



Pooraka Primary School Student Behaviour Management Policy

This policy is presented in five sections:

- Policy details
- Expectations of Students
- Responsibilities of:
 - The Classroom Teacher
 - The Yard duty Teacher
 - Support staff
 - Leadership staff
 - Parents/caregivers
- Responses to appropriate behaviour
- Consequences for inappropriate behaviour

Policy ratified by Governing Council 2014

Date to be reviewed by staff 2016, by Governing Council 2017



Pooraka Primary School

Student Behaviour Management Policy

At Pooraka Primary School we believe:

- Strong, respectful partnerships between students, staff, parents and the community with common goals make a great school
- Positive communication is vital to all learning opportunities and solving problems
- Our school works well when all students, staff and community members support school policies

The Pooraka Primary School Behaviour Management Policy exists to:

- Assist students to monitor, understand and regulate their own behaviour to enable them to become positive members of the Pooraka and wider global community
- Create a safe, happy and positive learning environment for all students, staff and community members
- Assist students to develop skills to try to solve their own problems within the framework of the school values
- Ensure all teaching areas are effective learning spaces.
- Ensure all students and staff are safe at all times including on excursions, incursions and camps.

This policy fits within all school policies but relates specifically to:

- The Student Code of Conduct
- The Anti-Bullying and Harassment Policy
- The Pooraka Primary School Grievance Procedures
- The Mobile Phone and Electronic Devices Policy
- The Computer/Internet User Agreements

Restorative Approach

When implementing the Pooraka Primary School Behaviour Management Policy a restorative approach is commonly used by all staff. This approach includes:

- Working together to achieve an agreed outcome that is fair and reasonable to all parties.
- Negotiating consequences for future behaviour issues
- Rebuilding relationships which may have been damaged

If parties are unwilling to engage in a restorative approach then the processes outlined in the Student Behaviour Management Policy will be followed and an appropriate consequence will be applied.

The Pooraka School Community expects all students to conduct themselves in accordance with the school values of cooperation, respect, trust, caring and responsibility at all times.

Students learn rules and values and therefore:

- Students are expected to respect and participate in the learning environment
- Students are expected and encouraged to take responsibility for their own behaviour
- Students are expected to seek help from a staff member with any issue or concern that effects their safety and/or well being
- Students are responsible for complying with school/safety rules
- Students are expected when required to engage in a restorative approach and accept the consequences for their actions
- Students are expected to follow the school grievance procedures and always tell the truth when reporting issues to a staff member
- Students are expected to act in a caring and respectful way towards others

In all teaching and learning spaces all students are expected to:

- Follow instructions/abide by class rules
- Act respectfully towards staff/students
- Co-operate with teachers and each other
- Stay on task - actively participate, paying attention to the teacher
- Use appropriate language at all times
- Act safely - using equipment correctly
- Ask permission before leaving teaching area.
- Use mobile phones, Ipods/MP3 player, DS games and other electronic devices in accordance with the relating policy
- Abide by the related school policies including Computer User/Internet Access Policy
- Have permission from staff to be in learning spaces

In the playground areas all students are expected to:

- Act safely - play safely - follow instructions from staff
- Stay within agreed boundaries
- Be respectful and cooperative at all times
- Respect the school environment including not littering
- Use appropriate language at all times
- Be Sun Smart eg wear hats outside during terms 1 & 4
- Move safely around the school, move to line up areas at the first bell and be at their line up area by the 2nd bell

- Use mobile phones, Ipods/MP3 player, DS games and other electronic devices in accordance with the relating policy

Responsibilities of the Teacher:

- Teachers establish a safe and respectful classroom environment that supports and encourages all students to behave positively
- Teachers respond to any issues arising from bullying or harassment in a timely manner
- Teachers have clear expectations and consequences that all students are aware of and understand
- Teachers are vigilant and respond to student behaviour and apply consequences consistently in a timely manner
- Teachers regularly communicate any behavioural concerns or issues to parents and caregivers within a reasonable timeframe
- Teachers communicate to leadership any serious student behavioural issues and be involved in the re-entry process where appropriate
- Teachers manage student behaviour in a respectful and empathetic way at all times taking into account the complexities of individual students and their needs
- Teachers will be at their line up area by the second bell

Responsibilities of the Yard Duty Teacher:

- Teachers are expected to respond to all issues concerning student safety including harassment and bullying, mediate conflict situations between students, inform classroom teachers as timely as possible and seek assistance from leadership when required
- Teachers apply consequences for inappropriate behaviour
- Teachers move constantly and are visible throughout the duty area
- Teachers wear fluoro vests and model sun safe behaviour
- Teachers are always on time for yard duty, debrief at handover time, move students towards their line up area after the first bell
- Teachers are vigilant and attempt to ensure all duty areas are supervised at all times
- Teachers reinforce school Grievance Procedures
- Teachers on yard duty administer minor first aid or send students to the office with the first aid card for more serious injury
- Teachers may be required to complete an accident and injury form (ED155) for any serious incidents
- Teachers report any hazards either by completing an OHSW report slip, speaking to the OHSW rep or front office staff

Responsibilities of Support Staff

- Reinforce school values in all interactions with students and staff
- Administer First Aid and follow up as required
- Give reminders and/or follow up behaviour issues or concerns about students including repeat offenders with teaching and/or leadership staff

Responsibilities of Leadership:

- Model and support the use of a restorative approach to behaviour issues
- Support staff in dealing with inappropriate behaviour in the learning areas and yard (where appropriate or when requested by the staff member)
- To intervene in situations which involve 'unsafe' behaviours
- Support staff with students interfering with the teaching and learning program
- Implement/oversee whole school behaviour policies
- Acknowledge and reward positive behaviour
- Manage suspensions, exclusions, take home and manage the re-entry process and communicate with appropriate teacher and families
- Communicate and provide teachers with documentation regarding Take Homes, Suspensions and Exclusions
- Use and analyse behaviour data and implement strategies to support both individual and whole school behaviour
- To support staff and follow up with behaviours that occur at the end of break times
- Support teachers to develop and implement behaviour plans based on analysis of behaviour data
- In consultation with teachers initiate behaviour plans and /or next level of consequences for students who repeatedly exhibit inappropriate behaviour

Parents/Caregivers

Advising Parents/Caregivers of concerns re behaviour of students:

If a student has behaved inappropriately parents and caregivers, depending on the individual situation, may be advised of this in some or a combination of the following ways:

- Class/non class teachers may speak directly or via telephone to the parent or caregiver
- Class/ non class teachers may write a note home in the communication books or student diaries
- Class/non class teachers may speak about behaviour at parent/teacher interviews
- In the case of inappropriate yard behaviour parents/caregivers will receive a focus room note, outlining the behaviour, in the post.
- In the event of continual or persistent inappropriate behaviour a meeting may be arranged between the family, school staff and the student
- In extreme cases the Department of Education and Child Development staff may be involved in family meetings

Parents/caregivers raising concerns about the behaviour of theirs or other children's behaviour:

- Parents/caregivers should always follow the Pooraka Primary School grievance procedures which clearly outline the process school staff use to resolve any student and/or parent issues.
- Under no circumstances is a parent/caregiver permitted to follow up school issues with other children or parents/caregivers including speaking to them outside school hours.

Consequences for Inappropriate Behaviour

Staff aim to apply consequences for inappropriate behaviour in a consistent and fair manner. The frequency and/or severity of the behaviour are also taken into account when applying consequences. The age of students, their year levels and individual circumstances are also considered. Staff may contact parents if inappropriate behaviour continues.

Examples of behaviours that could result in these consequences:

- **Reminder, warning**
 - Off task
 - Calling out
 - Talking when not meant to be/too loud
 - Constant interruptions
 - Reminder of 5 Ls
 - Not following established class and or school routines
 - Swinging on chairs
 - Minor swearing
- **Class time out (usually an identified area within the classroom away from other students)**
 - Refusing to follow instructions
 - Refusing to participate in learning activities
 - Repeatedly not following class rules or teacher instructions
 - Acting unsafely
 - Lower level/first incidence of harassment or bullying
 - Minor property damage
- **Out of class time out (usually a closely located classroom for up to 20 mins for students to reflect on behaviour)**
 - Constant interruptions/disruptions of class learning
 - Minor swearing at someone
 - Minor physical incidents eg pushing
 - Repeatedly not following instructions

Bullying or harassment

Teachers may also use missing play time and/or activity time as a consequence for misbehaviour:

- Repeated wasting of lesson time
- Not completing homework
- Not cleaning up own work area

- **Office time /Counselling (managed by a leadership team member)**

- Have moved through all early steps and no change to behaviour is evident
- Uncooperative in or refusal to go to out of class time out
- Persistent bullying or harassment
- Speaking disrespectfully, argumentative, using an aggressive tone towards any member of the school community
- Persistent refusal to follow instructions

Office Time Out is a very serious consequence and occurs as a request from the teacher. Students are not able to choose this as an option when not wanting to engage in the current learning activity. During office time students are expected to complete missed work, calmly regain composure and readiness to return to class and may also be required to miss own time as part of the consequence. Parents are usually contacted with a phone call or a note home when students have been sent to the office. Students re-entering the classroom from out of class time out or office time out are supported to reengage in the learning environment.

The following consequences can be more serious. The leadership team make decisions regarding these in communication with teachers, parents and families based on individual circumstances. In the case of these consequences parents are always contacted.

- **Take home**

- Extreme non-compliance including opting out of lessons or activities and leaving learning spaces
- Evidence of inability to focus and manage in the learning environment

- **Internal Suspension**

- Persistent disregard for the student code of conduct at a lower level
- May be used instead of suspension when deemed to be more appropriate
- Repeat offender including focus room from earlier steps of behaviour management process
- Unwarranted, lower level physical contact

Refusing to go to focus room

- **Suspension**

Acts of violence that causes harm

Serious verbal abuse or disrespect including swearing, towards a member of the school community

Racial, sexual, physical and emotional harassment

Ongoing bullying including cyber bullying

Serious acts of vandalism, theft or property damage

Serious threatening behaviour

Persistent disregard for staff member directions

Bringing to school, using and/or making a weapon

Repeat offenders including focus room - when all other strategies have been explored

Refusing to follow yard and classroom behaviour plan

- **Exclusion/expulsion**

Extreme, serious behaviour and/or persistent, frequent suspensions from school which negatively impacts on any member of the school community. Decisions regarding this level of behaviour are made in consultation with Department of Education and Child Development staff, school leadership and families.

For inappropriate yard behaviour including repeat behaviour the following consequences may apply:

- Community service including yard and building cleanup
- Walking with the teacher
- Focus room
- Restrictions on play areas and/or time spent in yard
- Office time out
- Take home/suspension