MOUNT TORRENS PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

RESPECT
RESPONSIBILITY
COOPERATION
COMMITMENT
HONESTY

Review March 2013
INTRODUCTION
This policy aims to develop good behaviour in children through positive means. Children need to understand what behaviour is accepted and what rules are imposed on them and on all members of social groups.

BASIC PRINCIPLES
Rules for the classroom are devised by each class and are clearly understood and displayed for all.

Rules for the year are formulated by staff in consultation with parents and students.

All rules are based on the following principles:
- All people in the school have the right to feel safe
- Each student has the right to learn and each teacher has the right to teach without unnecessary interruptions.
- All people have the right to expect that their property will be treated with respect.
- Each person is responsible for his/her own behaviour.

Rules should be
- Simple & few & written in a way that asks for positive action e.g. one person speaks at a time
- Based on essential rights e.g. to safety, to fair treatment, to teach, to learn
- Explained in terms to make their reasons clear
- Freely discussed and displayed

Apply the rules & expectations consistently
- Entry & exit from the classroom
- Movement around the class during lesson time
- Giving out & collecting gear, room tidiness, diaries, homework
- Settling time & time on-task
- Gaining the attention of the class
- Activities for ‘early finishers’, those awaiting your help or things to do at recess or lunchtime

CLASSROOM RULES
These rules are devised by each class. They are displayed and are clearly understood by all. Class and school rules are regularly reviewed throughout the year.

See rules and consequences in each classroom or discuss with teacher.

Consequence stages
1. Reminder of rule (level)/ warning
2. Time Out (Level 2)
   - Inside or just outside classroom
   - Continue with current work (when appropriate) or work from work pack.
   - Return to class decided by teacher or in consultation with teacher
   - Parents informed via Reflection sheet
3. Repeat 2 :
   - Method depends on classroom structure.
4. Time Out in another class (level 3)
   Diary – Note to parents (modify for JP’s)
   - work on floor or on a chair with a clipboard in a host classroom.
   - Return to class decided by home class teacher.
   - Reflection sheets to be completed during recess or lunch break and then checked by teacher.
5. Repeat 4
6. Time Out in office area (level 4)
   - Work to be done on a clipboard
   - Return to class after 2 sessions. (The sessions being: start to recess, recess to lunch, lunch to end.)
   - Reflection sheets to be completed during recess or lunch break and then checked by teacher.
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7. Take home (level 5)
   - Sent to front office
   - Reflection sheet
   - Parent(s) contacted to come and collect (or spend rest of time in front office).
   - Return next day, re-entry debriefing with parent/caregiver, student and teacher to negotiate re-entry to class.

8. Suspension (level 6)

9. Exclusion (level 7)

Note

- Students misbehaving whilst undertaking a consequence stage go immediately to the next level.
- Accumulative for each student and a fresh start every two weeks.
- Students wasting teachers or other student's time due to discussing or arguing at an inappropriate time may lose equivalent time at recess or lunchtime.
- In cases of extreme unacceptable behaviour teacher's discretionary judgement will be used to decide on the most appropriate course of action.
- All behaviour notes and sheets to be signed by parents and return to school.

YARD RULES

(Including travelling to and from home to school).

1. We have the right to feel safe in the yard and we have a responsibility to ourselves and others to play safely. To make sure this happens we should:
   - Play sensibly within accepted areas of the yard

2. We have the right to be treated with respect and to have our feelings respected. We have a responsibility to treat others in the same way:
   To make sure this happens we should:
   - Treat people with respect
   - Use appropriate language
   - Be courteous and use good manners

3. We have the right to expect that our property will be treated with respect. We have a responsibility to treat the property of others with respect.
   To make sure this happens we should:
   - Use equipment sensible and safely
   - Take care of the property of others
   - Take care of school equipment
   - Take care of school grounds/environment

Records

Positive and negative yard behaviour will be recorded in a book.

The book is to be kept in the staffroom.

Consequence Stages

1. Reminder of rule (level 1)
   - In case of thoughtless or minor infringement
   - Logical consequences may be applied
   - Note made in memo book
   - “I” statements expected in explanation
   - Assertive responses encouraged in other children

- Use appropriate language
- Follow instructions from people in charge
- Follow the school’s Sun Protection policy
- Abide by “bell” signals
2. Bench Time Out (level 2)

- Time on bench
- Duty teacher to decide on length of time
- Logical consequences may be applied
- Note in memo book
- Note to parents – parent’s signature – filed

Play-period Time Out (level 3)

- Time spent under veranda outside the library
- All of next recess or lunch time (1/2)
- Reflection sheet completed filed
- Note in memo book
- Note (yellow) home

Two play periods Time Out (level 4)

- Time spent under the veranda outside the library
- For all of the next two play periods
- Reflection sheet completed
- Red card
- Parents asked to come in

Take home (level 5)

- Child works at home
- Re-entry negotiated by principal, parents and child

3. Suspension (level 6)

4. Exclusion (level 7)

Note

- In case of extreme unacceptable behaviour teacher’s discretionary judgement must be used to decide on the most appropriate course of action.

- Accumulative for each student and a fresh start at the beginning of each fortnight.

POSITIVE CONSEQUENCES FOR ACCEPTABLE BEHAVIOUR

Acknowledgment and reward for positive behaviour is an important ingredient in this policy. The following methods are used:

- Students of the Week – photographs displayed in Office and names in newsletter
- Acts of Random Kindness certificates displayed in Library and class
- Values and Peacemakers certificates awarded at Assemblies
- Individual class incentives
- Verbal acknowledgement of appropriate behaviour