



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 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 guiding school values of:

RESPECT EXCELLENCE RESPONSIBILITY HONESTY

Our priorities are to:

- Create and maintain a safe, supportive and inclusive 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.

Every member of our school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

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

Rights		
Everyone has the right to: <ul style="list-style-type: none"> • <i>teach and learn</i> • <i>be heard</i> • <i>feel safe</i> • <i>work in a safe, supportive and inclusive environment</i> 		
Responsibilities		
Everyone has a responsibility to: <ul style="list-style-type: none"> • <i>speak at an appropriate time and in the appropriate manner</i> • <i>allow ourselves to learn</i> • <i>own behaviour choices</i> • <i>keep school surroundings clean and care for facilities and resources</i> • <i>be punctual and arrive on time</i> • <i>wear the correct uniform (in line with the Dress Code and Sun Smart policy)</i> 		
Expectations		
Be Safe	Be Respectful	Be Engaged
<ul style="list-style-type: none"> • <i>use school equipment safely and responsibly</i> • <i>behave appropriately in class and playground areas</i> • <i>participate in approved play activities</i> • <i>walk bikes/skateboards within the school yard</i> • <i>refrain from any inappropriate use of drugs/illegal substances</i> • <i>remain within the school grounds unless permission has been granted to leave</i> 	<ul style="list-style-type: none"> • <i>resolve differences in a non-aggressive manner</i> • <i>refrain from any verbal or physical harassment</i> • <i>act in a co-operative manner</i> • <i>refrain from back chatting and being insolent towards staff/volunteers</i> • <i>respect school and other people's property</i> • <i>follow whole school Anti-Harassment Policy and Grievance processes</i> • <i>act responsibly in the classroom</i> 	<ul style="list-style-type: none"> • <i>contribute and participate in learning activities</i> • <i>listen to and follow reasonable instructions</i> • <i>adhere to classroom rules and norms</i> • <i>display behaviours associated with persistence, concentration and attention</i> • <i>work diligently and complete work that reflects personal best</i> • <i>attentive behaviours</i>

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.

Parents will be formally notified of student behaviour at three way interviews and in the student report. 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 the following school day.

BEHAVIOUR MANAGEMENT PROCEDURES – Refer to Flowchart at the end of the document

Classroom Management

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

Step 1: Reminder / Warning

Step 2: Classroom Sit Out / Time Out or exclusion from an activity.

Step 3: 'Buddy Class'. Student sent to another class for a designated period of time. Parents informed via 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).

Step 4: 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.

Step 5: At the discretion of the leader in charge – students may receive an 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 are negotiated at a meeting with leader in charge 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 the school environment, taking food down to the oval or courts, interfering with a game, going out of bounds, using toilets as a play area etc

Yard Reflection

Reflection is a period of time when students are removed from the yard or classroom for harassing or hurting others, damaging the school environment or damaging school or personal property. During Reflection students are involved in restorative processes that focus on working through issues and establishing more appropriate ways of solving their problem next time. Parents are notified via the Reflection Sheet being sent home for signing and comment by the parent. Behaviours that may result in a Reflection include verbal, racial, physical and gender harassment of other students, interfering with yard games, 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 students working through the issue and rethinking about how they could have solved the problem in a positive way.

Should this behaviour continue, at the discretion of the leader in charge – a reflection can be followed by an 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 on site.
- **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 at the discretion of the leader in charge if they believe 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 DfE Support Team.
- **Exclusion** - If a student continues to transgress or will not behave according to withdrawal conditions, then the Principal will investigate exclusion as per DfE School Behaviour Policy

www.education.sa.gov.au/policies/pdf/behaviour-support-policy.pdf

ROSEWORTHY PRIMARY SCHOOL

BEHAVIOUR FLOWCHART

Student demonstrates a negative choice in the classroom or yard

Note: This is not a lock-step process. The action taken will depend on the offence, frequency and student OP adjustments.

