



# FULHAM NORTH PRIMARY SCHOOL POLICY

## Behaviour Management

Fulham North Primary School strongly promotes students being responsible for managing their own behaviour and has a strong culture of living the school values. Therefore Student Behaviour Management (SBM) is underpinned by our values and students are encouraged to conduct themselves in accordance with these values in both class and yard. This policy is applicable in all areas of the school including Out of School Hours Care.

### Life Long Learning

- Developing research skills
- Developing our reading, writing & numeracy skills
- Taking responsibility for our learning & behaviour
- Being computer literate
- Having a positive attitude to new challenges
- Setting goals
- Willing to learn
- Always trying hard

### Confidence

- Taking part in school performances and events
- Believing in ourselves
- Speaking clearly in front of people / the class
- Accepting new challenges in our learning
- Taking risks in our learning
- Willing to have a go
- Standing up for ourselves & each other
- Asking for help

### Persistence

- Trying to improve our skills
- Working hard to achieve our goals
- Always doing our best
- Completing set tasks
- Trying new things
- Never giving up
- Being open to new ideas
- Saying 'I can do it', using positive self talk
- Staying on task
- Checking work for mistakes
- Asking for help

### Communication

- Giving eye contact to the speaker
- Being confident speakers
- Speaking clearly
- Using good manners
- Cooperating with each other
- Listening to others
- Using positive body language

### Getting Along

- Respecting others
- Making friends and being a friend
- Being honest
- Accepting new people
- Including people in games & activities
- Having fun
- Cooperating with others
- Sharing
- Taking turns
- Helping & being supportive of others
- Thinking equally of others

### Organisation

- Planning our time
- Having our books & equipment ready
- Being responsible for our belongings
- Avoiding wasting time
- Completing tasks when set
- Being in uniform
- Bringing notes, equipment to and from home
- Setting goals for our learning
- Listening to and following instructions
- Completing homework

## **Recognising and encouraging behaviours that support the school values.**

All classes will develop negotiated strategies for recognising and encouraging behaviour that supports the school values.

Class and Value awards are announced at fortnightly assemblies.

Care cards are issued to recognise behaviours that support the school values in the yard.

Special play will occur at 10.50am on the last day of term for those that have respected school values throughout the term.

Students who have incurred a detention are counselled regarding positive behaviour changes.

## **Behaviour policy framework**

We believe behaviour management is based on the school values with class and yard processes consistent with each other.

Classroom agreements are negotiated at the beginning of each year using the school values.

Minor behaviour issues are addressed by teacher judgement.

Consequences should always logically relate to the school value that has been disrespected.

Behaviours requiring a more formal consequence include:

- Physical abuse
- Verbal abuse
- Intentional & / or repeated disrespect of the school values
- Placing the safety of oneself or others at serious risk
- Use of Drugs

Formal consequences may include:

- Counselling
- Informing parents/carers
- Community Service
- Withdrawal from class / yard (Detention)
- Internal suspension
- Take home
- Suspension
- Exclusion
- Expulsion

# Implementation processes

## ***Informal consequences***

- Proactive strategies
- Restorative practices
- Counselling
- Value reminders

Staff will alert leadership regarding any concerns.

Further consequences will be decided where needed.

## ***Formal consequences***

### YARD PROCESS – Staff Member

- Staff member completes Behaviour Slip with student – copy is given to class teacher and one sent home
- Student to go to Library next lunch session to do detention which consists of filling in a reflection sheet. Child is counselled whilst doing this. The reflection sheet goes home with the behaviour sheet.
- Library yard duty teacher to complete school records. SSO to input into EDSAS.

### YARD OR CLASS

- Leadership intervention/referrals to be put into EDSAS.

### CLASS PROCESS

- Repeated incidents or serious matters:  
Class teacher to:
  - a. Contact parents
  - b. Refer to leadership
  - c. Class detention slip

### ADMIN TIMEOUT / INTERNAL SUSPENSION / TAKE HOME / SUSPENSION / EXCLUSION

1. Student will be sent to a member of leadership.
2. Leadership decides on formal consequence: Admin Timeout, Internal Suspension, Suspension or Exclusion the class teacher will be notified.
3. Student is withdrawn from class for a period to be determined.
4. Class teacher to provide work for the student.
5. A Member of leadership will counsel the student regarding the behaviour and discuss consequences / reparation.
6. Parents may be notified of the behaviour and consequence.

An administration staff member will record the formal consequence in EDSAS.