

## INTRODUCTION:

At Hawthorndene Primary our aim is to be

- Safe and supportive
- Inclusive
- And conducive to learning

Our actions reflect the school values of care, learning and confidence.

Everyone needs to understand that they are responsible for their own decisions and behaviour; that these have an effect on others and that they must accept the consequences of their behaviour.

Hawthorndene Primary School will focus on providing opportunities and support for students to experience success.

Students will respect their own and others right to learn and the teachers right to teach.

Students will identify and solve their own problems.

Every person is valued and it is the behaviour that is unacceptable, not the person.

Responsible behaviour will be reinforced through specific feedback.

Through consistent practices the rights of all members of the school community will be supported.

The School's Behaviour Management Policy has been developed accordingly and is consistent with the School Discipline Policy of the Department for Education & Child Development and has been ratified by the Hawthorndene Primary School Governing Council. The Behaviour Management Policy provides the opportunity for students to learn appropriate behaviours, to take responsibility for

their own behaviour, and also for the imposition of consequences for inappropriate behaviour.

## POSITIVE REINFORCEMENT:

Positively reinforcing appropriate behaviour is as important as having consequences for inappropriate behaviour. Our approach aims to provide more positive reinforcement within a class than negative consequences.

## CLASSROOM EXPECTATIONS:

The following basic expectations will be displayed in classrooms: teachers will clarify and elaborate on these with their classes.

- Show respect for ourselves and others
- Care for our own and others property
- Promptly follow instructions given to us.

## ESTABLISHING CONSEQUENCES:

The consequences of breaking classroom rules are clearly described. The critical features of establishing consequences are

- to allow students space to change their behaviour
- to have clear warnings
- to refer consistently to the classroom rules

Consequence steps are:

**STEP 1:** Student is given a verbal reminder for breaking a rule.

**STEP 2:** Student is sent to time out space in the classroom

**STEP 3:** Students may be sent to a time out space in another classroom.

**STEP 4:** Student is sent to the Front Office with a referral form. Staff will then arrange for the Principal or Deputy to see the student.

**See severe behaviour: omit steps 1, 2, 3 if necessary.**

If a student reaches Step 4 the School Principal or Deputy Principal has responsibility for contacting parents.

## SEVERE BEHAVIOUR:

Severe behaviour in the classroom or the yard is:

- Deliberate physical or verbal abuse (may be via electronic media)
- Deliberate damage to school or others property (including theft)
- Potentially or actually dangerous to others or self.

The severity clause entails bypassing some classroom management steps and seeking the direct and immediate support of the Principal or Deputy Principal. The School Principal or Deputy Principal has responsibility for contacting parents at home or work and in some circumstances requesting that parents collect their child from school. After further discussion with the teacher, the School Principal or Deputy Principal will record the details of the incident and its consequences. The consequence of this behaviour may mean internal or external suspension. The leadership team may also enlist the support of DECD Behaviour Management support personnel.

## FOCUS ROOM:

Students who engage in inappropriate behaviour before/after school, recess or lunchtime, may be sent to the Focus area in the resource centre from 1.10-1.30pm. with the focus area teacher.

- The teacher on duty completes a notification slip and puts it in the class teacher's pigeonhole.
- Staff members are rostered onto Focus area duties. They use Restorative Justice Questions to talk with the students about why they are there.
- A Restorative Justice Question sheet is filled in by the student. The sheet is then photocopied by front office staff who places one copy in the student's file and the other copy is posted home to parents. The parents are then asked to sign the form and return it to school.

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### **CONTINUING INAPPROPRIATE BEHAVIOUR: (IN CLASS AND OR YARD)**

The following is the course of action undertaken following 3 referrals, for inappropriate behaviour, of a student over a period of one term:

- The Principal or Deputy Principal holds a discussion with the student about the inappropriate behaviour. The discussion is documented.
- The course of action could include:
  - a) parents contacted and an interview arranged with the appropriate school personnel and student
  - b) behaviour contract
  - c) regular diary/email contact between home and school
  - d) internal suspension
  - e) suspension from school
  - f) exclusion from Hawthorndene Primary School
- All of the above is documented and managed by the Principal or the Deputy Principal

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### **GRIEVANCE PROCEDURES:**

The following grievance procedures are available to any member of the school community who believes the behaviour management is not being supported properly.

1. Make an appointment to meet with the teacher.
  2. If the issue is unresolved, make an appointment with the School Principal or Deputy Principal
  3. If the matter continues to be unresolved, contact the Principal again by phone or letter to arrange further possible meetings.
- After steps No. 1, 2 and 3, if the matter is not resolved then the issue can be raised with the Education Director.

### **SCHOOL CONTACTS:**

Mrs Diane Winterling – Principal  
Mrs Leah Osborne – Deputy Principal

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## **Hawthorndene Primary School**

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# ***Behaviour Management Policy***



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Suffolk Road  
Hawthorndene SA 5051

Tel: 8278 3551  
Fax: 83702681  
Email: [dl.0972\\_info@schools.sa.edu.au](mailto:dl.0972_info@schools.sa.edu.au)

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