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January 2017

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BEHAVIOUR MANAGEMENT PROCESSES

The purpose of this document is to outline the processes and strategies that are to be used at Gawler Primary School when responding to behaviour which does not align with the 'Gawler Primary School Expectations' document.

RESPONDING TO INAPPROPRIATE BEHAVIOUR

When responding to inappropriate behaviour the level of consequences used will be determined according to the age of the student, the number of incidents/prevalence of behaviour and the circumstances for each student involved. In most cases lower level consequences will be used initially. However, inappropriate behaviour of a very serious nature will result in the immediate use of higher level consequences.

Teachers will consider the following when determining consequences:

- Is the behaviour dangerous to themselves or others?
- Is the behaviour non-compliant?
- Is the behaviour inconsiderate?
- Is the behaviour interfering with students' right to learn and teacher's right to teach?
- Is the behaviour recurring?

Inappropriate behaviour can be classified into three levels for both the **classroom** and **yard**, which are: **Low Level**, **Medium Level** and **High Level**.

Levels and types of inappropriate behaviour in the classroom

Low level

- Talking out of turn
- Not focusing on the work
- Not allowing others to learn

Medium Level

- Continued off task behaviour
- Bullying
- Swearing
- Harassment
- Choosing unsafe behaviour
- Refusing teacher requests
- Leaving class without teacher permission

High Level

- Continued bullying
- Continued refusal of teacher requests
- Continued intimidation or threats to others
- On going harassment
- Stealing
- Offensive acts
- Obscene language

Levels and types of inappropriate behaviour in the yard

Low level

- No hat
- Littering
- Not sitting to eat

Medium Level

- Harassment
- Swearing
- Rough play
- Chasey

High Level

- Continued harassment
- Continued refusal to follow instructions
- Vandalism
- Leaving school grounds
- Drugs or weapons on school grounds

- Physical violence

Consequences for different levels of inappropriate behaviour

Low level

1. Reminded of choices that need to be made
 2. Use of star chart/class DoJo (class incidents)
 3. Short yard sit out (for yard incidents)
- (If continued, referred to Medium behaviours and consequences)

Medium Level

1. Buddy class
 2. Time out in Admin or Reflection Room at lunch time
 3. Contact parents for take home
- (If continued, referred to High level behaviours and consequences)

High Level

1. Suspension between 1 - 5 days depending on severity of incident (internal suspension may occur)
 2. Parent contacted
 3. Restorative justice practices
- (Higher Level Behaviours will be recorded on EDSAS and forms kept in store room for further reference)

In line with DECD policies, a referral to the Behaviour Support Coach may be recommended depending on the nature of incidents.

Reflection Room

- It will occur in the Assembly area
- The Reflection Room will be supervised at lunch times only
- Reflection Room for inappropriate behaviour at recess time will be done at lunch time. In extreme situations at recess or the second half of lunch, students may be sent to Leadership staff for supervision
- Reflection Room at any other times needs to be negotiated with Leadership staff
- Reflection Room duty finishes at **1.25pm**
- Students names to be recorded by Leadership team on record sheet
- If Reflection Room is not fully completed the student is to complete the time the next day

The following rules apply for Reflection Room:

- Arrive on time (late arrival will result in making up time)
- No eating or drinking (class teacher will let duty teacher know if student has not eaten)
- Sit quietly and not communicate with others
- Complete a Behaviour Plan sheet

If these rules are broken, extra time will be given.

Reflection Room Duty teachers will:

- Be available for Reflection Room on a roster format
- Ensure they know the rules of Reflection Room
- Counsel students individually and assist them in the completion of Behaviour Plan
- Record on sheet name of student and behaviours
- Check records to see if higher level consequences are needed
- Check returned sheets from the previous day and record

- Photocopy Behaviour Plans
- Ensure that Behaviour Plans are given to class teachers to be sent home to child's parent and copy is kept in student file
- Assist students to resolve conflict and determine consequences

Repeated Reflection Room incidents may involve further action from the leadership team in consultation with relevant staff.

Further consequences may include:

- Extended Reflection Room time
- Separate play times
- Restricted play areas/school access
- Separation from a particular peer group
- Student Development Plan

Internal Suspension:

- 1/2 day minimum removal from all classes
- Alternate workplace
- Alternate recess/lunch
- Re-entry negotiated
- Student Development Plan
- Work set by teacher to be completed in required time

“Take Home”

In line with DECD policies, a student who is temporarily unable or unwilling to control behaviour and/or refusing to follow instructions, is endangering himself/herself and/or other members of school community or is interfering with the learning and teaching rights of other members of the school community. “Take Home” enables a student who is temporarily unable or unwilling to be managed in a school level “sit out” to be removed from the school for the remainder of the day. The “Take Home” strategy is not extended beyond the remainder of a single school day. A take home may be followed by a suspension depending on the behaviour that occurred.

Process:

- Under the procedure for a behavioural emergency, the school will contact the parents/caregivers to organise either for an adult to collect the student from school or for the student to be taken to the adult at home or at work at the family's expense.
- The school may provide relevant work for the student to complete or may negotiate with the adult that the student spend time in a quiet place without distractions to think about his/her behaviour
- Mark student absent due to “take home” in the roll book.
- A re-entry process needs to occur prior to the student returning to class
- The re-entry process involves a conference between the school, student and parents/caregiver and the negotiation of a Student Development Plan
- If parents/caregiver cannot attend a re-entry conference prior to the commencement of the next school day, the student is to return to school on an alternative program until the conference is held or until an alternative method of negotiating the Student Development Plan is worked out.

Suspension:

- 1 – 5 days (determined by Principal) before negotiated re-entry
- Suspension Conference
- Student Development Plan
- Recorded in student's file

Suspension from school is an appropriate response when the Principal has reasonable grounds to believe that the student:

- has threatened or perpetrated violence
- has acted in a manner which threatens the good order of the school by persistently refusing to follow the school's behaviour code
- has acted in a manner which threatens the well-being or safety of a student, member of staff or other person through sexual or racist harassment, verbal abuse, bullying or any other means
- has acted illegally
- is interfering with the rights of other students to learn and of teachers to teach
- shows persistent and wilful inattention or indifference to school work

Take Home may be implemented as part of suspension depending on the seriousness of the behaviour. During the period of Suspension, a Suspension Conference is to be held where a Student Development Plan is negotiated between the student, relevant school personnel, parents/caregivers and any other people who may contribute (e.g. regional service providers, family support provider). After the Suspension Conference, one of the following will happen:

- The student completes a re-entry process and returns to class
- The student is placed on an alternative program within the school to complete an agreed course of action before re-entry to normal classes
- The principal extends the suspension for up to 5 school days and initiates procedures for exclusion.

It may also be decided at a Suspension Conference to refer the student to the Behaviour Support Coach.

Exclusion:

- Student removed from this school for up to a term and placed at an alternate learning location

AGREEMENTS

CLASS TEACHERS WILL:

- Include rules & consequences, rights & responsibilities in class programme
- Teach yard behaviour rules and grievance procedures
- Teach Child Protection curriculum
- Develop rules and consequences with students at start of year and revisit regularly
- Display rules and consequences
- Establish and maintain a record keeping system that is used by all staff who work with the class
- Keep a record of behaviour slips for reference
- Send home Reflection Room slips for notification of behaviour incidents
- Arrange a buddy class & ensure clear rules and consequences
- Send Red Card to Office to request assistance for behaviour emergencies

NON-TEACHING STAFF WILL:

- Use the Yellow Slips to inform class teachers of inappropriate behaviour when students are in their care to ensure consistency of the behaviour management process

YARD DUTY TEACHERS WILL:

- Be punctual
- Wear yard duty jacket for identification
- Carry a Yard Duty bag
- Be vigilant and diffuse problems early
- Be consistent in enforcing rules
- Use counselling steps in a calm and assertive manner
- Use peer mediators where necessary
- Send Red Card to Office/Staff Room to request assistance for behaviour emergency
- Supervise minor First Aid when and where necessary
- Complete a Yard Behaviour Form as necessary

RESPONDING TO APPROPRIATE BEHAVIOUR

1. Classroom: Consequences are negotiated within the classroom and could involve the following:
 - Public charts
 - Assembly/class awards
 - Notes/certificates to be sent home to parents
 - Rewards negotiated with classroom teacher
 - Contact with senior staff
 - Acknowledgement at class meetings
2. Whole School: Positive Play – Students whose behaviour has been appropriate during the week will participate in Positive Play at an appropriate time on Friday. Students who miss out on special play due to inappropriate behaviour will be supervised by teachers on a rotational basis.

REFERENCES

ENDORSEMENT AND REVIEW

Principal.....

Date.....

Governing Council Chairperson.....

Date.....

Next review date.....

GAWLER PRIMARY SCHOOL YARD & PLAY AREA RULES - GUIDELINES

(Reviewed January 2017)

North Yard:

- Hats must be worn (Term 1 and Term 4)
- Food and drinks are not to be consumed
- Balls are not to be kicked
- Handstands are permitted, but not flips
- Creek can not be entered
- Keep out of garden beds
- Trees and walls can not be climbed
- Stay behind the yellow line near fence
- Bikes are out of bounds
- Playground: J.P. lunch time, Primary recess
- Bottom courts can be used by all year levels

Oval

- Only cross when a teacher is present
- Stay in designated areas
- Hats must be worn (Term 1 and Term 4)

South Yard

- Hats must be worn (Term 1 and Term 4)
- Food and drinks are not to be consumed
- 6 people at once allowed on donut (No standing on donut)
- Uses paths for walking
- No running on pavements or concrete (Bottom yard only)
- Handstands are permitted, but not flips
- Only one person at a time on slide

Buildings

- Must not be in buildings without teacher permission
- Line up quietly and safely in the central court yard

Between buildings

- A designated quiet area
- Sports equipment is not able to be used
- Eating and drinking allowed only if seated

Bells

- At the first bell, go to toilet, get drink
- Be lined up quietly and safely by the second bell

Computer room/Library

- Quiet area
- Must have hat
- Food and drinks are not to be consumed
- Enter and exit Library through side door
- Appropriate sites and programs
- No printing or borrowing

Breakfast club

- Sit down while eating
- Remember to bring your manners
- Respect the parents/staff who are running the program
- Food will not be served after 8.45am or taken out into the yard or classroom