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.
<table>
<thead>
<tr>
<th>Unacceptable Behaviour</th>
<th>Class Consequence</th>
<th>Yard Consequences</th>
<th>Positive Consequences</th>
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</thead>
</table>
| **Level 1** | • Breach of school values  
• Distracting others  
• Not following reasonable instructions. | **Level 1 Response** | • Walk with teacher  
• Pick up rubbish  
• Play elsewhere  
• Play different game  
• Yard sit out | **Level 1 Teacher Rewards**  
Merit Awards  
Stickers  
Teacher’s recognition of individuals  
Positive classroom reward  
I statements… |
| | | Level 1 Response | | |
| | | 1. Consequence relevant to behaviour  
2. Reminded of choices  
3. Warned of consequences  
4. Sit out.  
5. Time Out in Class | | |
| | | **Level 2 Response** | | |
| | | 1. Time Out in another class.  
2. Restorative Justice Process  
3. Teacher to contact parent | | |
| | | **Level 2 Response** | | |
| | | 1. Yard Time Out.  
2. Restorative Justice Process  
3. Teacher to contact parent | | |
| | | **Level 2 Response** | | |
| | | 1. Time Out in admin area  
2. Restorative justice process  
3. Parents contacted  
4. In school suspension or take home if behaviour continues. | | |
| | | **Level 3 School Rewards**  
• Assembly Awards  
• Class Party  
• Newsletter recognition | | |
| | | **District Response** | | |
| | | 1. External Suspension for 1 to 5 days depending on severity of incident.  
2. Parent contacted  
3. Restorative justice process. | | |
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| | | **District Response** | | |
| | | 1. Display at District Office etc  
2. Media Coverage | | |

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.

Developed May 2014  
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