

PASSFIELD PARK SCHOOL

My best is the best.

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BEHAVIOUR MANAGEMENT AND ANTI BULLYING POLICY

RATIONALE

Passfield Park School is a school for students with moderate to severe intellectual disabilities. Students may also have physical, emotional and behavioural disabilities.

Passfield Park School seeks to meet the individual needs of these students by establishing and maintaining a positive school climate that in turn allows all students to access quality educational programs.

We believe:

- There should be a clear focus on the provision of a happy and safe school. Everyone has the right to feel safe at school, learn to the best of their ability and be made to feel a valued member of their class and school community.
- It should be more rewarding to be good than to misbehave.
- Students should have access to resources to enable them to express their needs in acceptable ways.
- Students should respect the rights and needs of others.
- Teachers, parents and carers should work in partnership towards a common goal.
- Bullying must be taken seriously and is not acceptable in any form.

The school community expects:

- To be part of a safe and happy school environment, free from the fear of bullying, harassment and intimidation.
- Students will be well behaved in all settings.
- Parents and carers will support the school in managing student behaviour.

Staff will ensure:

- Behaviour management, communication and social skills are taught as an integral part of the curriculum.
- Parents and carers are involved in the development, implementation and evaluation of the school's behaviour management policy.
- Relevant expertise is sought to assist in the provision of quality individual behaviour management programs.
- Positive behaviour will be modeled, promoted, taught and supported.
- Parents are aware of the behaviour policy and individual plans.

GENERAL OUTCOMES

The students will:

- Know what is expected of them and others in the school community.
- Communicate needs in a socially acceptable manner in all settings.
- Have the opportunity to effectively integrate with their mainstream peers.
- Be rewarded for positive behaviour.
- Have equal access to staff attention.
- Be supervised by staff who work co-operatively and communicate effectively.
- Know and understand school rules.
- Be responsible for their own behaviour.
- Have the opportunity to integrate into other settings.
- Develop and use self control and self discipline.
- Promote and be part of a co-operative classroom and playground atmosphere.

PLAYGROUND OUTCOMES

The students will:

- Have access to programs to develop play, leisure and social skills;
- Use playground equipment in a safe and appropriate manner;
- Not physically hurt, intimidate, harass or humiliate others, nor endanger themselves, staff or visitors;
- Remain appropriately attired for the setting;
- Follow directions given by staff;
- Respect staff, visitors and other students;
- Play co-operatively, sharing equipment and taking turns;
- Respect school property;
- Make physical contact in a socially acceptable manner; and
- Follow playground rules.

CLASSROOM OUTCOMES

The students will:

- Establish and obey classroom rules;
- Follow directions;
- Move around the classroom in a safe manner, always respecting the personal space and property of others;
- Not use offensive language to any staff member, visitor or student;
- Remain on task during meaningful and achievable activities;
- Have pride in their work and achievements;
- Have access to structured and clearly defined routines; and
- Have the necessary equipment to participate in class programs.
- Not attempt to harass, humiliate, intimidate or dominate others.

COMMUNITY OUTCOMES

The students will:

- Use appropriate social skills for a community setting;
- Move in the community in a safe and appropriate manner;
- Remain with their groups as required and respect the role of supervising staff;
- Dress appropriately for the occasion;
- Identify people and places to seek assistance when necessary;
- Respond appropriately to greetings and farewells;
- Practise protective behaviours;
- Respect the environment and private property;
- Have access to individualized and/or group travel training programs;
- Travel in an appropriate manner.

PLAYGROUND BEHAVIOUR MANAGEMENT

Five playground rules have been established and are reinforced at the weekly flag assembly. Students are recognized for their playground behaviour through 'Playground Behaviour Awards'.

The rules are:

1. Be kind and friendly.
2. Play safely.
3. Listen, do as you are asked to do.
4. Use good manners.
5. Stay in your area.

The rules are restated to students whenever their behaviour is corrected in the playground.

PLAYGROUND INTERVENTION STRATEGIES

1. Restate playground rule and direct to appropriate activity.
2. If student continues to disregard playground rules, restate a second time with the warning '*that's 2*'. Tell student next warning will mean *red door*.
3. If behaviour continues, direct child to red door for five minutes.
4. If student refuses to comply, use 'count of 3' rule.
5. If student still refuses to comply, refer to executive or individual behaviour plan becomes effective.

CLASSROOM BEHAVIOUR MANAGEMENT PLAN

1. Establish up to five class rules in collaboration with students. The language is to be kept simple.
2. Augment rules with photograph, PCS and written language.
3. Actively teach rules in context and develop an appropriate reward system, remembering to keep it simple.
4. Use the 'three step' strategy as used in playground management.
5. Establish and clearly label an appropriate 'time out' area in the classroom.
6. A timer should be used so that a student is not 'timed out' for more than five minutes.
7. Establish a buddy class with the assistance of your supervisor.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

An individual behaviour management plan requires a team approach involving classroom teacher, supervisor, aide, parent and any other stakeholders.

1. Individual needs assessment – collect data identifying problem behaviours, frequency, environment, needs being met by the behaviour. (Use behaviour record chart, motivational assessment scale, observation by another person, video).
2. Develop a plan in consultation with all stakeholders, using Positive Intervention Plan Summary.
3. Document using Individual Behaviour Management plan. Inform all staff.
4. Implement program.
5. Apply consistently.
6. Organise support and continually evaluate.

RECORDING OF BEHAVIOUR INCIDENTS

- | | |
|--------|--|
| Form 1 | To be completed if student is sent to time out or referred to executive. |
| Form 2 | To be completed for violence towards staff or students. |
| Form 3 | To be completed for any of the 12 serious incidents listed on the form.
(Refer to Memorandum DN/05/00022) |

Passfield Park School BEHAVIOUR REPORT

452/Prof

Name of student: _____ Date: _____ Time: _____

Where:	<input type="checkbox"/> Classroom	<input type="checkbox"/> Playground
	<input type="checkbox"/> Community	<input type="checkbox"/> Other <i>(please specify)</i> _____
What:	<input type="checkbox"/> Violence towards staff	} <i>must complete</i>
	<input type="checkbox"/> Violence towards student	
	<input type="checkbox"/> Verbal abuse	
	<input type="checkbox"/> Persistent disobedience	
	<input type="checkbox"/> As part of Individual Behaviour Management Plan	
Action:	<input type="checkbox"/> Time out <i>(only if the student has an Individual Behaviour Management Plan)</i>	
	<input type="checkbox"/> Referred to executive	<input type="checkbox"/> In school suspension

Brief description of incident if necessary: _____

Signature: _____

Passfield Park School BEHAVIOUR REPORT

452/Prof

Name of student: _____ Date: _____ Time: _____

Where:	<input type="checkbox"/> Classroom	<input type="checkbox"/> Playground
	<input type="checkbox"/> Community	<input type="checkbox"/> Other <i>(please specify)</i> _____
What:	<input type="checkbox"/> Violence towards staff	} <i>must complete</i>
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Action:	<input type="checkbox"/> Time out <i>(only if the student has an Individual Behaviour Management Plan)</i>	
	<input type="checkbox"/> Referred to executive	<input type="checkbox"/> In school suspension

Brief description of incident if necessary: _____

Signature: _____

Passfield Park School
INCIDENT REPORT

Names of person/s involved in incident: _____

Date: _____ Time: _____

Nature of incident: _____

Brief details of Incident: *(include names, age, sex of all students involved and name of person making report)*

Action taken:

Parents/carers notified by phone*(please tick)*: Yes ☐ No ☐

Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

Department of Education and Communities

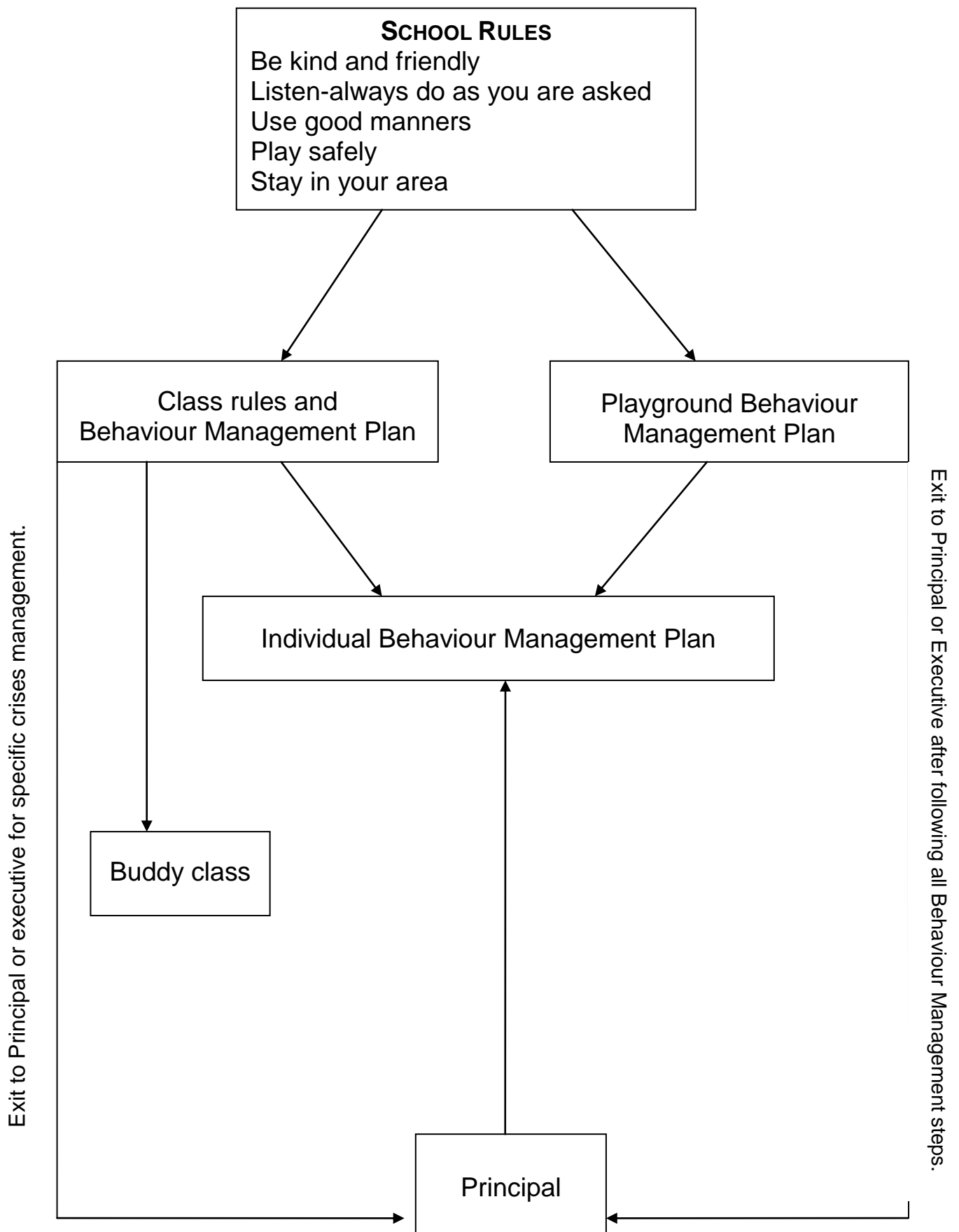
Issues in Schools

(Those which might seriously impact on the effective operation of schools)

School Name	
School Phone	
Principal	
District	
School Education Director & Phone	
Date of Issue	
Time of Issue	
Key issue¹	
Enter a brief description of the issue	
Describe action taken	

**When completed, this form should be sent as an attachment by
e-mail to School Education Director, Ingleburn District Office
Fax: 9203 9999**

BEHAVIOUR MANAGEMENT FLOW CHART



INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

DATE: _____

Rules to address these behaviours

<i>If</i>	<i>Then</i>

Signature: _____