**Behaviour Management Policy 2011**

**Scadden School Purpose:**
To provide all students with a range of skills to assist them to become independent, confident self directed learners who can think critically, value themselves, others and contribute to the global community.

**Behaviour management beliefs:**
At SPS, we believe that an effective behaviour management results in a safe, inclusive, and supportive learning environment. This policy outlines a common language, clear expectations and the process for staff, students, and parents. It promotes consistency, continuity and clearly stated consequences for managing behaviour within the school environment.

**We value**
DoET Values of Curriculum Framework

- Pursuit of Knowledge and a commitment to achievement of potential
- Self acceptance and respect of self
- Respect and concerns for others and their rights
- Social and civic responsibility
- Environmental responsibility

**We promote through**

<table>
<thead>
<tr>
<th>Agreements</th>
<th>Staff Role</th>
<th>Students Role</th>
<th>Parents Role</th>
<th>Student Forum Role</th>
</tr>
</thead>
</table>
| • Attentive Listening  
• Mutual Respect  
• Appreciations  
  No put downs  
• Right to Pass  
• Personal responsibility  
• Personal best | • Staff to access pd on Tribes agreements  
• Explicitly teach  
• Model  
• Reinforce in awards and general day to day language  
• Reinforce in newsletters and conversations with parents.  
• Visually display in classrooms | • Follow agreements all the time  
• Use them so others know the right thing to do  
• Speak politely to others  
• Be courteous to staff, students and guests. | • Be aware of agreements and use language at home.  
(p28 Staff H/Bk rights and responsibilities) | • Model & Support |

- Scadden School Purpose:
  To provide all students with a range of skills to assist them to become independent, confident self directed learners who can think critically, value themselves, others and contribute to the global community.
**We use:**

**Positive Reinforcement**

<table>
<thead>
<tr>
<th>Classroom</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• One on one conversations/recognition</td>
<td>• Newsletter Playground Stars</td>
</tr>
<tr>
<td>• Small and large group verbal recognition</td>
<td>• Merit certificates at assemblies</td>
</tr>
<tr>
<td>• Communication to parents- diaries</td>
<td>• Principal’s Achievement Award - recognition of great work.</td>
</tr>
<tr>
<td>• Stickers on occasions</td>
<td>• Verbal – one on one, large groups</td>
</tr>
<tr>
<td>• Whole class reward systems – eg marbles in the jar</td>
<td>• Aussie of the Month</td>
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<tr>
<td>• Stars of the week- published fortnightly in the newsletter.</td>
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</table>

**We use:**

**Restorative Justice Questions**

*for when behaviour expectations have been compromised*

(When things go wrong)

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

<table>
<thead>
<tr>
<th>Staff to access pd on Restorative Justice Pd</th>
<th>Have to tell the truth</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explicitly teach questions/ process.</td>
<td>• Be calm</td>
</tr>
<tr>
<td>• Model process anecdotally and formally.</td>
<td>• Take it seriously- no smiling</td>
</tr>
<tr>
<td>• Neutral tone required for use of questions</td>
<td>• Use language of agreements</td>
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**School:**

- Newsletter Playground Stars
- Merit certificates at assemblies
- Principal’s Achievement Award - recognition of great work.
- Verbal – one on one, large groups

- Aussie of the Month
### We use: Consequences

Behaviour management may be loosely categorised into low, mid and high level depending on the intervention required. Staff preference is always low level interventions but at times, especially when referring to student/staff safety some behaviours require an immediate higher level of intervention.

<table>
<thead>
<tr>
<th><strong>Low level intervention</strong></th>
<th><strong>Mid level Intervention</strong></th>
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<tbody>
<tr>
<td><em>Isolated behaviours such as off task, talking too much</em></td>
<td><em>Behaviours often repetitive low level misbehaviour, talking, calling out, poor sportsmanship, running/skipping on the verandah.</em></td>
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</tbody>
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#### Low level Intervention
- Clear boundaries
- Clear expectations
- Restorative justice questions used informally

#### Mid level Intervention
- Formal application of Restorative Justice process.
- Consequences to actions

#### Classroom disruption process
1. Verbal warning, reminding of correct behaviour
2. Warn students of consequences of continuing behaviour
3. Act- time out for 5 minutes

*Alternative consequences suggested by students for time out include: miss out on fun activity or sport. Aim at individual not group.*

#### Playground disruption process
- If about other students keep focussed on task.
- If you are in time out- think about your actions.
- Kids support 5 minutes time out for running on the verandah.

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<th>• Display of posters</th>
<th>• Get back on task quickly</th>
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<td>• Easy access of reference cards</td>
<td>• If other students then stay on task- don't gape or gaze.</td>
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<tr>
<td>• Reinforce in day to day language</td>
<td>• Role Modelling</td>
</tr>
<tr>
<td>• Reinforce in newsletters and conversations with parents</td>
<td>• Communication</td>
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When someone gets hurt:
- What did you think when you realized what had happened?
- What impact has this had on you and others?
- What has been the hardest thing for you?
- What do you think you need to do to make things right?

- Be calm
- Take it seriously- no smiling
- Use language of agreements

- No smiling
- Use language of agreements

- Role Modelling
- Communication
1. Verbal warning, reminding of correct behaviour
2. Warn students of consequences of continuing behaviour
3. Act- time out on bench near staff room for 5 minutes
4. Time out for rest of play period.
   (Allow toilet/drink time)

**High level Intervention**
Phonecall / contact to parents by Principal associated with a formal interview
For the following
- Repeated or continual midlevel negative behaviour
- Vandalism
  - Breaking or damaging school equipment
- Stealing
  - Taking what is not theirs.
  - Including repeated ‘borrowing’ of other students equipment
- Harassment/ Bullying,
  - Unjustified exclusion from an activity
  - Continual stirring and teasing
- Assault
  - Deliberate hitting, pushing, spitting at or hurting others
- Formal application of Restorative Justice process.
- Consequences of actions to be appropriate to misbehaviour eg clean the vandalism up

- Take prompt action to protect students
- Apply process
- Inform the Principal
- Principal to inform the parents
- Record

- Avoid these situations
- Be sensible
- Be serious
- Tell the truth