

Student Behaviour Management Policy



Review 2011

CONTENTS

- Aims and Beliefs
- Values and Principles
- Codes of Practice
- Four General Expectations
- Whole School Rules
- Inside Rules Yard Rules, Bus Rules, Rules for Camps and Excursions and other out- of school activities.

- Positive Reinforcement:
Acknowledging appropriate behaviour.

- Consequences:
 - In class
 - Out of class
 - Buses, Camps and Excursions.

- Success Indicators

- Glossary

- Reflection Sheet

- Information for Parents/Caregivers.

- Time Out Forms

- EDSAS Codes

- Harassment Policy

- Grievance Procedure
 - Students
 - Parents

AIMS and BELIEFS

1. Lameroo Regional Community School must be a safe, caring, attractive and orderly learning environment in which the rights of all students to learn and all teachers to teach are supported and protected.
2. Lameroo Regional Community School aims to develop in students an acceptance of responsibility for their own behaviour and their own learning.
3. At Lameroo Regional Community School we will offer a range of learning experiences which will provide opportunities and support for social, academic and physical success.
4. At Lameroo Regional Community School we will develop a partnership between staff, students and their families in order to establish expectations and consequences related to student behaviour.

FOUR GENERAL EXPECTATIONS

1. To care and respect for others and ourselves.
2. To care and respect for property and the environment.
3. Be punctual, prepared and polite.
4. Follow instructions promptly and in a sensible and safe manner.

At Lameroo Regional Community School we believe education is a quality partnership between students, staff, parents and the wider community.

We encourage people to be committed, to persist, to be tolerant, to solve problems creatively and to become life-long learners.

CODES OF PRACTICE

Student

Our student code of conduct has been developed by staff, students and parents and contributes to the harmonious, fair, consistent and efficient running of the school. Students are able to learn and teachers can teach in a safe, caring and orderly environment, which meets the needs of all, based on: -

- CARE for self, others property and the environment.
- COURTESY towards others.
- RESPECT for the rights of self and others.
- RESPONSIBILITY for our learning and behaviour.

WHOLE SCHOOL RULES

1. Be punctual, prepared and polite.
2. No abusive behaviour towards yourself, others or property. This includes:
 - No harassment.
 - No fighting.
 - No play fighting.
 - No swearing.
 - No abusive Language.
3. Substances banned from School premises and School-based events:
Include:
 - Cigarettes.
 - Alcohol.
 - Illegal drugs and unsanctioned prescription drugs.
 - Offensive weapons.
 - Chewing Gum.
 - Spirit based whiteout.
 - Spirit based glues.
 - Personal Steel Rulers.
4. Follow instructions promptly and in a sensible manner.
5. Staff offices and preparation areas are out of bounds to students without permission.
6. Middle School and Senior School students must have a note in their diary, signed by a teacher when out of the class during lessons.
7. All students to act in a safe manner, e.g. climbing is only permitted on play equipment and no running on cement

Note

General rules and expectations will be displayed in classrooms.

Junior, Middle and Senior School teachers regularly discuss and clarify school and negotiated rules.

GENERAL RULES - INSIDE / YARD RULES

Teachers and students are encouraged to negotiate class rules at the beginning of the year or as necessary.

1. Respect the rights and property of yourself and others.
2. Act in a way that keeps you and others safe at all times.
3. Be punctual, prepared, polite and meet work deadlines.
4. No violent, confrontational or intimidating behaviour i.e.
 - No swearing
 - No verbal Abuse
 - No threats
5. Sit on a chair properly, feet on the floor.
6. Walk quietly, taking care not to intrude in another person's space.

Rules need to be discussed, explained, displayed and reinforced regularly.
7. Between September 1 and the end of the following term 1, Broad brim or Legionnaire hats must be worn by staff and students during breaks, outside lessons and activities
[Map provided on Page 7 also includes areas for ball games.]
8. Put rubbish in litter bins provided.

Rules need to be discussed, explained, displayed and reinforced regularly.

BUS RULES

Drivers of buses to Lameroo Regional Community School, Pinnaroo Primary School and Geranium Primary School must be able to drive the bus safely and not be distracted by poor student behaviour. Drivers have a duty to ensure the safety and the behaviour of all students on the bus and must report continued misbehaviour to the Deputy Principal. Students in turn have a duty to behave responsibly so that the bus driver can deliver them safely to and from school every day.

Our bus rules state that students will:

- be at the bus pick-up point before the allotted time
- follow bus drivers instructions promptly and in a sensible manner
- remain seated at all times and behave in a quiet manner without excessive noise
- not throw any object around the bus OR out any bus window
- respect all bus travellers

Additionally, it is essential that the bus driver and / or the school is informed, as soon as possible, if students are not to be on the bus at any stage. Also students must obtain written permission from the school if they wish to travel on a different bus, or vary the stop. Parents of students who travel on buses are encouraged to discuss behaviour expectations and bus rules with their child/ren so that they can appreciate the need for a safe and responsible attitude towards the bus driver passengers and bus travel.

Bus Safety

Parents need to supervise children as they are picked up and dropped off from their bus. In particular ensure that your children do not move towards the bus until it has stopped.





Moreover, motorists are reminded of the speed limit of 25 kph when passing a school bus that has stopped to either pick-up or drop-off students. This rule applies to both bitumen and dirt roads and the 25 kph speed limit also applies between school signs when children are present - fines apply for travelling over these speed limits.

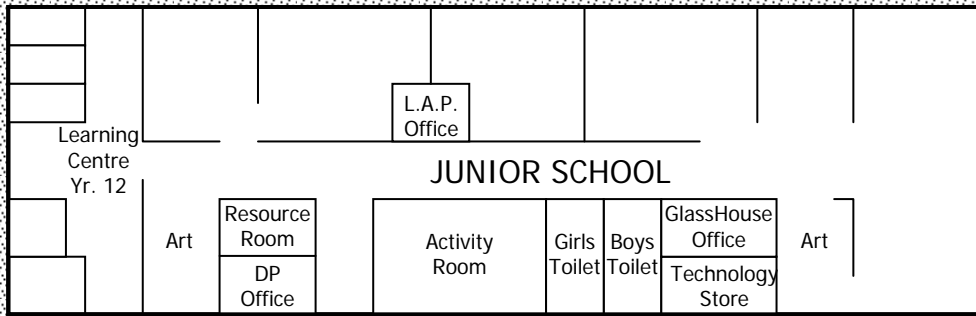
RULES FOR CAMPS and EXCURSIONS

General School Rules also apply for Camps and Excursions.

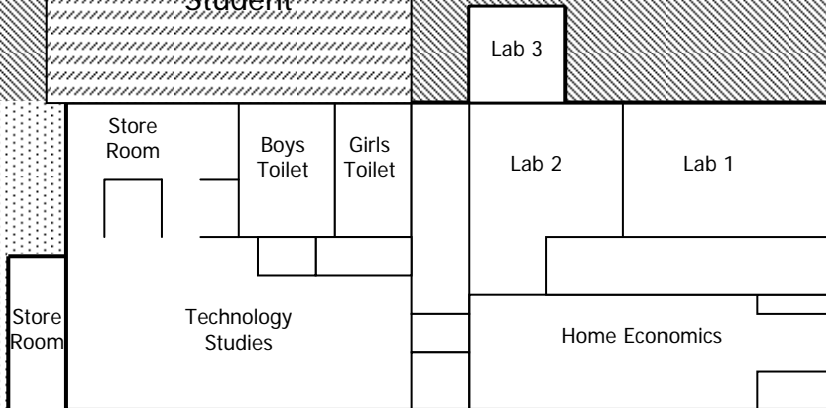
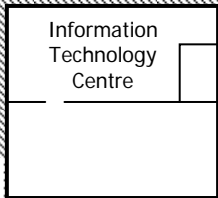
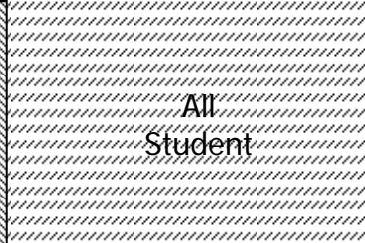
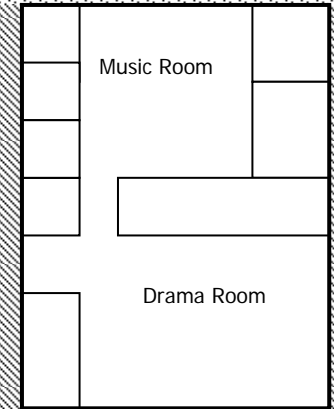
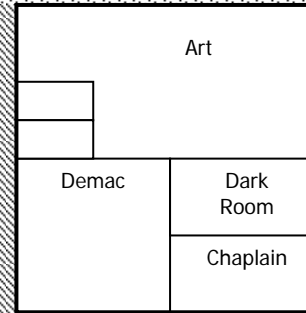
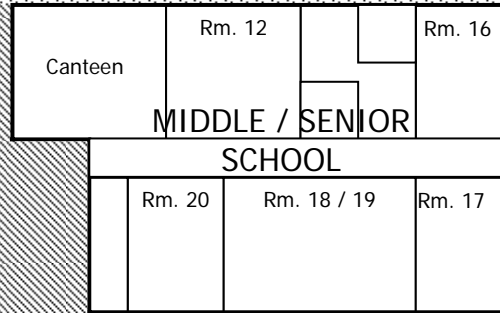
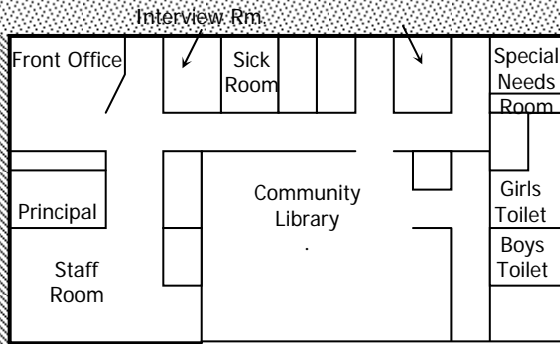
For each Camp and Excursion, parents and students must be given a set of rules and consequences.

STUDENT PLAY AREAS

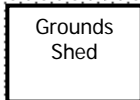
-  **Area A** Junior School + Yr 6 / 7 on Asphalt area.
-  **Area B** Middle / Senior School
-  **Area C** *Gym*. All varied days
-  **Area D** *Soccer Oval* Junior & Middle school.
Lawn west of tennis courts Senior School
Tennis courts Middle & Senior School



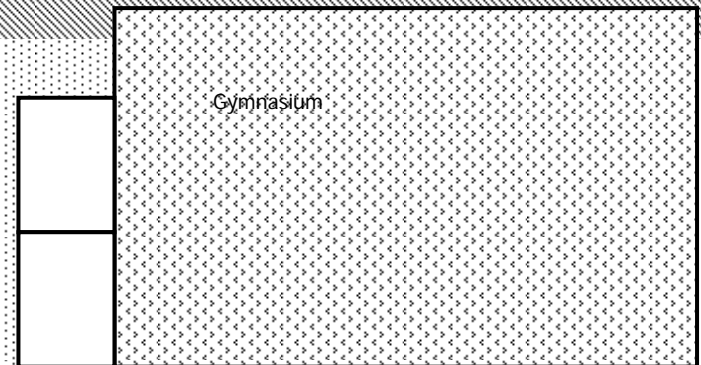
Book Room



Mechanics



Soccer Oval
Tennis Courts



POSITIVE REINFORCEMENT ACKNOWLEDGING APPROPRIATE BEHAVIOUR

Positively reinforcing appropriate behaviour is as important as having consequences for misbehaviour. Our approach aims to provide positive reinforcement rather than negative. This requires a plan and commitment by staff and parents/caregivers.

Methods that staff use to positively reinforce behaviour needs to be discussed and planned at the same time as class rules and consequences to ensure consistency and fairness. Staff need to adopt a range of reinforcement methods they feel comfortable with and begin using them from the first day.

Positive reinforcement in an R-12 school can range from gold stars on a wall chart to comments in a student's diary. Ideas on positive reinforcement can be gained from colleagues and school resources.

IDEAS FOR ACKNOWLEDGING POSITIVE BEHAVIOUR

- encourage students to acknowledge each other's positive behaviour.
- acknowledge students at assembly, in daily notices, newsletters...
- use awards, certificates, tokens, stickers, and stamps.
- smile, nod, pat on back (not head).
- rewards e.g. points
- negotiate privileges. e.g. choice of activity, non-uniform day.
- show work to others
- write a letter or phone home.
- write a note to the student.

FREE PLAY – Junior School

Junior School students who demonstrate appropriate yard behaviour, and have not had their name recorded by staff on Yard Duty, will be rewarded with extra play time.

- An assembly will be held on the designated free play day at 12.45p.m.
- Free play will occur on that day, lunch finishing at 1.45 p.m. **Students excluded from free play will sit under the coverway for 10 minutes during free play.**

REWARDS Afternoon – Years 6-10

Students from years 6-10 who display appropriate behaviours and have not received "Time Outs" (level 1 and above responses) and or other behaviour management strategies will be rewarded with a rewards afternoon at the end of each term. This afternoon will have numerous formats including: Movies, Sports, Games, Parties, Music etc.

CONSEQUENCES

CONSEQUENCES for inappropriate classroom behaviour will give students time to reflect on their behaviour, following clear warnings.

Class room rules need to be

- Clearly stated and displayed
- Negotiated
- Achievable
- Fair and consistent
- Inclusive
- Promote learning

Students can enter the process at any point depending on the severity of the incident	Level of response	Examples	How communicated	Who's responsible
	Level 0 Classroom Response Steps 1-2-3			
	<p>Step one: Warning - restating of rule.</p> <p>Step two: When behaviour problem doesn't improve give a consequence i.e. Isolation from group e.g. inside or outside the room. Removal to another class (Buddy Class) Yard Duty (supervised by teacher giving the Yard duty) Follow up Consequence sticker in diary. Detention Room. Behaviour planning between student and teacher Contact parents</p> <p>Step three: Removal to Time Out Room for a minimum of one lesson or play period. Student to go to Front Office and collect Reflection Sheet before going to Time Out Room. Teacher to complete the Time Out Room Time Out form, copy it and send home. Discuss Time Out and Reflection Sheet with student at first appropriate time.</p>	<p>e.g.</p> <ul style="list-style-type: none"> - Lack of punctuality - Failure to follow instructions - Swearing 	<p>Classroom / yard Incident Management form</p> <p>Sub School meetings – Students at Risk</p>	Teacher
	Level 1 School level response Time Out, Alternative Program, Detention,			
<p>2nd Time Out Student spends the remainder of the lesson in Time Out completes Reflection Sheet spends recess or half lunch time doing Yard Duty (organised by referring teacher) has discussion with Teacher. Teacher contacts parents/caregiver by phone</p>	<p>e.g</p> <ul style="list-style-type: none"> - Failure to follow instructions - Swearing - As a result of following the level O responses - Fighting 	<p>Classroom / yard Incident Management form</p> <p>Student Reflection Sheet</p>	Coordinator Informed	

<p>racist harassment, verbal abuse, bullying or any other means</p> <ul style="list-style-type: none"> • Has acted illegally • Is interfering with the rights of teachers to teach and of students to learn • Shows persistent and wilful inattention or indifference to school work <p>Take Home is used to remove a student from the school when issues of safety, teaching or learning cannot be resolved using the usual process. Decision to be made by the Principal or Deputy.</p> <p>The Severe Clause. In case of violent, illegal or unsafe behaviour, which requires immediate isolation, level 0 and 1 will be by-passed. The early steps may be bypassed if the incident is of a serious nature.</p>	<p>to accept the school's behaviour code.</p> <ul style="list-style-type: none"> - Shows persistent and wilful inattention or indifference to school work. 		
<p>Level 3 - 6 System level response Suspension and referral to support services</p>			
<p>A student who is unable or unwilling to behave responsibly must not be allowed to adversely affect the rights of others to learn and to be safe. These procedures are designed to help irresponsible students to change their behaviour. Suspension, exclusion and expulsion are strategies used in the management of inappropriate behaviour. They are used to ensure that right of other members of the school to be safe and to learn while a student is supported in dealing with his or her behaviour problems. Refer to DECS school discipline policy for policy and procedure information.</p>	<p>e.g.</p> <ul style="list-style-type: none"> - Threatened or perpetrated violence - Has acted illegally - Has interfered with the rights of teachers to teach and students to learn. 	<p>Phone call, Meeting with parents Letter home to parents Communication with support services, SAPOL etc.</p>	<p>Principal ISBM Other relevant support services</p>

The Severe Clause. In case of violent, illegal or unsafe behaviour, which requires immediate isolation, level 0 and 1 will be by-passed. The early steps may be bypassed if the incident is of a serious nature.

OUT OF CLASS

The following steps are similar to In-Class.

Step one: Warning, and restating of rule. Junior School student's name recorded in Bum Bag (Yard Duty) Book (Deputy Principal to follow up)

Step two: Student stops play and accompanies teacher on Yard Duty. Parent/Caregiver notified using sticker in diary or telephone call. Detention Room. Student is sent to Detention Room at next available time.

Step three: refer to Level 2 school level response.

The Severe Clause and the Take-home procedures also apply here.

CAMPS and EXCURSIONS (refer camps and excursions policy)

The consequences for breaking the rules will be made clear to students and parents by the organisers before the Camp/Excursion begins.

NON - NEGOTIABLE RULES refer to DECS school discipline policy.

For certain behaviours the Department of Education and Children's Services (DECS) has specific procedures, which the School must follow.

These include possession and use of illegal substances and weapons, leaving School premises without permission, truanting, theft, sexual abuse, assault.

Depending on the severity of the offence, the following people may be contacted by the School:

- Parents/Caregiver

- Department of Education and Children's Services (DECS)
 - District Superintendent
 - Interagency Student Behaviour Management (ISBM)

- Police

- Family and Youth Services (FAYS)

- Personnel Counsellor

- Social Worker

STUDENT EXCLUSION FROM SCHOOL EVENTS

Concept

Inappropriate behaviour resulting in Take Home, In-School or Out-of-School suspension may result in exclusion from school events.

The student **may** be excluded from the next social, camps, excursions, sporting events, performances, sleep-overs and special class, year level, or group events during that term including Rewards Afternoon and Free Play.

SUCCESS INDICATORS

Indicators that our aims have been met:

- Students show care and respect for themselves and each other.
- School equipment and personal belongings are cared for and not vandalised.
- Students are punctual, prepared, and polite.
- Students follow instructions promptly and in a sensible manner.
- Students successfully manage their own appropriate behaviour.
- Instances of Rule breaking decrease.
- Time Out Room is set up and administered according to the guidelines.
- Catch-up Room operates.
- Students and staff know school rules.
- Each family receives a copy of the Student Behaviour Management policy / Parent Summary form when enrolling their child at this School.
- Parent/Caregiver is informed through consequence stickers in diaries.
- All students are encouraged to achieve their best and their participation and achievements are acknowledged.
- The school community acknowledges the school is a safe and happy place.

GLOSSARY

REMOVAL TO ANOTHER CLASS (Buddy Class)

Students go to another class or collected by a year level coordinator. The student sits quietly in a pre-determined area in the 'Buddy' class for 1 lesson. The child has no communication with other students. The referring teacher discusses with the student the rule they broke and what they will do next time. They will remind them about the next consequence if inappropriate behaviour continues (Time Out). The teacher invites the student back into the classroom with the understanding the work missed is caught up catch-up or homework.

WHAT IS YARD DUTY?

Yard Duty is a consequence a student faces when he/she behaves inappropriately in class, or the yard and the teacher deems a yard duty to be appropriate.

The teacher assigns a task like sweeping or cleaning to be performed during a play period, under the referring teacher's supervision or negotiated with the teacher on Yard Duty. A collection of cleaning equipment will be kept in the Middle / Senior School office.

TIME OUT ROOM

The Time Out Room provides support to classroom management R-12. It is a withdrawal space for students who are interfering with a teacher's right to teach and consequently interrupting other students' learning.

HARASSMENT includes

Unwanted verbal, physical, sexual and emotional comments or contact.

VERBAL ABUSE includes

Shouting, name calling, swearing, unwanted nicknames, unwanted gossip, accusations, put downs.

PHYSICAL ABUSE includes

Pushing, elbowing, tripping, standing in the way, poking, punching, use of a weapon, twisting, gripping.

DISRUPTIVE BEHAVIOUR includes

Talking out of turn, calling out, annoying others, moving around the room, out of seat, banging desks, throwing, rude / crude gestures.

REFUSAL includes

Not staying on task, not answering, not contributing when asked, not cooperating

ABUSE OF PROPERTY (own or others) includes

Wrecking, disfiguring, dismantling, graffiti, hiding, stealing

ABUSE OF ENVIRONMENT includes

Vandalising garden equipment or plants, paving, walls, furniture etc.

LATE includes

Late to school, class, meeting/assembly, late back from lunch (street or home) not completing homework or meeting negotiated due dates.

NOT PREPARED includes

Wrong books, pens etc P.E. gear, and shoes, not in uniform.

CONSEQUENCE STICKERS: Reception – Year 5

<p><i>Student:</i> _____ <i>Date:</i>.....</p> <p><i>Behaviour:</i>.....</p> <p><i>Consequence:</i>.....</p> <p><i>Teacher:</i>.....</p> <p><i>Parent:</i> _____</p> <p>_____</p>

Students must carry their diaries with them during lessons. Consequence stickers will be placed in the student's diary for three main purposes:

1. Record of inappropriate behaviour
2. Communication to parents.
3. For record keeping.

The referring teacher will place the sticker in the student's diary, or if a yard infringement, will hand the sticker on to the home group teacher.

The referring teacher will record the incident in his / her personal records.

The Home Group teacher will also record the incident in his / her personal records. If infringements become frequent, the Home Group teacher will consult with the Year Level Coordinator for further action.

Student behaviour issues will be discussed at staff meetings.

DETENTION ROOM

The detention room is a Level 0 response and fits into Step 2 of our current behaviour management policy e.g. detention room, buddy class, used before Time Out etc.

Used as a mid level response to inappropriate behaviour, may not be severe enough for time out, but needs to be dealt with.

Detention book to be kept in the front office.

Students will report to the Detention Room (Computer room 2)

Detention times: 1.15pm – 1.35pm

Students must have work to do. Students are to complete set work either class or homework.

Possibility of providing pages for lines

“I will not”

“I will”

Students have to sit by themselves, no talking

Teacher who gives the detention must put it in the book before lunchtime.

Teacher who is on detention duty gets the book from the front office, checks the kids are there, puts their names in the notices if the students don't turn up, if students miss or are late for detention they receive 2 in a row, if students miss 2 detentions then the teacher on duty sends the student to timeout first lesson the next day.

Detention overrides all other commitments, e.g. lunch pass, sports training, etc.

Habitual detention requires further follow up by Coordinator, Deputy Principal or Principal

A standard letter to be sent home if student misses 2 detentions in a row.

After your fifth detention for the term parents receive a letter outlining behaviour concerns.

Students must get told face to face by a teacher that they have detention.

What's in the detention book?

Time out forms

Standard notes

Class lists

Policies

TIME OUT

The Time Out provides support to classroom management as a withdrawal space for students who are behaving inappropriately and interrupting their own and others learning and the teachers ability to teach effectively.

How it works

1. A student in class has moved through all steps of the classroom management plan
2. The student then goes to the Time Out via the Front Office to collect a Time Out form and stays there for the remainder of the lesson or play time.
 - Time Out at recess or lunch – referring teacher contacts Principal, or Deputy Principal to arrange supervision.
 - Front Office SSO's to keep Time Out records.
3. The student completes a Reflection Sheet.
4. At the end of the lesson / break or as soon as possible the teacher and student will discuss the incident, complete and sign the Time Out and the Reflection Sheet and arrange a time for yard duty or follow-up consequence.
5. The forms are photocopied and the originals forwarded or mailed to the parents.
6. The referring teacher contacts the parent. (Preferably before the end of the day)

STUDENT REFLECTION SHEET

Name Class

**I need to accept responsibility for my actions
This is a personal account of what happened.
Be honest and comprehensive**

1. What happened?

.....
.....
.....
.....
.....

2. What could I have done?

.....
.....
.....
.....
.....

3. What could have happened?

.....
.....
.....
.....
.....

4. What will I do in future and be successful.

.....
.....
.....
.....
.....

Student Signature **Date**

Parent/Caregiver Signature **Date**

INFORMATION FOR PARENTS/CAREGIVERS

Parents/Caregivers receive the following letter at the beginning of each year briefly explaining our Student Behaviour Management process.

LAMEROO REGIONAL COMMUNITY SCHOOL

Bews Tce.

LAMEROO S.A. 5302

Telephone: 85 76 3040

Dear Parents/Caregivers,

Our School is committed to developing an active partnership between home and school.

The staff at Lameroo Regional Community School is keen that parents/caregivers understand the process of student behaviour management used in our School.

The whole school operates under 4 general expectations.

They are:

- Care and respect for others and ourselves.
- Care and respect for property and the environment.
- Be punctual, prepared and polite.
- Follow instructions promptly and in a sensible manner.

All of our classroom and yard rules reflect these four basic expectations.

WHOLE SCHOOL RULES

These will be displayed in every classroom.

1. These includes:

- Harassment.
- Play fighting.
- No abusive behaviour and/or language towards yourself, others, or property
- Fighting.
- Swearing.

2. Be punctual, prepared and polite.

3. The following substances are banned from School premises and School-based events:

- Cigarettes.
- Illegal drugs and unsanctioned prescription drugs.
- Chewing Gum.
- Alcohol.
- Offensive weapons.
- Spirit based whiteout, glues.

4. Follow instructions promptly and in a sensible manner.

5. Broad brim or Legionnaire hats must be worn during breaks and out-door lessons.

6. Staff offices and preparation areas are out of bounds for students without permission.

7. Middle School and Senior School students require a note in their diary, signed by a teacher, when out of the class during lessons.

8. All students to act in a safe manner, i.e. climbing is only permitted on play equipment and no running on cement

* Junior, Middle and Senior School teachers will frequently clarify and elaborate on these and the additional inside and yard rules.

Each Junior School class has its own classroom management plan devised by the teacher. This outlines the classroom rules, the consequences for breaking them, and how students will be encouraged and praised for their appropriate behaviour.

Middle and Senior School teachers have negotiated rules. They are, in addition to the general whole school rules:

- sit on a chair properly, no sitting on benches or tables.
- walk quietly and take care not to intrude in another person's space.

Middle and Senior School teachers will negotiate additional classroom rules at the beginning of term

CONSEQUENCES FOR MISBEHAVIOUR

If students misbehave the teacher will give them a warning.
A Consequence Sticker in the student's diary will inform parents of disciplinary actions.
If they continue to misbehave, they will be isolated from the group / class, and if further response is necessary, Middle and Senior School students will be given a Yard Duty. This means that the student will be assigned to a teacher for a yard duty period. If students continue to break classroom or yard rules, they are unfairly disrupting the learning / play of other students, and interrupting the job of teachers to teach. For this reason they will be removed to the Time Out Room.

- A teacher supervises this room at all times. The student's task there is to:
1. remain silent and think about the events that led up to his / her removal to the Time Out Room
 2. complete a Reflection Sheet.

The student will usually only be in the Time Out Room during the scheduled time for the particular subject or play time when / where the removal occurred.

Middle and Senior School students are required to catch up on work missed
In cases of extreme misbehaviour, that is, deliberate damage to property, physical or verbal abuse, or refusal. Parents/Caregivers will be contacted and may be requested to collect their child from school.
Parents/Caregivers are encouraged to reinforce the behaviour expectations and rules, thus helping their children to appreciate that they are basic to the Australian community and not unique to Lameroo Regional Community School.
Parents/Caregivers and students are encouraged to attend meetings and interviews and discussing behaviour management with individual teachers and by sharing with us concerns relating to behaviour as soon as they arise.

Yours sincerely,

Doug STEER
Principal

Parents / Caregiver's name:

Youngest in family:

I / We have read the outline of the Lameroo Regional Community School's Student Behaviour Management Policy.

Signed:.....

STUDENT DEVELOPMENT PLAN FOR:

DATE:

AT A CONFERENCE WITH:

GOALS	THINGS THAT WILL HAPPEN	STRATEGIES	RESPONSIBILITIES
Specific Learning Goals			
Specific Behaviour Goals			
How Monitored? By whom ...			
Consequences of meeting set goals ...			
Consequences of not meeting set goals ...			

Signed: Parent: _____ **Student:** _____ **School:** _____

Review Date: