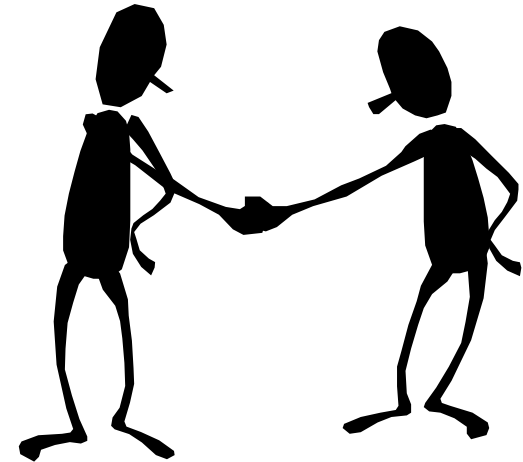


**AT STIRLING NORTH PRIMARY
SCHOOL**

WE BELIEVE WE SHOULD:-

- **CARE FOR OURSELVES**
- **CARE FOR OTHERS**
- **CARE FOR OUR ENVIRONMENT**

Stirling North Primary School



**BEHAVIOUR
MANAGEMENT
POLICY**

Reviewed 2004



SNPS YARD STUDENT BEHAVIOUR MANAGEMENT

Teachers - use a variety of strategies, including eye contact, hand or head movements, moving closer to the student etc



Step 1 - Rule reminder for minor indiscretions



Step 2 - The child is sent to sit on a bench to think about the inappropriate behaviour that has occurred. A record for bench time out is kept in the yard duty folder.



Step 3 - The behaviour of the child is of a more significant concern and he/she is sent to the time out room for between 10-30 minutes. The student fills in a sheet outlining the inappropriate behaviour and other choices he/she could have made.
A note is sent home to parents/caregivers notifying them of their child's time out.



Step 4 - Leadership Intervention

A contract for restricted play options is drawn up for those children who need to modify their behaviour after 3 time outs. Parents/caregivers are informed via a note sent home.

How we learn best:-

Being organised	Doing as asked by a staff member	
Asking for help	Being punctual	Staying on task
Completing work	Co-operating	Putting in effort

How we communicate:-

Speaking appropriately	Taking turns - hands up
Suitable working noise	Active listening
Positive comments	Tone of voice

How we feel safe:-

Ways we care for ourselves, others & the environment	
Looking after own property	Use of equipment
What things we bring to school	Borrowing & lending

How we treat others:-

Show respect in what we say and do
Treat & play with others fairly
Seek adult help if bullying occurs

How we move:-

Ways we move in, to & around classrooms	Playing safely
Walking on paths & around corners	Lining up

How we solve problems:-

Tell our story Listen to others
Follow school rules & consequences
Work together to solve problem
Follow up if problem continues

SNPS CLASSROOM STUDENT BEHAVIOUR MANAGEMENT

Teachers - use a variety of strategies, including eye contact, hand or head movements, moving closer to the student etc



Step 1 - Rule reminder



Step 2 - Class Time Out - teacher keeps a record sheet of children sent to time out - date, reason, any consequences; Student needs to fill out behaviour log as part of their accountability



(Teachers keep these forms - to show parents)

Step 3 - Teacher keeps records as above; explanation note is sent with child to buddy class, child fills in behaviour log whilst in buddy class, teacher keeps buddy class notes - to show parents

Buddy — Teacher notifies parents/caregivers through 'standard' note each time child is sent to buddy



Consequences for time in buddy class - catch up on work, lose privileges, sent home

3 visits to buddy room requires the teacher to have a meeting with parents/caregivers where strategies are developed and agreed upon

4th incident of class time out for same behaviour leads straight to Step 4.

Step 4 - Leadership Intervention

20 minutes time out - parent/caregiver contacted and note goes home. Sheet filled out and consequences negotiated between teacher and child. Re-entry contract filled in.



Step 5 - Leadership - $\frac{1}{2}$ day internal suspension/take home. Parents/caregivers contacted



Step 6 - Leadership/Principal - Suspension - day/days determined by severity of incident



As part of DECS Student Behaviour Management Policy, students who have been suspended must be re-entered through a meeting between student, parents/caregivers, leadership team member and class teacher where possible. On the 4th suspension the District interagency behaviour management support person must be contacted.

Step 7 - Leadership/Principal - Exclusion. This follows repeated incidents, where there has been little or no change in behaviours.

Violence, incidents of defiance and abusive behaviour - by pass steps - go to Step 5 or 6.

Rights and Responsibilities

Learning

We have the right to learn without interference and the responsibility not to interfere with others' learning or teaching. We need to learn at our own pace, in a warm and caring environment.

Communication

We have the right to express ourselves, share ideas and ask questions without the fear of ridicule. We have the responsibility to listen to others, to respect their ideas and value their opinions.

Safety

We have the right to be free from intimidation at school, to be safe and secure and to have property protected. We have the responsibility to stop bullying, to care for others and all property.

Treatment

We have the right to respect from others, to be treated fairly and equally, regardless of cultural, racial, sexual or religious differences. We have the responsibility to treat others with respect on all occasions.

Movement

We have the right and responsibility to move around the classroom and school in a manner that shows respect and care for all others.

Problem - solving

We have the right and responsibility to resolve problems that occur in a reasonable, co-operative manner. We have the right to tell our side of the story and the responsibility to listen to others' stories. We need to all work towards an appropriate solution.

Step 5 - Leadership - $\frac{1}{2}$ day internal suspension/take home.
Parents/caregivers contacted



Step 6 - Leadership/Principal - Suspension - day/days determined by severity of incident



Re-entry must be through a meeting between student, parents/caregivers, leadership team member and class teacher where possible. On the 4th suspension the interagency behaviour management support person must be contacted.

Step 7 - Leadership/Principal - Exclusion. This follows repeated incidents, where there has been little or no change in behaviours.

Violence, incidents of defiance and abusive behaviour - by pass steps - go to Step 5 or 6.

BELIEFS

We believe that everyone is responsible for their own behaviour.

We believe that schools must be safe, caring, orderly learning environments in which the rights of all students to learn, and all teachers to teach, are supported and protected.

We believe that children need to develop self-discipline to become responsible and effective learners.

We believe that positive relationships need to be established between home and school so that appropriate behaviour can be constantly reinforced. We need to actively reinforce and model the skills of responsible behaviour.

AIMS

We aim to:-

Positively encourage children to take responsibility for their own behaviour.

Establish clear and concise rules and consequences.

Establish strong positive lines of communication between home and school.

Encourage positive behaviour.

Create a success-orientated environment.

ROLES AND RESPONSIBILITIES OF PARENTS/CAREGIVERS

- Seek clarification where they don't understand the Behaviour Management Policy
- Follow up notes sent home with discussion
- Check and help negotiate contracts
- Supervise while under suspension/take home
- Reinforce positive behaviour and school rules
- Be available for conference
- Where parents/caregivers are aware of any problem, notify school or teacher
- Be part of monitoring of progress
- Make good any damage

PREVENTATIVE PROCEDURES

Teachers take the following actions to prevent behaviour problems and disruptions in the class and to foster a success orientated environment:-

- Tactically ignore attention-seeking behaviour
- Provide a success oriented classroom
- Positively reinforce appropriate behaviours
- Have a social skills programme
- Involve children in decision making
- Model appropriate behaviour - positive role model
- Relevant, inclusive curriculum
- Avoid sarcasm, embarrassment, etc
- Make rights, rules and responsibilities clear to the children
- Provide a stimulating and positive learning environment
- Speaking positively
- Noticing good behaviours
- Constant and uniform reinforcement of rules
- Role playing, practicing skills
- Acknowledgement of effort and improvement
- Ownership of classroom environment
- Expectation of responsible behaviour - trust
- Clear goals
- Children working at realistic goals
- Non - threatening environment and activities in which risks can be taken
- Work activities relevant and meaningful to their experiences
- Displaying and sharing work
- Constructive feedback

ACKNOWLEDGING & REINFORCING

We believe it is important to give children opportunities to learn responsible behaviour and to have it reinforced by the following methods:-

- Teacher time and attention
- Use other students as examples
- Discuss consequences of responsible behaviour
- Contact families - positive feedback
- Awards, privileges
- Participation
- Happy notes
- Diaries to parents