Essential Agreement on Student Behaviour

Yard and Classroom

“A learning community encouraging achievement and embracing diversity”
Policies and Guidelines

ROSE PARK PRIMARY SCHOOL

ESSENTIAL AGREEMENT FOR YARD AND CLASSROOM BEHAVIOUR

A learning community encouraging achievement and embracing diversity.

International Baccalaureate learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

The implementation of this policy encourages and supports behaviors that display a shared understanding of our Essential Agreements.

Essential agreements promote positive behaviours and reflect a culture that enables students to develop self management skills.

RESPONSIBILITIES

Students
To:
- behave in a way that is consistent with our essential agreements
- support the provision of a safe learning environment for other students

Staff
To:
- ensure that practice and language is consistent with our essential agreements

Parents/Caregivers
To:
- understand school expectations concerning behaviour
- understand the school policy on behaviour management
- support staff in the implementation of the policy
FOR NON-ACCEPTABLE BEHAVIOURS - MINOR INFRINGEMENTS (LOGICAL CONSEQUENCE)

For minor infringements of behaviour in the school yard, teachers may choose one of the following actions:

- apply logical consequences e.g. dropping litter - pick up papers
- engage in problem solving discussions with student(s)
- ask student to sit out in an area specified by the yard duty teacher

NON-ACCEPTABLE BEHAVIOURS - MAJOR INFRINGEMENTS > TIME OUT

**Behaviour**

- Violence - threatened or actual
- Threatened good order
- Threatened safety or well being
- Acted illegally
- Interfered with rights of others
- Persistent and willful inattention

**Details**

- Arguing
- Biting
- Bullying
- Continued interrupting
- Harassment
- Lying
- Not following directions
- Out of bounds
- Misuse of property
- Rude/Cheeky
- Sexual Harassment
- Stealing
- Sticks
- Swearing
- Throwing items
- Unsafe behaviour
- Violence, hitting, pushing, kicking, fighting

**WHEN APPROPRIATE STUDENTS WILL ALSO:**

- Apologise appropriately to the victim
- Replace, restore, tidy and/or clean damaged item
- Forego use of any school or personal property that was being mis-used for an agreed time

Extreme inappropriate behaviours lead to immediate removal from the yard, intervention by the Principal/Deputy Principal, followed by communication with parent.

**RESPONSIBILITIES OF YARD DUTY TEACHER**

- When necessary fill in the Time Out Room Referral form that is in yard duty bags.
- White form placed in folder in Time Out Room
- Pink form to the classroom teacher for the child to go to the Time Out Room
- Blue form to the front office and returned to class teacher for the parent to sign.
Except in the case of violent or unsafe behaviour, students should be given the opportunity to solve their own problems, with assistance when it is needed.

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**TIME OUT ROOM GUIDELINES**

**Location**
- Out of School Hours Care Room

**Duration**
- 10 minutes Rec – 2
- 20 mins Years 3-7

**Open time**
- 1:00 to 1:20 Lunch time (teachers on duty need to be prompt)

**Attendance time**
- Student attends Time Out Room at the next lunchtime

**Absence**
- Student attends on the day of his/her return.

**Rules**
- Remain seated.
- The following are not permitted in the Time Out Room:
  - Food/drink
  - Noise
  - Communication (verbal & non-verbal) with others

**Responsibilities of Time Out Room teacher**
- Check Time Out room Referral forms for students who should be in attendance.
- Check details are correctly filled out and record starting time. Counseling at this time is necessary.
- Ensure students adhere to Time Out Room rules. If a student disregards them, point out that you will start their time from the time they comply with the rules. If a student continues to disregard the Time Out Room rules then the student is referred to the office.
- If a student does not attend at the next possible occasion this is regarded as disregarding a staff instruction (also warranting Time Out Room). Principal/Deputy to be involved.
- At end of Time Out Room duty, send completed pink form to the front office for processing.
- **Wet weather procedures** - If the wet weather bell is rung, the duty teacher marks Time Out Room Referral (pink form) with the time 'owing', sends children back to class, and returns to supervise his/her own class. Children make up the time when the Time Out Room is next open. If the clear weather bell is rung, the duty teacher returns to the Time Out room to complete the duty.

**Responsibilities of Student**
- Proceed immediately to the Time Out Room when sent.
- Sit quietly and think about the behaviour which you could have used to prevent being sent to the Time Out Room.
- Follow the Time Out Room rules.

**Responsibilities of Front Office Personnel**
- Blue form sent to office to notify, recorded on EDSAS and placed in teacher’s pigeon hole.
- Collate information daily.
• Ensure class teachers receive a copy of any Time Out Room Referral form pertaining to their students.
• Follow up with appropriate action (e.g. verify absences)
• Maintain record keeping on EDSAS of student attendance to Time Out room
• Inform Principal / Deputy Principal of repeat offenders (provide print out report)

Responsibilities of Class Teacher
• Counsel students if necessary (avoid focusing peer attention on student).
• Remind student to attend the Time Out Room with their pink form.
• Send parent signed form (blue) to the front office once returned

Responsibilities of Yard Duty Teacher
• Use discretion and adopt a counseling approach with reception students
• The yard duty teacher places pink form into the classroom teacher’s pigeon hole, white form into Time Out Room folder and blue form to front office

Responsibilities of Leadership Staff
• For repeat offenders (report provided) leadership to contact parents and invite them in for discussion
• For serious misdemeanors/ extreme behavior, direct contact with parent will be made by leadership
TIME OUT ROOM FLOW CHART

**INCIDENT OCCURS**

1. **Yard duty teacher discusses incident with student and explains Quiet Room procedure**

2. **Yard duty teacher places pink form in class teachers pigeon hole, white form in Quiet Room folder and blue form to office.**

3. **Student attends Quiet Room at the next lunchtime with pink form from class teacher**

4. **Quiet Room teacher signs pink form and hands to office staff.**

5. **Office staff enter data and place blue form in class teacher’s pigeon hole. Class teacher sends home for parents to sign.**

6. **Student returns signed blue form to class teacher. Teacher returns blue form to front office.**

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SUMMARY OF CONSEQUENCES FOR INAPPROPRIATE CLASSROOM BEHAVIOUR

Preamble
Students who don’t follow the class essential agreement on any given day, go through a series of steps which are detailed below. It is important to note that students start with a 'clean slate' on each day.

Students progress through the stages one step at a time. However, more extreme behaviours may lead to steps being by-passed. Additionally, students who consistently reach Step 3 on a number of days, may bypass steps at the discretion of the teacher.

When necessary, communication regarding the behavioural step a student may have previously reached, will occur between class and specialist teachers during class changeovers.

Step 1: Reminder
• The student is reminded of the essential agreement
• Repeated inappropriate behaviour results in the next step
• A reminder may be repeated once, at the teacher’s discretion. E.g. Early Years students and students with special needs.

Step 2: Time Out in the Classroom
• The student is removed to an area within the classroom - does not participate in the lesson for an appropriate time suitable for the age of the student
• Behaviour is Recorded

Step 3: Time Out/ Partner Class
• Student is moved to either another area within the class away from other students, or to another classroom under the supervision of another staff member. Note: not to the designated “buddy” class
• This may be an area inside the classroom, an area outside the room under staff supervision, or in a colleague’s classroom.
• Name and behaviour is recorded.
• The amount of time out of the room is determined by teacher/student negotiation, but should be no more than one hour. Work is provided for the student and it is expected that this work is completed.
• Student returns to class

Step 4: Front office
• Student sent to the office with a form “Message for the office” outlining behaviour and consequences.
• In cases of serious behaviour the staff member may not have to complete a form and someone from leadership may be called directly to the classroom
• Leadership personnel via front office staff ensure data is entered on EDSAS
• Leadership personnel/class teacher negotiate to determine length of stay and return to classroom.
• Parents are informed of the office time out occurring by the class teacher of leadership depending on the nature of the offence.

Step 5: Take Home
• Non-cooperation in the Office, or serious infringements of code of behaviour (e.g. violent or dangerous behaviour) may lead directly to a 'Take Home' response. Principal will determine in consultation with the parents a suitable return to school date.

Step 6: Suspension /Exclusion / Expulsion
Further steps for inappropriate classroom behaviour include suspension and removal from school. Suspension may be internal or external. Refer DECS guideline on student suspension, exclusion and expulsion.

GUIDELINES FOR DEVELOPING APPROPRIATE CLASSROOM BEHAVIOUR

All learning areas
- Appropriate behaviour to be discussed at the beginning of each year, and referred to as an Essential Agreement
- Values and Learner Profile to be displayed in classrooms.
- Classroom Behaviour Management should be supported by:
  - School Values
  - PYP Learner profile and attitudes
  - Vision Statement
  - Anti-Harassment and Bullying Policy

CLASSROOM BEHAVIOUR CONSEQUENCES FLOW CHART

Reminder – Step 1
- Questions and feedback

Time Out Partner Class - Step 3
- Class next door or negotiated class

Time Out Intervention - Step 2
- Time out in the classroom
- Student recording of behaviour

Planning Centre- Step 4
- Teacher completes a Behaviour referral and sends it to leadership staff with the student
- Student spends a negotiated time at office
- Parent notified through Behaviour plan
- Negotiated return to class

Take Home - Step 5
- Take Home
- Exit from school
- Parent supervision
- Negotiated return to Class
- Behaviour Support Team (if appropriate)

Suspension/Expulsion - Step 6
- Notice of Suspension from School
- Re entry meeting time arranged