



Salisbury Park Primary School

Behaviour Management Policy

Reviewed by Staff: May 2011

Ratified by Governing Council: June 2011

Our school is committed to providing an environment which allows students to work to their full potential in the classroom, to play safely and happily in the school grounds and to providing a safe and supportive working atmosphere for our staff. Personal responsibility and ownership of behaviour is expected.

Student Expectations / Responsibilities

At our school students are expected and encouraged to:

- Do their best as a learner
- Develop and use effective listening skills
- Use appropriate tone and body language when communicating with others
- Work cooperatively
- Monitor individual / group noise
- Accept responsibility for their actions and behaviour
- Use non-offensive language and act in an appropriate manner consistent with our school values
- Promptly follow directions given by staff and volunteers
- Be punctual to class
- Play in a safe and acceptable manner
- Remain in the school grounds at all times
- Refrain from engaging in bullying behaviour. All forms of bullying and harassment are unacceptable and will not be tolerated.

These include:

- a) Persistent teasing or name calling
- b) Racial or sexual taunts or harassment
- c) Victimisation
- d) Emotional abuse
- e) Extortion
- f) Ostracism of individuals by others
- g) Physical abuse
- h) Cyber bullying in all of its forms – text / email / blog entries / social networking sites / the internet

Student Expectations / Responsibilities

Staff members will:

- Ensure that all students are aware of their rights and responsibilities and the rights and responsibilities of others in the school community.
- Be consistent and fair in the application of this policy.
- Reinforce appropriate behaviours regularly.
- Be assertive, calm and supportive when applying logical consequences for appropriate / inappropriate behaviour providing students with choices and opportunities to change inappropriate behaviour whether in the classroom or the yard.

- Use professional judgement when determining how to respond to behaviour ensuring that students are supported at all times.
- Treat students fairly.
- Respect students and protect their dignity.
- Assist students to develop negotiation and conflict resolution skills.
- Develop and teach programs in-line with whole school social skills and values.
- Raise parental awareness of the whole school social skill focus and school values.
- Establish and maintain meaningful, regular communication between home and school in relation to behaviour issues and strengths.
- Model appropriate behaviour.

Parent Expectations / Responsibilities

Parents are expected to:

- Familiarise themselves with school behaviour expectations.
- Familiarise themselves with the school discipline policy.
- Support staff in the implementation of the school discipline policy.
- Assist their child / children to develop assertive but respectful communication skills, to take responsibility for their behaviour and to take positive steps to overcome problems in the class / yard.
- Calmly make contact and communicate respectfully with teachers and school staff **at all times**. Failure to do this may result in further action being taken to ensure the safety and wellbeing of staff and students.

Implementation Guidelines – Classroom Level

- Each classroom teacher will develop a classroom behaviour code / code of cooperation which is consistent with the school discipline policy and school values.
- The classroom behaviour code will be developed in consultation with students. Students will have direct, meaningful input into class rules, expectations and consequences.
- Strategies and social skills will be explicitly taught and reinforced to promote and encourage appropriate year level behaviours.
- Classroom teachers will regularly communicate positive and negative behaviour instances with parents via phone calls, diary notes, parent / teacher meetings, notes or letters.

Implementation Guidelines – Classroom Rules / Consequences

Individual classes are responsible for establishing classroom rules and expectations based on our school values. Before applying steps, reminders or warnings for inappropriate behaviour teachers at Salisbury Park Primary School use positive techniques in an effort to encourage students to make positive behaviour choices. These may include:

- Redirection
- Restatement of expectations
- Distraction
- A clear statement of choice and consequence

Although the following system is encouraged as a way of assisting students track their behaviour and make changes where necessary, students may be removed from class to the office for:

- Violence
- Deliberate and continued disruption to the teaching and learning of the class

Implementation Guidelines – Classroom Steps

Junior Primary

Step 1: Warning / Rule Reminder
Step 2: Step 1: Warning / Rule Reminder
Step 3: Class Time Out
Step 4: Buddy Class
Step 5: Class Exit / Office Rethink
(30min max **at the discretion of leadership staff**)

Primary

Step 1: Warning / Rule Reminder
Step 2: Step 1: Warning / Rule Reminder
Step 3: Class Time Out
Step 4: Buddy Class
Step 5: Class Exit / Office Rethink
(1hr max **at the discretion of leadership staff**)

Counselling Support

Counselling support can be requested / provided at any time throughout the process as a proactive strategy to support positive behaviour change.

The use of a **'COOL DOWN'** card is encouraged when students need time and space to settle. Students choosing to use this card must report to the office, show this card and they will be then directed to an appropriate place for 10min cool down. After this time they will be returned to class.

Implementation Guidelines – NIT Providers

NIT providers face added complexities as they deliver their programs and manage the teaching and learning environment. For this reason, NIT providers will use a **2 step** system:

Step 1: Warning / Rule Reminder

Step 2: Class Exit / Office Rethink

Implementation Guidelines – Class Exit / Office Referral

A student may be referred to the front office for the following reasons:

- Violence (Threatened or Actual)
- Threatening the good order of the school by refusing to follow the school discipline policy or class / school expectations.
- Threatening the safety or wellbeing of a student, staff or community member.
- Illegal activities
- Interfering with the rights of students to learn and teachers to teach.
- Showing persistent and wilful inattention or indifference to school work.

Implementation Guidelines – Office Referral Guidelines

Once referred to the office, the determination regarding consequences lies with a leadership staff member. The leadership member may choose to consult with the referring teacher before reaching a decision regarding additional school-based consequences.

Each student Class Exit will be treated separately. Consequences will be applied on a case by case basis.

Implementation Guidelines – Office Referral Processes

- A member of the leadership team – at the first available opportunity will counsel students referred to the office.
- If a member of the leadership team is unavailable students will be returned to a buddy class with an appropriate note from the front office staff until a leadership team member is available. These students will then be collected by leadership.
- Students who are referred to the office are expected to have work, provided by their class teacher or a member of the leadership team, to go on with while in the office area.

- If a student is non-compliant in the office area they may be sent home on a **take home** or **suspended**.
- Where possible – leadership staff will re-enter the students to their classroom in consultation with the teacher once the class exit process has concluded.
- Upon their return – if students do not comply with re-entry conditions or class / school expectations they may be taken back to the office where leadership staff will determine further action / consequences. These may include:
 - Take Home for the remainder of the day
 - Additional office time
 - Removal from the yard
 - Alternative class placement for the remainder of the day
 - Additional counselling and support
 - Other consequences as determined by leadership
 - A class re-entry agreement

When referring a student to the office for a class exit / office rethink the teacher will complete the **Office Rethink Form** and send it to the office for processing. When this process has been completed two copies of this form will be taken. The original form will be given to the student to be signed by a parent, a copy will be given to the class teacher and a copy will be kept by the office for reference.

Signed copies of these forms need to be returned to the front office for processing.

Implementation Guidelines – Office Referral Management

Leadership staff are responsible for the management of this part of the school discipline policy and will apply appropriate consequences using their professional judgement and discretion.

Each office referral will be treated independently and appropriate consequences will be applied.

Where possible leadership staff will:

- Identify the facts behind the referral including the circumstances leading to the referral.
- Consult with the relevant parties.
- Determine the level of parent / teacher communication relating to any ongoing behaviour issues in class.
- Check the central behaviour management register to determine the most appropriate action.
- Counsel and complete the office rethink form with the student in an effort to promote positive behaviour change.
- Re-enter the student after consultation with the classroom teacher.

Consequences for Multiple Class Exits / Office Rethink Sessions

This is a sequential process for multiple office rethink sessions within **one** term only.

1 st Office Rethink	Notice sent home to parent / caregiver to be signed and returned on the next school day.
2 nd Office Rethink	Notice sent home to parent / caregiver to be signed and returned on the next school day.
3 rd Office Rethink	Notice sent home to parent / caregiver to be signed and returned on the next school day. Leadership staff contact parent to inform them of the third notice and possible consequence for a fourth notice within the term. Meeting with parent / caregiver if required.
4 th Office Rethink	Suspension at the discretion of the leadership team.

Take Home

Take home may be used by leadership staff if:

- A student is referred to the office twice in one day for medium / high level behaviour
- A student is unable / unwilling to follow class or school expectations after a re-entry
- A student is continuously disruptive or unresponsive to counselling and support

Suspension

Suspension may be used if a member of the leadership team believes that a student has:

- Perpetrated violence (Threatened or Actual)
- Threatened the good order of the school by refusing to follow the expectations of the school discipline policy
- Threatened the safety or wellbeing of others
- Interfered with the rights of students to learn and teachers to teach.
- Shown persistent or wilful inattention or indifference to school work.

Leadership staff will determine the type and length of each suspension. They may chose to consult with the referring or classroom teacher before reaching a decision.

At the discretion of leadership staff, suspension may also occur if a student has been referred to the office **4 times in any given term**. It may also occur at any time if the behaviour displayed by the student is extreme or violent.

Suspension Process

If suspension is to occur parents / caregivers will be contacted and asked to collect the student. A notice of suspension will be handed to the parent / caregiver at this time. If this is not possible it will be posted to the parent on the day of the suspension. This notice will contain detailed reasons for the suspension and a time and place for a suspension conference.

Suspension Conference

At the suspension conference a *Student Development Plan* will be developed in consultation with the parent / caregiver, the teacher and a leadership team member. This will occur prior to the student re-entering the classroom. Parental permission may be sought at this meeting to involve other DECS agencies who may be asked to assist the school in managing student behaviour progress.

Exclusion from Class Camps / Excursions and SAPSASA Activities

Any student may be excluded from camps, excursions or SAPSASA activities during the course of the year if their behaviour or attitude is likely to cause a risk to the safety of other staff or students. The decision to exclude a student from an activity lies primarily with the classroom teacher or the activity coordinator in consultation with leadership staff. The classroom teacher and leadership will arrange for an alternative placement during the period of the excursion or activity.

Exclusion from School

A student who, as a result of their behaviour:

- Places others at significant risk
- Has been suspended **4 times** in a given year
- Has been suspended for **15 or more** school days in any given year

can be excluded from the school for up to **10 weeks**.

A student who is excluded from Salisbury Park Primary School will be expected to work towards changing their behaviour at an alternative site before returning to school.

Implementation Guidelines – Yard Management

At Salisbury Park Primary School we aim to provide a safe, caring environment for all members of the school community, our facilities and natural environment.

Teachers on yard duty will:

- Interact positively with students to prevent inappropriate behaviours from escalating. Strategies used to support this may include:
 - Redirection
 - Walking with the teacher
 - Discussion
 - Conflict resolution processes
- Teachers will attempt, where appropriate, to apply logical consequences for inappropriate behaviour – drop a paper / pick it up, walk with the teacher, red spot, cool down.

Implementation Guidelines – Yard Management Consequences

Red Spot – Red spot is located opposite the primary playground and is staffed by a yard duty teacher. It may be used as a consequence by yard duty teachers when responding to minor yard infringements – (not following instructions, rough play, pushing, minor harassment).

Office Rethink (Yard) – Students who display behaviour which makes themselves or others unsafe in the yard may be given an Office Rethink for their inappropriate / unsafe behaviour. Yard duty teachers will complete these forms and send them, and the student, to the front office for counselling and support. A member of the leadership staff will complete the Office Rethink form with the student and photocopy these forms providing a copy for the class teacher and the behaviour record file. The original form will be sent home with the student to be signed by a parent / caregiver and returned to the class teacher on the next school day.

There is no distinction between an Office Rethink given in the yard or the class. All processes outlined in this policy remain consistent regardless of where the behaviour/s occur.