Carmel Adventist College Primary

Policy: Behaviour Management

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Purpose:

Carmel Adventist College is committed to providing a safe, respectful and disciplined learning environment for students and staff. One where students have opportunities to engage in quality learning experiences and acquire the values of respect, responsibility and honesty to prepare students to be active citizens for the 21st century, who value their culture, community and are lifelong learners.

All members of the school community are expected to respect the following rights:

- o   The rights of all people to be treated with respect.
- o   The rights of all students to learn.
- o   The rights of all teachers to teach.
- o   The rights of all to be safe.   Core Principles of Best Practice   Student behaviour needs to be seen in the light of the complex nature of relationships that influence the daily lives of schools, teachers, students and parents, including individual and special needs.

Student behaviour programs and practices must:

- Embrace a health promoting approach to creating a safe, supportive and caring environment

- Embrace inclusiveness and cater for the different potentials, needs and resources of all   students

- Place the student at the centre of the education process.   Student behaviour is closely linked to the quality of the learning experience including quality teaching and positive student relationships. Successful student behaviour change and management is enhanced through effective school, family, community and interagency partnerships.   Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances, special needs and actions of the student and the needs and rights of school community members.

Guiding Principles

- Carmel Adventist College Primary forbids the use of child abuse, corporal and degrading punishment.
- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs will encourage engagement by students
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature
- All decisions relating to the management of student behaviour and the implementation of the policy are made according to the principals of procedural fairness.
- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students.
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community.
- School staff will demonstrate accountability for evidence-based decision making, reporting and referral to appropriate support, and record keeping

Operational Issues: How this will work in practice

- Our school focus is on managing learning behaviours. Therefore, our focus and language is based on our school values: respect, responsibility and honesty. We will teach the behaviours needed to support learners to experience success.

- We are all responsible for the behaviour on site. Therefore, we need to be aware of our own behaviour and how it impacts on others. We will all take responsibility and work together to support positive behaviour.

- We will promote success. Therefore, we will recognise students and adults for demonstrating school values and being successful. We will positively reinforce students' behaviour and success.

- We will intervene to support learning. Therefore we will use effective classroom teaching and learning strategies. We will intervene early to prevent issues escalating. We will use calm and effective conflict resolution processes including restorative justice processes.

- We will encourage families to support learning and positive behaviour. Therefore we will keep families informed using culturally appropriate processes such as family meetings, restorative practices.

Code of Behaviour

The purpose of the code of behaviour is to affirm the rights of all the school community to feel safe at school.

The code of behaviour is based on the school values:

Respect – all students and staff are treated with respect and dignity.

This means we will:

- Respect the rights of other to learn
- Respect and care for school property
- Cooperate with staff and others in authority
- Communicate with others using respectful language
- Listen to the opinion of others and appreciate our different ways of knowing and doing

Responsibility – all staff and students have responsibility to create a positive learning community.

This means we will:

- Come to school ready to learn, on time and prepared
- Participate actively in the schools learning program
- Be responsible for our actions
- Be dressed appropriately for activities
- Follow reasonable instructions from adults
- Keep our school free from bullying and harassment
- Takes pride in our work

Honesty – all staff and students have a responsibility to tell the truth, admit our mistakes and show we are trustworthy.

This means we will:

- Tell the truth
- Leave other peoples belongings alone
- Voice our opinions in a kind and respectful way
- Show and share our feelings
- Talk to an adult if we are worried about what others are doing
- Take responsibility for what we do
- Do our own work

Student Management – managing the learning environment procedures

Classroom Learning Environment

- We believe that classroom management is based on the school values with class and yard behaviours being consistent with each other .
- Class agreements are negotiated at the beginning of the school year using the school values and what this means. These are revisited at regular intervals throughout the school year.
- Classes negotiate logical consequences for both positive behaviours that support the school values.
- Classes negotiate logical consequences when negative behaviours are displayed.

Positive reinforcement

- This is still one of the best ways to get student's to work together and behave. You need to highlight the students doing the appropriate thing.
- Make sure that you use facial expressions / hand signals etc to monitor behaviour
- Stop and wait – there is nothing wrong with waiting
- Use the values to reinforce positive behaviour – remind the students at the start of each period what they are

We need to make sure that we use the same routine all the time

- If 2 students are beginning to tease each other – even in fun this needs to be stopped before it gets worse.
- The focus should be on preventing behaviours from escalating – so you may need to intervene at an early stage than you have been.
- Take home and suspension are for major cases – we need to make sure that we do not use take home and suspension to meet the child's wish to get out of school.
- Minor behaviour issues are addressed by teacher judgement.

Consequences for Unacceptable Behaviour

Level	Behaviour	Consequence
Level 1	Breach of school values eg Disrespectful Irresponsible Dishonest	1. Reminded of choices 2. Warned of consequences 3. Sent to time out
Level 2	Continues breach of school values	1. Sent to buddy class
	Using obscene language Continued off-task behaviour Refusing teacher requests Choosing unsafe behaviour Leaving class without permission	2. Restorative Justice process 3. Class teacher to contact parent
Level 3	Continue breach of level 1 and 2 behaviours Fighting Intimidation and threats Bullying Verbal abuse Possession of harmful item	1. Visit with a senior staff member 2. Withdrawn from class for 50 minutes 3. Restorative justice process 4. Parents contacted 5. In school suspension if behaviour continues

Level 4	Stealing	
	Graffiti	
	Physical violence	1. Principal's office
	Obscene or offensive acts	2. Suspension for 1 to 5 days depending on severity of the incident (Can be up to 10 days for a second offense in the year).
	Continual intimidation or threats	3. Parent contacted
	Continual bullying	4. Restorative justice process
	Verbal abuse and threats	

Yard Behaviour

- When we are on yard duty we need to ensure that we are out there at the start of the duty
- We need to constantly move around the yard to monitor the students' behaviour
- Student's need to be wearing a hat to be playing. Consequences for Yard Behaviour

Behaviour	Consequences
No hat	• Play restricted to verandahs
Late for class after the bell	• Make up time in class
Pushing in on the equipment	• Directed to the end of the line • SIT OUT if second offence
Eating on the oval or equipment	• Directed to the verandah • SIT OUT if second offence
Littering	• Pick up rubbish
Out of bounds	• Direct to correct areas • If student leaves property, follow emergency procedures
Swearing – non threatening	• Reminder of School Talk
	• SIT OUT
Swearing – threatening	• Office – visit with Principal/ Record on SEQTA
Answering back to staff	• Office - Record on SEQTA • Restorative Justice
Not doing sit out properly	• Try again • Office to sit out
Refusal to follow staff instruction	• SIT OUT - Record on SEQTA • Thinking Room • Restorative Justice • Contact parent/ carer
Leaving school grounds	• Office – visit with Principal/ Record on SEQTA
Rough play, play fighting or tackling	• Stop game • Direct to play elsewhere • SIT OUT

Playing in the toilets	• Directed away from the toilets • If repeated, record on SEQTA
Harassment	• SIT OUT • Office - Record on SEQTA • Restorative Justice • Contact parents if behaviour reoccurs
Bullying	• Office - Record on SEQTA **See Bullying Policy • Restorative Justice
Vandalism	• Clean it off / Fix the problem • Office - record on SEQTA
Fighting / Violence	• Office - Record on SEQTA • Restorative Justice • Suspension
Chewing gum	• Put it in the bin
Drugs / weapons on school grounds	• Office - record on SEQTA • Police are notified through the principal or principal's delegate
Spitting	• Warning • SIT OUT • Office if spitting at a person - record on SEQTA • Restorative Justice
Shoes off without permission of staff member	• Reminder to put shoes on • Sit out
On top of roof	• Staff member to ensure child is brought down safely. • Office – record on SEQTA
Throwing honkey nuts	• Collect honkey nuts