

FORBES PRIMARY SCHOOL

STUDENT BEHAVIOUR MANAGEMENT POLICY

– Current from 1/9/2011

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CLASSROOM BEHAVIOUR PROCESSES GUIDELINES FOR THE DEVELOPMENT OF POSITIVE BEHAVIOUR AT FORBES



1. *Positive behaviour is developed and supported through:*

- Developing and fostering positive relationships with students and families.
- The provision of a relevant, age appropriate curriculum.
- The provision of opportunities to negotiate learning tasks.
- High expectations for students and their learning
- An empathy for students' out-of-school lives.
- Acknowledgement, reinforcement and feedback for appropriate behaviour.
- The provision of specific R-7 curriculum support programs (eg. Values Education, Social Skills, Conflict Resolution, Anti Bullying, Child Protection).
- Negotiated, logical consequences.
- The provision of in-class and 'buddy class' time-out.
- Teachers walking with students to and from NITT lessons.

2. *Each class develops their own set of classroom expectations and procedures in co-operation with their teacher. These expectations are based on our school Values:*

Respect, Responsibility, Honesty, Understanding & Optimism

- * **Respect** - eg. Speak nicely to others, hands up to speak, peaceful conflict resolution.
- * **Responsibility** - eg. Be on task; ask for help when needed, look after own/others/class equipment.
- * **Honesty** - eg. Take ownership for own behaviour; always ask before using other people's things.
- * **Understanding** - eg. Respect differences.
- * **Optimism** – eg. Bounce Back Principles: "Bad times don't last", "other people can help", "I can do it" attitude, think of the positives.

3. *Rules and Consequences are brief, clear and focussed and are displayed in the classroom in a place where they are easily read / seen. They are reviewed regularly in class.*

4. *Consequences for most behaviour are managed by the class teacher. These need to be appropriate for the behaviour and used consistently.*

5. *School Level consequences and responses.* If this level of response is used it will be managed by Leadership and may include Office Time Out, Take Home or Suspension for up to 5 days.

6. *System Level response* is used if a student continues to display inappropriate or unacceptable behaviour following a School Level response. The System Level response includes the involvement of the *Interagency Behaviour Support Co-ordinator*. This level will be managed by Leadership and may include Suspension or Exclusion to Learning Centre or another school for up to 10 weeks.

7. **Illegal, dangerous or totally unacceptable behaviour** will be dealt with immediately by the Leadership and may include Suspension or Exclusion to Learning Centre or another school for up to 10 weeks and police may be contacted.

CLASS BEHAVIOUR EXPECTATIONS AND CONSEQUENCES

FOR INAPPROPRIATE AND UNACCEPTABLE BEHAVIOUR



* CLASSROOM LEVEL RESPONSE

Stage 1 - *If a student does not follow a class expectation:*

REMINDER / CLASS TIME OUT

For example:

- A reminder of the rule - > eg. name on board, tick by name
- Time spent at Class Time Out area so teacher can get on with teaching, **completing a Time Out Reflection Form?**
- Make up lost learning time at recess or lunch time – completing missed work.
- Re-entry to class after counselling or focussing task is completed as required.
- The parent is notified at the teacher's discretion.
- Any documentation is managed by the class teacher.
 - *If student doesn't follow instructions at this stage, he/she will be required to move to Buddy Class Time Out.*

* CLASSROOM LEVEL RESPONSE *(may be combined as part of Stage 1)*

Stage 2 - *If repeated, Class Time Out in a specified period of time*

BUDDY CLASS SIT OUT

For Example:

- Sit Out in another class for a short period of time
- Re-entry to class after counselling or Time Out Reflection Form is completed as required.
- Make up lost learning time at recess or lunch time – completing missed work.
- The parent is notified at the teacher's discretion.
- Any documentation is managed by the class teacher.
 - *If student doesn't follow instructions at this stage, he/she will be supported to move to Buddy Class Time Out.*

* SCHOOL LEVEL RESPONSE

Stage 3 - *If above consequences are repeated or not followed:*

OFFICE TIME OUT

- The Principal / Deputy Principal / Counsellor will counsel students and notify parents via 'Fast Track' form or phone call. Students may complete work in the office and make up lost learning time at recess or lunch time.
- Students *may* be sent home for the rest of the day or suspended for up to 5 days.
- Documentation is managed by the Principal or Deputy Principal.
 - *If student doesn't follow instructions at this stage, he/she will be required to move to System Level Response.*

* SYSTEM LEVEL RESPONSE

Stage 4 - *If a student has acted in a way that is illegal, dangerous or totally unacceptable:*

TAKE HOME / SUSPENSION

1. The Principal or the Deputy Principal must be informed immediately.
2. Suspension procedures apply as per the DECS Suspension, Exclusion and Expulsion Policy.
3. These procedures are managed by the Principal or Deputy Principal.
4. An Interagency Behaviour Support referral may be made and the police may be contacted.

* SYSTEM LEVEL RESPONSE

Stage 5 - *If a student continues to be suspended:*

EXCLUSION

1. Exclusion procedures apply as per the DECS Suspension, Exclusion and Expulsion Policy.
2. These procedures are managed by the Principal or Deputy Principal.
3. Interagency involvement is sought to discuss alternative learning programs and placement.

YARD BEHAVIOUR EXPECTATIONS AND CONSEQUENCES



At Forbes Primary School, all students are expected to demonstrate our school values of *Respect, Responsibility, Honesty, Understanding and Optimism* by:

1. FOLLOWING DIRECTIONS GIVEN BY SCHOOL STAFF

Consequence for inappropriate behaviour:

Walk With Teacher / TIME OUT

2. RESPECTING THE RIGHTS OF OTHERS

Examples of violating personal safety and rights of others: kicking, hitting, teasing, bullying, harassing, fighting, pushing, swearing, spitting, throwing, riding bikes in the yard

Consequence for inappropriate behaviour:

Counsel / Walk With Teacher / TIME OUT

3. RESPECTING SCHOOL AND PERSONAL PROPERTY

Examples of disrespect for school and personal property: breaking things, littering, not caring for sports equipment, misusing toilets, graffiti, vandalism

Logical Consequences for inappropriate behaviour:

Repair / Replace / Pick it Up / Put it Away / Clean Up / Community Service / Suspension

4. PLAYING SAFELY IN THE YARD AND STAYING WITHIN BOUNDARIES

Examples of unsafe play: climbing on buildings and fittings, running in walk zones, not using equipment responsibly

Logical Consequence for inappropriate behaviour:

Get Down / Go Back and Walk / Don't Use That Equipment etc...

Out-of-bounds: outside the school yard without written permission, being inside rooms and corridors unsupervised, playing in the JP playground if you are a Year 4-7 student.

Consequence for inappropriate behaviour:

Walk With Teacher / TIME OUT

5. BEING ON TIME AFTER BREAKS

- The Yard Duty Teacher will begin to ask students to move from the oval from 1:25pm.
- Consequences: Students not returning to class on time – time out for late arrival back to class unless with a relevant reason from a school staff member.

Please Note

Repeated inappropriate behaviour in the yard may result in students being put on a 'Restricted Play' program. This will involve either being allowed to play in one area only, walking with the yard duty teacher or sitting in the office for a specified number of days. Parents will be notified if this happens and the student will be expected to carry a 'Restricted Play Program' card and have it signed by the yard duty teacher in each play period. Non compliance with this program may result in Take Home, Suspension or Exclusion.

YARD TIME OUT PROCEDURES



RESPONSIBILITIES OF YARD DUTY TEACHERS:

- When a teacher decides that a student needs to attend Time Out, the teacher needs to complete a *Forbes Time Out Attendance* form.
- Copies of this form are kept in each yard duty back pack and in the Front Office.
- When completed, the top part of the note is to be placed in the Time Out record holder and the bottom tear off section is placed in the class teacher's pigeon hole.

RESPONSIBILITIES OF CLASS TEACHERS:

- Remind a student that they need to attend Time Out.
- Notify the Principal or Deputy Principal of any concerns emerging for this student because of inappropriate yard or class room behaviour. A School Level Response may be required.
- Ensure that the student takes home the *Time Out Attendance Form (if applicable)*.
- When the *Time Out Attendance Form* is returned, send it to the front office.

RESPONSIBILITIES OF TIME OUT DUTY TEACHER:

- Counsel students in Time Out.
- Record a child's attendance on the EDSAS Data Management System.
- Put the completed *Time Out Attendance Form* in an addressed envelope to be mailed home (or sent home with responsible students).
- Follow up non-attendance in Time Out and notify the class teacher if the student has not attended. The student will be expected to attend on the following day and may be required to make up the missed time.
- Follow up **non return** of *Time Out Attendance* notes and notify parents if necessary.
- Time Out to be completed in the **Laptop suite** – to be entered from the outside door (not through another classroom or office).
- Restricted Play student names to be added to the Weekly Bulletin.

Currently investigating carbon copies for time out paperwork – this will take out the need to cut off the bottom part of the slip:

-Top copy is sent home

-Middle copy is placed in teacher's pigeonhole

-Bottom copy is put on Time Out book (stored in Counsellor's Office), then filed under student's name once completed.

SUN PROTECTION POLICY



INCLUSIVE DATES:

To ensure that our students are correctly protected from the sun, The Forbes Primary School Sun Protection Policy is enforced:

- Every day in Term 1
- From the 1st September onwards in Term 3
- Every day in Term 4

APPROPRIATE HATS:

- ALL students are expected to have a **legionnaire's hat**, **broad brim hat** or **'bucket' style hat** in the Forbes colours at school. Baseball hats do not provide protection to the ears and neck and are therefore not accepted.
- These hats are recommended by the Anti-Cancer Council and have been endorsed by the Forbes Primary School Council.
- Please ensure that all hats are **named clearly**.
- Forbes hats with the school logo are available for purchase from the Front Office.

SCHOOL SUN SMART EXPECTATIONS AND CONSEQUENCES:

- Students must wear appropriate clothing all year round: sleeves on shirts and pants/skirts at an appropriate length.
- Students must have their hats in the classroom at the beginning of each day. This is an important part of each student's morning routine.
- Hats must be shown to the Classroom Teacher as part of each student's morning routine, even if the student arrives late.
- If a student does not have their hat, the Classroom Teacher will send a note with the student's name on it to the Front Office. Front Office staff will then phone parents/carers to request a hat to be brought to school.
- If a hat cannot be supplied, the student will be required to sit in the Front Office Time Out area at playtime. The student may not participate in outdoor class activities without a hat.
- These expectations ensure that all students are following the Anti-Cancer Council's Sun Smart guidelines.
- Students who refuse to follow the school's Sun Protection Policy are risking skin damage from the sun. Repeated refusal to follow the Sun Protection Policy will result in referral to the School Behaviour Code.
- Sports Day is not to be held in Term 4 for daytime Sports Days (only Twilight Sports Days). Hats are required for participation in Forbes Sports Day. Shirts with sleeves must be worn on Sports Day.

WHEN HATS MUST BE WORN:

- During Recess and lunch time during the above dates.
- During all outdoor curriculum activities, including Sports Day that occur during the above dates.
- Traffic Monitors/Bike Shed Monitors must wear hats while on duty before and after school during the above dates.
- Hats are an essential prerequisite for attendance at outdoor excursions and camps.

SUN BLOCK EXPECTATION:

- Students may want to keep sun block in their bags and apply it during the day as required.
- It is the Parent/Carer's responsibility to supply sun block.
- Sun block is an essential prerequisite for attendance and participation in Sports Days, outdoor excursions and camps.

'NO HAT - NO PLAY'

FORBES TIME OUT – ATTENDANCE FORM



STUDENT NAME: _____ ROOM: _____ DATE: _____

DAY: Monday Tuesday Wednesday Thursday Friday

CLASS INCIDENT

LESSON TIME: _____ LENGTH OF OFFICE TIME OUT: _____

YARD INCIDENT

TIME: Before School Recess 1st Lunch 2nd Lunch After School

LOCATION: Asphalt Oval R-3 Playground Shelter Shed
 Sandpit Quiet Area Library Other: _____

TYPE OF BEHAVIOUR - please tick one only.

- | | |
|---|--|
| <input type="checkbox"/> 1. Violence - Threatened or Actual | <input type="checkbox"/> 4. Acted Illegally |
| <input type="checkbox"/> 2. Threatened Good Order | <input type="checkbox"/> 5. Interfered With the Rights of Others |
| <input type="checkbox"/> 3. Threatened Safety or Wellbeing | <input type="checkbox"/> 6. Persistent and Wilful Inattention |

WHAT HAPPENED:

REPORTING TEACHER SIGNATURE: _____

TIME OUT TEACHER COMMENT:

TIME OUT TEACHER SIGNATURE: _____

PARENT/CAREGIVER COMMENT:

PARENT/CAREGIVER SIGNATURE: _____

*Parents/Caregivers: Please discuss this incident with your child, then sign and return the note to school.
If you would like further information, please contact the school on (08) 8293 4343.*

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TIME OUT ROOM ATTENDANCE FORM – FOR YARD TIME OUT ONLY

Yard Duty Teacher: Please place this section in class teacher's pigeon hole.

STUDENT NAME: _____ ROOM: _____

This student needs to go to the Time Out Room on: Monday Tuesday Wednesday Thursday Friday

RESTRICTED PLAY PROGRAM



NAME: _____ CLASS: _____

TIME FRAME: _____ (INCLUSIVE DATES) ROOM: _____

TYPE OF SUPERVISION REQUIRED: _____

PLEASE CIRCLE APPROPRIATE CODE FOR EACH PLAY SESSION: **POSITIVE PLAY = P** **REMINDERS NEEDED = R**

	MON _____	TUES _____	WED _____	THUR _____	FRI _____
RECESS	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R
1ST LUNCH	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R
2ND LUNCH	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R

Remember to add the above student's details to the Weekly Bulletin.

RESTRICTED PLAY PROGRAM



NAME: _____ CLASS: _____

TIME FRAME: _____ (INCLUSIVE DATES) ROOM: _____

TYPE OF SUPERVISION REQUIRED: _____

PLEASE CIRCLE APPROPRIATE CODE FOR EACH PLAY SESSION: **POSITIVE PLAY = P** **REMINDERS NEEDED = R**

	MON _____	TUES _____	WED _____	THUR _____	FRI _____
RECESS	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R
1ST LUNCH	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R
2ND LUNCH	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R	DUTY TEACHER P R

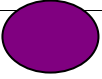
Remember to add the above student's details to the Weekly Bulletin.

FORBES TIME OUT
STUDENT REFLECTION FORM



NAME: _____ ROOM: _____ DATE: _____

WHAT I DID:



WHO HAS BEEN AFFECTED:



NEXT TIME I WILL:



THE VALUE THAT WILL HELP ME:

RESPECT

RESPONSIBILITY

HONESTY

UNDERSTANDING

OPTIMISM

STUDENT'S SIGNATURE: _____

TIME OUT TEACHER'S SIGNATURE: _____