

# Gawler East Primary School

## Behaviour Management



## Procedures

### Other options:

If a student chooses not to change their irresponsible behaviour, other options and sanctions can be applied according to DECS policy. These can include Take Home, Internal Suspension, Suspension and Exclusion. Schools can also refer students to regional support services such as Interagency Student Behaviour Management.

**Take Home** - Take home may be implemented if a student fails to respond to strategies put in place by the school. The student is taken home for the remainder of the day to enable him/her to regain control over the behaviour.

**Internal Suspension** - Internal suspension is a process, which may be implemented by the school, or by the school in consultation with parents of a student. A child who has a period of internal suspension will work under supervision, isolated from the remainder of the student body. This will involve alternative recess and lunch breaks to other students.

**Suspension** - Suspension from school means that the student does not attend school for a period of time ranging from one to five school days.

**Exclusion** – Exclusion from a school means that the student does not attend that school for either:

- a set period of time ranging from four to ten weeks OR
- for the remainder of a term

The length of the suspension / exclusion is determined by the principal and depends on the severity or frequency of the irresponsible behaviour and the time deemed necessary to achieve specific behavioural changes.

Prior to a return to school following a suspension, a re-entry conference is held and a **student development plan** is negotiated between the student, relevant school personnel and parents. The conference also considers how and when the student will return to school and class.

However, a **student development plan** may be negotiated at any time to support a student. This plan includes:

- behavioural and learning goals which need to be achieved
- support already in place and any further support the student needs to achieve these goals
- a process for monitoring the student's achievement of goals
- consequences of responsible and irresponsible behaviours in the future
- responsibilities of the school, the student and parents or caregivers

*For more information regarding suspension & exclusion, please refer to DECS pamphlet for parents and caregivers.*

### Appeal Process

If a student feels that they have been unfairly treated, we encourage them to raise the matter with the Principal. The Principal will undertake a review of what has happened, to determine if fair process has been applied to a situation. Often students will feel aggrieved or simply don't like a consequence that has been applied to them. However, this does not mean that the process has been unfair.

*These procedures have been ratified and endorsed by the Gawler East Primary School Governing Council, Staff and Students. Date 3/11/11. To be reviewed in 2014.*

## Our Vision

To develop a community of independent learners who are able to contribute as active members of society.

## Our Mission

To provide a safe and positive learning environment that engages, challenges and empowers students to achieve their personal best.

At Gawler East Primary School we strive to provide a safe, caring, orderly and productive environment for learning. Behaviour, which respects the rights of all students to learn and teachers to teach, is fundamental to all students' success at school. The procedures we use at Gawler East to implement our behaviour management code are designed to acknowledge positive behaviours and help students change their inappropriate / irresponsible behaviour while protecting the rights of the wider school community.

## The Principles of Restorative Justice

We see students' inappropriate/ irresponsible behaviour as a learning opportunity. Through counselling, we ask students to identify what has happened and what they can do to help improve a situation, so that he/she will learn and grow from the experience. We have clear and firm expectations of our students and try to be as fair as possible, when managing each situation.

## Setting Up For Success

In the first few weeks of each new school year, we undertake a whole school focus on establishing what our school expectations are. This is when class codes of cooperation are negotiated with students, and learning routines and expectations are explicitly taught. These are based on our school values of *Respect, Responsibility, Honesty* and *Fairness* as well as our Keys to Success – *Confidence, Organisation, Getting Along, Persistence* and *Resilience*.

## **GAWLER EAST PRIMARY SCHOOL BEHAVIOUR MANAGEMENT PROCEDURES**

### Classroom

At Gawler East Primary School class teachers use a 4 step system.

#### 1. **Reminder and Warning**

Students are given a reminder about the class code of cooperation.

#### 2. **In class time out**

Students are asked to sit away from the class group/ class activity and are asked to reflect on what they are doing which is not helping the class operate as it should and what they are going to do to change their behaviour.

#### 3. **Buddy class**

Students are placed in another classroom away from their peers. They are asked to think about what it is that is causing disruption to their own and other student's learning and what they are going to do to change their inappropriate / irresponsible behaviour.

#### 4. **School Step / Pink 'Office Time Out' Form**

This is the fourth step used or when there is a severe breach of rules. Students are withdrawn from the classroom and counselling time is provided during a lunch period to encourage the student to make better behaviour choices. The student fills in a proforma and a letter is sent home informing parents.

The questions students are asked to respond to are:

**What happened?**

**What values were missing?**

**Who has been affected by what you have done?**

**How do they feel? What can you do to help so that it doesn't happen again? What do you think you need to do to make things right?**

## Yard/Outside Play

Due to the complexities of the yard (larger number of students/ larger area to supervise and less personal knowledge teachers have of students from other classes), we use a two-step approach.

#### 1. **Reminders/ logical consequence**

Students are given a reminder about appropriate yard behaviour. The duty teacher, if required will apply logical consequences to the student.

#### 2. **Consequence Room Time Out**

Students are withdrawn from yard and counselling time is provided during a lunch period to encourage the student to refocus their behaviour in more appropriate ways. The student fills in a proforma and a letter is sent home informing parents.

## **Other Consequences**

Students may be placed on **Restricted Play** for a specific time, following repeated incidences involving the same students or play area or may be required to undertake **Community Service**.

## **Red Card**

Teachers have a RED CARD which may be sent to the Front Office for School Step breaches of rules, in which a student is putting themselves or others in grave danger, or are totally non-compliant. The RED CARD indicates help is requested urgently. The RED CARD may also be used for medical emergencies.

**The response to student behaviours, whether in the class or in the yard, will be dependent on the frequency and severity of the behaviour.**

**Parents may be contacted at any stage of the process and special actions implemented to meet any given situation. Our school does not use a 'One size fits all approach.'**