



Management of Student Behaviour Policy

At Roseworthy Primary School all students are expected to make successful choices about their behaviour in both the classroom and in the yard. The goal of this policy is to develop in students a sense of personal responsibility and accountability for their own behaviour and to empower them to make conscious moral choices based on our agreed values. This will ensure that the rights of all students to learn and all teachers to teach are protected and supported.

The Roseworthy Primary School Management of Student Behaviour Policy is based on our school values of:

RESPECT

EXCELLENCE

RESPONSIBILITY

HONESTY

Our Priorities are to:

- Create a safe, caring, orderly learning environment that is challenging for our students.
- Restore relationships in all behaviour management situations. eg with the teacher, with other student, with a group or class
- Provide students with opportunities and support to experience success.
- Develop a partnership between staff, students and families to acknowledge responsible behaviour.

The following behaviour code has been documented for the school community.

RIGHTS

We have the right to:

- teach and learn
- be heard
- feel safe
- work in a pleasant, caring & safe environment

RESPONSIBILITIES

We have the responsibility to:

- allow the rights of others to learn and teach
- speak at the appropriate time and in the appropriate manner
- be prepared
- allow ourselves to learn
- consider other people's feelings
- help keep our surroundings clean
- follow instructions
- respect others and their belongings
- care for school facilities & resources
- listen to others
- arrive on time
- dispose of our own rubbish appropriately

EXPECTATIONS

Students are expected to –

- act responsibly in the classroom
- act in a co-operative manner
- refrain from back chatting and being insolent towards staff/volunteers
- respect school and other people's property
- dispose of rubbish correctly
- wear appropriate clothing (in line with the Dress Code and Sun Smart policy)
- follow whole school Anti-Harassment Policy and Grievance processes
- play in designated areas
- act in a co-operative manner
- to follow instructions and co-operate positively with others
- walk bikes\skateboards within the school yard
- wear a school sun safe hat all year round
- wear appropriate footwear
- remain within the school grounds unless permission has been granted to leave
- use school equipment safely and responsibly
- participate in approved play activities
- resolve differences in a non-aggressive manner
- refrain from any verbal or physical harassment
- behave appropriately in class and playground areas
- refrain from any inappropriate use of drugs/illegal substances

Promoting Positive Behaviour in the Classroom

All classrooms use a range of techniques to reinforce positive behaviour and celebrate successful behaviour choices made by students. These techniques include positive play sessions, class awards and individual recognition.

All classrooms use logical consequences for inappropriate behaviours. These logical consequences are negotiated at the beginning of the year in every classroom and are displayed in each room so that students, teachers, relieving teachers and non-teaching staff can follow the rules consistently.

Logical consequences are expected to be respectful, relevant and realistic. This helps students to understand the consequences of their choices and to learn from their mistakes. Logical consequences may include a written or verbal apology, follow up at break times, classroom sit out, buddy class and office reflection. For consistent or extreme behaviours the logical consequence may be internal or external suspension.

Parent Notification Parents will be notified of student behaviour at three way interviews, in the Student Report and in student diaries. Parents will be informed of inappropriate behaviour requiring removal from the classroom with a proforma to be signed by the parent and returned to the school.

BEHAVIOUR MANAGEMENT PROCEDURES – Refer to Flowchart CLASS MANAGEMENT

Inappropriate behaviour during lesson time will be dealt by staff:-

First Step: Reminder / Warning

Second Step: Class Sit Out / Time Out or exclusion from an activity.

Third Step: 'Buddy Class'. Student sent to another class for a designated period of time. Parents informed via a pro-forma note. Principal / Dep Principal informed & Buddy Class Step is recorded.

NB: Buddy Class is a strategy to support students in being re-directed. Students sent to Buddy Class are encouraged to complete class work, but this is not always possible (eg. upset / angry child). Buddy class should last for approximately 10 – 20 minutes. When a child returns from Buddy Class they should negotiate re-entry into the classroom. On occasions where students are not able to do this they might be sent back to Buddy Class or moved to the next Step (Reflection).

Fourth Step: If a student continues to disrupt teaching and learning, after Class Sit Out/Time Out and Buddy Class, the child may be sent to the Office for Reflection. Student will be required to complete a Reflection pro-forma. Returning to class will be negotiated by a Leadership staff member or Teacher in Charge with the classroom teacher and the student.

Then follows Internal Suspension, Suspension and Exclusion.

Take Home occurs when a student is temporarily unable to be managed at school –

- Parents are to be contacted
- Student to be supervised at home for remainder of day
- Work may be provided
- Re-entry behaviours is negotiated prior to student re-entering class

Promoting Positive Behaviour in the Yard

All yard supervision teachers use a range of techniques to reinforce positive behaviour and celebrate successful behaviour choices made by students. These techniques include awarding Roseworthy Reward Cards, verbal acknowledgement and informing the class teacher so the student can be acknowledged in the classroom.

Logical consequences for inappropriate behaviour are negotiated with students whenever possible. eg. yard clean up for littering. Other consequences include Sit Out, Reflection and Restricted Play.

Yard Sit Out

Sit Out is a time when the student is requested to sit in an area of the yard or walk with the teacher for a designated period of time to think about their behaviour. Sit Out is often used when students are endangering themselves or not being considerate of others. Sit Out is used for less serious behaviours such as: not caring for trees, taking food down to the oval or courts, interfering with a game, kicking balls on non kicking day, going out of bounds, running under walkways, using toilets as a play area etc

Yard Reflection

Reflection is a period of time when students are removed from the yard for harassing or hurting others, damaging the school environment or damaging school or personal property. During Reflection students are involved in working through issues and helping each other come up with better ways of solving their problems. Parents are notified of every Reflection their child has via the

Reflection Sheet being sent home for signing and comment by the parent. Behaviours that constitute a Rethink can include verbal, racial, physical and gender harassment of other students, interfering with a game by taking a ball or kicking it away from the players, dangerous use of equipment, not following teachers' requests, repeating a behaviour after being warned by the teacher, failure to attend yard sit out. The Reflection process involves the students working through the their yard issue and rethinking about how they could have solved the problem in a positive way.

Then follows Internal Suspension, Suspension and Exclusion.

EXPLANATION OF TERMS

- Take Home - The 'Take Home' strategy is used when a student is temporarily unable or unwilling to behave responsibly
- Internal Suspension - This strategy is used for a range of inappropriate behaviour either in class or in the playground. The student has no contact with other children during work or play times. Student agrees to re entry 'rules' to allow return to class
- Suspension - A student may be suspended for up to five days if the Principal / Deputy Principal believes on reasonable grounds that he/she has acted in a manner which threatens the good order of the school by persistently refusing to accept the school's Behaviour Code. A re-entry agreement must be negotiated prior to the student's return to class. Where necessary students will be referred to the DECD Regional Interagency Support Team at this stage.
- EXCLUSION - If the student continues to transgress or will not behave according to withdrawal conditions, then the Principal will investigate EXCLUSION as per DECD School Discipline Policy.

ROSEWORTHY PRIMARY SCHOOL BEHAVIOUR FLOWCHART

CLASS BEHAVIOUR

STEP 1 – Warning / Reminder
STEP 2 – Sit Out in class
STEP 3 – Buddy Class
Parents notified via green slip.
Class Teacher records



STEP 4 – Reflection Time
(Office)
Parents informed via pro-forma letter.
Principal \ Dep Principal records

YARD BEHAVIOUR

Sit Out (or minor
consequence in yard)



Reflection Time – student in
supervised Sit Out. Reflection
process used. *Parents informed via
pro-forma letter.*
Principal/ Dep Principal records



Internal Suspension
*Student Behaviour agreement prior to
class re-entry. Parents informed.*
Principal/ Dep Principal records



Suspension – up to 5 days.
*Re-entry meeting with student &
parents. Behaviour standards agreed
to.*
Principal / Dep Principal records



Exclusion
*Behaviour Support, school and parents
through a negotiated process*

*This is not a lock-step process.
The action taken will depend on*

the offence

- ❖ the frequency
- ❖ previous offences
- ❖ current school or family situation.

*Any combination of three
Reflection behaviours,
whether in class &/or the
yard, may result in an
Internal Suspension.*

*Parents/student informed
by teachers when next
consequence will lead to
an Internal Suspension.*

This policy was last ratified by Governing Council in.....

March 2020

Review: 2023

Respect – Excellence – Responsibility – Honesty