



Briar Hill Primary School POLICY

Policy Number:

Title: Behaviour Management Policy and Program

PREPARED BY: Policy Sub Committee

APPROVED BY SCHOOL COUNCIL: 30 May 2017

This Policy needs to be read in conjunction with the Student Wellbeing Policy & Program, Anti-bullying Policy & Program and Internet Use Policy.

1. INTRODUCTION

At Briar Hill Primary School, student management is a shared responsibility. It is the duty of each staff member to support colleagues and reinforce and communicate consistent messages about student responsibilities and expectations. The emphasis should be on the cultivation of positive habits and behaviours, which should be consistently modelled, encouraged and acknowledged by all staff.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required.

2. AIMS

- Establish predictable, fair and democratic classrooms and school environments.
- Ensure student participation in the development of classroom and whole school expectations.
- Providing personalised learning programs where appropriate for individual students.
- Consistently acknowledging all students.
- Empower students by creating multiple opportunities to take responsibility and be involved in decision making.
- Provide physical environments conducive to positive behaviours and effective engagement in learning.
- Form learning partnerships with parents.

3. IMPLEMENTATION

The school is committed to the use of restorative practices with students.

Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999).
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships, in which



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each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

In and around the school

There are some clear rules that need to be monitored in order to ensure safety:

- Do not climb the blue stone wall and fences.
- Walk in the corridor at all times.
- Walk around all corners.
- Leave chewing gum and lollipops at home.
- Sticks must be left on the ground unless you are building with them.
- Any 'cubbies' must be built on the ground.
- If you are riding a bike, scooter or skateboard, get off at the school gate and walk it to the bike shed. Helmets must be worn.
- Mobile phones are to be left at the school office until home time.
- The toilets are not play areas.
- Stay out of the school corridors at recess and lunch times.
- Knitting and scissors are to stay inside
- Children can only be in a classroom when a teacher is present
- Designated play areas for children without hats (until May 1st and in Term 4) are under the oak tree, on the deck, in the shade cloth areas of sandpit and playground, and in the 5/6 portable area.

In addition to these rules, some areas of the school are 'out of bounds' areas to students:

- The areas of ground, sloping downwards towards the school boundary, and beyond the oval, are out of bounds.
- The car park area is out of bounds at all times.
- On top of and behind the water tanks
- The garden area above the basketball courts
- Behind the hub, hothouse and 5/6 portables.

Classroom Procedures

Teachers will have in place their own set of student management strategies in the classroom. In each case, the emphasis should be on the cultivation of positive behaviours and the acknowledgement of good effort. School values should be consistently modeled and encouraged at all times. There may be times when individual behaviour management plans are developed.

In the event that student behaviour compromises the safety of others, or their rights to learn, then a process needs to be in place.

Step 1	Clarification
Warning	<p>The teacher may have made 1-3 comments to the student, depending on age.</p> <p>The teacher clarifies expectations of behaviour to the student.</p> <p>The student is given the opportunity to make a responsible choice about changing his/her behaviour.</p> <p>The student is warned of the consequences of the behaviour continuing. The teacher places their name on the board.</p>



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<p>Step 2</p> <p>Time out in Class</p>	<p>The teacher should provide a supervised space in the classroom where students can be alone and undisturbed. The student should be able to sit quietly and continue the required task during this time, (for example, “the watching chair”).</p> <p>The period of time out within the classroom should be intentionally short, and should be structured so that the student has responsibility for returning to the group as soon as she/he is ready to learn.</p>
<p>Step 3</p> <p>Time out in another class</p>	<p>The teacher should have a prior arrangement in place with a colleague (buddy) that allows for a student to spend an agreed amount of time away from their own classroom. It is up to each teacher to make prior arrangements with his or her buddy</p> <p>This period of time out should be intentionally short, so that the student misses a minimal amount of learning time in the classroom. Ten minutes is the suggested maximum duration.</p> <p>During this time, the student should continue their assigned task or complete a reflection sheet.</p> <p>Children should be escorted to the prearranged classroom with another student, along with a brief note, for instance, <i>‘Ben – Please return at 10.30 to Music. Thanks, Mary’</i></p> <p>When the agreed time has elapsed, the student should be escorted back to her/his original classroom.</p> <p>Where children refuse to leave, Principal to be called. Where Principal is unavailable the consequence may be delayed until the following day.</p> <p>If a student is posing a risk to the safety of other class members, then remove class and notify office, or split class and discuss issue with student.</p> <p>A brief note can go home to parents letting them know that their child had to spend time in another classroom.</p>
<p>Step 4</p> <p>Time out on Yard Duty</p>	<p>Student will be required to walk with a Yard Duty teacher for:</p> <ul style="list-style-type: none"> • 15 minutes at recess • 30 minutes at lunch
<p>Step 5</p> <p>Time out with Senior Staff</p>	<p>This step will be enacted if the student requires a period of time out with the Principal or senior staff.</p> <ul style="list-style-type: none"> • A restorative conversation will take place focusing on what the child could do differently, who’s been affected and how they could make it right. • The student will complete a Behaviour Reflection Sheet. (Copies will be made for the class teacher and school



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	records) <ul style="list-style-type: none"> • An appropriate consequence will be applied. (Refer to Behaviour Reflection Sheet) • The parent/s of the student will be informed in writing and by phone.
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Communication

- It is up to each teacher to communicate the level of warning to any subsequent teacher for the students in that class. The sequence of warnings should not be broken due to changes of specialist subject, teacher or session.
- Warning levels are cumulative across a day, NOT a session.

In the event that student behaviour does not improve, or if it compromises the safety of others, the management of the behaviour will escalate to the Principal.

Schoolyard Procedures

If an incident involving poor student behaviour occurs, it **MUST** be dealt with by the teacher on yard duty.

There are **3 levels of action:**

Level 1 warning 'Talk & go'	The yard duty teacher deals with the incident. The student is allowed to go back to play. The incident ends
Level 2 warning 'Talk & walk'	The yard duty teacher deals with the incident. The student remains with the teacher and accompanies the teacher on his/her walk around the school yard. A restorative conversation will take place focusing on what the child could do differently, who's been affected and how they could make it right. The student is allowed to go back to play at the teacher's discretion. The incident ends
Level 3 warning 'Talk & time out'	The yard duty teacher deals with the incident. The student is sent to the office with another child or staff member, if applicable. The Principal or senior staff takes over management of the incident. Parents may be contacted via letter or phone.

Teacher directed:

It is important to note that under the following circumstances, teacher directed consequences will be set. These include:

- If time is limited- a Restorative Justice Chat would occur at a suitable time.
- The student is unwilling to accept their responsibility for the problem.*



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- If a serious incident, such as bullying has occurred and time is required to ascertain all the facts (refer to the Anti-bullying Policy).
 - If the student is repeating the same behaviours without any indication of change occurring.*
- * Parents will be informed of these actions.

Teacher directed consequences could include:

- Time-out
- Suspension
- Expulsion

Prior to the student re-entering the classroom or playground, a restorative process would result in the student agreeing problematic behavior. Other students affected by the behavior may also need to be consulted.

Within the spirit of whole-school co-operation, there is an expectation that school staff will apply the Code fairly and consistently and that the parent community will provide their full support as per the policy statement.

4. EVALUATION

This Policy will be reviewed biannually or more often if necessary due to changes in regulations or circumstances.

Date implemented	30 May 2017	Responsible for review	Policy Sub Committee
Approved by	30 May 2017	Approval Authority (Signature & Date)	
Review date	July 2017	Date reviewed	

5. REFERENCES

DET Effective Schools are Engaging Schools: Student Engagement Policy Guidelines

DET Safe Schools are Effective School's

DET Student Engagement Policy Guidelines

DET Respectful Schools

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Appendix A