



Student Behaviour Management Policy

PRINCIPLES

At Redwood Park School we want every student to learn and play in a safe and caring environment in which the rights of everyone to experience success are supported and protected.

To ensure that this occurs we have based our behaviour management policy on the following principles:

1. All students have the right to learn and play without interference or harassment from others.
2. All teachers have the right to teach in an environment which is orderly and supportive.
3. All students need to develop an understanding of their responsibility as members of a school community and learn to accept responsibility for the behaviour choices that they make.
4. Students who are disruptive will be removed from the classroom or yard until a plan of action and a commitment to follow school expectations is made.
5. Parents, care givers and teachers need to work in partnership to resolve concerns related to student behaviour.

DECD EXPECTATIONS

Our Behaviour Management Policy is based on the DECD School Discipline Policy which contains the following expectations of schools:

- Schools must be safe, caring orderly learning environments in which the rights of all students to learn and all teachers to teach are supported and protected at all times.
- Schools will develop in students an acceptance of responsibility for their own behaviour.
- Schools will develop a partnership between staff, students and parents in order to establish expectations and consequences related to student behaviour.
- Schools will develop discipline policies for the management of student behaviour to include a set of non-violent conflict resolution strategies and involving students in democratic decision making processes in school affairs.

SCHOOL EXPECTATIONS OF DECD

- Redwood Park Primary will ask for and expect DECD assistance when it is deemed necessary.





BEHAVIOUR CODE

The following expectations of student behaviour are the basis of our Behaviour Code. These expectations apply in the classroom and in the school yard.

STUDENTS ARE EXPECTED TO:

1. Always allow other students to learn and teachers to teach
2. Play and work safely
3. Play in the correct areas
4. Respect the rights and property of others
5. Follow the instructions of school staff and school values

1. **ALWAYS ALLOW OTHER CHILDREN TO LEARN AND TEACHERS TO TEACH**

- Use appropriate listening behaviour
- Be organised
- Participate in all activities
- Support others and cooperate in a group
- Wait for a turn
- Move around the school appropriately
- Don't interfere in others' games
- Use appropriate interrupting
- Use appropriate language at all times

2. **PLAY AND WORK SAFELY**

- Eat food before playing
- Use equipment safely and be prepared to share
- **Walk under eaves, around buildings, and around or on playground equipment**
- Walk bikes, scooters and skateboards in the school yard
- Wear a hat during terms 1 and 4 and parts of term 2 and 3.
- **Wear school uniform, i.e. no short shorts, thongs, tank tops, unsafe jewellery**
- Don't use violence or verbal abuse to solve issues





The following activities are unacceptable as during recess and lunch times: tackling; rough contact during soccer and football; climbing on the security screens; dangerous games on the equipment; chasey on the equipment; kicking balls on the asphalt; cricket with a hard ball; ball games under the covered areas; sitting on top of monkey bars, soccer goals; climbing trees.

3. PLAY IN THE CORRECT AREAS

- Out of bounds areas include car parks, the front area of the school, toilets, and south of the mounds on Milne Road and west of McEwin Road.
- Students must stay inside school grounds unless given permission to leave (**and must be signed out by a Parent/Caregiver**). Written permission from parents is required. Students are to arrive at school between 8.35 a.m. and 8.55 a.m., at 3.05pm head to OSHC or leave the school grounds immediately after dismissal, unless waiting for other children or parents (up to 3.20pm and must wait at the front of the school). Shops are out of bounds during school hours.
- Play ball games and running games only on the oval or hard courts, BUT no kicking games on the hard courts, and NOT under the veranda areas, library courtyard, bag rack areas, pathways or play equipment areas.
- Be punctual at the end of recess and lunch, when returning to class.

4. RESPECT THE RIGHTS AND PROPERTY OF OTHERS

- No harassment of any kind - no name calling, put downs, teasing, racist or sexual language including jokes or saying things just for fun
- Care for school property
- Leave other people's food and things alone
- Ask to join in play
- Take turns
- Take care of younger children
- Use grievance procedures
- Do not graffiti, vandalise property or litter





Behaviour Management Framework for the classroom

See Appendix 1

1. CLASSROOM TEACHER RESPONSIBILITIES

Our major emphasis is on acknowledging students who are working well and positively reinforcing responsible behaviour.

- At the beginning of the school year teachers will involve their students in establishing expectations for class behaviour. These expectations will be based on the schools behaviour code and written and displayed in each classroom as clearly defined parameters of responsible behaviour. The consequences for irresponsible class behaviour will be made explicit to students.
- A consistent, sequential approach to responding to disruptive behaviour based on the whole school framework will be implemented in each classroom.

2. CLASS TIME OUT

Class Time Out will be an area where students may listen but not take part in class activities until they work out a plan to change their behaviour with the teacher.

- There will be expectations of behaviour in the Class Time Out area. These expectations are:
 1. Sit quietly
 2. Do not communicate with anyone
 3. Do not leave without your teacher's permission
 4. Complete the task set by the teacher
- When the teacher has time she/he will work with the student in class time out on an individual basis to work out an acceptable plan for behavioural change. Such a plan needs to be age-appropriate, specific and realistic.
- Accurate documentation of students who are sent to class time out will be kept in case there is a continued disruption and the student moves on to other levels of response, i.e. team time out, office time out.





3. TEAM TIME OUT

- Team Time Out is in another classroom within the year level team, negotiated between teachers. The expectations in the team time out are the same as those in Class Time Out, i.e.
 1. Sit quietly
 2. Do not communicate with anyone
 3. Do not leave the table without the teacher's permission
 4. Complete the task set by the teacher.
- When the class teacher has time, he/she will ask the student to return to class and work with the student to develop a plan for behaviour change.
- Accurate documentation of students who are sent to Team Time Out is kept by the class teacher.
- When students have class time out or team time out, please inform parents via diary or communication book.

4. OFFICE TIME OUT

- Office Time Out is used as a sequential step in our Behaviour Management Program or as an immediate response to extreme behaviour.
- Office Time Out is in the administration area.
- All teachers should have a red card which is sent to the office to signal that a student needs to be collected for time out or ring the office. Students may go to time out independently if they are responsible enough to do so.
- Students are counselled about their irresponsible behaviour by senior staff. Students may have some work to finish. Before returning to class an acceptable plan for behavioural change is worked out and the class teacher is informed.
- Children will be returned in 30 minutes so they can continue their learning unless Leadership decide further consequences are required.
- Accurate documentation by class teacher and leadership is required in case the student moves on to the next level of the process. The incident is recorded by the counselling Leadership member. Parents/Carers are notified each time a student is in Office Time Out.



**YARD BEHAVIOUR
MANAGEMENT FRAMEWORK
MAJOR INFRINGEMENT CONSEQUENCES**

An Infringement:

Attend B.S.R. at recess or lunch / Parent Notification by written note



Further infringements: attend B.S.R. at recess time or on leadership recommendations have restricted play / supervised play / alternative play / suspension

Parents will be called in if attending BSR too often

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YARD DUTY TEACHER RESPONSIBILITIES

1. Be punctual and visible as you move around your area
2. Reinforce and acknowledge appropriate behaviour
3. Support students to apply appropriate conflict resolution skills
4. Ensure your yard duty area is clean

1. MINOR INFRINGEMENTS

When a student is observed engaging in minor infringements of the school's behaviour code teachers will:

1. Talk to the students about their rights and responsibilities.
2. Follow through with logical consequences e.g. ask the student to sit out for 5 to 10 minutes in a specified area, or walk around with you

2. MAJOR INFRINGEMENTS

When a student is observed engaging in major infringements of the school behaviour code they are required to attend Behaviour Support for one recess session. It is the teacher who has given the child a BSR slip responsibility to ensure the class teacher and the Principal/Deputy or Assistant Principal on duty during Behaviour Support, know that the particular child needs to attend and why. Please ensure you have clearly written what has happened.

MONITORING/REVIEW

Regular review of the Behaviour Management Policy will take place each year.

Staff will:

- Monitor and review the behaviour management program and school policy
- Explore areas of need and concern in relation to this policy and program and make recommendations for further action
- Keep the school community informed of issues and proposals pertaining to behaviour management





PARENTS, WE SEEK YOUR SUPPORT ...

- Please let us know if there is a special concern or situation with your child, which may affect his/her behaviour.
- Encourage your child to follow school expectations and make responsible choices.
- Work in partnership with us to ensure the best possible learning environment for your child, other children and adults in our school.

If you have any questions or concerns, or wish to read our complete Behaviour Management Policy or the DECD policy on which it is based, please let us know.





Appendix 1

Behaviour Management Framework for the classroom setting

This framework does not operate in a lock step manner and is adapted for individual students and classrooms.

Rule Reminder

INAPPROPRIATE BEHAVIOUR CONTINUES

5 minute quiet time or alternative strategy eg. move seat...change group...activity stopped

INAPPROPRIATE BEHAVIOUR CONTINUES

Student placed in **Class Time Out** area for minimum of 15 minutes.

Teacher informs parent through a diary note, and indicates behaviour will be monitored.

INAPPROPRIATE BEHAVIOUR CONTINUES

Team Time Out—Student remains for 15-30 minutes.

Teacher informs parent through a diary note, and indicates behaviour will be monitored.

INAPPROPRIATE BEHAVIOUR CONTINUES or increasing number of visits to Team Time Out

EXIT to the Principal, Deputy or Assistant Principal for **OFFICE Time -Out**.

Teacher sends red EXIT card with information about inappropriate behaviour, or rings the Office and Principal/Deputy/Assistant Principal or delegate will collect the student. Leadership will counsel student for 30 minutes and then return student to the class. They will send information home and if appropriate will organise to meet with the parent and student.

If a behaviour is deemed severe, the parent will be contacted with a resulting consequence of take home or suspension.

