

# **PUPIL BEHAVIOUR: SCHOOL EXPECTATIONS**

September 2009

## **RATIONALE**

This policy is to ensure that all staff members and students have a full understanding of school expectations regarding behaviour, and staff have a consistent approach when working with pupils.

## **PURPOSES**

1. To have a set of expectations for the playground and classrooms that will assist pupils to become more accountable for their actions.
2. To involve staff, pupils and parents in developing and encouraging appropriate behaviour and opportunities for improvement where necessary.
3. To strongly support the self-esteem of staff and pupils.
4. To recognise the rights of pupils and staff.

## **GUIDELINES**

This policy will be achieved through all teaching and management staff implementing procedures involving the high expectations, positive reinforcements, peer mediation and classroom and individual discussion on school expectations.

## **School Expectations**

- **I am responsible for my behaviour**
- **I treat others with respect**
- **I behave safely and sensibly**
- **I treat property and the environment with respect**

A copy of these rules is to be displayed in each room.

Class teachers need to ensure that expectations are discussed thoroughly at the beginning of the year and are reviewed on an ongoing basis during the year.

Care needs to be taken to ensure that all children understand our school expectations.

Professional Development regarding behaviour management will be provided for all staff on a regular basis.

## **FOCUS on Positive Behaviour**

It is the responsibility of each teacher on duty to promote "Getting Along" by giving out golden tickets to the students displaying such behaviour.

The You Can Do It philosophy is to be reinforced as much as possible:

- Staff to reward positive behaviour in the classroom and the playground, e.g. verbal praise, certificates.
- Staff will promote a positive culture within the school by taking the opportunities to build self-esteem and confidence.
- Staff will work with children in the development of Values and Key Competencies, with a particular focus on managing self, relating to others, respect and integrity.
- Teachers will use Circle Time to assist with promoting positive behaviours.
- Teachers will send students to the office with Sunshine Cards for acknowledgement.
- Children, such as peer mediators and student ambassadors, are to be involved in focusing on examples of good behaviour, rewarding children with tickets for the golden box.

## Peer Mediators

In addition to duty teachers, peer mediators from year 5 and 6 classes are on duty daily in the playground during recesses to assist with minor behaviour problems. They are trained to listen and help, or refer to a teacher when serious problems occur. Early in the year, all teachers will have sessions with their classes on active listening and the role of the peer mediators.

At least two mediators are on duty each break time.

## BEHAVIOUR AND INCIDENTS CONSIDERED INAPPROPRIATE

- Rudeness to adults
- Defiance / Disrespect
- Acting violently towards people and/or property
- Bullying behaviour
- Swearing
- Spitting
- Graffiti
- Offensive Material
- Drugs / Smoking / Alcohol

Each class teacher is responsible for monitoring and recording behaviour of children causing concern.

Teachers will liaise with their team leader about children causing concern.

When needed, team leaders will refer children causing concern to the Special Needs Meetings .

## CONSEQUENCES

**When a school expectation is broken in the classroom the teacher will:**

- Discuss the behaviour with the child
- Supervise a consequence
- Discuss strategies with their team leader

IF THERE IS A SAFETY CONCERN OR SEVERELY ABUSIVE BEHAVIOUR THE TEACHER WILL SEND THE LIGHTNING BOLT TO THE OFFICE FOR IMMEDIATE SUPPORT.

**When a school expectation is broken in the playground:**

Depending on the inappropriate behaviour or incident the following actions may take place:

- Apology to person/s directly affected
- Withdrawal from the playground for break/s
- Senior staff member: letter or phone call home to parents/caregivers to discuss the incident and consequences.
- Special withdrawal from the playground to reflect on their behaviour choices. This will be supervised by the Deputy Principal and SENCO.
- A referral to the R.T.L.B.'s (Resource Teacher of Learning and Behaviour) or G.S.E. (Group Special Education) may be initiated.
- Where extremely serious incidents occur stand down or exclusions will be considered.

## PRINCIPAL APPROVAL

Principal: \_\_\_\_\_

Date: \_\_\_\_\_