



Murray Bridge South Primary  
School

# Learning Behaviour Policy

16<sup>th</sup> Feb 2010

## STATEMENT AND GUIDE-LINES

This policy should be read in conjunction with the DECS School Discipline Policy 1996 and the Murray Bridge South Primary Behaviour Code and the MBSPS Learning Behaviour Policy (2009).

This policy provides a framework for our school discipline plan which:

- Encourages students to develop self discipline and a sense of self worth, to respect the rights of others, and to take responsibility for their own learning;
- Ensures that students, staff and parents can clearly understand the school's expectations of student behaviour;
- Establishes a set of principles for dealing with acceptable and unacceptable student behaviour.

## GUIDE-LINES

1. Acceptable or responsible behaviour is that which maintains and increases the learning opportunities for students, whilst not infringing the rights of others. Encouragement and support should be regarded as the basis for developing acceptable behaviour. Sarcasm, ridicule and undue persistent criticism should not be seen as appropriate corrective action.
2. **Students should be encouraged to accept responsibility for their own behaviour.** The consequences of unacceptable behaviour should be logically related. Discipline of the whole group should not be seen as an appropriate response to an individual's unacceptable behaviour.
3. **Unacceptable behaviour** is that which
  - Is illegal in the broader community;
  - Is dangerous to the student, other students, teachers or property;
  - Is offensive or inconsiderate;
  - Interferes with the rights of teachers to teach or the students to learn.
4. Rules will be displayed for all to see.

## EXPECTATIONS AND RESPONSIBILITIES

### STUDENTS

- At classroom level - input into class rules, and consequences, - class meetings, class issues.
- At school level - participation in Student Representative Council, School wide issues, student run assemblies.

### TEACHERS

- We will provide an atmosphere where students can acquire tolerance, leading to the acceptance of the physical, cultural, emotional and intellectual differences of others.
- We will foster in students an awareness of other people's feelings and the respect for the property of others.
- We will undertake skills development and support in :-
  - The organisation and the structure of classroom behaviour management programmes and the negotiation, establishment and reinforcement of class rules.
  - The holding of regular and effective class meetings.
  - Programs which address issues such as equity, protective behaviours, sexual harassment and racial harassment grievance procedures.
- We will teach social skills to assist students to acquire the skills needed to "function effectively in society".
- We will model appropriate behaviour in terms of the teacher/learner relationship, classroom management and school management.
- We will address student needs through individual, group, whole school, outside agency and community support.

### SCHOOL COUNSELLOR, DEPUTY AND PRINCIPAL

Same as for teachers but to include

- Liaise with staff, students, parents, care givers parent associations and community agencies in relation to Student Behaviour Management issues.
- Provide advice and support to staff, students and parents/caregivers with regard to managing student behaviours.
- Provide and support special programmes to support improvement in student behaviour eg. contracts/ Student Development Plans.
- Provide counselling to individuals, small groups and class groups.
- Assist teachers to negotiate and to implement curriculum and teaching approaches appropriate to student's needs.

## RIGHTS, RESPONSIBILITIES AND RULES

Teachers at this school are entitled to expect the right to teach without harassment and unwarranted disruption.

ALL staff and students at this school are entitled to the following rights:

- **A Safety right;** the right to be free from intimidation at school and while engaged in school activities, to be safe and secure, and to have property protected.
- **A Learning right;** the right to learn without interference, at an individual pace and in a conducive working environment.
- **A Treatment right;** the right to be treated fairly and equally, regardless of religious, cultural, sexual, intellectual, racial or physical differences.
- **A Movement right;** the right to move about the school in an acceptable manner.
- **A Communication right;** the right to express oneself, share ideas and ask questions.
- **A Problem solving right;** the right to rational settlement of problems and to be able to tell all sides of the story in a dispute.

A right can only be enjoyed when it is protected by the rest of the group. These responsibilities are expressed in the form of rules. Rules focus the attention of the group on

- Its responsibility to protect rights
- The accountability for infringing or violating rights.

Rules are a social mechanisms designed to

- Show what rights are being protected
- Set reasonable limits to behaviour
- Give security to school community
- Invoke accountability/responsibility by making acceptable behaviour clear in advance.

Since rules are closely related to rights, our classroom and school rules cover the same topics:

**Safety rules  
Learning rules  
Treatment rules  
Movement rules  
Communication rules  
Problem solving rules**

## SCHOOL RULES

### **The Safety Rule**

We will use equipment safely and practise safe behaviours.

### **The Learning Rule**

We will help ourselves and others learn in the best ways we know.

### **The Treatment Rule**

We will respect our own and other people's feelings, differences and belongings.

### **The Movement Rule**

We will move in and around buildings sensibly.

### **The Communication Rule**

We will speak positively to and about other people, and use active listening skills.

### **The Problem Solving Rule**

We will sort out our problems responsibly following the other rules and seek adult help if necessary.

## CLASSROOM MANAGEMENT

Students must know what is expected of them, so expectations and class rules must be negotiated, clearly stated, published and reviewed regularly.

Rules for the classroom must reflect the overall Learning Behaviour Policy of the whole school.

Rules are negotiated between teacher and student using the Rights and Responsibility model and have logically related consequences to behaviours.

Examples of classroom rules are ...

Our **MOVEMENT RULE** covers...

- Movement in and around the room.
- Chairs/equipment

Therefore in our room when we get out of our seat and move around we must do so without disturbing others.

If I disturb others while moving around I may lose the right to this privilege.

Our **COMMUNICATION RULE** covers...

- Hands up
- Working noise
- Hurtful language

Therefore in our room when we wish to ask a question or make comment we will put up our hand and wait our turn. This gives everyone a fair go.

If I call out without putting up my hand I understand that my teacher will ignore me and I may have to sit apart from the rest of my class and not join in discussion.

Our **TREATMENT RULE** covers...

- The way we treat one another (no sexism, no racism, no put-downs)
- Manners
- Equipment

Therefore in our classroom all people are to be treated fairly. This means that we don't put people down because they look different from us, have different backgrounds or come from different countries.

If I do put people down I will be warned about my behaviour and asked to apologise to the people concerned. If I choose not to apologise, I may be excluded from the activity.

Our **SAFETY RULE** covers...

- Use of equipment
- Safe behaviour

Therefore in our room we will be careful with equipment and observe the Movement Rule.

If I use equipment in an unsafe way it will be taken from me and I may be asked to fix or replace anything I break. I will not be allowed to use equipment unless I use it safely and correctly.

Our **PROBLEM SOLVING RULE** covers...

The way we fix up problems between each other, students and adults.

Therefore in our room if we have a problem with another person we will try to talk it over quietly.

If the problem is not solved we will immediately be separated and seek help to resolve it at an appropriate time.

Our **LEARNING RULE** covers...

- The way we learn in our room
- How to get the teacher's attention/assistance
- Co-operation between students and adults. We will aim to do our best to learn.

Therefore we will respect the opinions of others when working in groups and share ideas and materials.

If I can't share with others I may not be able to use the class materials. Learning will not be maximised.

<b>CLASSROOM TIME OUT</b>
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As part of a classroom management plan teachers will have a TIMEOUT table available for students displaying inappropriate behaviour.

## YARD BEHAVIOUR PLAN

Yard Rules about:

### TREATMENT

- Share equipment and space with others.
- Treat people in the way you would like to be treated.
- Take care of the school grounds (put litter in the bins, leave bark chips on the ground, look after trees and buildings).
- Let others join in games.
- Play fairly.
- Be nice to others.

### COMMUNICATION

- Be polite to everyone.
- Make friends.
- Listen to yard duty teacher and follow through with consequences.

### CONFLICT

- Try to sort out your problems without using violence.
- If you cannot sort out your problem then ask a yard duty teacher for some help.
- Say sorry.
- Talk it over.
- Decide on who owns the problem.
- If it's not your problem then there is no need to get involved.

### MOVEMENT

- Walk carefully in and around buildings.
- Walk your bike through the school ground.

### SAFETY

- Play sensibly and safely (have fun without hurting anyone).
- Throw balls back to people instead of kicking them.
- All kicking games and hardball games on the oval.
- Keep away from out of bounds areas.
- Dress safely and appropriately, if possible.

### LEARNING

- Learn yard rules and play sensibly.
- Learn to get along with others.
- Learn to be responsible for your own actions.

## Major Infringements

(Unacceptable behaviour which may result in suspension)

- Leaving yard without permission.
- Aggressive behaviour/dangerous to others.
- Fighting - Kicking
  - Punching
  - Swearing
  - Throwing potentially dangerous objects, rocks, bark chips
- Inappropriate and/or offensive language towards a staff member
- Wilful damage
- Inappropriate clothing removal
- Sexual harassment
- Racial harassment
- Vandalism or Graffiti
- Possession and/or using any illegal substance, alcohol or smoking

## OUT OF BOUNDS

- ETSA Transformer
- The Front of the School
- Tree climbing
- Area around Dental Clinic
- Garden area around big rubbish bin and the big rubbish bin.
  
- Students who are eating are confined to the 'basketball court' area.

## Minor Infringements

Consequence - Students may be dealt with in the yard, given a community service or be required to go to the time out area

Consequences should fit infringements

- Kicking the ball in the quadrangle - and "kicking on" balls from other students
- Spitting water
- Playing in the foyer
- Pushing
- Playing in classrooms/activity room
- Being out-of-bounds
- Interfering with others' games
- Chewing gum
- Playing with sprinklers
- Littering
- Riding bicycles in the school yard
- Footballs and soccer balls only on main oval (not bitumen, not grass near C11). You can't expect to use the whole oval. Be considerate of others.
- Netball Court is for netball only at this stage. Never swing on rings.
- Hockey is not a suitable activity for recess/lunch (dangerous). Only play hockey under supervision at practices.

## Procedures for Management of Student Learning Behaviour

### Rationale

This policy is based on the following principles:

- ◆ DECS operates within the context of the wider society and has a responsibility to prepare young people for successful participation in society
- ◆ All individuals should be treated with respect and dignity
- ◆ Families, society, peers, staff and other significant adults influence the choices of young people
- ◆ Behaviour has consequences which increase or reduce choices in life
- ◆ Individuals must accept responsibility for their own behaviour according to developmental ability
- ◆ DECS and School communities, services and agencies will work together to create learning communities which are:
  - ◆ Safe
  - ◆ Inclusive
  - ◆ Conducive to learning
  - ◆ Free from harassment and bullying

*Based on DECS – "School Discipline - Policy Implementation Kit" and follows OHS&W Behaviour Management Processes.*

### Responsibilities

The following groups of people have responsibility for the implementation of Murray Bridge South Primary School Learning Behaviours Policy.

#### Regional Director (or Delegate)

- ◆ Support Principal in ensuring that the schools behaviour code and other behaviour management procedures address needs specific to its community
- ◆ Work in cooperation with DECS regional services and interagency services to ensure appropriate service delivery to school communities
- ◆ Work with Principal and DECS regional providers to ensure that mechanisms are developed at a local level to provide appropriate placements for students requiring temporary alternative placement
- ◆ Support Principal and other school personnel to manage critical incidents relating to student behaviour or the aggressive behaviour of community members, and facilitate mediation with community members when necessary
- ◆ Address grievances of community members who believe the schools management of student behaviour has been unjust

#### Principal

- ◆ Develop, implement and regularly review, in consultation with the school community, a behaviour code which is consistent with DECS Discipline Policy
- ◆ Ensure that student behaviour is managed through procedures supported by a strong theoretical understanding of how student learning and behaviour are best supported
- ◆ Ensure that new staff, students and their families are aware of the schools' behaviour code and the decision making procedures open to them if they wish to influence school practice
- ◆ Ensure that the school community has access to the DECS Discipline Policy, are aware of their rights to advocacy and the grievance procedures in relation to the schools' management of student behaviour.

(Policy on the web site)

The Principal will:

- ◆ Support students to be involved in the management of their behaviour.
- ◆ Support and enable parents or caregivers and teachers to form relationships within which student behaviour may be managed positively.
- ◆ Ensure the consistent application of the Schools' Learning Behaviour Policy.
- ◆ Ensure the schools' response to gender, cultural differences, family circumstances or disabilities does not reduce students' learning opportunities.
- ◆ Increase students' opportunities to experience intellectual, social and physical success.
- ◆ Provide opportunities for staff training and development.
- ◆ Use system level consequences and interagency support programmes with students who do not respond to class and school consequences.
- ◆ Support all staff in the management of student behaviour.

School Based Staff

- ◆ Develop and foster positive relationships with students and families.
- ◆ Communicate and interact effectively with students and engage in cooperative problem solving relationships to address issues faced by the learning community.
- ◆ Participate in developing, implementing and reviewing the schools' procedures for managing student behaviour.
- ◆ Critically reflect on practices and develop the knowledge and skills needed to manage behavioural change successfully.
- ◆ Establish, maintain and make explicit the schools' expectations relating to student behaviour.
- ◆ Respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and the safe school environment.

*From DECS - School Discipline - Policy Implementation Kit*

In particular Teachers will:

- ◆ Respond to advice, concerns and requests from parents/caregivers promptly and appropriately.
- ◆ Inform parents/caregivers about school activities and significant matters concerning their child, in particular matters pertaining to behaviour management and learning.
- ◆ Provide options, which allow for the preferred learning styles and interests of individuals or groups and encourage students to achieve their personal best.
- ◆ Design activities and tasks in accordance with student readiness.
- ◆ Explain and modify tasks when necessary.
- ◆ Be available to assist students when appropriate.
- ◆ Explicitly teach key ideas, concepts and aspects to support students in acquiring these skills.
- ◆ Employ strategies and techniques to prevent or stop behaviour which intimidates or denigrates a student on the grounds of gender, race, culture, physiology, socio-economic background or ability.
- ◆ Model appropriate and acceptable behaviour/language.
- ◆ Provide opportunities for students to develop and practice appropriate anti-harassment and anti-bullying practices.
- ◆ Develop an appropriate classroom behaviour management plan outlining expectations and consequences consistent with school policy. Provide and display a clear statement of expected behaviour that is expressed in terms of rights and responsibilities and identifies consequences of behavioural choices, negotiates expectations.
- ◆ Make all reasonable efforts to manage the behaviour of students effectively.
- ◆ Encourage students' self discipline. Staff will discuss with the student alternatives to unacceptable behaviour.

- ◆ Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions.
- ◆ Use support from within or outside the site to achieve effective discipline.
- ◆ Continually monitor and document student behaviour.
- ◆ Take prompt action to prevent or minimise irresponsible behaviour.
- ◆ Reassert expectations when implementing consequences.
- ◆ Use a behaviour learning approach that emphasises positive consequences and focuses on improvement to encourage responsible behaviour.
- ◆ Provide positive feedback that takes into account the different needs of individuals and groups of students.
- ◆ Undertake yard duty diligently.
- ◆ Work constructively with relevant support services.

*"From DECS - Teachers' Work - updated February 2001"*

### **Parents and Caregivers**

When they enrol a student in the school, parents or caregivers accept responsibility to:

- ◆ Ensure that the student attends school and that school staff are notified of absences.
- ◆ Keep schools informed of health issues, concerns about behaviour or other matters of relevance.
- ◆ Comply with DECS and school policies including the Learning Behaviours Policy.

### **AT OUR SCHOOL WE AIM TO:**

Create a safe, caring, orderly and productive learning community and provide students with opportunities and support to experience success.

**CARE** - for people, themselves, animals, the school and property

- ◆ Care for school and other property.
- ◆ Keep our environment free of teasing, bullying, violence, harassment and discrimination.
- ◆ Keep our environment free of graffiti and vandalism.

**COURTESY** - show respect to everyone

- ◆ Respect others and their rights to learn and teach.
- ◆ Use your manners and be friendly towards others.

**CONSIDERATION** - for others' feelings, rights and safety

- ◆ Walk quietly inside buildings and move in a safe way in and around buildings.
- ◆ Take responsibility for getting to class and lessons on time.
- ◆ Come with the appropriate equipment for lessons.
- ◆ Treat others with respect and consider their feelings.

**COOPERATION** - with staff, parents, other students and visitors

- ◆ Participate in the learning programmes and do your best.
- ◆ Complete work in the allocated time including any set homework.
- ◆ Follow class and yard rules.

**COMMUNICATION** - show respect when speaking and listening to others

- ◆ Speak with a respectful tone of voice.
- ◆ Use language (including body language) that does not offend others.
- ◆ Solve problems in a calm manner.
- ◆ Listen when someone is speaking to you or to the class.

### **Behaviour Management Process**

The following process is acknowledged as the common element used by all staff to respond to inappropriate behaviours within the school. The process includes management of behaviours at both a classroom level and when required at Leadership level.

These responses are determined by the following definitions:

**Inappropriate Behaviour** - is defined at Murray Bridge South Primary School as behaviour that is annoying or disruptive to others. The class or yard duty teacher usually handles inappropriate behaviour. If it continues and disturbs others' teaching, learning or play then it becomes UNACCEPTABLE.

**Unacceptable Behaviour** - is defined at Murray Bridge South Primary School as bullying, harassment, physical violence, verbal abuse, stealing, vandalism, persistent disruption and task refusal. The possession and/or use of any illegal substance, alcohol or smoking are also Unacceptable Behaviours. The school regards these behaviours seriously.

Individual teachers may modify this process in order to meet the needs of their class/group, for example, the cognitive development of Reception children differs from older students. Whilst we acknowledge that teachers require the scope to modify this process to suit their class/group, we also recognise the need to be consistent in the implementation of this process, providing children with direction.

### **Strategies used to manage inappropriate behaviours**

While students learning behaviour is managed in a series of Stages, each day is a fresh start for students.

#### **Stage 1**

Staff use strategies which encourage students to develop and practise appropriate behaviour. The sequence of these strategies is responsive to the context. These strategies may include:

- ◆ Establish effective relationships with students
- ◆ Develop and maintain a positive relationship between school and home
- ◆ Use of awards, certificates, positive notes, stickers etc
- ◆ Celebrate success eg raffle tickets, point scores, happy charts, negotiated free time etc
- ◆ Start each day fresh
- ◆ Set students up for success, establish achievable goals
- ◆ Seek help from others as soon as you need it
- ◆ Tactically ignoring
- ◆ Rule reminders/reinforcements
- ◆ Move the student to a different location in the room
- ◆ Eye Contact
- ◆ Re-direction back to task
- ◆ Non-verbal cues eg modelling the desired behaviour

Strategies that are not to be used at our school by staff, parents and students include:

- ◆ Threats
  - ◆ Put downs
  - ◆ Writing words or lines
  - ◆ "Punish" the whole class for the behaviour of a few students
  - ◆ Rewards that do not fit into the school's Healthy Eating Policy
- Students may be given a **reminder** about acceptable behaviour

### Stage 2

#### **Warning**

- ◆ Students are given verbal notification that their behaviour is inappropriate. This warning will be recorded on the 'Class Behaviour Book.'

### Stage 3

#### **Class Time Out**

- ◆ Students are removed from the whole class-learning environment and isolated within the classroom.
- ◆ The student may be asked to reflect on their behaviour or continue with work.
- ◆ If the student continues with defiance/inappropriate behaviours in this area, then the child will move to Stage 4 or 5.

### Stage 4

#### **Buddy Class Time Out**

- ◆ Students are removed from the classroom and directed to another classroom or location.
- ◆ **Buddy Class Time Out Card** to be sent with student to an identified room with the time that they are to stay for recorded on the card.
- ◆ Time limits may be negotiated. It is the responsibility of the class teacher to communicate with the Teacher who is supervising a student's Buddy Time Out.
- ◆ The 'Buddy Class Teacher's name is recorded in the 'Behaviour Steps' booklet so the NIT teacher and TRT teachers are informed.
- ◆ Duty of care must be maintained.
- ◆ Students may be asked to continue with their work or sit quietly and reflect on their behaviour.
- ◆ Teachers will write a note in the student's diary when they reach the Buddy Time Out stage. This is to keep the parents/Carers informed about the progress of the student behaviour at school.
- ◆ If the student continues with defiance/ inappropriate behaviours in this area, the child will move to Stage 5 and the class teacher will be notified.

### Stage 5

#### **Take Home**

- ◆ Used when there has been no evidence of behaviour change after the previous stages have been tried.
- ◆ Parents / Caregivers are notified to collect their child from the school (\*see below). Child returns to school the following day. A Student Development Plan will be developed, in partnership with the School Leaders, the parent/carer, the teacher and the student.
- ◆ Leadership staff will continue to keep relevant staff informed of outcomes.
- ◆ Students who are sent home after the start of lunchtime, are not to return to school until 12.00 noon the following day.
- ◆ Where parents cannot be contacted for a take home the student is confined to the office for the remainder of the day. No recess time or lunchtime is provided. The student has no direct contact with the rest of the school. The student does not return to school until 12.00 noon the following day.

Students who are 'repeatedly' sent home, may be suspended from school at the discretion of the Principal and/or the Deputy Principal.

\*It is important that the Classroom teacher makes the call home and talks with the Parent / Carer about their child's behaviour which has led to the take home stage. To allow this to happen the classroom teacher may call the office and will be temporarily replaced in class to allow them to make this call without the duty of supervising the remainder of the class. The teacher is also able to escort the student to the office, where they will remain until collected by a parent / carer.

Support will be available to the class teacher in making the call to the parent / carer.

The student will remain in the office until their parent / carer arrives. During this time they will be provided with work, and will not be able to leave the office area. They will not have normal recess or lunchtime.

### Stage 6

#### **Suspension**

- ◆ Used when there has been no evidence of behaviour change after the previous stages have been tried including counselling from the Leadership Team.
- ◆ Parents / Caregivers notified to collect the child from the school.
- ◆ Parents / Caregivers will be notified and required to take part in discussion prior to and throughout this stage.
- ◆ A re-entry meeting will be held before the child returns to school where a Student Development Plan will be developed. The teacher who had the student at the time of the suspension will also be part of the re-entry process (or the class teacher if a TRT).
- ◆ The 'Re-entry Plan' is to be documented and all participants will be given a copy of it.
- ◆ A copy of suspension form and re-entry plan is sent to the District Office for all students who are referred to the Behaviour Management Support Team.
- ◆ Leadership staff will continue to keep relevant staff informed of outcomes.

A student who is on a Student Development Plan, and subsequently does not alter their behaviour moves from Stage 4 (Buddy Class Time Out) directly to Stage 6 (Suspension).

Suspension is used in the management of unacceptable behaviour. It is used to ensure the right of other members of the school community to be safe and to learn while a student is supported in dealing with his or her behavioural problems.

A student may be suspended if they have:

- ◆ Threatened or perpetrated violence
- ◆ Acted in a manner which threatens the good order of the school by persistently refusing to accept the schools' behaviour code
- ◆ Used inappropriate and/or offensive language towards a staff member
- ◆ Acted illegally
- ◆ Interfered with the rights of teachers to teach and students to learn
- ◆ Shown persistent and wilful inattention or indifference to school work

While a student is suspended, they are not permitted to enter the school grounds or buildings unless invited by the Principal.

Initially a child will be suspended for a period of up to 5 days, depending on the severity of the behaviour. While the student is suspended, a re-entry meeting is held and a plan documented.

Teachers involved in the incident requiring suspension need to be present at the re-entry meeting or development of the plan.

### **Exclusion**

A student will generally be excluded rather than suspended if the Principal believes the student's unacceptable/inappropriate behaviour is severe enough or frequent enough to warrant a stronger response. A student may be excluded between four and ten weeks or for the remainder of the term.

An "Intent to Exclude" form is sent to the parents/caregivers. The student is suspended for 5 days while a meeting is arranged.

Before exclusion is decided upon a conference is held so that the student, parents or caregivers and the school can discuss the student's behaviour, and so that the Principal can make a final decision about the exclusion. An interagency referral manager or another member of the team is present at this meeting. Parents may invite other support people to attend this conference.

The rights of the parents or caregivers to appeal against the exclusion are explained at the conference.

At the end of the period of exclusion, a student will take part in a supervised re-entry to school if the goals have been met. If the goals have not been met then the exclusion may be extended. Appeal rights apply in this situation.

While under exclusion, a student under 17 years of age is required to complete an alternative educational programme, which may be in another school, a learning centre or another location.

## **Complementary Elements**

### **Teacher support**

Teachers may like to 'team up' with other teacher support to manage or address conflict between students.

### **Cool Down**

Teachers will use their discretion to allow students time and space to cool down. This strategy is to assist students in anger management. Duty of care needs to be maintained.

### **Documentation**

Staff document behaviour and this supports communication between staff, parents and students.

Leadership is required to document unacceptable behaviours for storage on the EDSAS/DUX system. This information can be made available to both parents and teachers.

### **Behaviour Steps Booklet**

Each class will have a Behaviour Steps Booklet with the full class list of students. Teachers will record the 'steps' of student behaviour during the day – Warning, Class Time Out, Buddy Time Out and Take Home.

Each day is a new start.

The behaviour Steps book stays with the class (goes to the NIT teacher).

For students attending Maths and Sp Ed. where it is not possible to provide for the Behaviour Steps book the teacher will send a detailed note to the classroom teacher informing them of the student behaviour, and the teacher's response.

### Communication

Our success is due to the fact that student behaviour is followed up and strategies put in place for students to work towards their behaviour goals. This is done through any of the following: communication books, diaries, meetings, phone calls, home visits. Extensive records are kept of incidents so that staff can identify the possible causes of triggered behaviour and develop strategies to prevent re-occurrence.

### Student Development Plans

If a student has behavioural problems at school, a **student development plan** may be implemented. This applies to all students returning to school from a 'Take Home' or 'Suspension.'

The Student Development Plan is negotiated between school staff, the student and the parents or caregivers as part of the behavioural change programme, and it clearly outlines the responsibility of the student, the school and the parents or caregivers in helping the student become more successful at school. Staff members involved with identified students will be invited to contribute / participate in the development of Student Plans. The

The class teacher is responsible for advising Non-Instructional Time (NIT) and relief teachers of students on Development Plans. Where necessary, other staff will be informed of individual Student Development Plan goals and expectations.

If the student is on the Student Development Plan for 'Take Home' this is managed by Student Counsellor, then Principal or Deputy Principal. If the student is returning from Suspension the SDP is managed by the Principal or Deputy Principal then the Student Counsellor.

The Student Development Plan is sent home with the student for parent signing and is checked daily by the classroom teacher and the Student Counsellor.

If the Student Development Plan is lost or damaged, a new or replacement copy is to be provided, however the period of time the student is on the Student Development Plan starts again from the date of replacement.

Completed Student Development Plans are kept by the Student Counsellor, on file.

### Interagency Referral - Support for Students

Once the school has implemented a variety of strategies and needs further support, a referral to the Student Counsellor should be sought.

A meeting consisting of the parent, senior staff and class teacher discuss strategies implemented and parental consent is sought to submit a referral. The Student Counsellor coordinates support agencies for the child, school and family.

### Performance Management Procedures for Staff

A process exists between the Leadership Team and staff to discuss curriculum balance and diverse methodologies to ensure that all students have the opportunity to be successful.

### Celebration

This is a focus at a classroom and whole school level. Examples of this are stickers, treasure box, class parties or treats, trying hard encouragement or merit awards and assemblies.

### Resources

Various Social Skills programmes are available within the school to support students. The School Counsellor, SSO's and ACEO are available to support students.

### Students at Risk Support Team (Leadership Team)

The class teacher can make referrals to this group. This team meets to ensure that all students who require support in academic, attendance, social and emotional or behaviour needs are receiving the necessary support.

### Yard Time Out

In **Yard Time Out** the student is confined to the 'Time Out' room for 10 minutes, commencing from the time they arrive in the Time Out room.

Staff need to complete a Yard Time Out Slip, and give this to a 'reliable' student to be taken to the Time Out room. The 'Time Out Teacher' then enters the detail into a Time Out computer. The teacher should keep a copy of the Time Out Slip.

Parents are notified by a note in the student's diary, that the student has been given a Yard Time Out.

Yard duty teachers send students to Time Out, for any of the following reasons:

- Failure to follow teacher instructions
- Out of Bounds
- Breaking the rules for the play equipment
- No hat
- Threatening behaviour
- Verbal abuse
- Stealing
- Damaging property - including Graffiti
- Playing roughly
- Other (to be specified on the Yard Time Out Slip)

The student must serve 10 minutes in the Time Out room. If the bell rings before the Time Out is finished, the remaining time is noted on the Yard Time Out Slip by the supervising teacher and the students then completes the required time at the next possible opportunity.

Refusal to complete the Yard Duty Time Out escalates the student behaviour.

Students who are repeatedly sent to yard Time Out without changing their behaviour, may be sent home or suspended, at the discretion of the Principal or Deputy Principal.

### Success Time

Success Time (which replaces No Time Out Reward Time) will take place each Friday afternoon.

Success Time is for students who have received NO Yard Time Outs and NO Takes Homes or Suspensions during the week. Each week the students begin a fresh.