

Hamzakaine Armenian Educational and Cultural Society

## Nairi Chapter – Ryde NSW

# Toomanian School



# Behaviour Management Policy

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## 1 GENERAL

### 1.1 Introduction

This Behaviour Management Policy aims to encourage the development and maintenance of positive working relationships between all members of our school community as an integral part of all aspects of school life.

### 1.2 Beliefs

At Toomanian School we believe that:

1. All individuals are to be valued and treated with respect,
2. All individuals have rights and responsibilities with regards to their behaviour,
3. Self-esteem is crucial to the positive development of all individuals,
4. A commitment to pastoral care exists for both staff and students,
5. Positive relationships create a safe, harmonious and co-operative working environment,
6. The school's preferred behaviour management practices are meaningful and consistent,
7. Behaviour management is the responsibility of the whole school community.

### 1.3 Aims

At Toomanian School we aim to:

1. Ensure all individuals are valued and treated with respect,
2. Ensure the rights of all individuals are maintained,
3. Encourage all individuals to accept and act upon their responsibilities,
4. Enhance the self-esteem of all individuals through positive action,
5. Support all individuals when required,
6. Encourage and maintain positive relationships between all members of our school community,
7. Further develop the safe, harmonious and co-operative working environment that exists at school,
8. Ensure that the preferred behaviour management practices are meaningful and consistent throughout the school community.



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## 2 PREFERRED BEHAVIOUR MANAGEMENT PRACTICES

The objective of this policy is to achieve the stated aims by providing the procedures to ensure good practices in the areas of Prevention, Correction and Support. These three areas are cyclical and all three areas are covered by three factors - consistency, clear rules and fair treatment.

### 2.1 Prevention

Prevention involves building positives and avoiding negatives through the understanding of rights and responsibilities and the establishment of rules and routines.

Preferred practices are:

- All teachers will clarify the common rights, rules and responsibilities at the 'Classroom Management' level.
- The school's rights-responsibilities-rules-routines code forms the basis for all behaviour management.
- Actively promote, teach and support positive behaviour.

### 2.2 Correction

Correction involves dealing with negative behaviours by applying consequences both immediate and deferred.

Preferred practices are:

- Minimise unnecessary confrontation when managing students.
- Use positive corrective practice wherever possible.
- Keep the focus on primary behaviour. Avoid argument.
- Invite, model and expect respect.
- Utilise related and reasonable consequences.
- Have a clear, school-wide, agreement on the reasons for and use of time-out.

### 2.3 Support

Support involves supporting staff, students and parents through feedback as well as repairing and rebuilding relationships.

Preferred practices are:

- Build, promote and utilise a united approach to behaviour management.

These three areas are cyclical and all three areas are covered by three overriding factors:

- Consistency,
- Clear rules,
- Fair treatment.



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### 3 RIGHTS, RESPONSIBILITIES, RULES & ROUTINES

Through the development of an understanding of the rights and responsibilities of the members of our school community and the establishment of whole school rules and routines there exists a consistent and clear approach to behaviour management within the school as a whole.

The framework for establishing and maintaining classroom rights, responsibilities, rules and routines also provides a consistent and clear approach to managing behaviour, which enables the teacher and students to consider their own unique classroom situation and develop their own 'Classroom Management Plan' within the context of the whole school.

#### 3.1 Rights

A right is something an individual is entitled to.

At Toomanian School everybody has rights.

The rights of a student are:

- Feel safe at school,
- Learn to the best of their ability,
- Be treated with respect.

The rights of the staff are as below:

- Feel safe at school,
- Be able to teach,
- Be treated with respect.

The rights of parents are:

- Feel welcome at school,
- Be involved in their child/ren's education,
- Be treated with respect.

#### 3.2 Responsibilities

A responsibility is something for which one is responsible legally or morally obliged to take care of something or to carry out a duty.

At Toomanian School everybody has responsibilities.

The responsibilities of students, staff and parents as part of the school community are to respect the rights of others.

#### 3.3 Routines

To help everyone follow the rules, routines are set to provide a standard procedure with accepted expectations.

#### 3.4 Rules



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A rule is a statement of what can, must or should be done in a certain set of circumstances. To protect our rights and to encourage responsibility, we have rules for our classroom and for times we are out of class.

At Toomanian School it is expected that everyone follows the following rules:

**1. Teacher Direction**

- Do as the teacher says quickly.

**2. Communication Rule**

- Speak to others in a polite manner.

**3. Learning Rule**

- Co-operate with others
- To work without distracting others

**4. Movement Rule**

- Move carefully at all times.

**5. Treatment Rule**

- Treat others in a non-violent, non-physical way at all times.

**6. Safety Rule**

- Shoes must be worn at all times outside the classroom.

**7. Conflict Rule**

- Consider appropriate strategies when dealing with problems with others.
- Ask a teacher if you can't solve problems yourself.

**8. Property Rule**

- Ensure your property is in its appropriate place.
- Respect the property of others.

**9. Play Rule**

- Play within the specified boundaries.



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## 4 CONSEQUENCES

"Behavioural consequences are a link between rights and rules, and the corrective discipline when students have affected others' rights."

Rogers, B., Behaviour Management, pp90

Children learn that actions have consequences and that behaviour is a choice, a choice made by them, and both appropriate and inappropriate behaviour have consequences and they must accept the consequences of choosing particular behaviour.

The consequences need to be:

- Relative to rights,
- Relate to the behaviour concerned,
- Reasonable,
- Respectful of the dignity of the individual, and
- Have degrees of seriousness built in.

The effectiveness of a consequence is in the certainty that it will occur as an immediate or deferred consequence. Consequences and follow up need to be followed through by the teacher who approached the child about the behaviour, not only passed onto the classroom teacher.

Examples of logical consequences:

- If you push or shove in line to get ahead - you go to the end of the line.
- If you fail to put belongings away - the materials will be put in storage temporarily.
- If class assignments are unfinished - they become part of your homework.
- If you do messy work because you are careless - you must do it again.
- If you vandalise - you must make restitution: clean up the mess or pay towards repair.
- If you break someone's ruler - you replace it.
- If you harass another student - you apologise and lose the right to participate in the activity in progress.
- If you move inappropriately - go back and practise the correct movement.



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## 5 INAPPROPRIATE BEHAVIOURS

### 5.1 Physical Assault

Physical assault includes fighting, bullying and self-mutilation.

#### Management

- Teacher to assess the misbehaviour by considering the context, peer response, intensity, intention to hurt, self awareness, effects on others, etc.
- Stop activity causing concern,
- Support if necessary,
- Give/obtain medical assistance if required,
- Ensure separation of those involved.

#### Consequences

- Isolation (e.g. in class, in another class, office),
- Separation,
- ‘Time Out’,
- Loss of liberty and privileges.

### 5.2 Inappropriate Interpersonal Behaviours

Inappropriate interpersonal behaviours include swearing, threatening, verbal teasing, answering back, insolence, courtesy, passive resistance, refusals.

#### Management

- Teacher to assess the misbehaviour by considering the context, peer response, intensity, intention to hurt, self awareness, effects on others, etc.,
- Stop activity causing concern,
- Ensure separation of those involved,
- Support if necessary.

#### Consequences

- Isolation (e.g. in class, in another class, office),
- Separation,
- ‘Time Out’,
- Loss of liberty and privileges.

### 5.3 Property Issues

Property issues include school and personal property. These are:

- Destruction e.g. ripping another person’s books, kicking or breaking school property, vandalism.
- Defacement e.g. graffiti,



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- Breakages e.g. damage caused by impulsive or improper behaviour, lack of care,
- Stealing e.g. of money, food, equipment.

The above behaviours assume intent to destroy or spoil personal or school property.

### Management

- If a minor incident occurs, teachers will decide on the consequences and put them into effect.
- For major incidents refer to Principal.

### Consequences

- Replacement,
- Repair,
- Repay,
- Clean up,
- Legal action.

The offender should take responsibility to make amends for the behaviour, including written apologies where possible.

### **5.4 Drug use**

The use of tobacco or alcohol by students is banned on school premises. The use of any illegal substances is also banned on school premises. Use of any of these substances at Toomanian School is considered a major offence and any incident must be reported to the Principal immediately.



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## 6 Behaviour Management Plans

The role of these plans is to provide frameworks for effective behaviour management.

These plans are:

- Whole School Behaviour Management Plan
- Classroom Management Plan