

GOOLWA PRIMARY SCHOOL



GOOLWA PRIMARY SCHOOL

QUALITY EDUCATION IN A CARING ENVIRONMENT

**RESPONSIBLE STUDENT BEHAVIOUR
MANAGEMENT POLICY
2018**



Government of South Australia

Department for Education

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Rationale

At Goolwa Primary School all members of the school community are entitled to a safe, secure, supportive and engaging environment where the rights of students to learn and teachers to teach are supported and protected. Relationships are fostered between teacher and student as they are based in respect for each other.

We develop in our students an acceptance of responsibility for their own behaviour.

Families/carers, students and staff work collaboratively to provide a consistent approach to develop responsible student behaviour.

The foundation of our Responsible Student Behaviour Development Policy is our school values of Respect, Persistence, Resilience, Organisation and Confidence.

Our Expectations

We believe that Goolwa Primary School should be:

- A SAFE PLACE
- A place of LEARNING
- A place where APPROPRIATE BEHAVIOUR is modelled by all
- A place where people display RESPECT for people, property and the environment
- A place where people learn to accept RESPONSIBILITY for their actions
- A place where people strive for EXCELLENCE

Therefore we expect:

- That classrooms comply with the Teaching and Learning Rules, which are non-negotiable across the school in all learning areas (see Appendix A).
- Classrooms will elaborate on these rules negotiated, specific to their classes' safety and learning needs.
- That there will be consistency in approach to school management issues while recognising individual differences that have been put in place by all stakeholders and documented in a Behavioural Prevention Plan.
- That students will behave in a way that is safe and there are appropriate consequences for student's actions.

Who will enforce this ?

As Teaching, Learning and Support Staff, we will:

- Ensure that students are familiar with and understand the school's and classes' Codes of Behaviour.
- Model appropriate behaviour and care for students/property/environment.
- Acknowledge and promote positive behaviour.
- Teach children how to manage and resolve problems/conflict situations.
- Regularly reinforce behavioural expectations.
- Provide support for students to discuss and resolve yard/class problems through Restorative Justice Processes.
- Utilize social skills programs (such as 'Friendly Schools & Friendly Families' and 'What's the Buzz') to provide children with the skills necessary for successful interaction with others and to develop resilience.
- Foster positive relationships with students (see Staff Handbook).

We expect that students will:

- Speak respectfully.
- Seek adult assistance if unable to resolve conflicts.
- Play in a safe manner ensuring not to endanger themselves or others.
- Follow safe directions given by school personnel.
- Play appropriately in the designated areas.
- Use equipment/resources/facilities with care and respect.
- Conduct themselves in a manner consistent with this Behaviour Code when representing the school.
- Wear school uniform at all times.
- Accept consequences for their behaviour.

We expect that families will:

- Ensure that their child/children attend school and that school staff are notified of absences.
- Keep schools informed of health issues, concerns about behaviour or other matters of relevance.
- Comply with Department for Education and school policies including the Responsible School Behaviour Management Policy.

Students with Disabilities

The school supports children with disabilities through various programs as outlined in Appendix C. Their behavioral goals are monitored through a Negotiated Education Plan which may differ from the behavioural procedures outlined in this policy.

Procedures for Inappropriate Behaviour – Classroom

See Appendix B for in-class steps.

Procedures for Inappropriate Behaviour – Yard

Teachers are on duty in all designated play areas during Lunch Time and Afternoon Break. Students are to report to Yard Duty teachers if a problem arises. When minor yard issues arise, Yard Duty teachers should aim to have Restorative Justice Conversations with students, when possible.

1. Warning – Duty Teacher/SSO informs student of inappropriate behaviour. Warns them that the next step will be at the teachers discretion, this could involve a 'time-in', yard restriction, picking up paper, .
2. Time in – Duty Teacher walks with the student. Students are to stay with the teacher for a designated time. This is where the child walks with the teacher, the teacher can talk to the child about the behaviour- coaching them to make better choices and/or have them pick up rubbish. When time is up, Duty Teacher debriefs with student about their behaviour, discusses next step if behaviour continues.
3. Re-Think – Student is sent to the front office immediately.
 - Upon receiving a Re-Think, students are to report to the front office room. They will be given a reflection form.
 - Students have a Re-Think for a maximum of half of the length of a break.
 - If a Re-Think occurs in the beginning of the break, a student may complete their Re-Think in the same break time.

Repeated Inappropriate Behaviour

For ongoing inappropriate behaviours and after initial teacher a member of the leadership team will contact/meeting parents/caregivers.

The Leadership team will develop a proactive action plan to best support the needs of the Student. This may take the form of:

- Family meeting/s
- A Behavioural Prevention Plan is written and communicated to all stakeholders
- Inclusion in Social Skills Programs e.g. 'What's the Buzz?', 'Stop, Think, Do', and 'Rock & Water', 'MindUP'.
- Community support/service may be recommended e.g. CAMHS, child counsellor or child psychologist via a mental health care plan through the family's GP
- Alternative Play Arrangements
- Referral to Interagency Behaviour Student Support Coordinator
- Take Home
- Suspension

Take Home

Take Home is used as a behavioural strategy: *"When a student is unwilling or unable to comply with reasonable directions from teachers, is endangering himself or herself, or other members of the school community, or is interfering with the learning and teaching rights of other members of the school community."* (Department for Education School Discipline Policy)

- There is no limit to the number of times "Take Home" can be used.
- Take homes are documented on EDSAS
- They are not a suspension

Internal Suspension

In cases where a student will benefit from remaining in the school but separate from the class, the student will be internally suspended and will be supervised by leadership. The class teacher will organize work for the student to complete while in the office area.

Suspension

A student may be suspended if the Principal has reasonable grounds to believe that he or she:

- Has threatened or perpetrated violence
- Has acted in a way which threatens the good order of the school by persistently refusing to accept the school's behaviour code.
- Has acted illegally.
- Has acted in a manner which threatens the safety or Wellbeing of a student or member of staff through physical, sexual or racial harassment, verbal abuse, bullying or any other means.
- Is interfering with the rights of teachers to teach and students to learn.
- Shows persistent and willful inattention or indifference to school work.

Suspension from school means that a student does not attend for a period of time ranging from one to five days. The length of suspension is determined by the Principal and depends on the severity or frequency of the inappropriate behaviour. Although suspension is generally a pre-discussed consequence, it may also be implemented immediately due to the severity of the incident.

Returning from Suspension

After each suspension, a re-entry meeting will be held involving the student, a parent/caregiver, a member of leadership and **the class teacher**. At this time, the Behavioural Prevention Plan is written, reviewed or updated.

The Behavioural Prevention Plan is negotiated between school staff, the student and parents/caregivers, as part of a plan for behavioural change. It will clearly outline the responsibilities of the student, the school and the parents/caregivers in helping the student become more successful at school. Further consequences involving suspension are outlined at this time. The re-entry meeting will occur at a time that is prearranged to minimise class teaching disruption.

Exclusion

A student may be excluded when they have been suspended more than five times in a school year. A student may be excluded from school for between four and ten weeks.

Before exclusion is decided upon, a conference is held (Intention to Exclude) so that the student, parents/caregivers and school can discuss the student's behaviour, and so that the Principal can make a final decision about exclusion. A Behavioural Prevention Plan will be negotiated at this time. An interagency Behaviour Support Caseworker will also attend the conference.

The student, parents/caregivers may invite support people to attend this conference. Close to the end of the period of the exclusion, a student will take part in a supervised re-entry to school if the goals of the exclusion have been met.

While under exclusion, a student is required to complete an alternative educational program, which may be in another school, a Learning Centre, Open Access or elsewhere.

Types of Extreme Negative Behaviours

All or any students including students with disabilities

Physical Violence

Physical Violence towards students, staff members and volunteers is a form of assault. Any / all Students who engage in violence towards other students will be handled in accordance with the Responsible Student Behaviour Management Policy. Violence towards teachers, support staff and volunteers will result in immediate suspension.

The Wellbeing Centre

The Wellbeing Centre is located near the by the Junior Primary Area. It has several purposes:

Calm Down

A strategy for identified students, which is written in their Behavioural Prevention Plan, with the intent of intervening and preventing escalation. We see this as a place for students to calm themselves.

Disabilities

Identified students with disabilities use the counsellor's room for calming and regulation.

Social Programs

Programs such as 'What's The Buzz?', 'Stop, Think, Do', and 'MindUP' are taught in the Wellbeing Room.

APPENDICES

GOOLWA PRIMARY SCHOOL Whole School Teaching and Learning Rules

1. Stay on task.
2. Complete work.
3. Do your best.
4. Follow instructions.
5. Allow others to do the same.

This is because
teachers have the right to teach
and students have the right to learn.

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APPENDIX B

Class Behaviour Management Steps / Processes

The Behavioural Procedure is set out below:

Specialists subjects start afresh with steps; that is steps do not travel from class to Specialist area and vice versa.

Step 1: Reminder

- Reminder about inappropriate behaviour
- Tell the student they are on Step 1.

Step 2: Classroom Time Out

- Tell the student they are on Step 2
- Relocate the student to a different work space in the classroom. The teacher negotiates return to original seating with student, if appropriate.

Step 3: Exit Class Time Out

- Tell the student they are on Step 3
- Time out in a neighbouring class for 15 minutes, or remainder of lesson time, whichever comes first.
- Students will complete a re-entry form during that time – fill in of step 4 (see Appendix D)
- If the student continues inappropriate behaviour during this time, Exit Class Teacher is required to send the student back to their teacher with a recommendation of Step 4.
- Student makes up time at the discretion of the teacher.
- Parents contacted through note or diary.

Step 4: Class Re-Think

- If inappropriate behaviour continues and teacher has used all previous steps, tell the student they are on Step 4.

*Extreme behaviours such as *verbal or physical violence will result in an instant Step 4 regardless of previous steps used.*

- Students report to the front office to **Re-Think** their behaviour.
- Direct Parent Contact via note and/or phone call.
- Member of the Leadership Team completes EDSAS records.
- If a student does not co-operate, a Take Home may apply
- Leadership will decide on the next course of action taken and communicate this with class teacher.

*verbal violence: In this policy verbal violence refers to students threatening others with intent to cause intimidation/swearing.

APPENDIX C

Successful Learning Strategies to Promote Responsible Behaviour

CLASSROOM PROGRAMS

See Appendix G.

SOCIAL SKILLS PROGRAMS

Are regularly taught and revisited by class teachers and counsellor. Programs include:

- Child Protection Curriculum
- Friendly Schools & Friendly Families
- Program Achieve
- 'What's the Buzz'
- Conflict Resolution- Restorative Justice
- Rock and Water
- 'MindUP'

SCHOOL RULES

School yard rules will be prominently displayed throughout the school and in classrooms. Class teachers should regularly reinforce appropriate behaviours, specific rules and consequences.

BEHAVIOUR CODE

All students and parents will sign a Behaviour Code, which denotes acceptance of our School Behaviour Management Policy.

RESTORATIVE JUSTICE

The principles of Restorative Justice are utilized when resolving disputes between student and other members of the school community.

STUDENT VOICE

All students get an authentic opportunity to convey their views through regularly programmed class meetings and representation at SRC meetings.

POSITIVES PROGRAM

Rewards students for making good choices in regard to yard and class behaviour ie: getting along tickets acknowledged at JP News.

Provides an incentive for students to improve their behaviour

BULLYING AUDITS

Bullying audits are carried out yearly and identified students are counselled. Students are also able to report incidents of bullying at any time using a Bullying Form.

Re-Entry Form

GOOLWA PRIMARY SCHOOL EXIT CLASS REFLECTION	
NAME	
What happened?	
Who has been affected? How?	
What can you do to make things better?	
Student Signature	
Teacher Signature	

Re-Entry Form

**GOOLWA PRIMARY SCHOOL
EXIT CLASS REFLECTION**

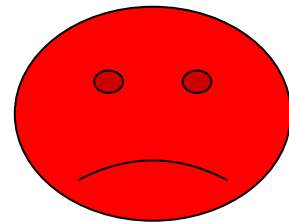
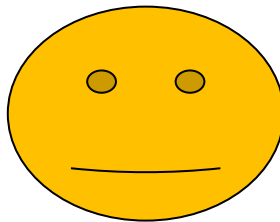
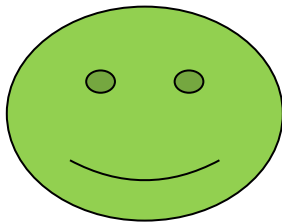
NAME

What happened?

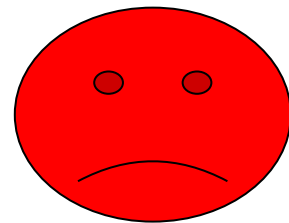
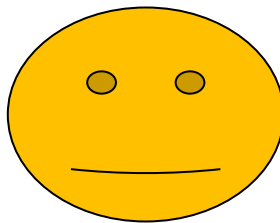
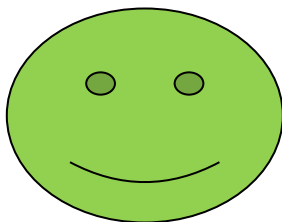
What behaviour did you choose?

What other choices did you have?

The choice I made was:



The choice I will make now is:



Student Signature

Teacher Signature

Appendix E.2

RE-THINK

NAME _____ TEACHER _____ Date / Time _____
YEAR LEVEL _____

YARD – AREA: _____ CLASSROOM – ROOM: _____

Student Behaviours

- | | |
|---|---|
| <input type="checkbox"/> Harassment
Physical/Verbal/Social/Racial/Sexual | <input type="checkbox"/> Interfering with others property / games |
| <input type="checkbox"/> Refusal to Follow Instructions | <input type="checkbox"/> Unsafe behaviour |
| <input type="checkbox"/> Disrupting Others | <input type="checkbox"/> Other: _____
_____ |
-

Re-Entry

_____ has agreed to:

- | | |
|--|--|
| <input type="checkbox"/> Stop the behaviour/s listed above | <input type="checkbox"/> Complete the reflection sheet |
| <input type="checkbox"/> Follow the school rules | <input type="checkbox"/> Communicate positively |
| <input type="checkbox"/> Spend Lesson____ / Afternoon Break to make up the lost Learning time. | |

Student Signed: _____

OR

- Has refused to co-operate and so **TAKE HOME** applies
- _____
- _____
- _____

Leadership Team Member

GOOLWA PRIMARY SCHOOL



GOOLWA PRIMARY SCHOOL

QUALITY EDUCATION IN A CARING ENVIRONMENT

GARDINER ST, GOOLWA 5214

Phone (08) 8555 2261

Facsimile (08) 8555 3899

Dear Families,

At Goolwa Primary School we expect students to take responsibility for both their learning and their behaviour. Rules and consequences are made explicit so that students can make informed decisions. Your child _____, was withdrawn from the class / the yard today because their behaviour interfered with the rights of other students and teachers.

This is your child's _____ withdrawal this term. A third withdrawal from their learning / play results in a meeting between parents and staff to develop/revisit a Behavioural Prevention Plan for the child. Subsequent withdrawals could result in a suspension.

We ask that you discuss the information on this form with your child and support them in following the school's behaviour code.

Teacher

Leadership

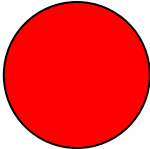
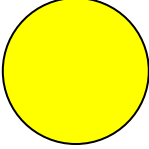
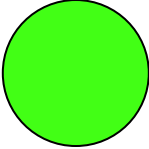
Parent

After signing please return to school.

Date / / 18

5 Point Emotional Scale

	Feeling Out of Control	Leadership Team supports student Whole Class Evacuation
	Feeling Mad	Leadership is called immediately
	Feeling Cranky	Teacher directs child to go to the Well Being Room and informs WBR staff of the situation
	Feeling a Bit Unsure / Worried	Child is instructed on how to calm and attempts to do this in class using tools
	I can handle this	

Stop 	Think 	Do 
Reminds you to stop before you rush into anything. Ask yourself these questions: What is the problem? How do I feel? How do others feel? What do I want to happen?	Reminds you to think of as many solutions to the problem as possible. Ask yourself this question What can I do? I can... Tell an adult, Bargain, Fight, Ask nicely, Share, Walk Away	Reminds you to finally choose a solution, the one with the best results or most acceptable consequences. Put the solution in to action. If it doesn't work, go back to STOP and start again.

APPENDIX G

Student Behaviour Management strategies that we use at our site

*Explicitly teaching role modelling***Choosing stars****Taking interest in them**Listening to students***Praise***Talking about boundaries – setting rules***Inviting student feedback*****Focusing on positives***Written feedback*Restorative practices*Consistency*Token chart- positive reinforcement, extrinsic reinforcement leading to intrinsic reinforcement

*Make links with home***Knowing students***Individual and class behaviour contracts***Use of buddy class***Respite*Short term measure***Prior negotiation****Communication between teachers (as opposed to note to going home)*Sharing problems – ask for help***Variety**- balance between active and passive learning*Immediate rewards*Set short term goals

Relationships before academics**Investing the time now, pays off later...***Try again*Enable calm teacher- look after the relationship between the teacher and child*Relaxation *Calm music*Lighting levels (dim lighting to induce calmness)

*Flexibility

***Limit rules- keep it simple**

*Teacher remaining calm*Use of slogans ie NED (never give up, encourage others, do your best)*Modulating teacher voice*Making good choices, **teaching them how to be a student**

Developing a sense of empathy link feelings to eventsStress the difference between learning and social time*Walk and talk**Individual counselling**Rehearsal/ debriefing**'Keeping in' for one-to-one talk* ***Setting high expectations***Modelling

Manners*Explaining***Targeting student needs***Visual cues*Developing a well organised classroom***Calling students by name*****class meetings****Brainstorm effective teacher, successful student* *Class code involving students



