



Behaviour Management Policy

(May 2015)

Choices and Consequences

Real life Behaviour Choices

STUDENT BEHAVIOUR MANAGEMENT POLICY 2015 (April Revision)

Rationale

The policy is to be used as a framework of behaviour management which is able to be used effectively and positively to develop appropriate behaviour and high quality positive relationships between teachers and students characterised by a sense of belonging, trust, mutual respect and tolerance.

1. GOALS:

- Children will learn to take responsibility for their own behaviour.
- Children will develop respect for the rights of others and their property.

2. CODE OF BEHAVIOUR:

We demonstrate respect, courtesy and consideration for others.

- We are polite, punctual, prepared and display a positive manner.
- We don't give "put downs".
- We follow instructions.
- We do not disrupt the learning of others.
- We walk quietly and sensibly around the school when others are working.
- We play sensibly and safely.
- We show tolerance towards others.
- We don't fight, bully or tease.

We respect personal possessions and school property.

- We are responsible for school and personal property.
- We do not interfere with, damage or steal school or other's property.

We maintain a clean, healthy and orderly school environment.

- We keep our grounds and buildings neat and tidy.
- We don't litter our school.
- We sit in the correct areas whilst eating.

Routines

- Follow instructions immediately.
- Respect your own property and that of others and the school.
- Keep your hands feet and objects to yourself.
- Be courteous towards everyone at all times.
- No play outside the classroom before first siren or after school.
- Must play in prescribed areas. (See map attached)
- Bikes/Scooters must not be ridden in the school yard.
- Enter classrooms / blocks only when a teacher is present.
- Food should be eaten in the designated areas.
- No Hat No Play applies all year round.
- No running on paved areas.
- Put litter in the bin.

RIGHTS AND RESPONSIBILITIES OF STUDENTS, STAFF AND PARENTS

Students have a right to	Students have a responsibility to
<ul style="list-style-type: none"> • Learn in a purposeful and supportive environment. • Work and play in a safe, secure, friendly and clean environment. • Respect, courtesy and honesty. • Equal treatment regardless of status, race, gender or physical ability. 	<ul style="list-style-type: none"> • Ensure that their behaviour is not disruptive to the learning of others. • Ensure that the learning environment is kept neat, tidy and safe. • Ensure that they are punctual, polite and prepared. • Demonstrate respect, courtesy and honesty. • Behave in a way that protects the rights, safety and well-being of others.
Staff have a right to	Staff have a responsibility to
<ul style="list-style-type: none"> • Respect, courtesy and honesty. • Teach in a safe, secure and clean environment. • Teach in a purposeful and non-disruptive environment. • Cooperation and support from parents in matters relating to their children's education. 	<ul style="list-style-type: none"> • Make students and parents aware of these policies. • Model respectful, courteous and honest behaviour. • Ensure that the learning environment is kept neat, tidy and safe. • Establish positive relationships with students, staff and parents. • Ensure good organisation and planning. • Report students' progress to parents.
Parents have a right to	Parents have a responsibility to
<ul style="list-style-type: none"> • Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare. • Be informed of their child's progress. • Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education. • Cooperation and support from teachers in matters relating to their child's education. 	<ul style="list-style-type: none"> • Ensure that their child attends school regularly and punctually. • Ensure that the physical and emotional condition of their child is appropriate for effective learning. • Ensure that their child is provided with the correct materials to make effective use of the learning environment • Support the school in providing an appropriate education for their children.

GUIDELINES FOR CONTACT AND COLLABORATION WITH PARENTS

Parents need to be informed and involved before student misbehaviour becomes serious. It is advisable to involve parents as early as possible in the Behaviour Management process. Aim to have no surprises for parents.

Guidelines for Teachers:

- Inform parents when you determine student behaviour is becoming serious.
- Inform the deputy if contact is made with parents.
- Meet with parents in a case conference as appropriate.
- Ensure serious and continual minor misbehaviour is documented in INTEGRIS.
- Use school administrators as sounding boards for concerns about behaviour and expect support when working with parents.
- Through the deputy, engage district support services when appropriate.
- Document parent contact and case conferences.

Guidelines for the Administration Team:

- Support teachers in their work with parents.
- Provide or facilitate professional development for staff as needed.
- Contact parents about behaviour issues as they are identified by staff.
- At weekly admin team meetings, discuss strategies for behaviour management for students who are at severe behavioural risk.
- Case Conference with parents and support services.
- Engage support services to support staff, students and parents.
- Ensure parent contact and case conferences are documented and placed on the student's personal file.

GUIDELINES FOR RECORDING / USE OF FORMS / COPIES OF FORMS

The Management of Student Behaviour requires school staff to document breaches of the school Behaviour Management Policy. Records of breaches should be recorded using INTEGRIS Behaviour Module.

For Teachers:

Student Incident Report Form: (Class)

To be completed when appropriate by the teacher (If not entering details directly into INTEGRIS). The teacher decides when the situation is ongoing and serious and then forwards copies of all classroom level documentation to the deputy or directs their attention to the required student.

Student Think Sheet:

To be used as a counselling tool when a student is in isolation stage. (This does not mean the student is sent directly to administration).

Record of Interview/Telephone Conversation:

To be used in any contact with parents/caregivers.

LEVELS OF INAPPOPRIATE BEHAVIOUR

Consequences may involve sanctions as described in the classroom management policy: withdrawal of privileges, detention, in-school suspension, out-of-school suspension, and exclusion.

LEVEL 1	Action
<ul style="list-style-type: none"> Behaviours which need correction but which occur because of over-enthusiasm or misunderstanding rather than wilful behaviour. eg. Running around corners, calling out Behaviours/actions that cause a degree of danger to the students themselves or to others eg. Rough play 	<ul style="list-style-type: none"> Verbal warning OR Consequences will be determined according to the incident, its seriousness/frequency (SEE TABLE 1.2)
LEVEL 2	Action
Fighting – causing injury <ul style="list-style-type: none"> Bullying Swearing – offensive Fighting Disobedience Insolence Stealing Damaging property (wilfully) 	Level 2 Slip to be filled in and sent to administration (playground and classroom slips) <ul style="list-style-type: none"> Refer to Administration Contact with parents – as needed

When the safety and dignity of any person is threatened, “fast tracking” may be implemented.

Teachers are to carry out their own classroom detainment (ie. 5 mins at recess/lunch) if necessary. Admin will make the decision on whether or not a child will go to the Detention Area (Atrium).

- If a child is to be detained during recess/lunch, this will be carried out in the Teachers own Class Room.
- The atrium area adjacent to the staffroom is not to be used by class teachers for detention.**
- Support /Specialist teachers need to implement their own behaviour strategies and records. In accordance with school policy.

EMERGENCY CARD

RED CARD

Two (2) red laminated cards are available in the teacher’s desk in each room and 2 in the yard duty playground bag.

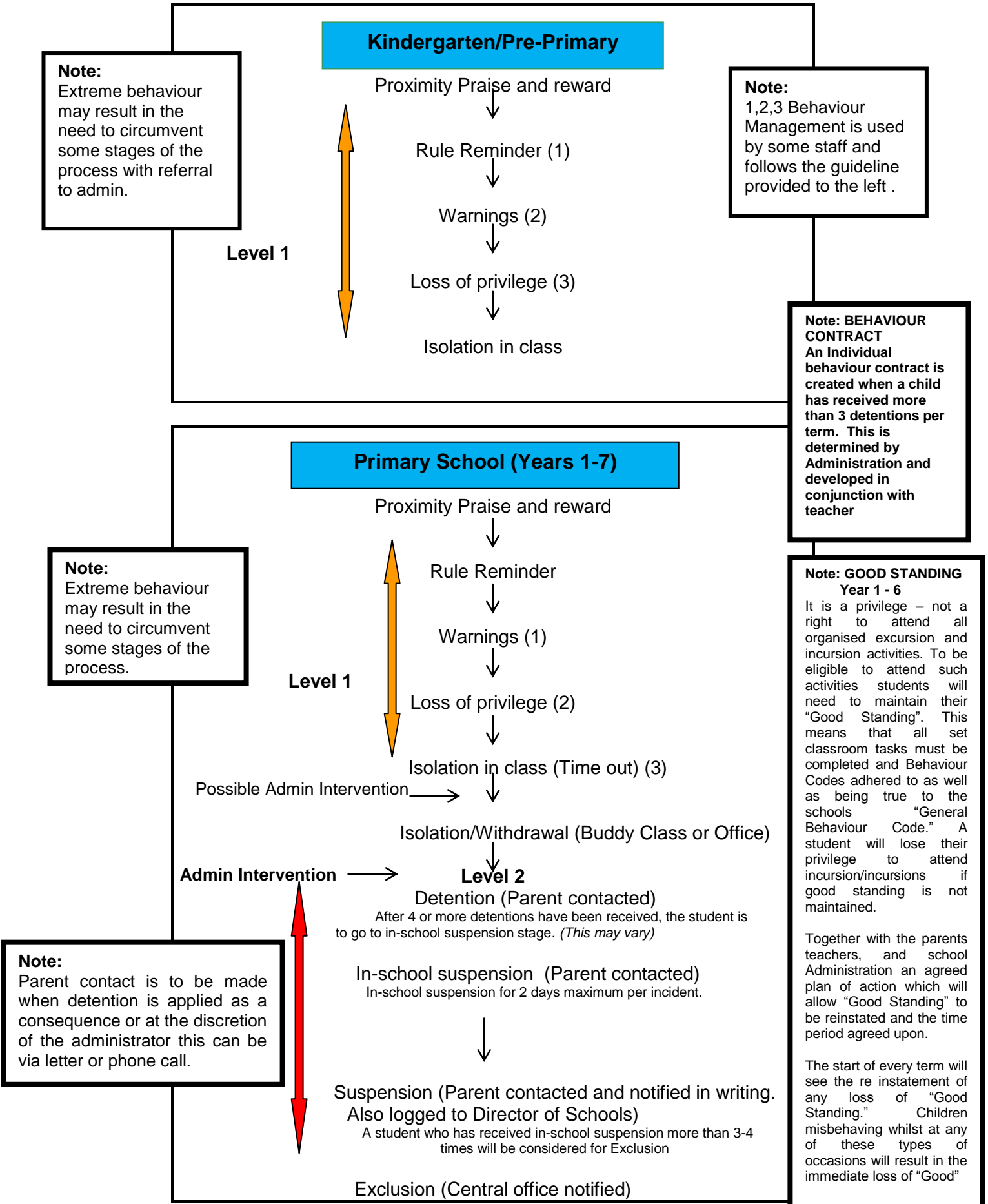
In the event of an emergency

- Keep the children calm
- Have one child run to the office with a red card.
- Have another child take the second red card to an adjoining classroom.
- Teachers / Administrators receiving a red card should offer immediate support.

ACTION FOR INAPPROPRIATE BEHAVIOUR

Inappropriate behaviour will be managed in accordance with Level 1 & 2 consequences.

Table 1.2





Think Sheet - Year 3 – 7

To be filled in when child is at isolation stage (buddy class if applicable/isolation)

Please complete everything in the box

Your Name: _____

Your Teacher's Name: _____

Today's Date: _____

1. What do I need to stop doing?

2. Who is my behaviour affecting?

3. What do I need to start doing?

Teachers Comment:

(Student's Signature) _____

(Teacher's Signature) _____

Spare copies of these sheets are available in the Admin photocopy room. (In pigeon holes by the door)

I acknowledge receipt of your letter.

I acknowledge receipt of your letter and would like to arrange an appointment to discuss my child's behaviour. (School Phone Number 9314 1921)

Parent / Caregiver Signature

Date

Think Sheet – Year K-2






To be filled in when child is at isolation stage (buddy class if applicable /isolation)

Name: _____ Date: _____



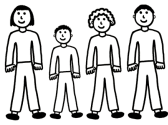

1. I had trouble with...

my words	my body	my friends	following directions	Listening
				






2. Where did it happen?

Classroom	Toilets	Arrival / Dismissal	Pathways	Playground
				

3. With whom?

Teacher/Staff	Myself	Myself and others	My class
			

4. I feel:

Angry	Sad	Scared	Happy	I don't know
				

5. Have I hurt anyone's feelings?

6. Draw what you will do next time.

Student signature: _____ Adult Signature: _____



Samson Primary Class Student Incident Report (Teacher to enter into INTEGRIS) (Level 2 Only – send to admin)

Child Name: _____		Room No: _____	
Persistent Disruptions <input type="checkbox"/>	Refusal to Obey Instructions <input type="checkbox"/>	Bullying	Verbal <input type="checkbox"/> Physical <input type="checkbox"/>
Insolence <input type="checkbox"/>	Disturbing Other Students <input type="checkbox"/>	Other <input type="checkbox"/>	
Teacher Actions:			
1. Problem discussed with student			<input type="checkbox"/>
2. Relocated student within the class – consequences discussed			<input type="checkbox"/>
3. Withdrawal to Buddy Class for a given period			<input type="checkbox"/>
4. Parent contact: Date _____			<input type="checkbox"/>
5. Other Action _____			<input type="checkbox"/>
6. Deputy notified			<input type="checkbox"/>
Resolution:			
1. Problem discussed – Rule, expectation, consequences	Verbal <input type="checkbox"/>	Written <input type="checkbox"/>	
2. Assurance from student that rule will not be broken	Verbal <input type="checkbox"/>	Written <input type="checkbox"/>	
3. Apology			
Reason for being sent to the office:			



Samson Primary School – Level 2 Playground Behaviour Slip

Date: _____ Staff Member: _____ Recess Lunch

Student Name	Class	Rough Play	Inappropriate Language Teasing, swearing Name calling	Bullying or By standing	Physical Aggression	Not following teacher instructions	Damage to Property	Other	Other Children:
Additional Comments:									

Send slip to administration after incident with a messenger.

Admin entered into SIS

***If a staff member has repeatedly reminded a student or group of students for misbehaviour (more than 3 times) for example: playing in toilets, no hat, running on paths – level 1 behaviour, please notify administration and fill in slip.**

Positive Behaviour at Samson PS

There are incentives for those students maintaining good behaviour and consequences for those unable to follow the rules. Recognition and incentives for those maintaining good behaviour will be given at two levels – in the classroom and whole school.

In the **classroom** the teachers will have their own incentives schemes either for individual or groups/factions. These will vary according to the individuality of the teacher or needs of the class concerned. For example; teacher certificates, Student of the week award.

In the **playground teachers** on the duty award citizenship to students using the Samson Virtue system which will commence in Term 3 in 2015.

How Positive Behaviour is recognised at Samson PS

1. SAMSON VIRTUES

As part of the positive reinforcement policy, the "**Samson Virtues**" system operates to reward children for desirable behaviour both inside and outside of the classroom situation.

1. Samson Virtues (Respect, Honesty, Co-operation, Self Discipline, Creativity and Excellence as of Term 3, 2015) are awarded by teachers in the (a) Classroom (b) Playground/sporting situations.
2. These are awarded and 1 faction point is gained for displaying desirable behaviour. This strip is put in the Faction Letter Box.
4. Samson Virtues Strips are counted immediately prior to each assembly by faction captains and then given to the Deputy Principal, who will organise for assembly announcements.

2. FACTION POINTS

1. Faction points are announced at each assembly.
2. The winning faction for each term receives a prize (e.g. video and ice cream) at the end of the term. They must maintain their 'good standing' to participate in the video/ice-cream.



Loss of Good Standing Notification

Parent / Caregiver

Today _____ has had their "Good Standing" withdrawn.

This action was not taken lightly and is a consequence of their inappropriate behaviour as follows:

Please contact me as soon as possible to discuss strategies to improve their behaviour and regain their "Good Standing".

"Good Standing" is a requirement to attend any school excursion, incursion or reward day.

Yours sincerely,

Date:

INTEGRIS Student File:

Deputy Principal:

