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 straightforward 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

| Level 1 | • Breach of school values  
• Distracting others  
• Not following reasonable instructions. |
| --- | --- |
| **Level 1 Response** | • Consequence relevant to behaviour  
• Reminded of choices  
• Warned of consequences  
• Sit out.  
• Time Out in Class |
| **Yard Consequences** | • Walk with teacher  
• Pick up rubbish  
• Play elsewhere  
• Play different game  
• Yard sit out |
| **Positive Consequences** | Level 1 Teacher Rewards  
Merit Awards  
Stickers  
Teacher’s recognition of individuals  
Positive classroom reward  
I statements… |

| Level 2 | • Continues breach of school values.  
• Using obscene language  
• Refusing teacher requests  
• Choosing unsafe behaviour  
• Leaving class without permission |
| --- | --- |
| **Level 2 Response** | 1. Time Out in another class.  
2. Restorative Justice Process  
3. Teacher to contact parent |
| **Yard Consequences** | • Yard Time Out.  
• Restorative Justice Process  
• Teacher to contact parent |
| **Level 2 Response** | Level 2 Response  
• Stickers from Senior Staff etc  
• Share with another class  
• Positive note or phone call home  
• Share at assembly |

| Level 3 | • Continue breach of level 1 and 2 behaviours  
• Fighting  
• Intimidation and threats  
• Bullying  
• Verbal abuse  
• Possession of harmful item  
• Stealing  
• Graffiti |
| --- | --- |
| **Level 3 Response** | 1. Time Out in admin area  
2. Restorative justice process  
3. Parents contacted  
4. In school suspension or take home if behaviour continues. |
| **Yard Consequences** | 1. Time Out in admin area  
2. Restorative justice process  
3. Parents contacted  
4. Suspended play or restricted play if behaviour continues. |
| **Level 3 School Rewards** | Level 3 School Rewards  
• Assembly Awards  
• Class Party  
• Newsletter recognition |

| Level 4 | • Physical violence  
• Obscene or offensive acts  
• Continual intimidation or threats  
• Continual bullying  
• Verbal abuse and threats |
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| **Level 4 Response** | 1. External Suspension for 1 to 5 days depending on severity of incident.  
2. Parent contacted  
3. Restorative justice process. |
| **District Response** | 1. External Suspension for 1 to 5 days depending on severity of incident.  
2. Parent contacted  
3. Restorative justice process. |
| **District Response** | District Response  
• Display at District Office etc  
• Media Coverage |

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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.

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