

# BEHAVIOUR MANAGEMENT POLICY

NAG 5  
NO. 501

## Purpose

Children learn and interact successfully in an environment which is positive, encouraging, just and safe and is founded on clear guidelines for acceptable behaviour. The Behaviour Management Policy and procedures reinforces the school values of respect, honesty, self-discipline, responsibility, diligence and care.

## Guidelines

1. The Directors will support the staff and school community in promoting positive approaches to behaviour and behaviour management.
2. Procedures must be in place that ensure;
  - The development of the school values
  - The safety and well-being of all in the school environment.
  - The staff will teach the children to be accepting of one another and to tolerate each other's differences and social needs.
  - School values are upheld - **see Appendix A**
  - School rules are established - **see Appendix B**
  - Key social skills are encouraged and positive behaviour reinforced and acknowledged – **see Appendix C**
  - There is a consistent approach to the consequences of any negative behaviour – **see Appendix D**
  - Respect for property and environment.
3. The school has a zero tolerance for bullying and there is a specific policy relating to this. Refer to the Bullying Prevention and Response Policy.
4. When an incident of inappropriate behaviour is reported (i.e. unseen by the teacher), teachers must ensure that the incident is fully investigated before any action is taken. If the incident reported is of a serious or sensitive nature the Principal must be present during the investigation.
5. Where student behaviour is such that external help is needed, this will be sought.

## VALUES

### Honesty

Always be truthful.

### Responsibility

Be trustworthy, reliable and be accountable for own actions.

### Diligence

Be conscientious and hardworking.

### Self Discipline

Show self-control.

### Respect

Display manners and courtesy to each other, to adults and look after all school equipment and property.

### Care

Value and appreciate our environment by caring for our school, community and planet.

## SCHOOL RULES

Refer attached

## **KEY SOCIAL SKILLS**

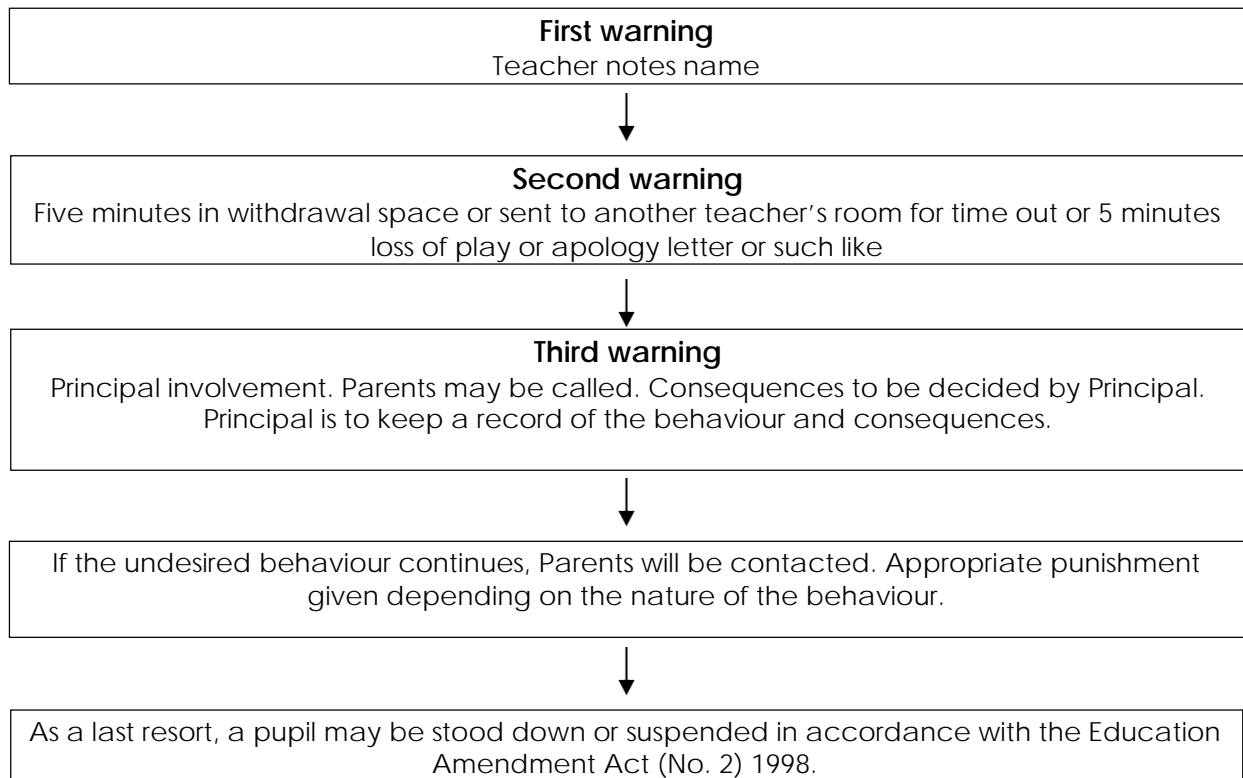
- Doing what the teacher says
- Speaking pleasantly to adults and using manners
- Speaking pleasantly to peers
- Being helpful and co-operative
- Using initiative
- Following class and school rules
- Listening to the teacher
- Putting effort into work
- Working independently
- Being friendly
- Taking turns and sharing
- Leaving other people's things alone
- Saying what worries you – particularly if you feel you are the victim of bullying
- Managing anger
- Coping with frustration/not getting own way
- Accepting consequences for misbehaviour
- Asking for help in a constructive manner
- Contributing to class discussions
- Sportsmanship

## **POSITIVE BEHAVIOUR REINFORCEMENT**

The following reward system will be policy in our school as all students need positive reinforcement. Sincerity, frequency and immediacy are important qualities of the reinforcement cycle.

- Verbal praise
- Non-verbal reinforcement – e.g. smile, nod
- Merit Certificates – class based
- Citizenship Awards
- Group points
- Star of the Week
- Incentive schemes (class based)
- Children showing good work to
  - another teacher
  - fellow pupil
  - the Leadership Team
  - the parents/caregivers
  - a person they especially select
- Stickers, comments written on work
- Displays of work
- Being able to choose a special activity e.g. computer time

## CONSEQUENCES CHART FOR MISBEHAVIOUR



At all stages of this "Consequences Chart for Misbehaviour" the Teacher and Principal would be constantly reinforcing the desired behaviour with the student and what he or she needs to do to improve his or her behaviour.

NB: For serious misconduct or disobedience the consequences chart would be overridden, with immediate Principal involvement.

## **USE OF NEGATIVE CONSEQUENCES**

- Punishment is a strategy used to teach children that certain behaviours are unacceptable.
- Punishment should be fair and reasonable and as immediate as possible.
- Often small punishments are just as effective as longer ones as they are easier to reinforce.
- Accepting a reasonable and fair punishment without fuss is a positive social skill that should be encouraged.
- Only use punishments that can be carried out.
- Clearly state the behaviour that was unacceptable and the consequences that applied.

## **APPROPRIATE PUNISHMENTS/NEGATIVE CONSEQUENCES**

- Loss of a privilege.
- Staying in at lunchtime for a period of time (5-30 minutes) dependant on age and misbehaviour.
- Time out in another classroom.
- Write out behaviour rules.
- Writing an apology.
- Withdrawal from group or from some liked activity.
- Community service e.g. litter control, cleaning duty.
- Writing a letter stating ways to improve behaviour.
- Walk with duty teacher.