



LARRAKEYAH PRIMARY SCHOOL

Pathways to Excellence

Care and Conduct
Policy
2019

MISSION STATEMENT AND VALUES

Our mission is to instil life-long learning through high standards, high expectations and high achievement. Larrakeyah Primary School Values are, *Respect, Responsibility and Achievement*. The values of Larrakeyah Primary School are for students, staff and the wider community.

BELIEFS UNDERPINNING THIS POLICY

We believe that:

- each child, teacher and parent have rights which should be recognised by all of those involved in the school community. Related to those rights are certain responsibilities that must be recognised and accepted by all. It must be realised and accepted that certain consequences will occur when these rights are infringed or these responsibilities are not accepted.
- self-confidence and high self-esteem are fundamental to success.
- children exhibiting appropriate behaviour towards teachers and peers should at all times be noted and rewarded.
- the management of children's behaviour is a shared responsibility between home and school.

RIGHTS and RESPONSIBILITIES

Rights and responsibilities work together.

<p>Children have the right:</p> <ul style="list-style-type: none">• to be safe at school• to be respected and have others care about them• to be treated with kindness and fairness• to express themselves as individuals• to learn without interference	<p>Children have the responsibility:</p> <ul style="list-style-type: none">• to obey school rules and safety guidelines• to care for and respect other people in our school and their property• to treat others with kindness and fairness• to give others a fair hearing• to do their best in work and play
<p>Teachers have the right:</p> <ul style="list-style-type: none">• to teach and help children learn without interference• to be recognised and treated as professionals• to expect support from the school community• to be treated with respect• to be safe at school	<p>Teachers have the responsibility:</p> <ul style="list-style-type: none">• to teach effectively, provide a positive learning environment and establish acceptable school behaviours• to act professionally and positively• to foster links with the school community• to model respectful behaviour
<p>Parents have the right:</p> <ul style="list-style-type: none">• to be considered a partner in their child's education• to be kept informed about issues affecting their children• to be recognised as the major influence in their child's life	<p>Parents have the responsibility:</p> <ul style="list-style-type: none">• to work with the school and the teachers• to provide information which may impact upon their child's behaviour at school• to recognise school behavioural expectations

CLASSROOM MANAGEMENT

At the beginning of the school year teachers set up class behaviour management structures that cover the three areas of: Prevention; Correction; Support. These are revisited each term.

Each classroom is to have a visual behaviour tracking system, that uses the language of 'Remind', 'Warn', and 'Act'/'Consequence'. This system is required to have the ability to place/write student's names.

PREVENTION	CORRECTION	SUPPORT
<ul style="list-style-type: none"> • negotiated rules and consequences • mutual respect • organised routines • focus on positives • students feeling valued • understanding of family background - culture • appropriate level of tasks • positive reinforcement of acceptable behaviours • explicit teaching of social skills, cooperative skills, behavioural skills • appropriate level of language • anticipating difficulties 	<ul style="list-style-type: none"> • tactically ignore • defuse – humour, distract • refocus negative behaviour • provide opportunities for the child to make good choices • remind – warn – consequence (act) 	<ul style="list-style-type: none"> • establish a rapport • negotiate a fresh start • reinforce good behaviour • develop a student Behaviour Plan • involve parents • involve School Leadership Team

PLAYGROUND MANAGEMENT

We believe that all children are able to behave in an acceptable manner.

At the beginning of the school year teachers are to ensure all students are aware of the playground behaviour expectations.

We expect children to:

- play in designated safe areas
- respect the property of the school, other children and teachers
- keep our school buildings and grounds tidy
- wear broad-brimmed hats and enclosed footwear
- walk on the concrete paths
- only be in classrooms with an adult

MINOR INCIDENTS

The following are examples of **Minor Incidents**:

- Class disruption
- Non-compliance
- Not following directions
- Interfering with others and/or their belongings
- Disruption in playground
- Running on walkways

Process to Follow

Remind



Warn



Consequence/Act

e.g. apology, timeout

picking up papers, no play wall (playground incidents only)



End of problem

2nd Repeat of same/similar offence is recorded by teacher in SAMS database and the teacher will contact the parents of the child causing the offence.

3rd repeat of same/similar offence is recorded in SAMS database and the student is referred to the school Leadership Team

MAJOR INCIDENTS

The following constitute a **Major Incident**:

- offensive behaviour e.g. obscene gestures and/or language
- violence – fighting, throwing objects
- bullying and harassment
- dangerous behaviour – climbing on roofs, going out of bounds
- damage to property
- continued refusal to follow instructions

Process to Follow

Teacher on duty (in class, outside class or on an excursion) is to determine what occurred and then, if necessary:



Refer those involved to Leadership Team



Incident is investigated and recorded in SAMS database. (Teacher to begin SAMS record- Leadership to update)

Parents (of both the victim and the perpetrator) are notified.



Consequences

(may involve any of the following depending on what the investigation showed occurred during the incident)

- reflection sheet
- written apology
- loss of privileges
- internal suspension
- restitution which may involve replacement, repairing or cleaning up
- external suspension



End of problem

Behaviour Management Flow Chart

CLASSROOM

Classroom Minor Incidents

- Class disruption
- Non-compliance
- Not following directions
- Interfering with others and/or their belongings

Remind- Warn- Consequence (Act) Process

- Example Consequences:
- Time out in classroom
 - Kept in at recess
 - Reflection/talking essay
- Teachers to make note in teacher diary*

When an incident involves 2 or more students, the parents of all students must be contacted.

Repeat Offenders

Leadership Team will deal with offenders in this category.

Major Incidents Classroom/Playground

- Offensive behaviour e.g. obscene gestures and/or language
- Violence- fighting, throwing objects
- Bullying and harassment
- Dangerous behaviour- climbing on roofs, going out of bounds
- Damage to property
- Continued refusal to follow instructions

2nd Repeat of Incident

- Buddy Class
 - Senior Teacher
 - Teacher isolation
- Teacher to record in SAMS and contact the parents*

Consequences

- Reflection sheet
- Written apology
- Loss of privileges
- Internal suspension
- Restitution which may involve replacement, repair or cleaning up
- External suspension

3rd Repeat of Incident

Immediate Leadership Team Involvement
Recorded on SAMS

Parent notification Placed on SAMS

PLAYGROUND

Playground Minor Incidents

- Disruption in the playground
- Running on walk ways

Remind- Consequence (Act) Process

Consequence- No Play Wall, picking up papers

If it seems to be continued behaviour, pass on to the classroom teacher (SAMS recording if frequent behaviour)

Playground Major Incidents

Send for assistance to the front office or bring student to front office if end of duty.

Record on SAMS (teacher first), Leadership to update