

# Sorrento Primary School



## Behaviour Management in Schools Policy

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## Sorrento Primary School Shared Vision 2014 - 2020

### BE TRUE

***Sorrento Primary School provides a nurturing environment*** based upon excellence, tolerance and resilience.

***We are a considerate community of learners*** where staff, students and parents interact openly, honestly and respectfully providing affirming feedback. Through team work and collaboration, we build a cohesive staff, where mutual support and respect are reciprocated between staff and the administration.

***Our staff is highly motivated and skilled*** through access to professional development. Student learning is enhanced by way of best-practice pedagogies, higher order thinking and cooperative learning. Resourcing levels enable us to stay at the forefront of integrating ICT into the classroom and embedding it into the curriculum.

***Teachers collect reliable, up-to-date information*** about students' achievement in order for students to reach their potential. This is reported to parents through regular, open communication.

***Our shared values are evident*** through our involvement in community-based programmes and supportive approach to managing student behaviour. Rules and consequences are clearly understood by students. They display high standards of self-discipline and positive mind sets as they strive for excellence.

***We are well respected for our values***, evident in the academic, physical, social and emotional success of our students.

***We stand together as a community and hold true to our shared vision.***



# Aims and Purpose

## RATIONALE

Sorrento Primary School strives to provide a safe, consistent, caring and challenging learning environment. We ensure student achieve success by developing confidence, persistence, resilience, organisation, mutual respect, and the ability to get along and assist each other. The management of student behaviour is encompassed in the teaching and learning process to ensure students are supported and taught to accept responsibility for their own behaviour.

## PURPOSE

The purpose of Sorrento Primary School BMIS policy is to provide an education through which each student can, to the best of her/his ability, develop academic, creative, personal, physical and social skills and attitudes to function at school and in the wider world.

A whole school approach to behaviour management is one that is consistent and values and reinforces appropriate behaviour, seeking to effect improvement. By providing students with opportunities to develop appropriate behaviours, self-control and resilience through interactions with teachers and other staff and through the curriculum.

## CORE VALUES

- We support each other with care and consideration.
- We have mutual respect for one another.
- We are innovative and inspiring.
- We pursue excellence.
- We value open and honest communication.

## RIGHTS

1. All people have the right to be safe in the Sorrento Primary School environment.
2. All students and staff have a right to feel proud of themselves and their work, their achievements and their goals.
3. All students have a right to learn and teachers have the right to teach without unnecessary interruption.
4. All students, staff and visitors have the right to be treated with respect and courtesy.

## RESPONSIBILITIES

1. Students and staff should keep the school and its grounds safe.
2. Staff and students should care for each other and strive for high standards.
3. No person should engage in any action that will interfere with students learning and teachers' teaching.
4. Staff, students and visitors should be courteous to one another.



## **CODES OF CONDUCT**

Students arriving early, wait outside the administration building until 8.25am.  
Children must remain on the grounds during school hours and leave promptly at the end of the school day, unless otherwise negotiated.

### **BE COURTEOUS AND CONSIDERATE**

Greet and talk respectfully to others.  
Accept correction without becoming argumentative.  
Listen and wait your turn to speak.

### **OBSERVE CORRECT HEALTH HABITS**

Wash hands at appropriate times.  
After eating lunch remain seated until you are dismissed.  
Food is to be eaten in lunch areas only.  
Wear a hat in the sun.  
Ensure that rubbish is placed in the bin.  
If hurt seek the assistance of a duty teacher.

### **RESPECT PROPERTY**

Return equipment to its home.  
Do not touch the property of others.  
Bike racks are out of bounds during school day.  
Care for yours and other's property.  
Do not bring valuable, electronic devices or sports equipment to school.  
Ensure your name is clearly visible on personal property.

### **SHOW PRIDE IN DRESS**

Abide by school uniform policy.  
Long hair is to be kept tied back.  
Only studs and sleepers to be worn in ears.

### **AVOID DANGEROUS ACTIVITIES**

Walk bikes through the school grounds and across the oval.  
Walk on all hard surfaces.  
Enter classrooms only when teachers are present.  
Car parking areas are out of bounds.  
Dangerous items are not to be brought to school.  
Bush areas are out of bounds.



# Behaviour Strategies & Positive Incentives

How can we achieve the behaviour outcomes we seek?

1. Communicating school rules:
  - (a) Display them prominently in each classroom.
  - (b) Discuss their need and application with students.
  - (c) Make children aware of possible consequences for breaking them.
  - (d) Recognise acts of common sense behaviour that adds to the harmony of the school.
  - (e) Advise parents of the rules at teacher meetings.
  - (f) Revise rules through the newsletter and at assemblies.
  
2. In the classroom, teachers should develop appropriate strategies to:
  - (a) Maintain good order and recognition of classroom and school rules.
  - (b) Establish a positive attitude to school, school work and the needs of others.
  - (c) Set clear expectations; use positive reinforcement and consistent follow-up of consequences.
  - (d) Promote the You Can Do It (YCDI) 5 keys to success (Getting Along, Persistence, Resilience, Organisation, Confidence) to foster social skills and positive behaviours.
  
3. In the playground, teachers should develop appropriate strategies to: -  
Every effort should be made by teachers to:
  - (a) Act on any occasion they see unacceptable.
  - (b) Be consistent in their interpretation of the rules.
  - (c) Enforce and follow up on "no hat, no play", "stop & drop" when running on paths.
  - (d) Promote the YCDI 5 keys to success
  
4. Use of positive incentives -
  - (a) Whole school
    - Merit awards – assemblies.
    - Faction cards – rewards.
    - Faction competition acknowledges sportsmanship and dress.
    - Library awards.
    - Golden bin awards - tidy classroom.
    - Library displays.
    - Stickers and acknowledgement from Admin - good work/ behaviour.
    - Book awards - citizenship, academics, sport achievement.
    - Specialist merit awards.
    - Buddy classes.
    - Aussie of the Month awards.
  
  - (b) Classroom
    - Encouragement and praise.
    - Stickers.
    - Group/individual/faction points.
    - Class rewards.
    - Classroom displays.
    - Students sent to administration for recognition.



## Roles and Responsibilities of Staff

### PRINCIPAL AND DEPUTY PRINCIPALS HAVE AGREED TO:

- Provide a link between parents and staff.
- Support teachers with behaviour development and management.
- Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school.
- Attend to incidents when students present with Office Referral Request (pink slip)
- Complete 'Action Taken' and send duplicate copy to classroom teacher (white slip)
- Facilitate parent/teacher child conferencing.
- Design and assist with programs for individual children with behaviour problems.
- Review the Behaviour Management in Schools Policy.
- Ensure a proactive approach to the management of bullying behaviour as we work towards our Shared Vision.

### STAFF HAVE AGREED TO:

- Develop and maintain a positive classroom environment.
- Make students aware of:
  - Rights and Responsibilities
  - School Code of Behaviour
  - Playground Rules
  - Classroom Rules
  - YCDI 5 keys to success
- Document student misbehaviour and correctional strategies as appropriate.
- Complete Office Referral Request when office intervention is required (pink slip)
- Contribute to a review of the Behaviour Management in Schools Policy.
- Include administration staff, where appropriate, in discussions with parents regarding student behaviour management.
- Consistently apply the school's behaviour management plan.
- Advise parents of serious or repeated behaviour problems by a student.
- Ensure a proactive approach to the management of bullying behaviour as we work towards our Shared Vision.



# Behaviours & Consequences

## What other consequences do we have?

- Most matters can be dealt with immediately and with confidence that the child is aware of the need to change the behaviour so no further action is required.
- Mobile phones are not encouraged at school. If they are brought to school they must be left turned off in the student's bag and they are not to be accessed during the day.
- "No hat, no play rule" - children remain in the undercover area (years 4-7) or the veranda of the north cluster (years 1-3).
- "Stop and drop rule" - if told to stop and drop when running on paths and around buildings, children should drop (sit) where they are until the teacher releases them a few minutes later.
- "Shadow" duty teacher - student to stay with duty teacher until allowed to move away - low level consequence.
- Make the consequence fit the behaviour where possible.
- In cases where children persist in unacceptable behaviour or refuse to accept the consequences of their behaviour, they can be referred to the administration with Office Referral Request (pink slip) for further intervention.
- **Reflection Sheet** - can be used during classroom or administration 'time out' where teachers feel that other sanctions have not worked and parents need to be involved. See appendix 1.
  - A reflection sheet is available through the BMIS policy folder.
  - This requires a parent's signature and return to teacher or administration.
  - For repeat occasions the parent will be required to attend an interview with the Principal.
  - Children will start each term with a "clean slate" but the returned reflection sheets will be retained as a record for the year.
- **High Level Responses** – Repeated, severe and/or inappropriate behaviour that has been substantiated, could result in any or all of the following consequences:
  - Parent contact and/or meeting.
  - Loss of privileges.
  - Self-reflection sheet
  - Office time-out.
  - In school suspension.
  - Out of school suspension.
  - Individual Behaviour Management Plan.
  - Student Services and/or outside agency intervention.

## Operational Guidelines

These notes should be considered in conjunction with the Behaviour Management policies of DoE, the school and your classroom.

- Classroom policies must align with DoE and the school policies.
- Procedural fairness or natural justice principles should apply – eg the right of reply to concerns, complaints or allegations.
- Be fair and consistent.
- Parents informed of serious or repeated offences.
- Maintain records for discipline incidents as required.
- Consequences should be appropriate.
- Serious or persistent offences should be reported to administration.



# Promoting Harmony at Sorrento Primary School

## Outcomes we seek:

A safe and reassuring environment in which -

- the rights of all students to learn is preserved
- acting responsibly is maintained
- the love of learning is fostered
- all members of our school community are valued

## Forms of Bullying:

The word “bullying” is used to describe many different types of behaviour, including: planned verbal, physical, relational, psychological and electronic (eg. cyber) behaviours which are engaged in to hurt others.

## Bullying Disrupts Harmony:

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may be in the form of verbal, physical, relational or psychological actions that are unwanted, unwelcome, unsolicited and usually persistent. *Teasing or fighting between peers is not necessarily bullying.*

## Unharmonious behaviours can include:

- Intimidation
- Aggression
- Threats
- Physical harm
- Exclusion

## What should students do in response to being bullied?

If students are being bullied they can try:

- Not retaliating by becoming physical or verbal.
- Walking away quickly and confidently from the group of bullies.
- Being assertive – speak firmly and tell the bully “Don’t do that, I don’t like it”.
- Establishing a supportive friendship group.
- Speaking to someone about it. (duty teacher, class teacher, deputy or principal.)

## What should student bystanders do?

If a student observes another student being bullied they should:

- Be supportive of the student being bullied.
- Report the incident to a staff member.
- Do nothing to encourage the bullying behaviour.





# RESPONSES TO UNDESIRABLE BEHAVIOURS

## Restorative Practices

Student behaviour is best managed in ways that promote restorative practices and are educative in nature. Sorrento Primary School staff manages conflict and tension by refocusing on repairing harm and strengthening relationships. This approach endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behaviour.

## What will staff do?

Teachers will establish a positive, inclusive classroom environment where children feel safe, want to learn and can achieve success. Class agreements, consequences and incentive schemes are established and understood by the class.

- Bullying behaviour is reduced by staff vigilance in the classroom and on playground duty. In order to prevent bullying and maintain harmony, the teacher will:
  - Promote the YCDI 5 keys to success, see <L:\You Can Do It> or <http://www.youcandoiteducation.com.au/> for more resources and information
  - Wear Hi-Vis vest to ensure easy identification/location.
  - Listen to and offer immediate support.
  - Manage the situation, record events.
  - Refer the matter to administration as required using an Office Referral Request (pink slip)
- Conferencing the parties involved using a "**shared concern**" approach:
  - Hearing both parties explain the situation.
  - Have both parties express their feelings at the time.
  - Have both parties provide ideas on improving the situation.
  - Monitor the situation as required.

## What will Administration do?

- Student behaviour is not to be viewed in isolation but as part of an interaction between the student, staff and the school community. Consequences are not prescriptive as all behaviours are considered within the context in which they occur. All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness. In order to prevent bullying and maintain harmony, the Administration will:
  - Foster and promote a positive and cooperative environment to reduce bullying.
  - Promote the YCDI 5 keys to success throughout the school to foster social skills.
  - Conference with the student engaging in bullying and the person being bullied to resolve the problem.
  - Supervise/review the resolution process over a period of time.
  - If bullying continues the students involved in bullying (bully & victim) will be counselled, parents contacted and an Individual Behaviour Management Plan (IBMP) will be developed and implemented in consultation with the classroom teacher, as appropriate.

## What can parents do?

If your child is being bullied – *ensure the situation constitutes 'bullying' see definition.*

- Listen calmly.
- Be supportive.
- Give assurance.
- Contact the school.

Policy is available on the Sorrento Primary School website.

*Reviewed for School Board endorsement: Feb 2017*

Appendix 1.



# Sorrento Primary School

## Time Out

### Reflection Sheet

*Teacher to complete*

#### TIME OUT

Time out was completed in: Administration

Time out was completed in: Classroom

Time out was completed in: Buddy class

#### BEHAVIOUR

Offence against a child

Offence against a staff member

Offence against property

Ongoing negative/disruptive behaviour

-----  
*Student to complete*

Name ..... Room ..... Teacher ..... Date .....

**Where did this happen?** \_\_\_\_\_

**What did you do?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Did your actions or words hurt someone, upset someone or make them feel afraid?** \_\_\_\_\_

**How do you think they felt?** \_\_\_\_\_

**Why are you doing this?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent Signature .....

Class Teacher/ Administration Signature .....

Reviewed Feb 2017