



RIVERTON PRIMARY SCHOOL

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Behaviour Management Policy & Procedures

At Riverton Primary School we know that our core business is to improve student learning outcomes. In order to ensure all students and teachers are able to focus on learning, we will manage student behaviour in educative ways that lead to improved student behaviour choices.

Our practice is within DECD expectations and based on current educational theories including McCaskill, Play is the Way; Hattie, Visible learning; and the work we have been doing with the Lower Mid North B-12 Partnership, Results Plus. The aim of all behaviour management strategies is for students to be able to access their own learning without disrupting the learning or others.

School Values: Caring, Responsible, Successful.

In line with our school values we expect the following behaviours of students, staff and parents at all times:

- CARING behaviour - Means to care for ourselves, so that we can care for other people, for school property, our property and the property of others.
- RESPONSIBLE behaviour - Making responsible learning and behaviour choices, responding rather than reacting to situations. Always being respectful of the learning and feelings of others.
- SUCCESSFUL behaviour - Aiming to be successful in all learning and social endeavours.

Members of the school community are expected to behave in a way that supports and models these values.

Responsible behaviour choices made by students are recognised in a range of ways including:

- Class and Yard Dojo Points
- Class certificates
- Praise
- Stickers
- High Five, wink and thumbs up.
- Support from peers.
- Positive communications with home.
- Recognition by Principal.

At times some students require extra support to make appropriate behaviour choices than other students. These may be young or students with special needs. It is appropriate that for these students behaviour management strategies are differentiated. This may include quite frequent behaviour reminders, support from DECD behaviour experts, regular parent and family contact including behaviour review meetings at school.

An underlying principle of behaviour management at RPS is that the earlier the school and home work together when a student is making inappropriate choices the sooner the student is able to get on with effective learning.

Students who persistently make inappropriate behaviour choices and disrupt the learning and wellbeing of others will be managed through the following processes.

CLASSROOM BEHAVIOUR MANAGEMENT

Each class teacher will work with students in the first week of every school year defining appropriate and inappropriate learning and behaviour choices. Teachers will clearly define expectations of student learning and behaviour and student responsibility to make appropriate choices.

These choices, expectations and responsibilities will be revisited at the beginning of each term, and at other relevant times throughout the year.

Teachers will ensure the class behaviour management records are taken to all NIT lessons by a class monitor.

Consequences for inappropriate behaviour choices are addressed as outlined below.

Step 1

- Reminder of learning and/or behaviour expectations.
- Inappropriate behaviour will be recorded at a classroom level.

Step 2

- The student will move to the refocus or time table for a maximum of 15 minutes.
- Inappropriate behaviour will be recorded at a classroom level entered into EDSAS each Friday.

Step 3

- This involves the student attending a 'Focus Class' for a maximum of 20 minutes. Students are to remain at the designated focus table or sport for the duration of their time. In this time the student is expected to not distract or disturb other students.
- Step 3 incidents are to be recorded at a classroom level and lodged in EDSAS each Friday.
- Parents MUST be informed by the teacher who sends the child to 'Focus Class'
- Principal must be informed by the teacher who sends the child to 'Focus Class' or the class teacher.

Step 4 EXIT

- EXIT to the principal's office (if there is a Teacher in Charge TIC for the day, they will keep child close to their work area and make sure principal is informed). An EXIT is usually for the rest of the learning period (eg lunch to recess learning time), this can be adjusted to suit the student and school circumstances.
- A note informing principal or TIC will be sent with the student or another trusted within 10 minutes of the child being exited.
- Step 4 incidents are to be recorded at a classroom level and recorded in EDSAS.
- PARENTS MUST BE INFORMED BY PRINCIPAL, TIC OR CLASS TEACHER (communicate with each other to make sure this happens on the day of the EXIT).

YARD BEHAVIOUR MANAGEMENT

At times students make poor choices in regards to their behaviour. As a staff we will work closely with students to address any issues as they arise. Consequences for inappropriate yard behaviour choices include:

- Logical eg if a child drops litter the consequence is to pick up 10 pieces of litter.
- Community service.
- Play in a different space.
- Yard sit out on a designated spot.
- Sit on the bench next to library for the rest of the break.
- EXIT to the office to work with leadership.
- Take home, internal suspension or suspension to home.

RECORDING AND MONITORING OF BEHAVIOUR MANAGEMENT ISSUES - YARD

If a yard sit out on a spot is the consequence record on list in staff room. This makes sure we don't miss any repetitive inappropriate behaviour choices.

If sit on the bench, or an EXIT is the consequence a yard behaviour slip will be completed and attached to the consequence record in the staff room and will be entered on EDSAS. PARENTS MUST BE INFORMED BY PRINCIPAL, TIC OR CLASS TEACHER or YARD DUTY if a child has an EXIT consequence from the yard (communicate with each other to make sure this happens on the day of the EXIT).

TEACHER PROFESSIONAL JUDGEMENT

At any time, if a teacher using sound professional judgement deems a student's behaviour to be of a serious level, a student can be sent to the office on an EXIT without going through the steps. In accordance with DECD guidelines, the following actions may be implemented.

RECOMMENCING NEW BEHAVIOUR SHEETS

Students in reception to Year 4 will recommence the behaviour steps processes at the start of each day.

Students in years 5 to 7 will remain on the behaviour steps for a week (5 consecutive days).

EXIT

If a child is exited to the front office, parents will be notified. If a child is exited for a third time during a term, they will miss a school special event that may include excursions or incursions.

TAKE HOME

Take home is not suspension. It is used as a strategy to prevent a student from making inappropriate behaviour choices. This may occur when a student is unwilling or unable to comply with reasonable directions from staff and is endangering themselves or other members of the school community, or is interfering with the learning 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 or internal suspension' 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."

INTERNAL SUSPENSION

The student may be suspended from attending class and required to continue their educational program in the front office for a period of time to be determined by the principal or other staff in consultation with the principal or TIC.

SUSPENSION

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

Policy finalised	January 2016
Reviewed with new principal	Throughout terms 2, 3 & 4 2016
Endorsed by Staff	Week 0 2017
Endorsed by Governing Council	Week 3, term 1, 2017
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