



CLYDE PS BEHAVIOUR MANAGEMENT POLICY

Rationale:

The management of student behaviour is encompassed in the teaching and learning process. There is a need to support public schools in creating safe and positive learning environments which:

- promote pro-social behaviour and positive social interactions amongst staff and students
- provide opportunities for students to learn and practise appropriate social behaviours and self-discipline and encourage appropriate and fair sanctions for students who display inappropriate behaviours.

Related school policies:

Anti-bullying
Student Engagement and Inclusion
Safe Internet Use

Cyber-bullying Prevention
Student Code of Conduct

Related Department policies:

Restraint and Seclusion

Aims:

To implement a consistent whole-school approach when addressing inappropriate behaviour in the classroom or playground.

Corporal punishment is prohibited at Clyde Primary School. The prohibition of corporal punishment is outlined in the Children's Services Act 1996, Education and Training Reform Regulations 2007 and the Education and Care Services National Law Act 2010.

Implementation:

A. All staff are educated about behaviour management processes and how best to inform, remind and reinforce these processes with their students. Each term staff and students re-visit school rules, behaviour management processes and consequences.

B. Classroom behaviour

The following behavioural consequences will be followed in each classroom in conjunction with the shared commitments:

1. **Warning** - (students should be clear of how they have broken the commitments)
2. **Warning – Moved to another workspace in the classroom.**
3. **Warning – Moved to an isolated workspace in the classroom.**
4. **Removed to the buddy classroom and parents contacted by the classroom teacher as soon as possible (on the same day).** Teachers are expected to send their students with work to be completed when removed from class.

Students who are removed from class will need to be signed out on the Buddy Classroom template. These forms are to be handed to the PLT Coordinator at the end of each week.

Note: If a student is refusing to follow teacher instructions at any of the above steps, skip straight to Step 5.

Note: If issues/behaviours arise that are more serious (e.g. fighting, bullying) or there are safety concerns, skip straight to step 5.

5. Member of Leadership Contacted - (this is done by the buddy classroom's teacher if the student's behaviour is still not acceptable or if a student is not following a teacher's instruction to go to the buddy room). If a student reaches this step, the expectation is that classroom teacher will need to document the incident in order to keep an ongoing record. These documents will need to be forwarded to the Wellbeing Coordinator.

6. Principal involved.

If behavioural issues continue on an ongoing basis, a behaviour management plan may need to be developed in conjunction with the Leadership Team.

C. Playground behaviour

Outside behavioural consequences are to be followed in conjunction with our outside shared commitments.

Step 1:

Students name and incident to be placed into the Yard Duty folder with one or more of the following codes for action taken:

- W = Verbal warning/reminder (class teacher does not require notification)
- RC = Restorative conversation (class teacher does not require notification)
- WYD = Walk around with yard duty teacher (class teacher requires notification)
- RY = Removal from the school yard (class teacher requires notification)
- RP = Restricted play (class teacher requires notification)

ES Staff to check the folder at the end of recess and lunch and notify classroom teachers if a child has received the following codes (WYD, RY, RP). Classroom teacher to decide on an appropriate consequence.

Step 2:

If a student continues to disregard instructions, has been violent or is a danger to themselves or others, they are immediately referred to a member of the Leadership Team.

The Leadership Team will support the classroom teacher to determine a suitable consequence. Parents will be contacted by the classroom teacher and a behaviour management plan developed with the student and parents.

Issues in the Playground and Consequences (use teacher discretion)

- Intentional physical contact: Removal from the yard
- Tackling/shoving/pushing: 10 minutes restorative chat with yard duty teacher
- Swearing: Walk with teacher for 10 minutes
- Teasing/name calling: Warning/name in yard duty folder
- Students with hats in their hands: warning (1st chance, if happens again take hat from student and instruct them to play under the no hat breezeway).

If a student refuses to follow teacher instruction place student details in the Yard Duty folder with incident and state that the student has refused to follow teacher instruction. Classroom teacher to follow up and double the consequence is given.

If a teacher requires urgent assistance they will send a responsible person to the office with a red card stating 'teacher requiring urgent assistance' (in the front of the yard duty bags).

D. Ongoing or serious inappropriate behaviour

It may be appropriate for the school to engage in the following actions to support some student/s:

- Involving parents/caregivers to assist with modifying behaviours
- Developing a Behaviour Management Plan with input from the student, parents and the school outlining goals and strategies to support improved behaviour
- Allowing the student a 'cooling off' period using a non-judgemental approach
- Future monitoring and provision of feedback to students on their behaviour
- Providing discussion and training sessions for individuals to modify inappropriate behaviour
- Seeking support and guidance from relevant departments and outside school agencies

E. Extreme Discipline Procedures

Extreme Discipline Procedures may occur for more severe incidents. These will be specified by the Principal. Parents will be notified immediately in these circumstances.

Suspension and Expulsion:

For serious disciplinary measures the school will implement the Department's Engaging Schools are Effective Schools: Student Engagement Policy Guidelines (2009, Ministerial Order No. 184).

Evaluation:

This policy will be reviewed as part of the school's three year review cycle.

Endorsement:

This policy was last ratified by School Council on the

This policy is due for review in