

# HALLETT COVE EAST PRIMARY SCHOOL



Government of South Australia  
Department for Education and  
Child Development

## BEHAVIOUR MANAGEMENT GUIDELINES

### Our Values

**Responsibility    Excellence    Fairness    Respect**

At Hallett Cove East Primary School we are committed to creating and maintaining a supportive learning environment for all our students.

#### We believe:

- Students and staff have the right to learn, teach and work in a safe, caring, success-oriented environment.
- Through success-oriented programs, students will learn self-discipline, a sense of self-worth, self-control, social skills, problem solving and conflict resolution skills.
- A consistent whole school approach is the most suitable way to manage student behaviour.
- Students need to be actively involved in the establishment of classroom rules and logical consequences.
- Students need opportunities to learn appropriate behaviour and accept responsibility for their own behaviour.
- Students need to be taught and therefore understand and experience their rights and responsibilities, to enable them to learn and develop the necessary skills to become effective members of a democratic society.
- A partnership established between Staff, Students and Parents/Caregivers will effectively reinforce expectations and consequences related to student behaviour.

# YARD POLICY

**Our yard should be a happy and safe place. To achieve this we consider the safety, rights and well being of everyone at all times as defined by our Values and Code of Behaviour statements.**

## **CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR**

**LEVEL 1 BEHAVIOURS** are considered to be minor inappropriate behaviours.

**Examples of Level 1 Behaviours may include:**

- dropping rubbish
- running through someone's game
- minor arguments
- not sharing equipment
- not wearing a hat
- unsafe movements around the school
- being in out of bounds areas

Consequences for minor inappropriate behaviours are at the discretion of the teacher.

These may include:

a brief discussion between teacher and students involved, walking with the teacher, standing in a particular spot for 5 mins, picking up rubbish, sitting in the no hat shade area, removal from the area to another area etc

**LEVEL 2 BEHAVIOURS** are serious behaviours that will usually result in BTR.

**Examples of Level 2 Behaviours may include:**

- fighting with other students
- using abusive language towards others
- disobeying a staff member's instructions
- arguing with or being rude to a staff member
- harassing other students
- behaving in a dangerous manner
- breaking a rule for the second time in a play period (having already been reminded that the behaviour was inappropriate by an adult)

**Students who choose to participate in Level 2 Behaviours will be removed from the play area to spend 20 minutes in the Behaviour Thinking Room (BTR).** Students will go to the BTR at the beginning of lunch time if the behaviour occurred before school or at recess time or immediately following the inappropriate behaviour if it occurred at lunchtime. Students take the BTR form with them. At BTR students engage in a restorative discussion with the leader as outlined in the Code of Behaviour. Restoration with other students involved also occurs where appropriate.

**LEVEL 3 BEHAVIOURS** are very serious behaviours for which BTR is not considered appropriate

If a student consistently chooses Level 2 Behaviours, the Student Development Plan is broken, or Behaviour Thinking Room is deemed an inappropriate consequence, a member of the Leadership Team will negotiate consequences leading to Restricted Yard Play, Take Home, Suspension or Exclusion as appropriate. The student and parents will be informed and involved during the process.

The Principal will choose to apply any appropriate consequence as needed. The above outline is intended as a guide only. The Principal considers behaviour responses according to the requirements of the DECD School Discipline Policy.

## **BEHAVIOUR THINKING ROOM (BTR)**

- The Leadership Team manages BTR processes
- When in BTR students do not talk to each other
- The leader counsels students about their behaviours using Restorative Practices language
- The leader records student attendance in the BTR folder
- The BTR form is sent home to parents for signing

## **STUDENT DEVELOPMENT PLAN (SDP)**

In the event that a student begins to show a pattern of inappropriate behaviours a Student Development Plan may be implemented. Implementation of Student Development Plans is the responsibility of the Leadership Team. Parents will be involved in the development of the plan. The student may also be placed on Restricted Play as

part of the SDP and teachers on duty will be asked to monitor the student's behaviour for a period of time as determined by a member of the Leadership Team.

## **OUT OF BOUNDS AREAS**

**The following areas are out of bounds for students at break times:**

- Inside buildings. Teachers will ensure that all students have left the area before leaving their house, and, that the house is then locked for security.
- Students are not permitted to go inside the building unless they are accompanied by a teacher
- Front garden lawns on Forrester Ave side
- Around all Houses
- On the oval before school
- Bike rack and Scooter Barn areas
- Car parks
- Area between boundary fences and grass mounds
- Garden areas (except the Japanese Garden)
- Rubbish bin enclosure
- All Playground areas, before and after school
- Outside the gates (except when accompanied by a teacher or on the oval at playtimes)

Because the school grounds are so large and spread out, Out of Bounds areas in the yard are marked by redlines to help students remember where they are.

## **QUIET AREAS**

Quiet Areas are for eating lunch, reading and playing quietly (ball games and chasey are excluded). The following are quiet areas:

- The paved areas between the OSHC House and House 4
- The carport on Houses 4, 7 and 8
- The Japanese Garden
- The Resource Centre when it is open (no food)

# **CLASSROOM POLICY**

**In our classrooms every teacher has the right to teach effectively and every child has the right to learn effectively.**

## **CLASSROOM FRAMEWORK**

A class Code of Behaviour with consequences, and that is based on the school Values, will be negotiated between individual class teachers and their students at the beginning of each year. This classroom framework may include:

- Reminders
- Class Time out - sit or work away from the group for a period of time.
- Buddy Class Time Out - negotiated period/s of time spent working in a neighbouring classroom.
- Office Time Out – the teacher completes the Office Time Out form and sends the student to the office. The Teacher contacts the Front Office to let Leadership know the student will be attending.
- Work not attempted or completed as a result of Time Out may result in Catch Up at the next lunch break.

Specialist Staff will also work within this framework but may modify the number of steps due to the nature and length of their lessons.

A HELP REQUIRED CARD (ie assistance from a member of the Leadership team is required urgently,) can be used at any time during the framework for:

- Non-compliance
- Verbal abuse/blatant offensive, abusive behaviour
- Physical abuse/violent, unsafe behaviour towards staff, other students, themselves, equipment, furniture, buildings

It can also be used in situations where:

- Parents are upset or angry in the classroom
- A staff member or student is hurt.

If a student is behaving inappropriately in a Buddy Class:

- The student may be sent to the office with an Office Time Out form from that teacher
- A Help Required Card may be sent to the office and the student collected by a member of our Leadership team. The student completes the remainder of their Buddy Time Out session at the Office.

**Teachers need to consider** when parents and/or a member of the Leadership team should become involved.

**A member of the Leadership Team will become involved for:**

- Students who wilfully and persistently choose inappropriate behaviours through the Class Framework process
- Students who harass or endanger the safety of themselves or others

Depending on the severity of these behaviours, consequences may include:

- Cool Down Time
- Office Time Out for an extended period
- Implementation of Restorative processes with affected students
- Development or review of a Student Development Plan
- Counselling with a member of the Leadership team
- Meeting with a member of the Leadership team, parents, teachers and outside agencies
- Take Home
- Alternative Program
- Suspension – internal or external
- Exclusion

## **RESPONSIBILITIES**

**Students are responsible for:**

- Following agreed Codes of Behaviour both in the classroom and in the school
- Making positive behaviour choices and taking responsibility for their part in any inappropriate behaviour
- Addressing inappropriate behaviour choices in an appropriate manner with adults and any other affected students
- Attending Time Out, BTR and/or Catch Up if required and behaving appropriately in these situations

**Teachers are responsible for:**

- Providing an engaging program and safe class environment
- Ensuring that the class Code of Conduct and Consequences are displayed in the classroom and that they are clearly understood by all
- Identifying a Buddy Class teacher for behaviour support
- Ensuring students understand the expected behaviour conduct for working in the Buddy classroom
- Notifying parents if necessary
- Keeping records of inappropriate behaviour
- Providing a work spot in a position where a student is visible for Time Out
- Providing work for their students during the out of class time as necessary ie Buddy Class and/or Office Time Out
- Moving around the yard when on duty to closely monitor student behaviour
- Completing Office Time Out or BTR forms as required

**The Leadership team is responsible for:**

- Responding to messages about inappropriate behaviour
- Counselling students concerning their behaviour
- Organising restorative meetings between involved parties as necessary
- Negotiating follow up depending on the seriousness of the behaviour and/or previous behaviours
- Ongoing case management for students with challenging behaviours
- Management of data collection and checking.

**Parents/Caregivers are responsible for:**

- Working appropriately in partnerships with Staff and/or the Leadership Team when addressing inappropriate behaviours of their children
- Supporting the school and its policies when they have discussions with their children about their behaviours
- Signing and returning of all forms when required