**BEHAVIOUR MANAGEMENT POLICY**

**Powlett River Primary School endeavours to educate students within a safe, enjoyable,**

**supportive and challenging environment. We promote cooperation, responsible choices**

**and respect for self, individual differences and the environment.**

The school community constitutes students, staff, parents/guardians and all those in the

community who have an interest in the education of students at Powlett River Primary School.

The purpose of the Powlett River Primary School Behaviour Management policy is to:

* provide direction, consistency and fairness in behaviour management throughout the school
* to promote a partnership between students, parents/guardians and teachers
* communicate knowledge of the policy.

**RIGHTS AND RESPONSIBILITIES**

**Children have the right to -**

* Be safe at school
* Learn without interference
* Be treated with courtesy and as an individual
* Be treated fairly.

**Children have the responsibility to -**

* Obey school rules and safety guidelines
* Endeavour to do their best in all areas of school work
* Be courteous to others
* Treat others fairly

**Teachers have the right to -**

* Be treated with courtesy by colleagues, parents and students
* Be recognised as professionals
* Be supported by the school community

**Teachers have the responsibility to -**

* Teach effectively, provide a positive and safe learning environment and establish acceptable school behaviours
* Act professionally and promote positive self-esteem and attitudes towards learning
* Foster links within the school community
* Recognise parents as the major influence in the child’s life.

**Parents/guardians have the right to be–**

* Recognised as the major influence in their child’s life
* Recognised as a partner in their child’s education

**Parents/guardians have the responsibility to –**

* Recognise and support the school’s behavioural expectations
* Recognise teachers as partners in their child’s education
* Provide information which may impact on their child’s learning.

**BEHAVIOURAL EXPECTATIONS FOR STUDENTS AT POWLETT RIVER PRIMARY SCHOOL**

* Respond to teacher – follows reasonable instructions.
* Use language and actions which are not hurtful.
* Walk inside buildings and on concrete areas.
* Be punctual.
* Ask for a teacher’s help if there is a problem or dispute – Do not retaliate.
* Stay in school grounds.
* Play in designated safe areas – only be in classroom with a responsible adult.
* Walk bikes around school buildings area.
* Respect school property and the belongings of others.

**SCHOOL AND CLASSROOM MANAGEMENT STRATEGIES**

**PREVENTATIVE**

* Negotiate rules and logical consequences.
* Model appropriate behaviours
* Foster a sense of worth,
* Respect individual differences.
* Focus on positives.
* Thorough planning of lessons to suit the class.
* Model appropriate language.
* Organise /establish routines.
* Explicit teaching of cooperative, behavioural and social skills.

**CORRECTIVE**

* Tactically ignore.
* Defuse with humour or distract.
* Provide opportunities for the child to make good choices.
* Refocus negative behaviours.
* Remind, warn, act.
* Apply logical consequence.
* Utilise the support of colleagues.

**SUPPORTIVE**

* Establish a rapport.
* Reinforce good behaviour.
* A fresh start.
* Negotiate student behaviour plans andcontracts.
* Parent involvement
* Involve senior staff.
* Referral to Student Services.

**PREVENTATIVE**

1. Staff to have informal discussions on the Behaviour Management Policy at regular

intervals.

2. Acceptable behaviour in class to be negotiated between teachers and students at the

commencement of each year.

3. Class negotiated rules should be:

* Positive (what you should do rather than what you should not do)
* Focus on the Rights and Safety of others
* Be Clear, Consistent and Fair
* No more than four consequences for breaking the rules should be logical.

4 Strategies to enhance self-esteem and a positive classroom atmosphere:

* Give more positive reinforcement than negative to individual students
* Set realistic, achievable expectations
* Deal firmly with ‘putdowns’
* Speak positively to parents about the special qualities of their children
* Differentiate between the child and their behaviour.

**CORRECTIVE**

Steps for Corrective Behaviour.

1 **REMIND** - of the Rule

2 **WARN** –

3. **SECOND WARNING- NAME ON BOARD**

**4. TIME OUT - OWN CLASSROOM (if** this has already occurred earlier in the day or, if the teacher thinks this is not effective or, if the teacher thinks this is too disruptive, then time immediately moving to step 4 is appropriate).

When behaviour continues in a short time period

4 **BUDDY TEACHER** – time out in buddy teacher’s classroom – This should occur for

only one session.

5 **REPORT TO SENIOR STAFF** – parents may be contacted (at discretion of senior

staff member) – decision as to next step – talking, internal suspension etc

**NOTE:**

Communication with parents should be ongoing using normal communication methods – PT

interviews, etc. It should not be left solely for senior staff when the behaviour had deteriorated.

Frequent and serious inappropriate behaviour should be documented.

***PERSISTENT /EXTREME DANGEROUS BEHAVIOURS : - straight to step 5.***

**TIME OUT**

This strategy as an immediate consequence is appropriate when:

* a student is endangering or disrupting other students
* when a student has refused to follow instructions
* after a reminder and warning
* when a student already has had consequences for the same behaviour on the same day
* when a student is not in control of their emotions
* when a child needs to reflect on their actions.

**Time out - In the classroom -**

* a designated area should be set
* the smaller the child the shorter the time

**Time out – External –**

* Children should not be placed outside the classroom as they must be supervised at all

times. This should be arranged with a buddy teacher.

* Time Out Office / Principal classroom

**Re- entry**

* “What rule were you breaking” “What will you do now”
* Report back to the class teacher when returning child to the classroom from the office

**INTERNAL SUSPENSION - Principal or Assistant Principal**

This is not a formal suspension. It is designed to protect the learning and safety rights of other

members of the school community and is a signal to the community that the student’s behaviour is not acceptable.

Internal suspension should be no longer than two days.

* The student reports to the Principal/ assistant Principal’s office at the commencement of the internal suspension time.
* They remain isolated from their class and other students throughout the day.
* Lunch and recess times may be taken after the other students have returned to class.
* The class teacher should be informed if the student is isolated due to incidents arising at Recess or Lunch times.
* The student should be provided with appropriate work by the class teacher. (The work should be able to be completed without assistance)

**TAKE HOME - Principal**

Take home is not a suspension. It is used in a behavioural emergency and involves a student

being handed over to the care of their family for a negotiated period of time to enable them to

regain control of their behaviour.

This situation may occur when:

* a student is unwilling or unable to comply with reasonable directions from teachers and
* is endangering themselves or others
* is interfering with the learning and teaching rights of members of the school community.

**SUSPENSION FROM SCHOOL – Principal**

(noted on student record file)

A student who is unwilling or unable to behave responsibly will not be allowed to adversely

affect the rights of others to learn and to be safe.

Purposes of suspension are:

* To protect the right of other members of the school community to learn in a safe

environment.

* To signal to the community that the student’s behaviour is not acceptable within theschool community.

**Re-entry Conference**

At the end of the suspension period, the student and parents are requested to meet with the

Principal. During this conference the following issues may be discussed:

* Reason for suspension

Other major issues such as:

* Behavioural Learning
* Support in place for student
* Monitoring
* Roles and responsibility of school and parents
* Expectations for future behaviour

**SUPPORTIVE**

* Each day is a new beginning.
* Negotiating a behaviour plan which includes support from senior staff.
* Arranging a meeting with parents.
* Referral to the Behaviour Management Unit.
* Support for children re-entering by all staff.

**ABSCONDING CHILDREN**

If staff are aware that a child is missing or have reason to believe that he/she may have

absconded:

* Contact the office immediately. Do not chase absconders.
* Senior staff search the school grounds (maybe a call on the PA system).
* Parents contacted – if parents/emergency contacts are unable to be contacted police will

be called and the child reported missing.

**APPENDICES**

Map of school with designated areas for playing

Flow chart of behaviour management

Examples of positive /negative consequences

BM references

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**PLAYGROUND RULES**

**Rules to be displayed around playground in symbols and signs.**

**Teachers to be consistent when dealing with the issues of food and hats in the playground.**

**In the playground we will:**

* Play in a sensible, safe and caring manner.
* Wear a hat in the playground during 1st and 4th terms and remain protected under school buildings if not wearing a hat.
* Sit down within the building area when eating.
* Place rubbish in rubbish bins.
* Play in appropriate designated areas.
* Only leave school grounds if we have permission from a teacher.
* Not enter classroom areas without teacher permission.
* Stop playing and go to toilet, have a drink and move to classroom when music plays.
* Talk to the teacher on duty when we require assistance.

**We will NOT**

* Climb trees
* Play with sticks, rocks
* Play tackle or branding type games.

**MINOR INCIDENTS**

Reminder

Warning

Logical Consequence eg

* Apology
* Time out
* Rectify the situation

End of incident

Non compliance means it becomes a major incident

**MAJOR INCIDENTS**

* offensive behaviour eg obscene gestures
* bullying and harassment - see appendix
* violence, fighting , throwing objects
* dangerous behaviour
* damage to property
* continual refusal to follow instructions

Referred to Senior Staff

Incident recorded and parents may be notified

Consequences – discretionary – may involve

* reflection sheet
* written apology
* loss of privileges
* internal suspension
* restitution – (replacement/cleaning up /repairing)
* suspension

**Positive Consequences may include (at teachers discretion):**

* Verbal Praise Stickers
* Merit Awards Special privileges
* Raffle tickets/vouchers etc Positive notes to parents
* Sending to senior staff for praise Principals Award
* Class Awards

**Negative Consequences may include (at teachers discretion):**

* Rough Games - Play privileges are removed
* Throwing things - Time out to calm down then pick up things thrown
* Being disrespectful to others - Apology – verbal or written
* Not sharing - May have to go without
* Wasting time - Completing work in own time, sit next to teacher, work

alone etc

* Littering - Pick up litter
* Destroying property - Replacement of property

Corporal punishment is will not be practised at Powlett River Primary School.