

# RIVERSIDE PRIMARY SCHOOLS



## BMIS Policy October 2019

# **RIVERSIDE PRIMARY SCHOOLS**

## **Vision Statement:**

Riverside Primary School is a collaborative and inclusive community that nurtures and inspires personal growth. Where all children can reach their full potential and contribute to the community. At Riverside we provide a supportive learning environment that fosters creative, mutually respectful and responsible, independent thinkers, who can determine their own futures.

## **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 by all students, parents and staff so as to maintain a positive environment.
- grounds and building should be kept neat and tidy.
- health and safety practices should be followed.

## **Positive Behaviour Support:**

Riverside Primary is currently in the early stages of implementing a PBS system of behaviour management. The school is moving towards this model over the next 2-3 years. Currently we have provided professional development to the PBS team and also began to review our policies and general approach to behaviour management to align it with this model.

Currently teachers are expected to:

- Refer students to the school Matrix when an expectation is not met
- Explain why the expectation is important when reminding the student expected behaviour
- Attend Monday whole school meetings which reinforce our values of Respect, Responsibility and Aspire
- Complete three short lesson on our whole school foci expectations for the week

# Rights and Responsibilities

<p><b>Students have the right to:</b></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><b>Staff have the right to:</b></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><b>Staff have the responsibility to:</b></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><b>Parents have the right to:</b></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><b>Parents have the responsibility to:</b></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>

# BMS Roles & Responsibilities

## Administration Team

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

## Individual Administration

- ◆ Manage daily issues as they arise.
- ◆ Share management of individual children (e.g. contracts, plans.)
- ◆ Psych appointment attendance
- ◆ Inform parents in accordance with policy.
- ◆ Support IBP's
- ◆ Detention room duty.
- ◆ Maintain records – computer records, suspension, IBP children.
- ◆ BMS Manager – maintain systems (budget, rosters, reward days, Advanced Standing Days, detention data.)
- ◆ Arrange parent, teacher, and administrator conference as required.

## Teachers

- ◆ Social skills program as outlined in the PATHs plan within the School Development Plan.
- ◆ IBP formulate and implement and record on Share Drive.
- ◆ Reward system to be aligned with PBS.
- ◆ Collaborate with other staff ensure important information that may affect student behaviour is known to others.
- ◆ Keep parents informed in accordance with policy.
- ◆ Attend psych meetings.
- ◆ Attend administration/parent conferences.
- ◆ Duty – playground or detention room.
- ◆ Apply out the school BMIS and PBS policy for student classroom.

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

# 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 made the necessary learning adjustment as needed; 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 such as class money, group points and Class Dojo points 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 students and parents.*

## **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 6 including Head Boy and Girl. Weekly meetings of this group give suggestions and promotions for the school. Faction Captains are also acknowledged.
3. End of semester Good Standing reward for eligible children who have behaved appropriately in the playground and classroom. This will be for students who have achieved Advanced Standing. (see Good Standing Policy.)
4. Interactive days involving staff, parents and children (e.g. Red Faces, Staff/students games, athletic challenges at faction carnival).
5. Incursions and visiting performers several times throughout the year.
6. 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.
7. A weekly newsletter promoting school activities success and school community members (students, staff and parents) who have made a contribution to the school.
8. Press releases in the local newspapers giving details of activities happening at school.
9. A school web site which can be accessed on the internet showing aspects of school life and curriculum programs.
10. Sporting trophies, stickers and certificates including trophies of endeavour at our faction athletics carnival.
11. Interschool sporting participation and promotion in a range of sports.
12. Participation by our students in musical presentations at school assemblies and in the community as opportunities arise.
13. Honour Boards in the office for Head Boy/Girl and Dux.
14. Photo albums in the library for community access. Assemblies are also videoed by students and the tape is available for borrowing by parents.
15. Incentives for participating in school reading programs.
16. Praise and recognition given over the P.A. and at school assemblies.
17. Sports equipment provided for each class.
18. 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'.
19. Whole school theme weeks or promotions (e.g. fundraising 'Jeans for Genes Day', 'Fruit and Veg Week', Bookweek).
20. Assembly items by classes.
21. Letters and certificates of appreciation given to members of the school community (students, staff and parents).
22. A strong P & C who regularly use the school for meetings. A commitment to school uniform and neat and tidy dress standards.
23. Display of children's school work at community centres.

24. An open evening involving a learning journey for children to show their school work to parents.
25. Use of the library by children at lunchtime for activities and by community members before and after school
26. 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 (e.g. art/craft, technology).
3. Excursions and camp for Year 6'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 have an end of year graduation assembly and social activity.
11. Year six students are to have a special distinguishing T-shirt.
12. Year six 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 such as tree planting, litter clean-ups, maintenance of an area of the school.

# 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 1-6 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 reset 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 sending home the white copy of the Student Behaviour form.
- Notification of the incident needs to be made to the Deputies by forwarding the administration copy of the Student Behaviour Form. (Pink copy.)
- 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
  - Alternately once the child receives his/her third detention future detentions can be completed after school for 1 hour. This must be done in consultation with the deputies and teacher and must be completed with the **prior notification and agreement of the parent.** This needs to be included as a step as part of an IBP.

#### 6. *Withdraw to office*

- This step is for severe and continuous disruption of a lesson. A detailed account of behaviours needs to be recorded.
- 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.
- 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**

School Chaplin

Peer Mediation

Lunch time sport and clubs

AIEO available lunch time and recess

Lunch time clubs

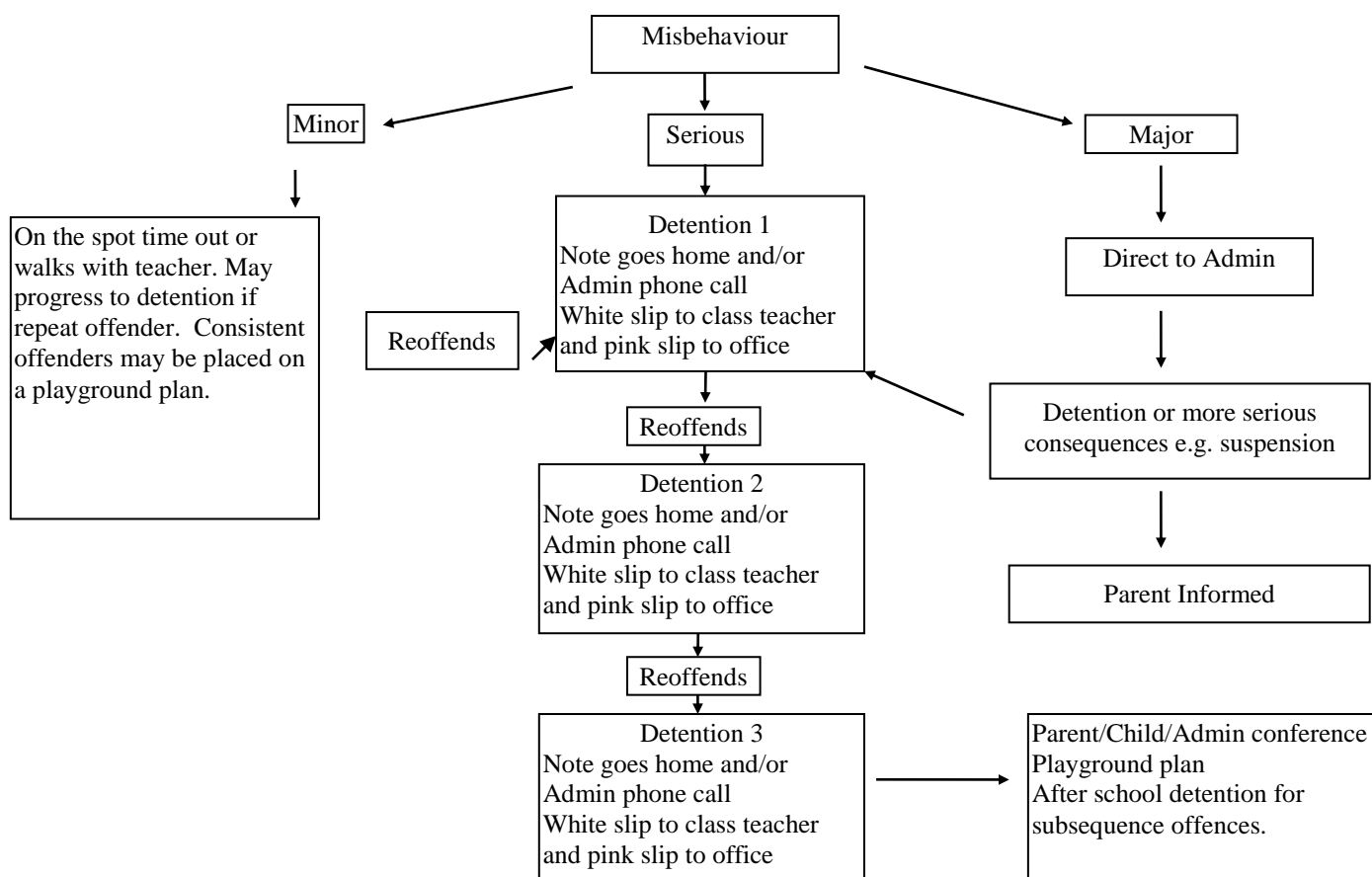
Rec-room activities

# Procedure for Behaviour Management of Year 1-6

Note that additional information is included in the Good Standing policy

1. For students who don't respond to the standard process specific Individual Behaviour Management Plans (IBP) must be devised by the classroom teacher. This can be with assistance from a member of the administration team and/or school psychologist.
2. Copies of the plan will be given to all relevant parties and kept on file in the office.
3. 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.
4. Each 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.
5. Good behaviour should be rewarded through the use of certificates at school assemblies, raffle tickets, and PBS rewards. Parents can also be contacted when a student deserves praise.
6. Another consequence of continued in-appropriate behaviour is loss of 'Good Standing' which means students are unable to participate in excursions. (See Good Standing Policy)
7. For serious breaches of school rules, a student can be sent to the office accompanied by the classroom teacher or with documentation 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.
8. Specialist Teachers - The same rules and consequences apply but it is necessary that there be good communication between the specialist and the classroom teacher.
9. Relief Teachers - A copy of the BMIS Policy should be made available for relief teachers and explained to them where necessary.
10. Records - Teachers are to have anecdotal records compiled on children who misbehave. Detention slips and parent contact should be added to these records. Also behaviour management strategies and psych contact, when appropriate, can be included.
11. Staff ensure that all students are well versed in school, playground expectations through:
  - a) frequent classroom discussion and explicit teaching
  - b) assemblies/updates
12. Some matters may need to be reported to the Principal/Deputies as more serious consequence may be necessary.

# Playground Discipline Procedure



## Notes on Playgrounds Discipline

- **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.

## 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.

## Positives

- Raffle tickets - duty teachers to give out these in the playground to reward good behaviour. When giving out tickets please be explicit about informing the student why you are rewarding them.
- Twice per term the winning faction will be given additional play time at the end of lunch.
- Class based "Good Standing" rewards for eligible students  
*Note that all children start the next term with a clean slate.*

## Serious Offences

Students can move directly to detention or suspension for serious offences as per the violence in school's policy. These include but are not limited to -

- Physical aggression where a child is hurt. (This can include kicking, punching or throwing objects with the intent to hurt others.)
- 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.
- Deliberately breaking school or student property including trees/shrubs.
- Stealing school or student property.
- Accessing inappropriate web sites.
- Bullying, where other strategies such as the Method of Shared Concern or the No Blame are unsuccessful. (see Bullying Prevention Policy)

## **Guidelines for Office Withdrawal**

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 Detention**

If a student is given a detention for poor behaviour, he/she will report to the office at lunchtime. While in detention the student is expected to complete a Think Sheet. This will then be discussed with the supervising deputy or teacher. The purpose of detention is to give the student the opportunity to learn about why they have failed to meet a school expectation and how to avoid repeating the mistake they have made. Supervising staff will need to be actively engaged with the students to help them complete any analysis of their behaviour.

## **Guidelines for Suspension**

Only the principal has authority in the school to make a decision to suspend a student. This authority cannot be passed to another member of staff, except to a school administrator in circumstances where the principal is unable to exercise the suspension. This delegation must be made in writing.



## PBS MATRIX October 2019

	Respect	Responsibility	Aspire
<b>Community</b>	1.1 We will treat others how we expect to be treated. 1.2 We respect our environment and community property. 1.3 We use good manners and speak respectfully.	2.1 We are responsible for our actions even when we make mistakes. 2.2 We will be a good role model. 2.3 We will wear the school uniform and represent the school with pride.	3.1 We will show the Riverside way in the community. 3.2 We will be the best version of ourselves.
<b>Learning Areas</b>	1.4 We use whole body listening. 1.5 We follow instructions. 1.6 We will raise our hand and wait patiently before speaking. 1.7 We walk quietly into class and around the school. 1.8 We will support each other in the learning community.	2.4 We will actively participate in our learning. 2.5 We will stop and think before we act so we make good choices. 2.6 We will be ready to learn.	3.3 We will try our best and ask for help if needed. 3.4 We will always complete our work.
<b>Break times</b>	1.9 We will stop and think before we act. 1.10 We will follow instructions. 1.11 We will speak kindly to others.	2.7 We will return to class promptly after the siren. 2.8 We will keep our hands and our feet to ourselves. 2.9 We share school equipment. 2.10 We will walk when inside the school fence. 2.11 We will wear school hats outside.	3.5 We will always display sportsmanship. 3.6 We will encourage others to participate.
<b>Toilets</b>	1.12 We will treat school property with respect and keep our school clean.	2.12 We will respect others privacy.	3.7 We will use correct hygiene.
<b>Before/After School</b>	1.13 We will leave the school grounds in a timely fashion.	2.13 We will arrive at school at a suitable time (8.30-8.50). 2.14 We will walk to enter or exit the school grounds. 2.15 We will do our home reading.	3.8 We will be punctual. 3.9 We will strive to attend school 100% of the time.