



KONGORONG PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY

At Kongorong Primary School we believe in fostering a learning environment that:

- is respectful safe, caring and fair.
- supports and protects the rights of students to learn and teachers to teach
- develops in students an acceptance of responsibility for their own behaviour
- is oriented to success so that all students have support and opportunities to be successful academically, socially and physically
- develops a partnership between staff, students and their families

At Kongorong Primary School we aim to promote responsible behaviour and create a safe, caring, orderly and productive learning community and provide students with opportunities and support to experience success responsible behaviour through the 5 C's

- **CARE** - for people, animals, the school and property
- **COURTESY** - show respect to everyone.
- **CONSIDERATION** - for others' feelings, rights and safety
- **COOPERATION** - with staff, parents, other students and visitors
- **COMMUNICATION** - show respect when speaking and listening to other

All members of the school community are expected to respect the following rights:

- The rights of all people to be treated with respect
- The rights of all students to learn.
- The rights of all teachers to teach.
- The rights of all to be safe.

Classroom Management:

We believe that:

- an effectively managed classroom with clear guidelines, procedures and routines for common aspects of classroom life will ensure all students feel safe and able to engage in the learning process.
- To ensure understanding and ownership, students must be jointly involved in the creation of these guidelines, procedures and routines
- Students appreciate a straight forward and consistent approach

Therefore we will:

- Jointly develop, record and display specific behaviours, routines and processes at the beginning of each year – students and teacher develop together
- Acknowledge positive behaviour or when rules and procedures are being followed,
- Use teachable moments to reinforce key ideas
- Remain aware of what is happening in all parts of the classroom at all times, by continuously scanning the classroom, even when working with small groups or individuals
- Remain alert to the potential for minor issues to erupt – place self in picture, deflect, use humour etc
- Acknowledge breaches of classroom rules and procedures promptly and employ logical consequences
- Record significant or on-going breaches and give to the front office for recording on EDSAS (DECD data recording system)

Yard Behaviour

- When we are on yard duty we need to ensure that we are on duty promptly at the start of duty
- We need to constantly move around to monitor the student's behaviour
- Students need to wear a hat in Terms 1 and 4.

	Unacceptable Behaviour	Class Consequence	Yard Consequences	Positive Consequences
Level 1	<ul style="list-style-type: none"> Breach of school values Distracting others Not following reasonable instructions. 	Level 1 Response <ul style="list-style-type: none"> Consequence relevant to behaviour Reminded of choices Warned of consequences Sit out. Time Out in Class 	<ul style="list-style-type: none"> Walk with teacher Pick up rubbish Play elsewhere Play different game Yard sit out 	Level 1 Teacher Rewards Merit Awards Stickers Teacher's recognition of individuals Positive classroom reward I statements...
Level 2	<ul style="list-style-type: none"> Continues breach of school values. Using obscene language Refusing teacher requests Choosing unsafe behaviour Leaving class without permission 	Level 2 Response <ol style="list-style-type: none"> Time Out in another class. Restorative Justice Process Teacher to contact parent 	<ul style="list-style-type: none"> Yard Time Out. Restorative Justice Process Teacher to contact parent 	Level 2 Response <ul style="list-style-type: none"> Stickers from Senior Staff etc Share with another class Positive note or phone call home Share at assembly
Level 3	<ul style="list-style-type: none"> Continue breach of level 1 and 2 behaviours Fighting Intimidation and threats Bullying Verbal abuse Possession of harmful item Stealing Graffiti 	<ol style="list-style-type: none"> Time Out in admin area Restorative justice process Parents contacted In school suspension or take home if behaviour continues. 	<ol style="list-style-type: none"> Time Out in admin area Restorative justice process Parents contacted Suspended play or restricted play if behaviour continues. 	Level 3 School Rewards <ul style="list-style-type: none"> Assembly Awards Class Party Newsletter recognition
Level 4	<ul style="list-style-type: none"> Physical violence Obscene or offensive acts Continual intimidation or threats Continual bullying Verbal abuse and threats 	<ol style="list-style-type: none"> External Suspension for 1 to 5 days depending on severity of incident. Parent contacted Restorative justice process. 	<ol style="list-style-type: none"> External Suspension for 1 to 5 days depending on severity of incident. Parent contacted Restorative justice process. 	District Response <ul style="list-style-type: none"> Display at District Office etc Media Coverage

DECD Behaviour Management Policy and SEE procedures are to be followed

Referral to DECD Behaviour Management Services is to be completed for students who repeatedly breach the school behaviour code.