STUDENT BEHAVIOUR MANAGEMENT AND STUDENT CODE OF CONDUCT

POLICY AND PROCEDURES

MISSION STATEMENT

Albert St Primary School strives for excellence by:

- Providing an atmosphere based on mutual respect, which fosters a creative, safe and caring environment for all.

- Encouraging parents, staff and children to participate in decision making relating to policy and practice.

- Delivering a curriculum, which encourages an enthusiasm for learning and teaching and catering for the development of each individual.

- Providing an opportunity for parents, staff and the community to participate in enhancing the education of our children.
STUDENT CODE OF CONDUCT

There is high community expectation that our school provide a safe, secure and supportive learning environment for all students. The Code of Behaviour, which has been endorsed by our School Council, assists staff in achieving this outcome. However, its total success relies more heavily upon gaining the full support of all parents. It is imperative that a trusting partnership exists between parents and teachers if our vision of having a totally safe school and happy children is to become reality.

Our student code of conduct is based on a mutual understanding and relationship between the balance of rights and responsibilities. These are:

STUDENTS HAVE A RIGHT TO

- Feel safe and secure at school and on their way to and from school
- Be able to expect their personal property to be safe at all times
- Be able to learn to the best of their ability
- Enjoy a healthy clean school environment
- Be treated with respect and dignity
- Be treated with consideration and fairness at all times
- Expect teachers to provide relevant, meaningful and challenging work

STUDENTS HAVE A RESPONSIBILITY TO:

- To treat students, parents, and staff with respect, courtesy, kindness, honesty and in a spirit of co-operativeness.
- To complete work, including homework to the best of their ability and allow students and teachers to work without interference or disruption.
- To learn and adhere to all school rules.
- To practise good personal hygiene, including wearing clean clothes.
- Take care of their own property and the property of others, including keeping out of the bags and desks of others.
- To attend school daily and be punctual to school, assembly, class and all other activities.
- Wear the school uniform, including prescribed hats in terms one and four.
- Accept the consequences for their behaviour, and actions.
GENERAL SCHOOL RULES

A. LOOKING AFTER YOURSELF
- Only leave the school grounds under the supervision of a teacher.
- Trees, buildings and fences are not for climbing.
- ‘Walk only’ areas (marked by double lines) are for the safety of everyone - corridors, breezeway and covered ways.
- Glass containers must be left at home.
- Avoid wearing inappropriate jewellery and footwear on all occasions.
- The playing of ‘unsafe’ games is not permitted (chasing on equipment, kicking in ‘no ball’ areas, etc.)
- Avoid being inside classrooms and passages without permission/supervision.
- Walk bicycles in the playground at all times.

B. LOOKING AFTER OTHERS
- Playing dangerously with sticks, stones, bark, sand, etc. is not permitted. Throwing of items such as these must not occur.
- Play sensible games in the correct allocated areas
- Walk bicycles in the school ground. All bikes, scooters and inline skates must be placed in the bike shed during the day.
- Teasing, bullying, fighting, interrupting games and other forms of harassment must not occur.

C. LOOKING AFTER PROPERTY
- All rubbish to be placed in bins.
- Avoid playing on gardens and other inappropriate areas. Avoid damaging trees and shrubs.
- Scribbling, defacing or destroying property is not permitted.
- Going into the desks and bags of others is not permitted.

D. THE FOLLOWING SHOULD BE LEFT AT HOME:
- Valuable items, electronic toys/games, music players/radios, chewing gum, cricket balls and other hard balls, potential weapons (Eg. Pocket knives, etc.), toy guns/knives and other games/items deemed to be unsafe or unsuitable for school.
BEHAVIOUR MANAGEMENT AT MOE (ALBERT STREET)

INTRODUCTION

Albert St Primary School has a mission Statement promoting a safe and caring environment. This ideal forms the basis of one of the environment goals contained in the school’s Charter.

Within this context the following policy and guidelines have been developed based on previous practice and experience.

BACKGROUND

This school has a sound tradition of caring for students and being able to maintain firm, fair and appropriate student management strategies.

In recent times these strategies have involved aspects of:

- Assertive Discipline (Lee Canter)
- William Glasser
- Helen Mcgrath
- Bill Rogers
- Jo Lange
- Peer Mediation
- You Can Do It
- Peaceful Playgrounds
- Ruby Payne / Nairn Walker

CLASSROOM MANAGEMENT:

Each teacher is responsible for maintaining class discipline. Severe breaches may result in support from the Principal /Assistant Principal. A system of emergency cards is in place to gain support within the classroom if required. However, for general classroom practice the following applies:

At the start of the year a clear set of up to half a dozen rules which lead to good order, safety and a positive working environment will be established, in consultation with the students, and couched in positive terms. Rules must:

- Be written in positive terms. (Eg. We all have the right to learn and teach without interruption.)
- Be simple and defined in terms of observable behaviour.
- Have clearly identified consequences.
- Be based on consequences which move from least intrusive to most intrusive.
- Relate to the overall school policy.
- Have a process for rewarding positive behaviour.
Breaches of the rules result in consequences being applied. Normally these consequences follow a sequence:

- Initial warning (written or verbal)
- A second warning
- A third offence results in time out in the classroom.
- Further misconduct incurs time out in the ‘buddy’ room for a specified time and with work to complete. At this stage an ‘Exit Report’ (pink form) will be completed and forwarded to the Assistant Principal for recording in a data base of student behaviour issues.
- Further offence results in a student being removed to the office. Attendance at the office may result in parents being contacted and a student being placed on a behaviour contract.

Classroom offences are not part of the school formal detention process which deals with behavioural issues related to the schoolyard. Teachers may, however, choose to give detention within their own classroom as part of their own student management process.

If non-conforming behaviour continues over a period of days or is regularly exhibited then parents will be contacted to arrange a meeting with the classroom teacher for discussion and planning strategies, rewards and consequences to modify the unacceptable behaviour.

If further breaches occur the principal is to be notified and a follow-up meeting with parents arranged where a more detailed behaviour management plan will be developed and greater possible consequences listed more comprehensively.

It is imperative that classroom teachers are tough but fair in the early stages, are consistent and make the consequences stick so that students learn to accept responsibility for their behaviour and the consequences that go with it.

SEVERE CLAUSE:

On occasions student behaviour may be so extreme and/or dangerous that normal processes will be overridden and a severe clause consequence implemented. This will result in the Principal / Assistant Principal / Senior Staff becoming summoned by sending an emergency card (Red Card) to the office. The details leading to implementing a severe clause must be forwarded to the Assistant Principal for inclusion on the school’s data base.

When a severe clause is implemented a meeting with parents will be arranged. District support staff may be consulted and become involved in a management plan if appropriate.
SCHOOL STRATEGIES FOR PROMOTING ACCEPTABLE BEHAVIOUR:

The school engages in the following strategies as a means of promoting acceptable behaviour by:

- Giving positive reinforcement both verbal and non-verbal, catching children being good in the classroom and the schoolyard.
- Providing achievement awards issued in the yard for excellent modelling by students.
- Awarding ‘Student of the Week’ certificates based where possible on agreed values.
- Acknowledging and accepting diversity in others.
- Providing an environment that is safe and secure.
- Providing a playground which is attractive with passive and active areas.
- Providing a curriculum which is stimulating and challenging.
- Providing opportunities for students to participate in a range of extra-curricula activities.
- Communicating recognition of high standards of behaviour via public media, newsletters, the school’s website and assemblies.
- Encouraging sharing, tolerance, patience and compassion among parents, students and staff.

PLAYGROUND CONSEQUENCES:

In the yard we focus entirely on actions, which can be grouped as dangerous, harassment, bullying, teasing and interference with others or equipment and facilities.

Offences involving violence and aggression, destruction of property etc. will be dealt with via the detention process following either Junior Primary Unit or a Years 3 to 6 processes as appropriate.

OFFENCES THAT WILL INCUR DETENTION

The following are examples of the kinds of behaviour which will incur detention:

- Aggressive behaviour, including intimidation.
- Bullying (Defined as repeated and ongoing harassment, teasing, intimidation, etc.)
- Harassment
- Verbal Abuse, including swearing and name calling.
- Wilful destruction of property
- Theft of property
- Interfering in the games and activities of others.
- Throwing stones, sticks, bark, sand, acorns, etc.
- Swearing in general is not appropriate at school. If directed at people it will be classed as verbal abuse. Repeated/ongoing swearing in general will be classed as disrespect and incur detention.

Students leaving classrooms or the school without permission will be subject to the detention process as well as other discipline procedures.
The following procedures apply to detention for Years 3 to 6:

- A student who is observed or has being investigated and it has been established that aggressive behaviour has occurred will be directed to do detention. Detention will be 2 days for the first offence within a term. Second and subsequent offences will be for 3 days.
- If the offence occurs after school on the previous day, before school or at recess then detention will commence at the beginning of lunchtime.
- If the offence occurs in the first half of lunch the student will be taken directly to the detention room.
- If the offence occurs in the second half of lunchtime the student will commence the detention the following day. Depending on the severity of the aggression the student will either walk with the teacher, be placed on a ‘time out seat’, or if required, be removed from the playground and placed with the teacher rostered for junior detention.
- Children must bring a pen/pencil with them to the detention.
- Children are not to go to the canteen before attending detention. Any purchases made at the canteen will be confiscated and an additional day added to detention.
- The staff member on yard duty writes up the red detention card and a pink detention report form. The red detention card must be given to the student’s class teacher so that she is aware of the detention and consequently is able to fulfil her responsibility of ensuring the child attends detention as required. The pink detention report form is to be forwarded to the Assistant Principal so that details can be recorded in the school’s data base.
- Counselling of a child entering detention will be facilitated by a senior member of staff (Julie Pearman) and the school’s Family Support Worker (Mandy Mooney) using a prompt sheet. The counselling process will assist a student to complete a reflection sheet, which is to be signed off by the teacher who placed that student into detention and then sent home to parents to be signed and returned the following day. An additional day of detention will be added for each day a signed green form is not returned. Returned forms will be filed in the back of the student’s plastic pocket in the Detention Record Book.
- The teacher on detention duty records the date a student attends and the details of the offence on the student’s record sheet which will be filed in the Detention Record Book. The walkie talkie should be used to alert yard duty teachers of children who have failed to attend so that they can be removed from the schoolyard. Issues of non attendance should be reported to the Principal / Assistant Principal immediately.
- A data base is maintained by the Assistant Principal and used by the administration for parent contact and discussion.
- Students who fail to attend detention, do not return signed reflection sheets or who are unco-operative and disrespectful to detention duty teachers will automatically receive an additional day of detention.
- If no student has been placed in detention the rostered teacher will go out into the yard and/or to the school library when it is open and engage in play and positive interaction with students.
- The role of teachers on detention duty is to be published in and placed in the detention folder.
REPEAT OFFENDERS IN YEARS 3 TO 6

There will be a strong focus placed on behaviour modification.

- First offence in the term will incur 2 days detention.
- Subsequent offences in the term will incur 3 days detention.
- Additional days will be added for non-attendance, late attendance and failing to return on time the green reflection sheet signed by a parent.
- Three detentions in a four week period or four detentions in a term will activate the scheduling of a parent conference, the outcome of which may include a Behaviour Management Contract, (including participation in a Behaviour Intervention / Anger Management Program), and either ‘in school’ or ‘home’ suspension.
- Suspension will not take away the requirement to complete the days of detention incurred.

REPEAT OFFENDERS IN YEARS PREP TO 2

There will be a strong focus placed on behaviour modification.

- Repeat offences will incur more intensive counselling sessions and longer periods of time of withdrawal from the playground.
- Three detentions in a four week period or four detentions in a term will activate the scheduling of a parent conference, the outcome of which may include a Behaviour Management Contract, (including participation in a Behaviour Intervention / Anger Management Program), and either ‘in school’ or ‘home’ suspension.
- Suspension will not take away the requirement to complete the days of detention incurred.

INTERVENTIONS FOR REPEAT OFFENDERS

A Management Plan for the student will be developed during the Parent Conference process. The focus of plans developed will be rehabilitation and behaviour modification, and may include all or some of the following:

- A 10 session lunchtime program with the Principal and/or Assistant Principal aimed at teaching strategies for controlling and modifying inappropriate behaviour.
- Involvement of outside agencies such as Guidance Officers, Berry Street, Allambee Estate Special Setting, etc. in facilitating programs such as Anger Management and Behaviour Modification.
- Restrictions in the schoolyard relating to time in the yard and areas of the schoolyard.
- ‘Out of school’ periods of suspension or ‘in school’ periods of suspension.
- Barred attendance at school activities where the potential for negative behaviour may impact on the safety, welfare and good conduct of the activity.
The following procedures apply to detention for Years Prep to 2:

- A student who is observed or has being investigated and it has been established that aggressive behaviour has occurred will be directed to do detention.

- The child will be removed from the playground immediately and placed with the teacher rostered for Junior Detention.

- No prep child will be placed in detention for the first month of school unless they are a repeat Prep. In the first month Prep students will be counselled immediately by yard duty teacher and will walk with the yard duty teacher for 15 minutes.

- The JPU staff to be placed on a roster so that one of them will be in the staffroom every recess/lunchtime to receive students removed from the playground by the yard duty teacher.

- Forms used by staff for years 3-6 will still be used. That is, the red card to class teacher to inform her one of her students has been placed in detention; and a copy of the pink detention report form to be forwarded to the Assistant Principal for recording in the school’s data base.

- Years Prep to 2 students withdrawn from the playground will be counselled by the JPU teacher rostered for detention duty. Counselling will be facilitated using a prompt sheet. The green reflection sheet completed during counselling is to be sent home to be signed by parents and then returned to school.

- A data base is maintained by the Assistant Principal and used by the administration for parent contact and discussion.

- Students will remain in Junior Detention until counselling has been completed. This will generally be around 15 minutes. However, more serious or repeat offenders may be required to stay longer.

- Students brought in at the end of recess will do detention at lunchtime.

- Students brought in at the end of lunchtime will do the detention the following morning recess.
YARD MISDEMEANOR YEARS 3-6

SEVERE CLAUSE

NO

Peer mediation

YES

Issue resolved

Teacher/ school follow up as appropriate

TEACHER ACTION/REACTION

Immediate response: eg walk with teacher

DETENTION

Follow up procedures

ADMIN

INFORMED

No further action

ACTION TAKEN

Alternative Setting placement

No further action

Procedures followed through and no further action required.

Following detention a parent conference and action plan developed.

Severe reprimand/ counselling. Parent may be informed. Access to student services etc.

Internal consequences imposed. Parent informed/contact made.

Decision relating to management at school including ongoing student services involvement.

Restricted attendance. Full/part suspension.

School Expulsion and Enquiry re future school attendance.

Immediate response:

eg walk with teacher
YARD MISDEMEANOR PREP – 2 STUDENTS

TEACHER ACTIO/REACTION

Immediate response
e.g. walk with teacher

DETENTION
Follow procedure

ADMIN INFORMED
If student seriously hurt
and/or when
aggression has
occurred on more than
two occasions.

ACTION TAKEN

Severe
reprimand/counselling.
Parent may be
informed. Access to
student services etc.

Internal
consequences
imposed. Parent
informed/contact
made.

Restricted
attendance
Full/part suspension.

Decisions relating to management at
school including on going student
services involvement.

School expulsion and
enquiry re future school
attendance.
APPENDICES

1. Achievement Award - Grey / Blue
2. Prompt Sheet for Counselling
3. Playground Detention Report – Pink
4. Playground Incident Report – Green
5. Classroom Exit Report – Pink
6. Classroom ‘Emergency’ Cards (Red, Orange or Blue)
7. Detention Reflection Form – Years Prep to 2 – Green
8. Detention Reflection Form – Years 3 to 6 – Green
9. Instructions / Role Guidelines for Teachers on Detention Duty
10. Student Record Sheet for Detention Record Book
11. Model Behaviour Management Contract
12. Department of Education Suspension Guidelines