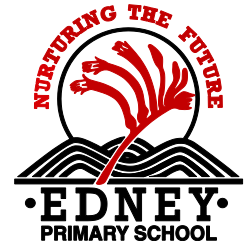


EDNEY PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY - SUMMARY



Edney Primary School expects high standards of behaviour from all in our school community.

Beliefs

- prevention is better than cure
- children need to learn to accept responsibility for their own actions
- all staff accept a shared responsibility for student behaviour management
- there needs to be a consistent staff approach to behaviour management
- consequences need to reflect the actions
- children need to understand that there is a certainty of consequence
- we as teachers can make a difference
- children will follow school rules
- students are best served when students, teachers and parents work in partnership
- teachers should model the behaviours they expect children to demonstrate

Code of Behaviour

Behaviour in all instances must be based on:
The Edney Way – RESPECT AND EXCELLENCE
“Edney Primary School is a ‘put down’ free zone.”

Everyone has the right to

- to feel safe and happy at school
- to learn to the best of their ability
- to be treated with respect and dignity

Everyone has the responsibility to

- treat others with respect and kindness
- obey rules
- help make school a safe and happy place to be
- take care of all property
- work and allow others to work without being bothered

Rules

- we care for our school environment
- we follow all teacher directions
- we treat each other with respect
- we behave safely

PARENTS HAVE THE RIGHT TO MEANINGFUL PARTICIPATION IN THEIR CHILD’S EDUCATION

Behaviour Management Process Classroom

1.

Positive Correction i.e. Verbal warnings, rule reminders, last to leave, cool off time, think spot etc] This process would be used on a daily basis, to encourage appropriate behaviours by all students.

2.

Time Out 1 - in the classroom and completion of "Classroom Values script 1" signed by the teacher and student. Follow up student/teacher conference later.

TIME OUT 2 [THIS COULD BE THE SAME DAY OR LATER IN THE TERM] - IN THE CLASSROOM OR BUDDY ROOM AND COMPLETION OF "CLASSROOM VALUES SCRIPT 2" SIGNED BY TEACHER, STUDENT, ADMIN AND PARENT.

4.

Time Out 3 - [i.e. on a subsequent occasion when time out is invoked] - in the buddy room or admin area and **completion of "Classroom Values Script 3" signed by teacher, student, admin and then parent.** Follow up student/teacher conference later and parent contact

Suspension In- School suspension in admin for a negotiated period followed by a compulsory case conference – teacher, student, parent and Admin. Teacher to contact Parent. If the unacceptable behaviour continues suspension may occur either in or out of school.

Each term children have a fresh start so that they can demonstrate a change of attitude and behaviour. All Classroom Values Scripts are returned to the class teacher for their own monitoring purposes and to facilitate student teacher discussion. Star students are to be those who have no more than one time out for the term [classroom or playground].

ASSUMPTIONS

Our primary focus is on positive reinforcement of appropriate behaviours

Teachers will commence each term by revisiting the school code of behaviour with focus on the 4 R's - Rights, Responsibilities, Rules and Routines

PREFERRED MANAGEMENT PRACTICES

Staff are committed to the use of the following practices to enhance the effectiveness of our policy:-

- use of the rights, responsibilities, rules and routines model as a basis for management of students
- a non confrontational focus through the use of conflict resolution
- emphasising behaviour as a choice
- utilising related consequences and follow up debriefing
- developing positive corrective styles
- promoting and supporting positive behaviour
- modelling expected courtesies
- utilising cool off time , dignified use of time out
- utilising wide collegial support
- regular discussion / review of school 4R'S and what they mean [with students]
- using consistent language patterns when discussing rule breaches
- use of co-operative learning strategies to encourage positive social behaviours

CLASSROOM DISCIPLINE PLANS

Each teacher will display the steps in the classroom discipline plan, which is consistent with the whole school approach [see school wide consequences] and is articulated to students and parents. The steps in this plan need to be discussed with children so they are understood, including positive and negative consequences. Specific classroom rules need to be negotiated with children to suit classroom contexts [i.e year seven as opposed to pre primary].

POSITIVES

[not an exhaustive list]

- classroom incentives in keeping with class plan
- encouragement
- merit awards
- Aussie of Month
- Sports, library, music, environmental awards
- whole school incursions/excursions

Behaviour Management Process Playground

1.

Positive Correction i.e. Verbal warnings, on the spot related consequences, [the duty teacher can use all the same management practices as they would in the classroom, i.e. rule reminders,

2.

Playground Time Out 1

A student who ignores warnings and doesn't respond to positive correction is given a time out slip to be taken to the break.

3.

Playground Time Out 2

A student referred to time out a second time in the term completes Playground Values Script 2. If the student is referred to time out a third time, the student is referred to the class teacher for direct

4.

Playground Time Out 3

A third and subsequent referrals result in extended time out periods or playground suspension for up to three days and the completion of

5.

In-school suspension or suspension from school.

Severe Clause: Severe behaviour breaches may cause the process to be shortened with the

Each term children have a fresh start so that they can demonstrate a change of attitude and behaviour. All reflection sheets are returned to the class teacher for their own monitoring purposes and to facilitate student teacher discussion as a means of providing collegiate support. Star students are to be those who have no more than one playground time out

TIME OUT ROOM

- LOCATED IN THE LIBRARY AND IS SUPERVISED BY DUTY TEACHER AT LUNCH

DUTY TEACHERS

- Ensure proximity and mobility
- Look for every opportunity to positively reinforce appropriate behaviour
- Use the time out strategy only after attempts at positive correction and logical alternative consequences have failed to stop inappropriate behaviour
- Respond to student concerns about personal safety and well-being
- Support each other by communicating issues of importance
- Investigate incidents that are referred to them by students in the playground
- Resolve disputes on the spot as far as possible

TIME OUT SUPERVISOR

- Issues appropriate Reflection Sheet
- Records student names in record log
- Debriefs with student about why they were sent to time out
- Returns reflection sheet to duty teacher for follow up and signing off before forwarding to deputy for recording. Forward to class teacher via pigeon hole.

CLASS TEACHER

- Supports colleagues by having follow up discussions with students about playground behaviour
- Regularly discusses school rules and their meanings
- Ensures parents receive copies of reflections sheets as appropriate and that they are returned signed
- Files copies of reflection sheets for future reference

ADMINISTRATION

- Impose higher-level sanctions when appropriate
- Update SIS / records daily
- Make parent contact when a case conference is required and facilitate meeting with stakeholders

GROUND MARKINGS

- Additional markings to be prepared to encourage focussed play through games and provide reminders about walking on paved areas.
- Designated markings for the purpose of short periods of isolation

Levels of Behaviour Interventions

Level of Behaviour	Examples	Consequence
<p>Level 1</p> <p>Behaviours which may not be deemed as intentional or those which are low on the level of seriousness</p>	<ul style="list-style-type: none"> • dropping or leaving rubbish • being in the sun without a hat • eating/drinking outside designated areas • wearing jewellery, inappropriate makeup • breaking classroom rules 	<ul style="list-style-type: none"> • verbal warnings • reminder of rules • Apply individual classroom management plan
<p>Level 2</p> <p>Behaviours which may impact negatively on individual or group esteem or safety</p>	<ul style="list-style-type: none"> • repeated behaviour from Level 1 • going out of bound areas • touching other peoples property • playing or behaving inappropriately or in an unsafe manner • running on verandahs or paths • playing in toilets • back chatting • repeated violation of classroom rules 	<ul style="list-style-type: none"> • cool off time • playground isolation • values script • classroom values script
<p>Level 3</p> <p>Behaviours which have the potential to cause physical or emotional harm to persons or property.</p>	<ul style="list-style-type: none"> • repeated behaviour from Level 2 • spitting, • swearing • hitting, kicking • verbal harassment • stealing • vandalising • play fighting • bullying-physical and verbal • repeated violation of classroom rules 	<ul style="list-style-type: none"> • values script • inform Administration • Buddy class /classroom values script 2 • Inform Admin “in-school” suspension considered-teacher /parent consultation
<p>Level 4</p> <p>Behaviours which are severe in nature and have had severe impact on persons or property</p>	<ul style="list-style-type: none"> • repeated behaviour from Level 3 • fighting • physical harassment • abuse/swearing at staff • bullying-physical and verbal • repeated violation of classroom rules 	<ul style="list-style-type: none"> • inform Admin negotiated suspension considered • inform Admin immediate suspension considered