

Pinnaroo Primary School

Student Behaviour Management Policy

BEHAVIOUR MANAGEMENT AT PINNAROO PRIMARY SCHOOL RATIONALE

We believe that to become effective members in any community, children need to be able to:

- be responsible for their own behaviour;
- value themselves and their abilities;
- behave in socially acceptable ways;
- be considerate towards other people and their property;
- make decisions and choices, independently or as group members; and
- care for their own environment

Our Student Behaviour Management Policy, in conjunction with our Social Education program, Restorative Practice and the use of circle time, focuses on developing the necessary skills in the school setting and looks at children's behaviour in the playground and classrooms.

POLICY REVIEW

This policy should be reviewed by staff, students and parents every two years. Last reviewed August 2010.

POLICY STATEMENTS

1. Pinnaroo Primary School is oriented to success so that students have the support and opportunities to increase their experience of academic, social, emotional and physical successes. This enables them to value themselves and their abilities.
2. At Pinnaroo Primary School teachers and adults model and teach responsible and socially acceptable behaviour in order to develop in students an acceptance of responsibility for their own behaviour. This also encourages children to care for others and their property and to care for their own environment.
3. At Pinnaroo Primary School all children have the right to learn and teachers to teach in a safe, caring and orderly learning environment.
4. At Pinnaroo Primary School we have developed partnerships between school, parents and students to most effectively manage student behaviour.
5. Pinnaroo Primary School has developed a Student Management policy for the effective management of student behaviour. This policy will be reviewed in partnership with parents and students.

We believe that staff, students and parents all have responsibilities to ensure that these statements are put into action at Pinnaroo Primary School.

STUDENT, PARENT, STAFF RIGHTS

We believe that students, parents and staff at Pinnaroo Primary School have the following rights:

Students have the right to:

- learn without disruption from others
- participate in decision making about matters that concern them
- be happy and to be treated with compassion and respect
- be themselves and to learn about themselves
- feel safe
- have and express their own thoughts, opinions and feelings in appropriate ways
- learn, according to their ability
- make mistakes and change their minds
- ask for information and what they need
- be spoken to politely and with respect
- learn in a bully free environment free of harassment
- feel safe and comfortable to tell adults about bullying incidences
- expect all bullying incidents to be addressed

Staff have the right to:

- teach free from disruption or teach with minimal disruption
- be spoken to politely and with respect
- participate in decision making about matters that concern them
- teach, organise and present materials, to manage activities, to concentrate on making learning valuable and enjoyable
- meet learning needs, to aim instruction at specific needs of students toward maximum student growth
- discipline students, in line with the school's student management policy and anti-bullying policy
- have support, from the principal, parents and the school community
- not be subject of bullying from other members of the school community

Parents have the right to:

- expect the best education for their child
- feel welcome in the school
- feel safe in the school
- have a say in the education of their child
- be informed about their child's progress and about school procedures and events
- participate in decision making about matters that concern them.
- Meet / speak with school staff at an appropriate time and place

RESPONSIBILITIES

Students

- Report grievances truthfully and appropriately
- Act in accordance with school policies (Behaviour Management, Anti-Bullying etc)
- Report to school on time and with correct equipment

Staff

➤ Report to school on time, be organised and with appropriate resources.

RESPONSIBILITIES OF THE SCHOOL STAFF

1. To develop and use conducive teacher programming, methodologies and evaluations, ensuring that all individuals are catered for and all individuals experience success.
2. To recognise success and appropriate behaviour, focussing on the inclusion of all students. This means that positive behaviours are recognised more than inappropriate behaviours.
3. To teach skills to students from the school's R-7 Social Education program.
4. To develop positive student/teacher relationships within the school.
5. To involve students in classroom decision making.
6. To model appropriate social behaviour.
7. To develop and implement support programs for our students e.g. peer support, self esteem, protective behaviours, Restorative Practice.
8. To encourage parent/teacher contact through meetings and interviews, letters etc.
9. To develop expectations and consequences for their classrooms, in line with the school's student management policy and display them. These expectations are to be developed in partnership with their students.
10. To maintain the agreed consistent approach to Student Management at Pinnaroo Primary School, as documented in the Golden Rules handout, and using every effort to get to the root of any problem.
11. To maintain records (e.g. class book) of irresponsible behaviours and consequences, for both classroom records and the school records kept in the Principal's office.
12. To ensure follow-up communication always reaches home, and reaches the Principal (when necessary).
13. To assist new and temporary teachers (e.g. PRT & TRT) to follow the School's Management Policies.

It is the responsibility of all students, staff and parents to respect, encourage and protect the rights of each other.

RESPONSIBILITIES OF THE PRINCIPAL

1. To increase students' opportunities to experience success.
2. To facilitate and evaluate the teaching and modelling of responsible behaviour and decision-making as well as provide opportunities for student involvement in school decision-making.
3. To develop a safe, caring, orderly environment where students are taught to develop responsibility for their own behaviour.
4. To ensure that the rights of students to learn and teachers to teach are supported and protected, by developing with staff, students and parents, a set of school expectations and consequences.
5. To develop, implement and review the school's Student Management discipline policy, with staff, students and parents.
6. To involve the support teams/agencies available to staff and families in the effective management of students, when necessary.
7. To use system level consequences and support programs with students who do not respond positively to class and school consequences.
8. To provide opportunities for staff, student and parent training and development programs.
9. To ensure that new staff, students and their families are aware of the school expectations and the consequences of responsible and irresponsible behaviours.

RESPONSIBILITIES OF STUDENTS

1. To make sure that they know, understand and follow expectations and consequences within the school and their own classroom.
2. To involve themselves in decision making through S.R.C., on committees and in their own classrooms.

RESPONSIBILITIES OF PARENTS

1. To ensure that they know and understand the expectations and consequences within the school and their child's classroom.
2. To take the opportunity to be involved in decision making and policy writing, if they wish to be.
3. To respond to, encourage or seek when necessary, parent/teacher contact through meetings/interviews or letters.

4. To attend workshops on current behaviour management issues, methodologies and school programmes, if able to do so.
5. To support the parent network in providing support, ideas sharing and liaison for parents.

PINNAROO PRIMARY SCHOOL EXPECTATIONS AND CONSEQUENCES
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Our expectations for behaviour and consequences have been developed with information gained from parents, students and teaching staff.

They are non-violent and clearly stated, respecting individual rights and observing social responsibilities.

We have grouped our school expectations in to Golden Rules. The Golden Rules are:

- Be Careful
- Be Courteous
- Show Consideration
- Be co-operative
- Communicate clearly

The procedures and consequences for both appropriate and inappropriate behaviour are clearly outlined in our Behaviour Management Flow Chart.

RESPONSIBILITIES OF THE YARD DUTY TEACHER
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1. The teacher on Yard Duty has the following special responsibilities:-
 - to acknowledge students who show responsible behaviour in the yard or who are playing happily or safely
 - to enforce the school's policy on yard behaviour and appropriate consequences. (Be consistent. Act immediately)
 - to safeguard the welfare of the students of the school and to take care to prevent damage to them and the school property
 - to ensure the tidiness of the school yard
 - to attend to students who are injured, to report on accidents and to seek first aid where necessary
 - to help resolve inter-personal relationship problems amongst students where necessary and to promote a spirit of co-operation in leisure pursuits
 - to check students entering and leaving the premises and to ensure that permission has been granted for students leaving the grounds
 - to be on time
 - to arrange duty swaps when absence from duty is necessary. The Principal should be notified of such swaps. It is the teacher's responsibility to arrange these swaps, except when absent due to sickness.

Other Details:

2. Teachers rostered for bus duty should supervise children, and see buses depart by 3.40 p.m.

3. Teachers are requested to pay particular attention to behaviour in the toilet areas, and behind the gymnasium.
4. The two teachers doing lunch duty should make contact at 1.20 p.m. to discuss any problems.
6. Teachers on yard duty should always be on the move.

PINNAROO PRIMARY SCHOOL BUS EXPECTATIONS

Travelling on buses is a special situation; therefore, we have three special bus expectations. These three expectations are the same as those used at Lameroo and Geranium schools.

1. Students will remain seated while the bus is moving.
2. Throwing of rubbish or objects in or out of the bus is not acceptable.
3. Courteous and sensible behaviour will only be accepted.

CONSEQUENCES AND PROCEDURES

- Step 1. Bus driver will issue a warning.
- Step 2. If the inappropriate behaviour continues the driver will inform the Principal.
- Step 3. The same as step 2 plus parents will be informed.
- Step 4. The same as step 3 plus the student will not be allowed to travel on the bus for a fixed period: Anything up to three days.

Any other happenings (e.g., two students fighting on a bus) will be dealt with under the existing student management policy of the school.

PINNAROO PRIMARY SCHOOL
SCHOOL RULES

GOLDEN RULES AND EXPECTATIONS

We follow the 5 C's at Pinnaroo Primary School.

They are: Care, Courtesy, Consideration, Co-operation and Communication.

Our Golden Rules are: The Expectations for students are:

BE CAREFUL

1. Move and play around the school safely.
2. Use equipment in the correct way, (like kicking balls only on the oval, keeping 4 chair legs on the ground)

BE COURTEOUS

3. Speak politely and show respect to staff, parents and students.

SHOW CONSIDERATION

4. Respect other people's feelings, rights and property.

BE CO-OPERATIVE

5. Play and work without disrupting others.
6. Be on time and follow instructions quickly.

COMMUNICATE CLEARLY

7. Try to work out problems together.

General Expectations

1. Children will arrive at school no earlier than 8.30 a.m., and leave the grounds directly after school.
2. Children are unable to leave the school grounds, during the day, unless permission is given from the Principal or the teacher on yard duty.
3. Students should not be in teaching areas without a teacher or adult to supervise them.

RESPONSIBLE BEHAVIOUR

Responsible behaviour is valued and encouraged at Pinnaroo Primary School.

For students:

Using polite manners, playing co-operatively, returning play equipment, caring for others and their safety, waiting for a turn, sharing equipment with friends, moving safely, and voluntarily picking up litter.

We give a:

Smile, wink, handshake, verbal praise, applause, sticker, merit certificate, Golden Bin award, Student of the Week, or praise in assembly or the classroom.

Then we have:

A school that is safe, happy, friendly and caring, with students who follow **GOLDEN RULES**.

IRRESPONSIBLE BEHAVIOUR

If you cannot behave responsibly, you will be taken through the Restorative Chat. (Appendix.2)

If you cannot think of an appropriate way to fix it yourself, the adult in charge will give you a MINOR CONSEQUENCE like:

- | | |
|---|---|
| If you can not move safely | - Please go back and move safely; |
| If you can not use equipment in the correct way | - Use it in the right way please <u>or</u>
- give up the use of your equipment please. |
| If you can not speak politely and with respect. | - Please say it again properly <u>or</u> apologise please; |
| If you can not respect the schools or other people's property | - Replace or make up for the damage please; |
| If you can not play or work without disrupting others. | - Please go and play <u>or</u> work in another area <u>or</u>
- Please take time out. |
| If you cannot be on time | - Please make up the time you have lost. |
| If you can not sort out a problem on your own | - Let's go back and try to sort it out calmly with one person speaking at a time. |

MINOR CONSEQUENCES IN THE SCHOOLYARD: are for **caution** and make you think about your behaviour while you are still learning how to behave responsibly.

If you continue to break the same Golden Rule after your minor consequence, then you will accompany the yard duty teacher for five minutes of your playtime. The teacher will use this time to talk to you about our Golden Rules.

Further persistence in breaking the same Golden Rule will result in a greater loss of your playtime.

But if you break a Golden Rule by making people feel unsafe or hurting someone OR deliberately stealing or damaging things, then you will be given a MAJOR CONSEQUENCE . . . (see note)

MAJOR CONSEQUENCES make you STOP these deliberate behaviours and think about safer choices next time.

MAJOR CONSEQUENCES IN THE SCHOOL YARD:

1. You will be questioned about the circumstances in which you broke a Golden Rule. The same Restorative Chat questions will be followed

THEN

2. You will be sent straight to the reflection area. If you are in R-2, this will be for a maximum of 10 minutes. If you are in 3-7, it will be a maximum of 15 minutes. You will need to complete a reflection sheet. Time in reflection will not be carried over to the next day.

Your parents will be notified by telephone or letter about your time in the reflection area.

MINOR CONSEQUENCES IN THE CLASSROOM:

Teachers will give logical Minor Consequences to students in class that suit what the student has done that is irresponsible e.g., if a student makes a mess, he/she will clean it up or if a student is being disruptive, he/she may be placed in the class reflection area.

MAJOR CONSEQUENCES IN THE CLASSROOM:

The student will automatically be placed in the class reflection area to complete a Reflection sheet.

NOTE ABOUT MAJOR CONSEQUENCES:

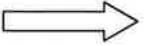
Deliberately trying to scare or hurt others and deliberately trying to steal or damage things covers the following behaviours:

Hitting, biting, pinching, choking, pushing someone over, throwing sticks, sand or stones, spitting at people, pulling hair, kicking, unwanted touching, abusing, swearing at, threatening, calling people names with spiteful intent, continued teasing after a reminder, intimidating, harassing, sexually harassing, stealing, breaking or vandalising.


We realise that some of these behaviours could occur accidentally, and will be treated as such.

BEHAVIOUR MANAGEMENT FLOW CHART



This is the basic model that is used across the whole school. There may be slight variations between classes.

Student Breaks Rules  Depending on the severity and circumstance of the incident the student may bypass the other steps and be given a Major Consequence or be sent to the Principal. (Teacher discretion)




Warning – Restorative Chat

 Breaks rules again

Class Sit Out – Reflection Sheet

 Re entry
 Breaks rules again

Buddy Class Sit Out

 Re entry
(Note home)
 Breaks rules again


Sent to Principal (Major Consequence)
Discussion with parents


Bullying incidents will be given a Major Consequence.

NOTE: Bullying is a repeated behaviour for which the student will have previously received a warning.

Three Major Consequences in one term will lead to a behaviour management meeting with the teacher, parents, Principal and student. A behaviour contract will be negotiated. Behaviour Support Unit will be contacted.

The student must complete the negotiated contract. If the student **breaks school rules** again ie moves through the above process and receives a Major Consequence. (4 in one term)


Internal Suspension
Re-entry to class with reviewed contract.
Referred to Behaviour Support Unit


Breaks rules/contract and receives Major Consequence. (5 in one term)


Suspension

APPENDIX .1

DEFINITIONS

Expectations: These are our rules, negotiated with students, with the intent to make the environment safe, caring and orderly.

Consequences: These are the results of following the expectations e.g. If you run you may fall over and hurt yourself, therefore you should walk!

Success Orientated: Every child should be able to feel that they can do well and be in an environment that allows them to succeed according to their individual abilities.

Conducive learning environment: An environment that is enjoyable for teacher and students, allowing children to learn in a variety of ways and be guided to their maximum potential.

Peer support Program: This is a program in which older children group with younger children to provide friendship and support. They meet weekly or fortnightly to work on social skills and have some fun together.

Planning Centre: This is the area where children are sent if they have been given a red consequence in the yard. They are not to interact with anyone else during their 'time out' from the yard, but rather to think and/or write about more appropriate behaviour, with the 'Stop, Think, Do' contract.

Protective Behaviours Programme:

This programme follows the theme of children "Feeling safe", and that "Nothing is so bad that you can't tell someone about it". It is a very valuable programme and is only taught by teachers specially trained for the programme.

APPENDIX. 2

RESTORATIVE CHAT

To the person(s) who have caused the harm:

We're here to talk about...

Can you tell us what happened?

What were you thinking – what was in your head/ in your mind?

Was it the right thing/ wrong thing to do?

Who has been affected/ upset/ harmed by your actions?

In what ways?

How has this affected you?

To the person(s) harmed:

What did you think when it happened?

What have you thought about since?

How has it affected/ upset/ hurt/ harmed you?

What has been the worst thing?

What is needed to make it right/ to make you feel better?

To the person who has caused the harm:

What do you need to do to make things better?

How can you fix this?

To the person harmed:

Is that okay/ do you agree?

Is that fair?

To both:

How can we make sure this doesn't happen again?

Is there anything I can do to help?

Is there anything else you would like to say?

Formally record agreement/ congratulate them for working it out.

Arrange time to follow-up/ meet again to see how things are going.