• All people have the right to be respected in a safe and caring school
• All people have the responsibility to ensure that the school is clean and healthy
• Property is to be treated with respect
• All students have a right to be able to learn to their potential
• All teachers have the right to teach
MISSION STATEMENT

To provide a broad and balanced education that prepares students for effective participation in society.

Therefore we will..............

- Value the individual
- Foster excellence
- Provide an appropriate curriculum
- Create a success-oriented school
- Adopt a whole school approach
- Involve students in the process of owning their decision making
- Foster the relationship between teacher, student and parent
- Encourage responsible behaviour and self discipline
- Provide a safe, orderly and well organised environment
- Promote equality of educational opportunity consistent with the principles of equity and social justice.

Through an R-7 approach to Student Behaviour Management at Riverton Primary School we aim:

- For our school to be a safe, harassment free, clean and enjoyable place for students
- To provide a consistent method of dealing with irresponsible behaviour
- To give students opportunities that will enable them to be responsible for their own behaviour through the development of problem solving skills
- To acknowledge responsible and positive behaviour
- To develop positive relationships between all members of the school community
- For students to be a part of the school decision making processes.
RESPONSIBILITIES

To ensure a safe and supportive learning environment:

**Students are expected to:**

- Respect other people's rights and feelings
- Show respect for all property
- Move sensibly throughout the school
- Endeavour to achieve their personal best
- Endeavour to resolve conflict appropriately by following the school's grievance procedures.

**Teachers are expected to:**

- Develop appropriate learning programs relevant to student needs
- Develop with students a classroom behaviour code with clearly displayed rules and consequences to encourage responsible behaviour
- Be positive, consistent (fair but firm) and clear in their approach
- Inform parents of any concerns at any stage
- Encourage students to feel confident and seek support
- Support other teachers through administering appropriate consequences
- Have a clear understanding of the policy and to implement agreed policy and procedures
- Teach and practise responsible behaviours on a regular basis and explain the reasons for positive and negative consequences
- Provide a safe environment
- Teach decision making and social skills and conflict resolution techniques
- Focus on the behaviour and not the child
- Encourage students to take pride in their learning environment
- Seek assistance for a student/or class when required
- Reinforce and provide opportunities for appropriate behaviour
- Display yard duty times and other timetables (for relief teachers)
• Be punctual at all times (eg at the end of play periods)
• Work cooperatively and share responsibility to maintain a consistent approach
• Provide relevant student health information to other staff as appropriate

**Teachers on Yard Duty are expected to:**

• Be mobile

• Be punctual

• Listen to students and be consistent and fair in dealing with them

• Intervene early in any observed misbehaviour

• Focus on the behaviour and not the child

• Respond to students in a manner which encourages evaluation of their own behaviour (that students understand the rule that has been broken)

• Stay on duty until relieved

• Recognise and encourage students who behave appropriately

• Enter names of students in the Yard Book when necessary

• Wait for area to clear before returning to own class.

**Principal is expected to:**

• Reinforce the positive encouragement staff give to students who behave responsibly

• Assist staff when a (serious) problem occurs

• Be available for consultation re the management of student behaviour

• Co-develop individual STUDENT DEVELOPMENT PLANS to ensure all possible support is provided including accessing outside agencies, where appropriate

• Ensure appropriate training and development programmes are conducted so that staff have an understanding and knowledge of behaviour management strategies

• Recognise and promote positive class management.
Parents are expected to:

- To have an understanding of the procedures associated with the Student Behaviour Management Policy
- To support the school personnel and their child/students in the implementation of this policy to ensure a supportive learning environment for all.

This may include:

- Attending meetings/conferences with regard to their child's behaviour
- Working with the school on behaviour issues
- Ensuring the school has an alternative person to contact should they not be at home
- Becoming involved in activities within the school where possible
- Encouraging and supporting students in their learning.

School Service Officers are expected to:

- Be familiar with the Student Behaviour Management Policy
- Model and encourage responsible behaviour
- Be consistent with school policy when working with students as directed by the teacher
- Provide supervision of students in office time out if necessary.
YARD RULES

To ensure that Riverton Primary School is safe and enjoyable for students and adults, the following levels of behaviour and consequences are to be implemented.

It is an expectation that students at Riverton Primary School make appropriate behaviour choices. The 3 school rules apply at all times.

Staff are encouraged to acknowledge positive behaviour, and to follow up inappropriate behaviour. While a consistent approach from all staff is essential, it is also important to use common sense, and deal with each incident on its merit.

PLAY AREAS

R-3: Little oval
       Junior equipment

3-7: Big oval
       Senior equipment

R-7: Central grassed area (no sports equipment)
       Asphalt area rear of prefabs
       Paved areas
       Large asphalt area
       Basketball rings

OUT OF BOUNDS:

- Front of Admin offices during playtime
- Area between shed, rooms and fence at western end of prefabs and sheds
- Rear of Japanese room and Year 5/6 room
- Classrooms, unless in Year 6 or 7 and completing work as required by class teacher, when the names will be written on the board by the teacher
- Gardens
- John’s block
- New shed

When the oval is out of bounds, the little oval is available for R-7 students

Before School, the R-3 oval is just for R-3, and no equipment is to be used
Examples of what is expected by way of appropriate behaviour for each of the 3 school rules include:

SHOW RESPECT FOR OTHER PEOPLE'S FEELINGS AND RIGHTS:

- Treating other people with respect.
- Not using put downs.

SHOW RESPECT FOR PROPERTY:

- Staying out of bike rack, gardens and out of bounds areas
- Treating property with respect.
- Using toilets appropriately.
- Not bringing chewing gum or bubble gum onto school property.
- Using all equipment appropriately.

BEHAVE IN A WAY THAT IS SAFE FOR YOURSELF AND OTHERS:

- Playing safely in yard and on equipment
- Negotiating permission to be in the classroom outside of lesson times. (Year 6 & 7 only)
- Playing bat and ball games only on courts or on the oval.
- **Playing kicking and chasey games only on grassed areas.**
- Using all equipment safely.
- Playing in the designated yard areas
- Not climbing trees or fences.
- Playing with a hard ball only in the cricket nets.
- Staying out of defined out of bounds areas - front of school, behind sheds.
- Waiting for buses in designated area in front of office block.
- Not throwing stones.
- Walking across the roads.
- Retrieving a ball from the road or Quentin’s yard with permission.
- Wearing a hat at all times

STEP 1 CONSEQUENCES

If a student chooses to infringe these rules the consequence will be:

- Rule restatement and WARNING e.g.,
  - What rule did you break?
  - Why is it unacceptable behaviour?
  - What is the acceptable behaviour we expect?
  - What are some alternative options?

- The student's name and the details of the infringing behaviour are recorded in the "Yard Book". If a student’s name is recorded in the yard Book twice within 2 weeks they will be required to spend at least 20 minutes in Time Out. (See Step 2)
- The staff member recording the behaviour in the Yard Book also completes the Yard Behaviour slip and places that on the Principal’s desk
STEP 2 RULES

The following are examples of the kinds of behaviour that will be considered as Step 2 infringements:

- Using inappropriate language - including swearing.
- Actions that may hurt others and/or yourself.
- Physical fighting.
- Failing to cooperate with a staff member's instructions.
- Leaving the school grounds without approval
- Deliberate damage to property
- Throwing dangerous objects
- Stealing
- Spitting at someone
- Bullying
- Harassment - physical and verbal
- Persistently infringing Step 1

STEP 2 CONSEQUENCES

If a student chooses to infringe a rule at Step 2, he/she will be required to go to Time Out. The following procedures will be implemented.

- The staff member reporting the incident will record the details in the Yard Duty book, and complete the Yard Behaviour Slip.
- The student will be directed to the Principal who will complete the Behaviour Report.
- If the incident occurs at recess time, Time Out will be done on the same day. The behaviour note will be sent home that day. If it occurs during lunch time, the behaviour note will go home, informing the parents of the incident and that the Time Out will be completed the following day.
- The note must be signed by the parents and returned the following day. If a note is not returned, the Principal may contact the parent to ensure they have received the information.
- All correspondence is to be filed in the student's file.
- Classroom teachers are to be notified of any student who has been directed to Time Out.

THE TIME OUT ROOM

- The student is required to follow instructions given by the staff member on duty. If not, the student will spend another session in Time Out.
- The aim is to give students the time and opportunity to reflect on their behaviour.
- Students are supervised by the Principal while in Time Out. The Principal will discuss with the student the reasons for them being in Time Out, alternative behaviours the student could have chosen and changes in behaviour that the student will need to make.
- Time Out is to occur in the Withdrawal Room adjacent to the Principal’s Office.
- Time out is for 20 minutes, from 12:45-1:05. If a student is late arriving, they will complete the 20 minutes.
- If a student does not show up for Time Out they will complete 2 further sessions of Time Out.
- Records of students in Time Out are kept in the Student Behaviour Management Folder, kept in the Principal's office.
- If Jackie is absent, then the acting principal is responsible for completing the time out form on Jackie’s computer, and leaving a printed copy on the desk.
STEP 3 RULES

The following are examples of the kinds of behaviour that will be considered as Step 3 infringements.

- Deliberately and significantly damaging property
- Behaving in a way that is illegal or violent
- Behaving in a way that deliberately presents a danger to the student or others
- Persistently infringing Step 2

STEP 3 CONSEQUENCES

If a student chooses to behave in a way that invokes a Step 3 response, he/she will be directed to the Principal who will decide what action is required.

- The staff member reporting the incident will record details on an Incident Report form.
- The student will be required to remain in Time Out until a decision has been made concerning the action to be taken.
- The Principal will contact the parents/caregivers.
- In accordance with DECS guidelines, the following actions may be implemented

TAKE HOME

- Take home is not suspension. It is used in a behavioural emergency.
- This situation occurs when a student is unwilling or unable to comply with reasonable directions from teachers and is endangering himself or herself, or other members of the school community, or is interfering with the learning and teaching rights of other members of the school community.
- Take home enables a student who is temporarily unwilling or unable to be managed in a school level ‘sit out’ to be removed from the school for the remainder of the day. The ‘take home’ strategy is not extended beyond the remainder of a single school day."
- A re entry meeting is a requirement for all students on their return to school.

SUSPENSION

The student may be suspended initially for up to 5 days in accordance with the procedures defined in the DECS School Discipline Policy.

STEP 4 RULES

A student who chooses to persist with behaviour that infringes Step 3 will proceed to STEP 4.

STEP 4 CONSEQUENCES

If a student chooses to behave in a way that invokes a STEP 4 response he/she will be directed to the Principal who will decide what action is required.

The Principal will contact the student's parents/caregivers.

The student may be excluded from school in accordance with the procedures defined in the DECS School Policy.

NB In the event of Step 3 and 4 it is recommended to refer to DECS policies and/or personnel before proceeding
CLASSROOM RULES

The 3 Riverton Primary School Rules apply at all times within all classrooms. It is an expectation that classroom teachers, including NIT teachers are explicit regarding the rules within their areas, and may negotiate "Local Interpretations" within their classrooms. The rules must be clearly displayed in the classroom.

STEP 1 RULES

Examples of what is expected by way of appropriate behaviour for each of the 3 school rules include:

SHOW RESPECT FOR OTHER PEOPLE'S FEELINGS AND RIGHTS

- Treating other people with respect
- Not using put downs
- Not disrupting the teaching of the class
- Not disrupting the learning of other students

SHOW RESPECT FOR PROPERTY

- Treating all property with respect
- Using all equipment appropriately

BEHAVE IN A WAY THAT IS SAFE FOR YOUR SELF AND OTHERS

- Using all equipment safely
- Following rules appropriate to the area, eg walking in classrooms

STEP 1 CONSEQUENCES - YEARS 1-7

In the normal life of the classroom it will be necessary from time to time to point out to students that they need to get on with the task at hand, pay attention to what they are being told etc. Incidents of this nature should not be considered infringements of the three basic school rules. If a student's behaviour becomes disruptive by virtue of the degree or frequency of the particular behaviour, then it is to be considered an infringement of the school rules and at this stage the following consequences come into effect:

- Rule restatement and WARNING e.g.,
  - What rule did you break?
  - Why is it unacceptable behaviour?
  - What is the acceptable behaviour we expect?

- The student's name and the details of the infringing behaviour are recorded in the "Class Book".

- The student is made aware that if any of the three rules is infringed a second time within two weeks, he/she will be withdrawn from the class programme for 20 minutes.

- If the student infringes one of the three rules a second time within two weeks he/she is withdrawn as in 3 above.

- The student remains under teacher supervision during this period either in the room OR in the corridor/porch OR in another classroom by arrangement.
Each subsequent infringement of one of the three rules within a two-week period results in the student being withdrawn as in 3 and 4 above.

Once a student has been withdrawn from the class programme on three occasions within a two-week period they move to Step 2.

**STEP 1 CONSEQUENCES - RECEPTION**

It is recognized that Reception students have different behaviour characteristics than older students and require a less formal environment than older students. It is seen as appropriate that Reception students may need quite frequent reminders about acceptable/unacceptable behaviour. This should be seen as a normal part of classroom life and not as infringements of school rules.

If a student's behaviour becomes disruptive by virtue of the degree or frequency of the particular behaviour, then it is to be considered an infringement of the school rules and at this stage the following consequences come into effect:

- Rule restatement e.g.:
  - What rule did you break?
  - Why is it unacceptable behaviour?
  - What is the acceptable behaviour we expect?

- If the infringing behaviour continues the student may be withdrawn from the class programme for a short period. The amount of time is increased on each occasion the infringing behaviour is repeated, up to a maximum of 20 minutes.

- During these withdrawal periods, the student remains under the supervision of the teacher.

- Once a student has been directed to be withdrawn for a period of 20 minutes, they move to Step 2.

**STEP 2 RULES**

The following are examples of the kinds of behaviour that will be considered as Step 2 infringements:

- Using inappropriate language - including swearing.
- Actions which may hurt others and/or yourself.
- Physical fighting.
- Failing to cooperate with a staff member's instructions.
- Deliberate damage to property
- Throwing dangerous objects
- Stealing
- Spitting at someone
- Bullying
- Harassment - physical and verbal
- Persistently infringing Step 1

**STEP 2 CONSEQUENCES**

If a student chooses to infringe a rule at Step 2, he/she will be required to go to Time Out. The following procedures will be implemented.

- The student will be directed to the Principal.
• The student will remain in Time Out in the Office/Admin area, the duration of which will be determined by the Principal.

• Students in Office Time Out will be required to complete tasks set by the classroom teacher, or Principal as appropriate.

• The details will be recorded in the Time Out Book. A note will be sent home to the parents informing them of the behaviour. This needs to be signed and returned the following day.

### STEP 3 AND 4 RULES AND CONSEQUENCES

As for the yard.

### FAST TRACK

For all "non-classroom teachers" a "Fast-Track" procedure is to operate as follows:

• If a student chooses to behave in a way that is disruptive or uncooperative he/she receives a WARNING (one only).
• If a student then chooses to be disruptive or uncooperative a second time during that session he/she is to be directed to leave the class and report immediately to the Principal.
• The Principal will investigate the circumstances and decide on any further action.
• The "Visiting Teacher" is to report the circumstances of the incident to the Principal as soon as possible.
• A note will be sent home to parents informing them of the behaviour.
• **Any warnings given are to be recorded on the yellow slip and passed onto the classroom teacher.**

The term "non-classroom teachers" is taken to mean all adults who work with the students other than their regular class teacher, i.e., TRT's, PRT's, Part Time Teachers, SSOs, NIT teachers, volunteers, parent helpers, music teachers etc.

### MANAGEMENT ISSUES

A Student Behaviour Management Folder is kept in the Principal's Office. Checklists of Time Out attendance are kept in this. A file is kept within the folder for each of the students who attend Time Out. This file contains all behaviour reports and parent correspondence. At the end of the year, the files are transferred to the student record folders.

Copies of correspondence with parents which are placed in a student's records, are to be removed from the student's records when the student leaves the school or transfers. The material is to be destroyed two years from the date it was removed from the student's records.
At Riverton Primary School the following 3 rules apply at all times:

- SHOW RESPECT FOR OTHER PEOPLE'S FEELINGS AND RIGHTS
- SHOW RESPECT FOR PROPERTY
- BEHAVE IN A WAY THAT IS SAFE FOR YOURSELF AND OTHERS

Students are expected to behave in a way that supports these rules. Those who choose not to, will follow the procedures described in full in our Student Behaviour Management Policy, and briefly described here.

**YARD:**

Step 1: Students who make inappropriate choices in Yard behaviour will have their name and the behaviour recorded in the Yard Duty book. If a Year 1 - 7 student has their name in the book twice within a fortnight, they will spend time in Time Out. Students in Reception will have the same behaviour recorded 3 times in a fortnight before moving to Time Out.

Step 2: Students who repeat behaviours at Step 1, or who choose such behaviours as swearing, fighting, wilful damage or failing to cooperate with a staff member will spend time in Time Out.

Time Out: Time Out is completed at lunch time, from 12:45-1:05, in the Withdrawal Room adjacent to the Principal’s Office. The Principal will supervise Time Out. It may be completed on the day of the incident, or on the following day. A note will be sent home to parents informing them of the reason for Time Out and the parents are expected to sign the note and return it to school the following day. If a student is late for Time Out, they will stay later into lunchtime to make up the full 20 minutes. If they fail to show up, they will complete 2 full Time Out sessions.

Step 3: Students who persistently infringe Step 2 or who behave in a way that is significantly violent, illegal or dangerous will be directed to the Principal who will decide the course of action to be taken. This can include Take Home or Suspension.

Step 4: Students who persistently infringe at Step 3 will be directed to the Principal, who will decide on a course of action that may include exclusion.

**CLASSROOM:**

Step 1: Students who make inappropriate choices in the classroom will have their name and the behaviour recorded in the Classroom Book. If their name appears a second time within a fortnight, they will be withdrawn from the classroom programme for 20 minutes. If a student is withdrawn from the classroom programme on 3 occasions within 2 weeks, they move to

Step 2: Students at Step 2 will be directed to the Principal, and will spend a period of classroom time in the Office/ Admin area. The length of time a student remains in Time Out is to be determined by the Principal. A note will be sent home detailing the behaviour.

Step 3 & 4: As for the Yard.

**FAST TRACK:**

On occasions when non-classroom teachers etc are working with students, then only one warning is given before moving the student to Step 2 consequences.

The complete Student Behaviour Management Policy is available from the school.