



HENDON PRIMARY SCHOOL

STUDENT BEHAVIOUR MANAGEMENT POLICY

RATIONALE

Hendon's behaviour management policy promotes a positive, safe learning community that supports student responsibility and learning.

PRINCIPLES

This policy is based on the skills and attributes valued in our students and developed in association with the current DECD and legal policy associated with the rights of students. The policy promotes and supports:

- Provision of opportunities and support for students to experience success.
- Promotion of student acceptance of responsibility for his/her own behaviour.
- Collaboration between staff, parents and students to create a safe, caring, orderly and productive learning environment which supports the rights of all students to learn and all teachers to teach.
- Management of student behaviour in partnership with students and their families.

POLICY STATEMENT

Student management procedures are consistent from Pre-School to Year 7 for all school activities.

- The school values form the basis for discussions on individual class codes of cooperation.
- The values and codes together are the basis for discussions on behaviour.

Students are encouraged to make appropriate choices to take these responsibilities. Students will be referred to the School Counsellor, Principal or Deputy Principal for further counselling if disruptive behaviours occur.

A set of operational guidelines support this policy.

OPERATIONAL GUIDELINES

CLASSROOM STUDENT MANAGEMENT PROCESSES

Each year teachers work with their students to revise student rights, responsibilities, school and classroom rules. Behavioural expectations are determined, ensuring student involvement and responsibility in the development and maintenance of a supportive learning environment. These expected behaviours are displayed in classrooms along with clear understandings of consequences for appropriate and inappropriate behaviour.

RIGHTS

All members of the School Community have the right to teach, to learn, to grow and develop in a safe, secure environment, to be treated with respect regardless of cultural, physical, sexual, or intellectual differences in an environment which is free from physical and mental abuse and sexual and racial harassment.

RESPONSIBILITY

All members of the school community have the responsibility to ensure these rights are maintained

SCHOOL RULES

Students are encouraged to play safely, solve problems peacefully, respect other people, treat other people's and school property respectfully and to follow teacher instructions.

CLASSROOM RULES AND MANAGEMENT

These are negotiated by students and individual teachers at the start of the year and should protect the rights of both teachers and students. Students are actively encouraged to take part in decision making through class meetings and SRC. Through meetings and class activities students will be actively taught the skills of social interaction and conflict resolution, including the use of restorative practices. Teachers will actively model, notice, encourage and reward responsible behaviour and provide inclusive programmes and methodologies promoting positive, supportive and safe learning and behavioural outcomes. Anti-harassment and grievance procedures will be actively taught across Preschool -7 classes.

Teachers will develop a series of classroom consequences which are based on a step system using time out from classroom activities as the response to inappropriate behaviour. Steps may vary from room to room but will include “Time Out Class” for students needing thinking time at the Front Office and “Office Time Out” as a response to severely disruptive behaviour eg.

- Step 1 – reminder/warning
- Step 2 - thinking table/class time out
- Step 3 - timeout in buddy classroom
- Step 4 –Office Time Out.

Parents will be actively encouraged to work in partnership with teachers to support their child’s learning.

OFFICE TIME OUT SUPPORT

Students will be sent to Office Time Out when the student

- continually breaks class rules
- disrupts the class from timeout
- behaves in a way which is violent or extremely rude/insolent (regardless of the behaviour “step”).

Teachers are required to send the child over to the Front Office with an Office Time Out form. Another student is sent to ensure that the student and the form reach the office. Teachers can also ring the office on the intercom to advise of a student coming for Office Time Out.

The student will be asked to complete an Office Time Out Report which requires him/her to reflect on his/her behaviour. The student takes the original home and a photocopy is kept in the Counsellor’s office. The School Counsellor is responsible for managing the recording, and parent responses. Office Time Out statistics will be maintained as base data for evaluation and review of Behaviour Management Strategies.

TAKE-HOME / SUSPENSION

Students will be given Take Home/Suspension for extremely violent behaviour endangering others. Other incidences could include refusing to report to Office Time Out, disruptive behaviour while in Office Time Out, being sent to the Office Time Out on THREE other occasions in the same term. If Take Home is implemented parents are contacted and asked to collect their child, taking him/her home for the remainder of the day. The School Counsellor will enter the data on EDSAS and monitor the incidences of Take Home.

If Suspension is implemented it may be up to 5 days. Official documentation is completed and copies kept in the student’s file and a Suspension Data Folder in the Front Office. A re-entry meeting between parents, students, teachers and senior staff is usually required. The organisation and management of suspension is the responsibility of senior staff. Data again is entered on EDSAS.

EXCLUSION

If a child is suspended for 15 days in one calendar year they may be excluded from school for up to 10 weeks. This decision will require the child to be placed in an alternative educational setting for the period of exclusion. This is negotiated between the principal and interagency referral manager. Parents are actively involved in the process.

YARD BEHAVIOUR MANAGEMENT

Teachers are responsible for being punctual to yard duty and organising swaps with other staff if they are unable to fulfil this responsibility. Class sports equipment is accessible to students during breaks. Safe areas are provided and maintained for JP students such as the Junior Primary playground. Teachers are to ensure students are aware of school rules, out of bounds areas and consequences. All students are actively taught grievance procedures and conflict resolution skills by classroom teachers and the School Counsellor. The School Counsellor provides an induction programme for new students throughout the year.

During yard duty teachers are required to actively address all issues arising from the yard using the opportunity to assist students in identifying choices and options available to them. They are encouraged to utilise a range of consequences, appropriate for low level inappropriate behaviour. Possibilities include:-sit out on benches for a short time, confiscation of equipment, walk with teacher, litter pick up, play in another area or organise an activity for younger students.

When a student is given Restricted Play their names and restricted play areas will be written in the Day Book. He/she will be given a card to present to the yard duty teacher. The duty teacher signs the student off in the

Restricted Play Memo Book located in the Duty Bag. If a student does not report, the Duty Teacher will let a Senior Staff member know. The student will then be given a Yard Time Out.

YARD TIME OUT PROCEDURES

Students attend the Yard Time Out Room when irresponsible playtime behaviour has occurred. The Yard Time Out Room is a supervised sit out which operates during lunch play time. The teacher decides whether one or more lunch periods is an adequate response, sometimes in consultation with the class teacher and/or School Counsellor. Children will be sent to the Yard Time Out Room for rudeness to a teacher, fighting and physical violence, harassment (racial, sexual or general), dangerous play or continual rule breaking.

Teachers are required to fill in a Yard Time Out form in duplicate. The white copy is given to the student and the blue copy is given to the School Counsellor. Forms are usually filled out in the yard. If not the forms are filled out after lunch and sent to the student's room. Students may be sent to the Yard Time Out Room during a lunch break or for the following two lunch breaks, depending on the timing of the inappropriate behaviour. The School Counsellor manages and maintains Yard Time Out Room folder. The original Yard Time Out Report is sent home with the student. The School Counsellor manages the parent responses and entering of data. Statistics are kept regarding frequency of Yard Time Out attendance to form base data for evaluation of effectiveness of the Student Behaviour Management Policy.

The teacher on duty will collect the Yard Time Out Folder from the School Counsellor's Office. The teacher may discuss the reason/accumulated number of incidences. Except for this no other interaction is to occur. Students will receive an extra period for not attending or continually disobeying rules after receiving a reminder. This is monitored by the School Counsellor. The teacher on duty will fill in the relevant information in the folder, mark attendance, indicate lateness or non-attendance on the form for follow up by the School Counsellor. Office Staff can be contacted with the names of non-attendees for staff to try and locate. The Yard Time Out Folder will be returned to the School Counsellor's office at 1.45p.m. each day.

Other consequences may occur when a student attends Yard Time Out on more than five occasions in one term, exhibits very violent or serious behaviour, or abuses staff or parents. These are determined by Senior staff and may include take home for lunch, suspension, removal from play, contracted play or monitored play. Parents will be fully informed and involved when these consequences are implemented and may be required to meet with Senior staff and class teachers to discuss options for their child.

GRIEVANCE PROCEDURES

All students are actively taught Grievance Procedures and these are reinforced by classroom and duty teachers.

STEP 1 : Give the person an "I" statement and move away (if comfortable depending on age/relationship/number of students) e.g.I don't like it when ...

If the behaviour persists:

STEP 2 : Where the behaviour is persistent and ongoing, tell the teacher on duty or class teacher, if the bell has rung.

STEP 3 : Report to Principal, Deputy Principal or School Counsellor.

All students are actively taught strategies for dealing with conflict. Students are actively encouraged to identify choices and options available to them through the use of key questions. "What else should you have done?" or "How could you have handled this better?"

The ongoing reinforcement of these principles is the teaching and learning aspect of the Student Behaviour Management Policy.

NEW STAFF, STUDENT, PARENT INDUCTION

In order for the Student Behaviour Management Policy to be effective all members of the school community must be informed and understand the requirements, rules and consequences. All staff are responsible for ensuring information about the management of students behaviour is given to students and parents. Senior staff are responsible for specific induction of families, staff and students new to the school. Pamphlets and handouts will be made available from the Office and newsletters will be used to regularly revisit aspects of the school policy. Effective Behaviour Management provides the basis for safe, secure, effective learning and teaching environments.

APPENDIX

1. **Pamphlets** - **Grievance Procedures**
 - **Bullying Policy and Procedures**
 - **Yard Rules**
2. **Master Copies for :**
 - **Yard Time Out form**
 - **Office Time Out form**
 - **Office Time Out report**
3. **Master Copies for letters home for :**
 - **Office Time Out report**
 - **Yard Time Out form**