

BEHAVIOUR MANAGEMENT POLICY

Updated	October 2016
Review date	October 2018

CONTEXT

Our school has developed a local code of behaviour that reflects the DECD Management of Student Behaviour Policy and the Anti-Bullying Action Plan. It is underpinned by the principles of natural justice and fairness and built around the school Values of:

- Respect
- Collaboration
- Compassion
- Quality and
- Success.

Based on our school values students are therefore expected to:

- Take responsibility for their own behaviour and accept consequences
- Behave respectfully towards others and property
- Behave with integrity
- Pursue goals which strive for personal excellence in all areas of school life
- Value the diversity, needs and abilities of everyone in the school and wider community
- Act in a caring manner towards themselves, others and their environment.

VISION

Our school will be a safe, success-oriented environment, free from harassment, where cooperation and positive interactions are encouraged, age-appropriate, people are valued and property is respected.

RATIONALE

- Students need support to develop acceptance of their responsibility for their own choices of behaviour
- School programs will be oriented towards success and students will be involved in leadership opportunities and participatory decision making processes
- Our school will encourage a climate of high expectations within a partnership of students, staff and families committed to developing responsible behaviour choices

CLASSROOM AGREEMENTS

All class teachers are expected to negotiate class rules with their students at the beginning of the year. These rules must be displayed in the classroom. Consequences for weak and strong choices/behaviour should also be negotiated.

Rules and consequences should be re-visited regularly and new students need to be inducted.

Prior to a consequence being given, teachers will use a variety of strategies (including eye contact,

hand or head movements, moving closer to the student etc.) to try to prevent the behaviour from continuing or escalating.

CLASSROOM BEHAVIOUR

Consequences for Appropriate Behaviour

- Awards can be given at assembly for up to two students per class
- Teachers can send students to the Office for recognition by leadership
- Free choice time – but should be used sparingly as it may have implications for official instruction time
- Praise of positive behaviour remains an important reinforcement

Consequences for Inappropriate Behaviour

Step 1- Rule Reminder

Step 2- Warning/Sad Chart

Step 3- Class Time Out

Step 4 – Buddy class

- Questions for use in Buddy Class (can also be used in the Classroom and Office); teacher to complete Buddy Class proforma; teacher to choose whether students: think about, write about or verbally answer questions:
 1. What happened?
 2. Did you make a strong choice or a weak choice? Why?
 3. Which School Value/s have you not followed? – *Respect, Collaboration, Compassion, Quality, Success*
 4. Looking back on what happened, how do you feel now?
 5. Do you think anyone got hurt or was upset by what you did?
Who and how were they hurt?
 6. What do you think you need to do to make things better?
- 3 visits to Buddy Class in a 5 week period (from first instance) require the teacher to arrange a meeting with parents/caregivers where strategies are developed and agreed upon.

Step 5 – Office Time Out

- 'Class Behaviour – Office Connection' form completed by teacher
- Student has a minimum 20 minute class exit in front office.
- A leadership member will counsel the student and discuss making strong choices in regards to their behaviour.
- Students will NOT be returned to class until they are calm and taking responsibility for their actions
- If students are required to stay in the office for an extended period of time, teachers will need to provide work for them to complete.
- Parent will be notified.

Step 6 – Take Home

- Parents/caregivers are contacted.
- Take Home is not a suspension; it is used to calm a child in a behavioural emergency.
- The situation occurs when a student is unwilling or unable to comply with reasonable directions from teachers and is endangering themselves, or other members of the school community, or is interfering with the learning or teaching rights of other members of the school community.
- There is no limit to the amount of times take-home can be used.

Step 7 – Internal Suspension

- ½ or 1 day internal suspension to be completed in the Office.
- Parents/caregivers are contacted.
- The student works in an isolated area away from their classmates.
- Students get a limited recess and lunch break which is separate from the rest of the school.
- Work needs to be allocated by the classroom teacher.
- If students are non-compliant, abusive or disruptive they are externally suspended.

Step 8 – External Suspension

- Parents/caregivers are contacted.
- Number of day/s determined by the severity and/or frequency of incident.
- A suspension advice letter is generated and presented to the parent/caregiver.
- Before returning to class students who have been suspended must attend a re-entry meeting between the student, parent/caregiver, a member of the leadership team and where possible the class teacher.
- At the re-entry meeting a Behaviour Management Plan for the student will be formulated.

Step 9 – Exclusion

Exclusion occurs when all other measures to change repeated inappropriate behaviour have been exhausted. Exclusion can be for a period of between four and ten weeks.

- A letter is sent to the parent/caregiver by the Principal requesting the parent/caregiver attend a meeting
 - At the meeting the Principal decides whether or not to exclude the student
 - If the decision is to exclude an alternative program will be investigated. This may include - but is not restricted to – placement at a behavioural learning centre, placement at another school or home schooling.

Step 10 – Expulsion

Expulsion from the school (or from any DECD site) is at the extreme of the scale and is at the discretion of the Minister. The school would work with the Education Director and other appropriate personnel.

- **Please note teachers will use their professional judgement to gauge the severity of student behaviour and may miss steps if they deem it necessary.**

YARD BEHAVIOUR

Before/After School

Supervision in the yard begins at 8:35am. Prior to that time students need to be taken to OSHC for supervision. Students who are not with an adult must be in area 2 (hard play area) at the front of the school. The bell to begin the school day rings at 8.50am.

Recess and Lunch Times

- Teachers will take a yard duty bag, walkie talkie and wear a fluoro vest (according to the Sun Smart Policy) whilst on yard duty.
- Teachers on yard duty will actively supervise their whole area of responsibility.
- 'Yard Issues' form for inappropriate behaviour in the yard will be completed by the teacher
- At the end of a break time, teachers will ensure that children move to their classrooms.
- Supervision continues until the class teacher is present.
- Consequences for inappropriate behaviour will depend on whether it is moderate or severe in nature as per the following:

Moderate consequence: 10 minutes in a designated area or logical consequences i.e. picking up rubbish for littering	Severe Consequence: sent to admin with a pink slip.
Littering	Throwing dangerous items at people
Swearing	Going out of bounds
Playing in toilets	Swearing at others/verbal abuse
Climbing on trees	Vandalism / graffiti
Playing with objects in an inappropriate manner	Bystander behaviour
Low level teasing / putdowns	Sexually explicit language
Interfering with other people's games	Sexual harassment
Not respecting other people's equipment	Racial harassment
Play fighting	Refusing to follow adult instructions
Tackling	Bullying / harassing / intimidating
No hat	Refusing to go to 10 minute time out area
Riding bike on school grounds	Repeated moderate behaviours
Talking to someone on a 10 minute time out	Fighting

The above is a guide; as determined by leadership and depending on the severity/situation any behaviour may result in a more severe consequence than listed.

