

BEHAVIOUR MANAGEMENT PROCEDURES.

This policy is used consistently throughout our school and fosters an awareness of the impact of behaviour. The data collected helps with forward planning and has a direct effect on future policies. Teachers will explain this system and its implications clearly to all students.

OPERATING PROCEDURES GENERAL

1. Values statements, positive and negative consequence charts will be displayed clearly in each room.
2. Rewards Chart–
 - Teachers and students negotiate rewards
 - Children are monitored on a chart for all good behaviour
 - Incentives are to be real and achievable
3. MSB Chart–
 - Inappropriate Behaviours are charted through three cycles
 - A cycle is established when the child moves from Buddy Class to Timeout to After School Detention and then suspension.
 - Teachers negotiate when the child attends Buddy Class or Timeout.
 - Breaches of the behaviour code are diminished as the child is plotted through each cycle, but can be erased with appropriate behaviour.
 - Parents will be notified if their child reaches a major interval. In the case of After School Detention first contact will be by phone followed by a confirmation letter through the mail. This is the responsibility of the classroom teacher
 - All letters will be sent via the Executive team before mailing so that they are aware of behaviour issues.
 - The continuum is valid for a term and the students need to be aware of this.



AMAROO PRIMARY SCHOOL

Managing Student Behaviour Policy 2007 Parent Information Booklet



Dear Parents

The Curriculum Framework outlines five core values which underpin the way we expect children to behave. These explicit values allow us the opportunity to place more emphasis on positive behaviours rather than on negative ones. While children will be rewarded and acknowledged for good behaviour, if they break the rules, which are based on the five values, consequences will be immediate. It is an expectation that all children strive for excellence at all times.

This leaflet outlines the way Amaroo Primary School manages student behaviour. It is a school wide policy with its strength being in its clarity and consistency. Please arrange to contact your child's teacher if you would like further details about the implementation of this policy.

Yours faithfully
Tracey Truss
Principal
Amaroo Primary School

FIVE CORE VALUES

1. I am very serious about learning as much as I can and doing the best I can.

- Doing my best
- Learning about all areas of development
- Making judgements
- Understand that knowledge grows and changes
- Understanding what are accepted values
- Linking values and cultures
- World views

2. I am a unique and valuable person.

- What I am
- Learning about me and what I value
- Understanding what is acceptable behaviour and taking responsibility for own actions
- Being willing to learn
- Being resourceful and always having a go

3. I feel and show respect and concern for other people and their rights.

- Caring and sharing
- Everyone is equal
- Everyone must be respected
- Everyone has the right to a friendly environment
- Everyone is different and must be accepted for this
- Cooperation /conflict resolution–sorting things out
- Family /home environment

4. I will help make my school a fantastic place to be.

- Understanding how our community operates (democracy)
- Awareness of community activities
- Recognize different cultures
- Always participate and contribute to school activities
- Respect rules and regulations
- Learn to cooperate with all members of the community
- Social Justice – fairness
- Responsibility taken for own actions and freedom to choose
- Working out how to fix problems and make things better

5. I will take care of my environment – the land, the water and the sky.

- Looking after existing cultures
- Looking after the environment
- Preservation of natural resources
- Preservation and protection of all species

HOW THE POLICY WORKS

Our policy supports the development of a safe and supportive working environment for all students. We believe strong relationships, encouragement and engagement in the curriculum are the foundations for positive behaviour and ultimately, success at school. There are a large number of strategies in place for acknowledging and encouraging active citizenship and appropriate behaviour.

Inappropriate behaviour, which breaches the core values, will not be accepted. We have developed processes and strategies which actively foster responsibility and accountability for this behaviour. The way in which inappropriate behaviour is managed is outlined below.

CLASSROOM

1. Each classroom breach is noted on a record chart. Children are able to 'erase' minor breaches with 10 days of 'clear' behaviour.
2. The chart is sequential and the consequences are to be followed in each cycle. ('Buddy Class', Timeout, After School Detention)
3. If the 'Buddy Class' consequence is reached, the child is sent to a supervising teacher for 30 minutes and parents are notified with a standard letter from the classroom teacher.
4. If a child reaches the 'Timeout' consequence, they are sent to the Executive Team. Parents are notified with a standard letter.
5. If the 'After School Detention' consequence is reached, the Classroom Teacher notifies the parents and a time is negotiated.
6. If a child reaches suspension, parents will be contacted by phone (if possible). Following the suspension period a 'Right of Return' will be negotiated with the student, parent and Deputy Principal. Suspensions are recorded centrally.

PLAYGROUND

1. The focus of duty teachers will be on encouragement of appropriate behaviour (eg. faction cards, passports). Serious breaches of the core values through inappropriate behaviour will be recorded.
2. This information is transferred to the classroom record and noted in red.
3. If a child reaches a major interval and the majority of breaches are in red then the consequences will be playground based (eg shadowing).