



# Spencer Park Primary School Behaviour Management Policy (Reviewed 2022)

## PRINCIPLES

The principles of the policy are

- Students will be explicitly taught expected behaviours to maintain their own growth and development and which support good order within the school
- Students will be provided with support to maintain positive behaviour
- Students will be recognised for behaving in a positive manner.
- Parents, teachers and students should work together to maintain appropriate behaviour.
- A consistent approach by all involved will assist in managing student behaviour.
- Fairness and equity are evident in managing the student behaviour.

## OUR SCHOOLS BEHAVIOUR EXPECTATIONS (code of conduct):

- **Respect** everyone and their things.
- **Care** for self, other and our world.
- Be **Honest** and **Trustworthy** by taking **Responsibility** for your actions.
- Show people **Tolerance and Include** them.

## ADMINISTRATION TEAM ROLES AND RESPONSIBILITIES

- Provide a link between parents and staff.
- Ensure consistency in the implementation and maintenance of behaviour management procedures throughout the school.
- Facilitate case conferences involving parents, teachers and other professionals to develop behaviour plans for individual students.
- To be open minded, flexible and fair when managing disciplinary issues.
- To investigate fully with all parties involved any situation that may require disciplinary action.
- Communicate whole school expectations and processes to the school and community
- The Principal and/or Deputy Principals are the only staff members who can suspend students from school
- Support teachers by:
  1. Providing the necessary Professional Development to teachers who have students with challenging behaviour.
  2. Having a team approach to supporting the teacher who has students with challenging behaviours, including working with outside agencies as required.
  3. Assisting with the writing and implementation of IBMP's

## TEACHERS ROLES AND RESPONSIBILITIES

- Provide a positive classroom environment; refer to [Appendix 1](#) and [Appendix 2](#).
- Consistently apply the school's behaviour management plan.
- Develop and implement class expectations policy; refer to [Appendix 3](#). (This policy should contain class rules, rewards for positive behaviour and consequences for negative behaviour.)
- Display and regularly discuss:
  - The School Code of Behaviour.
  - Playground rules.
  - Classroom expectations.
  - Values and beliefs.
- Liaise with Admin staff and parents when ongoing behaviour problems with individual students occur.
- Ensure parents are aware of their classroom expectations policy.
- Utilise the school behaviour management plan.
- Undertake playground duty as per the duty roster. Be punctual for duty and immediately deal with situations as they may arise.
- When necessary provide an Individual Behaviour Management plan and other significant positives.

# BEHAVIOUR MANAGEMENT PROCEDURES

Spencer Park Primary School processes are:

1. Teachers create a positive classroom environment to support students to thrive by establishing in-class guidelines for expected behaviours. Where ever possible teachers recognise and encourage appropriate behaviour.
2. When a student behaves inappropriately the teacher usually follows these steps:
  - a. Student is counselled and reminded of the school's 'code of behaviour' (Some staff put student's name on the board.). **Students need 3 verbal warnings before a written warning (white slip).**

b.	CLASSROOM TEACHER	SPECIALIST TEACHER
	<ul style="list-style-type: none"> <li>Teacher has given three verbal warnings</li> <li>Teacher gives written warning. Student signs it and takes it home for parents to sign and return the next day.</li> <li>The warning slip will move with the student throughout the day.</li> <li>Classroom teachers to contact home if more than 1 slip is being sent home.</li> <li>Counselling by teacher to follow.</li> <li>A duplicate copy of the warning is to be posted home if the original is not returned by the student</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has given three verbal warnings.</li> <li>Student is sent to admin with the White Slip</li> <li>Admin will apply an immediate Time Out for students being sent from Specialist Classes</li> </ul>

- c. Second written warning. (Same process as b.)
- d. Third written warning. Student will be sent to the Admin immediately who will interview and counsel. The student will be given 'time out' if the case warrants at the next break. Parents will be notified. The student must return the form/letter signed by the parent.

**Student removed from Good Standing for the period of timeout.**

- e. Further written warnings that day will incur further 'time out' and parents receiving notification. Following this, where possible teachers, administration, parents and student will meet to discuss the problem.
- f. Students may also receive 'time out' for 'extreme misbehaviour' (for example, bullying, fighting, spitting, stealing, and swearing). Parents are again notified of the student's behaviour in writing and the student is counselled.
- g. Further poor behaviour will ensure further 'time out' and parent/teacher/student conferences. A school psychologist may be consulted in some situations. In or out of school suspension may result in cases of serious misbehaviour or an ongoing failure to comply with the school rules and 'Code of Behaviour'.

## NOTE

- a. Written warnings are not carried over from day to day. **Good Standing** is reinstated from a day to day basis, unless negotiated with parents/carers.
- b. The same processes apply for behaviour in the playground. The classroom teacher should be informed by the duty teacher when warnings are issued in the playground. The duplicate warning should be delivered to the class teacher so that this can be posted if the original is not returned by the student.
- c. Time out is the withdrawal of the student from a designated portion of a play break. Only a member of the administration team or delegated member of staff can authorise time out for a student. When a student is placed in time out, their name is placed in the timeout book with the relevant details (includes amount of time, details of misbehaviour etc.). **A Time Out note MUST be given to the student to inform parents of this action.** The note is to be returned the next day. Duplicates of notes not returned are to be posted to parents.
- d. The student completes their time out at the next break in the designated time out room. Whilst in the room they are supervised by a teacher who will counsel the student if appropriate and the student can complete a proforma asking them to reflect on their behaviour, or sit and quietly reflect on their future behaviour.
- e. The specialist teachers will have a special white slip which they may use. If a student is sent to the Admin with this white slip from a specialist teacher, then they will receive counselling as well as 15 minutes or more time out as deemed suitable for the misdemeanour.
- f. When a teacher requires immediate assistance, a red card should be sent to the School Office. This will initiate an immediate response from admin.

# POSITIVE INCENTIVES FOR STUDENT BEHAVIOUR MANAGEMENT

It is imperative that students who behave in a positive manner (ie. the vast majority of our students) are rewarded often.

## VALUES CERTIFICATES

Students displaying the focus value for a particular week will receive a certificate and have their photo taken for the newsletter.

## FACTION POINTS

Students receive individual faction points for positive behaviour. Faction points are tallied prior to each major assembly and a winning faction for the week is announced. Each year a perpetual trophy is awarded.

## ICE-CREAM TICKETS

Student can be awarded tickets to go into a fortnight's draw for a free ice-cream. These tickets also add to faction points.

## HONOUR CERTIFICATES

Awarded to students for positive academic/social performance on a weekly basis at assembly. Parents informed of impending presentation at assembly. Students mentioned in newsletter.

## PURSUIT OF EXCELLENCE CERTIFICATES

Awarded to students for outstanding effort in academic and/or social performance at assembly on a term basis. Parents informed of impending presentation at assembly, students mentioned in the newsletter.

## GOLDIES

Similar to Ice Cream tickets but issued by Administration staff only. Students can be awarded tickets to go into a fortnight's draw for a free ice cream and a special prize from Administration. These tickets also add to faction points.

## GOOD STANDING

Students retain good standing by following the behaviour expectations.

Students may lose their good standing and be excluded from school rewards and/or non-curriculum events. Good standing will be re-instated after a period decided by the principal, this will be communicated to the student and their family.

All schools are to implement a good standing policy and any student who starts a fight, makes physical contact with the intention to harm another student or videos a fight is to lose good standing and will not be permitted to participate in school non curricula activities. A student's good standing can be re-instated after such a period decided by the principal and should be outlined in the student re-entry plan or student behaviour plan.

## FIGHTING – NO TOLERANCE

It is a breach of school discipline when it is established through an investigation into an incident that a student started a fight, made physical contact with the intention to harm another student or videoed a fight in the grounds of the school or off-site where there is a reasonable nexus between the incident and the school. The student identified is to be suspended for a period of time consistent with Regulation 43 of the School Education Regulations 2000.

- The school has a policy of no tolerance for fighting.
- If two students are guilty of fighting then regardless of who is to blame or who started the fight, both students will receive Time Out.
- Years 3 to 6 - First occurrence of being involved in a fight will incur 45 minutes Time Out.
- Years 1 and 2 – First occurrence will receive 30 minutes Time Out.
- Second occurrence of being involved in a fight will incur 90 minutes Time Out for Years 3-6 and 45 minutes for Years 1 and 2
- Further occurrences will result in in-school or out of school suspension, parent meetings and school psychologist intervention, as appropriate.

## BUS LINE BEHAVIOUR

To ensure the safety and wellbeing of all students catching buses from the school the following strategies will be implemented.

### EXPECTATIONS

Students are expected to cooperate with school staff who are supervising bus duty. This means:

- Listening to, and following, instructions.
- Showing respect to all adults and children in the bus lines.
- Behaving in a safe and sensible manner.

### POSITIVES

Students who behave appropriately will receive positive reinforcement- ice-cream tickets etc.

### PROCESS

The following steps will occur if students do not cooperate:

1. Verbal warning.
2. Written warning slip. (See below.) These are cumulative.
3. After three warning slips, parents will be asked to meet with admin to address the problem.

## IN-SCHOOL SUSPENSION

This occurs when a student is withdrawn from their regular classroom and placed in a supervised area (usually admin area) where they are removed from contact with other students. Recess/Lunch periods are provided at an alternative time to the usual breaks.

In-school suspension is used as a consequence for serious and ongoing inappropriate behaviour and is to be authorised by the Principal or Deputy Principals. Before a student is given in-school suspension parents are contacted informing them of the action to be taken and the rationale for this decision. A parent interview may be conducted with Principal (or Deputy Principals), the class teacher, school psychologist and any other relevant person. This meeting would be to discuss appropriate strategies that need putting into place.

Incidents that lead to in-school suspension will be documented and placed in the student's personal file.

Admin will determine the length of 'In-school suspension'.

Students involved with in-school suspension will be provided with an individual work package, which is supplied by the teacher.

## OUT OF SCHOOL SUSPENSION

This is a last resort option and the student is suspended from attending the school for a designated period of time and is to be authorised by the Principal or Deputy Principals (up to ten days). This action is taken in cases of serious ongoing misbehaviour (for example, cases particularly where staff or other students are at risk of some kind of harm).

Parents will be contacted before a decision is finalised except in extreme circumstances.

Following a suspension Department of Education Procedures will be followed.

Where possible, before the student returns to school a parent interview will be conducted involving an Admin member, the student, class teacher, school psychologist and any other relevant person.

## SCHOOL EXPECTATIONS

**THE SCHOOL EXPECTATIONS ARE BASED UPON CONSIDERATION FOR OTHERS AND SAFETY FIRST. THEY ARE DIRECTLY RELATED TO THE BEHAVIOUR EXPECTATIONS**

### 1. CLASSROOMS

Students may enter their classroom after 8.30 am if the teacher is present.

At recess, lunch or after school, students may not remain in or enter a classroom unless a teacher is present.

### 2. VERANDAHS

The verandahs, steps and ramps are not play areas and running is not allowed. WALK signs on ramps as a reminder.



Outdoor games should not be played on the verandahs but indoor games such as chess, scrabble, draughts etc are allowed and would be suitable for wet weather. (Teachers should encourage students to be active in the playground, weather permitting).

Teachers supervising lunches should ensure students leave their verandah area clean before dismissing the class. A "Tidy Verandah Award" will be conducted by student leaders (Councillors and Faction Captains) and presented at assembly.

Students must use the ramp designated for their room thus avoiding the disruption of other classes.

### 3. **DUTY TEACHERS**

Students needing assistance during lunch and recess periods must see one of the duty teachers. The duty teacher needs to get a fluoro vest and the duty book prior to going out on duty. There is an expectation that the duty teacher will be prompt and give good coverage to their duty area.

The duty teacher needs to be alert to any situation so that they can be defused quickly. Have student/s to walk or sit in a particular spot for a few minutes.

If a situation is getting out of hand immediately send a red card to the staff room and/or the admin office.

### 4. **LEAVING SCHOOL GROUNDS**

No student shall leave the school grounds at any time unless a member of Admin has given permission. This shall only be done in special cases where a permission note is provided by the parents.

Parents/Carers collecting students during the day require a Green Slip from the office, this includes K and PP parents.

### 5. **AREAS FOR EATING AND DRINKING**

Food is not to be taken onto oval areas or the quadrangle. It should be eaten sitting down on verandahs or in the under covered area.

### 6. **BICYCLES SCOOTERS SKATEBOARDS BLADES**

Bicycles, scooters, skateboards or blades may not be ridden in the school grounds. The bicycle area is out of bounds to all except those parking bicycles or picking them up. Students are advised to chain bicycles to racks.

### 7. **CROSS WALKS**

Student walking to and from school must use the appropriate cross walks.

### 8. **JUNIOR ADVENTURE PLAYGROUND**

Junior adventure playground is for student in Years P, 1, 2, 3 only to use.

### 9. **SPORTS GEAR.**

Sports monitors will manage borrowing of sports gear at morning recess and lunchtime. Sports gear is not to be borrowed before school or brought from home.

### 10. **PERSONAL ITEMS**

Students may bring toys, card collections etc from home with their classroom teachers permission. Ground rules for how and where the items will be stored and used MUST be discussed with the student and their family. Reminders that students are responsible for their personal items should be given often and support to transition to using the playground, library and joining in with their peers is to be encouraged. Please refer to the electronic devices/mobile phones policy for these devices.

### 11. **CAR PARKS**

Students are not permitted in any car park area during the school day. Timely reminders will be placed in the newsletter reminding parents of the importance of driving slowly and carefully when dropping off and picking up students.

### 12. **OUT OF SCHOOL HOURS**

Student should keep away from school building 'after hours' particularly on weekends, unless they are under the direction of adults who have permission to use school facilities e.g. netball, hockey, basketball, soccer training.

### 13. **THE LATEST CRAZE SEASON**

A range of games will become popular throughout a child's education, such as Marbles, Pokemon, Card Trading etc. If this is becoming an issue discuss solutions at Collaboration meetings and share with admin.

14. **CHEWING OR BUBBLE GUM**

This is not permitted at school at any time.

15. **DANGEROUS GAMES**

Dangerous games including 'British Bulldog', play fighting, Tackling (unless supervised by a teacher) etc., roller skates and skateboards are not permitted at school during breaks.



## ASD SUPPORTIVE STRATEGIES – USING VISUALS

Visual support	Description	When to use	Examples
<b>Timetables</b>	Lists out the schedule for a period of time	<ul style="list-style-type: none"> <li>To reduce stress</li> <li>Routinely for whole class</li> <li>Individualised for students with ASD</li> </ul>	<ul style="list-style-type: none"> <li>Daily timetable for whole class</li> <li>Weekly timetable</li> </ul>
<b>Social narratives: Expected behaviours</b>	A visual story explaining social situations in a clear way	To explain what is expected and prepare student for new situation	<p>Expected behaviours, such as:</p> <ul style="list-style-type: none"> <li>What is expected of students when they go to an assembly</li> <li>How to safely/efficiently transition between classes</li> </ul>
<b>Social narratives: Priming</b>	Using visuals to explain what is required in an upcoming situation	When the student will encounter a new or unfamiliar situation	Use social narrative to prepare student that a relief EA will be in their class
<b>Academic supports</b>	Help students to understand a task or break it down into steps	When the task needs to be broken down to be achievable	<ul style="list-style-type: none"> <li>A written rubric</li> <li>A framework with headings for each of the sections</li> </ul>
<b>Other visuals</b>	A range of visual supports	When sure of appropriateness	<ul style="list-style-type: none"> <li>Breaks, cards, request cards, rules, checklists</li> </ul>

## BUILDING POSITIVE RELATIONSHIPS – The number one skill for effective teaching *Justin Robinson*

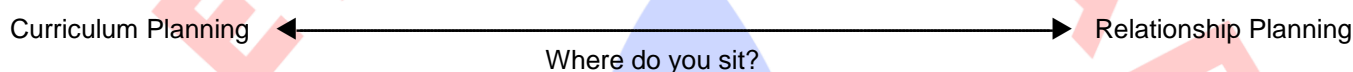
Teacher-student relationships matter for successful learning. Whilst all teachers hope to build positive relationships with their students, the evidence suggests that this is not always the case. The quest is to nurture kind, caring and authentic teacher-student relationships.

**Thought provoking idea:** Ask the students what they think good relationships are.

### CURRICULUM VS RELATIONSHIPS

Building positive relationships with your students will ensure that they feel safe. What do you spend most of your time doing? Curriculum Planning or Relationship planning? What is the balance?

How do you spend your time?



### BUILD POSITIVE RELATIONSHIPS

Justin shares **two key ideas** which can assist all teachers to build positive relationships.

#### 1. ATTACHMENT

Attachment influences student wellbeing and school success. This is true of student's attachment to their parents and also their teachers. Focus on learning not achieving. Establish goals together. Establish rules together. Develop social norms together.

#### 2. KNOWING AND BEING KNOWN

It is really important for teachers knowing their students and being known by their students for attachments to form.

There are important steps to know and be known.

1. Learning and using student names.
2. Everyone has a good memory for things that is of interest to them. What students know of other students is also very important. Talk as a team and use 'we' not 'you'. Use class games that involve cooperation not competition.
3. Let the students know about YOU. How often do you share this with your students?

Try the activity overleaf.

### IDEAS TO FOSTER POSITIVE RELATIONSHIPS WITH STUDENTS

- Use Brain Breaks to pace, chunk and time the lesson. This makes the class fun!
- Set classroom expectations on the very first day with students
- Make Y charts to reinforce what classroom/school expectations look, sound, feel like
- Use the ground rules and benefits table to reinforce classroom/school expectations
- Encourage positive interactions with families
- Use the resources from Module 5 of the Staff Wellbeing Toolkit to determine your own strengths.  
Do you ever play to your signature strengths?  
Are there specific strengths you could develop?  
Are you aware of the shadow side of your strengths?
- Ask your class what are your strengths? Ask your class what you could change?



**ACTIVITY TO DO:**

**Write 10 students names down and fill in the table below.**

[illegible]

## SAMPLE GROUND RULES

Ground Rules	Benefits	How do we do this?
<ul style="list-style-type: none"> <li>• <b>Respect</b> other people, their rights and their property</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone can learn and will feel safe.</li> <li>• It will make our classroom a GREAT place</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to each other nicely</li> <li>• <b>Be kind</b></li> <li>• Greet each other</li> <li>• Ask to borrow equipment</li> <li>• Put things back where they belong</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Show Care and Compassion</b></li> </ul>	<ul style="list-style-type: none"> <li>• Everyone feels happy and part of the team</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Include everyone</b></li> <li>• <b>Get to know each other</b></li> </ul>
<ul style="list-style-type: none"> <li>• Let others learn</li> </ul>	<ul style="list-style-type: none"> <li>• We will feel positive about ourselves and school</li> <li>• Everyone will be able to focus and <b>do their best</b></li> </ul>	

[illegible]