

SHEIDOW PARK SCHOOL BEHAVIOUR MANAGEMENT STATEMENT

- All children have the right to learn and all teachers have the right to teach in a safe, harassment-free environment.
- The responsibility for appropriate behaviour belongs to the student and can be supported by his / her parents and teachers.
- The teachers' and the school's role is to help the student to make appropriate choices of behaviour, and to respect the rights of others; and to reinforce this constantly in a supportive learning environment.
- The school has a commitment to implementation of the Program Achieve program annually, and will also ensure programs such as 'No Fear', 'Anti-Bullying', Protective Behaviours etc. are regularly implemented to provide children with skills for managing their behaviour and protecting themselves.

School Rules:

- Sheidow Park has 4 school rules, 4 core values, a bill of staff and students' rights visible in all teaching areas.
- Class rules and agreements are also displayed in teaching areas.

Inappropriate Behaviour:

Examples of inappropriate behaviours include:

- disobeying yard / school / class rules
- disobeying staff / adult supervisor instructions
- riding bike in school grounds
- out of bounds
- littering
- harassment / abuse
- fighting
- threatening behaviour
- stealing
- vandalism
- playing dangerously.

YARD BEHAVIOUR MANAGEMENT:

Teachers are rostered to supervise yard behaviour in all areas.

Strategies for addressing inappropriate behaviour in the yard include:

- **Friendly Desk:** – peer mediation for conflict resolution of minor problems.

Refer to separate statement for details.

- **Teacher Intervention:**

The teacher may ask:

- What did you do?
- What could you have done instead?
- What will you do next time?

- **Grievance Procedures:**

Grievance procedures are taught and are continually reinforced each year. (Refer to separate Policy.)

- **Time-Out Room:**

The Time-Out Room operates in a negotiated manner at lunch time. It exists for students who have chosen inappropriate behaviour in the yard. (See Appendix 1: Consequences for Yard Misbehaviour.

The purpose of Time-Out is to remove children from others in the yard so that they can:

- think about their inappropriate choices
- think about how they can change their behaviour and who, if anyone, they need to support them
- to keep the yard safe for other children
- write a consequence essay and when appropriate, an apology.
- Participate in a social skill retraining program or Rethink Session.

Extreme inappropriate behaviour may bypass Time-Out and result in one of the following:

- restricted yard play
- alternative play times
- 'in-school' suspension
- take-home
- suspension or exclusion.

Parents will be notified of Level 2 Time-Out offences via parent slips and in the case of 2nd and 3rd offences, it will be endorsed by the Principal / Deputy Principal.

It is the staff's intention to increase the amount of counselling and social skill training undertaken in the Time out Room.

Staff are implementing "Rethink" as a part of the implementation of Program Achieve. As students will use the language of Program Achieve – 4 Foundations and the Habits of Mind and participate in social skill and anger management training.

Parent Response to Time-Out:

- sign green yard Time Out form or white Office Time Out and return to class teacher the next day
- students will return to Time-Out if signed form is not returned to class teacher or other form of acknowledgment received
- if parent wishes to discuss Time-Out, a written request in the student's diary can be returned with the signed Time-Out slip.

BEFORE AND AFTER SCHOOL

Students will be expected to follow the school rules at all times when they are in the school yard. Infringements will draw the same consequences as in-school behaviour.

A few specific issues are detailed in this policy:

- Students should not enter the school grounds before 8:30 am unless using before school care.
- Play equipment use before school is not allowed. Students are expected to move to class and set up for the day after the 8:30 Bell sounds.
- After school children are expected to go home immediately with the following exceptions:
 - Children going to after school care.

- Children going to Sports practice. Siblings are not to attend without the direct supervision of a parent. Sports coaches and teaching staff are not responsible for these children.
- Play equipment use is allowed ONLY where a parent is in the immediate vicinity and actively supervising the play. Children playing unsupervised will report to the Time Out Room for community service in the first instance and Time Out as a further consequence. Parents accept responsibility for their children at the end of the school day.

Children in the yard unsupervised will either be sent home or to after school care – as appropriate.

CLASSROOM MANAGEMENT:

Teachers and students negotiate and regularly review a set of appropriate classroom rules and display them in the room.

Student/Teacher Bill of Rights is displayed in all teaching areas and front office.

Also negotiated are the consequences for inappropriate behaviour. These include:

- reminder
- warning
- use of a time-out space in room (consequence, essay)
- removal from room to buddy class for negotiated period of time. See Appendix 5 for optional Behaviour Plan to be completed in Buddy Class and Appendix 6 for a proforma for notifying the Buddy Teacher of your needs.
- (optional) the use of 'Behaviour Reflection Sheets' (Appendix 4) to encourage reflective thought about behaviour choices.

Class teachers are responsible for notifying NIT/Specialist teachers about children's progress through the steps in their classroom. At the end of the lesson the NIT/Specialist teacher will inform the class teacher of an advances through the steps. This will ensure continuity from the care of one teacher to the next.

Office Time Out:

Class groups negotiate an appropriate set of consequences for inappropriate classroom behaviour. These are displayed in every classroom. Within this process the office area may be used for:

- time out of the classroom e.g. to complete work. This is negotiated between class teacher, student and the secretary. No response required from Principal / Deputy Principal or parents
- the final step on the classroom consequence chart. The teacher sends an "Office Time Out" form (either R-3 or 3-7), with the details completed in the first section, with the child to the Principal or Deputy Principal. Counselling takes place.

Parents are notified.

Positive Reinforcement:

Appropriate behaviours are recognised by staff in a variety of ways and where possible used as a role model to others.

Examples of appropriate behaviour include:

- use of good manners
- care and consideration for others
- taking responsibility for our behaviour

- respect for property.

Examples of Recognition could include: stickers, notes of congratulation, kind comments, free choice activities, invitation only activities, group reward, Student of the Week; acknowledgment at assembly, ice blocks, raffle tickets.

Parents can also encourage positive self-esteem by acknowledging and reinforcing appropriate behaviours out of school.

Communication

The staff of the school are committed to working with parents to achieve the best for every individual child. Problem solving together will support children to reach their potential.

Strategies in place include:

- Parents can request a meeting with a teacher at any time. This should be done with notice, so that an appropriate time can be found for all involved.
- Teachers and parents should use the Diary (or other class communication system) to notify each other of issues, questions or concerns.
- We are introducing more parent-teacher-student conferences to solve problems related to behaviour, attitude and progress.

APPENDIX 1

(1) CONSEQUENCES FOR YARD MISBEHAVIOUR

This policy recognises three distinct levels of yard misbehaviour:

Level 1 Misbehaviour – dealt with via a series of consequences (not Time Out):

- 1.a Disobeying yard / school rules.
- 1.b Disobeying staff instructions.
- 1.c Riding bike in school grounds.
- 1.d Out of bounds.
- 1.e Breaking rule of play area.
- 1.f Littering

Consequences will be established in consultation with S.R.C. Where possible they will match the infringement.

Consequences may include:

- Community Service (yard clean up, sweeping etc.).
- Standing on a designated 'spot' in the yard – for up to 15 minutes.
- Accompanying the Yard Duty teacher.

Level 2 Misbehaviour

- 2.a Harassment / Abuse
- 2.b Fighting
- 2.c Threatening Behaviour.
- 2.d Stealing.
- 2.e Vandalism
- 2.f Playing dangerously.

These infringements will be dealt with as follows:

1st Offence – removal from the yard for a lunch period with parent notification

2nd and subsequent offences – removal from the yard and consequence essays, letters of apology to injured party/ies, Rethink and/or Social Skill/Anger Management Training.

After the 4th offence, parents will be contacted to attend an interview at school with the student and a member of the Leadership Team.

Level 3 Misbehaviour

Excessive violence, threatening the safety of other students, persistent and frequent Level 2 offences.

Consequence – immediate withdrawal from the yard and appropriate intervention by staff and/or Leadership Team members. This intervention may include internal suspension, long term removal from the playground, restricted play, use of Yard Pals, suspension and/or exclusion.

Timeout

- Re-Think is located in the Interview Room of the Administration Building.
- Re-Think will be Tuesday, Wednesday and Thursday lunch
- During wet weather / hot weather policy, the Re-Think will still operate.
- Re-Think Records are kept in a secure area in the Admin area.
- The Re-Think Room is used primarily in relation to yard policy.
- The Re-Think Room is only to be used for children who breach the above rules in class in consultation with the Principal.
- Children must not take food or drink into the Re-Think Room.
- Children should remove their hats when in the Re-Think Room.
- Children without hats must report to the Resource Centre at Lunchtime to collect parent letter and to remain inside during opening times.

Time Out Paperwork for Levels 1 & 2 misbehaviour:

Time Out books are in all Yard Duty bags.

Students receiving a Level 2 Time Out are given the green copy which must be taken home, signed by parent and returned to class teacher next day. Failure to do so results in student remaining in Time Out until a signed form is returned.

Blue copy placed in class teacher's pigeon hole. Blue copy to be matched with returned green copy and filed by class teacher. Record keeping re: parent response to Time Out notes is the responsibility of the class teacher.

White copy placed in Time Out box in office for Time Out teacher to collect.

For Level 1 Misbehaviour:

Blue and white copy as above.

Green copy not sent home.

Use of Blue and White forms will allow SBM Co-ordinator, yard duty teacher and class teacher to monitor completion of appropriate consequences. These consequences will generally be supervised immediately, by the teacher on duty. Where this is not possible (e.g. end of play period), the student should be instructed to report to Catch Up for allocation of a task and supervisor as appropriate. Yard Duty Teacher should put the Level 1 Time Out slip in the appropriate place in the staffroom at the end of duty.

Persistent Violent Behaviours

Violent behaviour, where other children and teachers are still in danger.

After 2 Re-Thinks parents are notified by letter, which must be signed and returned to class teacher.

N.B. If a student has 4 Time-Outs in 10 weeks, relating to a safety issue, that student may have restricted play area for a negotiated period of time. This is to be followed through by the Leadership Team, with the support of the class teacher, and communicated to the teachers on duty in the appropriate area (e.g. through Daily Notices).

Usually this will be 5-10 days restriction to the Courtyard area only.

Failure to comply with restricted play guidelines or repeat offences will result in an extension to the period of restriction, re-referral to the Rethink/Social Skill Program or removal from the yard. This is negotiated on a case by case basis with Principal or Deputy Principal.

Time Out Slips

- The yard duty teacher fills in time out slips (triplicate) for any child who warrants time out after thorough investigation. Inconclusive evidence will not be used when issuing Time Out slips.
- Level One – teacher deals with immediately (ie apply consequence and indicate it has been completed on Blue Teacher Copy of Time Out Note. Should there not be enough time for this consequence, send the student to Catch Up and ensure the appropriate Catch Up duty teacher receives the white slip. – eg through the staffroom monster box.
- Level Two – is directed to the Office. Bookings will then be made for removal from the yard or Rethink/Social Skill Training as appropriate.

For Level 1 Offences:

- Yard Duty teacher sets and supervises a suitable consequence. Once complete, the Yard Duty teacher signs the paperwork and writes “complete” so that SBM Co-ordinators knows follow-up is not required. Completed slip to go to the SBM Co-ordinator
- Yard Duty teacher puts Blue copy in teacher’s pigeon and white copy in Time out box. The Green Copy is not required for Level 1.
- Where time is short, the yard duty teacher records ‘Incomplete’ on the white copy and instructs the student to go to Catch Up in the next lunch period. The Catch Up Duty teacher will set and supervise a consequence.

For Level 2 Offences:

- Yard Duty teacher gives the student the Green copy and instructs the student to report to the Office. Follow up will be negotiated for each student (eg. Removal from the yard, Rethink, Anger Management or Social Skill program)

Responsibilities of the Re-Think Co-ordinators

- be on time
- fill in Behaviour Records log (Admin Area).
- take green slip from child and check records kept by Reception Staff.
- file the white slip in class record folder and record date and misbehaviour type by child’s name on class list on front
- fill in and sign the parent green slip and return to the child (Level 2 only)
- notify management / other personnel of 4th Time-Out Offence through appropriate form.
- allocate consequence essays, supervise writing, counsel, send to Rethink or Social Skill Program and supervise apology (written or verbal as appropriate).
- Records of offences will be kept.

Children’s Responsibilities

- children are responsible to go to Re-Think/Catch Up Teacher without supervision
- children are required to be punctual
- children are expected to go to the toilet prior to reporting and will not normally be allowed to leave Re-Think to go to the toilet.
- Catch up takes precedence over Rethink. Rethink may be completed over 2 days
- sit quietly
- participate in reflection on behaviour and strategies to solve problems.

- children who breach the rules will serve an extra period of Re-Think
- a child who due to absence misses Time-Out/Rethink/Consequences will make up the missed session.
- a child who misses Time-Out/Rethink/Consequences without due cause will make up the time on the next appropriate occasion and serve an extra session as well.
- for second and subsequent offences students will write a consequence essay and where appropriate, a letter of apology, participate in Rethink or participate in anger management/social skill training.
- When written, these essays will be signed by parents and returned to the Time Out Room for filing.

Class Teacher's Responsibilities

- check pigeon hole for SBM slips
- remind child of Time-Out/Rethink/Consequence obligation
- follow up green parent slip signature for Level 2. Ensure this is returned with signature the following day.

Responsibilities of Management

- after notification via the Time-Out Offence form, follow up with appropriate action (see Persistent Violent Behaviours Section)
- action 4th Time-Out Slip after 4 Level 2 time outs / 10 weeks notify parents and arrange a meeting
- before a child is able to return to school after a Level 3 or suspension, arrange a yard re-entry meeting with parents and negotiate appropriate support and consequences for repeat offences
- support teachers on yard duty
- support teachers who seek assistance with / for particular children – this may be an in-school arrangement or may involve referral to the Behaviour Support Unit and/or Interagency referral services.
- maintain records of support agencies (such as CAMHS) for children requiring additional support.
- children suspended from school three times may be suspended pending exclusion. Interagency referral will take place and placement will be negotiated with the IAR Manager.
- be proactive in informing the community about this policy.
- organise reviews of this policy.

APPENDIX 2

THE CONSEQUENCES ESSAY INSTRUCTIONS

A DRAFT copy will be required – written in **proper sentences** with **all errors** corrected. The GOOD copy will then need to be written onto paper **supplied by Time Out Teacher** – only when your **DRAFT copy has been deemed acceptable**. Length should be **NO LESS** than 15 lines. Writing should be your best **CURSIVE** or **PRINT (R-3)**.

1. What was I doing wrong?

Here you need to explain what **exactly** you did to be given this task. It will obviously be something you **KNEW** was unacceptable behaviour and a deliberate breaking of the class / school rules. You will have been told why you were in trouble! **(So don't pretend that you don't know!!)**

2. Why was it wrong?

Here you need to explain **WHY** your behaviour was unacceptable. What was the effect of your behaviour on **yard safety, other students** and the **teacher's task of supervising** you and others?

3. How I intend to improve my behaviour?

Here you need to set out all the 4 steps you intend to take to **CHANGE** the unacceptable behaviour(s) that have got you to the point of writing this essay. We want details **NOT** empty promises, so we expect a lot of thought to go into this!

4. On completion, this essay will need to be shown to, AND signed by your parents (and the Time Out teacher). It will be stored in a special file with any other Consequence Essays you give yourself to write.

Approved by: _____

Approval date: _____

Revised date: _____