

# **BEHAVIOUR MANAGEMENT IN SCHOOLS POLICY**



## **Rational**

The **purpose** of this policy is to recognize that the partnership between parents and teachers/school is the only effective way in amending poor choice behaviours at Caladenia. We want all students to self-regulate their behaviours and to make consistently good choices at all times. To do this, we must be prepared to support students in developing student knowledge of what good choices look like and then sustaining these over time.

The **context** of our school community is based on historical data evidence, conversations with staff, feedback from parents, student feedback and whole school decision-making processes. The culture that has been developed and maintained over time, is where we expect and exercise

- Calm in and out of the classroom
- No raised voices in anger, frustration or impatience
- Strong relationship building to occur in and out of classrooms on a consistent, ongoing basis
- All staff are expected to treat everyone within our community with social/natural justice
- Students are allowed to grow within the framework of their own personalities and shown corrective practice strategies when required to amend certain behaviours.
- Staff maturity, understanding and knowledge of child development, special needs and management of students in and out of classrooms
- A love of and a deep commitment to the needs of all children every minute of every day
- Manners and social protocols – consistency and repetitiveness of effort all year.

This **development of culture** has been a labour of love for our unique school almost since the opening in 2007. It has originated from a lot of hard work from teachers and all staff through agreements, discussions, understandings and expectations from our whole community of stakeholders. It makes up what we call the "*Caladenia Jigsaw*".

Our student behaviours are almost always "low impact" behaviours and easily managed by carefully designed in-class strategies – therefore, punitive behaviours are not only unnecessary but, also against all knowledge of how to deal with behavioural student development issues. There may be times when a few students may exhibit more serious behaviours and these will be dealt with within the context of this policy, using the same methodology and principles of justice and fairness.

This policy has been developed by the whole Caladenia Primary School community, which includes the Board as the owner of the Behavioural Policy, and is based on a whole school approach to building strong and lasting relationships as these are the cornerstones for an effective and sustainable way of building each student's confidence in the school's ability to treat every student with integrity and respect. This in turn allows for a relationship to be developed between teacher and student, teacher and teacher and staff and parents. The culture of our school is based on the principles of effective and lasting trust and integrity, honesty and respect for every person in our community.

Behaviour modification is seen as an educational process which teaches responsibility, procedural fairness and a way forward where teacher and student share the same values, such that students feel trusted and place that trust in the hands of others and themselves. This Policy seeks to recognise and reinforce the nature of behavioural management which rests with the focus on the child in a positive, non-punitive environment.

**The focus is on the family and the teacher working together to reinforce with the child that we are indeed a "*village and the village works with adult individuals to develop every child within.*"**

## 1.1 Student Status

All students commence the year with a Good Standing Status. The Principal has the discretion to withdraw Good Standing from students who reflect repeated poor choice behaviours in extreme circumstances. A student may earn a Good Standing status back by satisfying the teacher and Principal that the behaviours have/are been remedied over time.

## 1.2 Discussion and modelling

Discussing what it is necessary for each of us to follow societal norms, provides us with understanding and strategies in dealing with our own behaviours/actions. Good choice behavioural knowledge is the self-regulating mechanism that drives each student and teacher to ensure consistency in the way we talk with one another, play with one another and take responsibility for our own actions. Self-discipline is taught everyday within each classroom.

## 1.3 Positive Reinforcement

Establishing as the cornerstone of this policy the use of a whole school attitude, recognising and reinforcing the majority of children who consistently and continually behave appropriately, as well as make an effort to manage their own behaviour, culminating with an intrinsic reward of "being the best that you can be". Strategies are developed individually between the teacher, parent and child – support will always be provided by the Executive Team of the school when required.

## 1.4 Detention

This is used **only in extreme circumstances** after all aspects of the processes within this policy have been exhausted and, while keeping the parent involved in the process at all times, there is agreement with the parent that the student may need to be withdrawn for a short time. Detention is in-house and for a limited period set by the Principal or his delegated nominee with the parent in collaboration.

## 1.5 Bullying

We implement a 'No tolerance' approach to bullying in the school and teach appropriate strategies for handling bullying situations, while we endeavour to develop a stronger sense of self-esteem and confidence. The parents of both parties will be called to discuss the matter together and resolve the issue immediately.

The development of appropriate and acceptable behaviour is a staff, parent and student attitudinal process, worked on all year by each teacher, staff member, parent and student. Its success is based upon the recognition of retaining the dignity and worth of all individuals.

## **Aims**

### **Caladenia Primary School aims to:**

- Recognize the importance of family and school in partnership in managing poor choice behaviours in our children
- Recognize the right of every person to the dignity and respect from others
- Create a positive learning environment within the school and classroom so that teachers and students can work and learn together.
- Recognise the members of our school community whose behaviour promotes a positive and caring school environment – modelling for our students.
- Establish a clear set of positive consequences for individuals who will not accept their responsibilities and break social norm rules, so that they are encouraged to recognise and respect the rights of others – these consequences are not punitive in nature.
- Establish procedures so that conflicts can be resolved in a positive, discussable manner.
- Enhance students' self-esteem and self-worth as well as pride in themselves, school, home and community.
- Promote mutual respect.
- Help students reach their full potential.
- Ensure that this Policy is understood by teachers, students and parents and its implementation is acceptable to all stakeholders.
- Use common language to identify good and bad choices (Red and Green Behaviours from K-Year 3 indicate poor and good choice behaviours. In Years 4-6, these behaviours are exemplified by "self-regulated" behaviours.

## **Learning Environment**

1. To provide a happy, positive learning environment which is rich, engaging and exciting each and every day.
2. To provide a physically and emotionally safe and caring environment.
3. To enable children to exercise their right to learn without distraction.
4. To help children reach their full potential in all facets of growth.
5. To show children how to accept and follow appropriate boundaries.
6. To focus on acceptable behaviour.
7. To ensure that rules are consistent, clear, fair and consequential for each student.

## **Personal Development**

1. To enhance students:
  - i) feeling of self-worth and dignity
  - ii) self-esteem and confidence
  - iii) pride and importance in themselves, school, home and community.
2. To promote mutual respect, trust and care for each other in the best possible way at all times.
3. To develop in children, the ability to become effective and contributing members of a complex society.

## **Community**

To ensure that our behavioural policy is understood and implemented reflecting our community needs with the focus being on the development of the child.

## Rights and Responsibilities

Students have the <u>Right</u> to	Students have the <u>Responsibility</u> to
<ul style="list-style-type: none"> <li>• Learn in a purposeful and supportive environment.</li> <li>• Feel trusted by every staff member in our school</li> <li>• Work and play in a safe, secured, friendly and clean environment.</li> <li>• Respect, dignity, courtesy and honesty.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that their behaviour is not disruptive to the learning of others.</li> <li>• Ensure that the school environment is kept neat, tidy and secure.</li> <li>• Ensure that they are punctual, polite, prepared and display a positive manner.</li> <li>• Behave in a way that protects the safety and well-being of others.</li> </ul>
Staff have the <u>Right</u> to	Staff have the <u>Responsibility</u> to
<ul style="list-style-type: none"> <li>• Respect, integrity, courtesy and honesty.</li> <li>• Teach in a safe, secure and clean environment.</li> <li>• Co-operation and support from parents.</li> <li>• Expect support from the Executive by following the processes herein.</li> </ul>	<ul style="list-style-type: none"> <li>• Model respectful, courteous and honest behaviour.</li> <li>• Ensure that the school environment is kept neat, tidy and secure.</li> <li>• Establish lasting, positive, trusting relationships with students.</li> <li>• Ensure good organisation and planning</li> <li>• Discuss and report student progress to parents and your line manager</li> </ul>
Parents have the <u>Right</u> to	Parents have the <u>Responsibility</u> to
<ul style="list-style-type: none"> <li>• Be informed of curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare.</li> <li>• Be informed of their child's progress and have no surprises.</li> <li>• Access a meaningful and high standard of education for their child.</li> <li>• Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.</li> <li>• Discuss their child's behaviours with the teacher <b>before</b> actions are considered.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that their child attends school.</li> <li>• Ensure that the physical and emotional condition of their child is at an optimum for effective learning.</li> <li>• Ensure that their child is provided with appropriate materials to make effective use of the learning environment.</li> <li>• Support the school in providing a meaningful and adequate education for their children.</li> <li>• Attend parent meetings at the school and support behaviour modification programs as required from time to time.</li> </ul>

## Roles and Responsibilities of Staff

### Principal and Deputy Principals have agreed to:

- The philosophy within this document, which focuses on behaviours managed by parents, teacher and school
- Provide a link between parents and staff when required;
- Support teachers with behaviour development strategies and management in accordance with this Policy;
- Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school;
- Facilitate parent/teacher/child conferencing if required;
- Assist teachers with programs for individual children with behaviour problems and learning difficulties (individual behaviour programs - IBP) but **not** take on the management of the child's modification program;
- Provide relief teachers with guidelines pertaining to behaviour management procedures; and,
- Ensure a review of policy and processes is conducted every two years.

### Staff agree to:

- Develop and maintain a positive environment with emotionally/psychologically sound non-punitive strategies;
- Take full responsibility for the management of their students at all times as part of their teaching roles;
- Treat every child in the school as equal, no matter their history or circumstance;
- Consistently apply the school's behaviour management policy;
- Display and discuss;
  - *Rights and Responsibilities;*
  - *Dignity, respect and honesty;*
  - *School Rules;*
  - *Playground Rules; and*
  - *Classroom Rules*
  - *Code of Behaviour*
- Contribute to a review of the School Behaviour Management Policy as required;
- Include line managers, when required, in meetings with parents regarding student behaviour management; and
- Design and implement Individual Behaviour Management Plans (IBMP) for students that require this in consultation with the parent, line manager and student.
- Notify relief staff of individual student information where BM is a concern

## **Code of Behaviour**

### **The school states that students must:**

- Consider the safety and health of others in the classroom setting as well the playground
- Obtain permission notes to leave the school grounds during the day with a legally approved adult.
- Consider the safety of others when playing games, keeping hands and feet to themselves and no throwing sticks, stones or other objects likely to cause harm.
- Walk on pathways or in designated areas. We employ a calm and quiet attitude to our environment in the school grounds – the oval is the place to exercise student voice.
- Ensure that personal items are not brought to school.
- Mobile phones may be brought to school but must be off and away during the whole school day (Dept of Education Policy)
- Only play non-dangerous games at school. Rough games where extreme physical contact is required are not allowed.
- Keep the school in a neat and tidy condition. All food scraps and rubbish to be put into bins.
- Ride bicycles/scooters/skateboards only to and from school with mandated helmets
- None of these may be ridden on school grounds, including front paths within the school fence line. Enter the bike shed only from Beaully Gardens, not through the school.
- Only enter or remain in a classroom during non-teaching time, when a teacher is present.
- Teachers should never be alone with any student before, after or during school in the classroom or building
- Follow directions from staff at all times.
- No school hat - no play
- Use appropriate language and good manners at all times.
- Communicate effectively with adults and students.
- "Be the best that you can be."

## Establish and Maintain Positive Behaviour

The following activities are run at Caladenia Primary School to establish and maintain positive student behaviour.

- Incentive activities which acknowledge appropriate student behaviour.
- Positive classroom teacher attitude where no teacher raises their voice or “loses it” or uses sarcasm as a form of address to students – calmness, preparedness and full engagement using Kagan strategies are used to motivate and enthuse student learning and positive learning behaviours.
- Never use negative and hurtful comments at any time – it is important how you say it, when and where – never embarrass a student at any time
- Individual behaviour plans (IBP) are used to meet individual student needs.
- Teach social norm behaviours/values on a whole class and, at times, school level
- Students are met and welcomed by a member of Executive as well as class teacher in the mornings.

Consistent expectations throughout all classrooms regarding ‘being the best you can be’ student behaviour is our aim each and every day. Working on building relationships is the cornerstone to our culture in our school. Detail what ‘being the best you can be’ means for students.

- Inappropriate playground behaviours should be monitored by **all** staff with immediate consequences – use Blue Spots for reflection time – use other instructions such as, “go back and walk” (if student is running on concrete), etc...
- Positive behaviour comes from building strong relationships with students in every classroom.
- Be the teacher you want to be remembered as being – kind, fair, respectful, calm and showing that you always act with emotional intelligence



# Positive Incentives for Student Management

## **Incentives**

### **Classroom**

- Encouragement and Praise. These should be the primary instruments of positive reinforcement.
- Stickers, Rewards and Prizes. Each class will be allocated money to purchase these as part of their classroom budget.
- Each class will award Merit Awards. These will reflect the student achievement of outcomes and virtues, at each parent assembly.
- Individual class incentive scheme/game.
- Teachers are encouraged to send children to the Executive Team with work that shows considerable improvement or outstanding achievement.
- Classroom management training will be available as required

### **Playground**

- Duty teachers will distribute Faction Point Cards to those students who are displaying positive behaviour in the playground.
- Students place these Cards in a faction box in the Front Office, and are tallied each week for Captains and Vice Captains to read over the PA system each Friday.
- The Faction Point Cards are awarded for:
  - Acts of Good Citizenship (Purple Card)
  - Caladenia community spirit (Purple Card)
  - Acts of Kindness (being a good person – “being the best you can be”) (Orange Card)
  - Playground tidiness (Orange Card)

Purple Card worth Five Points, Orange Cards worth One Point.

Students may receive Cards from staff on duty/classrooms, student leaders and front office but must satisfy one or more of the above criteria.

Cards are available from the Front Office to be placed in Duty Folders, classrooms, Student Executives and Front Office.

All Cards received by students will be brought to the Front Office for processing.

Captains/Vice Captains (on rotations) will check in at the Front Office at lunch time each Friday for giving out results of the Faction Point Cards over the PA.

- The winning faction for the term will be rewarded with a “Faction Fun Activity Hour” on the last day of term. A variety of fun activities will be offered.
- The winning faction for the year will be presented with an Annual (***Be the Best You Can Be***) Trophy.

## Procedures for Disruptive Behaviour

Caladenia Primary School firmly supports the right of students to work and learn without being impeded by disruptive behaviour. No one has the right to hinder the progress of others. To achieve this, staff will adopt a consistent non-punitive approach to eliminate this type of behaviour.

The most effective consequences are predicated upon a quality educational program and a positive classroom environment. Staff need to employ an array of preventative strategies that will reduce the likelihood of inappropriate behaviour occurring, while continuing to work on building effective relationships with all students in the class. Students do not want to disappoint teachers after making strong connections with them.

During our development of the Caladenia Culture, we have found that very few students make poor behavioural choices, due in large part to excellence in teaching and positive classroom relationship building between student and teacher and parent. Our students are self-regulating in the most part and as such we listen and act positively to their feedback regarding behaviours and issues in order to deal immediately with the "putting the situation back on track quickly".

**Parental contact is immediate** following behavioural issues and the situation is often cleared on the same day, after the first incident. We spend much time in talking and discussing positive behaviours with students and parents in order that they not be repeated.



# Caladenia Behaviour Communication Process

## CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURE

- 1** **Start of the year** – build relationship with every student. At all times, the student is to retain their dignity and respect, while the teacher works at solving the behaviour over time. The focus is the student – how we modify the behaviour positively.  
It is an expectation of the teacher that strategies be developed for classroom control at the start of each year. The first incident is discussed with the student with expectations clearly explained.
- 2** The next time the behaviour is noted, the behaviour is explained to the child and the strategy to be used (line manager may need to assist);  
**Contact parent** (use Parent Communication Form- Behaviour) immediately to come to school and discuss the ongoing behaviour with the teacher – prepare what the teacher will do to remedy it and what may need to be done at home in partnership to amend the behaviour.
- 3** **Communications booklet** set up for home/school comments on the behaviours. Line manager check-ins to assist.
- 4** Repetitive behaviours – meet with **parents for check-ins**. Re-adjust **strategies** with line manager discussions. **Status** may be changed by Principal after meeting with parent and line manager.  
Ensure at all times that the student identifies with the behaviour and owns it.  
**Set targets** for the student.
- 5** Keep parent informed by empathetic and caring modelling so parent can see you are working hard to assist their child at all times. **Maintain check-ins** with Line Manager for support.
- 6** It is the class **teacher's responsibility** to care for every child, regardless of issues, and to create strategies for the successful remediation of poor choice behaviours.  
Negative sanctioning is not a part of who we are as a community.

### Major Misbehaviours:

1. Vandalism/Graffiti
2. Gender or Crude/Racist remarks or gestures
3. Inappropriate use of technology at school
4. Spitting
5. Swearing
6. Threatening other students
7. Stealing.
8. Physical Fighting
9. Leaving class to avoid consequences
10. Verbal abuse to teacher/adult.
11. Physical abuse to teacher/adult.

**Record Keeping:** All meetings will be recorded and maintained in the Front Office filing on registered Parent Communication Form – Behaviour.

# Parent Communication Form

## Behaviour

This Form is used by the class teacher to notify the parent/carer that an ongoing misbehaviour has occurred at school and that a meeting will be set up with the parent/carer to discuss the matter and how it will be remedied in a positive way.

This letter will be sent on the day of the second poor choice behaviour.

<b>Name:</b>	<b>Teacher:</b>	<b>Status: Good Standing</b>
<b>Date:</b>	<b>Year Level:</b>	<b>Room:</b>

### Comments by Teacher:

**Teacher Signature:** \_\_\_\_\_

**Line Manager Signature:** \_\_\_\_\_

**Parent/Caregiver Name:** \_\_\_\_\_

**Parent/Caregiver Signature:** \_\_\_\_\_

**Date/Time of Meeting:** \_\_\_\_\_

# **Bullying Policy**

Caladenia Primary School has a commitment to providing a safe and supportive learning environment. This includes having a **no tolerance approach** to bullying within our school. In conjunction with these procedures, we also endeavour to foster resilience by teaching appropriate strategies for handling bullying situations and developing a stronger sense of self-esteem and confidence.

## **What is Bullying?**

Despite varied definitions, it is generally agreed that three core elements exist in any bullying behaviour. These include:

- A deliberate and often repeated intent to harm
- A power imbalance between the perpetrator and the victim
- **Often repeated** verbal or physical behaviours

## **Factors Contributing to Bullying**

- Friendship breakdown
- High achievement (academic or other)
- Differences in physical appearance
- Ethnicity
- Being new to an area or group

**School bullying** is a type of [bullying](#) that occurs in connection with education, either inside or outside of school. Bullying can be [physical](#), [verbal](#), [emotional](#) or [cyber bullying](#) and is usually **repeated over a period of time**.

All Bullying procedures will follow the same format as the Caladenia Behaviour Communication Process.

## **Physical Bullying**

- Causing physical injuries
- Stealing
- Punching
- Shoving
- Slapping
- Attacking
- School pranks
- Teasing
- Fighting

## **Verbal Bullying**

- Teasing people in a mean way, or swearing at someone
- Name calling
- Commenting in a mean way on someone's looks, clothes, body, or anything else
- Tormenting

## **Emotional/Indirect Bullying**

- Spreading bad rumours about people
- Keeping certain people out of a "group"
- Getting certain people to "gang up" on others (It also could be considered physical bullying)
- Ignoring people on purpose - the "silent treatment"

- Harassment
- Provocation
- Whispering to another in front of someone
- Keeping secrets away from a so-called friend

## **Bullying Process**

Consequences for bullying after first offence (dealt with by teacher and recorded) will be;

- Second offence as for other behavioural process – letter home immediately to alleged perpetrator and victim – set up meeting with each separately.
- Strategy for remediation put in place with parent of offender.
- Feedback after meetings to parents
- Sanctions – Principal decides whether lesson has been learned or loss of Status

## **Cyber-Bullying**

Cyber-bullying is bullying that is carried out through internet or mobile device technologies.

- Sending mean spirited text, e-mail, or instant messages.
- Posting inappropriate pictures or messages about others.
- Using someone else's user name to spread rumours or lies about someone.
- Repeated hang up calls
- Sending insulting or threatening text messages
- Creating hate sites or starting social exclusion campaigns on social networking sites

Each individual student who has been bullied or is bullying others will respond and act differently. A student's behaviours and moods can also change for a variety of reasons. However, the following are some signs that may indicate a student is experiencing bullying;

- Becomes aggressive and unreasonable
- Starts getting into fights
- Refuses to talk about what is wrong
- School grades begin to fall.

Less obvious signs of bullying might include;

- student is often alone or excluded from friendship groups at school
- student is a frequent target for teasing, mimicking or ridicule at school
- change in the student's ability or willingness to speak up in class and appears insecure or frightened.

Due to the complex nature of cyber bullying and its associated line of involvement, it is difficult to ascertain at times who is doing the bullying and how many others are involved and in what capacity.

### **Caladenia will run the following procedure for cyber-bullying:**

If reported to the school, the Executive will provide the person making the disclosure the processes/procedures for making the response appropriate for actions to follow:

- Avoid retaliating or responding

- Collect the evidence – keep mobile phone messages and print emails or social networking conversations
- Block the mobile number and change their privacy settings
- Report the abuse to the social media service
- Student talk to someone they trust such as a parent, teacher or friend.
- If the student has a friend or knows someone at school who is being cyberbullied, advise them:
  - Not to join in, i.e. don't comment on posts, images or videos that will hurt others
  - Not to forward or share posts, images or videos that will hurt others
  - To make sure they leave negative groups and conversations
  - To report bullying to a trusted adult such as a parent or teacher
  - If they feel confident enough, ask the bully to stop
  - To support friends who are bullied
- The Executive Team will provide the student bullied (and their family) with the strategies required to deal with the situation.

If the social media service does not remove the material, you can report it to the [eSafety Commissioner](#).

In parent/student complaint you will need to advise;

- If a complaint has been made to the social media service
- When the complaint was made
- Whether or not they removed the cyberbullying material.

The eSafety Commissioner will need to see actual examples of the cyberbullying material and cannot process a complaint without receiving evidence of cyberbullying material. Evidence of cyberbullying material may include;

- URLs or web addresses
- Screen shots
- Scanned printouts of messages
- Photos and videos (up to 80MB).

### **What is the eSafety complaints system?**

Students can make a cyberbullying complaint on the [eSafety Commissioner](#) website if they are under 18 and live in Australia. The eSafety Commissioner also accepts complaints from adults who are;

- A parent or guardian of the child, or
- Authorised by the child to make a complaint on behalf of that child
- If the eSafety Commissioner finds that the material is cyberbullying material, there are a number of things they may do, such as:
  - requesting that the social media service remove the material
  - issue a notice for removal of the material
  - work with the child's school, parents or police to help stop the cyberbullying
  - ask the person who posted the cyberbullying material to remove it, stop posting any further cyberbullying material or apologise.

The eSafety Commissioner may refer the complaint to the police if they think a crime has been committed. The Commissioner has the power to disclose information to the police if it might help resolve the matter.

Schools are not investigators and, therefore, are not equipped to properly manage outside - of-school posted cyber-bullying. The network of people involved may be many and the school is not privy to the information required to make any allegations.

Mobile phone policies of the Dept of Education and all public schools, state that mobiles are not to be brought to school and, therefore, we are aware that in most cases, cyber-bullying in our school is done outside of school hours. We will always assist students and parents in dealing with cyber-bullying issues but, in most cases, schools may not be able to resolve the issue with our limited resources.



## Guidelines for Detention and In-School Suspension

The placement of students in **DETENTION** will be authorised by the Principal/Deputy Principals after a written referral to the parent/carer as designated in the BMIS procedures/IBP. Detention will be from 12.55 to 1.25 in the Deputy Office/Sick Bay area. *The Deputy Principal should collect and record the signed Parent Communication Form, placing it in the Behaviour Management File in the Front Office. If a child does not complete a detention, or arrives for detention later than 12.55pm, they will complete the remainder of the detention and repeat another detention the following day. If this occurs again, the parents are notified and a further consequence may be applied for another day.*

In the case of an **in-school suspension**, this should not, in most cases, be a surprise for the family after the Communication Process has been instituted over time. Parents are contacted by telephone immediately. A Behaviour Communications Form is sent home and must be returned signed by parent/caregiver.

Students on in-school suspension commence at 8.35am, have recess from 10.55 – 11.15, and lunch for 1.25 – 1.45 and complete the Suspension at 2.30pm. Students remain in the Office area. Unless, agreed otherwise with parents, In-School Suspensions will be for a duration of not less than one day.

Pupils in detention and In-School Suspension will be segregated from their peers and, at the same time, under supervision.

Class teachers are to provide pupils on in-school suspension with an adequate amount of work. Work is to be from the pupil's normal learning programme at a level that the pupil can carry out without explanation or assistance from supervising teacher. Admin will assist with this if required.

## Supervision of Students on Detention and In-School Suspension

Pupils on 'in-school suspension' are under the general supervision of a Deputy Principal **in the Deputy Office**. Deputy Principals are responsible for ensuring that pupils on detention/in-school suspension are safe and remain isolated from peers. Supervising Deputy Principals will interact with isolated pupils with polite detachment. Their interaction should be restricted to granting the pupil permission to leave the room for toileting. Poor behaviour in detention will result in a repeated detention/in-school suspension the next day (This is issued by the Deputy Principal). For **serious breaches** of detention/in-school suspension procedures, please refer the pupil to the Principal. Pupils who are absent from school during their period of isolation will complete the requirements of isolation on their return to school.

## Guidelines for Out of School Suspension

The Principal and Deputy Principals may authorise the suspension of pupils in cases of *repeated misbehaviour or on serious misbehaviour. Communication is always made with the parents immediately it is apparent that a school suspension is possible and well before the suspension order.*

The following documentation will be completed when a child is suspended.

- a) A copy of the reason for suspension and the duration of suspension will be forwarded to:
  - i) *The child;*

- ii) The classroom teacher*
- iii) The parent or carer;*
- iv) The Education Department/Regional Office*
- v) A copy on File.*

The suspension will be recorded on Integris.

## **Guidelines for Exclusion from School Events**

The Principal and the Deputy Principals reserve the right to withdraw students from activities outside of school if the student's behaviour is considered unsatisfactory or their status is not GOOD STANDING. These activities may include;

- Sporting Events
- Choir performances
- School Camp
- Other Activities as individually determined by the Principal

## APPENDIX 1

# The Golden Rules of Behaviour Management

Staff should;

- Have clear statements of whole school and classroom rules
- Set consistently high standards.
- Promote a positive working environment. Give consideration to student seating and classroom arrangements.
- Prepare each learning session thoroughly. They must:
  - *know what they wish to achieve;*
  - *know their content;*
  - *have prepared the necessary resources; and*
  - *be punctual.*
- During the lesson:
  - *give clear instructions;*
  - *differentiating the curriculum for each student;*
  - *follow our whole school schedules/timetables;*
  - *motivate your students to learn;*
  - *excite your students with variety; and be consistent and ensure students know all the time what is expected of them.*
- Use positive reinforcement for appropriate behaviour. Note that:
  - *positive incentives must be earned;*
  - *verbal encouragement should be the most used incentive;*
  - *a variety of positive incentives should be used - change incentives regularly to maintain enthusiasm;*
  - *desired behaviour should be rewarded; and*
- Be alert to disruptive students and be prepared to use relationship building techniques to re-activate the desired environment.

# **School Rules**

## **CLASSROOM RULES**

- Do not hurt others (keep hands, feet and objects to yourself)
- Always be polite and courteous
- Social norms are used at all times – manners
- Follow staff members’ instructions
- Leave your own toys and cards at home
- Remain in the school grounds at all times
- No teacher = no children in classroom
- No riding of bikes, scooters/skate-boards on school grounds
- School grounds are out of bounds after school hours.

## **PLAYGROUND RULES**

- No school hat – no play.
- Rough games are not allowed
- Never use your hands, feet or body with another student
- Respect and correctly use sports equipment
- Play safely in your set area.
- Always walk on hard-stand areas
- Eat in designated areas, not on the oval
- No yelling or screaming around buildings at any time –go to the oval/playgrounds for loud voices.
- Students who are unable to follow oval rules, will be asked to “sit it out” on the limestone wall inside the gate on the oval footpath.

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Edward Nastasi  
Principal  
Caladenia Primary School

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Carole Veneris  
Chair  
Caladenia School Board

## APPENDIX 1



# Caladenia Behaviour Communication Process

## CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURE

- 1**      **Start of the year** – build strong relationships with every student. At all times, the student is to retain their dignity and respect, while the teacher works at solving the behaviour over time. All students start the year on status of **Good Standing**.

**The focus is the student** – how we modify the behaviour positively is our intent and that means student well-being is the prime motivation for our behaviour strategies as is our manner of communication with students at all times.

It is an expectation of the teacher that strategies be developed for classroom control at the start of each year.
- 2**      The next time the behaviour is noted, the behaviour is explained to the child and the strategy to be used (line manager may assist);

**Contact parent** (use Parent Communication Form- Behaviour) **immediately** after the second incident to come to school and discuss the ongoing behaviour with the teacher – prepare what the teacher will do to remedy it and what may need to be done at home, in partnership, to amend the behaviour.
- 3**      Communications Booklet may be set up for home/school comments on the behaviours. Line manager check-ins to assist efficacy of the strategies. Line managers to inform the Principal on every occasion that a parent interview is set up with the details of each communication.
- 4**      Repetitive behaviours – meet with parents for check-ins. Re-adjust strategies through line manager discussions, if required. Status of student may be changed by Principal after meeting with parent and line manager.

Ensure at all times that the student identifies with the behaviour and owns it. Set targets for the student that he/she can attain.
- 5**      Keep parent informed by empathetic and caring modelling so parent can clearly see you are working hard to assist the child at all times. Maintain check-ins with Line Manager for support and advice.
- 6**      It is the class teacher's responsibility to care for every child, regardless of the student issues, and to create strategies for the successful remediation of poor choice behaviours. Negative sanctioning is not a part of behaviour management strategies.
- 7**      Caladenia does the following;

  - No raising of staff voices at any time – modulation does not include yelling
  - No raising of student voices at any time (except on oval)
  - Staff do not use any form of sarcasm or ridicule or other psychological/emotional strategies designed to demean or negatively

affect children or adults.

- All staff are responsible for modelling good behaviours, social protocols, respect, honesty and dignity for all.
- Blue Spots are to be used by all staff for actions during recess or lunch for “thinking time” – whoever placed student on the Spot must be responsible for taking them off the Spot, after asking student what they had learned from the thinking time.
- Show all students what it means to “be the best you can be”.
- All staff are to follow our whole school intent in teaching values – whether at play or in the classroom, students should be shown in “real-time” (at the point of observance) what the correct value and its use in social structuring of communities. Teaching at the point of action is vital and relevant for all children, rather than Values Programs that students are not “ready for” or appropriate for (Phases of Learning, Psychology of Learning).

## **Major Misbehaviours:**

**Teachers will deal with student in the following issues for the first offence** with the intent of stopping the issue in its tracks – however, record the first incident carefully. The Line Manager will be notified by the teacher immediately after the first offence. Subsequent actions by the student will be followed by a meeting with the teacher’s Line Manager and the student, followed by an immediate meeting between the teacher and the parent.

1. Vandalism/Graffiti
2. Gender or Crude/Racist remarks or gestures
3. Inappropriate use of technology at school
4. Spitting
5. Swearing
6. Threatening other students
7. Stealing.
8. Physical Fighting
9. Leaving class to avoid consequences (call Front Office if this occurs for Duty of Care issues)
10. Verbal abuse to teacher/adult (record and send Red Card to Line Manager immediately).
11. Physical abuse to teacher/adult (record and send Red Card to the Line Manager immediately).

**Issues 9,10,11 are the only times students are sent to the office immediately without teacher handling the situation with the student on the first occasion.**

However, all teachers must record every instance (first or otherwise) in order to maintain a clear written reference for parents and others for future reference.

**All other behaviours in class or in the playground are to be handled by the classroom or duty teacher/staff member as a normal part of classroom/student management.**

**Record Keeping:** All Behaviour Meetings will be recorded and maintained in the Front Office filing on registered Parent Communication Form – Behaviour.

# Parent Communication

## Form Behaviour



This Form is used by the class teacher to notify the parent/carer that an ongoing misbehaviour has occurred at school and that a meeting will be set up with the parent/carer to discuss the matter and how it will be remedied in a positive way.

This letter will be sent on the day of the second poor choice behaviour.

<b>Name:</b>	<b>Teacher:</b>	<b>Status: Good Standing</b>
<b>Date:</b>	<b>Year Level:</b>	<b>Room:</b>

### Comments by Teacher:

**Teacher Signature:** \_\_\_\_\_

**Line Manager Signature:** \_\_\_\_\_

**Parent/Caregiver Name:** \_\_\_\_\_

**Parent/Caregiver Signature:** \_\_\_\_\_

**Date/Time of Meeting:** \_\_\_\_\_