

Behaviour Management Policy



Rationale

The school community of Yokine Primary School believes that the students, staff and parents have the right to work together in a safe, caring and inclusive environment showing courtesy, cooperation and consideration towards others.

AIM: To nurture Respect, Responsibility and Resilience

- The provision of quality educational experiences and teaching children how to be responsible for their learning and behaviour.
- Creation of a positive environment where children respect the rights of others, including:
 - the rights of other children to learn
 - the rights of the teacher to teach
- To empower children to own, and accept responsibility, for their behaviour.
- To encourage students to learn from their behaviour.
- To establish clear guidelines that protect the rights of all individuals, where the procedures, consequences and incentives are clearly defined and known by the school community.
- To establish procedures to communicate information with the school community.

CODE OF BEHAVIOUR

1. Behave in a sensible, responsible and safe manner.
2. Respect other people and the property of the school.
3. Treat others with care, consideration and respect.
4. Respect the school environment.

SCHOOL PROCEDURES

1. Arrive at school after 8.30 am. Students to sit outside the office on the bench if they arrive before 8.30.
2. Only play handball, skipping or hopscotch from 8.30 – 8.45.
3. Be in the classrooms only under teacher supervision. – (Doors open at 8.40am)
4. No School Hat = No Play.
5. Walk along verandas.
6. Use play equipment at recess and lunch only.
7. Seek teacher supervision to retrieve play equipment from out of bounds areas.
8. Eat food in the undercover area. Recess is not to be eaten on the verandahs. Eat lunch only in designated areas. Remain seated to eat. Wait to be dismissed. Put food scraps and rubbish in the bin.
9. Mobile phones to be handed to the front office at the beginning of the day. Students to collect at the end of day. (Refer to mobile phone policy).
10. Toys, games, trading cards and electronic games are not to be brought to school (unless specifically arranged with a teacher i.e. for class 'News').
11. Verandas are for quiet activities during recess and lunch.

LEADERSHIP TEAM RESPONSIBILITIES

1. Discuss emerging concerns with teacher and or parents to support positive outcomes.
2. Be visible around the school.
3. Support and guide staff.

TEACHER RESPONSIBILITIES

1. Articulates and documents class Behaviour Management Procedures.
2. Posts School rules and Consequences charts in class.
3. Unpacks school Code of Behaviour with class.
4. Access professional learning if difficulties are experienced in management of student behaviour.

PARENT RESPONSIBILITIES

1. Be aware of the YPS Behaviour Management Policy, classroom rules and consequences.
2. Discuss concerns with their child's teacher.
3. Communicate clear expectations with their child/ren.

STUDENT RESPONSIBILITIES

1. School leaders provide appropriate role models for all students.
2. Peer Mediators provide appropriate role models for all students.
3. Reinforce Kindness, sharing and respect within the community.
4. Respond appropriately to all staff instructions.

Behaviour Support

At a whole school and classroom level there are a number of incentives operating that act to prevent unacceptable behaviour by placing emphasis on teaching students how to use positive strategies to improve their own self-image and relationships with others. These include:

A. Whole School:

- Faction Cards
- Assembly Prizes
- End of Year Rewards
- Merit Certificates
- Letter of commendation

B. Classroom:

- Various Class Incentives e.g. Tokens, Stickers, Special Responsibilities

BEHAVIOUR MANAGEMENT PROCEDURES

To support children's acceptance of responsibility for their own actions and encourage appropriate behaviours, a range of consequences have been developed for staff referral. These are applied after due consideration is given to:

- The individual circumstances of the student.
- The nature and frequency of the action.
- How the action has infringed on the rights of others.

In the case of an emergency, where there is a danger to self or others a RED CARD will be sent to the office for urgent assistance by the Leadership Team

A. Whole School: In the Playground

A staff member may employ **one or more** of the following strategies (these strategies are not hierarchical)

- Provide verbal prompt.
- Provide reminder of the rule.
- 'Sit and Think' – within duty area for time specified by the duty teacher.
- 'Be My Shadow' – student walks with duty teacher during part of recess.

For more severe behaviours staff must seek support from the Leadership Team by completing the *Duty Behaviour Slip*. (See Appendix 1)

A member of the Leadership Team will:

- Counsel and supervise completion of Think/Reflection Sheet.
- Inform the parents.
- Record incident on SIS.
- Supervise detention in 'Rethink' area during recess/lunch.
- Follow up with any victims.
- Inform class teacher of outcome.

B. Classroom

- Within each classroom the teacher negotiates rules and responsibilities with students and these are displayed and reinforced across the curriculum.
- Parents are informed of class Rules and Responsibilities through class handouts at the beginning of the year, class newsletters, Yokine PS Web page or through class Connect page.

When a child's behaviour is escalating or continuing beyond the negotiated rules the teacher will send for a Leadership Team member.

The teacher will: (or variation that is effective for their classroom) (ECE variation in place)

- Provide a rule reminder.
- Name on board with a x = visual reminder.
- Add a second xx = *teacher supervised time out/shadow duty teacher – 10/15 mins minutes.*
- Add third cross xxx = grey slip and send for Leadership Team member.

Teachers can:

- Give a **Blue Slip** (Appendix 2) to students as a consequence for continuous behaviour misdemeanours. They are not to be given as a consequence for not completing homework or in class work. Students are required to 'Be My Shadow' – student walks with duty teacher during part of recess.
- For continuous negative behaviours, a behaviour plan will be implemented to support positive student outcomes.

NB: Students are not to be sent to the bench by the teacher for in-class misdemeanours. Teachers who request students to sit out during recess or lunch must do so in their class and supervise during this time.

Leadership Team will:

- Withdraw student from classroom.
- Counselling and supervision completion of Reflection Sheet.
- Inform parents.
- Record on SIS.
- Supervise detention 'Re think' room during recess/lunch.
- Follow up on the victims and record on SIS.
- Inform class teacher of outcome.

In the case of severe behaviours:

- Half day withdrawal.
- [Suspension –in line with the Departmental Policy: Letter to parents notifying of intention to suspend student.](#)
- [In extreme cases suspension may be immediately invoked.](#)

[Parent and students will be given the right to appeal, in the first instance through the school and subsequently through the Regional Office.](#)

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School Board sanctioned: 11 March 2016


Appendix 1 : Duty Behaviour Slip

DUTY BEHAVIOUR SLIP: Duty Teacher: _____ **Date** _____

Behaviour	Student	Class	Time	Area	Behaviour	Consequence
STAFF ACTION						
1. Rough Play				1	1	
2. No Hat			R	2	2	
3. Running on Pavement				3	3	
4. Out of Bounds			L		4	
5. Not following staff instructions					5	
LEADERSHIP TEAM ACTION						
6. Bullying					6	
7. Inappropriate language					7	
8. Physical or verbal abuse					8	

1 = U/C Area, Jnr playground 2 = Large Oval, Snr Playground 3= Small Oval

Appendix 2. Blue Slip

Behaviour Management Consequence		
Duty Teacher: _____		
This student is to accompany you for the duration of your duty.		
Student _____		
Class _____		
Teacher _____		
_____ (Duty Teacher's signature)		_____ (Date)
Return this slip to the office.		

Copied onto blue paper.