



**Padbury**  
Primary School

# **PADBURY PRIMARY SCHOOL**

## **MANAGING STUDENT BEHAVIOUR – POLICY AND GUIDELINES**

Endorsed by the Padbury Primary School Council  
30<sup>th</sup> August 2017

Contents	Page
Overview	3
Our Vision, Purpose, Beliefs	3
Student Code of Conduct	4
Roles and Responsibilities	4
School Programs and Procedures	5
School Rules	5
Promoting Positive Student Behaviour	
- Safe and positive learning environment	6
- Understanding the school code and classroom expectations	7
- Low Key Responses	7
- Giving Choices	7
Unacceptable Repetitive Behaviours	
- Informal agreements	8
- Formal contracts	8
- Individual Behaviour Management Plans	9
Major breaches of School Code	9
Behaviour Management in the Playground	10
Support for Teachers	10
Communicating with parents	11
Record Keeping	12

<b>APPENDICES</b>	
Appendix A: Classroom Management Flowchart	13
Appendix B: Low Key Responses	14
Appendix C: Informal Contract – sample	16
Appendix D: Individual Behaviour Management Plan – pro forma	17
Appendix E: Record Keeping – pro forma	19
Appendix F: Playground Procedures	20

**NOTE:** In the context of this policy the term “Admin team” refers to the Principal and Deputy Principal

## OVERVIEW

In order to be effective, all staff working with students must be familiar with this policy and what it implies in terms of how they work with students in managing their behaviour.

Padbury Primary School operates on the belief that all students, staff, and visiting members of the community have the right to feel safe at all times and have the right to work in a safe, caring and productive learning environment. They also have a **responsibility to collaboratively support** a positive learning environment.

The policy acknowledges individual differences amongst students and provides for a **flexible process** for teachers and administrators responding to behaviour issues, ranging from everyday classroom misdemeanours to serious breaches of the school code. It favours a **restorative** (non-punitive) **approach** to behaviour issues and encourages interventions that are directed towards helping students to learn appropriate classroom and playground behaviour.

We acknowledge that all parties including staff and the home need to share responsibility for **teaching children appropriate behaviour**. All teachers may have students with challenging behaviours in their classes. This policy seeks to facilitate clear understandings about processes, structures and procedures related to behaviour management and to outline the support that teachers can expect from the rest of the school community in the behaviour management process. The school administration team will manage major breaches of the school code.

## OUR VISION, PURPOSE, BELIEFS AND CODE OF CONDUCT

The school purpose defines and guides our actions as a school community in working with students at Padbury Primary School. Staff at Padbury PS commit to explicitly teaching and modelling the values below.

Padbury's motto is CARING FOR THE FUTURE.

### Vision

Padbury PS aims to develop a school community which encourages personal, social and environmental responsibilities. The school is committed to providing a supportive environment that challenges students to achieve personal excellence in all endeavours and to be active citizens of the local and global community.

### Purpose

- To educate and equip children to take their place in society as confident and responsible citizens;
- To assist and encourage each child to achieve at their optimum level;
- To cater for individual differences among children; and
- To train children to take pride in their work and in the work of others and to endeavour to do their best at all times.

### Learning Beliefs and Values

At Padbury Primary School we believe:

- All children can learn
- Learning is developmental and it occurs in different ways and at varying rates
- Literacy is embedded across all learning areas
- Learning begins with what students know and scaffolds to new learning
- Learning is enhanced when a successful partnership exists between home and school
- Learning should be relevant, meaningful and enjoyable

## Student Code of Conduct

**LEARN:** Every child has the right to learn and must respect the rights of others to learn.

**RESPECT:** Every child will respect and care for all students, adults and property.

**BE SAFE:** Every child will behave and play safely in the correct areas



## ROLES AND RESPONSIBILITIES

All members of the Padbury Primary School Community have the right to:

- be treated with courtesy and respect;
- work and learn in a safe and clean environment; and
- cooperation and support from the school community.

All members of the Padbury Primary School community share responsibility for the maintenance of good order and personal safety within the school.

The **school is responsible** for the creation and maintenance of a safe and positive learning environment and the development of processes for the effective management of student behaviour.

**Teachers are responsible** for developing; maintaining and communicating their classroom behaviour management plans and keeping appropriate records of student behaviour. Teachers will also be responsible for explicitly teaching the school's Code of Conduct and ensuring students have a clear understanding of expected behaviours and the consequences for inappropriate behaviours in their classroom.

**Parents and carers will be responsible** for ensuring that their child attends school; has the appropriate materials to make effective use of the learning environment and support the school in implementing behaviour management strategies, particularly in relation to their own child.

**Students are responsible** for: following teacher instructions; knowing, understanding and following school and classroom rules and the consequences of breaking them; and discussing problems with their teachers or other staff members.

## **SCHOOL PROGRAMS AND PROCEDURES WHICH SUPPORT THIS PLAN**

### **Whole of School Health Education Program**

In the first weeks of Term 1 class teachers will engage the class in relationship building activities. Activities to reinforce understanding of the school's Code of Conduct and the consequences for inappropriate behaviour will be conducted at the start of each term with all students. The Parent Information Brochure will be sent home with each family and given to new families on enrolment.

In addition, classes will engage in programs that foster resilience and assertiveness when dealing with students that engage in bullying behaviours. These programs may include but is not limited to the You Can Do It Education Program; Protective Behaviours and Anti-Bullying strategies.

### **SAER Procedures**

These procedures outline the support for students, parents/carers and staff to collectively improve educational outcomes for students with disabilities and special educational needs.

### **Student Leadership Program**

Senior students (Yrs 5 and 6) students are given the opportunity to develop, demonstrate and excel in a leadership role. This responsibility includes helping in the day-to-day running of the school through the various Student Leader roles.

### **Parent and Student Information Brochures**

Brochures outlining Padbury Primary School's approach to managing student behaviour and education and anti bullying are available from the front office.

## **SCHOOL RULES**

School rules are kept to a minimum and focus on safety/health, respect for others and property. Rules should reflect the following – "Is it Safe, Is it Fair"

It is expected that all teachers will respond to students breaking these rules. It is also understood that there will be a range of consequences for these behaviours, depending on the individual student and circumstances.

### **EVERYDAY SCHOOL RULES\***

- Be friendly and courteous to others
- Use manners at all times
- Follow the school dress code
- Be organised for learning
- Eat in the designated areas
- Keep your hands and feet to yourself
- Use personal and school property responsibly
- No hat, no play
- No bikes, scooters to be ridden on school grounds
- Mobile phones are to be left at the front office during the school day

\* Teachers may also develop their own set of classroom rules and expectations.

### **SERIOUS OFFENCES** (these may be referred to the Admin team for support and/or advice)

- Defiance – refusing to follow lawful instructions
- Threats – verbal and physical – to staff and other students
- Physical and verbal abuse of staff or other students, including bullying
- Malicious damage to property – this includes misuse of equipment
- Criminal act – any illegal activity will be reported to Principal
- Racial abuse or vilification

## TEACHING AND CLASSROOM MANAGEMENT STRATEGIES PROCESSES AND PROCEDURES

### PROMOTING POSITIVE STUDENT BEHAVIOUR

Most student misbehaviour can be prevented by:

#### 1. The provision of a safe and positive learning environment

At Padbury Primary School we are committed to a school culture where teachers want to teach, children want to learn and parents and caregivers are an integral part of the learning process. We strive to provide safe and supportive learning environments where relationships built on mutual respect are fostered and student learning is maximised. We believe a positive classroom environment is the most effective way to promote learning among our students.

The most important and effective classroom management procedure is the conscious and proactive building of a safe and positive learning environment.

Most students will be less likely to misbehave when they feel liked and empowered, when they feel that the teacher has made an effort to get to know them as individuals by building a rapport with them (winning over) and when they find the teaching and learning program interesting and engaging.

It is also important that positive behaviour is regularly given recognition. This should be through positive verbal feedback as well as through in-class rewards such as Class Dojo, Class Craft, Principal awards and Merit Certificates.

The most effective means of managing student behaviour is via proactive measures which emphasise and promote the three “R’s” – Rules, Routines and Relationships. Teachers can effectively establish through the following strategies:

Strategies	Supporting Notes
Clearly stated rules and procedures	Ensure established consequences that are expected and reviewed regularly. All students must know the rules, routines and expectations.
Post the important rules	These should be posted after the class has brainstormed them.  Keep it short - no more than 6 and refer to them often.  Phrase them as positive statements (eg: “put up your hand” rather than “don’t call out”)
Catch students demonstrating appropriate behaviour	<b>praise</b> them – students are more likely to respond appropriately to praise for appropriate behaviour
Ensure instructional periods are NOT too long;	students need the opportunity to be mobile throughout the day.
Make sure you are teaching to all the various learning styles and levels your students have.	A student who is not being reached is more likely to be a problem.

Consistent approaches to classroom management will work, effective classroom management takes time and should be seriously implemented at the beginning of the year. Show your students respect at all times, students who think they're not liked will become your biggest behaviour issue.

Staff should model the behaviours they are seeking and ensure a focus on highlighting, recognising and acknowledging these behaviours in a consistent and persistent way.

## 2. Building a deep understanding of the school code and classroom expectations

In the first weeks of the year teachers assist students to interpret the School Code and develop a deep understanding of its implications. They also help their class to develop a code of behaviour that supports the School Code and outline their personal expectations regarding behaviour in their classroom.

Students need to have a **clear understanding of the expectations** we have of them and how this should guide their behaviour.

Teachers need to help students reach this understanding and to remember that some students will take longer than others to learn and accept their responsibilities with respect to their behaviour.

## 3. Low Key Responses

Most misbehaviour can be addressed by low-key responses from teachers. These can include making the choice to ignore the behaviour to prevent drawing attention to it, making minimal verbal or non-verbal interventions and using 'proximity' or having a quiet private dialogue with the student. **See Appendix B**

At this stage of the process, teachers make informed decisions about how they can best address the behaviour without allowing it to become a major distraction in the class.

## 4. Giving Choices

If a student continues to display inappropriate behaviour despite the above, the teacher employs a process that begins to give responsibility for making appropriate decisions back to the student.

One of the most effective techniques for helping students to accept responsibility for their behaviour is by the use of choices. If done effectively it forces the student to be involved in making a decision about their behaviour.

This clarifies the communication between teacher and student and makes it harder for the student to blame the teacher for the problem.

Effective choices:

- Have logical or natural consequences (ie are related to the behaviour);
- Are not seen as a punishment;
- Can be given as immediately as possible;
- Are not given as an ultimatum;
- Are delivered in a positive or neutral tone;
- Are able to be followed through; and
- Do not back students into a corner

It can be difficult to come up with effective choices in the heat of a conflict. Teachers should prepare for these situations by having consequences already planned. This minimises the chances that a conflict will become heated and punitive with resulting damage to the relationship between teacher and student.

*Some examples of a choice:*

- *The school rule is "no mobile phones". It is either in your bag or on my desk until the end of class. Choice please!*

- *You can choose to do your work quietly where you are or at this desk over here. Make a decision please.*
- *You can choose to work quietly now or complete the work at lunchtime. What is your preference?*

## UNACCEPTABLE REPETITIVE BEHAVIOURS

For students whose unacceptable behaviour is repetitive, informal agreements and/or formal contracts may be an appropriate next step.

- **Informal Agreements**

When a student has not responded to other interventions, it may be useful to set up an 'informal agreement' to help the student learn appropriate behaviour.

The informal agreement is a process that encourages the student to come to an understanding about specified behaviour(s) and to participate in forming an agreement to address that behaviour over time.

It includes a 'consequence' (not a punishment) and incentive as part of the agreement to help students monitor and change their behaviour. **See Appendix C**

- **Formal contracts/Individual Behaviour Plans**

When a student has not responded to the interventions outlined up to this point or is persistently defiant, it may be necessary to set up a formal contract. This is reserved for **serious and persistent** breaches of behaviour codes.

Unlike an informal agreement, a formal contract is not negotiated with the student. The student is made aware that he/she will be subject to the conditions and consequences of the contract regardless of their opinion of it. It lasts as long as the inappropriate behaviour persists.

It is most important during this phase that all parties maintain a positive approach and continue to support the student in their learning of appropriate behaviour.

The teacher should continue to try to win the student over at the same time as implementing the terms of the contract. It is not intended to be punitive. If used in this way it will not be effective. The aim is to place responsibility for the behaviour where it belongs - with the student. **They are choosing to misbehave and must accept the predetermined consequence.**

There are two types of these contracts available for teachers at Padbury PS. They are the "formal contract" and the "Individual Behaviour Management Plan". The main features of each are outlined below.

### **Formal Contract**

Usually would have 3 or 4 stages (level of consequence) depending on level of defiance.

Student would usually start fresh each day with consequences immediate and not carrying over beyond that day (unless suspended).

Parents would usually be involved prior to contract being set up. Their involvement could include removing student from school immediately after a phone call to avoid further escalation of the situation

The SAER coordinator will usually be involved in the setting up of the contract and the enforcing of it.

At this stage teachers may consider a range of possible consequences to build into the contracts.

Consequences will vary according to the situation but they should be hierarchical (ie start with the least punitive) and clearly understood by the student and parents. These should be clearly stated in any written plans.

Possible consequences:

- Think sheets
- Buddy class
- Detention – recess/lunch
- Loss of privilege
- Other as considered appropriate
- Withdrawal/Suspension – these may be considered as a last resort when a student's on-going inappropriate behaviour impacts upon their own and/or others' learning, safety etc.

### **Individual behaviour management plans (IBMP)**

One of the strategies to assist the targeted student towards a smooth re-entry into the classroom after a major breach of the school code may be the introduction of an individual behaviour management plan (IBMP). An IBMP is designed generally for students at the extreme end of the behaviour continuum.

The SAER coordinator will coordinate the development of an IBMP in collaboration with the teacher, parent and the student. The responsibility for the implementation of the IBMP rests with the classroom teacher. Effective plans are evidenced based and systematically developed. A successful plan improves the behaviour and the student's educational outcomes, has a positive effect on other students and is manageable for the teacher.

IBMP's are designed so that teachers use them as part of their normal teaching practice. They include goal setting, managing the change of negative behaviours and encourage positive rewards. The understanding that the student will regress is recognised and planned for.

These formal contracts do not limit the opportunity to use other strategies, like regular short term checks to track attendance and behaviour.

See Appendix D

### **MAJOR BREACHES OF THE SCHOOL CODE**

When a student commits a major breach of the school code (eg violent behaviour, serious vandalism, swearing at teachers, putting others in danger) a formal process or contract may be implemented immediately.

If the breach causes significant disruption or poses a serious safety risk to the student, other students or staff, consideration may be given to more serious consequences such as withdrawal or suspension.

The process at this stage will be managed at the discretion of the Principal and/or Deputy Principal. The decision and authority to withdraw or suspend a student for a major breach of the school code rests with the Principal and will be managed in a manner consistent with relevant legislation (School Education Act 1999/School Education Regulations 2000) and DoE policies and guidelines.

In the event that the Principal is out of the school or unable to exercise this authority for any other reason, the authority to withdraw or suspend a student for a major breach of the school code will pass to the Deputy Principal for the period the Principal is unavailable.

## BEHAVIOUR MANAGEMENT IN THE PLAYGROUND

Mixing with students in the yard is an opportunity for teachers to continue winning them over without having the normal restrictions that apply in a classroom. [See Appendix F](#)

Where students are observed breaking the school rules in the yard, the following guidelines apply:

- Use normal low key responses and winning over strategies. Usually a student will acknowledge that loud swearing or dropping litter is unreasonable if it is put to them in a firm but friendly manner.
- Private dialogue can be very important in avoiding a public conflict with a student in the yard. Using a harsh tone unnecessarily can also escalate an otherwise manageable situation.

### Give choices

If the above is not sufficient make your responses match the student's level of defiance. This should usually involve giving students a choice.

Natural consequences should be applied and these might vary from picking up a number pieces of litter, walking with the duty teacher for a few minutes, sitting in a room for a few minutes through to being taken up to the office and the matter being referred to admin. (see "choices" in main policy document)

Where a major breach of the school code is observed (eg fighting, vandalism) admin should be involved immediately. It is not always essential that a student is apprehended immediately, as long as the name of any offender has been confirmed. If the matter is urgent then send a student to the staff room or office to get assistance.

## SUPPORT FOR TEACHERS IN MANAGING STUDENT BEHAVIOUR

On a day to basis, the responsibility for managing student behaviour rests with the classroom teacher and duty teachers whilst in the playground.

Teachers cannot abrogate this responsibility to admin. However, when circumstances warrant it, there are several sources of support for teachers in managing student behaviour.

Before seeking support, it is important that teachers can clearly demonstrate that they have attempted to manage the behaviour at the lowest possible level.

Where this has been unsuccessful the following avenues may be investigated:

1. **Administration Team** - The Admin Team is usually close by and can assist by:
  - Arranging temporary withdrawal of student for unacceptable behaviour;
  - Discussing the problem with the student (eg behaviour in context - safety needs in an art lesson etc);
  - Providing advice on informal or formal agreements or other strategies;
  - Providing advice on the teaching of the subject as it relates to the student(s)
2. **School Psychologist** – Working in collaboration with the Admin team, the School Psychologist can assist with providing advice to teachers and parents with regard to:
  - academic concerns;
  - individual and/or group education plans;
  - individual behaviour management plans;
  - social/emotional issues;
  - external support agencies.

3. **School Chaplain** – Working in collaboration with the Admin team, the Chaplain is available on a voluntary basis and with the consent of the student’s parents. They can be particularly helpful in:
  - Mediating a discussion between teacher and student;
  - Communicating to the student and/or parents any concerns teachers may have;
  - Suggesting support mechanisms beyond what is available in the school.
4. **Parents** - If a student’s behaviour is of concern parents should be contacted as early as possible and informed how the teacher is intending to manage the student’s behaviour.

Depending on circumstances – and teachers’ professional judgement – the contact may be a phone call to simply alert parents to a behaviour issue. In this instance teachers should outline the concern, what they are intending to do to address the situation and outline how parents may be able to provide support.

When warranted, a face-to-face meeting may be required to discuss a student’s behaviour should be face-to-face. Teachers should document these meetings and include the nature of the concerns, any factors which may be impacting on the students, what strategies will be put in place, how parents can support the school and when a review is planned.

While some parents may wish to work with teachers on a plan it is unreasonable to expect them to solve the problem.

It may be that they are experiencing difficulties with their child’s behaviour as well. Parents are more likely to be supportive if teachers inform them of how they intend to manage the situation in the classroom.

**NOTE: Teachers should NOT try to resolve behaviour issues via email – personal contact should be made to minimise the potential for any misunderstanding and to ensure that all relevant information can be presented.**

5. **External Support Agencies** – Where appropriate teachers may receive support and/or advice and resources from external agencies. This support should be negotiated with the SAER coordinator in consultation with teachers and/or parents.

Teachers can also collaboratively support each other when location or circumstances do not provide ready access to the support mentioned above.

### **COMMUNICATING WITH PARENTS**

Teachers should establish communication strategies which enable the effective dissemination of information to parents. With regard to managing behaviour teachers should, as appropriate:

<b>Day to day behaviours</b>	<b>Major breaches</b>
<ul style="list-style-type: none"> <li>• Inform parents of their class rules and consequences</li> <li>• Provide regular positive feedback to parents</li> <li>• Consider a student’s behaviour profile if concerns arise</li> <li>• Inform parents when on-going concerns regarding student behaviour arises and arrange to a face-to-face meeting</li> <li>• Develop an agreed strategy with parents to manage and modify the behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Parents should be contacted as soon as practicable and provided with a comprehensive précis of the situation</li> <li>• Where appropriate a face-to-face meeting should be scheduled to discuss the matter and determine the appropriate course of action</li> </ul>
<p><b>DOCUMENT all contacts with parents to provide a balanced and accurate profile of the student’s behaviour.</b></p>	

## **RECORD KEEPING**

It is important that teachers keep accurate and relevant details of their interventions (positive and negative) when managing student behaviour.

Teachers should keep a record of conversations, email correspondence, meetings etc to enable a chain of documentation should the need arise. This is of particular importance in the event of a student who is repeatedly breaching class and/or school rules as it serves to provide parents with evidence of the on-going behaviour.

Where appropriate teachers should document the following:

- Behaviour incidents – serious breaches should be noted on SIS
- Phone calls – time and purpose of the call should be noted
- Emails – keep all email correspondence as this provides a written record of contacts
- Meetings - minutes or notes should be kept and a copy provided to parents – these should include what actions are to be taken and by whom

A running record sheet is suggested for students whose behaviour is of on-going concern [See Appendix E](#).



## APPENDIX B: LOW KEY RESPONSES

RESPONSE	NOTES
<b>PROXIMITY</b>	<p><b>What:</b> Refers to the teachers ability to move towards the misbehaviour</p> <p><b>When:</b> Used when one or two students first start to misbehave in an attention seeking fashion.</p> <p><b>Where:</b> Can be used when/where ever students are misbehaving and you can get close to the student without disturbing others.</p> <p><b>Hint:</b> Be aware of how you move towards the student. Moving too quickly, directly and standing close to the student while having a stern look on your face communicates a different message then moving in a more indirect manner which is not standing as close and not looking at the student.</p> <p><b>Caution:</b> Be aware of how close you get to a student. Watch personal space. The closer you get the more assertive the stance becomes. Some students may see this as an invite to escalate the behaviour.</p>

RESPONSE	NOTES
<b>The LOOK</b>	<p><b>What:</b> Two dimensions to the look. First, the teacher uses the look to quickly and quietly communicate to students that their behaviour is inappropriate. The second is the prevention scan. The frequent use of a scan communicates to students that they are not anonymous. In addition, the teacher can pick up potential problems or things which are just starting to percolate and stop them before it goes too far.</p> <p><b>When:</b> the 'Look' is used when a student first starts to misbehave in an attention seeking fashion.</p> <p><b>Where:</b> Provide the look from where ever they can see the whites of your eyes.</p> <p><b>Hint:</b> Know when to look and how to appropriately weave in your body and facial language.</p> <p><b>Caution:</b> Be sensitive to the difference between the look, the stare, and the glare. Each one gives a different message. If you use a glare when all that was required was a look and a smile, you will find the look (as a low key response) works against you.</p>

RESPONSE	NOTES
<b>STUDENT NAME</b>	<p><b>What:</b> A minimal verbal skill the teacher uses to remind students that they are not anonymous. From a preventative perspective, when the students name is used to greet or select a student, it becomes an effective way of winning over students – especially when the student's name is said in a 'kind' rather than a 'nagging' fashion.</p> <p><b>When:</b> Used when a student first starts to misbehave in an attention-seeking fashion. It can also be used as a greeting to acknowledge that a particular student is important enough to have her name remembered.</p> <p><b>Where:</b> Anywhere, any time</p> <p><b>Hint:</b> Appreciate the power of intonation, syllable emphasis, and inflection as you say a name. You Can communicate a number of different messages.</p> <p><b>Caution:</b> Using a student's name as the only low-key response will begin to sound like nagging.</p>

RESPONSE	NOTES
<b>The GESTURE</b>	<p><b>What:</b> Usually a hand or facial gesture that communicates the expected behaviour. The bonus of these gestures is that your voice does not upset the flow of the lesson.</p> <p><b>When:</b> It is used when a student first starts to misbehave in an attention seeking fashion.</p> <p><b>Where:</b> Use it from a point from which students can see.</p> <p><b>Hint:</b> Appreciate a variety of forms that gestures can take and also how they can be integrated with other low-key responses.</p> <p><b>Caution:</b> Be aware that what is considered an acceptable gesture in one culture is not acceptable in another. Also, remember that younger students often have no idea what gestures mean – you will have to teach them.</p>

RESPONSE	NOTES
<b>The PAUSE</b>	<p><b>What:</b> The silence teachers intentionally invoke when they notice students or groups of students misbehaving.</p> <p><b>When:</b> The pause is used when a student first starts to misbehave in an attention seeking fashion.</p> <p><b>Where:</b> Often it occurs after a signal to begin a class or a signal to get the students attention. It also occurs when you notice one or two students not paying attention.</p> <p><b>Hint:</b> The pause is usually employed in conjunction with other low key responses.</p> <p><b>Caution:</b> Be aware of how long you are prepared to wait and what you will do if you realize the pause is not working. After 4 or 5 seconds you could be getting into a game that could easily escalate to power.</p>

RESPONSE	NOTES
<b>IGNORING</b>	<p><b>What:</b> The ability of the teacher to communicate that a student's misbehaviour will not have the desired effect the student was expecting; in most cases the desired effect is the teacher's attention.</p> <p><b>When:</b> use it when you perceive a student is misbehaving at an inappropriate time in order to get your attention, or the class's attention. If the student has an ally then you are obligated to act....you cannot ignore.</p> <p><b>Hint:</b> Make sure your facial gestures don't give away your agitation. If you look annoyed, the student gets the attention he or she desires even though you said nothing.</p> <p><b>Caution:</b> Only ignore a student when what the student is doing does not stop you from continuing or other students from learning.</p>

**APPENDIX C: INFORMAL CONTRACTS – SAMPLE**

**STUDENT BEHAVIOUR CONTRACT**

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

These are my goals:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

These are my consequences if I don't meet my goals:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

These are my positive consequences if I meet my goals:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My contract will be reviewed on: \_\_\_\_\_

Signatures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## APPENDIX D: INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS

Padbury Primary School

-

Students at Educational Risk Program

Individual Education Plan

Individual Behaviour Plan

Date: .....

Name of Student: ..... Yr: ..... Rm: ..... Class Teacher/s: .....

<i>Education / Behaviour Concerns:</i>	<i>Desired Outcomes- What do we want the student to do?</i>	<i>What strategies/resources will we use?</i>	<i>Who is responsible for these strategies?</i>

Copies to:	Parents	SAER Folder	Student Record File	Sch Psych	Review Date:	
------------	---------	-------------	---------------------	-----------	--------------	--

		Date		Date
Signed by- Principal/Deputy Principal:			Class Teacher:	
Parents/Guardians:			School Psychologist:	
Other			Other:	

**PROGRAM REVIEW** [to be completed at next meeting

Date: .....

	Teacher [In class]	Parent [At home]	School [In playground]
	No Partially Yes	No Partially Yes	No Partially Yes
Has the IEP/IBP been successful?			
Where to from here?			



## **APPENDIX F: PLAYGROUND PROCEDURES**

### **Before school:**

- Children should not arrive at school before 8.40 each morning unless they are scheduled to participate in an organised school activity. If students arrive before 8.40 am they are to stay in covered assembly area.
- Kindergarten and Pre Primary students are to be taken into the classroom by parents/guardians at the first siren.
- No play equipment, ball games, use of climbing equipment or the oval is permitted before school.
- At 8.40 am a bell dismisses students who must proceed to their classrooms to prepare for the day. From 8.40 am class teachers are responsible for the students in their classes.

### **Recess/Lunch**

- Supervising teachers are to move around duty areas and be aware of student behaviour and possible 'trouble spots'.
- Duty teachers are to carry duty files whilst on duty. Teachers should record playground incidents (including medical incidents) in the duty file. Serious breaches should be referred to Admin.
- Serious breaches of the Code of Conduct will be dealt with as outlined in guidelines on page 9

### **Recess:**

Students are to eat only in designated areas, that is outside the classroom for Block B and the area outside Block A adjacent to the junior playground. No food or drinks are allowed to be taken into playground areas or onto the oval. Students are supervised by rostered Duty Teachers.

### **Lunch:**

Students eat in designated areas for the first ten minutes.

Students who have finished eating after the first ten minutes are dismissed by teachers when the area is free from rubbish.

No food or drinks are allowed to be taken into playground areas or onto the oval.

### **After School:**

Students should vacate the school grounds as soon as they are dismissed. Kindergarten and Pre Primary students are to be collected from the classroom by parents/guardians.

### **Wet Weather Procedures:**

Wet Weather Procedures will be called by the administration in the event of persistent rain. If wet weather is called teachers will supervise their students in classrooms. Teachers may "double up" classes to enable one teacher to have a break while one supervises the students.

Students should not be released from class unless notified by administration.

## **APPENDIX G: MOBILE PHONE PROCEDURES**

Mobile phones are an important modern day communication tool, essential in providing a safe and effective school community environment. However, they can easily be improperly used, lost or damaged and must therefore be effectively managed. Where necessary, and as appropriate, students should use the school telephones - under supervision – to contact parents or carers.

Students who bring mobile phones to school do so on the understanding that:

- they are not permitted to use them during the school day.
- the school accepts no responsibility for lost or damaged student mobile phones.
- student mobile phones must be handed in at the front office upon arrival at school and will be kept in a secure location in the front office.
- the principal may revoke a student's privilege of bringing their mobile phones to school.
- the school reserves the right to prohibit students from bringing mobile phones into certain spaces or during certain activities.
- the Principal may exercise his/her authority to confiscate mobile phones for an appropriate period should the need arise.