

Behavior Management-Discipline POLICY

HADDON PRIMARY SCHOOL

Behaviour Management

All forms of Corporal Punishment are prohibited within our school.

The School Expectations model will form the basis for all behaviour management.

- All teachers will clarify Rights/ Responsibilities and School Expectations with students at the classroom and whole school level and promote them within the teaching and learning program
- Mutual respect will be modelled and expected
- Acceptable behaviour will be actively supported and taught
- Positive corrective language will be used
- Unnecessary confrontation when managing students will be minimized *by focusing on the behaviour*
- Consequences will be related to the offence and reasonable and go from least severe to most severe

Student Supervision

Teachers have a duty of care to ensure that students are supervised at all times. This is provided by classroom teachers during lessons and duty teachers whilst students are at recess. Teacher aides and classroom helpers are not responsible for the supervision of students. It is ultimately the classroom teacher's responsibility. If for any reason a teacher must leave the group of students under their supervision they must notify another teacher who is in a position to take over the supervision. Yard duty teachers must remain outside until all classes have been collected from line by the classroom teacher. Any incidents at this time are to be dealt with by the yard duty teacher.

Recording Incidents

Behaviour incidents must be recorded accurately in the yard duty book for outside incidents and in a classroom behaviour book for classroom incidents. This ensures that emerging patterns of behaviour can be detected and accurate information is available if parent follow up is needed or a referral to student support services required.

Regular monitoring of this information by the student well being coordinator will ensure that staff can be made aware of trends in behaviour that may need specific attention, management strategies or intervention.

After School Detention – School Yard Behaviour

In some cases it may be necessary to use the school's detention process as a consequence for students who have seriously or consistently breached the school's expectations for playground

behaviour. Detentions will be supervised by the principal or delegate. When giving a detention parents will be notified. Students in detention should be engaged in school work or a reflective activity.

Lunchtime/ Morning Recess Detention

Students may be kept in for part of their lunch time or recess break to complete any unfinished classroom work or to reflect on their inappropriate behaviour. These detentions will be supervised by the teacher issuing the detention.

In School Suspension

When a student's behaviour has not improved after lunch time and after school detentions have been given, an In School Suspension will be issued. The student will be required to work on their normal classroom activities in a supervised location away from their peers and they will not go outside for the normal morning and lunch recess breaks. The student will spend the recess sessions alone in a supervised area.

Walking with the Yard Duty Teacher

Walking with the yard duty teacher or confinement to a specific area of the playground may be a consequence for students who continually have problems in the yard. The length of time will be determined by the nature of the problem.

Representing the School / Attendance on Camps and Excursions

Representing the school in any form should be regarded as a positive opportunity to demonstrate our school values, thus selection into any team or group representing the school and attending camps and participating in excursions is dependent on students following the school expectations and values. The final decision about representing Haddon Primary School will be made by the principal in consultation with classroom teachers and parents.

Rewards Encouragement and Incentives

Praise, reward and acknowledgment of positive student behaviour should be given by staff at every opportunity. While important for all students, it is particularly important for the student whose behaviour is difficult to manage. We need to *catch* the student doing the right thing and apply positive consequences to ensure they repeat the behaviour.

Restorative Chats in the Classroom

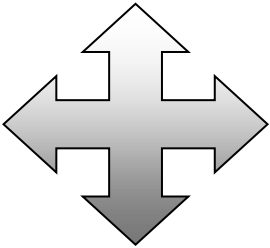
Restorative chats establish strong expectations of appropriate behaviour and positive communication between staff and students. In order for these to be effective it is critical that teachers provide students with support and preparation for a restorative chat. By allowing time for students to reflect on their behaviour you:

- Prevent any element of surprise
- Prevent a student from developing an attitude of 'yeh, whatever'
- Add value to the chat by enabling students and teachers to be more focussed. With time and preparation before the chat, both the teacher and the student can carefully and rationally work through the restorative process, focusing on the behaviour, those affected by it and exploring ways of repairing the har

The advantages of a restorative chat

The School:
is seen to be fair because of the way
it deals with the problems

The Victim:
is able to express how they feel and
have their needs met

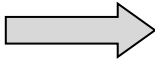


The Offender:
is able to see the effect of their
actions and have a chance to fix
things up

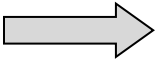
Relationships:
are more respectful

When to use a restorative chat:

When a student is not meeting class expectations a teacher may talk to the student in a restorative way.



When students have differences, get into a conflict or do things such as bullying, a small group or class conference may be held to sort things out.



When serious offences happen, a conference involving parents and others (class teacher, staff, support staff,) may be held.

School Conferences

ations (see School S cy) are what we

for establishing a positive environment for students and adults. If these are supported by everyone in our school community our school will be a safe, happy, friendly and welcoming place.

Positive Consequences: what happens when a student chooses to support our rules and expectations.

Negative Consequences: what happens when a student chooses to disregard our rules and expectations

At Haddon we have two sets of positive and negative consequences.

These are:

- **In the Yard and Around the School Consequences**
- **Classroom Behaviour Consequences**

In the Yard and Around the School

Positive Consequences

- Verbal- praise , encouragement, recognition by all teachers to any student when deserved
- Awards- presented by principal at school assembly
- Whole School Rewards- All students will be rewarded on a fortnightly basis for positive behaviours in the yard and around the school. The time and nature of the reward will be decided in consultation with the staff. An extra ten minutes play supervised by the principal and assistant principal will be the default reward and the student welfare coordinator will ensure that the reward is consistently given. This is a celebration in recognition of all students who have maintained appropriate behaviour, and those students whose behaviour is inappropriate, based upon incidents recorded in the yard duty incident books, will not take part. These students will spend the reward time in their classrooms with their classroom teacher reflecting upon their behaviour.

Negative Consequences

- Name in yard duty incident book and either a warning, walk with the teacher, hot seat or removal from yard depending upon the severity of the incident.

Each fortnight the Student Welfare Coordinator will review the incidents recorded in the yard incident books and make a decision as to whether or not the following consequences will apply.

- Student not permitted to participate in fortnightly whole school reward
- After school detention

Serious Breach of Rules/Expectations

Physical violence, harassment or intimidation, abusing staff, refusal to follow instructions and wilful property damage should result in immediate removal from the playground.

Development of Behaviour Contracts on an individual needs basis and negotiated with Parent/Teacher and Student.

Extreme Behaviours can result in :

- In school Detention
- After school Detention
- In school suspension
- Suspension refer to DET – suspension process
- Expulsion

Critical Incidents:

- Where deemed by the Principal: that the incident requires the **Critical Student Advisory Services** the relevant agencies will be actioned to assist in the management of the incident. These agencies include:
- Victorian Police, Department of Human services, Child First, Child protection, CASA in addition to DET student Services and emergency management.

Classroom Behaviour Management

Positive Consequences

- Verbal praise, personal recognition e.g. stickers, certificates, happy notes
- Student of the week
- Classroom responsibilities
- Marbles in the jar – whole class reward
- Other – classroom teacher ideas

Negative Consequences

1. Name on board – warning
2. Tick on name on board – 15 minutes time out in classroom
3. Second tick on name on board – one hour session in time out room
4. Sent to principal with prospect of phone call or letter to parent explaining actions
5. Individual Behaviour Management Plan if student's classroom behaviour repeatedly and consistently reaches step 4.

Serious Breach of Rules/Expectations

Physical violence, harassment or intimidation, abusing staff, refusal to follow instructions and wilful property damage will see the student immediately proceed to step 4 .

For repeated and serious breaches of either the In the Yard and Around the School or Classroom Behaviour Expectations/Rules, suspension of the student in accordance with DET guidelines may occur. DET website

Fresh Start Every Day- All students are entitled to a fresh start every day. Warnings from the previous day do not carry over to the next day.

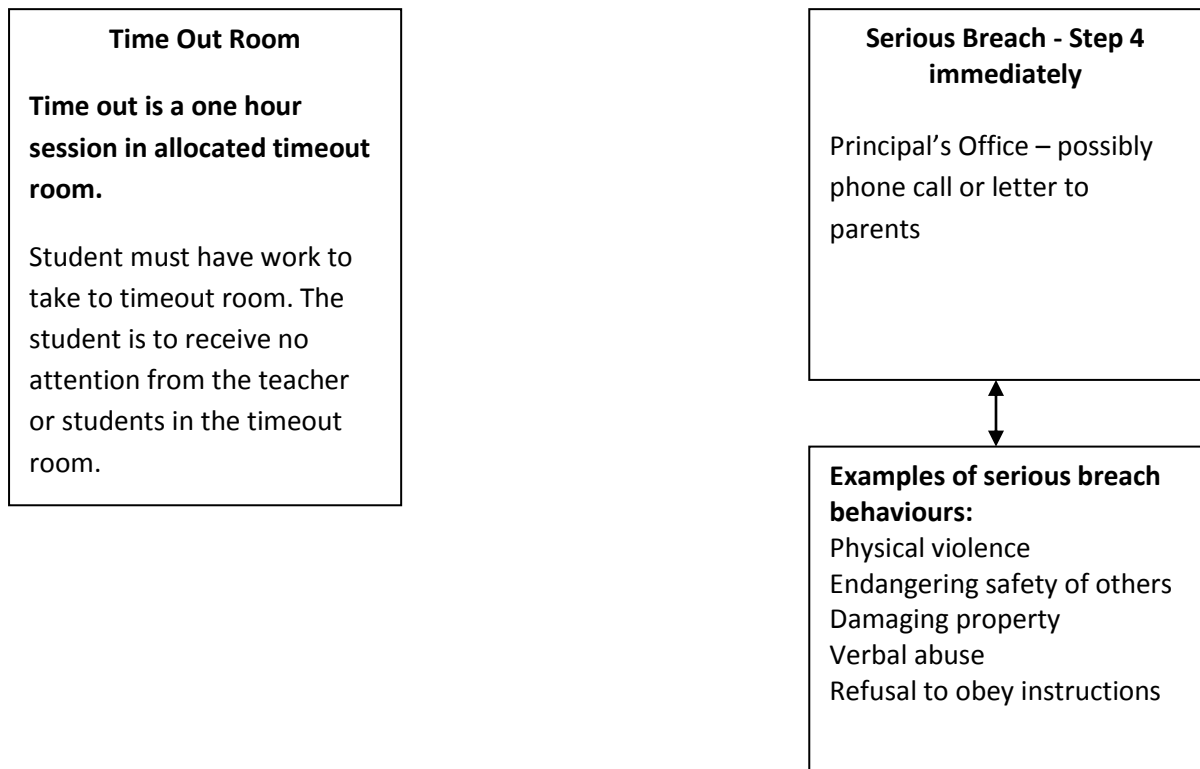
- ❖ The only exception to this is if a student has reached stage 3 of the negative consequences but it is at the end of the school day. The one hour time out session occurs at the beginning of the next day. When a student has a time out in another classroom they must spend the whole hour in the assigned timeout room. Students do not go to timeout rooms for short periods of time.
- ❖ Timeout rooms will be assigned at the beginning of each year.
- ❖ Teachers are to record incidents in a classroom behaviour book. Time out session in another classroom is to be recorded on an incident form and given to student welfare coordinator at the end of each week.

Classroom Behaviour

Disruptive Class Behaviour

All disruptive behaviour is to be recorded in the classroom behaviour book.

1. Name on board – warning (chance to remind student about rules)
2. Tick on name on board – 15 minutes time out in classroom
3. Second tick on name on board – one hour session in time out room
4. Sent to principal with prospect of phone call or letter to parent explaining actions
5. Individual Behaviour Management Plan if student's classroom behaviour repeatedly and consistently reaches step 4.



Reviewed: April 2016

Haddon Primary School Policy : Ratified 1st May 2017

PROTECT

Protecting children & young people
from abuse is our responsibility

