Behaviour Management Policy
(May 2015)

Choices and Consequences

Real life Behaviour Choices
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

<table>
<thead>
<tr>
<th>Students have a right to</th>
<th>Students have a responsibility to</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learn in a purposeful and supportive environment.</td>
<td>• Ensure that their behaviour is not disruptive to the learning of others.</td>
</tr>
<tr>
<td>• Work and play in a safe, secure, friendly and clean environment.</td>
<td>• Ensure that the learning environment is kept neat, tidy and safe.</td>
</tr>
<tr>
<td>• Respect, courtesy and honesty.</td>
<td>• Ensure that they are punctual, polite and prepared.</td>
</tr>
<tr>
<td>• Equal treatment regardless of status, race, gender or physical ability.</td>
<td>• Demonstrate respect, courtesy and honesty.</td>
</tr>
<tr>
<td>• Promote a safe, secure and friendly learning environment.</td>
<td>• Behave in a way that protects the rights, safety and well-being of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff have a right to</th>
<th>Staff have a responsibility to</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respect, courtesy and honesty.</td>
<td>• Make students and parents aware of these policies.</td>
</tr>
<tr>
<td>• Teach in a safe, secure and clean environment.</td>
<td>• Model respectful, courteous and honest behaviour.</td>
</tr>
<tr>
<td>• Teach in a purposeful and non-disruptive environment.</td>
<td>• Ensure that the learning environment is kept neat, tidy and safe.</td>
</tr>
<tr>
<td>• Cooperation and support from parents in matters relating to their children’s education.</td>
<td>• Establish positive relationships with students, staff and parents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents have a right to</th>
<th>Parents have a responsibility to</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child’s health and welfare.</td>
<td>• Ensure that their child attends school regularly and punctually.</td>
</tr>
<tr>
<td>• Be informed of their child’s progress.</td>
<td>• Ensure that the physical and emotional condition of their child is appropriate for effective learning.</td>
</tr>
<tr>
<td>• Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.</td>
<td>• Ensure that their child is provided with the correct materials to make effective use of the learning environment.</td>
</tr>
<tr>
<td>• Cooperation and support from teachers in matters relating to their child’s education.</td>
<td>• Support the school in providing an appropriate education for their children.</td>
</tr>
</tbody>
</table>
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 INAPPROPRIATE 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.

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>• Verbal warning OR • Consequences will be determined according to the incident, its seriousness/frequency (SEE TABLE 1.2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fighting – causing injury • Bullying • Swearing – offensive • Fighting • Disobedience • Insolence • Stealing • Damaging property (wilfully)</td>
<td>Level 2 Slip to be filled in and sent to administration (playground and classroom slips) • Refer to Administration • Contact with parents – as needed</td>
</tr>
</tbody>
</table>

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

Teachers are to carry out their own classroom detention (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
1. Keep the children calm
2. Have one child run to the office with a red card.
3. Have another child take the second red card to an adjoining classroom.
4. 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

Kindergarten/Pre-Primary

- Proximity Praise and reward
- Rule Reminder (1)
- Warnings (2)
- Loss of privilege (3)
- Isolation in class

Note: Extreme behaviour may result in the need to circumvent some stages of the process with referral to admin.

Primary School (Years 1-7)

- Proximity Praise and reward
- Rule Reminder
- Warnings (1)
- Loss of privilege (2)
- Isolation in class (Time out) (3)
- Isolation/Withdrawal (Buddy Class or Office)

Note: Extreme behaviour may result in the need to circumvent some stages of the process.

Possible Admin Intervention

Admin Intervention

Level 2

- Detention (Parent contacted)
  
  After 4 or more detentions have been received, the student is to go to in-school suspension stage. *(This may vary)*

- In-school suspension (Parent contacted)
  
  In-school suspension for 2 days maximum per incident.

- Suspension (Parent contacted and notified in writing.
  
  Also logged to Director of Schools)

  A student who has received in-school suspension more than 3-4 times will be considered for Exclusion

- Exclusion (Central office notified)

Note: BEHAVIOUR CONTRACT

An Individual behaviour contract is created when a child has received more than 3 detentions per term. This is determined by Administration and developed in conjunction with teacher.

Note: GOOD STANDING

Year 1 - 6

It is a privilege – not a right to attend all organised excursion and incursion activities. To be eligible to attend such activities students will need to maintain their “Good Standing”. This means that all set classroom tasks must be completed and Behaviour Codes adhered to as well as being true to the schools “General Behaviour Code.” A student will lose their privilege to attend incursion/incursions if good standing is not maintained.

Together with the parents, teachers, and school Administration an agreed plan of action which will allow “Good Standing” to be reinstated and the time period agreed upon.

The start of every term will see the re instatement of any loss of “Good Standing.” Children misbehaving whilst at any of these types of occasions will result in the immediate loss of “Good Standing.”

Note: 1,2,3 Behaviour Management is used by some staff and follows the guideline provided to the left.

Note: Parent contact is to be made when detention is applied as a consequence or at the discretion of the administrator this can be via letter or phone call.

Z:\Admin\Shared\Administration Staff\850 Students\865 Managing Student Behaviour (MSB)\2015 Behaviour Policy\Samson
2015 Choices & Consequences april version.doc
# 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**

<table>
<thead>
<tr>
<th>Your Name: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Teacher’s Name: ________________</td>
</tr>
<tr>
<td>Today’s Date: ________________</td>
</tr>
</tbody>
</table>

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...

<table>
<thead>
<tr>
<th></th>
<th>my words</th>
<th>my body</th>
<th>my friends</th>
<th>following directions</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Icon</td>
<td><img src="image1" alt="Icon" /></td>
<td><img src="image2" alt="Icon" /></td>
<td><img src="image3" alt="Icon" /></td>
<td><img src="image4" alt="Icon" /></td>
<td><img src="image5" alt="Icon" /></td>
</tr>
</tbody>
</table>

2. Where did it happen?

<table>
<thead>
<tr>
<th>Location</th>
<th>Classroom</th>
<th>Toilets</th>
<th>Arrival / Dismissal</th>
<th>Pathways</th>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>Icon</td>
<td><img src="image6" alt="Icon" /></td>
<td><img src="image7" alt="Icon" /></td>
<td><img src="image8" alt="Icon" /></td>
<td><img src="image9" alt="Icon" /></td>
<td><img src="image10" alt="Icon" /></td>
</tr>
</tbody>
</table>

3. With whom?

<table>
<thead>
<tr>
<th>With whom?</th>
<th>Teacher/Staff</th>
<th>Myself</th>
<th>Myself and others</th>
<th>My class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Icon</td>
<td><img src="image11" alt="Icon" /></td>
<td><img src="image12" alt="Icon" /></td>
<td><img src="image13" alt="Icon" /></td>
<td><img src="image14" alt="Icon" /></td>
</tr>
</tbody>
</table>

4. I feel:

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Angry</th>
<th>Sad</th>
<th>Scared</th>
<th>Happy</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Icon</td>
<td><img src="image15" alt="Icon" /></td>
<td><img src="image16" alt="Icon" /></td>
<td><img src="image17" alt="Icon" /></td>
<td><img src="image18" alt="Icon" /></td>
<td><img src="image19" alt="Icon" /></td>
</tr>
</tbody>
</table>

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)*

<table>
<thead>
<tr>
<th>Child Name: ___________________________</th>
<th>Room No: __________</th>
</tr>
</thead>
</table>

- Persistent Disruptions □  Refusal to Obey Instructions □  **Bullying** □ Verbal □ Physical □  
- Insolence □  Disturbing Other Students □  Other □

**Teacher Actions:**
1. Problem discussed with student □  
2. Relocated student within the class – consequences discussed □  
3. Withdrawal to Buddy Class for a given period □  
4. Parent contact: Date __________ □  
5. Other Action __________________________ □  
6. Deputy notified □

**Resolution:**
1. Problem discussed – Rule, expectation, consequences Verbal □ Written □  
2. Assurance from student that rule will not be broken Verbal □ Written □  
3. Apology

**Reason for being sent to the office:**

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

**Samson Primary School – Level 2 Playground Behaviour Slip**

<table>
<thead>
<tr>
<th>Date: __________</th>
<th>Staff Member: __________________</th>
<th>Recess □</th>
<th>Lunch □</th>
</tr>
</thead>
</table>

**Student Name**

<table>
<thead>
<tr>
<th>Class</th>
<th>Rough Play</th>
<th>Inappropriate Language Teasing, swearing Name calling</th>
<th>Bullying or By standing</th>
<th>Physical Aggression</th>
<th>Not following teacher instructions</th>
<th>Damage to Property</th>
<th>Other</th>
</tr>
</thead>
</table>

**Other Children:**

<table>
<thead>
<tr>
<th>Additional Comments:</th>
</tr>
</thead>
</table>

SEND SLIP TO ADMINISTRATION AFTER INCIDENT WITH A MESSENGER.  
*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 CONSEQUENCES AT SAMSON PS

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: □