

A Healthy & Inclusive Environment for Everyone

Forest Crescent Primary School



Student Behaviour Management

2022

Introduction

Our whole school approach to student behaviour aims to provide an inclusive, safe and stimulating learning environment for students and teachers to work together. The policy is a whole school plan that supports positive student behaviour and individual support when needed.

Our policy is based on integrating the following values and beliefs into our code of behaviour.

Our Core Shared Values.

1. Pursuit of knowledge and achievement of potential.

The lifelong disposition towards the quest for knowledge, as each person strives to understand the social and natural worlds and how best to contribute to these worlds. Each person is encouraged to achieve their potential in all respects and, through critical and creative thinking, to develop a broad understanding of their own values and world views.

2. Self-acceptance and self-respect.

The acceptance and respect of self result in attitudes and actions that develop each person's unique potential: physical, emotional, aesthetic, spiritual, intellectual, moral and social. Encouragement is given to developing initiative, responsibility, ethical discernment, openness to learning and a sense of personal meaning and identity.

3. Respect for the concerns and rights of others.

The sensitivity to and concern for the well being of other people and respect for life and property. Encouragement is given to each person to be caring and compassionate, to be respectful of the rights of others, and to find constructive ways of managing conflict. This includes the right to learn in a friendly and non-coercive environment

4. Social and Civic responsibility

The commitment to exploring and promoting the common good and meeting individual needs without infringing the basic rights of others. This includes the encouragement of each person to participate in democratic processes, value diversity of cultural expression, respect legitimate authority, promote social justice, and support the use of research for the improvement of the quality of life.

5. Environmental responsibility

The commitment to developing an appreciative awareness of the interdependence of all elements of the environment, including humans and human systems, and encouraging respect and concern for Australia's natural and cultural heritage and for forms of resource use that are regenerative and sustainable.

Our Beliefs

Our Student Behaviour Management Policy is based on the following whole school beliefs:-

- A consistent approach to behaviour management.
- Creating a positive learning environment inside and outside of the classroom.
- Children accepting responsibility for their own behaviour.
- A community where student / teacher / parent / caregiver relationships are based on mutual trust and respect.
- Students and teachers' mental, physical health and well-being is a priority.

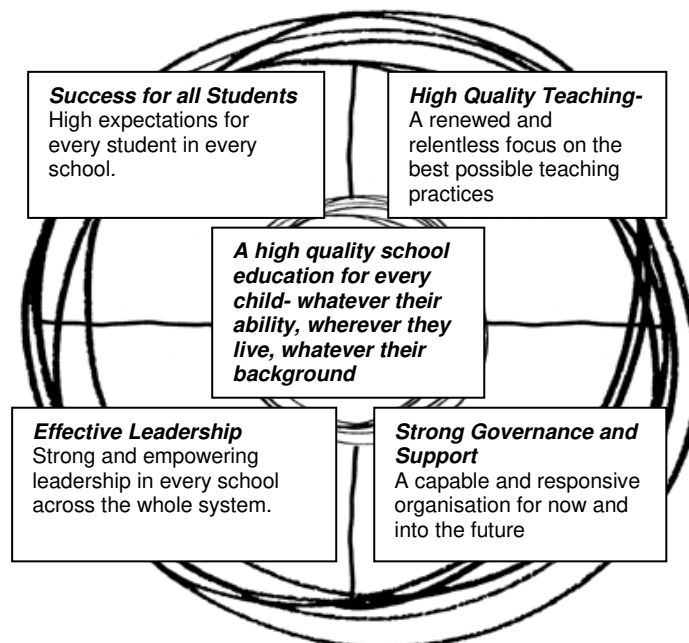
A Healthy & Inclusive Environment for Everyone
Code of Behaviour

All members of the School Community are expected to follow the whole school Code of Behaviour:

- Respect for Ourselves.
- Respect for People.
- Respect for Safety.
- Respect for Our Environment
- Respect for Property.

Our Goals

Our whole school approach to behaviour management aims to provide an inclusive, safe and stimulating learning environment for students and teachers to work together. This is aligned with the DOE Plan for Government Schools 2016-2019 **High Performance – High Care.**



The management of student behaviour is a staff, parent and student shared concern. Its success is based on recognising the dignity and worth of all individuals leading to.....

- A positive environment within our school and classroom allows teachers and students to work together in harmony.
- A caring school environment where the rights and responsibilities of the individual are recognised and respected.
- The establishment and implementation of a set of rules that protect the rights of all individuals.
- The implementation of a clear set of consequences for positive and negative behaviours where individuals are encouraged to recognise and respect the rights of others.
- The implementation of processes where conflicts can be solved in a positive, restorative manner where both sides are heard.
- The implementation of a range of programs that provide opportunities for students to acquire and apply positive social skills across different situations.

Rights and Responsibilities

Rights

Staff have the right to:

- respect, courtesy and honesty.
- teach in a safe, secure and clean environment.
- teach in a purposeful and calm environment.
- cooperation and support from students, parents and other staff.

Students have the right to:

- respect, courtesy and honesty.
- learn in a purposeful and supportive environment.
- learn and play in a safe, secure, friendly and clean environment.

Parents have the right to:

- respect, courtesy and honesty.
- be informed of curriculum material, classroom behaviour management procedures, and decisions affecting their child's health and welfare.
- be informed of their child's progress.
- access a purposeful and supportive educational program for their child.
- be heard in an appropriate forum on matters related to the rights of their child in relation to their education.

Responsibilities

Staff have the responsibility to:

- model respectful, courteous and honest behaviour.
- ensure that the school environment is kept neat, tidy and secure.
- establish positive relationships with students and their families.
- ensure good organisation and planning.
- report student progress to parents.
- consistently implement school policy.

Students have the responsibility to:

- model respectful, courteous and honest behaviour.
- ensure that their behaviour is not disruptive to the learning of others.
- ensure that the school environment is kept neat, tidy and secure.
- ensure that they are punctual, polite, prepared and display a positive manner.
- behave in a way that protects the safety and well being of others.

Parents have the responsibility to:

- model respectful, courteous and honest behaviour.
- ensure that their child attends school.
- ensure that their child is provided with appropriate materials to make effective use of the learning environment.
- support the school in providing a purposeful and supportive education for their children.

Roles and Responsibilities

Administration Team – The administration team work together to ensure that staff, students and the wider community.....

- Understand the Student Behaviour Management Policy.
- Effectively follow and consistently implement the whole school Student Behaviour Management Policy.
- Provide support to effectively problem solve solutions to school-wide issues and develop appropriate strategies.

Year Level Deputies (Supported by the Principal) – The Year Level Deputies will.....

- Manage daily behavioural issues and support staff as required
- Attend SAER meeting on a needs basis.
- Induct new staff and relief teachers
- Communicate with parents
- Collaborate with teachers to formulate IBP's
- Maintain records – Detention File, Pink Slips, Purples Slips, Suspension, etc)
- Supervise Lunchtime Detention
- Inform parents after two playground detentions.
- Arrange parent, teacher, admin conference after 3rd detention or as required.
- Organise collation of data and review of systems / programs on an annual basis.
- Record behaviour information on SIS

Teachers – will....

- Consistently implement the Student Behaviour Management Policy
- Implement a Social Skills programs as outlined in the Health Promoting School plan within the School Operational Plan
- Chart and display :-
 - School Code of behaviour
 - Rights and Responsibilities
 - Classroom Rules
 - List of possible rewards and incentives
 - Support System diagram for classroom and playground
- Develop and implement IBP's with the support of the LSC and Year Level Deputy.
- Collaborate with parents and admin to develop and implement classroom reward systems
- Maintain two-way communication with parents
- Attend SAER meetings
- Attend admin/parent conferences

Whole School Rules

Our whole school rules are consistently implemented and reinforced

- I stay inside the school boundaries at all times. All lakes are out of bounds.
- I walk on pathways and paving in and around buildings.
- If I arrive at school before 8.30am, I will stay in the undercover area until I am dismissed.
- When I arrive at school after 8.30am I go to my classroom.
- I put rubbish in the bins.
- I leave toys and jewellery at home.
- I go into classrooms, wet areas and other buildings only when teachers are present.
- I only move computer equipment, videos, P.A. equipment when teachers are assisting and supervising me.
- I return sporting equipment to the sports storeroom or back to class.
- I am responsible for placing my own bag and bicycle helmet on the bag area shelving.
- I use toilets properly.
- I wear the approved school uniform to school.
- I play games away from verandas and buildings.
- I play safely in the playground.
- I wheel my bicycle/scooter in the school grounds.
- I keep away from bicycle racks at recess, lunch and before/after school.
- I keep away from the front of the school and pathway around the staffroom at recess and lunch breaks.
- I keep out of the car parks at all times.
- I behave in a kind and caring way towards other people.



GOOD BEHAVIOUR IS A TOP PRIORITY AT OUR SCHOOL

CARING, SAFE AND POSITIVE LEARNING ENVIRONMENTS FOR MANAGING STUDENT BEHAVIOUR

A major strategy to developing positive student behaviour is to create a positive learning environment inside and outside of the classroom.

The teacher is the key in developing and nurturing, supportive, caring and positive interpersonal relationships with children within the classroom. The teacher role model is an important factor in setting an appropriate example for children to copy and follow.

Our Managing Behaviour in Schools Plan expects teachers to create a positive classroom environment, by focusing on classroom rules that are formulated on:

- building high quality relationships with children.
- effective communication and listening
- knowing children well
- being well prepared
- using praise and encouragement
- aspects of mutual trust and respect.

Our Managing Behaviour in Schools Plan expects teachers to create a positive classroom environment, by focusing on the use of a variety of strategies....

- Well presented, child centred classrooms, displaying recent student work.
- Positive message posters up in the room (preferably produced by students)
- Acknowledge birthdays (sticker, certificate, song)
- Explicitly teach social skills using BYou
- Use stickers and stamps for rewards.
- Have a reward system for positive behaviour –prizes, group points, class raffles, lucky draws etc.
- Progress charts – record of good behaviour or achievement eg, credit slip tally chart
- Student of the Week
- Positive comments in front of class / to admin / one-on-one with teacher
- 'Angel' of the day / Star of the day
- Written messages so students can read them privately eg, card, note, letter
- Individual Behaviour Charts that are not on display.
- Worker of the week trophy
- Celebrations book – record each day – kindness, achievement
- Certificates – best listener, worker, etc
- Free time coupons
- Best Group Award – weekly / termly
- Frequent and targeted praise based on effort not result.

Our Managing Behaviour in Schools Plan expects teachers to create a positive classroom environment, by focusing on Teaching and Learning

- Appropriate, flexible curriculum
- Engaging instructional strategies
- Pedagogy catering for different learning styles and individual needs
- Learning programs which enable students to experience success
- Student-centred learning opportunities
- Individual Education planning

Other strategies to develop a positive school culture

Recess / Lunchtime activities

- Faction competitions
- Clubs eg, music, library, sports, gardening, woodwork, jewellery, sewing etc
- Staff v Students competitions

House / Faction system

- Ongoing points system – tokens awarded for positive behaviour.
- Reward at the end of term eg, funny face icypoles to students from winning faction
- Lunchtime competitions
- Faction competitions during sport

School Based Presentations

- Merit certificates at a assembly
- Aussie of The Month Award
- Library Awards
- Music Awards
- Phys Ed Awards
- Technology Awards
- Graduation Awards
- Presentation Night Awards

External Competitions or Awards

- Awards from academic or other competitions eg, Uni of NSW
- Other special awards, eg, Duke of Edinburgh, Pierre de Coubertin Award

Public acknowledgement / celebration of student achievement

- Acknowledgement of student achievement in school newsletter
- Articles in local newspapers
- Displays of student work around the school
- Enter work into competitions
- Students referred to Principal or Deputy Principal with examples of good work
- Honour Board
- Whole School assemblies high school scholarships / GATE
- School website

Giving Students Responsibility

- School Councillors

- Regular meetings held with a Deputy Principal
- Coordinating and presenting assemblies
- Flag roster
- Fundraising projects
- Special Days eg, Anzac Day
- School helpers (admin assistants / hosts) students sit at the front office for certain breaks and do jobs as they arise

Badges or identifying clothing for roles of responsibility, achievement or belonging to a group within the school

- School Councillor badges
- Head Boy / Head Girl badges
- Faction Captains badges
- Aussie Of The Month
- Choir badges
- Leavers shirts
- Faction shirts
- Green Team

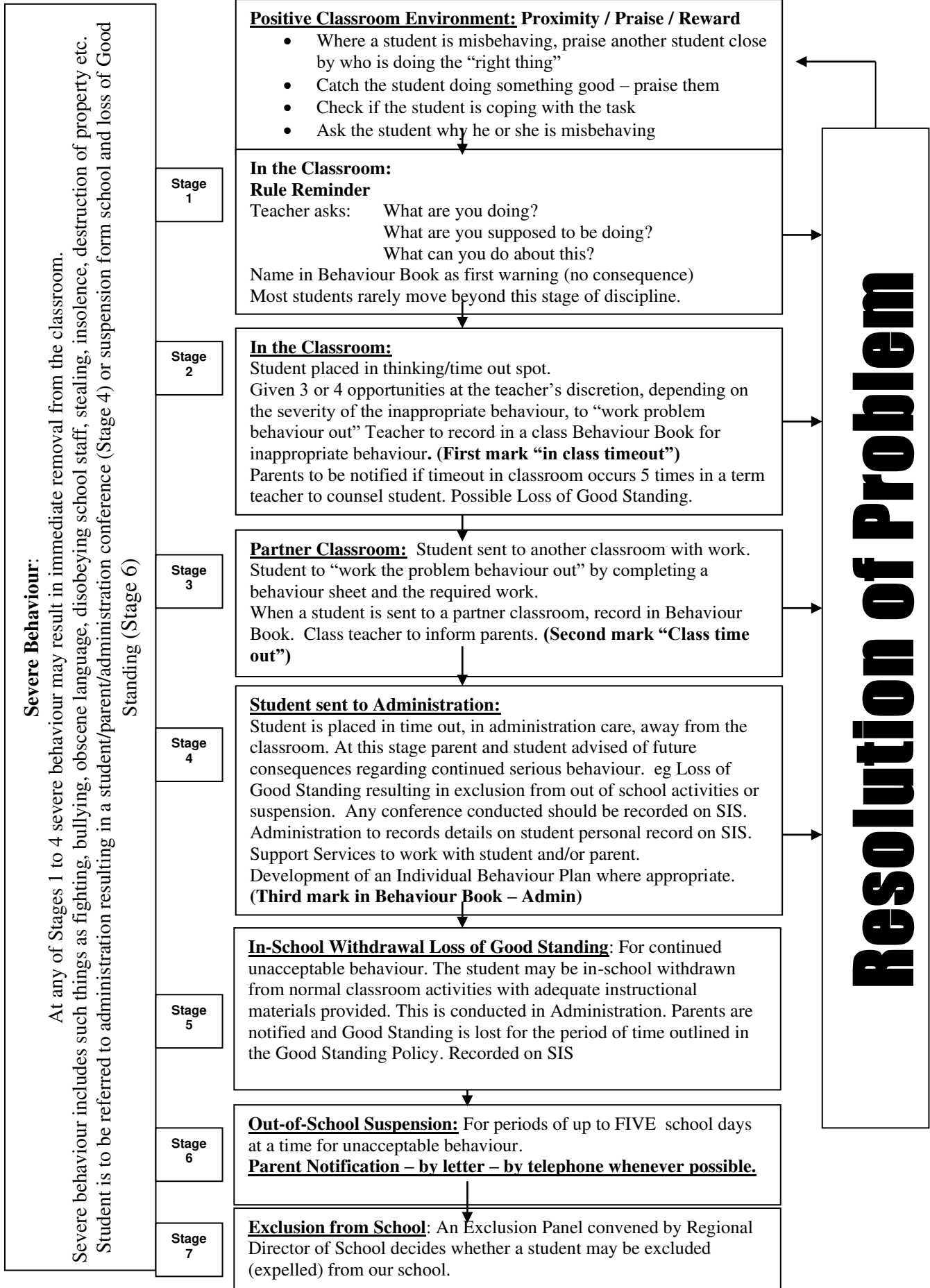
Parents

- Parent morning teas
- Parents assist in the classroom
- School Board
- P&C
- Fundraising committee
- Helping maintain school equipment
- Busy Bees

We will develop our grounds and buildings to ensure a warm and welcoming environment...

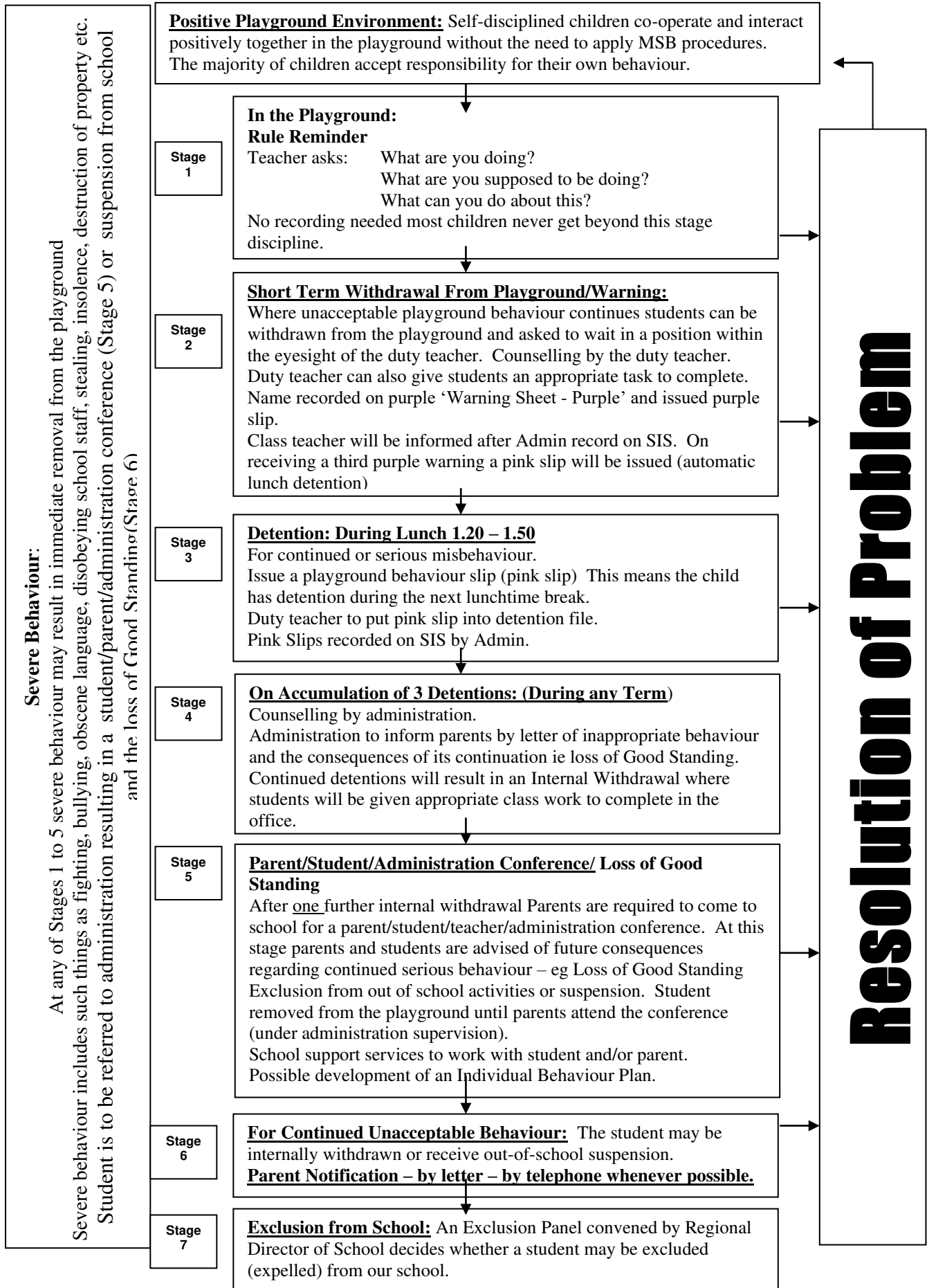
- School welcome sign at the front of the school
- School Vision statement in the front office
- School grounds are neat and well maintained
- Classrooms neat, orderly and in good order
- Equipment, furniture and facilities in good order
- Environmental programs – Wastewise, Waterwise etc

Managing Student Behaviour (M.S.B.) Classroom Support System



NB – Loss of Good Standing means that students are not able to attend or represent the school in any extra-curricula activities such as interschool sport, choir, excursions, camps etc

Managing Student Behaviour (M.S.B.) Playground Support System



NB – Loss of Good Standing means that students are not able to attend or represent the school in any extra-curricula activities such as interschool sport, choir, excursions, camps etc

The Playground

The duty teachers are responsible for students' safety and acceptable behaviour in the areas they supervise. The duty teacher is to carry a file while on duty containing faction tokens, a Reporting Sick/Injured Students Sheet, a Playground Behaviour Management Record, students requiring special medical needs and a RED EMERGENCY CARD.

A Playground Duty roster will be provided to all teachers at the beginning of each term.

In the event of students committing minor breaches of the school rules, the teacher may use some of the following strategies as outlined in the flow chart above:-

- Call the student aside and motivate towards acceptable behaviour.
- Sit the child out of the play area for a period of time (2-5 minutes).
- Have the student walk with the teacher.
- Report the incident to a Deputy Principal by issuing a purple slip and documenting it on the purple warning sheet. The Deputy Principal will see the child and make a record on SIS.

The duty teacher will alert the student's class teacher if incidents are of a repetitive nature. All incidents of a serious disciplinary nature will be reported to a Deputy Principal immediately and later documented by the duty teacher. (Class teacher informed by DP).

According to the severity or repetitive nature of the incidents, a parent may

- Receive a note to be made aware of the incident
- Be called for a formal interview
- Directed to take the student home (suspension)

As per the flow chart above.

Playground Duty Guidelines

Recess: 10.45 to 11.05am

Eating Lunch: 1.05 - 1.20pm – negotiated by Year Levels to provide appropriate Duty of Care

Lunch: 1.20 to 1.50pm

Areas:

- Area 1. The courtyard outside the Year 1 block and the area surrounding the PP area.
- Area 2. Upper basketball courts and western end of the oval to the cricket pitch.
- Area 3. Eastern end of the oval, cricket nets and lower basketball courts.
- Area 4. Undercover area and the courtyard outside the Music Room. Glance down the pathways through Block 5 & 6, and check lower b/ball courts.
- Area 5. The courtyard outside the Library, including the play equipment outside room 11, Nature Play Area and the courtyard outside the Art Room.
- Area 6. Kindy play area.

Detention:

Will be taken, by a Deputy, in the Administration Block between 1.20 - 1.50pm.

At the end of detention, the Deputy Principal will place the file back in the staffroom, record the pink slips on SIS and put pink slips into the teacher's pigeonholes. Teacher's to record the pink slips in their Behaviour Journals, and when a child receives three slips (in one term), they are referred to Administration for the consequences as per Stage 4 of the above table. Send the pink slips to the office with the child. Note to go home to parents to let them know of the Pink Slip and subsequent detention.

Notes:

- ◆ The Duty Roster will be drawn up for each term by a deputy. Every endeavour will be made to ensure that you alternate Recess and Lunch duties.
- ◆ Year 1 & Pre-Primary teachers will do all of their duty in Area 1. All other teachers will rotate through areas 2, 3, 4, 5 & 6.
- ◆ Follow the MSB flowchart when issuing pink slips; remembering slips can only be issued for the offences printed on the card. If necessary, print an explanation of the event on the slip. **Investigate the event thoroughly before you issue a slip.** A purple slip is a written warning and is noted on the purple warning sheet. Often this is enough to solve the issue. Students who repeat an offence in the same term should be sent to the office for further investigations.
- ◆ Children are **NOT ALLOWED** to be in the classrooms unless a teacher is present. Monitor this carefully and do not accept the explanation that a teacher has given them permission to be in the room. **NO TEACHER, NO CHILDREN.**
- ◆ Make sure you **go out on duty promptly.**
- ◆ Teachers in Area 4 to pay **special attention to the area around the canteen.**
- ◆ All food purchased from the canteen must be eaten in the undercover area and papers & sticks placed in the bins. (Year 1 students can return to their area to eat)

GOOD STANDING




Good Standing provides a system that assists in ensuring that our students maintain a satisfactory level of attendance, academic participation and behaviour.

Good Standing compliments the FCPS Behaviour Management Policy, and reinforces the standard of behaviour expected of our students in order to maintain their good standing status. Maintaining good standing is an incentive for students as it enables them to participate in good standing activities, which will be fun and engaging events. As discussed with students, it is intended that all students will at all times remain "in good standing".

Maintaining Good Standing requires a student to:

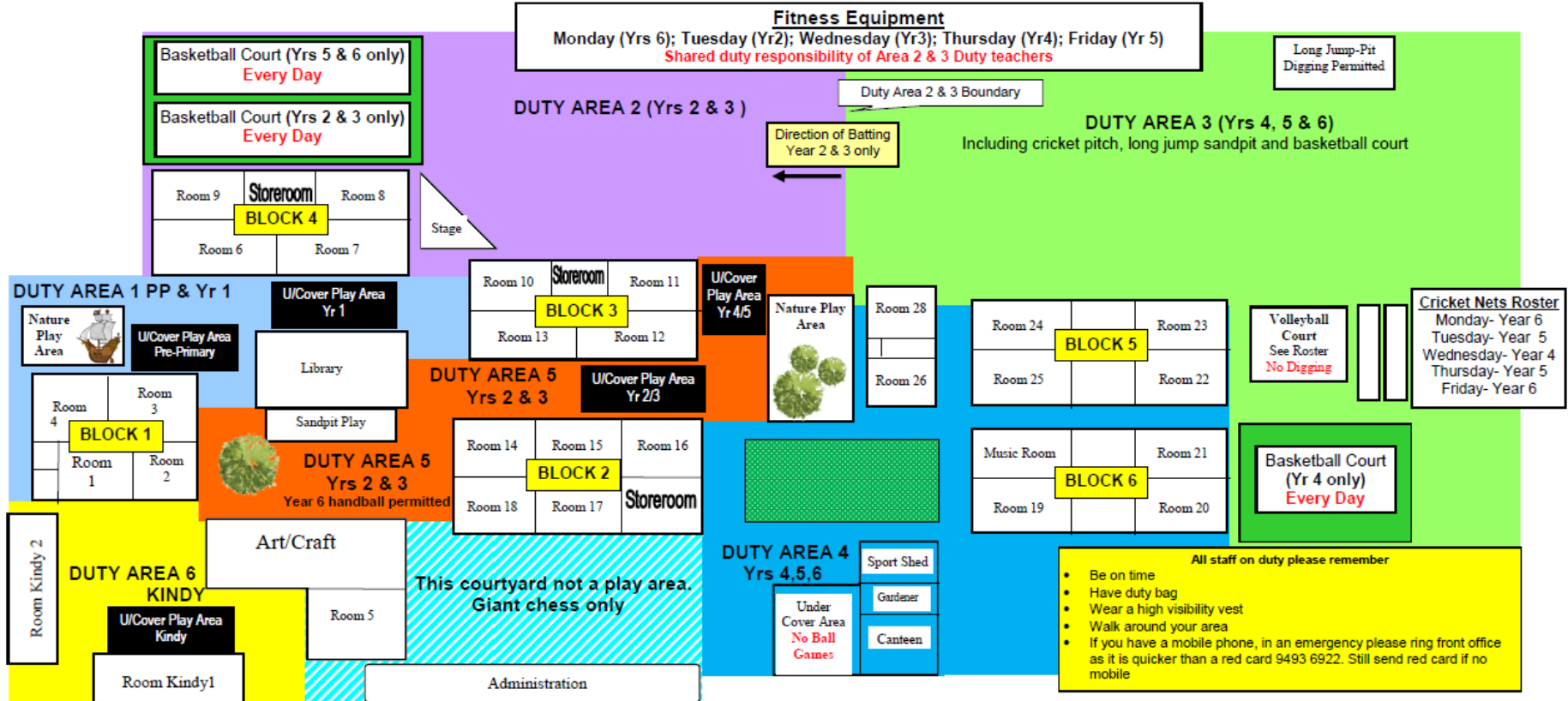
- Behave in a way that is appropriate and inclusive of staff and student rights (as indicated in the Behaviour Management Policy)
- Maintain satisfactory attendance and punctuality
- Adhere to the FCPS dress code (including the use of sun-safe hats)
- Adhere to the school rules (as indicated in the Behaviour Management Policy)
- Complete classwork and assessments as requested by their teacher

Ultimately, Good Standing aims to encourage all students to take responsibility for their actions and improve their general performance. It also allows students who maintain good standing to be recognised in a positive way.

<p><i>Status – In Good Standing</i> Students in good standing are able to attend good standing events and are allowed classroom privileges.</p>	
<p><i>Status – Danger Zone</i> Students in the danger zone will still be allowed to attend good standing events but will not be given any classroom privileges.</p>	
<p><i>Status – No Good Standing</i> Students with no good standing will not be allowed to attend good standing events nor will they be given any classroom privileges.</p>	

Students who move out of Good Standing due to their behaviour will have their status reviewed every five weeks. Where behaviour has improved, and no further consequences have been enforced, Good Standing will be reinstated. Good Standing is also reinstated at the beginning of each term.

FOREST CRESCENT PRIMARY RECESS & LUNCH DUTY AREAS



PLEASE INFORM STUDENTS ABOUT PLAY AREAS. ANY CONCERNS WITH DUTY AREA STRUCTURE PLEASE INFORM ADMIN.

ROSTER FOR USE OF FITNESS EQUIPMENT ON THE OVAL; ROSTER FOR THE USE OF CRICKET NETS; ROSTER FOR THE USE OF VOLLEYBALL COURT (see KidsWrap)

- DUTY AREA 1: Includes the nature play area and from the verandahs bordered by Room 6 & 7 along with the walkway alongside Room 10 & 13.
- DUTY AREA 2 (YRS 2 & 3) SHADED PURPLE: Students in this area have access to Redheart Drive end of oval and access for Years 2 & 3 on one court and Years 5 & 6 on one court on the double basketball court. The central cricket pitch is for Years 2 & 3 students only, the Years 4 to 6 are rostered on the cricket nets. (Four staff members on duty in this area)
- DUTY AREA 3 *** (YRS 4, 5, 6) SHADED GREEN: Students in this area have access to Forest Crescent end of oval, including double cricket nets (depending on their rostered day). Years 4 & 5's have access to undercover play area adjacent to Room 11. Teacher's in Duty Area 2 should share an overlap with Duty Area 3 to ensure duty of care. AREA 3 NOW INCLUDES (Yr 4) Smaller basketball court. (One staff member on duty in this area)
- DUTY AREA 4 (YRS 4,5,6): Undercover area and courtyard between Rm 17 & 18 and Admin block. Courtyard area outside administration block is out of bounds to students except those playing giant chess, etc.. Also covering play area outside Room 20 and 21. There are no ball games in the undercover area and no ball games or chasey games on the grassed courtyard. (One staff member on duty in this area)
- DUTY AREA 5 (YRS 2 & 3): Courtyard area outside of art room; undercover play area between Rooms 12,13, and Rm 14,15 & 16, and including the nature play. Yr 2 & 3 have access to sandpit alongside library for sandpit activities. Ball games permitted in courtyard outside art room. (One staff member on duty in this area)
- DUTY AREA 6: Includes all the area enclosed by the Kindy area gates and fences.

WET WEATHER: When no access is available to the oval, Area 2 duty teachers assist in Area 5 and Area 3 duty teachers assist in Area 4.

LUNCH EATING AREAS (Yr 2,3 between Block 2 & 3); (Yr 3 in Block 5 Undercover); (Yr 4 in Block 6 Undercover); (Yr 5/6 in Main Undercover Area)

Partner Classroom - Behaviour

All teachers to arrange a partner classroom/teacher. The greater the student age difference, the more effective this strategy becomes. Support teachers will call upon the student's normal classroom support teacher or another support teacher if necessary.

The student who is sent to their partner classroom must take work with them.

Teachers need a space in their classroom where these students can go. These students are to be ignored by the other children in the classroom. The student must work quietly without interfering with the normal routine in their partner classroom. If the student chooses to act outside this guideline, they will be sent to the Deputy Principal with a brief referral note.

If a student has to be sent twice in a school week to their partner classroom for isolation, then the student's teacher needs to notify the student's parents.

The student stays in isolation until the work is completed or until the next break time.

Specialist / Support Teachers

The Behaviour Book will be sent with the students to each specialist lesson. It is the responsibility of the specialist teacher to ensure they are aware of the current day's records and follow the behaviour management as per the normal flowchart. Students to be sent to their normal partner classes. The specialist teacher would notify the student's normal class teacher if one of their students was sent to a partner classroom during a specialist teacher's lesson. If a student is sent to a partner classroom twice by a support teacher during the course of a week, then it is the support teacher's responsibility to inform the parents of the student by letter.

In-School Withdrawal Guidelines

The placement of students in In-School Withdrawal will be authorised by the Principal through the Deputy Principal in consultation with the classroom teacher. Students are issued with In-School Withdrawal as a consequence of a severe breach of classroom behaviour or as a result of the partner room not working out.

The school administration area will be set up so that a student in withdrawal will be separated from their peers and, at the same time, be under supervision within the specifications of Regulation 34.

Class teachers are responsible for ensuring that a student in withdrawal is provided with an adequate amount of work. Work is to be from (or as close as possible) the student's normal learning program at a level that the pupil can carry out without explanation or assistance from other staff.

Students in withdrawal must be safe and remain isolated and given separate break times to the rest of the school.

A Deputy Principal will notify the parents to discuss the matter with them or the Principal.

Students who are absent from school during their withdrawal period will complete the requirements of their withdrawal on their return to school. The duration of time the student is in withdrawal is at the Administration's discretion and dependent on the severity of the student's behaviour.