



Fisk Street Primary School

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FISK STREET PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY

Behaviour Management:

Fisk Street Primary School uses six main systems for behaviour management with a variety of proactive and reactive strategies:

- Class rewards
- Individual rewards
- Warning chart (attached)
- Student conferencing/Issues chart
- Outside agencies
- Response level and types of behaviour (attached)

Class rewards:

Each classroom has a whole class reward system, which is aimed at developing teamwork, cooperation and school community. This system involves the class working together as a team to uphold classroom rules, routines and values. When every member of the class is displaying the required value, rule or routine they may receive a point towards their whole class reward goal. The reward is discussed and agreed upon by the class beforehand and may vary, including classroom parties and cooking lessons.

Individual rewards:

Each classroom has an individual reward system, which is aimed at encouraging and acknowledging individual students who uphold classroom rules, routines and values. Classroom reward systems vary and are generally the same for each student, however at times reward systems are varied to cater for individual student needs.

Warning chart:

The warning chart is aimed at reminding students of their expectations at school and gives students an opportunity to rectify any negative behaviours that may not be aligned to Fisk Street Primary School rules, values and expectations. Student's names are placed on the warning chart and moved up steps if negative behaviours continue to be displayed. The warning chart has a number of steps, including:

- Water Break: Students move with a green note out to the drink taps to get a drink, think about what behaviour they need to change and then move back into class ready for learning.
- Warning: Students are told about their negative behaviour and reminded of what behaviour they need to be displaying in its place.
- 5 minutes in at recess or lunch: Students stay in for 5 minutes to complete a varying number of logical consequences.

- Phone call home: Staff are released to take the student to the front office and ring home. This phone call is to notify the parent/caregiver about the student's behaviour and the next step (which varies for individual situations and circumstances) if the behaviour continues.
- Meeting with the principal: At this stage students are sent to meet with a leadership representative and depending on circumstances and severity of the behaviour a number of actions can be taken, including: Spoken to and returned to class, office time out or take home/suspension/exclusion.

Please note: Severity of behaviour could warrant a direct meeting with the principal step.

Student conferencing/Issues chart:

Fisk Street Primary School aims to resolve all student issues with positive outcomes for all parties. If a student seeks out a staff member to solve a problem they will use restorative conferences to solve issues as students should be given an opportunity to explain, forgive and resolve issues. Students may also choose to solve issues without a conference using the issues chart, which has 5 different solutions:

- Talk to a teacher about the issue.
- Put the issue on the class Parking Lot to bring up in circle time.
- Ignore the issue and walk to a staff member.
- Say to the person who you have the issue with: "I didn't like it when you..."
- Use a blue note and bring the issue to the issues table at lunch or recess to be solved.

Outside agencies/Behaviour management plans:

If persistent extreme behaviours are shown a behaviour management plan may be developed to cater for individual needs and circumstances. Outside agencies may also be contacted to assist/contribute to behaviour management plans, these include:

- Regional Office (Interagency behaviour support officer)
- ICAN support
- RAAP application

Response level and types of behaviour:

Fisk Street Primary School aims to follow the DECD document 'Response level and types of behaviour' to indicate the level of response to a negative behaviour (refer to attached document).

Recording Behaviour:

DUX:

Continuous minor negative behaviour that a staff member has already tried to change through instruction, correction and positive influence and major negative behaviour that interferes with others or learning needs, is to be recorded on DUX. DUX is a system that links to EDSAS and maintains an accurate and up to date collection of student behaviour data.

IRMS:

A reportable incident is defined as any significant or threatening event or circumstance which could have been, or was, contentious or dangerous and may include:

- A major disruption to the sites routine
- Intervention or action by police or other agencies
- Violence
- Intruders
- Weapons
- Drug incidents
- Assaults
- Serious injury to a student or staff member

Note: This can only be entered on by the principal but must be reported in detail to the principal ASAP if an event occurs (reference section).