



Thornlie Primary School

Behaviour Management Policy

Thornlie Primary School's Behaviour Management Policy aims to provide a fair, consistent and manageable process for staff, students, and parents. We aim to provide a positive environment in which each student is supported to learn and demonstrate respect for self, respect for others and respect for the school environment. Thornlie Primary School Staff pride themselves on celebrating and rewarding student success throughout all areas of development including: Academic, Behavioural and Social.

CODE OF CONDUCT

- **Respect**
 - Yourself
 - Others
 - The School Environment
- **Responsibility for**
 - Your Behaviours and Actions
 - The Safety of Yourself and Others
 - Your school Environment
 - Following the school code of conduct
- **Rights**
 - To be safe at all times
 - To teach and learn without interruption
 - To 'have a go' without fear or judgement

RIGHTS AND RESPONSIBILITIES

STUDENTS

Students have the right to:	Students have the responsibility to:
<ul style="list-style-type: none"> • A clear, fair and consistent Behaviour Management process • Learn without disruption in a safe, secure, friendly and clean environment. • To learn and play in a purposeful and supportive environment • To be heard, valued and respected as individuals, regardless of difference and inclusive of factors including race, ethnicity, religion, disability, gender, physical abilities, academic abilities, language capability. 	<ul style="list-style-type: none"> • Respect the rights of others to learn • Ensure their behaviour does not impact on the safety and well-being of others • Use every opportunity to learn • To speak and behave in a respectful manner to all members of the school community • Follow all school and classroom rules • Use every opportunity to learn

STAFF

Staff have the right to:	Staff have the responsibility to:
<ul style="list-style-type: none"> • Work in a safe, secure and clean environment • To be shown respect, courtesy and honesty • Be valued as members of the school community • Co-operation and support from parents in the behaviour management and academic progress of their children 	<ul style="list-style-type: none"> • Teach and assist in purposeful, well-planned and organised programs in a positive classroom environment • Be fair and consistent, showing respect and inclusivity at all times • To support students, staff, parents and community through their development of positive relationships • To model respectful, courteous and honest behaviour • To develop conflict resolution skills

PARENTS

Parents have the right to:	Parents have the responsibility to:
<ul style="list-style-type: none"> • Be valued and respected as a member of the school community • Be informed of their child's progress in all areas of their education through positive communication and feedback • To be included as partners in their child's education 	<ul style="list-style-type: none"> • Work in partnership with the school and other agencies to ensure the best possible educational outcomes for their child • To show their children that education and learning is valued • Ensure that their child is organised and provided with appropriate school materials • Ensure that their child attends school on a daily basis • Respect the rights of staff, students and other parents

REWARDS

Each Class Teacher will provide a positive classroom reward program. These will be left to the discretion of each individual teacher. Examples of positive incentives for student behaviour management may include:

- Verbal praise from staff, parents and community members
- Stamps, Stickers
- Classroom Prize Box
- Merit Certificates
- Positive notes to parents and students
- Faction Points
- Aussie of the Month
- Bronze, Silver and Gold Certificates
- Whole School Reward (Semester by Semester)

FACTION POINTS

Students demonstrating excellent behaviour and/or social skills outside of the classroom may receive faction point cards. Students will place faction cards in the faction point letterboxes outside the front office. The winning factions each term will be announced and students will receive a reward with their faction.

BRONZE, SILVER AND GOLD CERTIFICATES

Students demonstrating outstanding class behaviour, social skills, work efforts and academic success will be rewarded by receiving points from their classroom teacher on their classroom reward chart. Students reaching 50 points will share their success with the school community by receiving a bronze certificate at assembly. Students reaching 100 points will receive a silver certificate at assembly. Students reaching 150 points will receive a gold certificate at assembly. Students will also be eligible to earn at least one merit award per year for demonstrating personal endeavour, achievement, success and/or contribution to the school community.

WHOLE SCHOOL REWARD:

To encourage regular attendance and good behaviour, all students will be eligible to partake in a whole school reward. These students will receive a surprise whole school reward once per semester.

To be eligible for the whole school reward, students will have:

- Minimum of 80% attendance rate for the semester
- No more than 3 behaviour incidents recorded on SIS in reward term.

Cut-off date for reward will be Up to and including the day of the reward.

EXCURSIONS

Students who receive 3 recorded behaviour incidents on SIS, In-School Suspension or Out of School Suspension in the **current school term, before the excursion**, will be ineligible to attend. Arrangements will be made for these students to be supervised while the excursion is conducted. All students commence the following term with a “clean” record. When an excursion is held in the first two weeks of a term the previous term’s behaviour record will apply.

CLASSROOM MANAGEMENT

Step 1: Students receive low key responses to their behaviours. Such examples may include: proximity, signal to attend, eye contact, and giving choices.

<p style="text-align: center;">Severe Behaviour</p> <p>If at any time a teacher considers that a breach of the behaviour code is severe, a red card will be sent to the office for a member of administration to collect the student from the classroom. Staff are to complete the Behaviour Management Slip, circling behaviour types in the red section.</p>	<p>Step 2: Students receive Formal Warning 1: A verbal warning</p>
	<p>Step 3: Students receive Formal Warning 2: A Behaviour Management Slip, completing the green section</p>
	<p>Step 4: Students receive Formal Warning 3: In-Class Time Out. The Class teacher selects the behaviour type in the yellow section. Students are sent to sit at the class time-out desk or time-out mat.</p>
	<p>Step 5: Students receive Formal Warning 4: Time-out Class. The Class teacher selects any additional behaviour types in the yellow section. Students are sent to Time-out Class for 20 minutes with their Behaviour Management Slip. Behaviours will be recorded by the class teacher on SIS. Parents will receive a copy of the Behaviour Management Slip, signing and returning this to the classroom teacher the following day.</p>
	<p>Step 6: Students receiving Formal Warning 5: Office. The Class teacher select any additional behaviour types in the yellow section. Students are sent to the Administration. Behaviours will be recorded by administration on SIS. Parents will receive a copy of the Behaviour Management Slip, signing and returning this to the classroom teacher the following day.</p>

School Administration staff have the authority to deviate from procedure in specific cases.

Students who have received formal warnings and have been issued with a Behaviour Management Slip will take this with them to all specialist classes.

PLAYGROUND MANAGEMENT

STEP 1: Students receive low key responses to their behaviours. Using the language of choice, teachers are to redirect student behaviour and assist them in learning to solve problems appropriately.

Severe Behaviour If at any time a teacher considers that a breach of the behaviour code is severe, a red card will be sent to the office for a member of administration to collect the student from the playground.	<u>MINOR 1</u> Students receive a minor behaviour slip for minor playground infraction 1. The minor slip is sent to the classroom teacher.	<u>MAJOR 1</u> Students receive a major behaviour slip for major playground infraction. The major slip is sent to the classroom teacher and then to the deputy principal's office. The student will then receive a lunchtime detention
	<u>MINOR 2</u> Students receive a minor behaviour slip for minor playground infraction 2. The minor slip is sent to the classroom teacher.	
	<u>MINOR 3</u> Students receive a minor behaviour slip for minor playground infraction 3. The minor slip is sent to the classroom teacher. The classroom teacher sends the 3 minor behaviour slips to administration. The student will then receive a lunchtime detention	
	<u>LUNCHTIME DETENTION:</u> Students receiving 3 minors or 1 major will receive a lunchtime detention to complete a Reflection Sheet during their lunch time play break. Behaviours will be recorded by administration on SIS. Administration are to complete the Behaviour Management Slip, selecting behaviour types in the red section. Parents will receive a copy of the Behaviour Management Slip, signing and returning this to the office on the following day.	

School Administration staff have the authority to deviate from procedure in specific cases.



Thornlie Primary School Behaviour Management Slip

Name _____

Date: _____

Teacher: _____

Room: _____

Time: _____

Minor Misbehaviour (tick box)

- ☐ Constantly talking
- ☐ Walking around room
- ☐ Calling out
- ☐ Distracting others from work
- ☐ Annoying noises
- ☐ Consistently inattentive
- ☐ Regularly late without reason (break times)
- ☐ Threatening other students (minor verbal threats)
- ☐ Rudeness or bad manners
- ☐ Not keeping hands/feet to self
- ☐ Answering back
- ☐ Not following instructions
- ☐ Leaving class without permission
- ☐ Teasing
- ☐ Other _____

☐ In Class Time-Out

Time: _____

☐ Time-Out Class

Time: _____

☐ Staff Signature:

Major Misbehaviours

- ☐ Vandalism/graffiti
- ☐ Gender/racist remarks
- ☐ Throwing objects
- ☐ Spitting at others
- ☐ Directly swearing at others
- ☐ Stealing
- ☐ Fighting
- ☐ Major verbal threats toward staff/students
- ☐ Verbal abuse toward staff/students
- ☐ Blatent disobedience
- ☐ Physical abuse
- ☐ Other _____

☐ Office Time-Out

Time: _____

☐ Staff Signature:

Additional Comments: _____

Do you wish to discuss this behaviour management slip with your child's teacher? YES / NO

Parent Comment/s:

Parent/Guardian signature _____ Date _____



Playground Behaviour Slip

Name: _____	Class: _____
Teacher: _____	Date: _____
Reason for Referral:	
Minor	Major
<input type="checkbox"/> Running on the path <input type="checkbox"/> No hat <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Uninvited physical contact <input type="checkbox"/> Out of bounds <input type="checkbox"/> Other	<input type="checkbox"/> Deliberate Defiance <input type="checkbox"/> Fighting <input type="checkbox"/> Physical contact <input type="checkbox"/> Abusive language <input type="checkbox"/> Intentional damage of property <input type="checkbox"/> Other
<div style="border-bottom: 1px solid black; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black;"></div>	
Signed: _____	

Camberley Culross Churchdown



Faction Card

Name: _____

Room: _____ **Date:** _____

Reward Respect Enthusiasm

Compassion Kindness Helpfulness

Responsibility Care Perseverance