

STUDENT BEHAVIOUR MANAGEMENT POLICY

OUR CORE BUSINESS AT REYNELLA PRIMARY SCHOOL

Reynella Primary School strives to be a safe, secure, caring, harassment free environment where:

- students, staff and parents aim to fulfil our roles and responsibilities as members of our collaborative learning community
- balanced comprehensive learning programmes in the eight areas of study develop independent students who pursue their full potential
- we demonstrate pride and respect in both our work and attractive physical environment.
- we acknowledge the importance of, and develop social skills, including conflict resolution, problem solving, tolerance and positive group interaction to promote our values of:-

Getting Along
Confidence

Persistence
Resilience

Organisation

BELIEFS:

In order for the learning process to be successful and to ensure that we are making a difference to student learning outcomes, there is a need to create throughout the school a positive and supportive learning environment. We can assist this process by encouraging responsible student behaviour and protecting the rights of students, teachers and support staff. Collaboration between school and home and consistency of expectations between all parties involved is vital to achieve our outcomes. We believe that all students have the right to learn, all staff have a right to support the learning process and everyone has the right to feel safe.

EXPECTATIONS AT REYNELLA PRIMARY SCHOOL

The following expectations are prominently displayed around the school. Teachers explicitly address these rules each year with their students and develop common understandings of what each means.

1. WE KEEP OURSELVES AND OTHERS SAFE
2. WE CARE ABOUT OUR SCHOOL
3. WE KEEP OUR SCHOOL FREE FROM HARASSMENT
4. WE DO AS THE STAFF MEMBER ASKS
5. WE VALUE AND SUPPORT STUDENTS' RIGHTS TO LEARN
6. WE VALUE AND SUPPORT TEACHERS' RIGHTS TO TEACH

Currently these are written up as the following Whole School Agreements;

1. **Attentive Listening:** We will always listen with our eyes, ears and hearts.
2. **Mutual Respect:** We always show respect for others and property.
3. **Safety:** We will always think of safety first.
4. **Personal Best:** We will always achieve the best we possibly can.
5. **Appreciation and Acknowledgement:** We will always talk kindly to each other and acknowledge what others do for us.

In order to develop socially responsible behaviour within our school community

Students will:-

- develop an understanding of, and take responsibility for, their actions
- develop an awareness and understanding of the needs and rights of others e.g. cultural identity, gender, age, ability etc.
- respect the rights and feelings of others
- develop effective, non-violent means of resolving conflict
- develop effective interpersonal and social skills to work and play cooperatively
- have a sense of positive self esteem
- develop skills in using our the grievance procedures

Staff will:-

- have a clear understanding of the Behaviour Management Policy
- use the policy to ensure a safe and successful learning environment
- be consistent and collaborative in applying the policy
- promote a supportive, caring and safe classroom learning environment which acknowledges positive behaviour and enables every student to experience success.
- involve students in the establishment, implementation and review of a consistent set of procedures for managing classroom behaviour
- promote a supportive, caring and safe yard environment
- develop student skills and values to enhance social relationships through a planned whole school social skills programme (eg Play is the Way, Program Achieve, Stop Think Do).

Families will:-

- be encouraged to actively support the school to ensure appropriate student behaviour enhances student learning and social development.
- be kept Informed and updated regarding our Student Behaviour Management Policy
- contact the school to seek clarification on any behaviour of their child, which may not have been clearly understood in line with grievance procedures

CLASSROOM BEHAVIOUR MANAGEMENT:

We want classrooms that are safe and harassment free, focussed on optimum learning. For this to be achieved the following will happen:-

- At the start of each year classroom teachers will negotiate and clearly display a set of class guidelines/rules, incorporating consequences. A class procedure could look like this:-
 - A verbal warning
 - A second verbal warning and / or head down
 - Work for a short period of time in a withdrawal location in the room
 - Work for a short period of time in a neighbouring class
 - Planning Centre in the Administration building (supervised by leadership)
- Both positive reinforcement and negative consequences will be known by all students and their parents
 - ❖ Positive consequences could include encouraging comments, stamps, stickers, certificates, fun activities, whole class rewards
 - ❖ Negative consequences could include a series of reminders, warnings and will follow a system whereby a student may progress through a process as a result of a repetition of inappropriate behaviour.

Planning Centre

- A Planning Centre referral indicates that the student has continued to behave in an inappropriate manner or has misbehaved in an extremely serious manner, i.e. violent behaviour, the use of inappropriate language or refusal to follow instructions.
- Students spend a minimum of 30 minutes (Reception to Year 2) or 60 minutes (Years 3-7) in Planning Centre where they are counselled, complete a reflection sheet and are returned to class. They re-enter the class following a verbal re-entry agreement between the student, teacher and leadership member
- Parents will be notified by a blue letter which the student takes home – the signed return slip must be delivered to the office the next day to confirm successful parent communication.

YARD BEHAVIOUR MANAGEMENT:

We want a yard environment that is safe for all people, harassment free and one where we care for people, equipment and the environment. We therefore believe the following behaviours are inappropriate:-

- Playing or being in out of bounds areas
- Deliberate misuse of equipment
- Running around buildings, on walkways or around play equipment
- Rough play
- Play fighting
- Bullying/harassment
- Verbal abuse/swearing
- Defiance of instructions
- Leaving the schoolyard without permission.

Yard Duty

- Teachers on duty will be vigilant and mobile
- Teachers will intervene in inappropriate behaviours
- Opportunities for students to practice appropriate behaviour occur
- Consequences for inappropriate behaviours depending on their severity will range from counselling/redirection, isolating a student for a short time on a yard dot located underneath verandahs, restricted play procedures, or being sent to the Time Out Room where a teacher is on duty at both recess and lunchtime.

Time Out Room

- When a student is sent to the Time Out Room, behaviour is recorded in a quadruplicate book. The procedure for managing the various slips is as follows
 - **White Copy**
Student takes this to the Time Out Room where information is recorded on to the data sheet
 - **Yellow Copy**
Yard Duty teacher delivers this to the student's teacher as soon as possible. This copy is then sent home to be signed by the parent and returned to the class teacher the following day. After being checked it will be forwarded to the front office.
 - **Blue Copy**
Yard Duty teacher delivers this to the student's teacher as soon as possible. This copy is retained by the class teacher and filed in the student record folder after the yellow copy has been signed and returned. It is suggested that the blue forms be temporarily stored in the class roll folder until the yellow copy is returned.
 - **Pink Copy**
Remains in the Yard Duty Book.

- Time Out duty teacher supervises the completion of the yard contract and counsels the student before he / she re enters the play yard.

LEVELS OF BEHAVIOUR

Whilst we will have separate Yard and Class procedures incidents will be viewed together. Where student behaviour in the yard and class continues to require Planning Centre and / or Yard Time Out the following incident frequency levels will apply. Levels of behaviour will be monitored by the classroom teacher and leadership.

- **First incident (either Planning Centre or Yard Time Out) is recorded as LEVEL 1.**
Student remains on this level for the next 5 days (R-2) or 10 school days (3-7)
Parent notification letter sent home
- **Second incident within time period is recorded as LEVEL 2.**
Student remains on this level for the next 5 or 10 school days
Student is counselled
Parent notification letter sent home
- **Third incident within time period is recorded as LEVEL 3.**
Student remains on this level for the next 5 or 10 school days
Office Time Out for one session
No excursions or special class activities for the next four weeks
Parent notification letter sent home
- **Fourth incident within time period is recorded as LEVEL 4.**
Student remains on this level for the next 5 or 10 school days
Student suspended for one day (internal or external)
Student placed on individual behaviour plan
Interagency referral
Parent notification letter sent home
- **Fifth incident recorded as LEVEL 5**
Student suspended externally 3-5 days.
Re-entry procedures as usual
Student remains on individual behaviour plan
Interagency involvement
No excursions or class activities for the remainder of the term
Parent notification letter sent home

SUSPENSION:

Suspension is the loss of one's right to remain at school.

- It occurs when a student's behaviour has been so inappropriate that he or she should no longer be at school.
- This behaviour could include violence, deliberate rudeness to an adult, an illegal offence or the occurrence of three Planning Centres in a 5 consecutive day period.
- Suspension can occur at the school level when a student has lost his or her right to remain in the classroom – for a half or full day period – this is called an internal suspension.
- The Principal has the delegated authority to suspend a student for up to 5 days from school – this is called an external suspension.

EXCLUSION:

Exclusion is the process of moving a particular student to another location out of the school, to continue his or her schooling

- A student could be relocated at home, in another school or in the Adelaide South Behaviour Support Unit.
- This process is followed under the direction of school personnel, the DECD Interagency Manager and in partnership with parents.