



## **NORWOOD PRIMARY SCHOOL BEHAVIOUR MANAGEMENT**

### **INTRODUCTION**

The Behaviour Management Policy at Norwood Primary School is designed to provide a consistent approach to behaviour management across the school. The policy provides teachers with a clear set of guidelines for establishing a supportive learning environment where expectations and consequences of both appropriate and inappropriate behaviour is clearly understood by all students.

The policy focuses on students understanding that they are responsible for their own behaviour and that they make choices about that behaviour. It encourages students to use appropriate negotiation skills, conflict resolution skills and appropriate grievance procedures to resolve conflict.

Students will be taught the skills of negotiation, conflict resolution and cooperation. There will be opportunities for students to learn and practise the use of grievance procedures. This process will occur through the use of explicit teaching programmes.

*(The policy is consistent with the DECD position relating to Child Safety and Wellbeing)*  
<http://www.decd.sa.gov.au/policy/pages/OSPP>

### **RIGHTS AND RESPONSIBILITIES**

#### **RIGHTS:**

All students at Norwood Primary School have the right to enjoy learning in a stimulating, safe, orderly environment, free from harassment, where success is fostered, cooperation and positive interaction are encouraged, individuals and property are respected.

#### **RESPONSIBILITIES:**

##### **Students**

- Cooperate with staff and fellow students
- Treat each other with respect and courtesy
- Know and operate within the school and classroom behaviour management rules
- Approach all aspects of school life in a responsible and positive manner
- Care for school and personal property
- Avoid bystander behaviour and report problems immediately.

##### **Staff**

- Create a success- orientated environment that values the contribution of individual members
- Provide a safe, orderly and well organised environment
- Consistently implement the whole school rules
- Encourage responsible behaviour and self-discipline
- Involve students in the process of their own learning and decision making
- Create an environment where all students are valued
- Inform parents of classroom behaviour management strategies
- Teach a whole school social learning programme

##### **Parents/ caregivers**

- Reinforce the school expectations concerning student behaviour
- Support staff in the implementation of the policy
- Respect the rights of other members of the school community.

## **BELIEFS**

- We believe that students learn best within a safe, caring, stimulating and orderly environment.
- We believe that the rights of all students to learn and teachers to teach must be supported.
- We believe that students need to develop a sense of responsibility for their own behaviour.
- We believe students need to experience success in all aspects of school life.
- We believe students need to have clear expectations about their behaviour and their learning.
- We believe that students need to learn that each behavioural choice results in a consequence.
- We believe that there needs to be a strong partnership between staff, students and their families and a shared responsibility about the management of student behaviour.

## **STRUCTURES & PRACTICES SUPPORTING A SUCCESS ORIENTED LEARNING ENVIRONMENT**

Students at Norwood Primary School are encouraged to participate in the development and maintenance of a learning environment that ensures positive learning outcomes for all students. Processes that support students to become active participants in creating an environment that fosters success include

- Class Meetings
- Student Representative Council
- Buddy programmes
- Assemblies
- Grievance Procedures
- Relevant curriculum
- Development of explicit class rules and consequences
- Acknowledgment and reinforcement of appropriate behaviour
- Behaviour management policy and procedures
- M.A.T.E.S.

## **GUIDELINES FOR STAFF: Class Room Behaviour Management**

### **Acknowledging and Reinforcing Appropriate Behaviour**

- Verbal responses such as thanks, well done etc
- Non-verbal responses such as smiles, winks, etc
- Stickers and stamps
- Leadership affirmation
- Recognition at assemblies, newsletter, own class
- Free activity for a set period

### **Responding to Inappropriate Behaviour**

- Non-verbal message such as frown, nod of head
- Casual statement or redirection
- Distraction, diversion
- Refocus
- Simple directions
- Rule restatement/ rule reminder
- Clear direction

### **Formal reminder**

- Clear explanation of inappropriate behaviour and direction about expected appropriate behaviour and a formal reminder given.

### **Time Out**

- Children sent to work in an area away from the rest of the class but within teacher vision.

or

- Children sent to *Buddy Support Class* for a time negotiated by the teachers involved. Teachers to negotiate to be *Buddy Support Class* Teachers with a teacher whose class is in close proximity.

Teachers will decide if and when leadership intervention is required depending on the frequency and severity of the inappropriate behaviour.

### **Leadership Intervention**

If students

- continue to break the code of behaviour despite **Time Out** responses being implemented
- uses abusive language to a staff member
- refuse to follow a staff member's instruction

the student will exit the classroom to leadership supervision. The teacher sends a note to the available member of the leadership team. The note indicates why the child has been sent to the office. The student will spend time with a member of the leadership team.

If a member of the leadership is not available then staff to use the *Buddy Support Class* system until a member of the leadership becomes available.

At this time the leadership team member will inform parents / caregivers and may organise a conference. This may be by phone, email or standard letter. The information will be collected on EDSAS.

A return to class will be negotiated. The re-entry will be supervised by a member of the Leadership Team. This will include the student being returned to the class by a leadership team member.

Negotiations may include one or more of the following,

- a contract for re-entry
- modified play where the student walks with the yard duty teacher
- short term placement in another class
- a Contract of Behaviour. A Contract of Behaviour requires daily signatures by the teacher, a member of the leadership team and the parents/ caregivers. The contract may be for between 1 – 2 weeks.
- the student working in a designated area, during lesson time, supervised by the leadership team. This placement will be short term.

### **Formal Intervention**

If a student

- continues to demonstrate inappropriate behaviour despite leadership intervention responses being implemented
- commits severe and unprovoked violence
- possesses illegal drugs

**Formal Intervention** will take place. This involves students being taken home by the parents / caregivers for between 1 – 3 days.

### **GUIDELINES FOR STAFF: Yard Behaviour Management**

#### **Responsibilities of Yard Duty Teacher**

- be visible by constantly moving around the area for which they are responsible
- be on duty promptly during the specified duty period
- make suitable arrangements if away on an excursion or conference
- send a child to the office for help if extra support is needed
- determine the inappropriate behaviour and implement appropriate consequences

#### **Acknowledging and Reinforcing Appropriate Behaviour.**

- Verbal responses such as thanks, well done etc
- Non-verbal responses such as smiles, winks, etc
- Stickers and stamps

- Leadership affirmation
- Recognition at assembly, newsletter, own class

### **LOW LEVEL INFRINGEMENTS (Time Out in the Yard)**

Time Out in the yard is to be managed by the teacher on yard duty. The way this is managed will vary according to the nature of the behaviour, the age of the child and the number of times the child has engaged in inappropriate behaviour.

Time out could include the following:

- isolating students for a clear period of time to reflect on their behaviour and articulate to the teacher a strategy for appropriate behaviour before returning to play
- sit in the identified shaded areas if not wearing an appropriate hat in accordance with our Sun Safe Policy

### **SERIOUS INFRINGEMENT: INVOLVEMENT OF LEADERSHIP**

Serious infringements include:

- refusing/disobeying a staff member's direction
- violence
- throwing objects dangerously
- verbal abuse/inappropriate language
- vandalism
- bullying
- sexually or racially harassing others
- stealing
- leaving grounds without permission
- repeated minor infringements
- playing in areas that are out of bounds i.e. inside classrooms at lunch or recess time

### **INVOLVEMENT OF LEADERSHIP TEAM**

A member of the leadership will communicate with the parents and a Behaviour Management Plan will be developed.

This may include

- Restricted play for a negotiated period of time
- Sitting in a specific area for a negotiated period of time
- Walking with yard duty teacher for a negotiated period of time
- Removal from all combined play for a negotiated period of time.

If a student does not comply with the above consequences a member of the leadership team will meet with the parents/ caregivers to develop strategies to support a change in the child's behaviour.

Possible supportive strategies could include:

- counselling
- peer support
- other agencies involved
- restricted play
- different playtimes
- suspension

***NOTE: These infringements may result in logical consequences such as repair or replace deliberately broken or stolen equipment.***

***Information regarding student support is shared with staff, to support students to change their behaviour.***

## **SUSPENSION**

A student may be suspended if he/she has

- threatened or perpetrated violence
- acted in a manner that threatens the good order of the school or the safety or wellbeing of a student or member of staff of the school
- acted illegally
- abusive language to staff
- refusal to follow teacher instructions

Any suspension process will be aligned with DECD policy and procedure.

After suspension, the child will complete a re-entry process, which will be documented by the school to determine whether a change in behaviour has occurred.

## **EXCLUSION**

A student will generally be excluded from school rather than suspended if the severity or frequency of the unacceptable behaviour warrants a stronger response.

Any exclusion process will be aligned with DECD policy and procedure.

On returning to school, the student will enter into a Behaviour Agreement as part of the re-entry process.