Rationale:
Campbell Primary School’s Behaviour Management in Schools Policy aims to provide a supportive, cooperative and safe environment for students, staff and parents.

We aim to create a learning environment within our school that promotes positivity, friendliness and a willingness to ‘do the right thing’. Our school wide implementation of KidsMatter and complementary Health Education programmes serves to support this aim. Our use of Restorative Practice aims to preserve relationships once a disciplinary action has taken place. Our staff has been trained in these processes and work collaboratively to implement these programmes.

We aim to provide students with the skills and knowledge to make responsible choices and follow frameworks of responsible and acceptable behaviour within the classroom and in the playground. We acknowledge the differing developmental levels of students and adapt our teaching and learning programme accordingly.

Each classroom teacher is responsible for developing, in collaboration with students, classroom behaviour management plans that clearly outline expected behaviours within the classroom. These plans need to incorporate:

1. Class rules which are linked to the School Rights & Responsibilities and Code of Conduct;
2. Positive recognition to generate a positive learning environment within the classroom;
3. Clear consequences for students who do not follow rules.

Principles of Behaviour Management at Campbell Primary School

Consistency
All staff embrace the policy and implement it as it is written. Staff follow the procedures so that issues of fairness and equity are minimised.

Process
Staff and students are familiar with and become accustomed to the frameworks; they have an understanding of action-consequence.

Restorative Practice
Students engage in a conversation designed to encourage reflection and minimise damage to relationships. Each classroom has a copy of the Restorative Questions.

Communication
Staff work collaboratively with parents and maintain regular, open lines of communication. Parents are informed as per the policy regarding both positive and negative student behaviour.
**Values For Australian Schooling**

Our Code of Conduct and Rights and Responsibilities acknowledge the *Nine Virtues for Australian Schooling*.

- **Care & Compassion**
  Care for self and others.
- **Doing Your Best**
  Seeking to achieve something worthy and admirable, try hard, pursue excellence.
- **Fair Go**
  Pursue and protect the common good where all people are treated fairly for a just society.
- **Freedom**
  Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control and stand up for the rights of others.
- **Integrity**
  Act in accordance with principals of moral and ethical conduct; ensure consistency between words and deeds.
- **Respect**
  Treat others with consideration and regard, respect another’s point of view.
- **Responsibility**
  Be accountable for one’s own actions; resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.
- **Understanding, Tolerance & Inclusion**
  Be aware of others and their culture, accept diversity within a democratic society, being included and including others.
- **Honesty & Trustworthiness**
  Be honest, sincere and seek the truth.

**Code of Conduct**

**Respect**

- Be kind and courteous to all members of the Campbell Community.
- Follow instructions given by all staff members.
- Use whole body to listen actively to the person speaking and raise my hand to speak.
- Treat all school and personal property with care.
- Show respect for self and always do my best.
- Let others learn.
- Proudly wear my Campbell school uniform.

**Responsibility**

- Be punctual and organised for learning with all my equipment.
- Walk through the boulevard and around buildings to keep all community members safe.
- Take responsibility for my actions and be honest about my behaviour.
- Participate actively in all Campbell activities.
- Understand that there are consequences for poor behavioural choices.
- Act in a safe manner both in and out of the classroom.

**Friendliness**

- Smile.
- Say hello to people and use their names.
- Use my manners when speaking with all community members.
- Make all members of the Campbell Community feel welcome.
- Include people in activities; in class and in the playground.
Creating A Positive School Environment:

KidsMatter

KidsMatter Primary is a flexible, whole-school approach to improving children’s mental health and wellbeing for primary schools.

Through KidsMatter Primary, we have undertaken a process in which we have built a positive school community; one that is founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

- social and emotional learning (including evidence-based social and emotional learning programs)
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties.

Role of the Teacher

The classroom teacher will work collaboratively with students to develop an in class reward/management system based on the below rights and responsibilities of all school and community members. The classroom teacher is responsible for creating a warm, positive and friendly environment where students feel safe, supported and willing to take risks. A fair and consistent approach to behaviour management will be applied by all classroom teachers.

Listen
- When the children talk about something that concerns them, the teacher should actively listen and reflect back what the child has said.
- Tune into student's experiences.
- Use Restorative questioning techniques

Understand
- Know something about your students, their background and interests.
- Use school supported conflict resolution skills to assist student to solve problems.

Involve Parents
- Develop positive relationships with parents/care givers (eg parent information sessions to begin the year, open classrooms, parent help rosters etc)
- Maintain regular parent contact and engagement throughout the year (eg interviews, notes, newsletters, diaries)

Whole School Recognition of Positive Behaviours
- Merit Awards
- Campbell Champions & Reward
- Reading Stars
- Visits to Administration for rewards and to share class work
- Faction Tokens

Inclusivity

When dealing with students the following issues will be considered related to inclusive practices.

- An awareness of the cultural background of students and in particular social formalities that may be contrary to expected behavioural norms in the school.
- Accommodating for different starting levels of social skills that students bring to school.
- Recognising the previous home experiences that a child may bring to situations where an expected code of behaviour is required.
- The use of an IBP to accommodate for individual needs of particular students.
- Care taken to identify the cultural background of students in the school to assist with issues that may arise that are related to behaviour that may be contrary to cultural beliefs.
## Rights & Responsibilities

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
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<tbody>
<tr>
<td><strong>Students have the right to:</strong></td>
<td><strong>Students have the responsibility to:</strong></td>
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<tr>
<td>• Learn in a purposeful and supportive environment</td>
<td>• Ensure their behaviour is not disruptive to the learning of others</td>
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<tr>
<td>• Work and play in a safe, secure, friendly and clean environment</td>
<td>• Ensure that the school environment is kept neat, tidy and secure</td>
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<tr>
<td>• Be treated with respect, courtesy and honesty</td>
<td>• Ensure that they are punctual, polite and prepared</td>
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<tr>
<td>• Be heard</td>
<td>• Display a positive manner</td>
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<td></td>
<td>• Behave in a way that protects the safety and wellbeing of others</td>
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<td></td>
<td>• Communicate issues and concerns to parents and teachers</td>
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<tr>
<td></td>
<td>▪ Value and respect the whole school community</td>
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<tr>
<td></td>
<td>▪ Follow school rules</td>
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<td></td>
<td>▪ Accept consequences for their actions</td>
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<thead>
<tr>
<th><strong>Staff have the right to:</strong></th>
<th><strong>Staff have the responsibility to:</strong></th>
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</thead>
<tbody>
<tr>
<td>• Be treated with respect, courtesy and honesty</td>
<td>• Model respectful, courteous and honest behaviour</td>
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<tr>
<td>• Teach in a safe, secure and clean environment</td>
<td>• Ensure that the school environment is kept neat, tidy and secure</td>
</tr>
<tr>
<td>• Teach in a purposeful and non-disruptive environment</td>
<td>• Establish positive relationships with students</td>
</tr>
<tr>
<td>• Receive cooperation and support from parents</td>
<td>• Ensure good organisation and planning</td>
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<td></td>
<td>• Report student progress to parents and students</td>
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<td></td>
<td>• Implement the school behaviour management plan</td>
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<td></td>
<td>• Know the school rules and incentive programs and show consistency when enforcing them</td>
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<table>
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<th><strong>Parents have the right to:</strong></th>
<th><strong>Parents have the responsibility to:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be treated with respect, courtesy and honesty</td>
<td>• Model respectful, courteous and honest behaviour</td>
</tr>
<tr>
<td>• Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child’s education, health and welfare</td>
<td>• Ensure that their child attends school and is punctual</td>
</tr>
<tr>
<td>• Be informed of their child’s progress</td>
<td>• Ensure that their child’s health and welfare is at an optimum for learning</td>
</tr>
<tr>
<td>• Access a meaningful and adequate education for their child</td>
<td>• Ensure that their child has the materials to participate in all learning activities</td>
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<tr>
<td>• Be heard in an appropriate forum on matters related to the rights of their child’s education</td>
<td>• Support the school in the education of their child</td>
</tr>
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<td>• Value and respect other members of the school community</td>
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Bullying

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion.

This may involve verbal, physical, relational and psychological forms of bullying.

Teasing or fighting between peers is not necessarily bullying.

Cyber-bullying refers to bullying through information and communication technologies.

Campbell Primary School has a ZERO TOLERANCE for bullying. In the case of bullying, students may be fast tracked to Administration. A detention or in school suspension may be appropriate.

Bullying involves:

- **Verbal Bullying**: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

- **Emotional/Psychological Bullying**: Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual’s reputation and sense of safety.

- **Relational Bullying**: Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another’s personal information.

- **Physical Bullying**: Includes repetitive low level hitting, kicking, pinching, pushing, tripping, ‘ganging up’, unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school’s discipline processes.

- **Cyber Bullying**: Involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying. (Refer to Mobile Phone Policy)

- **Bystanders**: Bystanders are those who are aware of, or witnesses to, bullying but are not directly involved in bullying or being bullied themselves. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any member of the school community can be a bystander and can learn ways to act successfully in preventing or stopping bullying.

Intervention for Bullying Incidents

Schools provide clearly articulated procedures for responding to incidents of bullying:

- staff are provided with the support and training to confidently manage bullying situations as they occur;
- staff, students and parents have processes for reporting incidents of bullying or when they become aware that a student needs support because of bullying;
- intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem-solving are used for responding to bullying incidents;
- there are processes for recording and monitoring bullying incidents and interventions;
- bullied students are provided with supports to promote recovery and resilience; and
- case management of students involved in persistent bullying is implemented.

*All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.*
Dealing With Bullying

Teachers’ Role:

- Take bullying seriously and act upon each incident reported to them.
- Discuss and model appropriate standards of behaviour within the classroom and the school.
- Use the school’s support services where necessary.
- Communicate with other staff as required.

Step One:

Bullying to be dealt with by the duty teacher/class teacher and may involve parents.

1. Meet with the key stakeholders.
2. Discuss with carers and students together if appropriate.
3. Strategies/interventions eg individual behaviour plan if warranted.
4. If no resolution of the incident occurs, or no improvement in behaviour occurs to Level Two. Parents contacted and alleged bully isolated during recess and lunch time.
5. School Psych/Admin involvement.

Step Two:

1. Suspension or exclusion procedures at the discretion of the Principal.
2. On return to school, parents and child attend meeting with Principal regarding agreed behaviours and outcomes. An independent Behaviour Plan may be initiated.
3. Follow up monitoring for one week. If re-offending happens in that week procedure begins again.

Victim Support:

Support will be provided for students who are witnesses or victims of bullying and harassment by the following:

- Classroom teacher
- Adminstrated
- Parents contacted
- School Psychologist/Counsellor engaged
- Other outside agencies as required.

Proactive Strategies

- Highlight the difference between ‘dobbing’ and ‘telling’.
- Use of the newsletter to focus on social skills.
- Creation of a CPS bullying brochure.
- Targeted Health and Well-being programme
- KidsMatter programme
Consequences For Inappropriate Behaviour in the Classroom

1. Students are given a friendly verbal reminder of the expected behaviour.
2. Students are given a formal warning, recorded in the class tracking book.
3. Student is given a time out in classroom. Reflection is encouraged. Recorded in the tracking book. On the student’s return a brief restorative conversation will take place.
4. Student is given a time out in another classroom and asked to complete a written reflection, based on Restorative Practice. A restorative conversation is initiated by the teacher. Parent contact is made by the teacher. Written reflection sent home to be signed and returned. Behaviour entered in SIS by class teacher.
5. Student is sent to administration with a red Classroom Incident Report. A detention may be issued. Parent contact is made by administration and entered into SIS by Line Manager.

Fast Track
Any behaviours deemed to be extreme, including (but not limited to) bullying, physical violence, inappropriate language or racism, will be fast tracked by the teacher to Administration. Parents will be notified by Administration. Behaviour entered in SIS by class teacher.

*These steps will be implemented, as appropriate, with reference to and recognition of, the appropriate developmental sequence of learning and development in the early years.

RED CARD TO BE USED FOR ANY EMERGENCY

Red Cards are to be kept in all classrooms in a place easily accessible to class teachers, teacher assistants and Relief teachers (e.g. on the pin-up board near the teacher’s desk). In the event of an urgent situation requiring immediate Administration intervention, the Red Card (marked with class teacher’s name) will be sent up to the Administration area.

Code of Conduct – Playground

1. All food must be eaten in the allocated lunch area. No food is to be taken onto the oval.
2. ‘No Hat No Play’ is enforced at all times. Students not wearing hats must sit outside the library.
3. Sporting games and running activities must be played on the basketball courts or grassed areas.
4. Students must walk inside and around the buildings, including grassed and paved areas. No running on bricks or concrete.
5. Students must play safely and show consideration/respect for others.
POSITIVE LEARNING ENVIRONMENT
Collaboratively designed rules.
Students are aware of expectations.
Positive behaviour is recognised and rewarded.
Consequences are clear.

Inappropriate Behaviour

Step 1
Friendly Verbal Warning
Expected behaviour reinforced.

Step 2
Formal Warning
Recorded in class Tracking Book by student.

Step 3
In class Time Out
Recorded in Class Tracking Book by teacher.
A restorative conversation with the teacher takes place upon student’s return to class.

Step 4
Time Out in another class
Reflection sheet filled in by student - to be signed by parent.
A restorative conversation takes place upon student’s return to class. Parent contact made by class teacher.

Step 5
Administration Contact
Parent contact made by Administration.
Detention or in-school withdrawal may be applied.

Step 6
Suspension

Step 7
Exclusion

Positive Change in behaviour.
No further consequence.

Behaviour Management in Schools
Classroom Consequences
POSITIVE PLAYGROUND ENVIRONMENT

Students are aware of expectations.
Students are encouraged to play together.
Duty teachers are easily identifiable.
Faction tokens are given for positive playground behaviour.

Inappropriate Behaviour

Behaviour Management in Schools
Playground Consequences

Step 1—Minor Incident
Duty Teacher resolves conflict through discussion.
Students return to playground.

Inappropriate Behaviour continues

Step 2—Moderate Incident
As per Step 1. Five minute Time Out—student to walk with Duty Teacher.
A restorative conversation takes place upon returning to the playground.

Inappropriate Behaviour continues

Step 3—Major/Moderate Incident
As per Step 2. Student is asked to ‘shadow’ Duty Teacher.
(May be appropriate for students who do not respond to Step 2.)
Green Slip filled out and behaviour recorded in SIS by Admin.

Inappropriate Behaviour continues

Step 4—Major Incident
(e.g., fighting, bullying)
Student is removed from playground for the rest of the break.
Fast tracked to Admin with a Green Slip.
Student may be issued a detention and removed from the playground for a nominated time.
Parent contact made by Admin and behaviour recorded in SIS.

Positive Change in behaviour.
No further consequence.
**Restorative Practice**

Restorative Practices assist teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes.

*Engaging in a Restorative Conversation*

After an incident, the staff member will engage students in a restorative conversation, to encourage reflection and to restore any damage to relationships. The following questions can be used to facilitate the conversation.

**When challenging behaviour:**
- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

**To help those affected:**
- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Each year new staff will be up-skilled in Restorative Practice techniques.

**Recording of Behaviour Management Consequences**

*Tracking Book*

Each class has a tracking book which goes with the class to specialists teachers. This ensures a detailed record of student behaviour and maintains consistency between staff members.

It needs to be kept up to date, and entries must clearly reflect the behaviour/action. The tracking book may be used as evidence when creating behaviour management plans or in distinguishing behavioural patterns. Parent contact should be made by the class teacher to discuss repeated entries or negative behavioural patterns.

*SIS*

A record of the behaviour, consequence and parent response will be made by the classroom teacher. Once the student is sent to administration, the Admin Line Manager will record the event in SIS – Behaviour Management.

**Communicating With Parents**

Once the student is sent for Time Out in another classroom, parent contact is made by the class teacher, and the student’s self-reflection sheet goes home to be signed. It must be returned to the class teacher for record keeping.

Class teachers will keep parents informed of students’ progress and will consult parents in the creation of any behaviour management plan. Parents are also informed of positive student behaviours.

Line Managers will be responsible for contacting parents once a student has reached the Administration Intervention stage. The red or green behaviour incident report which accompanies the student to the office is sent home to be signed and returned.
Excursion/Incursions

A student’s participation in any excursion/incursion organised by Campbell Primary School is always at the Principal’s discretion. Any student whose behaviour may be of risk to themselves or other students may be deemed ineligible to attend.

Mobile Phones and Other Devices

See policy

Support Services – External Agencies

Parkerville Counselling Services

Where appropriate a student may be referred to the on-site counsellor from Parkerville Counselling Services. Parent contact is made by the class teacher and a referral form will be filled out for the parent to sign. The student is eligible to receive six sessions and parent contact will be made by the counsellor at the conclusion; where any recommendations will be made to the parent.

School Psychologist

Where a student’s IBP has been unsuccessful at managing behaviour, the student may be referred to the school psychologist for further assessment. This process will involve the classroom teacher, parent, line manager and SaER coordinator.

CAHMS

The Child and Adolescent Mental Health Service (CAMHS) provides mental health programs to infants, children and young people. Child and Adolescent Mental Health Services are available for children and young people under the age of 18, and their families who are experiencing significant mental health issues. Children and families are referred to these services by their treating therapist, specialist, GP, school or other community organisation.
Application of Disciplinary Measures – Glossary of Terms

_Time Out – In the classroom_

The student, after receiving an informal and formal warning, is given five minutes to reflect in a quiet space inside the classroom. A visual prompt or ‘think spot’ may be employed by the class teacher.

_Time Out – In another classroom_

The student has returned from time out and has not complied with the classroom rules. They are sent to another agreed upon classroom, for 15 minutes with a restorative based reflection sheet to complete. The sheet is checked by the teacher and sent home for the parent to sign and return. A restorative conversation is initiated by the teacher on the student’s return to class. The class teacher is responsible for contacting the parent and recording in SIS.

_Administration Contact_

The student has reached the end of the classroom behaviour management system and is sent with a red classroom incident slip to the office. The line manager responsible for that year level liaises with the classroom teacher and the student and decides upon the suitable consequence. Parent contact is made by the line manager and recorded in SIS.

_Lunchtime Detention_

A lunch time detention may be issued by the line manager. The student reports to administration at the commencement of lunch. They are released five minutes before the warning siren to have their break. Parents are notified when the detention takes place. The consequence is recorded in SIS by the line manager.

_Withdrawal_

An in school withdrawal may be issued by the Principal if the student’s behaviour is deemed to be extreme or if the student has reached the end of the behaviour management process. The student spends the day in administration, supervised by the Principal. The student is permitted break times, although these will not be in line with normal school breaks. The Principal informs the parents and records the consequence in SIS.

_Suspension_

The student is suspended from attending school by the Principal. Parents are informed by the Principal and a meeting takes place upon the child’s return to school. A restorative conversation is initiated by the Principal with the student on their return.

_Exclusion_

The student is excluded from attendance at Campbell Primary School. A Student Exclusion Review Panel will be established by the Regional Director to review whether a child shall be excluded from the school.

Staff Review: Term 4 2016
Ratified by School Board: 21 November 2016
Next Review 2018
Code of Conduct

Respect

- Be kind and courteous to all members of the Campbell Community.
- Follow instructions given by all staff members.
- Use whole body to listen actively to the person speaking and raise my hand to speak.
- Treat all school and personal property with care.
- Show respect for self and always do my best.
- Let others learn.
- Proudly wear my Campbell school uniform.

Responsibility

- Be punctual and organised for learning with all my equipment.
- Walk through the boulevard and around buildings to keep all community members safe.
- Take responsibility for my actions and be honest about my behaviour.
- Participate actively in all Campbell activities.
- Understand that there are consequences for poor behavioural choices.
- Act in a safe manner both in and out of the classroom.

Friendliness

- Smile.
- Say hello to people and use their names.
- Use my manners when speaking with all community members.
- Make all members of the Campbell Community feel welcome.
- Include people in activities; in class and in the playground.
Time-Out
Self Reflection Sheet

What happened? ____________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

What were you thinking at the time? ____________________________________________
_________________________________________________________________________
_________________________________________________________________________

Who has my behaviour affected? ______________________________________________
_________________________________________________________________________
_________________________________________________________________________

Right now, I feel ____________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

I can make things right by __________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Teacher Comment: __________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Name: _____________________ Date: _________________

Parent Sign: __________________________