

# Connells Point Public School

## Behaviour Management and Discipline Procedures

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At Connells Point Public School, we are committed to providing a safe, caring and nurturing learning and play environment which promotes the development of independence, self-control, effective social skills, wise decision-making and concern and respect for self and others. We are developing our young students into the citizens of tomorrow, reflecting the values of our public education system and equipping them to contribute capably and confidently to the community.

To assist us in this challenge, we have policies and procedures to help guide, support and encourage the behaviours that will best prepare students for life. Consistency is vital – in the modelling and reinforcement of positive behaviours; in providing clear and explicit expectations; in ensuring fair and relevant consequences; and in acknowledging and rewarding effort, improvement and desired behaviours and attitudes.

We endeavour to ensure our student welfare and discipline procedures and programs serve the best interests of our students. Teachers exercise professional judgement to ensure that individual circumstances of students, such as age, stage of development and special needs, are taken into account.

### Managing Behaviour - The Overall Approach

Through the procedures outlined here we aim to involve students in the process of thinking about their behaviour and making choices. In this way we endeavour to promote self-discipline. Naturally this will be a developmental process and younger children will need more assistance and clear guidelines. As with all developmental processes, some students will gain self-control and self-discipline earlier than others.

The processes through which we work to achieve these aims are :

- ✚ constantly reinforcing and explaining our core values and school and class rules, highlighting student responsibilities;
- ✚ recognising and rewarding acceptable behaviour;
- ✚ ensuring that students understand that the behaviour they demonstrate is a choice that they make;
- ✚ responding to students' behaviour with clear and logical consequences;
- ✚ increasing the level of response as the inappropriate behaviour persists or deteriorates;
- ✚ ensuring that the behaviour of a student is not permitted to interfere with the learning or safety of other students;
- ✚ offering support and assistance to students to understand the impact of their behaviour on themselves and others;
- ✚ developing support structures for teachers to manage unacceptable behaviour; and
- ✚ seeking parental support to reinforce these principles.

Clearly, younger children or those with behavioural or emotional difficulties will have great difficulty handling choices and understanding consequences. For this reason the choices offered must be simple and the consequences very clear. Also the level of support and guidance offered to these children will need to be greater.

### Dealing With Disruptive Behaviour in the Classroom

The following steps are generally followed when dealing with disruptive behaviour in the classroom. However, the procedure would be governed by the teacher's professional judgement, displaying flexibility if circumstances require it.

- ✚ **An analysis of what is happening**  
In the initial stages the teacher would try to understand the motivation for the disruptive behaviour - peer approval, avoiding failure, attention seeking, etc. and seek strategies to handle the behaviour in the classroom.
- ✚ **Changing teacher response if not successful**  
The teacher would examine the strategies currently in use with the student. The teacher would offer choices and explain consequences e.g. change the student's seat if he/she is prepared to work elsewhere. Star charts, house points and table points all have positive effects on behaviour.

✚ **If disruptive behaviour persists**

The teacher would ask the student to explain what they are doing or recount what was seen to be done if the student does not respond. If the student has broken a rule then a warning is given. "If you continue doing that you will need to go to the time out area". The time out area is a designated space within the classroom. Its purpose is to allow students time to refocus and adjust their behaviour in line with class and school rules. It provides removal from the immediate situation within the safety of the classroom. Record the student's name in the classroom behaviour book.

✚ **Continuance of this behaviour results in placement in the Time Out Area**

While in the time out area, the student is not permitted to engage with the class or teacher. This is a time for reflection, calming down and refocussing of behaviour. The teacher sets a specified time for the student to remain in the time out area, at the end of which the teacher asks the student if he/she is ready to return to the class and display appropriate behaviour. If the student indicates their willingness to return with modified behaviour, they rejoin the class. If they are not yet ready to participate appropriately, they are given more time in which to reflect.

✚ **Disruptive behaviour in the Time Out Area** results in removal to the grade supervisor.

✚ **Continual disruptive behaviour**

If disruptive behaviour continues a "behaviour tracking sheet" may be introduced to keep a record and motivate students to improve their behaviour and give immediate feedback.

✚ **Parent notification and interview** is sought when:

- the student remains in the Supervisor's room for a prolonged period.
- the student is sent to the Supervisor's room on a regular basis.

When students are experiencing ongoing issues of inappropriate or unacceptable behaviour, a range of strategies may be used to help modify behaviour. These include referral to the Learning Support Team; referral to the School Counsellor; the development of a behaviour plan; meetings with executive staff and with the Principal. Behaviour which presents a risk to the safety and welfare of others can lead to removal from the classroom, suspension or expulsion (in accordance with DEC policy). In all instances, the support of parents in working with the school to address concerns is crucial to achieving positive outcomes for the child.

**Any serious violent or dangerous behaviour will result in immediate removal from the classroom. In addition, the DET suspension and expulsion policy may be enacted as appropriate.**

### **Award System for Positive Behaviour in the Classroom**

Our school believes strongly in the value of acknowledging and rewarding positive student behaviour and work habits. We consistently stress our Core Values. Teachers use a variety of ways to reinforce and encourage these attitudes and values. These include praise, stamps, stickers and displaying work in the classroom and at assembly.

In addition, the school has a system of cumulative awards used in all classes from Kindergarten to Year 6. Values awards are given by teachers for behaviour, work, citizenship and attitude that exemplify our Core Values. These nine Core Values are grouped into three, colour-coded awards for personal, social and community values.

<b>Personal</b>	<b>Social</b>	<b>Community</b>
Excellence	Respect	Democracy
Responsibility	Care	Cooperation
Integrity	Fairness	Participation

When a student has received ten "Values" awards (with at least one award from each of the three groups), they are forwarded to the class teacher, who will then issue a "Merit Certificate", which is presented at an Assembly. Five "Merit Certificates" are then collected to earn the student a "Principal's Award", again presented at Assembly and acknowledged in our Newsletter. Five "Principal's Awards" entitle the student to the award of a trophy which is again presented at Assembly and acknowledged in our Newsletter.

The awards can be accumulated across school years. Students are responsible for the safe keeping of any certificates and awards they receive, and for presenting them to their class teacher for the next level of award.

## Student Behaviour in the Playground

Five simple, positively designed statements underpin playground rules for student behaviour. These rules are displayed on permanent signs around the school, acting as reminders for all. The five rules are:

- ✚ **Walk**.....no running on asphalt or concreted areas of the playground
- ✚ **Hats On**.....hats on when playing outside
- ✚ **Stay In Bounds**.....when playing or moving around the school
- ✚ **Safe Play**.....at all times – rough or dangerous play is never permitted
- ✚ **Friendly Play**.....being considerate and caring of others in the playground

Essential to the safety and well-being of students, the following rules are to be strictly adhered to:

- ✚ Students must obey teacher directions;
- ✚ Students are to treat others with courtesy and respect;
- ✚ Violent or aggressive behaviour is not permitted at any time; and
- ✚ Bullying is not permitted in our school.

## Playground Routines

To help maintain a safe and orderly playground, and to provide effective supervision of students, the following routines are followed:

- ✚ No supervision is provided before 9.00 a.m. Any child who arrives before that time must sit on the silver seats in the morning assembly area. No games or movement around the school are permitted until a teacher commences playground duty at 9.00 a.m.
- ✚ After 9.00 a.m., students are to place school bags neatly outside classrooms. Students are not permitted in classrooms without teacher supervision.
- ✚ Only handball on the netball court area is permitted between 9.00 a.m. and 9.25 a.m. No other ball games are to be played at this time.
- ✚ All students who arrive before 9.25 a.m. are to play in the top primary playground.
- ✚ At the 9.25 a.m. bell, all students are to assemble in class lines under the primary shelter.
- ✚ After recess and lunch, students in Years 3-6 are to assemble under the primary shelter, while students K-2 are to assemble under the infants' shelter.
- ✚ Students who need medical attention must first report to the teacher on playground duty before proceeding to the office for first aid.

## Playground Equipment

At Connells Point Public School, we aim to provide students with resources to maximise their development. This includes providing equipment and activities that will happily and safely engage them in active play. Rosters allow equitable sharing of playground areas and equipment.

Features of play areas include:

- ✚ Painted line markings for activities such as handball, wall ball, hop scotch, etc
- ✚ Soccer and touch football fields which are marked on the main oval by coloured cones
- ✚ Bucket ball, netball and basketball hoops
- ✚ Equipment provided such as skipping ropes, netballs, soccer balls, touch footballs, tennis balls, grip balls etc
- ✚ K-2 fixed equipment supervised for use at lunch time



Bucket ball in the K-2 playground



Students using skipping ropes at lunchtime

## Out of Bounds Areas

Where practical, out of bounds play areas are marked with red lines painted on the asphalt or cement. For their safety and effective supervision, students need to be aware that they must not play in the following areas:

- ✚ Classrooms and corridors
- ✚ Staff room
- ✚ Assembly hall, including the adjoining kitchen and verandah
- ✚ Performing Arts Room
- ✚ K-2 toilets and wash rooms
- ✚ 3-6 toilets and wash rooms
- ✚ Areas beyond school fences
- ✚ Memorial Garden
- ✚ Other school gardens
- ✚ K-2 lunch area (for eating only)
- ✚ Area below red line on K-2 asphalt
- ✚ Staff car park
- ✚ Fixed equipment areas, unless supervised by a teacher
- ✚ Underneath or on the roof of any building
- ✚ Walking or jumping on lunch seats or tables

## Strategies for Dealing with Unacceptable Behaviour in the Playground

Central to effective behaviour management in the playground is the clear understanding by students of what behaviours are appropriate and inappropriate. Just as acceptable behaviour attracts positive and desirable consequences, there are also clear and consistent consequences for unacceptable behaviour. Clear communication and a shared partnership between home and school will ensure the most effective outcomes for students.

Unacceptable behaviours have been categorised into three different levels: Minor, Moderate and Major. Examples of such behaviours, and their consequences, are listed below and must be noted in the playground books provided for each teacher on playground duty. The teacher on duty is then responsible for recording those incidents in the main playground behaviour book located in the staffroom for primary and in I block for infants.

LEVEL 1 MINOR	LEVEL 2 MODERATE	LEVEL 3 MAJOR
<ul style="list-style-type: none"> <li>▪ Annoying others</li> <li>▪ Interfering with games</li> <li>▪ Reported swearing</li> <li>▪ Reported teasing</li> <li>▪ Littering</li> <li>▪ Spitting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accidental rough play</li> <li>▪ Playing out of bounds</li> <li>▪ Abuse of property</li> <li>▪ Abuse of school equipment</li> <li>▪ Persistent teasing</li> <li>▪ Repeated interference in games</li> <li>▪ Swearing heard by a teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Disobeying a teacher</li> <li>▪ Hitting or kicking others</li> <li>▪ Hitting others with an object</li> <li>▪ Throwing objects at a person or property</li> <li>▪ Serious aggressive behaviour</li> <li>▪ Stealing</li> <li>▪ Deliberate rough play</li> <li>▪ Racism</li> <li>▪ Disrespect of teacher</li> </ul>
<p><b>Consequence</b></p> <ul style="list-style-type: none"> <li>▪ Teacher warning and redirection</li> </ul>	<p><b>Consequence</b></p> <ul style="list-style-type: none"> <li>▪ Silver seats</li> <li>▪ 3 offences in a term= letter to parents</li> </ul>	<p><b>Consequence</b></p> <ul style="list-style-type: none"> <li>▪ Extended Playground time out *</li> <li>▪ Letter sent home</li> <li>▪ Student self-evaluation off playground</li> <li>▪ Suspension and or expulsion may be deemed necessary, at the Principal's discretion.</li> </ul>

### \* **Extended playground time out:**

- ✚ Time-out room will be for level 3 offences.
- ✚ Students need to take responsibility for their own behaviour and that there are consequences linked to inappropriate behaviour.
- ✚ Time-out room will be linked to **whole school playground rules, not class rules.**
- ✚ If a child is placed in the time-out room, then they are in the time-out room for the second half of lunch.
- ✚ The students will not be allowed to go to the canteen and must go to the toilet during the first half of lunch.

### **Procedures**

- 1) If a child breaks a level 3 playground rule during the first half of lunch, he/she is sent to the silver seats until second half and then collected by the teacher supervising the time out room for that session.
- 2) If the incident occurs during the second half of lunch, the teacher on duty sends for an executive who will come out to the playground and escort the student to the Time-out room for the remainder of lunch. At the discretion of the executive this student may need to attend the time out room the next day also.
- 3) The executive will be responsible for monitoring the playground book.
- 4) The executive on time out duty will be responsible for informing the parents by mail.
- 5) The room will be implemented in accordance with departmental guidelines outlined in the “*Student Discipline in Government Schools*” policy, including student self-evaluation and restorative practices.
- 6) If a student has repeated attendance in the Time-out Room, the executive/principal will consider alternative strategies to assist the student with their behaviour.

**Any serious violent or dangerous behaviour will result in immediate removal from the playground as well as Level 3 consequences. In addition, the DET suspension and expulsion policy may be enacted as appropriate.**

**In accordance with DET policy, students are prohibited from bringing to school, or using implements as, weapons. Drugs are also banned from school sites.**

### **Food for thought...**

**If a child has not been in any behaviour book for a term, they are entitled to attend a Disco/watch a movie between recess and lunch/after lunch on the last Thursday of term. This will be K-2 and 3-6 in different areas.**

**The children who have been recorded in the behaviour book at any stage of the term will be supervised in a classroom. These student will be completing school work or writing reflections on their behaviour and how it can improve for the next term.**