



# RIVERTON PRIMARY SCHOOL

21 Swinden Street, Riverton 5412  
Phone: 08 88472206  
Mobile: 0408 808 512  
Fax: 08 88472450

Principal: Cheryl Glenie  
Email:  
Cheryl.Glenie636@schools.sa.edu.au



## 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 department 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

VALUES	Learning	Relationships
<b>Be Courageous</b>	I step into the unknown and take risks with my learning.	I will do the right thing even if no one is watching.
<b>Be Persistent</b>	I always try my best and never give up.	I will not give up on people if they make mistakes or hurt my feelings.
<b>Be Creative</b>	I will use my creative thinking and problem solving in all sorts of situations.	I will create positive relationships with the people in my school community.
<b>Be Tolerant</b>	I will understand that all people learn at different levels and value the contribution of others.	I will try to understand others. I will separate my feelings from my thinking.
<b>Be Respectful</b>	I will respect my learning and other people's learning.	I will treat all others with respect.

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 (younger students).
- Class certificates and rewards.
- Praise.
- Stickers
- High Five, wink and thumbs up.
- Support from peers.
- Positive communications with home.
- Recognition by Principal and other staff.

Positive behaviour rewards are not to be taken away from students if they make subsequent poor behaviour and learning choices. To do so would create a disconnect between the child and the behaviours we want, and would not be cognisant with current effective behaviour change theory.

Consequences for inappropriate behaviour must be separate from the positive behaviour rewards. Teachers will remember to keep parents and the principal informed early if a child is displaying ongoing poor behaviour or learning choices.

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 department 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 should be 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.

### **BEHAVIOUR MANAGEMENT IN ASSEMBLIES**

We have agreed that we have a collective responsibility for student behaviour during assemblies. Targeted students will sit near a staff member, some students may have quiet fiddle toys, some students will not be permitted to sit next to each other.

### **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 that if there are behaviour issues, this needs to be communicated to NIT teachers and the records must be handed over.

Consequences for inappropriate behaviour choices are addressed as outlined below.

#### Step 1

- Warning.
- 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.

#### 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 spot 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 logged in EDSAS.
- 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.

- **EXIT or Time Out Admin** – teachers will phone (rather than send an exit slip) with a short explanation for why the student is being sent to the office. This facilitates more meaningful follow up of student inappropriate behaviour choices.
- 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).

Behaviour management record sheets to be given to Kristin to put onto EDSAS.

## **YARD BEHAVIOUR MANAGEMENT**

Student Leaders updated the yard behaviour expectations in term 3, 2018. These will be revisited with students when this policy is reviewed.

### Yard Rules

1. **BE SUN SMART**
2. *PLAY IN DESIGNATED AREAS—NOT OUT OF BOUNDS*
3. **THE OVAL IS FOR YEAR 2—7 AND THE ACTIVITY GRASS AREA FOR YEAR RECEPTION —2**
4. *RECEPTION—2 ON SMALL EQUIPMENT - YEAR 3—7 ON BIG EQUIPMENT - USE EQUIPMENT SAFELY*
5. **HAVE A MAXIMUM OF 5 PEOPLE ONLY ON THE TRACTOR AT A TIME**
6. *CROSS THE ROAD SAFELY WHEN GOING TO BIG OVAL*
7. **BALL PLAY BEFORE SCHOOL IS PERMITTED EVERYWHERE EXCEPT OUTSIDE THE YEAR 6/7 CLASSROOM ON THE ASPHALT—NO FOOTBALL PLAY BEFORE SCHOOL**
8. *KEEP ENVIRONMENT CLEAN AND HEALTHY*
9. **TREAT OTHERS HOW YOU WANT TO BE TREATED—BE INCLUSIVE**

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 spot please make a note in the behaviour list in the staff room.

If an EXIT is the consequence a behaviour record will be completed and passed onto the principal, TIC or class teacher. If a child's behaviour choices result in an EXIT, PARENTS MUST BE INFORMED BY PRINCIPAL, TIC OR CLASS TEACHER. Staff will 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 department 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).

## **EXCURSIONS, CAMPS AND SPECIAL SCHOOL EVENTS**

It is an expectation that all students who wish to participate in Extra Curricular activities (including excursions, camps and SAPSASA) are be up to date with their school work, have a positive attendance rate and consistently make appropriate behaviour choices. The Principal, in consultation with relevant teachers, will have the final say on student Extra Curricular activity or SAPSASA attendance. No student is to attend an Extra Curricular / SAPSASA event unless they are competing in the said event.

## **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 department School Discipline Policy.

Reviewed within Visible Learning thinking.	Term 3 2018
Endorsed by Staff	Term 4 2018
Endorsed by Governing Council	Feb 2019
Review date	Semester 1 2022

Appendices:

Class Behaviour Record – JP and MP

Class Behaviour Record - UP

Yard Behaviour Record

Urgent Help Needed