All staff, students and families must have access to this Student Behaviour Management policy. This policy outlines clear, concise & logical rules & consequences to be followed.

At Stirling North Primary School the purpose of Student Behaviour Management is to create and maintain a safe, orderly, productive, inclusive and successful learning community. Our focus is on providing opportunities and support for students to experience success. We aim to do this through:

- Encouraging and modelling positive behaviour
- Building positive relationships between students, staff, parents/caregivers and the community
- Establishing and maintaining strong lines of communication between home and school
- Recognising the achievements of all students
- Providing an inclusive curriculum
- Utilising social skills programs to provide students with the skills necessary for successful interaction with others and to develop resilience

The SNPS Student Behaviour Management Policy is based on:

- The School Values of respect, responsibility, honesty and achievement
- The Game Factory philosophies
- Restorative Practices

**SNPS Values**

**HONESTY**
Being honest means telling the truth, not stealing, lying or cheating and admitting to your mistakes when you have done the wrong thing. It also means telling people information that they need to know about & only making promises that you can keep. It involves making an honest effort in all that you do.

**ACHIEVEMENT**
Achievement is always giving your best effort, aiming high without giving up and having a positive attitude toward whatever it is that you are trying to accomplish.

**RESPECT**
Respect is about showing consideration for the rights and feelings of others through listening to them, helping them and working together. It means treating others as you want them to treat you.

**RESPONSIBILITY**
Responsibility is about making strong choices and being accountable for your actions. It is about being sensible, not letting people down and following through with commitments.

Anyone displaying these values will be awarded with a coloured ticket. When 9 tickets have been awarded for a particular value, a prize can be chosen in recognition of this achievement.
The Game Factory
The Game Factory program is a purposely designed, physically interactive games program which assists in the improvement of behaviour and wellbeing in primary school children. The Game Factory games engage children’s emotions and call for mastery and control of those emotions to achieve success. By being challenging, the games develop self motivation and perseverance. They help children to identify the reasons for failure and foster optimism and resilience. Guided by the teacher, participation in the games develops the positive social behaviour that improves living and learning. The Game Factory philosophy revolves around the self-control checklist and the 5 key concepts.

The Self-Control Checklist:
Am I doing the right thing or the wrong thing?
Am I having a strong moment or a weak moment? (Am I making a strong choice or a weak choice?)
Am I being my own boss or am I inviting my teacher to be my boss?
Am I running away from the problem or am I dealing with it?
Is my teacher trying to help me or hurt me?
Are my feelings in charge of my actions or is my thinking in charge?

The 5 key Concepts
• Treat others as you would like them to treat you- If someone is unlike you, seek to understand them.
• Be Brave- participate to progress- School is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are, the more you learn.
• Pursue your personal best no matter who you work with- We don’t come to school to be better than others. We come to school to better ourselves by being able to work with others.
• Have reasons for the things you say and do- If you don’t know why you’re doing something, then don’t do it because it’s most likely wrong.
• It takes great strength to be sensible- We do the right thing because it’s the best thing to do.

Restorative Practices
Restorative Practices advocate that the people most effective at finding the solution to a problem are the people that were impacted by the problem. It’s about creating opportunities for people involved in conflict to work together to understand, clarify and resolve the incident and work together in repairing the harm caused. When a conflict occurs, restorative practices are used to-

Meet the needs of the victim by:
Giving them a chance to tell the wrongdoer how they have been affected
Ask questions
Have a say in how the harm can be repaired
Be involved in the repair process

Make the wrongdoer’s accountable for their actions by:
Being directly accountable to the victim/s
Hearing about the harm that has occurred as a result of their behaviour
Gaining an appreciation of the impact of the harm
Giving them the opportunity to make a mends.
At SNPS all students are expected to:

- Follow the school rules
- Respect the rights of others to learn and to teach
- Respect the rights of others to feel safe
Stirling North Primary School Rules

1. The Golden Rule must always be followed- Treat others as you would like them to treat you.
2. Always adhere to school values.
3. Always follow adult instructions.
4. Treat other people’s and the school’s property with respect at all times and do not take things that don’t belong to you.
5. No student is to be an instigator, bystander or encourager of bullying, harassment or intimidation.
6. Physical violence is not accepted.
7. Play fighting and tackling are not allowed.
8. Eating: Children must be seated whilst eating, they must not eat on the playground and food is not to be taken into the toilets, gym or the library.
9. All rubbish MUST be put in the bin.
10. Students should arrive at school between 8:30 and 8:45am and must leave school grounds by 3:30pm at the latest.
11. No students on the playground or the bike track in the morning.
12. During play time, students must limit their swing time to 3 minutes if there are others waiting for a turn.
13. Appropriate language must be used at all times.
14. No talking to anyone in class or yard time out.
15. No playing in the toilets.
16. No spitting.
17. No climbing trees.
18. No inappropriate play with/use of sticks and stones.
19. If students are outside during the ‘Sun Smart’ period they must be wearing a hat.
   (This occurs for all of term 1 and up until the end of week 5 in term 2.
   It starts again in week 5 of term 3 and continues until the end of term 4.)
   If students do not have a hat, they need to sit under the appropriate shaded area for their age.
20. Students must not remove/take another student’s hat.
21. Students must wear appropriate clothing and footwear (i.e. sun smart, non-provocative, closed in shoes, no thongs, etc.)
22. Students must not enter out of bounds areas - all classrooms are out of bounds during recess and lunch.
23. Bubble gum and chewing gum are banned at school and on school excursions.
24. Students will wait quietly in the canteen line for service and speak politely to those serving them (failure to do so will mean returning to the end of the line or refusal to serve them). Only students buying from the canteen are to be in the area.
25. Student’s electronic equipment/devices (e.g. mobile phones, ipods, DS etc.) must be kept in school bags at all times, switched off. If they are seen out of bags, they will be confiscated and sent to the front office where they can be collected at the end of the day.
26. Bikes and scooters etc may not be ridden anywhere in the school grounds except for on the bike track.
27. All games involving kicking a ball must be played on the oval.
28. No running on the walkways.
29. On the first bell students need to stop playing and move away from the play area.
**Bike Track Rules**

1. Helmets to be worn and done up correctly at all times while riding.
2. Ride responsibly and all in one direction.
3. Riding on track only, no cutting through.
4. No stopping on the track and no walking on or across the track.
5. No swapping bikes / scooters etc (ie must only ride own equipment).
6. No dinkying.
7. No eating while riding.
8. No sitting on bikes when they are in the racks.
9. No sitting, standing or walking on tyres around the track.
10. No making changes to the track.

**Sports Shed Rules**

- Only monitors to be in the Sports Shed.
- You must have your own key tag to borrow.
- Only 1 piece/set of equipment per key tag.
- No sitting on the ledge of the Sports Shed borrowing window.
- Return equipment sensibly.
- Move away from the Sports Shed once you have borrowed.

**Sports Shed Monitors**

- Tidy up!
- Get back to class as quickly as possible.
- Be sensible with the pump.
- At the 2nd bell one monitor will return uncollected key tags to the classroom teacher.

Teacher’s to follow up with return of equipment and consequences:

*Thinking Room will be given to those students who have not returned their equipment
*2nd offence = banned from borrowing for the rest of the term
Classroom Student Behaviour Management

• Each of the following steps below need to be recorded in the ‘Student Behaviour Log’ that is kept in the classroom. This behaviour log needs to follow the class wherever it goes.

• All class teachers are expected to negotiate class rules (based on the school values and Game Factory language) with their students at the beginning of the year. These rules must be displayed in the classroom. Consequences for weak and strong choices/behaviour should also be negotiated. Rules and consequences should be re-visited regularly and new students need to be inducted.

Prior to a consequence being given, teachers will use a variety of strategies (including eye contact, hand or head movements, moving closer to the student etc.) to try to prevent the behaviour from continuing.

Consequences for inappropriate behaviour will be as follows:

Step 1- Rule Reminder
Step 2- Warning/Sad Chart
Step 3- Class Time Out

*The card below will be on display in each of the classrooms/learning areas

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Behaviour Questions

For use in Buddy Class, Thinking Room and in the Classroom

Teachers to choose whether students: think about, write about or verbally answer questions.

1. What happened?

2. Did you make a strong choice or a weak choice? Why?

3. Which School Value have you not followed - Respect, Responsibility, Honesty or Achievement?

4. Looking back on what happened, how do you feel now?

5. Do you think anyone got hurt by what you did? Who and how were they hurt?

6. What do you think you need to do to make things better?

• Any paperwork that students complete in time out does not need to be kept.
Step 4- Buddy Class

Buddy Class

Sent to class:

- □ think / □ write about questions
- □ do independent work

- The above red card needs to be sent with the student to Buddy Class. Please tick appropriate boxes and write down the class they are being sent to and how many minutes they are required to stay there for.
- Teacher fills out (in pen) an Incident Report Form. Both copies of the form are sent to a member of leadership to be signed.
- The white copy will be returned to you to be stapled into the student’s diary. It is best for the white note to be sent home with the student on the day of the incident if possible.
- Each class needs to have a set ‘Buddy Class’ where students can be sent. A back-up class should also be organised. Individual students may also have a set Buddy class.
- 3 visits to Buddy Class in a 5 week period (from first instance) require the teacher to have a meeting with parents/caregivers where strategies are developed and agreed upon.

Step 5- Leadership Intervention

- Teacher fills out (in pen) an Incident Report Form. Both copies of the form are sent to a member of leadership to be signed.
- Student has a minimum 20 minute class exit in front office.
- A leadership member will counsel the student using restorative practices and discuss making strong choices in regards to their behaviour.
- Students will NOT be returned to class until they are calm and taking responsibility for their actions. *If students are required to stay in the office for an extended period of time, teachers will need to provide work for them to go on with.

The following consequences may occur after Step 5 (leadership will determine the appropriate consequence):
Take Home
- Parents/caregivers are contacted.
- This is not a suspension; it is used to calm a child down in a behavioural emergency.
- This situation occurs when a student is unwilling or unable to comply with reasonable directions from teachers and is endangering himself/herself, or other members of the school community, or is interfering with the learning or teaching rights of other members of the school community.
- There is no limit to the amount of times take-home can be used.

Internal Suspension
- ½ or 1 day internal suspension.
- Parents/caregivers are contacted.
- The student works in an isolated area away from their classmates.
- Students get a limited recess and lunch break which is separate from the rest of the school.
- Work needs to be allocated by the classroom teacher.
- If students are non-compliant, abusive or disruptive they are externally suspended.

External Suspension
- Parents/caregivers are contacted
- Day/days determined by the severity and/or frequency of incident.
- A suspension advice form must be attached to the incident report form. A copy of this is also sent to regional office.
- Students who have been suspended must be re-entered through a meeting between the student, parent/caregiver, a member of the leadership team and the class teacher, where possible.
- At the re-entry meeting a Behaviour Management Plan for the student will be formulated.

Exclusion
- This follows repeated incidents where there has been little or no change in behaviours.
- Parent/caregivers are contacted.

*Incidents of violent, abusive or destructive behaviour must skip the first 4 steps and be immediately reported to leadership for intervention.

NB
*If an SSO is working with a student outside of the classroom and an incident occurs they need to fill in an incident report form and return it to the teacher so that the appropriate step for that student can be actioned.

Yard Student Behaviour Management
Teachers must take a yard duty bag and a walkie talkie, and must wear a fluoro vest and a hat (during designated Sun Smart dates – see page 4) whilst on yard duty. Teachers on yard duty must actively supervise their whole area of responsibility. At the end of a break time, they must ensure that children move to their classrooms rapidly when the bell rings.
Consequences for inappropriate behaviour will depend on whether it is moderate or severe in nature. *A copy of these consequences is in the Yard Duty Bag

**MODERATE** – (consequence: 10 minutes in a designated area or logical consequences i.e. picking up rubbish for littering)

- Littering
- Using swear words
- Playing in toilets
- Spitting on the ground
- Climbing on trees
- Playing with sticks/stones in an inappropriate manner
- Low level teasing / putdowns
- Removing hat
- Interfering with other peoples games
- Not respecting other peoples equipment
- Play fighting
- Tackling
- No hat
- Riding bike in school grounds
- Talking to someone on a 10 minute time out

**SEVERE** – (consequence: sent to Thinking Room for 20 mins)

- Not stopping play/moving away from the play area on the first bell
- Equipment not returned to sports shed by 2nd bell
- Throwing sticks / stones at people
- Going out of bounds
- Spreading rumours
- Removing someone else’s hat
- Swearing at others
- Sexually explicit language
- Vandalism / graffiti
- Bystander behaviour
- Sexual harassment
- Racial harassment
- Refusing to follow adult instructions
- Bullying / harassing / intimidating
- Refusing to go to 10 minute time out area
- Leaving a 10 minute time out area
- Repeated moderate behaviours
- Fighting
- Stealing
- Spitting at someone

The above list is a guide; as determined by leadership and depending on the severity/situation any behaviour may result in a more severe consequence than listed.
Thinking Room Procedure

Thinking Room is held in the UP Wet Area at lunch time
Students can be sent to the Thinking Room at either 1st or 2nd lunch

Thinking Room is only for yard incidents, it is NOT for classroom behaviours or a place for students to be sent to finish off class work!

If a child receives a Thinking Room form (Incident Report Form) at recess or lunch the following procedure occurs:

- Teacher who fills in the incident report for any student at recess (or at the end of lunch) is to enter their names in the daybook in the Thinking Room column (in the appropriate day). Make sure you spread students out between 1st and 2nd lunch- don’t stack one time slot! Also, take note of who the other students in Thinking Room are- don’t mix students who are likely to misbehave together.
- Hand both pages (blue & white) of the IRF to a leadership member for signing (or front desk).
- Leadership will put the blue page of the Incident Report form in the Red Thinking Room Folder in the alcove in Staffroom, and the white page of the Incident Report form in the class teacher’s pigeon hole.
- The teacher then needs to staple the form into the student’s diary (on the same day the incident occurred- if possible).
- Teacher on 1st lunch Thinking Room duty collects the folder, checks the Daybook for those who will be attending and goes to Thinking Room in the UP Wet Area.
  *remember to take a walkie talkie- you may need to do a call out to other teachers on yard duty to look out for students who have not turned up to Thinking Room.
- Teacher on 2nd lunch Thinking Room duty needs to check the Daybook for those who will be attending and go to Thinking Room to take over the duty.
- Students come into the room and they sit at a table (If more than one they sit away from each other). They are to take their hats off and are not allowed to eat or drink.
- Students who come to Thinking Room during lunch hand the form to the teacher and sit for 20 minutes.
- Teacher records the date next to the student’s name in the folder.
- Teacher discusses with each child why they are there and what they should do in the future.
  *Use ‘Behaviour Questions’ found in the folder.
- Second duty teacher returns the folder to the alcove and puts the blue forms for students who have done their TR time into the “SBM forms to be processed” slot in the Wellbeing Coordinators office. (Initial top corner so Wendy knows TR has been done).
- If students don’t follow the TR procedure or are rude etc they can be kept in Thinking Room for whole lunch (please make a note of this on their form), sent again the next day (fill in a new form) OR sent to the office / call office for assistance.
If you place a student in the thinking book for the 3rd time for the term please let leadership know as a letter home needs to be arranged informing parents/caregivers that after the next Thinking Room visit this term their child will be placed on restricted play for 2 days.

If you place a student in the Thinking Room book for the 4th time for the term please let leadership know as restricted play (recess and lunch for 2 days) and a letter home needs to be arranged.

If you place a student in the thinking room book for the 5th time in a term please contact leadership immediately as the student will be given a take home.

If you place a student in the thinking room book for the 6th time (or more) in a term please contact leadership immediately as the student will be suspended.

**Restricted Play**
- Parents/caregivers are contacted.
- The student spends recess and lunch out of the yard, isolated from other students.
- Students get a limited recess and lunch break which is separate from the rest of the school.

**Yard Take Home**
- Parents/caregivers are contacted.
- This is not a suspension; it may be used to calm a child down in a behavioural emergency or when they have had 5 Thinking Room incidents.
- There is no limit to the amount of times take-home can be used.

**External Suspension**
- Parents/caregivers are contacted
- For the 6th Thinking Room incident, suspension will apply. The student will be taken home for the rest of that day and suspended for the next full day.
- For all further Thinking Room incidents that term, the length of suspension will increase.
- Suspension for yard incidents can also be given, due to the severity of the incident, even where the student may not have received any previous thinking room steps.
- A suspension advice form must be attached to the incident report form. A copy of this is also sent to regional office.
- Students who have been suspended must be re-entered through a meeting between the student, parent/caregiver, a member of the leadership team and the class teacher, where possible.
- At the re-entry meeting a Behaviour Management Plan for the student will be formulated which may contain conditions / consequences that are different from those that apply to other students.

*Depending on the severity and regularity of behaviours, other consequences/strategies may be put in place at leadership’s discretion (e.g. banned from 1 play area or required to play with only certain year levels).*
Incident Report Forms

- Each classroom/learning area will have an 'Incident Report Form' pad. This is a carbon copy pad. Please remember to place the piece of cardboard under the white and blue copy before filling in the form.
- You must use a ballpoint pen when filling out this form and ensure that it has been successfully copied onto the blue carbon copy underneath.
- Both copies need to be given to a member of the leadership team to be signed.
- The white copy must be stapled into the student’s diary (preferably on the day of the incident)… the tear off slip must be signed by a parent/caregiver and returned to the office the following day.
- The blue copy is then:
  - given to Wendy to enter into EDSAS unless the consequence is Thinking Room, in which case -
  - it is placed in the Thinking Room folder. After the student has done their Thinking Room the blue copy is then given to Wendy to be entered into EDSAS.

SNPS - Student Behaviour Management Record

INCIDENT REPORT FORM

Student Name:……………………………………………….. Year Level:………………………………………..
Class Teacher:………………………………………………… Time:…………………………………………………
Reporting Teacher:……………………………………………… Date:…………………………………………………

☐ Yard Incident ☐ Class Incident
☐ Physical abuse ☐ Verbal abuse
☐ Harassment ☐ Refusing to follow instructions
☐ Disturbing others from their learning ☐ Equipment/Environment abuse
☐ Other

WHICH SCHOOL VALUE HAS BEEN IGNORED?
☐ RESPECT ☐ RESPONSIBILITY ☐ HONESTY ☐ ACHIEVEMENT

INCIDENT DESCRIPTION:-
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

☐ Buddy Class ☐ ½ day internal suspension
☐  Step 4 – 20 minutes class exit ☐ 1 day internal suspension
☐ Class exit for extended period ☐ Take Home
☐ Thinking Room (☐ 1st ☐ 2nd Lunch) ☐ Suspension

Please sign this form and return the tear off slip to school tomorrow to indicate that you have been informed of the incident. If you would like to discuss this incident further, please make an appointment. Thank you

Principal       Deputy Principal       Wellbeing Coordinator
________________________________________________________________________________________

Student's name …………………………………………………………………………….. Date……………………………

I have read my child’s behaviour incident notice.
Parent/caregiver signature………………………………………………………………………………

Principal
Deputy Principal
Wellbeing Coordinator

I have read my child’s behaviour incident notice.
Parent/caregiver signature

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