasions for bullying.
5. Listen and use restorative practises in conflict situations.

To support the development of resiliency in students the staff will build social skills including the following into their programs:

- Problem solving
- Positive coping strategies
- Confident optimism
- High sense of worth
- Empathy to others
- Planning and setting goals
- Communication and social interaction