

# RIVERSIDE PRIMARY SCHOOLS



## BMIS Policy 2012

# RIVERSIDE PRIMARY SCHOOLS

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## **RIVERSIDE PRIMARY SCHOOLS**

### **School Purpose:**

To provide a safe, caring and positive school environment where students, staff and parents work together to encourage and acknowledge excellence and endeavour.

### **Aims:**

Riverside Primary School aims to:

- ◆ provide a clearly defined code of behaviour for the school community, where the rights and responsibilities of all are recognised and respected.
- ◆ recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment.
- ◆ instil good citizenship qualities and promote a positive school image to the wider community.
- ◆ recognise the need for special programs for some students and where necessary provide information to access support agencies outside the school.
- ◆ establish a clear set of consequences for students who do not accept their responsibilities and break rules.

### **Code of Behaviour:**

The school community has agreed that the following principles should be adhered to:

- courtesy and respectfulness should be shown and a non-disruptive environment maintained.
- grounds and building should be kept neat and tidy.
- health and safety practices should be followed.

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## Rights and Responsibilities

<p>Students have the right to:</p> <ul style="list-style-type: none"> <li>◆ learn and play in a safe supportive environment.</li> <li>◆ have the opportunity to develop to their full potential.</li> <li>◆ positive feedback on their level of progress.</li> <li>◆ respect, courtesy and honesty.</li> </ul>	<p><b>Students have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>◆ commit to their own learning and work to their full capacity.</li> <li>◆ value and respect the whole school community.</li> <li>◆ value and follow school and class rules and accept consequences for their own behaviour.</li> <li>◆ exhibit respectful, courteous and honest behaviour.</li> </ul>
<p>Staff have the right to:</p> <ul style="list-style-type: none"> <li>◆ teach in a safe, non-disruptive, supportive environment.</li> <li>◆ receive respect, courtesy and support from students, parents and school staff.</li> <li>◆ be involved in decision making.</li> <li>◆ constructive feedback.</li> </ul>	<p>Staff have the responsibility to:</p> <ul style="list-style-type: none"> <li>◆ provide a safe supportive environment conducive to learning.</li> <li>◆ promote and foster school rules and enforce consequences.</li> <li>◆ encourage and provide opportunity for children to develop to their full potential.</li> <li>◆ inform parents of their child’s progress and behaviour.</li> <li>◆ model respectful, courteous and honest behaviour.</li> <li>◆ ensure good organisation and planning.</li> </ul>
<p>Parents have the right to:</p> <ul style="list-style-type: none"> <li>◆ know that their children are learning in a safe supportive environment.</li> <li>◆ an appropriate education for their child.</li> <li>◆ be involved in school decision making.</li> <li>◆ be kept informed of their child’s progress and behaviour.</li> </ul>	<p>Parents have the responsibility to:</p> <ul style="list-style-type: none"> <li>◆ ensure that the physical and emotional condition of their child is conducive to learning.</li> <li>◆ provide children with appropriate equipment.</li> <li>◆ support policies and programs implemented in the school.</li> <li>◆ be involved in school decision making.</li> <li>◆ model respectful, courteous and honest behaviour.</li> </ul>

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# BMS Roles & Responsibilities

## Administration Team

- ◆ School-wide issues and strategies.
- ◆ Communicate with the school community.

## Individual Administration

- ◆ Manage daily issues for their learning team and other teams as required.
- ◆ Share management of individual children (eg. contracts, plans.)
- ◆ Psych appointment attendance
- ◆ Inform parents in accordance with policy.
- ◆ Support IBMP's
- ◆ Detention room duty.
- ◆ Maintain records – computer records, suspension, IBP children.
- ◆ BMS Manager – maintain systems (budget, rosters, reward days, Achievers Days, detention data.)
- ◆ Arrange parent, teacher, admin. conference after 3<sup>rd</sup> playground detention by a student in their team and as required.

## Teachers

- ◆ Social skills program as outlined in the Pastoral Care Plan within the School Development Plan
- ◆ IBMP formulate and implement and record on Share Drive
- ◆ Reward system (classroom).
- ◆ Collaborate with year level teachers
- ◆ Keep parents informed in accordance with policy.
- ◆ Attend psych meetings.
- ◆ Attend administration/parent conferences.
- ◆ Duty – playground or detention room.
- ◆ Carry out school BMIS policy: - playground.  
- classroom.

\* Specialist teachers manage BMIS and collaborate with teachers at their discretion within parameters outlined above.

## RIVERSIDE PRIMARY SCHOOLS

# The Golden Rules of Behaviour Management

Staff should:

- Have clear statements of whole school and classroom rules and the consequences of their infringement and teach children the behaviour you expect.
- Set consistent and achievable standards.
- Promote a positive working environment. Give consideration to student seating and classroom arrangement.
- Prepare each learning session thoroughly. They must:
  - *know what they wish to achieve;*
  - *know their content;*
  - *have prepared the necessary resources; and*
  - *be punctual.*
- During the lesson:
  - *give clear instructions;*
  - *teach at the students' level;*
  - *choose carefully the time for the lesson and its duration;*
  - *use motivation techniques;*
  - *cater for a variety of interest; and*
  - *be flexible and adaptable in approach.*
- Use positive reinforcement for appropriate behaviour. Note that:
  - *positive incentives must be earned rather than just given;*
  - *verbal encouragement should be the most used incentive;*
  - *a variety of positive incentives should be used – change incentives regularly to maintain enthusiasm, visual rewards for class, group and individual;*
  - *desired behaviour should be rewarded; and*
  - *every child should be given the opportunity to earn and receive genuine and deserved acknowledgment of their worth.*
- Be alert to disruptive students and be prepared to use the school behaviour management plan to counteract inappropriate behaviour.
- Devise and implement Individual Behaviour Management Plans (IBMPs) when necessary.
- Adopt a team approach for difficult children.

*The overall aim of these behaviour management practices is to ensure the establishment of high quality positive relationships between staff and students.*

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## **Incentives and Procedures to Create a Positive School Environment and Assist in Student Behaviour Management**

Riverside PS promotes a positive and supportive environment with a comprehensive pastoral care / social skills program implemented across the school. A range of activities, procedures, initiatives and incentives are in place or are being developed and these include:

### ▪ **Whole School**

1. Making the school environment more attractive by planting trees, adding park benches, increasing playground equipment.
2. The election by the students of councillors from Year 4 to 7 including Head Boy and Girl. Weekly meetings of this group give suggestions and promotions for the school. Faction Captains are also acknowledged.
3. Student of the Week Certificate and photo for children judged by classmates to be caring and considerate.
4. End of Semester Reward Day for eligible children who have behaved appropriately in the playground and classroom.
5. Interactive days involving staff, parents and children (eg. Red Faces, Staff/students games, athletic challenges at faction carnival).
6. Incursions and visiting performers several times throughout the year.
7. Honour Certificates awarded at each assembly and Academic Achievement Certificate awarded at the end of each term. Children's names are published in the newsletter. At end of year assemblies book prizes are presented by special guests and classroom teachers for Academic Achievement and also Endeavour.
8. A weekly newsletter promoting school activities success and school community members (students, staff and parents) who have made a contribution to the school.
9. Press releases in the local newspapers giving details of activities happening at school.
10. A school web site which can be accessed on the internet showing aspects of school life and curriculum programs.
11. Sporting trophies, stickers and certificates including trophies of endeavour at our faction athletics carnival.
12. Interschool sporting participation and promotion in a range of sports.
13. Participation by our students in musical presentations at school assemblies and in the community as opportunities arise.
14. A close association with outside sporting groups involving our children whereby assistance and promotion is offered.
15. Honour Boards in the office for Head Boy/Girl and Dux.
16. Photo albums in the library for community access. Assemblies are also videoed by students and the tape is available for borrowing by parents.
17. Bears Club certificates, prizes and incentives for reading books.
18. Praise and recognition given over the P.A. and at school assemblies.
19. Sports equipment provided for each class.
20. Promotion and reinforcement of school rules and values over the P.A. and at Monday team meetings with a 'Rule of the Week' and 'Value of the Week'.
22. Whole school theme weeks or promotions (eg. fundraising 'Jeans for Genes Day', 'Fruit and Veg Week', Bookweek).
23. Assembly items by classes.
24. A teacher allocated to promote and organise games during some playtime sessions.
25. Letters and certificates of appreciation given to members of the school

- community (students, staff and parents).
26. A strong P & C who regularly use the school for meetings. A commitment to school uniform and neat and tidy dress standards.
  27. Stickers for good manners when displayed to the office and canteen staff. Weekly draws of a reward posted at the canteen for children receiving a raffle ticket for good manners.
  28. A weekly draw of 8 raffle tickets (2 per faction) to reward children for good manners and behaviour in the playground and classroom. Raffle tickets are provided for playground duty teachers and classroom teachers.
  29. A faction reward system whereby members of the leading faction at the end of the term each receive an icypole. A faction score board is displayed.
  30. Display of children's school work at community centres.
  31. An open evening involving a learning journey for children to show their school work to parents.
  32. Use of the library by children at lunchtime for activities and by community members before and after school.
  33. Collaborative projects and initiatives with ESC.

### **Classroom**

1. Classroom reward systems, which promote good manners, behaviour and work ethics.
2. Displays of children's work in the community (eg. art/craft, technology).
3. Excursions and camp for Year 7's.
4. Buddy class activities where different grades collaborate.
5. Uniform, tidy bags, library and PE awards presented at assembly to worthy classes in these areas.
6. Appropriate behaviour systems run by specialist teachers.
7. ESC Principal gives awards at assembly to children who have aided and contributed with ESC students.
8. Display of children's school work and assignments in the classroom as well as the office. The library has regular displays of children's work, activities and photos.
9. Children with good work can show this to the Principal and Deputies.
10. The graduating class of year sevens have an end of year graduation assembly, luncheon and social activity.
11. Year seven students are to have a special distinguishing T-shirt.
12. Year seven students are given training in peer mediation so they can assist with conflict resolution in the playground.
13. Parent helpers in the classroom and on excursions.
14. Special invitation and visits by parents to classrooms.
15. Community service activities as suggested in the Lions – Skills for Growing Program eg litter clean-ups, maintenance of an area of the school, Nature Reserve regeneration, tree planting.

## **Procedure for Behaviour Management of Kindergarten and Pre Primary Students**



1. **Proximity Praise/Reward:**  
Where a student is misbehaving;
  - praise at least one other student who is in close proximity for behaving appropriately;
  - praise the misbehaving student immediately they do something appropriate;
  - prompt or redirect the student to return to the appropriate behaviour;
  - check that the student can cope with the activity;
  - quietly enquire as to the reason for the misbehaviour.
2. **Rule Reminder:**  
Referral to class rules.  
Reinforcement or questioning of class rules and helping children to find solutions.
3. **Warnings:**  
Verbal reminders and warnings in relation to classroom procedures. Stating the problem and clearly stating required behaviour and related consequences if behaviour continues.
4. **Related consequence:**  
If the behaviour continues the discussed consequence will be followed through with ; e.g. redirection to another activity.
5. **Isolation in Class (Time-Out):**  
Further infractions of class rules or serious infractions leads to a student being isolated from other students'/teachers' attention in the classroom or a designated outdoor area for an appropriate period of time.  
Teachers will notify parents if unsatisfactory behaviour is repeated or is serious.
6. **Referral:**  
The student is referred to a Deputy Principal or the Principal for counselling.
7. **Meeting:**  
A meeting is arranged for the teacher, parent, and a member of the administration and school psychologist, if deemed necessary to consider ways of modifying the students' behaviour.
8. **Home Detention:**  
Parents are advised by the Principal that their child cannot attend the session the following day or part of the day. This action is only for extreme cases.

## **Procedure for Behaviour Management of Year 1-7**

### ***Classroom***

**Note that this process is designed for normal classroom practice. Children who are constantly in trouble should be dealt with through an Individual Behaviour Plan.**

**It's important to follow-up with DOTT providers to ensure consistency with classroom practice. Make sure that you have informed them of any students on IBP's and they are aware of the daily behaviour of your students.**

1. *Warning. Remember the little things like;*

- Proximity
- Expression
- Mention the behaviour

2. *Warning Two*

3. *Calm Desk*

- Withdraw the student to a quiet place in the room to reflect on his/her behaviour. (Chart.)
- When the child is settled discuss the behaviour and set the boundaries.

4. *Partner Class*

- If the behaviour continues in your class withdraw the student to a partner class. Make sure that the child has appropriate work so as to limit the impact on the supervising teacher and that you have sent the Student Behaviour Form with the student.
- Maximum of 30 minutes unless otherwise negotiated.
- Notification of the action needs to be made to the parents either by phone or in writing by the teacher.
- Notification of the incident needs to be made to the Deputies by forwarding the administration copy of the Student Behaviour Form.
- You may wish to have a return to class agreement form for the child to re-enter the class.

5(A) *Detention*

- This action needs to be preceded by the above steps.
- Parents will be notified of this action by the class teacher in consultation with the Deputies. A detailed summary of behaviours leading to this action needs to be recorded.
- It should be noted that a child can be dropped down to this step for;
  - Abuse of a teacher
  - Pushing or striking another student
  - Defiantly ignoring direct instructions
  - Demonstrating unsafe behaviour that is likely to injure another
  - Persistent and intentional disruption of the class learning program
  - After three detentions the student attends the office to work for a full day or completes a series of three detentions.
  - Alternately once the child receives his/her third detention it can be completed after school for 1 hour. This must be done in consultation with the deputies, teacher and must be completed with the **prior notification and agreement of the parent**. If the parent does not agree the child will complete a series of 3 detentions at lunch time. The third detention will comprise the first one of these.

6. *Withdraw to office*

- Please send work.
- The child will complete work in the office under the supervision of the Deputy.
- This is short term with the child attending the office for a negotiated period.

- (Usually one day.)
- When a child is withdrawn to the office they have a separate recess and lunch break. This includes one detention.
  - Parent is notified by Deputy.

#### *7. Suspension*

- This process can only be carried out by the Principal.
- The student must be given procedural fairness.
- Documentation on the student must be available including any history relevant to the child.

#### **Associated Social Programs**

Peel Youth Program  
School Chaplin  
Peer Mediation  
Mentoring Program  
Table Tennis  
Indigenous PEAC  
Lunch time sport  
AIEO available lunch time and recess  
Lunch time clubs

## **RIVERSIDE PRIMARY SCHOOLS**

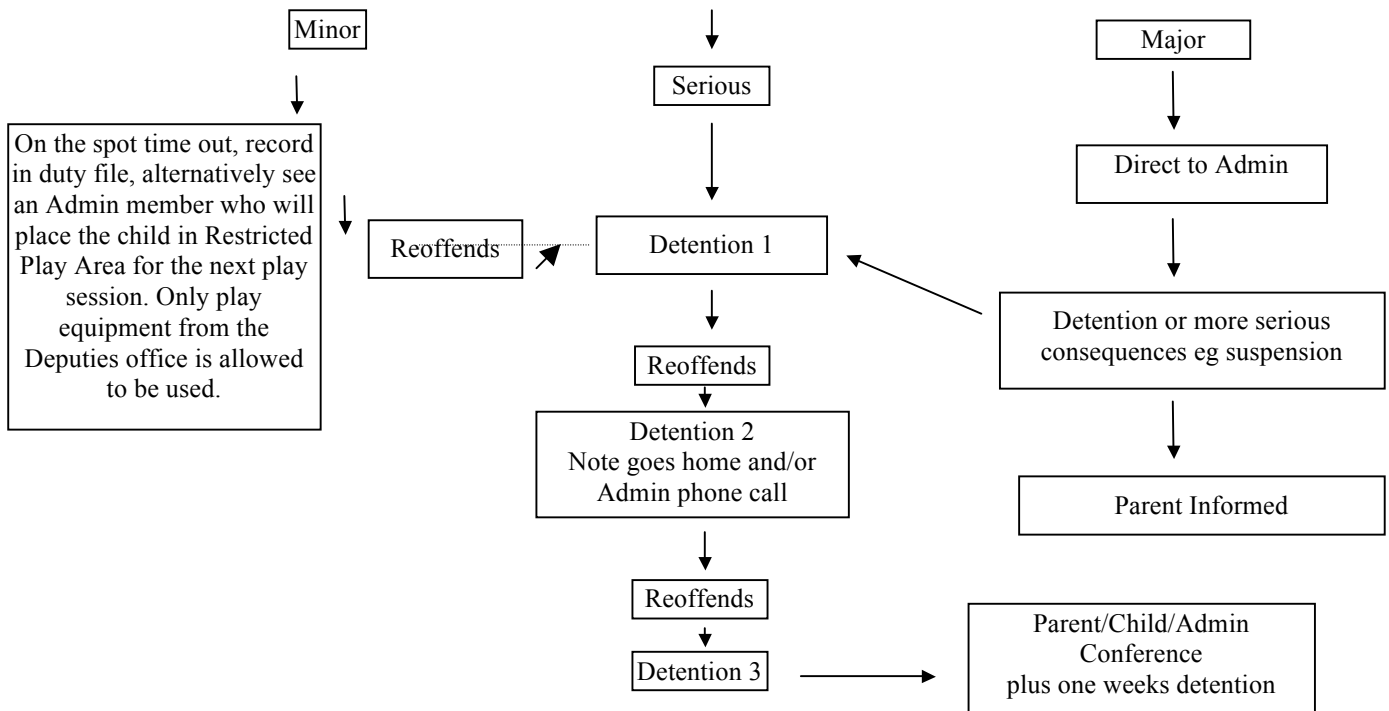
### **Procedure for Behaviour Management of Year 1-7**

#### ***Classroom Notes***

1. For students who don't respond to the standard process specific Individual Behaviour Management Plans (IBMP) need to be devised by the classroom teacher and this can be with assistance from a member of the administration team and/or school psychologist. Copies of the plan will be given to all relevant parties and kept on file in the office. Teachers should bring to the attention of the administration member a student who has ongoing behaviour problems and is not responding to the standard policy.
2. The student should be given a 'fresh start' each day. Serious offences will result in students jumping the sequence, administration being notified and/or parent contact being made.
3. Good behaviour should be rewarded, eg. Certificates at cluster/full school assemblies, raffle tickets for faction points/icy pole draw, eligibility for end of term 'reward day' and class excursions. Parents can also be contacted when a student deserves praise.
4. Other consequences of continued in-appropriate behaviour include not participating in excursions, sporting activities, socials, camps etc. Teachers need to liaise with other staff in some cases eg. P.E. Specialist. The child and the parents should be informed of the possibility of this happening, so there is a chance of poor behaviour being rectified. It would be appropriate for the child to 'earn back' a lost privilege by showing the necessary improvement in behaviour.
5. End of term 'Reward Day': A student is ineligible for the end of term 'Reward Day' when they have 3 detentions. However, four weeks of good behaviour allows a child to erase one detention. The teacher can exclude a student from participating if classroom behaviour has been unsatisfactory. Any student who is suspended forfeits their participation in the 'Reward Day' for that term.
6. For serious breaches of school rules a student can be sent to the office accompanied by the classroom teacher or with documentation (blue note) giving an outline of the misdemeanour. A member of the administration will then decide on a consequence and note details on the BMIS records. Parent contact may be necessary at this time.
7. Specialist Teachers - The same rules and consequences apply but it is necessary that there be good communication between the specialist and the classroom teacher.
8. Relief Teachers - A copy of the BMIS Policy should be made available for relief teachers and explained to them where necessary.
9. Records - Teachers are to have anecdotal records compiled on children who misbehave. Detention slips and parent contact should be added to their records. Also behaviour management strategies and psych contact should be included.

**RIVERSIDE PRIMARY SCHOOLS 2011  
Playground Discipline Procedure**

Misbehaviour



### Notes On Playground Discipline

- Duty teachers to carry the duty bags which contain: detention slips, raffle tickets, minor offences sheet.
  - **Minor Offences** (see over for examples) Teachers have a range of options.
    - a. On-the-spot time out - children sit in an appropriate place for a period of time at the duty teacher's discretion.
    - b. Walk with the duty teacher.
    - c. Apologise
    - d. Littering - place on litter duty
    - e. Banned from that particular play area for the remainder of the session.
    - f. Minor offences can be recorded in the duty files and admin. members will follow-up these and give consequences such as playground restriction or detention for repeat offenders.
  - **Detention** The teacher on duty fills out the detention form and takes it to the detention room with the child or if it is for the next day places it in the detention box (in the Deputy's Office). The detention duty teacher records the offence in the detention record book and passes the ticked form on to the class teacher for filing. When a child has a **second offence** for the term parent contact is made by admin or the child's teacher. A student is ineligible for the end of term **'Reward Day'** when they have 3 detentions. However, four weeks of good behaviour allows a child to erase one detention. The teacher can exclude a student from participating if classroom behaviour has been unsatisfactory. Any student who is suspended forfeits their participation in the 'Reward Day' for that term. However, four weeks of good behaviour allows a child to erase one detention. A **third offence** means 3 days detention and a parent/teacher/administration conference (Admin to arrange this). Detention commences at 12:45 pm each day and finishes at 1:05 pm.
10. Staff ensure that all students are well versed in school, playground rules - through:
    - a) frequent classroom discussion.
    - b) assemblies/updates
  11. Some matters will need to be reported to the Principal/Deputies as more serious punishment may be necessary
  12. HATS - children need to wear a hat to play in the sun. If they break the rule they sit out in a shaded area immediately and their name is recorded on a form in the staffroom. They attend a Sun Protection lesson run by a staff member on Friday lunchtimes.

## **Positives**

- Raffle tickets - duty teachers to give out these in the playground to reward good behaviour and children write name on and place in the faction box.
- Councillors tally and display the faction scores.
- Chart outside Library recording updated scores.
- At the end of each term the children in the winning faction will receive an icy pole
- An end of term 'Reward Day' for eligible students

*Child commences each term with a clean slate.*

## **Serious Offences**

- Requiring detention or more serious consequences.
- Physical aggression where a child is hurt (can include kicking, punching or throwing objects with the intent to hurt).
- Physical aggression towards a staff member.
- Non-compliance with teacher directions.
- Disrespect towards staff.
- Verbal/written abuse of staff/students.
- Graffiti on buildings, school property. (plus clean-up or restitution)
- Deliberately breaking school or student property including trees/shrubs. (plus community service or restitution)
- Stealing school or student property. (plus restitution)
- Accessing inappropriate web sites.
- Bullying, where other strategies such as the Method of Shared Concern or No Blame are not successful. (see Bullying Prevention Policy)

## **Minor Offences examples**

- running on verandahs
- playing in out of bounds area
- on wrong equipment
- in building without supervision
- playing in incorrect areas
- riding bikes within school grounds
- loitering near bike racks
- repeat offence requires detention

## Guidelines For Isolation

The placement of students in isolation will be authorised by the Principal or Deputy Principals in consultation with the classroom teacher as one of a number of available counselling and behaviour management measures in dealing with students with disruptive behaviour. Isolation will be for a period of time beginning at 10 minutes and extending for longer as deemed necessary.

Details of a student's unacceptable behaviour will be documented and the child will be isolated. Contact will be made with parents to discuss the student's behaviour.

An isolation area will be set up in the office where the student will be provided with appropriate work after consultation with the teacher. Work is to be from the pupil's normal learning program at a level that the pupil can carry out without explanation or assistance.

Pupils in isolation are under the general supervision of a member of the administration team.

## Guidelines For Suspension

The Principal or a Deputy Principal may authorise the suspension of pupils in cases of either repeated misbehaviour or of serious misbehaviour.

Parents will be contacted and notified before a decision of suspension is made, except in exceptional circumstances.

The following documentation will be completed when a child is suspended.

A copy of the reason for suspension and the duration of suspension will be forwarded to:

- i. The child;*
- ii. The parent or guardian;*
- iii. A copy on file.*

RIVERSIDE PRIMARY SCHOOLS

# School Rules

1. On paving areas - walk, don't run.
2. Bicycles, scooters, skating equipment to be walked through the school grounds
3. Only enter classrooms if a teacher is present
4. Use the toilets appropriately – they are not play areas
5. Use the toilets assigned to your year group
6. Hats to be worn when in the sun
7. Car parks are out of bounds
8. Play safely with no tackling or rough games
9. Use acceptable language and be polite when speaking
10. Eat food only in designated areas
11. No eating on the oval or basketball courts
12. Icy poles, yoghurt and packet food purchased from the canteen to be eaten in the undercover area
13. Drinking fountains to be used appropriately
14. School grounds are out of bounds before and after school hours
15. Students line up in their designated areas after recess and lunch
16. No ball, skipping and running games to be played in the undercover area
17. No soccer balls or footballs to be kicked before school or near buildings
18. The oval and play equipment is out of bounds for playing before school
19. Respect other people's personal space – keep your hands and feet to yourself
20. Respect property and use equipment safely