

Allendale East Area School



Behaviour Management

Reviewed June 2018

As a school community, we agree to support each other and uphold our school values of excellence, courage and respect.

1. Rationale

The maintenance of effective school discipline is the responsibility of all members of the school community- teachers, support staff, students and parents. Full support of this policy is imperative to allow the teaching and learning programs to proceed and run smoothly.

This policy is based on the belief that students are responsible for their behaviour and make choices accordingly.

2. Purposes

- To provide a safe, caring and orderly learning environment in which rights of all members of the school community are respected, supported and protected.
- To ensure that students develop an acceptance of responsibility for their own behaviour and make changes accordingly.
- To protect and enhance the self-esteem of individuals within the school community so that positive working relationships are developed and maintained.
- To successfully liaise between teachers, SSO's, students and their families in order to establish expectations and consequences related to student behaviour.

3. Teacher Responsibility

Teachers are responsible for:

- Promoting and acknowledging responsible behaviour.
- Providing stimulating learning experiences which provide positive learning outcomes for students.
- Negotiating consistent rules and guidelines and enforcing consequences for unacceptable behaviour.
- Promote and model the code of conduct and adhere to all procedures outlined in the policy.

4. Student Responsibility

Students are responsible for:

- Actively participating in their own learning.
- Accepting responsibility for their own behaviour.
- Respecting the learning of others.
- Enacting the school code of conduct.

5. Parent & Caregiver Responsibility

- Working with the school community to assist in their child's learning.
- Encouraging their child/ children to follow the code of conduct.

The code of conduct at Allendale East Area School reflects Care, Consideration, Courtesy, Cooperation and Communication.

Cooperation

- Respect the rights of others to learn
- Respect the rights of teachers to teach
- Move in an orderly, quiet manner
- Wear appropriate clothing

Courtesy

- Treat others fairly and with decency
- Arrive on time and with the necessary learning materials
- Obtain teachers permission before leaving a teaching area

Consideration

- Respect your own and other's property
- Maintain a tidy environment and look after all facilities
- Respect each other's views and opinions

Communication

- Ensure that only one person talks at a time
- Listen while others are speaking
- Seek assistance when it is required
- Relate positively to others

Care

- Aim to achieve your personal best in learning
- Maintain a tidy environment and look after all facilities
- Think about the needs of others

This document has been created to state the process for staff to follow. Final, fair and reasonable decisions are made by Senior Staff, based on the individual child, with all supporting documentation and in consultation with external agencies if required.

Classroom behaviour- Level One

Low level behaviours can have an impact on the learning of both the individual and the class. These are managed by individual classroom teachers and the first point of contact by parents/caregivers should be to contact the teacher directly to clarify their processes. Every effort should be made by teachers to communicate these behaviours with parents, whether it be through the diaries, phone call, email or class dojo.

The following are the responsibility of the classroom teacher to manage:

- Not prepared for lesson
- Inappropriate materials in class e.g. mobile phones
- Inappropriate use of diaries
- Homework not completed
- Poor manners
- Lack of uniform
- Off task
- Wandering in class
- Late to class
- Leaving class and wandering the grounds
- Inattentive behaviour
- Failure to follow instructions
- Talkative students
- Disruption to peer learning
- Attention seeking
- Back-chatting

The behaviours listed above should be managed with professional judgement and necessary steps taken to avoid the situation being escalated.

Possible steps to manage:

1. Warning
2. Moving within the room
3. Classroom sit out for a duration of no longer than 10 minutes
4. Sent to '*Class Time Out*' with work to complete or for a set period of time (R-6 only). This is not officially recorded and is the responsibility of the classroom teacher to both monitor in case there is a pattern and inform parents/caregivers.
5. Sent to '*Admin Time Out*'. Students go to the front office where the form is photocopied and Senior Staff will direct students to a suitable learning space.

Refer to appendix for individual proformas used for 'Behaviour Form' and 'Reflection'.

Yard behaviour- Level One

The crux of these behaviours is failure to follow reasonable instructions to play in a safe manner. Teachers should actively move around each yard duty area wearing hi visibility clothing so they are easily identifiable to all students.

In the yard the 'Code of Conduct' is the basis for specific rules. Our code of conduct reflects Care, Consideration, Courtesy and Communication. Please refer to the 'Code of Conduct' document for further details.

The following are the responsibility of the yard duty teacher to manage:

- Running in and around buildings
- Littering
- Poor manners
- Out of bounds
- Rough play

Steps to manage:

1. Teacher on yard duty to apply a suitable consequence eg Pick up papers (for littering) or walk with the teacher
2. If teacher deems the behaviour serious or is continuous a Yard Time Out is to be issued. This will remove the student from the yard at lunchtime.

Dangerous behaviour (classroom & yard)- Level Two

The following require immediate action by senior staff members:

- Offensive language and verbal abuse
- Rough behaviour
- Graffiti
- Vandalism
- Refusal
- Bullying and harassment

Steps to manage:

1. Remove from situation. Obtain support from staff or student where applicable.
2. In the classroom, send to admin time out through the front office
3. Student to be seen by senior staff member for appropriate action
4. Senior staff to contact parent

Reoccurring offences

Reoccurring level one and two offences that are documented through the office

If a student incurs three recorded consequences (admin time out and/or yard timeout):

1. Letter generated by Deputy Principal to advise that a further timeout will incur a suspension
2. Follow up phone call to parents

If the student receives the fourth timeout:

1. Letter generated by Deputy Principal advising there will be an internal suspension. In addition to being out of class for the day students are also given separate break times so they are not able to mix with their peers for the duration of the day.
2. Conversation with the student and senior staff in regard to changes in behaviour that will need to occur. Parents may be a part of this conversation.

Dangerous behaviour (classroom & yard)- Level Three

The following require immediate action by senior staff members:

- Violent actions towards peers (verbal or physical)
- Violent actions towards staff (verbal or physical)
- Illegal behaviour (drugs, weapons etc.)

Steps to manage:

1. Remove from situation. Obtain support from staff or student where applicable.
2. Student to be seen by senior staff member for appropriate action.
3. Senior staff to contact parent
4. Contact parents of any student who has been hurt

Level two and three behaviour- Actions by senior staff members

In the event of level two and three offenses, senior staff are to determine the severity of the offense and action the appropriate consequence.

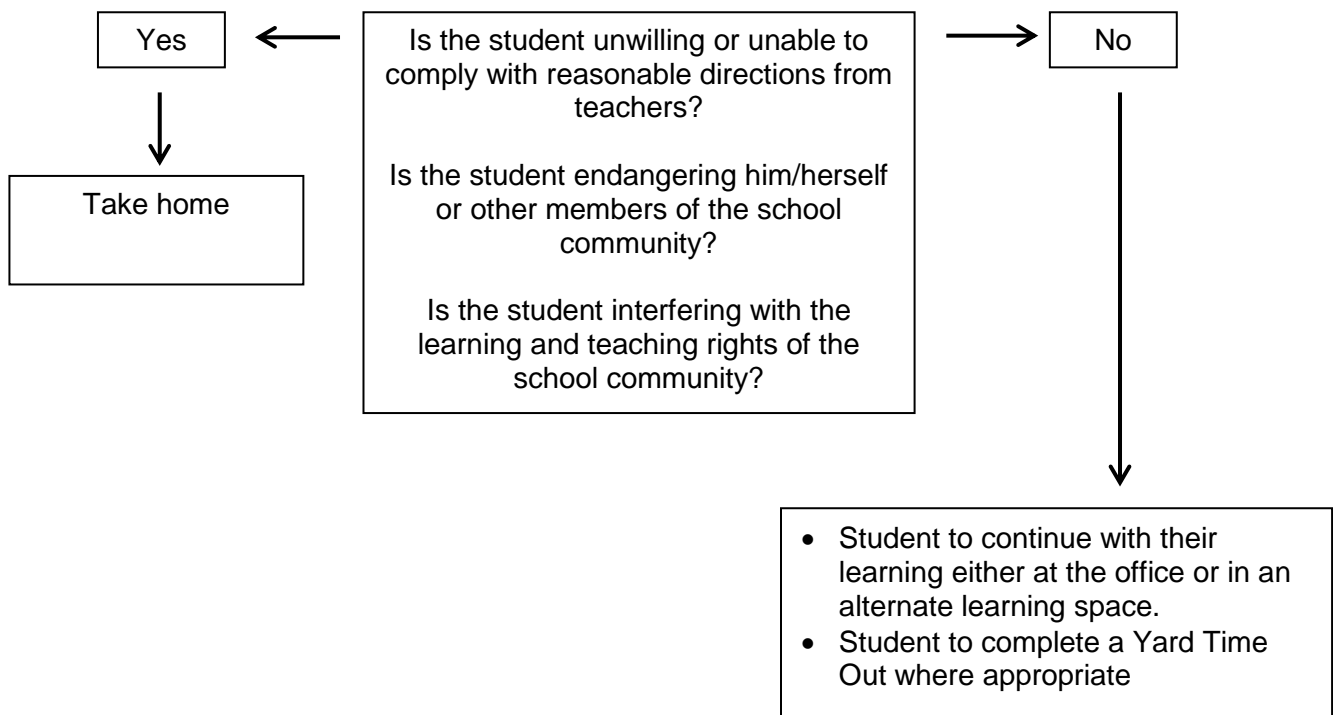
The following are level two offenses:

- Offensive language and verbal abuse
- Rough behaviour
- Graffiti
- Vandalism
- Refusal
- Bullying and harassment

Steps to occur by senior staff:

1. Read and evaluate written communication from teacher/s
2. Interview student about the communication from teacher/s
3. Gather more information if applicable
4. Decide on appropriate consequence for the behaviour

Deciding on an appropriate consequence:



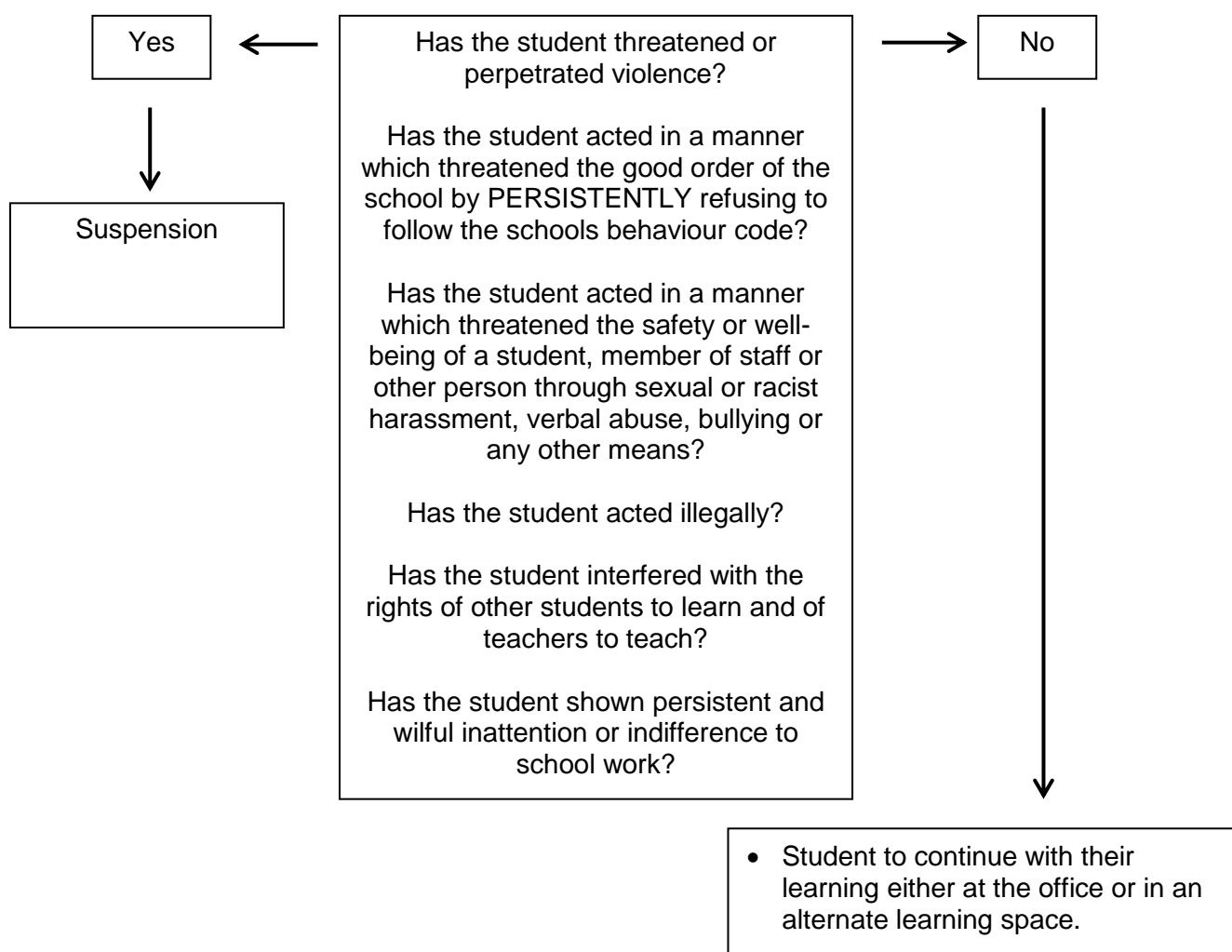
The following are level three offences:

- Violent actions towards peers (verbal or physical)
- Violent actions towards staff (verbal or physical)
- Illegal behaviour (drugs, weapons etc.)

Steps to occur by senior staff:

1. Remove the student from the classroom or yard to a safe environment
2. Interview student about their behaviour
3. Gather written communication from teacher/s (they may need to be released by additional staff member to allow for this)
4. Gather more information if applicable
5. Decide on appropriate consequence for the behaviour

Deciding on a consequence:



Duration of suspension:

Length of the suspension is determined by the principal or delegate and depends on the severity or frequency of the irresponsible behaviour.

If the decision is made to proceed to suspension:

- Inform the student, by explaining the conditions of suspension and why suspension is warranted.
- Contact a parent/caregiver, if appropriate, and notify them of the student's suspension.
- Complete through EDSAS and provide student and parent/caregiver with a copy of the 'Notice of Suspension from School' letter
- Give the student the opportunity to meet with school counsellor or youth worker or other appropriate personnel.
- Arrange a Suspension Conference (re-entry) and conduct during the suspension period.
- Negotiate and document a Student Development Plan if required
- Record details of the Suspension Conference using the proforma in EDSAS, place a copy in the student's file.
- Record student absences due to suspension.

At the Suspension Conference:

- Discuss reasons for suspension
- Negotiate a Student Development Plan if required (this is to include behavioural goals, learning goals, support measures in place, specific measurable indicators for success, a process for monitoring student achievement of goals, future consequences of irresponsible behaviour, roles and responsibilities of the school, the student and the parents/caregivers and timeline for review of the plan).
- Plan the re-entry process. This is to support the student's re-integration into class, to confirm the Student Development Plan and to confirm the student's understanding and willingness to co-operate. Relevant staff need to be involved.

School Organised Activities

Reoccurring incidents may result in students are unable to attend school organised activities (camps/excursions) after incurring a take home or suspension. Senior staff will discuss with the student and parent/caregiver regarding the time frame at the re-entry meeting.



BEHAVIOUR FORM

Please tick relevant time out:

- CLASS TIME OUT - Send to another class to give student an opportunity to re-think behaviour...
Warning
Moved within the room
Classroom sit out for a duration of no longer than 10 minutes
R-6 only Sent to 'Class Time Out' with:
work to complete
or a set period of time

- ADMIN TIME OUT - Student must report to Front Office immediately for further instructions...
Age related Reflection form completed

- YARD TIME OUT - Student must report for Time Out at 1pm to teacher on duty...
(Please Circle) Monday Tuesday Wednesday Thursday Friday

Additional Instructions:

Blank lines for additional instructions.

Student Name: Date:

Teacher giving time out: Class:

- Is this time out a result of bullying?

Description:

Blank lines for description.

(Signed) Teacher giving time out: Time:

(Signed) Parent / Caregiver: Date:

(Signed) Senior Staff: (Admin Time Out only)

Please return this form to the Front Office

ALLENDALE EAST AREA SCHOOL

Year Rec – 3



REFLECTION

Care, Consideration, Courtesy, Communication, Co-operation

NAME:

DATE:

What happened? (Either write or draw a picture)

How did you feel? (Circle the Kimochis)



FRUSTRATED



HURT



JEALOUS



LEFT OUT



MAD



SAD



SCARED

OTHER

How would you like things to be different?

Four horizontal lines for writing a response.

Take this form with you to the re-entry

Student:

Teacher:

Parent / Caregiver:

Senior Staff:

The student is expected to return this signed form and re-enter with their teacher before returning to class. This means that the student and teacher must find a time convenient for a re-entry conversation.

ALLENDALE EAST AREA SCHOOL

Years 4-12



REFLECTION

Care, Consideration, Courtesy, Communication, Co-operation

NAME:

DATE:

How did you feel? (Circle the Kimochis)



FRUSTRATED



HURT



JEALOUS



LEFT OUT



MAD



SAD



SCARED

OTHER

Use the following questions to tell your story:

- What happened?
- What were you thinking?
- What is important to you about this?
- How would you like things to be different?
- What will you do next time?

Take this form with you to the re-entry

Student:

Teacher:

Parent / Caregiver:

Senior Staff:

The student is expected to return this signed form and re-enter with their teacher before returning to class. This means that the student and teacher must find a time convenient for a re-entry conversation.

ALLENDALE EAST AREA SCHOOL

INTERNAL SUSPENSION – RE-ENTRY FORM



Care, Consideration, Courtesy, Communication, Co-operation

NAME:

DATE:

I have been internally suspended because:

- 1. _____
- 2. _____

To improve my behaviour I intend to:

I will need to write an apology to the following people:

- 1.
- 2.
- 3.
- 4.

If I break the rule(s) again:

.....
.....
.....
.....

I understand that a further Internal Suspension will require me to attend a meeting with my parents/caregivers and my Case Manager to complete a Student Development Form.

Signed:

STUDENT:

SENIOR STAFF MEMBER:

CLASS/HOME GROUP TEACHER:

PARENT:

In order for the re-entry process to be complete the student must collect all above signatures and discuss their behaviour with the Principal or Deputy Principal.