



KINGSTON COMMUNITY SCHOOL

Country style education with city style opportunities

STUDENT BEHAVIOUR MANAGEMENT

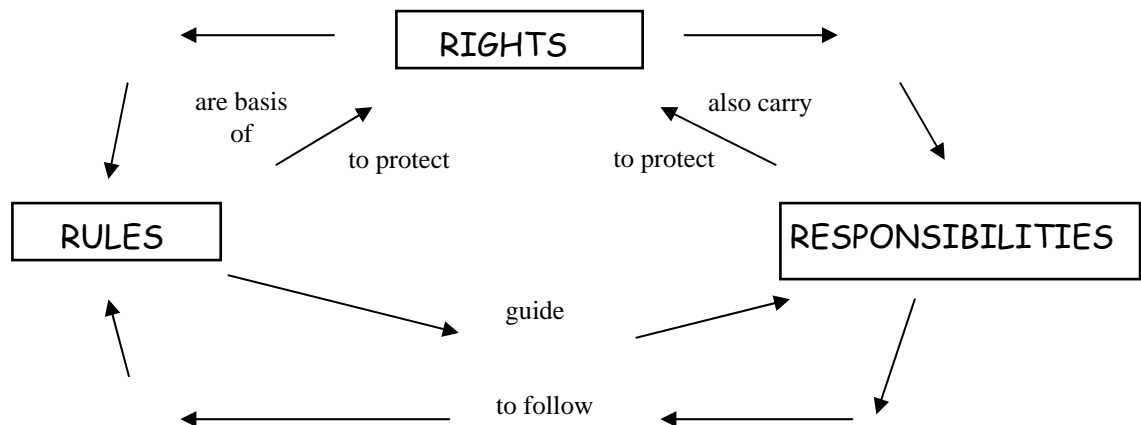
Aim: We believe it is important that students learn to manage their own behaviour.

Therefore we aim to

- provide a safe environment that allows students to learn and teachers to teach
- promote the learning of socially acceptable behaviour.

Principles:

- Society and the school have a group of fundamental values about the way people should be treated - these are our 'rights'.
- to protect peoples rights we have **rules** to guide our behaviour.
- A person can only enjoy their rights when **other** people allow them. Therefore everyone has the **responsibility** to protect the rights others by following the rules.



- Students have the power to choose their behaviour. Therefore each student is responsible and accountable for their actions.
- All behaviours (responsible and irresponsible) have consequences
- Teachers, students and parents share the responsibility for the management of students' behaviour

The focus for student behaviour management will be on the students' behaviour rather than the person.

The school rules and classroom rules will be based on the school value of Respect

- Respect for themselves
- Respect for others
- Respect for property

STRATEGIES FOR MANAGING IRRESPONSIBLE STUDENT BEHAVIOUR

A. CLASSROOM GUIDELINES

1. Each class develops a set of rules based on the school value of respect
These will be
 - brief
 - positive
 - few in number
 - displayed
2. Procedures to be followed for inappropriate behaviour.

CLASSROOM MANAGEMENT PLAN

Teachers have a right to teach and students a right to learn

YOUR behaviour will determine if others can enjoy their rights

STEPS

Poor behaviour



**Reminder/Rule restated / simple
response**



Warning

- direct request
- clear consequence stated



Action

- simple consequence applied



If behaviour continues

- referral to Focus area

*Some steps may be jumped if needed : serious misbehaviour
e.g. acts of aggression, refusal to follow reasonable instruction, etc.*

Strategies and consequences will vary according to the age group of the student and the situation.

FOCUS AREA GUIDELINES

WHAT IS THE FOCUS AREA

A quiet area in the front office, supervised by staff, where a misbehaving student is sent, accompanied with another student carrying the referral form.

Students are sent:

- By a subject or class teacher, if they display repeated irresponsible behaviour in the classroom.
- By Leaders for
 - Withdrawal from lessons for longer periods
 - Internal suspension

WHAT IS IRRESPONSIBLE BEHAVIOUR?

- When a student is:
 - Persistently Disruptive
 - Persistently Uncooperative
 - Persistently Rude/Disrespectful
- When a student has:
 - Threatened safety of others
 - Refused to attempt work

WHERE IS IT?

- Front Office

WHO DOES IT CATER FOR?

- Students from R – 12

WHEN WILL IT OPERATE?

- During lesson times

WHO SUPERVISES THE AREA

Front office staff , Principal, Deputy Principal, and Coordinators, whoever is available

WHAT HAPPENS IF THE STUDENT REFUSES TO GO TO THE FOCUS AREA?

They will remain in class, and a Co-ordinator called for further action.

WHAT HAPPENS WHEN THE STUDENT ARRIVES AT THE FOCUS AREA?

1. **Front office staff will:**
 - Take the Focus area Form , seat the student, and enter the information on DUX
 - Tell the student they will be required to spend the remainder of the lesson in the front office area.
 - Stamp the student's diary to inform the parents/or fill out notification form to go in diary.
 - Place the orange focus room referral form in the relevant Coordinators pigeon hole.
 - **The referring teacher will**
2. Make contact (brief) before the next lesson commences, or at the start of the next lesson, (a brief reentry) to establish better behaviour from the student and a fresh start.
3. Liase with the Coordinator about any ongoing concerns or issues with the student.
4. **Coordinators will**
5. Check with the student to see if the diary stamp is signed.the next day
6. If the student does not to get the diary note/form signed post out a proforma letter indicating the student was sent to Focus room.
7. Enter information from orange forms onto J common, spreadsheets
8. Follow up with further strategies required for improved behaviour from the student.

WHAT DOES THE STUDENT DO IN THE FOCUS AREA?

- Continue with school work from the relevant subject area

WHAT HAPPENS IF THE STUDENT ACTS IRRESPONSIBLY IN THE FOCUS AREA?

- The student will be given a warning and a Coordinator deals with the situation.

WHAT IF A STUDENT FEELS THAT THEY HAVE BEEN SENT TO THE FOCUS AREA UNFAIRLY?

The student must still go to the Focus Area, **but**

- Has the opportunity to appeal the process by discussing the matter with the relevant Year Level Coordinator.
- These discussions **may** result in alternative actions being taken, after consultation with the relevant teacher.

WHAT HAPPENS IF A STUDENT IS REFERRED TO THE FOCUS AREA ON A NUMBER OF OCCASIONS?

(Note: this is different from being withdrawn from classes or suspended.)

The Principal, Deputy Principal and Coordinators may use discretionary powers to intervene at any stage of the process.

1. For the first time in a term

- As per the steps outlined previously.

2. On the second time in a term

- The student will complete the Focus area session.
- The student will complete one after school detention or similar after the Coordinator has contacted the family and consulted about appropriate times or consequences.
- The student may be placed on a daily lesson check.
- The student's progress is reviewed and monitored

3. On the third time in a term

- The Coordinator will contact the parents(s).
- The student will complete the Focus area sessions.

The student will complete two after school detentions or similar, as negotiated between the Coordinator and family.

4. On the fourth time in a term

- The Coordinator will contact the parent(s).
- The student may be internally suspended.
- A formal conference may be required and a behaviour contract may need to be developed.
- The student may be placed on a daily lesson check.

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5. On the fifth and subsequent time in a term

- Internal/external suspension process may be implemented
- A student referral may be made to ISBM for specific behaviour management intervention strategies, after discussions and consent from the family.