



# Carrum Primary School 3385

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## **Behaviour Management Policy**

### **Rationale:**

This policy has 5 major facets:

1. Basic Assumptions
2. Conduct Code for Children
3. Classroom and School Rules
4. Time Out
5. Detention/Counselling/Suspension

Each of these facets is expanded below.

### **1.0 BASIC ASSUMPTIONS**

- Medication may influence behaviour or behaviour patterns.
- Children's behaviour is learned not inherited and they follow patterns of behaviour that produce satisfactory results to them and are reinforced by others.
- Children must be taught self-discipline and responsible behaviour.
- Children's behaviour is usually directed towards knowing where the boundaries are and who is going to enforce them ie. can be a direct challenge to authority.
- Respect for parents is a critical factor in child management and is the first and most important sound interaction for the child.
- Communication should occur with behaviour modification. Teach children to reason.
- Control without nagging – use action to get action.
- Avoid saturating the child with excessive materialism – prizes won cheaply are of little value.
- Avoid extremes in behaviour. Be consistent.
- The law of reinforcement is a tool, which works to teach behaviour – “Behaviour which achieves desirable consequences will recur”.
- Rewards must be granted immediately, need not be material in nature.
- What is learned can also be unlearned or eliminated if the reward is withheld.

- Undesirable behaviour is often inadvertently reinforced. 'Ignoring' some unacceptable behaviour can be effective.
- Teacher is in charge and sets firm consistent limits.

## **2.0 CONDUCT CODE FOR CHILDREN**

### WE VALUE

1. The right for all students to be safe and secure;

Which is demonstrated by

- our students learning and playing without bullying, harassment or interference by others
- respecting their own and other's property
- being taught in a caring and co-operative atmosphere
- the self-esteem being nurtured by our school Community

2. Treating each other with trust and respect;

Which is demonstrated by

- providing positive reinforcement
- developing self discipline and self control in our students
- establishing clear expectations
- encouraging friendships and positive social skill developments
- involving parents in discussing student behaviour
- providing on-going reviews and evaluation of our welfare policies

3. Excellence in student achievement;

Which is demonstrated by

- encouraging high levels of achievement
- encouraging parental support in the school's effort to maintain a positive productive teaching and learning environment
- encouraging the completion of activities and tasks to the best of each individuals' ability

4. Courteous, considerate and responsible behaviour;

Which is demonstrated by

- caring for personal, school and public property
- recognising and respecting the rights of others
- conducting themselves in an orderly and respectful manner when representing the school
- awareness of the school rules and consequences
- awareness of the "Code of Conduct" including the responses to breaches which may incur;

- discussion followed by warning
- removal from a group activity
- supervised time out
- clean? repair? replacing items damaged,
- loss of privilege or participation in an activity
- detention
- suspension abiding by the rights and obligations under the Racial and Religious Tolerance Act 2001

### **3.0 CLASSROOM AND SCHOOL RULES**

#### **3.1 Classroom Rules**

At the beginning of each school year, each teacher is to draw up a list of classroom rules. These are to be decided by teacher and students.

When a child continually breaks rules, discussion of these is a good basis for counselling. Counselling may be with the student only or with parents as well.

#### **3.2 School Rules**

1. Bicycles must be walked through the school grounds, except for bike-educational activities.
2. The bike area is out of bounds.
3. In the playground;
  - Prep- Term 1 students can only play in the prep playground. From Term 2 prep students can play in junior playground
  - Grade 1 - 2 students only can play in the junior playground and on first half of oval to the cricket pitch
  - Grades 3 - 6 students only can play in the senior playground and on back half of school oval
  - The basketball courts are reserved for 1 to 2 grade students and 3 to 6 grade students
4. Prohibited at school and on excursions and camps:
5.
  - Chewing gum or bubble gum.
  - Guns, knives or other items which could frighten or injure a child.
  - Radios, electronic devices, expensive games or toys (danger of damage and/or theft. There is no compensation provided by the Department of Education).
6. Sticks and stones are not to be thrown.
7. Children, unless injured or with permission from a teacher, are not to enter the school buildings during recesses or before the bell each morning.
8. Children, at all times, are to play at a distance from boundary fences.
9. Children must not:
  - Stay in the classroom without supervision.
  - Run inside buildings.
  - Leave the school ground without permission.
  - Climb trees.
  - Swing on gates.
  - Play fast or unsafe ball games on the asphalt

- Loiter in or around toilet blocks.
- Kick balls against school walls.
- Wear thongs or open sandals except for swimming or medical reasons.
- Wear earrings (one pair of sleepers or studs and a watch is acceptable) that could be a health hazard to themselves and others.
- Have any body piercing apart from earlobes. E.g. in nose, eyebrow, tongue or belly button.

10. All jewellery is to be removed for sport.

## **TIME OUT**

3.1 Disruptive children may be removed from the classroom until behaviour has been deemed acceptable to the teacher.

3.2 The removed student has the option to return at any time provided behaviour is acceptable to the teacher.

3.3 If a child continues to disrupt others after counselling and time out, then he/she is given a detention. If necessary, the child is brought to the Principal to be seen at the earliest opportunity.

Note: Teachers must notify Principal of all extreme discipline problems.

3.4 If a resolution cannot be made and the disruption continues, the child's parents will be contacted, with the purpose of taking the child home. Always be kind and firm.

3.5 If a parent says, "We can't handle him/her at home", then counselling or referral procedures should be implemented.

3.6 In extreme cases, suspension procedures may be implemented according to the Department of Education procedures.

## **4.0 RESPONSIBILITIES WHEN TRAVELLING ON EXCURSIONS**

4.1 Normal school rules apply.

4.2 Be on time.

4.3 Stand a safe distance from the kerb of the road or platform edge at the train station.

4.4 Form lines and board vehicles without crowding or pushing.

4.5 Sit quickly and quietly.

4.6 Remain seated during journey.

4.7 Keep all parts of the body within vehicle.

4.8 Speak quietly.

## **5.0 DETENTION**

5.1 When unacceptable behaviour has been shown (or when three per term misdemeanours have been recorded), a child may be put on detention.

### **Procedures:**

1. The child's name, class, reason for detention, work to be done and number of times in detention, are recorded in a detention book.
2. A detention notice is sent home to parents advising of, and giving reason for, detention. This notice is to be signed by a parent/guardian and returned to school. No exceptions will be made.
3. Conduct Code: This document is sent home with the child when a detention is given. It is to be read by the parents/guardians and child, and returned to school. Verbal contact is made with the parents.
4. Detention is for 30 minutes at lunchtime.

### **5.2 Counselling**

1. The teacher issuing the detention has the responsibility for notify the rostered supervisor of the student/s attending detention. Parents are contacted, students are counselled.
2. Every detention, counselling with the Student Welfare Co-ordinator, Assistant Principal or Principal will take place. Contracts may be established.
3. After two detentions are given, counselling with student, teacher, principal and parents will take place. Suspension will follow for further incidents.

Whilst on detention student's record:

- the behaviour that led to the detention being issued.
- the desired future behaviour.
- If appropriate, an apology to be delivered the following day.

Supervising teacher is to record the dates of the detention held, on the detention form, and file it in the online SPA tracker program.

Misdemeanour book is to be returned to the Principal's office.

### **5.3 Suspension**

The Principal may, if she or he considers it necessary or desirable to do so, suspend a student from attendance at the school. Suspension may be imposed where a student:

1. Behaves in such a way as to constitute a danger to the physical or emotional health of any staff member or student.
2. Consistently and deliberately fails to comply with any lawful order of a principal or teacher.
3. Is in such condition as to be offensive to, or dangerous to, the health of any staff member or any student.

4. Consistently and deliberately behaves in a manner that interferes with the educational opportunities of other students.

If a student's total days of suspension exceed ten school days in any one year, an inquiry shall be held by a panel appointed by the Regional Office unless, with the agreement of the principal and parents, the Regional Office decides an inquiry shall not be held.

#### **5.4 Procedure**

Refer: Student engagement guidelines 2014 Department of Education Early Childhood Development Victoria

### **6.0 UNACCEPTABLE BEHAVIOUR**

- 6.1 Disorderly Conduct: This refers to situations such as fighting, throwing rocks, kicking, bullying, disobeying school personnel, being disruptive in the classroom and spitting.
- 6.2 Verbal Abuse: This refers to such things as swearing, talking back to school personnel, making fun of someone, and other forms of bullying.
- 6.3 Stealing: This refers to taking school property or an individual's personal property.
- 6.4 Destruction of Property: This refers to such things as writing on walls or books, ripping or tearing page in school books, breaking equipment or in any other way damaging or destroying school or another individual's property.
- 6.5 Lateness for school.
- 6.6 Other: This refers to any other misconduct that needs attention.

### **7.0 WHAT HAPPENS WHEN BEHAVIOUR IS UNACCEPTABLE**

The following steps will occur:

- 7.1 If this problem is not of a serious nature, the teacher will talk with the student and try to reach an understanding.
- 7.2 If discussion is ineffective then any or all of the following may be tried.
  - Set extra tasks or duties.
  - Give Time Out
  - Removal
  - Detention

#### **7.3 Procedure**

1. The child's name, class, reason for detention, work to be done and number of times in detention, are recorded in a detention book.
  2. A detention notice is sent home to parents advising of and giving reasons for detention. This notice is signed by parents/guardians and child, and returned to school the next day.
  3. Conduct Code: This document is sent home with the child when a detention is given. It is to be read by the parents/guardians and child, and returned to school.
  4. Detentions are for 30 minutes.
  5. Detention is held on an agreed time during school.
- **Carrum Primary School complies with the state legislation that staff members must not administer corporal punishment to any student.**

## References

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|---|---|
| Effective Schools are Engaging Schools – Student Engagement Policy Guidelines | <a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm</a>   |
| School Accountability and Improvement Framework                               | <a href="http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm">http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm</a>   |
| Effective Schools are Engaging Schools  | <a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>   |
| Disability Standards for Education  | <a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm</a>   |
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| Charter of Human Rights   | <a href="http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm">http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm</a>   |
| Equal Opportunity Act   | <a href="http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm">http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm</a>   |
| Education and training Reform Act 2006  | <a href="http://www.education.vic.gov.au/about/directions/reviewleg.htm">http://www.education.vic.gov.au/about/directions/reviewleg.htm</a>   |
| VIT Teacher Code of Conduct   | <a href="http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf">http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf</a>   |

## Evaluation:

This policy will be reviewed as part of the school's three year review cycle.

**This policy was ratified by School Council on 8/8/2017  
Due for review August 2020**