

BEHAVIOUR PLAN: PLAYGROUND PROCEDURES

We promote a very positive and proactive staff approach to supporting student behaviour so that we minimise the number of students having to use the behaviour steps below.

“For relatively minor incidents a teacher will discuss the incident with me and record this in the ‘Behaviour Notebook’. I will be reminded of the school expectations.”

UNACCEPTABLE BEHAVIOUR

STEP ONE

If my **behaviour is consistently unacceptable** my name will go into the ‘Behaviour Book’ and I will be asked to sit on the ‘Thinking Seats’ (outside the staffroom) to reflect on my behaviour - for a length of time appropriate to seriousness of incident and my age.

My classroom teacher will be informed (but they are not expected to deal with the issue unless it is related to other previous or classroom issues).

STEP TWO

If **unacceptable behaviour is repeated** I will be withdrawn from the playground for the rest of the lunchtime and the duty teacher will speak to my classroom teacher. The classroom teacher will then refer it to the team leader. I will be given further opportunities to reflect on my behaviour.

My parents will be contacted by the team leader by email to outline the behaviour, ask for any additional information that may explain the behavior and outline the next step if this behaviour continues.

STEP THREE

Another occurrence of unacceptable behaviour within one month will result in me being referred to the team leader who may withdraw me from the playground for a specified time. I will be given further opportunities to reflect on my behaviour. The team leader will discuss my behaviour with the principal and will then contact my parents for a **formal meeting with the teacher and my parents (with the syndicate leader attending in a support role)**.

STEP FOUR

If behaviour is still not modified I will be sent to talk with the principal. If the principal and team leader feel my behaviour will not change then another **formal meeting** will be held - **with the principal, the team leader, my teacher and my parents**. An individual behavior plan will be formulated.

STEP FIVE

Support services may be contacted. Stand down is a consequence of frequent or repeated withdrawal. But will only be considered after an IBP has been given time to be successful and been reviewed carefully with all parties involved.

GUIDELINES – for students and teachers

Who can help?

- Students are reminded that **playground duty teachers** are there to help them and will deal with incidents and issues.
- If they cannot find a teacher they are to go and wait on the **‘Support seat’** (seat across from staffroom) for a teacher to come - or in an emergency go to the staffroom door.
- **Peer mediators** only deal with low-level incidents/issues. Teachers will only direct students to Peer Mediators as appropriate.
Any on-going problems involving the same student(s) must be referred to a teacher. If there is any doubt a teacher must deal with it. The Peer Mediator list must be checked once a week.
- ‘Dealing with Bullying’ school guidelines must be followed consistently.

‘Behaviour Book’ (located in the principal’s office)

- Students who intentionally hurt others, physically or verbally, will go straight to Step One (at least) ie. ‘Behaviour Book’ and ‘Thinking Seat’.
- All students put on the **‘Thinking Seat’** must be recorded in the ‘Behaviour Book’.
- Staff will record the date, student’s name, room, details of the incident, the period of withdrawal and any outcome/resolution or the next step needed.
- If recorded in ‘Behaviour Book’ then the student’s teacher must be informed.
- Students will have time-out on the ‘Thinking seat’ for playground misdemeanours only (not class-related activity)
- ‘Thinking Seat’ has been moved into the private area directly outside staffroom to give student time out away from other students
- ‘Behaviour Books’ will be examined once a week by SLT & issues followed up.

‘Behaviour Notebook’ (To be carried by duty teacher)

- Teachers will record date, students’ name, and briefly bullet-point the incident.

‘General’

- When a student has been **hurt in the playground** the decision to ring the parents of the students involved is made by the office or the classroom teacher.
- Behaviour issues will be brought up at team meetings or staff meetings only as a way of resolving issues successfully
- If students reach Step 2 the incident(s) must be recorded in eTAP “Guidance” / “Behaviour form” - before parents are contacted by email (see email template)
- Behaviours of a serious nature (violence towards another person, theft, wilful damage) - or totally out of character for the child - will be reported to the principal and to parents immediately.