

BEHAVIOUR MANAGEMENT POLICY

**NAG 5
NO. 501**

Purpose

Children learn and interact successfully in an environment which is positive, encouraging, just and safe and is founded on clear guidelines for acceptable behaviour. The Behaviour Management Policy and procedures reinforces the school values of respect, honesty, self-discipline, responsibility, diligence, and care.

Guidelines

1. The Board of Trustees will support the staff and school community in promoting positive approaches to behaviour and behaviour management.
2. Procedures must be in place that ensure;
 - The development of the school values of respect, honesty, care, self-discipline, diligence, and a sense of personal and group responsibility.
 - The safety and well-being of all in the school environment.
 - The staff will teach the children to be accepting of one another and to tolerate each other's differences and social needs.
 - School values are upheld - **see Appendix A**
 - School rules are established - **see Appendix B**
 - Positive behaviour is reinforced and acknowledged – **see Appendix C**
 - There is a consistent approach to the consequences of any negative behaviour – **see Appendix D**
 - Respect for property and environment.
3. The school has a zero tolerance for bullying and there is a specific policy relating to this. Refer to the Bullying Prevention and Response Policy.
4. When an incident of inappropriate behaviour is reported (i.e. unseen by the teacher), teachers must ensure that the incident is fully investigated before any action is taken. If the incident reported is of a serious or sensitive nature, a Team Leader, Assistant Principal, Deputy Principal or Principal must be present during the investigation.
5. If a parent is concerned about the behaviour of their child, or of another child, the appropriate procedure is to contact their child's teacher in the first instance. If the matter needs to be discussed further, parents should make an appointment to see the Year Team Leader. If their concerns are still unresolved or they wish to seek further advice, parents should make an appointment with either the Deputy Principal or Assistant Principal to discuss. If unresolved, parents or caregivers can make an appointment to meet with the Principal.
6. If a parent or caregiver is not satisfied after the meeting with the Principal, they should write to the School Board Presiding Member.
7. At any point in the process where external help is needed, this will be sought.

VALUES

Honesty

Always be truthful.

Responsibility

Be trustworthy, reliable and be accountable for own actions.

Diligence

Be conscientious and hardworking.

Self Discipline

Show self-control.

Respect

Display manners and courtesy to each other, to adults and look after all school equipment and property.

Care

Value and appreciate our environment by caring for our school, community and planet.

SCHOOL RULES

Students should:

1. Uphold the School Values.
2. Always address staff and other adults as Mr/Mrs/Ms/Miss.
3. Adhere to the Dress Code.
4. Always complete classwork and homework to the best of their ability.
5. Always allow others to work without being bothered.
6. Move around the school quietly in class lines during instructional periods.
7. Always be seated to eat morning tea and lunch.
8. Lock any bicycle/scooter ridden to school.
9. Obey all road rules on the way to and from school.
10. Adhere to bell times:

8:30 am	Classrooms open
8:50 am	Morning assemblies Tuesday Yr 0-2, Wednesday Yr 5-8, Thursday Yr 3-4
9:00 am	Classes commence
10:40 am	Morning Tea
11:00 am	Return to classroom
11:05 am	Classes recommence
12:30 pm	Lunch bell – lunches are eaten
12:40 pm	Release to playground
1:25 pm	Return to classroom
1:30 pm	Classes recommence
3:00 pm	End of day

Two short rings on the bell indicate a wet playtime or lunchtime, which mean all students are inside, in their own classrooms. Play board games, read, draw and complete school work (etc.) quietly during wet playtimes and lunchtimes.

SCHOOL RULES (cont)

The following are not permitted at St Heliers School:

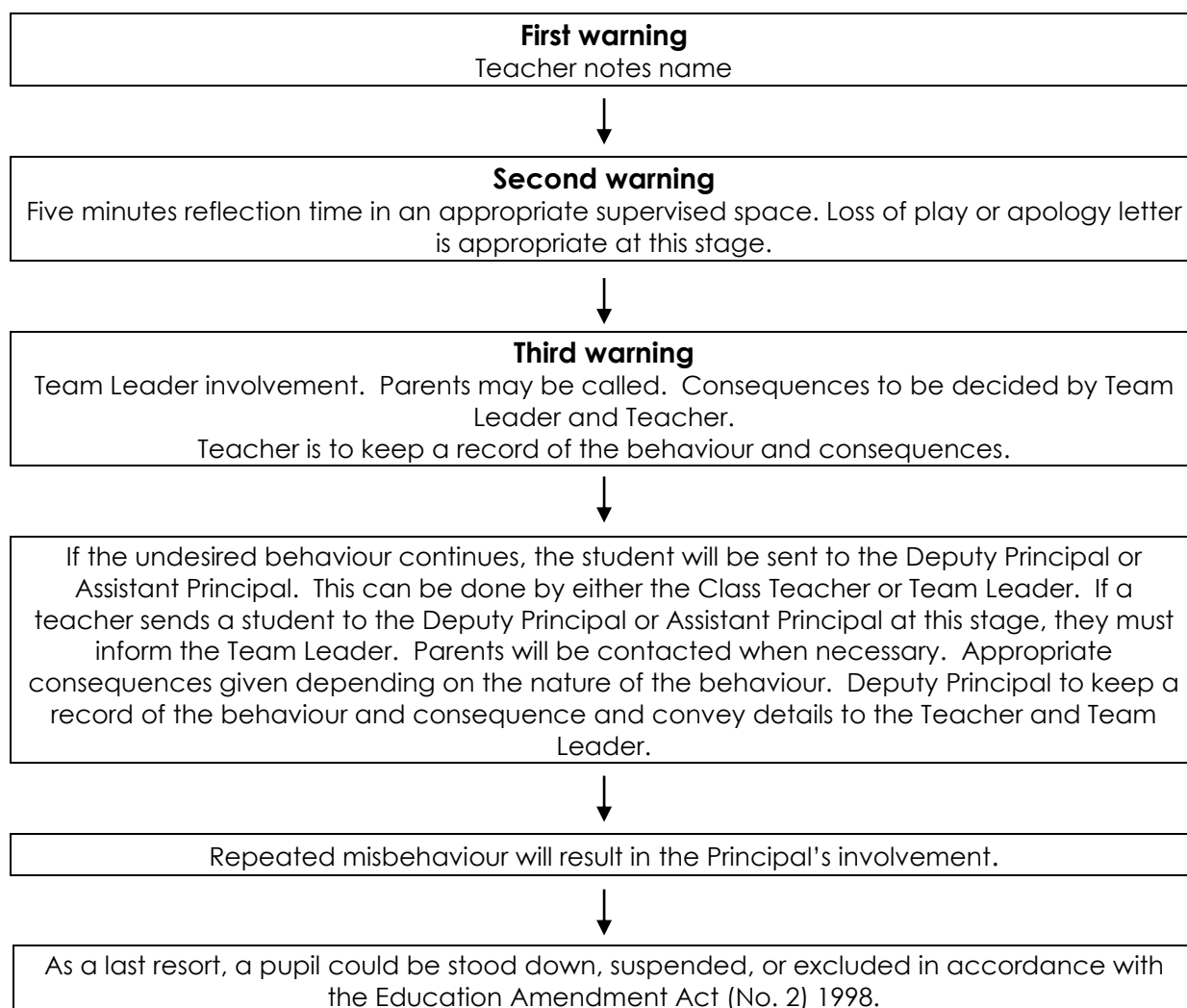
1. Students in classrooms before the 8:30 bell.
2. Students in classrooms or the hall at play and lunchtime without teacher supervision.
3. Chewing gum, fizzy drinks or lollies.
4. Running around corners.
5. Contact games without adult supervision.
6. Leaving school grounds during school without permission.
7. Students in the Staff carpark.
8. Students in the following areas: behind Rooms 1 – 6 and Rooms 7 – 12.
9. Food in the hall or on the artificial turf.
10. Drinks other than water on the artificial turf.
11. Playing with balls in classrooms.
12. Climbing trees.
14. Mobile phones or cameras (mobile phones are not permitted at school unless a parent requests, in writing to the class teacher, that a mobile be brought to school for personal safety reasons. In such circumstances the student must turn off their phone immediately upon entering school grounds and not turn it on again until they have departed from the school grounds. Phones must be given to the class teacher in the morning, and it is the student's responsibility to collect it at the end of the day).
15. Riding bikes within the school grounds.
16. Any item that is widely regarded as being unsuitable to bring to school, mainly for health or safety reasons e.g. matches, fireworks, skateboards, knives, electronic products.

POSITIVE BEHAVIOUR REINFORCEMENT

Positive Behaviour Reinforcement is an integral tool for teachers to improve children's wellbeing and increase educational outcomes. Sincerity, frequency and immediacy are important qualities of the reinforcement cycle.

- Verbal praise
- Non-verbal reinforcement – e.g., smile, nod
- Merit Certificates – class based
- Citizenship Awards
- Group points
- Star of the Week
- Incentive schemes (class based)
- Children showing good work to
 - another teacher
 - fellow pupil
 - the Leadership Team
 - the parents/caregivers
 - a person they especially select
- Stickers, comments written on work
- Displays of work
- Being able to choose a special activity e.g. computer time

CONSEQUENCES CHART FOR MISBEHAVIOUR



At all stages of this "Consequences Chart for Misbehaviour" the Teacher, Team Leader, Senior Leadership Team would be constantly reinforcing the desired behaviour with the student and what he or she needs to do to improve his or her behaviour.

NB: For serious misconduct or disobedience the consequences chart would be overridden, with immediate Senior Leadership Team involvement.

USE OF CONSEQUENCES

School values shall be reinforced through the process of applying consequences for negative behaviour.

- Applying consequences is a strategy used to teach children that certain behaviours are unacceptable.
- Consequences should be fair and reasonable and as immediate as possible.
- Often small consequences are just as effective as longer ones as they are easier to reinforce.
- Accepting a reasonable and fair consequence without fuss is a positive social skill that should be encouraged.
- Clearly state the behaviour that was unacceptable and the consequences that applied.

APPROPRIATE CONSEQUENCES

- Loss of a privilege.
- Staying in at lunchtime for a period of time (5-30 minutes) dependant on age and misbehaviour.
- Time out in another classroom.
- Write out behaviour rules.
- Writing an apology.
- Withdrawal from group or from some liked activity.
- Community service
- Writing a letter stating ways to improve behaviour.
- Walk with duty teacher.