

Manning Primary School Behaviour Management Policy



Rationale

At Manning Primary School, we are committed to high expectations of behaviour through:

- Developing confident, independent, responsible and productive citizens in our society
- Providing a safe, supportive and inclusive learning environment
- Building positive partnerships with the school community based on trust, mutual respect and communication.

We aim to:

- Create a positive environment where children respect the rights of other children to learn and the rights of the teachers to teach.

We also aim to:

- Practise positive interpersonal relationships
- Use a restorative approach to empower students to own and accept responsibility for their behaviour
- Establish clear guidelines that protect the rights of all individuals, where the procedures, consequences and rewards are clearly defined and known by the school community

Through:

- Teachers building positive relationships with students that promote an effective learning environment.
- Administrators assisting and supporting teachers to build positive relationships with students so that an effective learning environment can be established and maintained.
- Parents being partners in the education and support of their child's learning, health and well-being


serve one another

We always:

- Use our manners and show courtesy
- Follow instructions promptly when asked
- Are inclusive and considerate
- Keep our hands, feet and objects to ourselves
- Are truthful
- Use equipment for its purpose
- Move quietly around the school during lesson time
- Encourage and celebrate others' successes

8.30 - 8.45am we:

- Move straight to class and remain inside
- Engage in purposeful activities in a calm and orderly manner

Behaviour Expectations

When indoors we:

- Allow others the opportunity to learn
- Keep our workspace organised
- Use an appropriate voice
- Walk whilst moving around the classroom

We:

- Wear the school uniform with pride
- Wear school hats outside or remain on a shaded veranda
- Adhere to the Manning PS School Dress Code

When outdoors we:

- Stay seated whilst eating our lunch
- Eat our recess on verandas, netball courts or quadrangle
- Put all our rubbish in the bin
- Return our equipment promptly when the siren goes
- Return promptly to class from recess and lunch
- Use the undercover area for quiet games only
- Walk on verandas
- iPads/phones remain in class and placed in bags at the end of the day
- Follow 'sun smart' practices

Rights and Responsibilities

<p>Students have the Right to:</p> <ul style="list-style-type: none"> • Learn in a purposeful and supportive environment • Work and play in a safe, secure, clean and friendly environment • Be treated with respect, courtesy and honesty 	<p>Students have the Responsibility to:</p> <ul style="list-style-type: none"> • Display respectful, courteous and honest behaviour • Ensure that their behaviour is not disruptive to the learning of others • Ensure that the school environment is kept neat, tidy and secure • Ensure that they are punctual, polite, prepared and display a positive attitude • Accept consequences for their actions
<p>Staff have the Right to:</p> <ul style="list-style-type: none"> • Be treated with respect, courtesy and honesty • Teach in a safe, secure and clean environment • Teach in a purposeful and non-disruptive environment • Co-operation and support from parents 	<p>Staff have the Responsibility to:</p> <ul style="list-style-type: none"> • Model respectful, courtesy and honest behaviour • Ensure the learning environment is safe, supportive and inclusive • Develop and maintain positive partnerships with students, staff and parents • Ensure good organisation and planning • Implement the school behaviour management policy with consistency
<p>Parents have the Right to:</p> <ul style="list-style-type: none"> • Be treated with respect, courtesy and honesty • Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare • Be informed of their child's progress • Access a meaningful and high standard of education for their child • Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education 	<p>Parents have the Responsibility to:</p> <ul style="list-style-type: none"> • Model respectful, courteous and honest behaviour • Ensure that their child attends school and is punctual • Ensure that the physical and emotional condition of their child is at an optimum for effective learning • Ensure that their child is provided with appropriate materials to make effective use of the learning environment • Take a shared responsibility in providing a meaningful and high standard of education for their child • Support the school in implementing behaviour management strategies, particularly in relation to their own child

Classroom Procedures for Supporting Student Behaviour

Establish a positive, inclusive classroom environment where children respect the rights of other children to learn and the rights of the teachers to teach.

Clearly explain to the students expected behaviours, rules, rewards and consequences.

To maintain our behaviour expectations this process will be followed in all learning settings.

At handover classroom teachers, specialist teachers and support staff will communicate regarding any negative/positive behaviours.

Reward system for positive behaviour

Teachers will implement a class reward system which is appropriate for the students in their class

Procedure for inappropriate behaviour

Proximal praise is the strategy first employed when reminding a student of appropriate behaviour.

Minor Behaviours which need correction but which occur because of over enthusiasm or misunderstanding rather than wilful behaviour eg. Calling out, talking when someone else is talking, etc

Medium Behaviours/actions that cause a degree of danger to the students themselves or to others and/or prevent other students from learning eg. Constant talking, repeat offending, back chatting, etc

Major Severe behaviours that places students in danger and interrupt the teacher's teaching eg. Wilful offence of property, aggression, physical assault or intimidation of students or staff, verbal abuse or harassment of staff or students, presence of weapons on school site, substance abuse

Step 1 The first time a student misbehaves
Verbal warning reminding student of class rule – expectations
2 verbal warnings are given before card system is implemented clearly articulate 'this is your second warning' to the child

Step 2 The third time a student misbehaves
*Student is issued a **yellow** card. Allow student time to reflect prior to talking to them about their behaviour.*

Step 3 The fourth time a student misbehaves
*Student is issued an **orange** card.*
Time out (this may be in an isolated area of the classroom or removal from the room eg. buddy class)
Class teacher to record in SIS
Parent interview/phone call to be arranged by classroom teacher after every 3 orange cards

Step 4 The fifth time a student misbehaves
Teacher records misdemeanours on red card
Student takes red card to admin staff or send for administration staff to collect child
Recorded on SIS by admin in consultation with teacher
Parents contacted



Consequences at Step 4 may include:

Recess/lunch detention- students are removed from the playground

In school detention - student to sit at isolation desk and complete work independently (to be set by classroom teacher if possible)

Out of school suspension – student does not come on school grounds during period of suspension – student and parents meet with principal on return to school

** Serious misdemeanours may be fast tracked to administration*

*** In some circumstances these guidelines may need to be modified to suit an individual student's needs*

If a student receives a red card and has been handed back to the classroom teacher by a member of administration and misbehaves again, then a modified process may be followed, at the discretion of the teacher.

Students who are taken to the office for a withdrawal will be isolated in a designated area. Classroom teachers will provide class work for the student. Lunch and recess may be set at different times to the rest of the students.

Teachers need to develop individual behaviour support plans for students whose behaviour continues to require modification to meet the school's expectations and code of conduct. Administration members and the School Psychologist can assist with the development and application of the plan.

Students who have severe or repeat behavioural issues will be supported to modify their behaviour through the strategies outlined in their individual behaviour support plan.

Playground Student Behaviour Support Procedure

Positive playground environment promoted using verbal praise

- Step 1** **Minor breaches** behaviours which need correction, but which occur because of over enthusiasm or misunderstanding rather than wilful behaviour e.g. Running on veranda, littering, one off name calling, boisterous behaviour, etc
Teacher resolves conflict through discussion or separating children. Student walks with the duty teacher for 5 minutes.
- Step 2** **Medium breaches** behaviours/actions that cause a degree of danger to the students themselves or to others eg. Rough play
Teacher resolves conflict
Consequences will be determined according to the incident, its seriousness/frequency
- Step 3** **Major breaches** such as bullying, fighting, dangerous play, orchestrated teasing
Student to be sent to administration by the duty teacher or send for a member of administration to collect the student. Administration will refer to the information from the duty teacher to determine an appropriate consequence.
Information to be recorded on SIS
Parents contacted

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