Wilmington Primary School Behaviour Management Policy

Wilmington Primary School is a safe, positive, caring environment, which prepares students for the future and assists them to reach their full potential.

**At Wilmington Primary School we aim:**
- To provide relevant, engaging and structured learning programs which cater for the needs of all students
- To recognise and encourage student effort, progress and achievement
- To develop resilient, respectful, responsible learners
- To provide an environment which is harmonious, caring, safe and conducive to learning
- To recognise responsible and positive behaviour
- To develop positive relationships between all members of the school community
- To include students in the school decision making processes through student voice, forums, surveys etc
- To keep our environment free of teasing, bullying, violence, harassment and discrimination
- To provide a consistent method of dealing with irresponsible behaviour
- To give children opportunities that will enable them to be responsible for their own behaviour through the development of problem solving skills
- To work with the Wilmington Primary School community to achieve these aims

**Responsibilities: Students**
To ensure a safe, positive, caring environment, which prepares students for the future and assists them to reach their full potential, it is a student’s responsibility to:
- Respect other people and their rights
- Be courteous
- Care for themselves, other people, property and the environment
- Endeavour to do their best at all times
- Endeavour to resolve conflict appropriately by following the school’s grievance procedures
- Be honest
- Follow the school rules
- Be at school on time and attend regularly
- Be positive and optimistic
Responsibilities: Principal
To ensure a safe, positive, caring environment, which prepares students for the future and assists them to reach their full potential, it is the principal’s responsibility to:

- Respect other people and their rights
- Ensure learning programs are relevant, engaging and structured
- Ensure learning programs cater for the needs of all students
- Ensure the school learning environment and play areas are safe and conducive to learning
- Work in partnership with the school community
- Support staff in the implementation of the Behaviour Management Policy
- Reinforce the positive encouragement staff give to children
- Assist, guide or direct students and staff when necessary
- Be available for consultation
- Co-develop individual Student Development Plans to ensure all possible support is provided for students including accessing support agencies
- Ensure appropriate training and development programs are conducted so that staff have and understanding and knowledge of behaviour management strategies
- Document all serious behaviour incidents
- Inform and liaise with parents/caregivers when serious behaviour incidents occur

Responsibilities: Teachers
To ensure a safe, positive, caring environment, which prepares students for the future and assists them to reach their full potential, it is the teacher’s responsibility to:

- Respect other people and their rights
- Develop relevant, structured and engaging learning programs, relevant to student needs
- Be positive, consistent (fair but firm) and clear in approach
- Develop with their students, a clear and consistent classroom behaviour code (Displayed clearly in classrooms)
- When dealing with an incident focus on safety first and then on the behaviour
- Inform parents of behaviour expectations at an early stage
- Encourage children to seek support from appropriate sources
- Support other teachers through administering appropriate consequences
- Have a clear understanding of the policy and implement agreed policy procedures
- Teach, model and practise responsible behaviours on a regular basis and explain the reasons for positive and negative consequences
- Assess, record and report on student learning and social skill development
- Communicate regularly with parents/caregivers
- Inform parents/caregivers and principal of serious behaviour incidents
- Record behaviour incidents on School Incident Report and give a copy to the principal
Responsibilities: Support Staff
To ensure a safe, positive, caring environment, which prepares students for the future and assists them to reach their full potential, it is the support staff’s responsibility to:
• Respect other people and their rights
• Provide support for students under the direction of the class teacher and/or principal
• Teach, model and practise responsible behaviours on a regular basis and explain the reasons for positive and negative consequences
• Be positive, consistent (fair but firm) and clear in their approach
• When dealing with an incident focus on safety first and then on the behaviour
• Encourage children to seek support from appropriate sources
• Support other teachers through administering appropriate consequences
• Have a clear understanding of the policy and implement agreed policy procedures

Responsibilities: Parents/Care-givers
To ensure a safe, positive, caring environment, which prepares students for the future and assists them to reach their full potential, it is the parent’s/caregiver’s responsibility to:
• Respect other people and their rights
• Have an understanding of the Wilmington Primary Student Behaviour Management Policy
• Support the school personnel and their child/ren in the implementation of the Student Behaviour Management Policy
• Ensure their child/ren arrive at school on time and attend regularly
• Ensure their child/ren is/are picked up promptly after school or notify the school

This may include:
• Becoming involved in activities within the school where possible
• Encouraging and supporting children in their learning
• Attending meetings or conferences with regard to their child’s learning and/or behaviour
• Working with the school on their child’s learning and/or behaviour issues
• Ensuring the school has an alternative person to contact should they not be at home
• Notifying the school of any events which may impact on their child’s day

Acknowledgement of Responsible Behaviour
This will be on a whole school, classroom and/or individual basis.
Acknowledgement may include:
• Stickers
• Stamps
• Certificates
• Individual or team points
• Display student achievements
• Share student achievements with other classes and/or staff
• Positive communication home
• Extra responsibility
• Verbal encouragement/acknowledgement
• Smiles
• Winks
• Nods
• Handshakes
• Acknowledgement in class/school newsletters
• Recognition at assemblies
• Negotiated choice activities
• Prizes
• Recognition by other students, staff, parents or community members.
• Rewards

**Responses to Irresponsible Behaviour**
The response to irresponsible behaviour will be dependent on the individual needs of the student, frequency and severity of the behaviour.

School level responses include:

• Verbal reminder of appropriate behaviour
• Formal reminder / choice
• Alternative seating
• Practise correct behaviour
• Apology
• Play restrictions eg. Restricted to a particular area of the yard
• Activity restrictions
• Alternative activity / play under supervision
• Sit out
• Cool down time
• Time out
• Parent/ Caregiver contact and/or interview
• Logical consequences
• Tagging: student remains with duty teacher
• Exit to office
• Behaviour change plan
• Harassment / grievance procedures
• Send Home
• Police Contact
• Suspension (internal or external)
• Exclusion
• Student Development Plan
• School or community service
When irresponsible behaviour is ongoing and/or severe, referral to support services will be discussed with parent / caregiver.

**Steps**

**Step 1**  
Reminder

**Step 2**  
Warning

**Step 3**  
Class Time Out – note describing the incident is sent home to be signed and returned

**Step 4**  
Buddy Time Out - note describing the incident is sent home to be signed and returned

**Step 5**  
Office Time Out – from the time of the incident to the end of the day. If Principal is out of office, time will be spent in other buddy class

**Step 6**  
Send Home

**Step 7**  
Internal Suspension as per DECD procedures

**Step 8**  
External Suspension as per DECD procedures
Wilmington Primary School Rules

Treatment
- Treat others with respect
  o Use good manners
  o Consider other people’s needs and feelings
  o Treat others the way you would like to be treated
- Treat the environment with respect
  o Dispose of rubbish appropriately
  o Reduce, re-use, recycle
  o Use water sensibly
- Treat all property with respect
- Solve problems calmly
  o Cool down
  o Talk to each other
  o Ask for help if needed

Safety
- Walk inside buildings
- Play ball games on courts and oval
- Wear a broad brimmed hat after 10am. and if outside for more than 10 minutes
- Walk around corners
- Walk bikes on school grounds
- Play and work safely
  o Don’t climb trees / Slippery Dip
  o No rough play
  o Use equipment as instructed
- Enter school grounds after 8.30am
- No personal games equipment to be brought to school for play
- Stay on school property unless you have permission to leave

Responsibilities
- Pack up/ Return equipment on first bell at the end of recess or lunch
- No play on equipment after first bell at the end of recess or lunch
  Be on time for lessons during school time (if more than 2 minutes late, equivalent time made up at next break).
- Try your hardest

2/05/2016