

# TAMMIN PRIMARY SCHOOL

## BEHAVIOUR MANAGEMENT PROCEDURES OVERVIEW

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### At Tammin Primary School we will:

- Use cooperative learning strategies with students;
- Implement effective classroom behaviour management methods;
- Develop trusting and inclusive classroom environments;
- Talk in a way that allows students to reflect - not react, and behave in a way that allows students to accept - not defend.
- Use evidence-based programs such as PATHS and Challenges and choices, in the classroom;
- Encourage and support help-seeking and effective bystander behaviour;
- Reinforce good examples of communication and conflict resolution; and
- Long term, whole school curriculum outline in the whole school health and well-being plan.

### REVIEW & RECORD KEEPING

This overview is reviewed and updated annually with staff at the beginning of each year.

Behaviour issues are recorded by classroom teachers in classroom observation notes and level 3 and above transferred into SIS, as required or instructed.

### 1. Code of Conduct

- to follow the instructions of staff
- to dress in accordance with the school guidelines
- to follow school rules and procedures
- to be punctual and prepared for class
- to respect others and their property
- to behave in a manner that does not disrupt the learning of others
- to behave in a manner that ensures a caring, safe environment

# RIGHTS, ROLES AND RESPONSIBILITIES

## STUDENT'S RIGHTS

- to be treated with courtesy and respect
- to work in a clean, safe environment
- to learn without disruption
- to achieve their potential
- to have their property respected
- to be proud of their achievements

## RESPONSIBILITIES

- to follow instructions
- to treat others with courtesy and respect
- to contribute to a clean safe environment
- to ensure there is no disruption to the learning environment
- to respect the property of others
- to participate fully in their educational program
- to ensure their actions do not discredit the school
- to be organised and equipped for the school day. Eg pens, pencils, rulers, library bags etc.

## PARENT'S RIGHTS

- to be treated with courtesy and respect
- to be informed of their child's progress
- to expect their child to participate fully in their educational program
- to have a forum to voice their opinion on school related matters

## RESPONSIBILITIES

- to treat others with courtesy and respect
- to ensure their child attends school
- to ensure their child arrives and departs school at appropriate times
- to ensure their child has appropriate materials for learning
- to monitor their child's progress
- to be supportive of the school
- to ensure that their child has their physical needs met. E.g. lunches, adequate sleep, appropriate school clothing

## STAFF RIGHTS

- to be treated with courtesy and respect
- to work in a clean environment
- to teach without disruption
- to be supported by the whole school community
- to be treated professionally

## RESPONSIBILITIES

- to treat others with courtesy and respect
- to ensure the school environment is safe
- to ensure good organisation and planning
- to provide relevant and challenging educational programs
- to support the school's vision, policies and procedures
- to inform parents/caregivers of their child's progress
- documented behaviour plans for identified students
- to have well-defined strategies for classroom management and procedures.

## Good Standing

All students are required to maintain Good Standing at Tammin Primary School in order to attend school camp and receive whole school and classroom rewards. Students may be excluded from excursions and incursions; however each case will be assessed individually by the Principal and the classroom teacher. Parents will be notified of loss of Good Standing and future actions required.

**Classroom Management Strategies and Procedures:** Individual teachers will send out expectations at the start of the year.

**Behaviour Levels**

	Type of Behaviour	What may be a consequence of my actions?	Possible ways on how I will be required to reflect on my actions?
Level 1	<ul style="list-style-type: none"> <li>• Out of bounds</li> <li>• Littering</li> <li>• Climbing trees</li> <li>• Swearing in conversation</li> <li>• Play fighting/Rough play</li> <li>• Tackling in sport</li> <li>• Throwing objects</li> <li>• Playing in the toilets</li> <li>• Running on the pavement</li> <li>• Spraying water</li> <li>• Disruptive class behaviour or not completing tasks in given time</li> </ul>	<p>Verbal warning</p> <p>Maximum 5 minutes at recess or 10 minutes at lunch to complete unfinished class work (Must be supervised by a staff member)</p>	<p>What are you doing? What rule are you breaking? What should you do?</p> <p>If students are required to complete work at recess and lunchtime that is more than 5 minutes in one day, communication with the family will go in the student's diary.</p>
Level 2  Loss of Good Standing 1 to 3 days	<ul style="list-style-type: none"> <li>• Continuation of behaviour level 1</li> <li>• Name calling</li> <li>• Spraying water at someone</li> <li>• Swearing at someone</li> <li>• Spitting at someone</li> <li>• Repeated disruptive class behaviour or not completing tasks in given time</li> </ul>	<p>5 minutes' buddy class</p> <p>Maximum 3 minutes' bench for playground incidences</p> <p>Maximum 5 minutes at recess or 10 minutes at lunch to complete unfinished class work (Must be supervised by a staff member)</p>	<p>Think sheet (Given to Principal by student)</p> <p>If students are required to complete work at recess or lunchtime that is more than 5 minutes in one day, communication with the family will go in the student's diary.</p>
Level 3  Loss of Good Standing 3 to 5 days	<ul style="list-style-type: none"> <li>• Continuation of level 2 behaviours</li> <li>• Throwing objects at staff or students</li> <li>• Bullying verbal abuse</li> <li>• Physical contact such as tackling or pushing in an aggressive manner</li> </ul>	<p>Maximum 10 minutes' bench for playground incidences</p> <p>Family notified</p>	<p>Think sheet (Given to Principal by student and sent home for parent)</p>
Level 4  Loss of Good Standing 7 to 14 days	<ul style="list-style-type: none"> <li>• Physical fighting</li> <li>• Bullying repeated</li> <li>• Damaging school property</li> <li>• Leaving school grounds</li> </ul>	<p>Family notified</p> <p>Possible suspension</p>	<p>Family and Principal discussion</p>
Level 5  Loss of Good Standing to be determined by child's actions	<ul style="list-style-type: none"> <li>• Serious fighting or aggression towards a student or staff member</li> <li>• Bringing an object to school used as a weapon</li> </ul>	<p>Family notified</p> <p>Possible suspension</p> <p>Police contacted</p>	<p>Family and Principal discussion</p>

All incidences in levels 2 to 5 will be discussed with the Principal and it will be at the Principal and teachers discretion as to how long Good Standing will be lost for.

### **Playground strategies at Tammin Primary School include:**

- a coordinated, highly visible and active approach to playground supervision;
- Record any observation or monitoring requirements in the duty observation grid;
- provide safe places for students with different needs;
- identification of and supervision adjustments to high-risk situations;
- recognising and reinforcing positive playground behaviour and positive social relationships,
- playground incidents reported to classroom teachers and Administration (if necessary);
- Providing equal access to developmentally appropriate outdoor activity areas and equipment for all students.

## **2. Communication**

We aim to have clear, effective and positive communication to achieve the best possible outcomes for teachers, students and parents which:

- Acknowledges the rights and responsibilities of all stakeholders;
- Creates community by building and strengthening relationships based on mutual respect and courtesy;
- Establishes positive lines of communication between home and school so that students receive continuity of education, care, support and management within the home and school settings;
- Aims to provide an opportunity for parents/caregivers to share their views and needs and to participate in aspects of their child's education;
- Features written communications which are accessible and inclusive;
- Manages confidential information in a manner consistent with community expectations, professional standards and legal obligations;
- Ensures processes are in place to allow for open and honest communication amongst all school community members;
- Ensures a positive, productive and harmonious school environment is maintained.

### **Procedure:**

When a parent wishes to contact a member of staff to discuss matters relating to their child:

1. contact the teacher via;
  - a. student diary;
  - b. office;
  - c. one-on-one; and
2. provide a brief outline of the points to be discussed.

### **Contacting other staff:**

When a parent has concern or wishes to discuss an issue regarding a situation which they consider may affect the whole school, their child's wellbeing or relates to a school policy matter:

- contact the Principal via the school office

### **Endorsed by School Council Term 3, 2019**

Chairperson:

Principal:

Date: