



## WINTHROP PRIMARY SCHOOL DRAFT Behaviour Management Policy 2015

### Rationale

The school community of Winthrop Primary School believes that the students, staff and parents have the right to work together in a safe, caring and inclusive environment showing courtesy, cooperation and consideration towards others.

### School Vision

- At Winthrop Primary School all students will work and play in a safe, caring, friendly and inclusive environment.
- Winthrop Primary School staff will provide support to students as they learn appropriate social behaviour. Social behaviour includes self-control, interpersonal skills, resiliency and accepting responsibility for own behaviour.
- Positive and on-going relationships will be modelled amongst parents, staff, students and other community members. In supporting students to be positive and contributing citizens now and in the future, teachers will provide a relevant and meaningful curriculum in a positive and dynamic environment.
- Creation of a positive environment where children respect the rights of others, including:
  - the rights of other children to learn
  - the rights of the teacher to teach
- Empower children to own, and accept responsibility, for their behaviour.
- Establish clear guidelines that protect the rights of all individuals, where the procedures, consequences and incentives are clearly defined and known by the school community.

### Code of Behaviour

1. Behave in a sensible, responsible and safe manner.
2. Respect other people and the property of the school.
3. Treat others with care, consideration and respect.
4. Respect the school environment.

### Community Agreements

As a member of the Winthrop Primary School community, we agree to:

- Work in partnership to support the learning needs of each child and the needs of all children in our school community
- Demonstrate mutual respect of the role of teacher and parent in meeting the needs of each individual child
- Adopt a proactive approach to communication and building a sense of community
- Interact courteously and appropriately
- Be open to new learning and value positive contributions
- Approach problems calmly with the aim of finding a positive solution
- Maintain confidentiality

## General playground agreements

- I will treat all people and property with respect
- I will play in the appropriate areas (Out of bounds areas include: near road verges, on roof, on rocks behind C and D Blocks, classrooms, walls embankments around oval, garden beds, area between administration and specialist building, front of school, car parks, driveways and toilets.
- I will seek teacher supervision to retrieve play equipment from out of bounds areas.
- I will enter a classroom only if a teacher is present in the room
- I will walk on the verandah and paved areas
- I will not deliberately disrupt other people's games
- I will wear a sun-safe hat during recess, lunch and physical education activities
- I will eat food in the appropriate areas
- I will put rubbish and food scraps in the bin
- I will leave toys and valuable personal items at home
- I will arrive at school at 8.35 to 8.50 and go into my classroom and prepare for the day.
- If I arrive before 8.35 am I wait outside the classroom before school starts and then get ready for class.
- If I bring a mobile phone it will stay in my school bags at school (Refer to mobile phone policy).

## Process for the management of inappropriate playground behaviour

Encourage children to play cooperatively, fairly and in a friendly way.

Recognise and reward positive behaviour with faction points.

Class teachers discuss Playground Agreements, levels of behaviour and consequences with their students. Display in the classroom and referred to often.

	BEHAVIOUR	ACTION
Level 1	Low-Level Behaviour  Any Playground Agreement has been broken	Warning – discuss the Agreement the child has broken and encourage responsible and friendly play. You may ask student to: <ul style="list-style-type: none"> <li>• Walk with duty teacher</li> </ul>
Level 2	Inappropriate Behaviour may include: <ul style="list-style-type: none"> <li>• Playground agreement has been broken again</li> <li>• Bullying incident</li> <li>• Hitting/fighting</li> <li>• Being disrespectful to others</li> </ul>	Child is given a Reflection Sheet to complete at point of time. The teacher giving the reflection sheet must ensure it is completed.  Once reflection sheet is completed provide to administration team who will record in Integris and pass back to class teacher for storing.
Level 3	Wilful offence against property. Verbal abuse or harassment of students. Physical assault or intimidation of students. Verbal abuse or harassment of staff. Physical assault or intimidation of staff.	Teacher nominates a child to send red card to administration team and remain with offending child.  A member of the Leadership Team will: <ul style="list-style-type: none"> <li>• Counsel and supervise completion of Reflection Sheet.</li> <li>• Inform the parents.</li> <li>• Record incident on Integris</li> <li>• Follow up with any victims.</li> <li>• Supervise any detention/suspension</li> <li>• Inform class teacher of outcome.</li> </ul>

NOTE: Serious misbehaviour that impinges on the rights of others may result in school or out of school suspension

## Classroom Plan for Inappropriate Classroom Behaviour

Teachers will establish an inclusive, safe and stimulating learning environment in which rights and responsibilities and behaviour expectations, as well as consequences, are established.

Teachers will develop, with their students, a classroom plan for inappropriate classroom behaviour which:

- Outlines a range of behaviour expectations and consequences that will apply when a student demonstrates inappropriate behaviour.
- Incorporates consequences for serious breaches of discipline.
- Will follow a step-by-step format.
- Will work on a one-day cycle.
- Will be displayed in a prominent position in the classroom
- Will include student tracking information (Classroom Tracking Sheet + Integris)
- Will provide a reward component for positive behaviour

A copy of Classroom Agreements and consequences will be provided to the principal. The Class Agreements will be provided to parents. (eg Weebly or hard-coopy)

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A guide to creating Classroom Agreements:-

Teachers will establish and maintain a positive classroom environment. The teacher and students will devise a set of Classroom Agreements about appropriate behaviour as well as consequences for inappropriate behaviour. These will be displayed in a prominent position in the classroom for all to see.

When a student demonstrates inappropriate behaviour –

**Step 1:** Teacher explains the Agreement the student has broken. Remind the student that he/she has deviated from the Class Agreement and ask why? Use low level responses and reminders.

**Step 2:** Second warning matching the student's level of inappropriate behaviour with an appropriate level of assertiveness. (This consequence matches your Classroom Agreements and Consequences Chart).

**Step 3:** On third warning (This consequence matches your Classroom Agreements and Consequences Chart). Record on Classroom Tracking Sheet.

**Step 4:** Student sent to Administration with a written explanation of inappropriate behaviour. At this step it is assumed by the Administration Team that Steps 1, 2 & 3 have been implemented in the classroom and recorded on the Tracking Sheet.

The Principal will apply discretionary consequences.  
(eg: Parent contact; Administration and parent interview; establish formal contract specifying consequences for continued inappropriate behaviour – signed by student)

Bullying, assault, inappropriate language and defiance will not be tolerated - **Fast Track to Step 4.**  
Use Red Card if necessary to send for Administration.

NOTE Serious misbehaviour that impinges on the rights of others may result in school or out of school suspension

## School Recognition of Positive Behaviour

Winthrop Primary School recognises and reward positive behaviour by the following:

- Teachers negotiating a reward system for their class
- Providing tokens to students for the assembly raffle draw
- Honour certificates announced at assembly

## Restorative Justice Chat Script

Individual conference between teacher and student

1. *We need to talk about.....*
2. *What were you thinking about when you.....?*
3. *What have you thought about since?*
4. *Who has been affected by what you did?*
5. *In what ways?*
6. *How can we fix things?*

Some helpful prompts for each question

*What did you want to have happen when you did that?*

*Is what you did helpful?*

*How do those people feel about what you did?*

*What can you say or do to make things right?*

# Restorative Practice: Behaviour Management Steps

## Step 1: Gentle Prompt and Redirection

Calmly and privately

Give take-up time – wait 1-3 mins.

eg: "I need you to work quietly. Thanks."

When compliant, give positive reinforcement for any 'good' behaviour to repair relationship.



## Step 2: The Affective Statement

Calmly and privately state how their behaviour is affecting you/others.

Give take-up time – wait 1-3 mins.

eg: "I feel very disappointed that you have chosen to keep talking.

I'm worried you will not finish your work. I'm also worried that others can't concentrate when you keep talking."

When compliant, give positive reinforcement for any 'good' behaviour to repair relationship.



## Step 3: Give Choices

Give choice between doing right thing or consequence.

Give take-up time.

eg: "You need to make a choice. (Pause)

"You can either work quietly at your desk, or you can work at the isolation desk (or buddy room etc)."

When compliant, give positive reinforcement for any 'good' behaviour to repair relationship.



## Step 4: Apply Consequences

Let them know your disappointment with their choice.

Let them know what they need to do to put things right (you can return when...).

eg: "I'm disappointed that you have chosen to keep talking. You will have to sit at the isolation desk.

When you have finished your work, you can go back to your seat."



## Step 5: Send for Admin

Send for Admin via another student. Admin wait outside the door while teacher explains what is happening. Teacher asks the student to come outside and says,

"I would like you to go with Mr/Ms X to discuss what has been happening in class."

Admin interview using restorative questions.



Teachers may choose to use the following resources:

LETTERHEAD

Dear \_\_\_\_\_

This note is to inform you that \_\_\_\_\_ has demonstrated inappropriate behaviour in class today.

As a result, \_\_\_\_\_ in line with our Class Agreements.

This note is to keep you informed and for you to support the Classroom Agreements.

Please sign the attached slip and return to school.

Yours sincerely,

\_\_\_\_\_  
Class Teacher

\_\_\_\_\_  
Date

Parent Interview required Yes / No

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To: \_\_\_\_\_

\_\_\_\_\_  
Parent(s) signature

\_\_\_\_\_  
Date





RESTORATIVE QUESTIONS --- WHEN SOMEONE HAS BEEN HURT



1. What did you think when you realised what had happened?



2. What impact has this incident had on you and others?



3. What has been the hardest thing for you?



4. What do you think needs to happen to make things right?



## RESTORATIVE QUESTIONS

## WHEN THINGS GO WRONG

1. What happened?



2. What were you thinking of at the time?



3. What have you thought about since?



4. Who has been affected by what you have done? In what way?



5. What do you think you need to do to make things right?



Winthrop Primary School

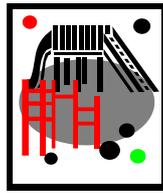
# Think Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

Before School  Recess  Lunchtime  In class

## Where were you?



Phys Ed  
Up

Junior Playground

Senior Playground

Classroom

Eating

Lining



Oval  
Canteen/  
Undercover area

Basketball court

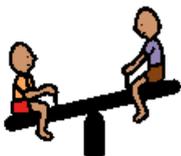
Bathroom

Out of bounds

Library /

Outside library

## What happened?



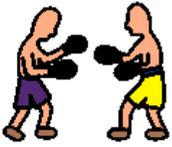
I was left out  
of a game

I got hurt

I felt ill

I wasn't doing  
my work

I upset  
somebody



I was involved in  
Other  
a fight



Someone took  
something of mine



I did not follow  
the rules.



I broke something



I felt upset

Details:

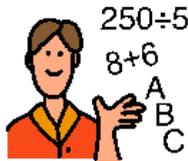
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## Who else was involved?



Another teacher



My teacher



A classmate



A person from another  
class

Other

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Details: (include names)

## What did you do?



Walked away



Hit/kicked/  
pinched/scratched someone



Ran away



Yelled



Ignored It



Hit myself



Broke something  
Other



Worked it out



Refused to  
co-operate



Report to



Report to



Talk friendly/  
firmly

Details:

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## How did you handle yourself?

Poorly

Not so well

OK

Good

Great

## How were you feeling?



Happy



Ok



Sad



Very sad



Angry



Very angry

## Problem Solving

Next time I will:

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Teacher Signature: \_\_\_\_\_