White Hills PS Behaviour Management Process

Appropriate behaviours

A Positive
Playground

Safety and Movement Rule
We move and play safely in the correct areas.

Problem Rule
We work problems out by talking and being calm, sensible and fair. If we need help we ask a teacher.

Treatment Rule
We treat everyone with respect and care.

Environment Rule
We respect our school environment, school equipment and our belongings.

Uniform Rule
We wear uniform to show we belong and have pride in our school. We wear school sun smart hats according to the anti-cancer council recommendations.

A Positive
Learning Environment

Our class rules are based on the following areas:

- Talking rule
- Learning rule
- Movement rule
- Treatment rule
- Problem rule
- Safety rule

Each class works together to write their rules under these headings and to understand the planned consequences of breaking class rules. Class rules are displayed and revisited often. Class rules are shared with parents and the community.

Playground rules are whole school.
Classroom rules are for individual classes and based on the above headings.
The White Hills Primary School community is guided by the following

**Key Principles**

Acceptance  
Equity  
Honesty  
Politeness  
Tolerance  
Respect  
Courtesy  
Fairness  
Open Communication  
Safety

By following these key principles the needs, wants and interactions of all community stakeholders are carried out in a manner which creates a harmonious and productive whole school environment.
To ensure these principles are maintained, specific community groups have certain

## Rights and Responsibilities

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Have:</strong></td>
<td><strong>Students Need:</strong></td>
</tr>
<tr>
<td>The right to be treated with fairness and respect.</td>
<td>To treat others with respect and resolve difference through discussion and compromise.</td>
</tr>
<tr>
<td>The right to express their feelings and opinions in an appropriate manner, whilst being listened to.</td>
<td>Listen respectfully to others.</td>
</tr>
<tr>
<td>The right to learn and play safely without interference.</td>
<td>Attend class ready to learn and not interfere with the learning and play of others.</td>
</tr>
<tr>
<td>The right to learn and play safely without interference.</td>
<td>Take care of everybody’s belongings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents Have:</th>
<th><strong>Parents Need:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The right to be kept informed about their child’s education and behaviour.</td>
<td>To support teachers in maintaining a respectful, safe, secure, productive teaching and learning environment.</td>
</tr>
<tr>
<td>The right to express concerns, be listened to and taken seriously.</td>
<td>To support their children to understand their responsibilities and the consequences of their actions.</td>
</tr>
<tr>
<td>The right to express concerns, be listened to and taken seriously.</td>
<td>Express concerns in an appropriate manner being open to varying points of view with a goal of resolving issues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teachers Have:</strong></th>
<th><strong>Teachers Need:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The right to teach in an atmosphere of order and cooperation.</td>
<td>To provide a stimulating and engaging learning environment for all students.</td>
</tr>
<tr>
<td>The right to feel safe and secure.</td>
<td>To set a good example for the wider school community.</td>
</tr>
<tr>
<td>The right to feel safe and secure.</td>
<td>To provide a safe and secure learning environment.</td>
</tr>
</tbody>
</table>
White Hills PS Behaviour Management Process

School yard

- In buildings unsupervised, during recess or lunch
- Playing out of bounds - gardens, trees, car park
- Dropping rubbish, eating out of eating area

Level 1

Duty teacher will inform the classroom teacher.

Level 2

Duty teacher will inform the classroom teacher.
Duty teacher will record Level 2 incident in RISC.
First offence—Community service.
Second offence—Time Out.

Level 3

Duty teacher will inform the classroom teacher.
Duty teacher will record Level 3 incident in RISC.
Time Out—letter home.
4 x Level 3 incidents in one term results in After School Detention.
Further action to be in line with DEECD guidelines.

- Disrupting play
- Not respecting other’s rights
- Putdowns
- Dishonesty
- Exclusion

- Out of school grounds without permission
- Disobeying and disrespectful to person in authority
- Physical, verbal and emotional violence
- Disrespecting the belongings of others
- Vandalism
White Hills PS Behaviour Management Process

Classroom

Inappropriate behaviour or breach of class rule

Level 1
First step: Verbal warning
Discuss with the child the effect their inappropriate behaviour is having on the class and their learning.

Level 2
Second step: Warning and Relocation within classroom
Recorded in RISC at teacher’s discretion.

Level 3
Third step: Removal from room /Time Out
Student sent to another classroom
Removal of privileges and/or involvement of Principal
Incident recorded in RISC by classroom teacher for Time Out.

Ongoing
Fourth step: Parent contact
Repeated behaviours will result in contact with parents and an implementation of a Behaviour Improvement Plan in line with DEECD guidelines.

At any stage these steps may be bypassed for safety reasons
White Hills PS Behaviour Management Process

Time Out Procedure

**ONE**

All Level 3 behaviours warrant 25 minutes Time Out during lunch time.
Repeated Level 2 behaviours (2 incidents) warrant Time Out.
Time Out is conducted in Room 7.

At the beginning of lunchtime, Time Out teacher checks the RISC program for children who have incomplete Time Out, collects the Time Out box and walkie talkie.
At commencement of Time Out teacher discusses behaviour with student and refers to school rules.
Student begins letter to parents outlining the incident and rule/s broken and what they could have done to have not been placed in Time Out.
In the event of swearing, students are required to write ‘swearing’ or ‘severe swearing’ (not the exact words).
Teacher completes the Notification of Time Out Appearance Form for each student.
In the event of swearing or severe swearing the teacher is required to tick the box on the ‘Notification of Time Out’ to inform parents.

**TWO**

Time Out teacher sends the completed notification of Time Out form and the original of the student’s letter home. This is given to the child in an envelope explaining:

“This letter needs to be shown to Mum/Dad/Carer, signed and returned to your classroom teacher the next school day. If this doesn’t happen then there will be a follow up phone call to your parents.”

**THREE**

Photocopied form and a copy of the student’s letter are placed in classroom teacher’s pigeon hole by the Time Out teacher.
Class teacher adds this to their folder for future records and marks off child’s name on class list.

**FOUR**

After committing three Level 3 behaviours within one term, a warning of After School Detention Notice will be issued to the child’s parent via the Principal/Assistant Principal.
Four Level 3 behaviours within one term will result in an After School Detention.
This is negotiated between the school and parent.
White Hills PS Behaviour Management Process

Time Out for Prep

ONE

Time Out outside Room 1/Yellow room — discuss behaviour with child.

TWO

Time Out in Prep room with Prep teacher — discussion, writing a letter home, record kept in RISC.

THREE

Prep student is walked to Time Out room by Prep teacher and settled in. If the student is upset, the Prep teacher will remain with the student until settled.

FOUR

Time Out in accordance with whole-school procedures.

*If child is distressed, Term 3 processes to be followed.
*Prep teachers to be informed of a Level 3 behaviour by a duty teacher.
*Preps will not be given a Friday notification of Time Out to be held over until Monday. If there is a Time Out Level 3 behaviour on the Friday, the student will undertake immediate Time Out.