



# **PINGELLY PRIMARY SCHOOL**

## **BEHAVIOUR MANAGEMENT PROCEDURES OVERVIEW**

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### **At Pingelly Primary School we will:**

- use cooperative learning strategies with students;
- implement effective classroom behaviour management methods;
- develop trusting and inclusive classroom environments;
- talk in a way that allows students to reflect - not react, and behave in a way that allows students to accept - not defend, through the use of Self-Control Checklist language;
- use evidence-based programs such as “You Can Do It”, and Challenges and Choices, in the classroom;
- encourage and support help-seeking and effective bystander behaviour;
- reinforce good examples of communication and conflict resolution; and
- long term, whole school curriculum outline in the Whole School Health and Well-being plan.

### **REVIEW & RECORD KEEPING**

This policy is reviewed and updated annually with staff at the beginning of each year. Behaviour issues are recorded by staff in classroom observation books and transferred into SIS, as required or instructed.

## **1. Code of Conduct**

- to follow the instructions of staff
- to dress in accordance with the school guidelines
- to follow school rules and procedures
- to be punctual and prepared for class
- to respect others and their property
- to behave in a manner that does not disrupt the learning of others
- to behave in a manner that ensures a caring, safe environment

## 2. RIGHTS, ROLES AND RESPONSIBILITIES

### STUDENT'S RIGHTS

- to be treated with courtesy and respect
- to work in a clean, safe environment
- to learn without disruption
- to achieve their potential
- to have their property respected
- to be proud of their achievements

### RESPONSIBILITIES

- to follow instructions
- to treat others with courtesy and respect
- to contribute to a clean safe environment
- to ensure there is no disruption to the learning environment
- to respect the property of others
- to participate fully in their educational program
- to ensure their actions do not discredit the school
- to be organised and equipped for the school day. Eg pens, pencils, rulers, library bags etc.

### PARENT'S RIGHTS

- to be treated with courtesy and respect
- to be informed of their child's progress
- to expect their child to participate fully in their educational program
- to have a forum to voice their opinion on school related matters

### RESPONSIBILITIES

- to treat others with courtesy and respect
- to ensure their child attends school
- to ensure their child arrives and departs school at appropriate times
- to ensure their child has appropriate materials for learning
- to monitor their child's progress
- to be supportive of the school
- to ensure that their child has their physical needs met. E.g. lunches, adequate sleep, appropriate school clothing

### STAFF RIGHTS

- to be treated with courtesy and respect
- to work in a clean environment
- to teach without disruption
- to be supported by the whole school community
- to be treated professionally

### RESPONSIBILITIES

- to treat others with courtesy and respect
- to ensure the school environment is safe
- to ensure good organisation and planning
- to provide relevant and challenging educational programs
- to support the school's vision, policies and procedures
- to inform parents/caregivers of their child's progress
- documented behaviour plans for identified students
- to have well-defined strategies for classroom management and procedures.

### 3. Teaching & classroom management strategies to support positive behaviour

#### Application

#### Classroom Management Strategies and Procedures

Classroom Management Strategies and Procedures			
• Clear rules	• Smiling	• Individual praise	• Model positive behaviour
• Organised classroom	• Merit certificate	• Stickers	• Establish relationships
• Planning	• Greeting	• Raffle tickets	• Noise meter
• Clear procedures	• Encouragement	• Positive interaction	• Marbles in a jar
• Set routine	• Group praise	• Set goals	• Incentive charts
• Cater for mixed abilities	• Points system	• Class meetings	• Visual behaviour monitor
• Clear instructions	• Teacher mentor system	• Reward charts	• Magic 1,2,3
• Lessons organised	• Enlist parent help	• Lucky dips	

#### In-class Management

Offences such as rough games, littering, damaging gardens, inappropriate behaviour in toilets, speaking inappropriately to other children, inappropriate actions in classrooms, pushing in line, not showing respect to staff, other students and property.

IN CLASS MANAGEMENT		
• Warning	• Change seating	• Ring parent
• Classroom setting	• In-class time out	• Parent attend class
• Positive correction	• Behaviour contract	• Noise meter
• Mediation (peer or teacher)	• Time out dot (playground offences)	• bench (playground offences)
• Problem solving	• Self-control checklist	

#### Out-of-class support

Include offences such as disturbing other students, interrupting teachers, failing to follow teacher instructions, deliberately not completing class work, rough play or swearing, leaving school grounds without permission, throwing sand, sticks, rocks, destroying property.

OUT OF CLASS SUPPORT		
• In-class time out	• Buddy class	• Admin conference
• IBP (behaviour)	• Parent conference	• School Psychologist
• Time out with Admin	• Self-control checklist	• Chaplain

Buddy Class will be allocated depending on individual student i.e. consideration of a siblings class, upper or lower class level). Send a note to the teacher re how long to keep the student.

#### Administration Managed

Offences such as persistently disobeying teachers, insolent behaviour, significant disruption of lessons, vandalism, violence, fighting, throwing dangerous objects, unauthorised drug use, stealing, interfering with another person's property, using abusive language or gestures towards others, leaving school without permission, stealing, crude remarks, racist remarks, teasing, spitting.

ADMINISTRATION managed
• Suspension
• In-school suspension
• Modified breaks (Removal from playground)
• Miss out on excursions, camps, etc
• Exclusion

Playground strategies at Pingelly Primary School include:

- a coordinated, highly visible and active approach to playground supervision;
- provide safe places for students with different needs;
- identification of and supervision adjustments to high-risk situations;
- offering a range of activities during break times that encourage positive peer relations and networks;
- recognising and reinforcing positive playground behaviour and positive social relationships,
- playground incidents reported to classroom teachers and Administration (if necessary);
- Providing equal access to developmentally appropriate outdoor activity areas and equipment for all students.

#### **4. Communication**

We aim to have clear, effective and positive communication to achieve the best possible outcomes for teachers, students and parents which:

- Acknowledges the rights and responsibilities of all stakeholders;
- Creates community by building and strengthening relationships based on mutual respect and courtesy;
- Establishes positive lines of communication between home and school so that students receive continuity of education, care, support and management within the home and school settings;
- Aims to provide an opportunity for parents/caregivers to share their views and needs and to participate in aspects of their child's education;
- Features written communications which are accessible and inclusive;
- Manages confidential information in a manner consistent with community expectations, professional standards and legal obligations;
- Ensures processes are in place to allow for open and honest communication amongst all school community members;
- Ensures a positive, productive and harmonious school environment is maintained.

##### **Procedure:**

When a parent wishes to contact a member of staff to discuss matters relating to their child:

1. contact the teacher via;
  - a. school office;
  - b. note sent with the student;
  - c. one-on-one; and
2. provide a brief outline of the points to be discussed.

##### **Contacting other staff:**

When a parent has a concern or wishes to discuss an issue regarding a situation which they consider may affect the whole school, their child's wellbeing or relates to a school policy matter:

- contact the Principal via the school office

##### **Communication Structures:**

The following school structures are in place to facilitate parent/school communication:

- Parent/teacher meetings;
- Whole school assemblies;
- Newsletters (fortnightly);
- Emails & SMS;
- Student Reports and Portfolios;
- School website;
- Invitations to parents to special events;
- Parent learning events;
- School handbook;
- Classroom information letters;
- Enrolment information up-dates;
- Noticeboards;
- External community newsletter.

## 5. MOBILE PHONE & DEVICES USE

### Staff

- Mobile phone use is not permitted during teaching time, while on duty and during meetings.
- Mobile phones will be switched off or put on 'silent' or 'discreet' mode.

### Students

- Students remain responsible for their personal effects whilst at school. Pingelly Primary School takes no responsibility for mobile phones and accepts no responsibility for replacing lost, stolen or damaged mobile phones. Mobile phones are brought to school entirely at the owner's risk.
- There is no reason why a student needs to have in their possession or use, a mobile phone during the school day.
- In cases of emergency the school office remains a vital and appropriate point of contact and can reach children quickly and assist in an appropriate way.
- If a student brings a mobile phone onto the school grounds during the school day, a **Mobile Phone Permission Slip** needs to be completed by a parent. The phone must be handed in at the office before school and collected at the end of the day. Phones will be secured in the office and made available at the conclusion of the day.

### Consequences

If a student is found to be in breach of these guidelines:

- Parents will be contacted immediately and informed of the situation;
- The Principal will suspend students found to be involved in the use of a mobile phone without permission from Pingelly Primary School Staff;
- The Principal will suspend students found to be involved in recording, distributing or uploading inappropriate images or videos of students, parents or staff on school premises;

### Inappropriate Use

Generally, a mobile phone will be used inappropriately if it:

- disrupts or is likely to disrupt the learning environment or interfere with the operation of the school; or
- threatens or is likely to threaten the safety or well-being of any person; or
- is in breach of any law.

Inappropriate use of mobile phones will include students using them to bully, intimidate or otherwise harass other people through any SMS or text message, photographic, video or other data transfer system available on the phone.

***It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. The school may consider it appropriate to involve the police.***

### Related Technology

The procedures applying to the inappropriate use and security of mobile phones, apply equally to the inappropriate use of portable computer games, ipods and similar devices.

### Exemptions

Exemptions of this policy can only be approved by the Principal and then only in exceptional circumstances.