

WALKERVILLE PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

CONTEXT

Our school has developed a local code of behaviour that reflects the spirit of the DECD Management of Student Behaviour Policy (1990) and the Anti Bullying Action Plan (2012). This is part of a framework that includes sexual/ racist harassment, student participation and OHSW. The principles of natural justice and fairness are paramount and are deemed to be embedded in this policy.

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

Classroom behaviour is managed through classroom agreements that are age appropriate for the students involved.

Classes are required to display these agreements prominently and spend time reinforcing them. Teachers should use strategies and language from Program Achieve and Restorative Justice principles, and encourage students to do the same.

At the start of each year teachers should negotiate class consequences for both appropriate and inappropriate behaviour. This is reinforced during the week 3 Anti-Bullying focus each term.

CONSEQUENCES

Appropriate behaviour

- Awards can be given at assembly for up to two students per class.
- Reward system can also be used, e.g. negotiated short time for sport, Resource Centre time, positive charts.
- Free choice time should be used sparingly as it may have implications for official instruction time.
- Praise of positive behaviour remains an important reinforcement.

Inappropriate behaviour

Consequential steps should be displayed in the classroom once negotiated at class meetings that include;

- REMINDER- caution.
- CLASS TIME OUT- short time away from others but within the class.
- BUDDY CLASS TIME OUT- short time in an age-appropriate classroom.
- OFFICE TIME OUT- longer time in the office, including counselling and a note sent home.
- SPECIAL MEASURES- when students do not respond to the above steps, further measures will be negotiated that involve the Principal.

Specialist teachers may negotiate a procedure with fewer steps due to the large number of students they teach during a school week.

Temporary Relieving Teacher's should reaffirm class consequences daily.

Students should accept responsibility for inappropriate behaviour, acknowledge poor choices made and verbalise what needs to change in their own behaviour. The consequential steps may be fast-tracked in serious situations.

OFFICE TIME OUT

When students are sent to the office for Time Out they should present a note detailing the nature of the inappropriate behaviour. Generally, students are not to be set work to complete during their stay in time out, but

may complete a focus sheet. This needs to be seen as a reflection time.

Office time out steps:

- Students go to reception acknowledging that they have office time out.
- Senior staff will provide counselling to the student. The focus will be upon the student's choices that led to time out and the student contracting to change.
- A proforma note is signed by senior staff and sent home via the teacher informing the parents. This note is to be signed by the parent and returned to the teacher.
- Details will be entered into the SBM folder for future reference with the data entered onto computer when time permits.

When office time outs are frequent, a meeting will be arranged with parents and senior staff.

If inappropriate behaviour persists, then class teacher and senior staff will consider:

- further parent contact
- behaviour contract
- involving behaviour support agency
- internal suspension
- take home or external suspension

DECD 'Suspension, Exclusion and Expulsion Policy (1996)' will form the basis of decisions taken by the Principal.

Senior staff absence.

On occasions where senior staff are absent from the office when behaviour intervention is required, there is a 'chain of responsibility' that operates. The order is Principal, APs, Co-ordinator, Teacher/Librarian, Teacher(s) having NIT.

YARD AGREEMENTS

Playground behaviour is managed through the use of yard agreements and rules.

Classes are required to display these rules and spend time reinforcing them. SRC will reinforce these agreements at assemblies.

- AWARDS given at assembly in exceptional situations.
- REWARDS (stickers) given for environmental care and are located in duty bags. Alternative forms of recognition may be more appropriate for senior students.

Inappropriate behaviour- consequences

- WHITE SLIPS will be given for behaviour that breaches our yard agreements.
- OFFICE ATTENDANCE is required where behaviour involves severe violence, sexual or racial harassment.
- RESTRICTED PLAY for students who receive white slips frequently.
- YARD WITHDRAWAL for students who choose to continue these behaviours.

Inappropriate behaviour- procedures

Counselling.

Counselling should occur at every step. There are occasions where a warning is a sufficient response, e.g. running across garden bed corner. Counselling with;

- Tell what happened (air time)
- What agreement have you broken?
- Why do we have that agreement?
- What needs to happen next?
- What should you have done?
- Reaffirm at the end of Time Out

White slip.

White slips should state name and class of student, date, nature of the inappropriate behaviour and consequence given.

Thinking time.

When given a white slip, the student should be placed at a spot or similar thinking area for a significant amount of recess or half lunch. The white slip will be put into the time out box immediately after the playtime.

Restricted play.

Frequent white slips will result in restricted play. The student will be counselled by senior staff and given a yard space for 5 days. Reporting to duty teachers for signatures is a feature of this restriction.

Yard Withdrawal.

For repeated or very severe inappropriate behaviour, removal from the yard will be a consequence. This will involve counselling and may involve meetings with parents. When this removal is used, the student will be given a short play time at other times and will need to contract to change before resumption.

RECORDING BEHAVIOUR

The 'Office Time Out' proforma should be used to describe the behaviour evidenced with the intended audience of the parent. Senior staff will counsel students and apply consequences.

A copy of the proforma will be sent home to parents to sign and return to the teacher.

The 'Yard Slip' is completed by the teacher and placed in the designated box in the staff room. The Deputy will record this information on EDSAS and make it available for review.

OUT OF SCHOOL HOURS CARE

The OSHC Co-ordinator will monitor and implement the OSHC Behaviour Code.

Inappropriate behaviour will be managed by a step system similar to that used in classes. White slips will be sent home to parents and their signed return expected.

For repeated and serious inappropriate behaviour, the OSHC Co-ordinator will refer the student with relevant documentation to the Principal/Deputy of WPS for action. This will result in parents being contacted and periods of exclusion from OSHC.

OCCUPATIONAL ASSAULT

A student may become violent towards other children, a staff member or themselves. When this occurs and staff feel powerless to defend themselves or adequately exercise their duty of care the following should be exercised;

- Contact the office by mobile phone or by emergency card to summon a senior staff member who will attend immediately.
- Remove other students from the area.
- If need be, remove yourself and await the assistance of senior staff.
- Senior staff will notify parents and require them to take the student home
- Senior staff may require a Police Report be done.
- A re-entry meeting will be conducted to negotiate a plan of action with the student, parents and relevant professional agency.

Referral for professional assessment to determine a more suitable educational setting may be considered.

SCHOOL CROSSING

Students who monitor and teachers who supervise crossings should report incidents to the Deputy. Generally, police will intervene after four cases involving the same driver. They will provide names and addresses and a proforma letter to be sent to the offender as a warning.

EMERGENCY

In the event of an emergency, teachers and yard duty teachers may send to the office;

- **RED CARD-medical or behaviour emergency**

Two students should be sent to ensure the message is received at the office.

EMPOWERMENT

Students should be encouraged to use strategies to empower, e.g.: "Stop that, I don't like it because..." They can then choose to tell an adult if the behaviour persists. Students should also focus on positive outcomes; for example:

- No matter what you do or say to me, I'm still a worthwhile person.
- Every person in the room has a right to space and time to learn.
- Treat others the way you would like them to treat you.

Helping children meet their needs;

SELF ESTEEM

- give assurance of care
- listen to them
- acknowledge personal experiences
- give positive feedback
- cater for friendship groups
- give responsibility, e.g. jobs, monitors

- encourage participation
- discussions on friendship
- model being fair, being honest

EMPOWERMENT

- give personal praise
- give responsibility to children
- encourage expression of opinions, ideas
- enable children to make choices
- have class meetings
- recognise special skills
- recognise small steps forward
- share special things from home
- peer Group and cross-age teaching
- recognise and value all contributions
- share leadership roles in class

FREEDOM

- participating in decision making
- accepting others' ideas
- classroom environment
- make choices responsibly

REVIEW PROCESS

The School Management Committee will ensure the Behaviour Management Policy is ratified annually with provision for comment. Consistency of applying the policy will be monitored by senior staff.

Newly appointed staff will be inducted into this policy by senior staff and supported by a buddy staff member.

To facilitate this policy, a staff member will take on the role of Student Representative Council co-ordinator and will be released to attend meetings.

May 2017