South Thornlie Primary School

Behaviour Management Plan

We aim to provide a positive environment in which each child is respected and his/her right to learn is encouraged and protected. The Behaviour Management Plan provides consistent, logical, clearly defined rules and consequences that are made familiar to all involved, so that maximum teaching and learning can occur along with the development of responsibility for personal behaviour.

Aims

- To provide a happy, positive learning environment.
- To help students reach their full potential.
- To provide a physically and emotionally safe environment.
- To recognise and respect the rights and responsibilities of individuals.
- To encourage students to accept responsibility for their own behaviour.
- To ensure rules are applied consistently and fairly.

Rights and Responsibilities

The following expectations apply to all members of the South Thornlie Primary School community.

Students have the *RIGHT* to:	**Students have the *RESPONSIBILITY* to:**
✓ Respect, courtesy and honesty ✓ Learn in a purposeful and supportive environment. ✓ Work and play in a safe, friendly and clean environment. ✓ Achieve their educational potential.	✓ Ensure their behaviour is not disruptive to the learning of others. ✓ Do their best in all school activities. ✓ Behave in a way that protects the safety and wellbeing of others. ✓ Establish positive relationships with others. ✓ Ensure that the school is kept neat and tidy. ✓ Ensure that they are organised and ready to work in a positive manner.
Staff have the *RIGHT* to:	**Staff have the *RESPONSIBILITY* to:**
✓ Respect, courtesy and honesty. ✓ Teach in a safe, friendly and clean environment. ✓ Teach and learn in a purposeful and non-disruptive environment. ✓ Co-operation and support from parents. ✓ To be proud of their achievements.	✓ Model respectful, courteous and honest behaviour. ✓ Ensure that the school environment is kept neat, tidy and secure. ✓ Provide a meaningful and appropriate education for the students in the school. ✓ Establish positive relationships with the South Thornlie Community. ✓ Report student progress to parents.
Parents have the *RIGHT* to:	**Parents have the *RESPONSIBILITY* to:**
✓ Be informed of behaviour management procedures, and decisions affecting their child's health and welfare. ✓ Be informed of their child's progress. ✓ Access a meaningful and appropriate education for their child. ✓ Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.	✓ Ensure that the physical and emotional condition of their child is at an optimum for effective learning. ✓ Support their child's progress with regular contact with the classroom teacher. ✓ Work in cooperation with the school staff. ✓ Ensure that their child's attendance is punctual and regular. ✓ Ensure that their child is provided with appropriate materials to make effective use of the learning environment. ✓ Support the school in providing a meaningful and appropriate education for their child.

Our School Values

Learning

We believe:

• All students have the capacity to learn.
• Quality teaching is the key to learning achievement.
• A whole school approach to all curriculum areas is the best way to achieve positive outcomes.
• Sustainability and Information & Communications Technology (ICT) should be imbedded in our teaching and learning practices.
• Using quality data to drive school panning helps improve student achievement.

Excellence

We believe in:

• Setting high expectations for staff in all areas of teaching and learning.
• Setting high expectations for students to strive to achieve the very best academic and social outcomes.
• Parents supporting teachers and students in their pursuit of excellence.
• Embracing innovative practices to enrich teaching and learning at our school.
• A planning, teaching and assessment cycle.
• Celebrating the achievements of our students.

Care

We believe in:

• Providing a safe and supportive environment that is respectful, honest and friendly, and that instils a sense of pride in our school.
• Working in a collaborative manner across the school community to make the most of individual strengths and help every child achieve.
• Fostering clear and open lines of communication between parents, students and teachers to break down barriers and provide better outcomes for everyone.

Equity

We believe:

• An equitable school is one that respects the individuality of all students and adapts teaching to their needs.
• In celebrating the rich environment of our culturally diverse school, and allowing all voices to be heard with respect.
• In following the professional standards in our staff code of conduct at all times.
• In abiding by the student code of conduct at all times.
• In fostering positive relationships and partnerships that enable our school community to achieve the very best outcomes for everyone.

South Thornlie Primary School Rules

- Respect the rights of others.
- Let others learn.
- Be prepared and on time.
- Respect personal and school property.
- Act in a safe and caring manner.

Student Compliance

- Students must follow the instructions of ALL staff.

School Uniform

- Students are to dress in accordance with the School Uniform Policy including the wearing of hats outdoors throughout the whole year. A GREEN CARD should be sent to the office for those students who are not wearing the school uniform.

Play Areas

- Students are to play in the designated play areas.
- Students are not to play on the foam matting in the Undercover Area.
- Students are to eat their lunches in the designated area except in the event of a wet weather break. At such times students will eat in the Arts Centre or the Undercover Area.
- Students should ensure all litter is placed in bins.
- Students are NOT to enter classrooms, wet areas or buildings without supervision.
- The following areas are OUT OF BOUNDS to all students:
  - Behind the Arts Centre building, Gardener's Shed, staff car park and road verges.
- Students are not permitted unsupervised on the school premises after school or on weekends.
- Students arriving before 8.20am are to sit in the Under Cover Area.
- No ball games are to be played before or after school.
- Students are not permitted to use playground equipment before or after school.

Leaving the School Grounds

- Parent/guardians collecting students during school hours must sign in at the office. This must be authorized by an Admin member or Office staff. An 'Early Pickup Pass' (Blue Slip) must be provided. Passes should be collected by classroom teachers.

Late Arrivals

- Students should arrive at school in time for the school siren by 8.30. Late arrivals must go to the office and collect a 'late arrival' form from office staff before going to their classroom for the day.

Bicycles and Scooters

- Students bringing bicycles and scooters to school must place bicycles in designated racks and walk on paths to enter and leave the school.
- Bicycles and scooters should be stored in the bike racks.
- Students must ensure the safety and security of their own bicycle, wear and approved safety helmet and abide road safety rules.
- Riding of bicycles, scooters, skateboards or rollerblades on school grounds is prohibited.

Unacceptable Behaviour

The following behaviours are NOT acceptable at our school.

- Interfering with the property or possessions of others.
- Obscene language, swearing or spitting.
- Verbal or physical abuse of others, harassment or fighting.
- Throwing objects that may harm people or property.
- Splashing, squirting or wetting others.
- Rough or dangerous play/games.
- Running on paved areas.
- Bullying, intimidation, teasing or targeted isolation of others.
- Behaviours that interferes with the right of other students to learn.

Items NOT Permitted

- Mobile phones should be left at the school office each day for safe keeping.
- The use or possession of alcohol, tobacco, illegal drugs/substances.
- Chewing gum.
- Electronic games (or any expensive toys).
- Knives or weapons of any kind.

These rules are subject to ongoing review by Staff and the School Council.

Rewards and Incentives

Positive incentives should reflect the developmental age and interests of the students. Positive behaviour strategies should be used to encourage positive behaviour choices and to support students to take personal responsibility.

CLASSROOM

- Encouragement and Praise. Encouragement should be the primary instrument of all positive reinforcement.
- Praise should be immediate and specific and should acknowledge the desired behaviour.
- Desired behaviours should be encouraged and rewarded.
- Every child should be given the opportunity to earn and receive acknowledgement of their worth and personal efforts.
- Positive incentives should be earned and may include e.g. whole class rewards, group incentives or individual motivators such as stickers, prizes, stamps, points, certificates, raffle tickets, play time and similar encouragements.
- Students may be sent to the administration or other classrooms with examples of good work in recognition for achievement and effort.

WHOLE SCHOOL

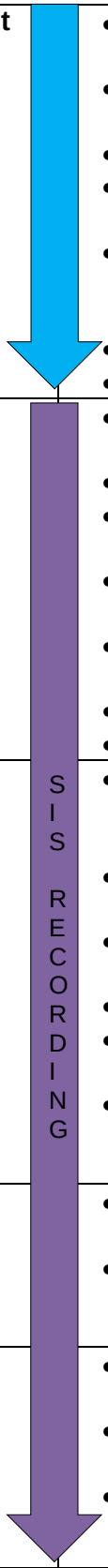
- Faction Tokens. Students can receive a Faction Token for positive playground behaviour as well as good work in the classroom. Each token is worth one point to the student's Faction. Tokens are available from the staffroom as needed.
- Faction tokens are also kept in the duty bags. They can be distributed at the discretion of the duty teacher to reward positive playground behaviours.
- Students should place any tokens earned in the faction containers in the library. Tokens will be collected and counted before each mini assembly. Ongoing faction results will be reported.
- Broom Award - Fortnightly award to classrooms for tidiness and general appearance. Classrooms will be checked randomly by student councilors throughout the fortnightly period. The Broom Award will be presented to the winning class at the mini assembly on a fortnightly basis.
- Italian Award - Presented fortnightly at the mini assembly to one class for pleasing efforts.
- Merit Awards - Presented to students for achievement. The awards are announced at the fortnightly whole school assembly. Two awards per class are recommended. (Teachers are to complete awards and return to the Office by the Monday of the assembly week to allow councilors time to practice reading them.)
- Parents of the Merit Certificate receivers should be invited to the assembly.
- Student names will be published in the newsletter and on the school website.
- Commendation letters. These may be sent periodically to students as requested by staff.
- Morning Tea with the Principal - Each month the principal will conduct a morning tea for well deserving students from each class. The teacher will choose two students from their class.
- Honour certificates.
- Maths Competition.
- Mindfulness strategies to support wellbeing, attention, self-regulation and empathy.
- Implementation of values programs including Care Cards.
- Student Ambassador Program, Student Councilor Leadership Program.
- School Chaplaincy.
- School resilience programs.
- Principal’s Morning Tea.
- Incursions, excursions and special events.
- Community involvement. Lego Club, Robotics Challenge, Support-A-Reader, Parent Helpers, Assemblies, morning teas, P&C fundraising etc.
- School Website, newsletter and school community Facebook page.

South Thornlie Primary School

Behaviour Management Process

Positive Environment	IN CLASS RECORDING	• Teachers establish a positive classroom learning environment. • Expectations, rules/agreements, incentives and consequences should be clearly negotiated and explained to students. • Provision of positive feedback with an emphasis on understanding. • Integration of positive behavioural programs e.g. Tribes, Virtues, You Can Do It, Friendly Schools and other positive behavioural support programs. • Use of positive behaviour management strategies including rewards, redirection, proximity reinforcement, verbal, gestural, "brain breaks" and other pre-emptive controls to encourage positive behaviours and prevent escalation. • Honour certificates, Math Competition, and classroom certificates. • Mindfulness strategies to support wellbeing, attention, self-regulation and empathy. • Implementation of values programs including Care Cards. • Student Ambassador Program, Student Councilor Leadership Program. • School Chaplaincy. • School resilience programs. • Principal's Morning Tea. • Incursions, excursions and special events including Sports Carnivals, Harmony Day, ANZAC, Book Week, NAIDOC and many more to develop school connectedness. • Community involvement. Lego Club, Robotics Challenge, Support-A-Reader, Parent Helpers, Assemblies, morning teas, P&C fundraising and events etc. • School Website, newsletter and Facebook.
Class Behaviour Management Plan		• A hierarchical, stepped system should be provided that encourages students to think about their behavioural choices at each stage, with a clearly defined consequence. • This should be <u>clearly</u> stated and <u>consistently</u> applied. • Names should be recorded on behaviour management sheet (not on the board). This will also provide an ongoing record for teachers at parent interviews, reporting and development of IBP. Consider recording the times for future reference. • 123 magic, Traffic Lights system.
Reflection (Time Out) at a designated place in the classroom		• Student moved to a consideration place (time out) after a verbal warning and 2 subsequent disruptions for an opportunity to consider and reflect on their behaviour. This is a quieting down time and students are able to reflect independently. • In teacher sight to maintain duty of care. • Time out should be appropriate for their age. (5,10 or 15 mins) • (Optional) Student completes a self-reflection sheet or discussion with the teacher. • Self-reflection sheet, if used, should be sent home.

Buddy Class/Time out in another class	• Continued disruptive behaviour - student is sent to a buddy class with work to complete. • Teacher chooses buddy class option of 10 or 20 minutes and fills out the referral slip for student to take to their buddy class. • Students must not disrupt in the buddy room. • Buddy class teacher supervises the student in their classroom for the allocated time. • If the student continues to display negative or disruptive behaviour, teacher should complete the BLUE card Incident Form and send the student to the office. • BLUE card can be used if student refuses to go to the office. • Details of the disruptive behaviour should be entered into Integris.
Detention	• Students can be given detention immediately in certain circumstances. • Physical - Student injuring other student. • Threatening - Throwing honkey nuts, sticks, rocks and endangering others. • Other serious negative behaviours that threaten safety and wellbeing. • Students sent to the office will be reminded of school rules and incidents discussed through a restorative approach. • A detention may be given for 10,20 or 30 minutes. • Students will be returned to class.
Withdrawal	• A student who refuses to go when sent to Time Out or who is disruptive in Buddy Class shall be taken to admin for Withdrawal. (BLUE CARD and BLUE CARD Incident Form) • After receiving a detention, a student may be withdrawn for up to 30 minutes at the discretion of the Admin. • All students withdrawn from class will have their Parents/Guardians notified and an interview may be requested. • No contact with other students during this time, including breaks. • Withdrawal will be for a maximum time of 30 minutes after which the student will return to class. • A student who continues to break the school rules after being returned to class will have Parents/Guardians contacted and may be sent home for the remainder of the day (suspension).
Suspension	• A student is suspended from school at the discretion of the Admin Team. • A re-entry process must be completed before a child can return to normal classes and should be discussed with a Parent/Guardian in consultation with the classroom teacher.
Exceptions	• Children with existing IBPs or special needs may displace this process. • Serious behaviours that threaten the safety of the student or his/her peers will result in immediate withdrawal to office. • Leaving the school classroom or school grounds without permission will result in immediate withdrawal to office.
Blue Card	• This indicates that assistance is required. An Admin team member will attend as soon as possible to provide support.
Red Card	• SEVERE CLAUSE. This indicates that urgent assistance is required. An Admin Team member will attend immediately to provide support.
Green Card	• This is to be used for students who are not wearing the correct school uniform. Students should be sent to the office where staff will arrange an appropriate school uniform.



STPS Behaviour Management Process

1. Normal DETENTION Process
   OR
2. Immediate DETENTION Behaviours

- Student injuring other students. (Minor level)
- Throwing honkey nuts, sticks, rocks etc and endangering others.
- Negative behaviours as determined by the Administration Team.

INDIVIDUAL BEHAVIOUR PLAN

Follow IBP

NEGATIVE BEHAVIOUR

VERBAL
- Rule Reminder
- Name on Behaviour Record

(1st) WARNING
- Rule Reminder
- X Behaviour Record

(2nd) WARNING
- Rule Reminder
- XX Behaviour Record

(3rd) TIME OUT
- In sight of teacher
- 5,10 or 15 mins

(4th) BUDDY CLASS
- Complete Buddy Slip
- 10 or 20 mins
- Send work

(5th) DETENTION
- Detention details
- 10,20 or 30 minutes
- Orange box in office

BLUE CARD

The following disruptive behaviours should be referred to the office using a BLUE card.

- Refusal to go to time out/buddy class.
- Yelling in time out/buddy class (continuous)
- Swearing (Fs & Cs)
- Self harm (Minor)
- Threatening behaviour (hit, kick, statements)
- Injuring other students (Minor)
- Spitting & biting

BLUE CARD - ADMINISTRATIVE PROCESS
- Rule reminder
- Restorative process
- Detention (10,20 or 30)
- Parent/Guardian advised
- Student returned to class

(Maximum withdrawal time 30mins)

SECOND TIME OFFICE
- Student returned to office - 2nd **BLUE CARD**
- Parent/Guardian advised
- Student withdrawal 30mins or suspension

(At the discretion of the Admin Team)

SEVERE CLAUSE - RED CARD

Use only when urgent assistance is needed.

RED CARD BEHAVIOURS
- Serious risk to student/staff safety
- Self harm (Serious)
- Student disclosure (Serious)
- Student running out of class/school grounds
- Physical behaviour (dangerous)
- Urgent medical assistance is required