



STUDENT BEHAVIOUR MANAGEMENT POLICY

INTRODUCTION

In an ideal world, Lake Wangary Primary School would not need a Student Behaviour Management policy. It would be a safe, supportive, caring, harmonious environment where everyone had respect for every one else's rights and feelings.

But this is the real world.

We acknowledge that all students need to be taught appropriate behaviour and that some students need more support than others to develop their own self discipline skills. Many students get led astray or they act without forward thinking. A very few students are not even interested in others rights.

We also acknowledge that the vast majority of students do not deserve to be penalised or disadvantaged by the few who choose to infringe on others rights or to disrupt their learning.

The following policy is a summary of our agreed methods and procedures for managing student behaviour.

It is based on the premise that everyone has the right to be treated with respect.

It is aimed at developing responsible behaviour in all students rather than concentrating on punishing inappropriate behaviour.

Classroom rules and consequences are negotiated with the students and are not teacher imposed laws. They are consistent across the school and are displayed in all classes.

Parents are made aware of expectations and are encouraged to become involved in the process. A copy of our Behaviour Code is provided to each family and copies of the full policy are available.

AIMS

At Lake Wangary Primary School, we aim to build an environment that ensures the safety of all and the provision of quality learning opportunities for children. We aim to develop harmonious interpersonal relationships amongst both children and adults and build a positive learning environment.

We aim to promote:

- * Self control and self discipline
- * Self confidence and a sense of self worth
- * Accountability for one's own behaviour
- * Respects for other's rights, including those of the teacher
- * Fair and honest treatment of one's self, peers and teachers
- * A cooperative classroom atmosphere

These aims are in accordance with the guidelines from the DECD

Initially, children need to understand notions of rights, responsibilities and respect.

RIGHTS - A right is never enjoyed automatically. It can only be enjoyed when it's implemented in conjunction with responsibility.

RESPONSIBILITY - Every child needs to take control of, and be responsible for, their own behaviour at an age appropriate level.

RESPECT - People's rights and property need to be respected. Everyone is worthy of respect.

To achieve these aims we have developed a series of guidelines that support our staff in reaching consistent, appropriate management of student behaviour. This involves three stages of action;

1. Preventative action: Action to prevent unnecessary disruptions.
2. Strategies for Corrective action: Action to correct problems when they arise.
3. Supportive action: Action to employ support procedures and processes.

PREVENTATIVE ACTION

Teachers are actively involved in preventative action through:

- Earning the respect of students by being fair and reasonable when sorting out their disputes.
- Teaching and encouraging the children to be courteous, honest, considerate of others and careful with the use of all school and personal property.
- Carefully explaining and implementing the school rules and classroom expectations
- Having an aesthetically pleasing room
- Having appropriate learning materials
- Having appropriate seating arrangements
- Planning interesting lessons
- Catering for individuals
- Having a clear SBM plan
- Having clear classroom rules understood by children and parents.

ENCOURAGING RESPONSIBLE BEHAVIOUR

It is vital that students displaying responsible behaviour are acknowledged for their efforts and encouraged to continue to do so. Ideally these students should receive more attention than those with inappropriate behaviour. Some strategies we use include:

- praise and attention from the teacher and peers
- good work stamps, stickers, certificates
- early minutes or bonus activity time
- team or individual points systems
- certificates
- classroom charts recording responsible behaviour
- special activities or lessons

DESIRED SCHOOL BEHAVIOUR (School Rules)

At LWPS there are six basic areas of rules.

These rules apply in all situations - class, yard, bus, excursion etc.

They are consistent across all classrooms.

The following are examples of school rules. However teachers and other staff have the authority to deem any behaviour unsafe or inappropriate as necessary.

SAFETY

- Use all equipment safely and as it is intended.
- Ensure all games are played safely.
- Only kick balls on the oval.
- Don't climb trees.
- Only use skateboards, roller blades etc with approval.

- Follow wet weather/sun safe/snake policies.
- Follow set bus rules.
- Don't throw any items except balls and beanbags and only in a safe area and a safe manner.

MOVEMENT

- Walking only in classrooms.
- Walking only around buildings.
- Appropriate, sensible movement at all times.
- Stay out of classrooms at recess and lunch times unless you have permission.
- Use the library only as a reading or quiet play area.
- Let the teacher know before you leave a room or area.
- Wait for your teacher or bus in lines in the designated area.
- Respect other people's personal space.
- Stay seated and facing the front on the bus.
- Follow class toilet rules. Avoid playing in and around toilets.
- Follow the set lunch eating procedures.
- Move quickly and quietly to and from classes.

COMMUNICATION

- Always speak politely to others even when you are upset.
- Listen to teacher's instructions and act upon them.
- Never swear or use inappropriate language.
- Respect other people's rights - avoid interrupting.
- Think before you speak.
- Appropriate body language and eye contact is expected.
- Use appropriate volume for the setting.
- Be thoughtful of others feelings – no put downs, racist, sexist comments.
- Speak positively to others.
- Follow the set computer/internet rules.

TREATMENT

- Be fair to others.
- Use your manners and be polite.
- Be friendly towards others.
- Respect other people's property (and the schools and your own).
- Share with others and cooperate with others.
- Respect others rights to their opinions.
- Play safely (no rough play).
- Return all equipment to the right place.
- Place all food scraps and litter in the bins.
- Take care of the gardens, trees and shrubs, fences, taps, buildings etc.
- Always tell the truth.

PROBLEM SOLVING

- Solve all problems non-violently and non-aggressively.
- Seek help if a problem is not solved easily.
- Try to sort out simple problems yourself.
- Think about what is important and what is trivial. Don't get upset about little things.
- Use "I statements" to remind people you are annoyed.
- Follow the school's grievance procedures.

LEARNING

- Try your hardest to do your best work at all times.

- Protect other people's rights to learn or work or teach without disruptions.
- Feel proud of what you have achieved and don't be ashamed to show others.
- Keep your work tidy.
Be punctual.
- Be organised.
- Work cooperatively in a group.
- Remember to listen when a teacher talks to you.

TEACHER'S STRATEGIES FOR CORRECTIVE ACTION

ESTABLISHING CLASSROOM RULES

Children will participate in establishing their classroom's interpretation of the rules. Logical and appropriate consequences for choosing to break each rule should be negotiated with them. Rules will be publicly displayed for easy referral in each classroom. Parents will be informed of the rules and consequences of the classroom.

APPLYING CONSEQUENCES

The consequence of unacceptable behaviour will be dealt with logically. This encourages students to be accountable for their behaviour and see that disruptive or unacceptable behaviour is accountable in terms of consequences.

1. Minor consequences to be used for minor issues. Examples being yard restrictions, litter, sweeping, apologies, written exercises.
2. Time out will be used for higher level or wilful persistence.
3. Time Out area will be in doors for comfort, weather and supervision reasons.
4. Time out means separation from peers.
5. Time Out to be completed properly. It will be done quietly with no noise or eating. Failure to do so will mean that the time recommences.
6. The student will only re-enter the yard or class when it is appropriate. If the student has not accepted responsibility for his/her behaviour then they are not ready to re-enter.
7. Rules of time out are to be negotiated with SRC and published.
8. Time Out will involve a period of counselling.
9. For more serious situations take home or internal suspensions will apply.
10. Formal suspension is the next step.

The consequences of responsible behaviour will also be discussed and displayed in each room
eg. If you show acceptable behaviour, you will be rewarded in ways such as:
Receiving a good report card
Participating in school camps and excursions and special days.
Having in-class special activities or incentives

PROCEDURE FOR MANAGING INAPPROPRIATE BEHAVIOUR

Inappropriate behaviour will be dealt with in the following way:

1. **Rule reminder** - Ask the child
 - What rule have you broken?
 - What should you have been doing?
 - What are the consequences of this behaviour?

In the event that the child is aggressive or refuses to cooperate, this step should be eliminated and the procedure should begin at step 2. A similar action occurs for more serious problems.

2. **Relocation or Minor Consequences** The student may be restricted to a set play area or class seat. Minor consequences such as written work, yard clean up etc may be applied.

3. The child should be placed in **Time Out** for an appropriate period. This could be another classroom or the agreed Time out area. The duration can be determined by the teacher involved. A suggested maximum for initial behaviour concerns is:

R-1 - 10 minutes

2-3 - 20 minutes

4-7 - 30 minutes

4. **Communicate** with the oncoming duty teacher. Notify the Principal only if appropriate.
5. For Time Out, **record** the name of the child, and the behaviour, on the "Behaviour Development Form" located in the staffroom pin up board.
6. **Counsel** the student regarding inappropriate behaviour and alternative behaviour.

Notes

- If time in Time Out is incomplete in any play period, the time must be completed in the next play time. This is the responsibility of the initiating teacher.
- The Time Out area is out of bounds to all other children.
- There is to be no eating, drinking or talking in Time out or the time recommences.
- If similar behaviour continues the time out period could be greater and possibly the Principal and/or parents involved.
- Time Out may be used for students who are catching up time for classroom behaviour problems.

RECORDING AND REPORTING

Rule reminders/warnings

Change seats/change yard areas

Minor consequences

In-class sit-out table

These consequences are for low level behaviour and do not need recording or reporting.

Community Service

e.g. weeding, sweeping etc

For medium-level behaviour. We keep the community service slips to monitor any emerging patterns. Reporting probably not required.

Yard Time Out

Buddy-class time out

Exit to Office

Serious, persistent or wilful behaviour. Records will be kept and parents informed via proforma.

Take Home

Internal Suspension

Formal Suspension

Exclusion

High level consequences. Principal and parents are required to meet prior to re-entry. Formal dept. records required.

- Some students may need more regular records kept as part of their Student Development Plans. Some parents may request more regular reporting of low level issues.
- Staff need to make a conscious effort to report the positives as well as negatives to reinforce behaviour changes.

- Time Out record book to be replaced with a secure date-base. Teachers to use timeout slips as previously and Principal to contact parents for higher levels. Date-base entries to be done regularly by Principal or delegated person.

Counselling / Re-entry

When a student re-enters the yard or class after a period of time out or removal from class, all teachers involved will counsel the student. Ask questions like:

- What rule did you break?
- What could you have done differently?
- Who do you need to apologise or make it up to?
- How can you repair the damage you've done?

Sometimes this may be done during or even before the period of time out and sometimes it may be asked several times.

There needs to be an acceptance of his/her behaviour by the student. If they do not accept the responsibility for their behaviour then they are not ready to re-enter.

Students who lie about behaviour will be counselled about, and receive consequences for both the initial incident and the lies.

Higher level consequences that involve the Principal will also involve the parents. Counselling will be done jointly. There will be an agreement for future behaviour or a behaviour management plan developed.

The aim of consequences is to ensure that the student understands what was wrong, the impact on others and possible alternatives for next time. This means counselling is essential

The following are a selection of strategies that should be used by teachers to correct inappropriate behaviour - either in the classroom or in the yard.

TACTICAL IGNORING

The purpose is to reinforce on-task behaviour. The teacher gives no attention for off-task behaviour.

SIMPLE DIRECTION

Use respectful language, accompanied by please and thankyou. Keep directions simple. Sometimes just a signal or a look can get the message across.

POSITIVE REINFORCEMENT

Pick up on-task behaviour and acknowledge it.

QUESTION AND FEEDBACK

Break into a disruptive cycle with a question. Start with WHAT, not WHY.

RULE REMINDERS

Simply restate the rule. Don't get caught up in discussion. Never argue with students.

BLOCKING

State a direction repetitively.

SIMPLE CHOICES

Give a choice that puts the responsibility back onto the student.

ISOLATION FROM PEERS

When a student continues to be disruptive, give a choice to cooperate or work quietly, or to move away from the group within the room.

REMOVAL FOR CLASS OR YARD

When faced with continually disruptive, aggressive or dangerous behaviour that continues to disrupt learning within the group, the teacher may need to remove a student from the class or yard. Negotiations will be made between teachers, to accommodate children who are being exited from their class. Teachers will negotiate a series of steps with the children, stating the procedure for removal and the class a child will be removed to. In the event that a child is exited from the room, a record must be kept, by the classroom teacher. The child will be required to make up the time in the following play break. Teachers are expected to follow up each recorded incident stringently, to reinforce the concept of accountability.

RE-ENTRY

When a student re-enters the class or yard after a period of time out or removal all teachers involve will counsel the student. Ask questions like:

What rule did you break? What could you have done differently?

Who do you need to apologise or make restitution to?

Ensure that the student does understand the rule broken, the effect on others, and a possible alternative action.

HIGHER LEVEL PROBLEMS

It is important that the teacher is able to adequately cater for the needs of the whole class. This means that when a situation is serious, or when a teacher feels threatened or stressed, then that issue is passed on to the Principal or another colleague. The teacher must maintain control and dignity and the student must be allowed to regain their control and dignity.

Supportive action

Action taken to support both staff and students moves through a series of stages as described below:

TIME OUT A cooling off period in the class or withdrawal under the supervision of another teacher or administrative staff member.

CONTRACTING/CONFERENCEING & ADMINISTRATIVE SUPPORT

Involving senior staff, the child and/or parents leading to contracts about behaviour.

CONTACTING PARENTS Parents may be contacted regarding their child's behaviour when the teacher, in consultation with the Principal, considers the course of action necessary.

TAKE HOME Parents may be asked to take the child home when it is obvious that the child is unable, unwilling or not ready to re-enter class.

DEPARTMENTAL SUPPORT

Formal support from DECD personnel and procedures in line with regulations. These include suspension and exclusion etc.

Roles Of Individuals

ROLE OF THE TEACHER ON YARD DUTY

A yard duty roster will be prepared each year.

'Duty of Care' exists during yard duty.

Teachers on yard duty must:

- Be prompt in going on duty.
- Stay on duty for the entire set period.
- See that the students (and teachers?) respond promptly when the siren sounds.
- Determine if the weather is inappropriate for outside play and sound the siren accordingly.
- Arrange for swaps of duty before attending training etc.
- Ensure that the school rules are followed.
- Be watchful and vigilant.
- Manage all set play areas by constant wandering.

In managing yard behaviour the yard duty teacher will.

- Use discretion to judge is appropriate or inappropriate behaviour.
- Reminding students of rules.
- Applying minor consequences for minor breaches of behaviour code.
- Applying more serious consequences if necessary.
- Support students in need.
- Refer First Air to the office – remember accident report form.
- Set up safe areas for younger or harassed students.

Should high level consequences be needed the yard duty teacher will:

- Ensure the consequences are fair and appropriate and consistent with agreed norms.
- Record behaviour.
- Communicate with colleagues.
Report to parents.
- Follow up the next day with response form parents or additional consequences etc.
- Counselling the student prior to re-entry to the yard.
- Consult with Principal for continual or serious behaviour.

*Teachers not 'on duty' are expected to assist whenever they become aware of situations that need attention.

ROLE OF CLASS TEACHER

- Assist students to develop their classroom code of conduct and consequences
- Treat all students fairly, equitably and respectfully
- Ensure all students are fully aware of school expectations as to responsible behaviour.
- Ensure all students are fully aware with class rules and the consequences of any infringement.
- Counsel students who infringe any school rules and provide them with strategies for responsible behaviour.
- Keep accurate records
- contact parents when appropriate
- Assist students to develop personal behaviour management skills
- mediate in disputes

ROLE OF ALL STAFF

- Be committed to this policy.
- Review this policy regularly to ensure that it remains a worthwhile and updated plan of action for our school.
- Consistently follow Behaviour Management procedures.
- Recognise responsible behaviour and reward it.
- Counsel any child who wants/needs help with their behaviour.
- Model acceptable behaviour and treatment of others. Always treat others with respect and courtesy
- Consult the Principal re serious or continued behaviour problems
- Contact the parents when deemed necessary or after 3 Time Outs in a few weeks
- Support other staff in a professional manner.
- Keep accurate records both in class and the yard.
- Remember we are all part of a supportive network who are all working towards a common goal - the social, emotional and intellectual education of children.

ROLE OF THE PRINCIPAL

- Support all staff to manage students behaviour
- Support all students to develop their own Behaviour Management skills
- Contact parents when appropriate and support their efforts to manage student behaviour
- Mediate in disputes
- Oversee record keeping and interpret data collected regularly
- Involve outside agencies when appropriate (all illegal activities will involve Police)

ROLE OF PARENTS

- Support the school in managing student behaviour
- Never take action over other children's behaviour without first contacting the Principal or teacher
- Apply consequences at home when appropriate
- Encourage and reward appropriate behaviour
- Regularly counsel their children about behaviour especially when issues arise
- Keep in close contact with the school regarding behaviour

ROLE OF STUDENTS

- Help develop class rules
- Try to use appropriate behaviour and learn to be responsible for your own behaviour
- Help your friends and school mates to use responsible behaviour
- Speak to an adult when a problem is unsolved
- Remember that responsible behaviour should be used everywhere - not just when you're being watched and not just at school

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