



Natte Yallock P.S. – No 1347

Behaviour Management Policy

Natte Yallock Primary School endeavours to educate students within a safe, enjoyable, supportive and challenging environment. We promote cooperation, responsible choices and respect for self, individual differences and the environment.

The school community constitutes students, staff, parents/guardians and all those in the community who have an interest in the education of students at Natte Yallock Primary School.

The purpose of the Behaviour Management policy is to:

- provide direction, consistency and fairness in behaviour management throughout the school
- to promote a partnership between students, parents/guardians and teachers
- communicate knowledge of the policy.

RIGHTS and RESPONSIBILITIES

Children have the right to -

Be safe at school
Learn without interference
Be treated with courtesy and as an individual
Be treated fairly.

Children have the responsibility to -

Obey school rules and safety guidelines
Endeavour to do their best in all areas of school work
Be courteous to others
Treat others fairly.

Teachers have the right to -

Be treated with courtesy by colleagues, parents and students
Be recognised as professionals
Be supported by the school community.

Teachers have the responsibility to -

Teach effectively, provide a positive and safe learning environment and establish acceptable school behaviours
Act professionally and promote positive self-esteem and attitudes towards learning
Foster links within the school community
Recognise parents as the major influence in the child's life.

Parents/guardians have the right to be-

Recognised as the major influence in their child's life
Recognised as a partner in their child's education

Parents/guardians have the responsibility to -

Recognise and support the school's behavioural expectations
Recognise teachers as partners in their child's education

BEHAVIOURAL EXPECTATIONS FOR STUDENTS AT NATTE YALLOCK PRIMARY SCHOOL

- > Respond to teacher - follows reasonable instructions.
- > Use language and actions which are not hurtful.
- > Walk inside buildings and on concrete areas.
- > Be punctual.
- > Ask for a teacher's help if there is a problem or dispute - Do not retaliate.
- > Stay in school grounds.
- > Play in designated safe areas - only be in classroom with a responsible adult.
- > Walk bikes around school buildings area.
- > Respect school property and the belongings of others.

SCHOOL AND CLASSROOM MANAGEMENT STRATEGIES

<u>Preventative</u>	<u>Corrective</u>	<u>Supportive</u>
Negotiate rules and Logical consequences.	Tactically ignore.	Establish a rapport.
Model appropriate behaviours- respect, sense of worth, individual differences.	Defuse with humour or distract.	Reinforce good behaviour.
Focus on positives.	Provide opportunities for the child to make good choices.	A fresh start.
Thorough planning of lessons suit the class.	Refocus negative behaviours.	Negotiate student behaviour plans and contracts.
Model appropriate language.	Remind, warn, act.	Parent involvement
Organise /establish routines.	Apply logical consequence.	Involve senior staff.
Explicit teaching of behavioural and social skills.	Utilise the support of colleagues.	Referral to Student Services.

PREVENTATIVE

1. Staff to have informal discussions on the Behaviour Management Policy at regular intervals.
2. Acceptable behaviour in class to be negotiated between teachers and students at the commencement of each year.
3. Class negotiated rules should be:
 - > Positive (what you should do rather than what you should not do)
 - > Focus on the Rights and Safety of others
 - > Be Clear, Consistent and Fair
 - > No more than four
 - > Consequences for breaking the rules should be logical.

4 Strategies to enhance self-esteem and a positive classroom atmosphere:

- > Give more positive reinforcement than negative to individual students
- > Set realistic, achievable expectations
- > Deal firmly with 'putdowns'
- > Speak positively to parents about the special qualities of their children
- > Differentiate between the child and their behaviour.

CORRECTIVE

Steps for Corrective Behaviour.

- 1 **REMIND**-of the Rule
- 2 **WARN** - of the consequence
- 3 **ACT** - LOGICAL CONSEQUENCE

Please Note: before acting investigate to establish facts.

NOTE:

Communication with parents should be ongoing using normal communication methods – PT interviews, etc. It should not be left solely for Principal when the behaviour had deteriorated.

Frequent and serious inappropriate behaviour should be documented.

PERSISTENT/EXTREME DANGEROUS BEHAVIOURS : - straight to step 5.

LOGICAL CONSEQUENCES

Logical consequences:

- > are related to behaviour
- > imply no elements of moral judgement
- > are concerned with present/future behaviour
- > based on logic not retaliation
- > permit choice

NATTE YALLOCK PRIMARY SCHOOL ENDORSES LOGICAL CONSEQUENCES RATHER THAN PUNISHMENT

(Under no circumstances is any form of corporal punishment permitted to be used)

- > For logical consequences of inappropriate behaviour to be most effective, students must be able to see the connection between their behaviour and the consequence.
- > It is not the severity of the consequence but the certainty of the consequence that is effective.
- > If children are using appropriate behaviour it should be recognised.
- > Whole class punishment for individual misbehavior is NOT appropriate.
- > Negotiate consequences for both positive and negative behaviours.

TIME OUT

This strategy as an immediate consequence is appropriate when:

- > a student is endangering or disrupting other students
- > when a student has refused to follow instructions

SUSPENSION FROM SCHOOL - Principal

- > after a reminder and warning
- > when a student already has had consequences for the same behaviour on the same day
- > when a student is not in control of their emotions
- > when a child needs to reflect on their actions.

Time out - In the classroom -

- > a designated area should be set
- > the smaller the child the shorter the time

INTERNAL SUSPENSION - Principal

This is not a formal suspension. It is designed to protect the learning and safety rights of other members of the school community and is a signal to the community that the student's behavior is not acceptable.

- > Internal suspension should be no longer than two days.
- > The student reports to the Principal's office or classroom at the commencement of the internal suspension time. They remain isolated from their class and other students throughout the day.
- > The class teacher should be informed if the student is isolated due to incidents arising at Recess or Lunch times.
- > The student should be provided with appropriate work by the class teacher. (The work should be able to be completed without assistance)

TAKE HOME - Principal

Take home is not a suspension. It is used in a behavioural emergency and involves a student being handed over to the care of their family for a negotiated period of time to enable them to regain control of their behaviour.

This situation may occur when:

- > a student is unwilling or unable to comply with reasonable directions from teachers and is endangering themselves or others

SUSPENSION FROM SCHOOL - Principal

A student who is unwilling or unable to behave responsibly will not be allowed to adversely affect the rights of others to learn and to be safe.

Purposes of suspension are:

- > To protect the right of other members of the school community to learn in a safe environment.
- > To signal to the community that the student's behaviour is not acceptable within the school community.

Re-entry Conference

At the end of the suspension period, the student and parents are requested to meet with the Principal. During this conference the following issues may be discussed:

- > Reason for suspension
- > Other major issues such as:
 - Behavioural
 - Learning
 - Support in place for student
 - Monitoring
 - Roles and responsibility of school and parents
 - Expectations for future behaviour
 - Agreement

SUPPORTIVE

- Each day is a new beginning.
- Negotiating a behaviour plan which includes support from staff.
- Arranging a meeting with parents.
- Support for children re-entering by all staff.

ABSCONDING CHILDREN

If staff are aware that a child is missing or have reason to believe that he/she may have absconded:

- > Contact the office immediately. Do not chase absconders.
- > Senior staff search the school grounds
- > Parents contacted - if parents/emergency contacts are unable to be contacted police will be called and the child reported missing.