

FLEMINGTON PRIMARY SCHOOL POLICY FOLDER



Student Wellbeing Student Behaviour Management Strategies

Aims

- To promote positive behaviours in classrooms, specialist classes and in the play ground.
- To develop strategies to manage, develop and improve student behaviour through positive behaviour strategies
- To develop a staged sequence for inappropriate behaviours

Guidelines:

- Behaviour management strategies, consequences and processes are staged according to severity
- Strategies are reviewed each year and are appropriate to the age and year level of students and the cohort of students
- The Students at Risk Management System is in place and records the names, infringements and consequences for serious behaviours.

Whole School approach

Flemington Primary School uses the *You Can Do It! Program Achieve* student behaviour program. This is implemented across the whole school, by all teachers and provides the basis for the Pupil of the Week Certificates awarded at Assembly each week. Posters, slogans and the “Catastrophe Scale” chart are displayed around the school.

In addition, in 2008 the Program of **Naming It & the 3 Parts of Sorry** has been implemented with the aim of encouraging students to take control of their actions, feelings and responses. This program was introduced in response to a perceived lack of ownership of problem solving and resilience in students.

The school **Values** have recently been revised with input from all members of the community. Each class has worked through the meanings of the values to their individual class and developed behaviour statements which demonstrate the value.

Care & Compassion - Honesty - Respect – Responsibility

A number of processes are in place to document and track student behaviour including:

1. Discipline Notification form to teacher/Year level coordinator
2. Grade 5/6 Student Code of Conduct Tracking Tool
3. Discipline Notice to parents
4. Office Referred Student Notification & Tracking Tool
5. Students at Risk Mapping Tool

Prep

Students in Prep are beginning their school experience and learning the appropriate behaviours for the different experiences, opportunities and relationships involved. The main strategy is to use the Happy Face/Sad Face with students' names written into a visual prompt.

Students are also rewarded by verbal praise, stickers, Pupil of the Week certificates, reinforcement of the pillars of **You Can Do It!** and using the puppets which relate to the pillars – Confidence, Organisation, Persistence, Resilience and Getting Along With Others.

Grade 1/2

Students in Grades 1 and 2 are continuing to develop the necessary skills and behaviours for the different experiences, opportunities and relationships they are involved in at school.

The strategies used by the teachers at this level are:

Warning system

Name written into a visual prompt on the board

3 strikes

Consequences applied are:

Withdrawal from group to a separate part of the classroom

Withdrawal from the group to a table or into another classroom.

Miss out time (5 to 10 mins) doing things of enjoyment like free time.

Sent to Year Level Co-ordinator to discuss issue and write an apology.

Yard duty with teacher for half of recess or lunch time

Complete student behaviour report and supply to Assistant Principal (welfare co-ordinator)

Individual plans / communication books

Agreed rewards for behaviour

Sticker system

Name on board additional ticks, stars acknowledgements equals additional rewards
praise, stickers, free time (dependent on teacher choice)

Class reward of free time

Peer awards

Games

Computer time

Opportunity to help in another grade (1/2 team)

Pupil of the week

Praise

Positive reinforcement

Visit to another grade to share

Visit to principal

Grade 3/4

Students in Grades 3 and 4 are expected to have developed most of the necessary skills and behaviours for the different experiences, opportunities and relationships they are involved in at school. They understand appropriate behaviour in class and are comfortable with the pillars of **You Can Do It!** – Confidence, Organisation, Persistence, Resilience and Getting Along With Others.

They are also familiar with the school values and use the vocabulary of YCDI, Values and Naming It & 3 Stages of Sorry with each other.

The strategies used by the teachers at this level are:

Warning

Move away from current location

Table points system or Table \$\$ system

Withdrawal to another room

Sent to Year Level Coordinator

Sent to the Assistant Principal/Principal

Grade 5/6

Students in Grades 5 and 6 are expected to have developed the necessary skills and behaviours to apply in the range of activities, experiences, opportunities and relationships they are involved in at school. They know and understand appropriate behaviour in their class, specialist classes and in the schoolgrounds and on excursions and are comfortable with the pillars of **You Can Do It!** – Confidence, Organisation, Persistence, Resilience and Getting Along With Others.

They are also familiar with the school values and use the vocabulary of YCDI, Values and Naming It & 3 Stages of Sorry with each other.

A specific Grade 5/6 Student Code of Conduct is in place and is clearly communicated to students and parents at the beginning of each year. This has a staged series of consequences and behaviours which are reinforced regularly.

The strategies used by the classroom teachers at this level are:

Rewards are given to individuals, small groups or the whole class. Other teachers in the school who know this system can reward students with nominal money towards the class system if they see them doing something great outside the classroom. Students earn money through; (Money amounts are illustrative only and vary grade to grade)

homework	\$20 (when completed on time and is your 'best work')
class jobs (on application)	Minimum of \$20 (weekly) and will vary depending on the complexity of the job.
note/money return	\$20 (when on time)
rewards	at teacher discretion

Each student has an accounting sheet pasted into their maths book for record keeping or in some classes; a class accountant is appointed to keep track of all transactions. Students may apply for jobs each term. Other jobs offered may include class secretary, computer technician, courier etc.

Fines

Students are fined for misbehaviour, late notices etc. The focus is on students being rewarded for good behaviour rather than using fines.

Purchases

A 'Class Auction' is held regularly where students bid for small items and if they are the successful bidder the amount is deducted from their account.

Grade 5/6 Student Code of Conduct uses the following staged process for misconduct and clear consequences:

- Level 1 a warning
- Level 2 removal to another classroom
- Level 3 Detention at lunchtime and referral to the Year Level Coordinator.
 Parents are notified.
- Level 4 A strike is noted. Issue is referred to Assistant Principal/Principal.
- Level 5 Strike 3. Referred to Principal and suspension from school
 implemented.

While each grade level has discrete strategies and consequences, they are part of a whole school approach which is based on encouraging positive behaviour, using relationships to develop appropriate behaviours and encouraging students to control their own reactions and behaviours, take responsibility for their actions and be resilient.

Review

The whole school and individual grade responses are reviewed and renegotiated annually.