

School Philosophy

At Littlehampton Primary School we are a community. Therefore we believe we should treat one another in the way we want to be treated. Students, staff and families often comment on how much they enjoy being part of this caring school community.

The students, parents and staff at our school have developed our own set of values about how we should treat one another: we call them the Super Seven (attached). Staff members use the Super Seven to discuss with children how they treat one another, and we celebrate those demonstrating the Super Seven well with Principal's Awards at assemblies.

Getting Along With Others - A Restorative Approach- We follow a restorative justice approach which aims for the student to own their behaviour, and plan what needs to happen to make things right with others. We talk about behaviour in terms of rights and responsibilities. We all believe our rights are important. We have the responsibility to behave so that everyone feels their rights are being respected.

We teach children how to sort out most problems themselves – we find that getting children to address one another directly and to be honest about how they are feeling is the most successful way of changing student behaviour. Learning to sort out these differences is a big part of learning how to get along with other people in life. When sorting our differences we remind students to give eye contact and use 'strong' eyes; use a strong, clear, calm voice; try not to be angry when they speak; speak confidently and firmly; tell others how they are feeling and make sure that the other person has heard them. We teach a process called the "IT STOPS steps" to sort out our differences (attached).

We have a number of processes to follow when student behaviour is not appropriate. Below you will find an outline of our Student Behaviour Management processes at Littlehampton Primary School, for incidents in the classroom and in the yard.

Classroom

In the classroom there are a small number of children who are continually disrupting the learning and teaching, and reminders and even time out of class seems to have little effect in changing behaviour. The system introduced in 2011 ensures a common and consistent approach through all classrooms, with the same language being used throughout the school. It also aims to cut out a lot of the reminder steps, that previously saw a few students constantly interrupting or disrupting and going through many reminders before being removed from the class.

Teachers record warnings in the Blue Book, which also goes with the class to specialist lessons. Management of notes home if students reach Step 3 is done by the class teacher.

Teachers please note that any serious incidents occurring in the classroom, ie bullying, violence, defiance, are treated as a Red Card. In this case please send the student to the front office.

Process for disruptive behaviour in class
<p>Step 1 - Warning A formal warning is given for behaviour which disrupts learning of others: Repeated calling out, hurting others, wandering in or out of classroom or without permission, lack of respect, etc. The warning is recorded in the Blue Book.</p> <p>NB Other behaviour issues, which affect own learning only, but do not disrupt others (eg. Lack of organisation for class) are followed up differently.</p>
<p>Step 2 - Sit out- If this behaviour is repeated for the second time in one day, the student sits out of the group on chair in corridor or in classroom. Time of sit out approx 10 minutes (5-10 min depending on the student's age). Often the student is angry; the purpose is to let them calm down and then re-engage them in the activity, and have them back working productively. Recorded in class records / Blue Book only.</p>

Step 3 - Office Student sits in office – DP or Principal

Given when- After Step 2 there are further problems with student disrupting learning on the same day. When student is calm and expresses willingness to go back to class to work, returns to class (usually 10-20 minutes)

Recorded on our system as a Yellow Card- classroom. (DP or P records in Counselling book before returning student to class). The student will also spend some time in the counselling room at break time, although lengthy discussion of what happened is not necessary.

Communication and Documentation-brief information note to parent completed by class teacher (copies found in Blue Book). Please return these signed sheets to Margie for record keeping.

Step 4 - Home/ Time out of class for the remainder of the day The first time this occurs the student will not be able to be sent home. The student will spend the remainder of the day out of class, either working in the office or nearby class. Parents will be asked to attend a meeting to discuss the behaviour and asked to collect the child the next time it occurs, and at all future times.

Communication and Documentation- Parents contacted by phone. Record as a Red Card – classroom. **Note: this is not a suspension, student returns to class the next day.**

Yard

Yard duty teachers determine when a behaviour incident may be serious enough to warrant a Yellow or Red Card. **Yellow Card** incidents include hurting another student, entering buildings without permission, damaging property, showing disrespect to teachers. **Red Card** incidents include more serious harassment, hurting others by hitting or kicking, serious damaging of property, obscenity, or can be 3 incidents of yellow card for yard incidents within a term.

Yard duty teachers fill out the yellow slip in the yard duty bag and send or accompany the student to the Counselling room, or if the incident happens at the end of a break, they contact the class teacher to ensure the student goes to the Counselling room for the next session. Student spends some time during recess/lunch in counselling room. It is the Counsellor's responsibility to determine the seriousness of the incident, and to decide whether the student will need a Yellow or Red Card. Sometimes after counselling this is no longer seen as appropriate.

A Restorative Approach

The consequence for both yellow and red card incidents, under our ongoing behaviour process, is that the student spends time in the counselling room (the print room). Here the yard duty teacher on counselling duty talks to them about the incident with a view to the child taking responsibility for their behaviour, making things right with any other children or adults involved, and moving back into the yard and the classroom successfully, to make positive choices about their behaviour the next time. This approach is called a Restorative Approach. If the incident is serious, complicated, or involves a number of students needs and needs more time to be resolved, please ask Margie / Jenny / Kate to follow it up. The counselling teacher will determine whether the incident is treated as a Yellow or Red card. Often it is necessary to involve other children in the discussion to determine exactly what happened and who needs to take responsibility.

Process for Yellow Card

- Children get taken or sent to the staff room with yellow card slip, this counselling teacher records the details in the counselling book. The teacher checks the book for 3 or more yellow or red cards within one term for this student, and informs principal / DP if this is the case.
- Teacher counsels student(s) in the photocopy room or the teacher prep room if there is a larger group.
- The child and teacher fill out the YELLOW CARD NOTICE together, ensuring the child has taken responsibility for their actions in what they have written, and the teacher decides what has to happen before the child goes back to play.
- The teacher photocopies the notice, gives the original to the child to take home to get signed (or gives it directly to that student's teacher to put in their bag), and puts the copy in the class teacher's pigeon hole.
- The class teacher checks to make sure the notice is returned the next day.

Communication & Documentation

A Yellow time out form is completed. Parents sign form, and have an opportunity to comment. A record of incident is kept. Class teachers send signed forms to Margie. Class teachers ensure restorative chat has occurred between parties involved. Involve Margie or Kate if a longer counselling session is required. Recorded in child's record on EDSAS.

Process for Red Card

- Referring teacher sends the child with another student and RED CARD written on the yellow slip (indicating the nature of the incident) to the front office.
- Front office personnel alerts principal and/or deputy of the student's arrival. If principal and deputy are both unavailable, front office personnel sends the student to nominated teachers, BUT NOT back to the referring teacher.
- Principal, deputy or conferencing staff member talks to the student about what has happened and helps them to complete the "student reflection" section of the RED CARD NOTICE form. The form is then photocopied and the copy is given to the class teacher for information.
- After a suitable break, the principal, deputy or conferencing staff member takes the student back to the referring teacher with the completed RED CARD NOTICE where negotiation for re-entry will occur. The conferencing teacher and referring teacher both sign the RED CARD NOTICE. If possible the Principal or DP will phone parents to inform them of the incident before the notice goes home.
- The student takes the RED CARD NOTICE home to be discussed and signed by them and their parents.
- The class teacher ensures that the form has been returned to the front office at the beginning of the following day.
- If the "red card behaviour" continues the teacher(s) concerned need to liaise with the principal or deputy to arrange a meeting with the student and their parents to discuss future options, eg. Behaviour contract, suspension.

Communication & Documentation

A red Card form is completed and is sent home for parents to sign and comment. A record of the incident is kept. Class teachers send signed forms to Margie. Margie ensures restorative chat has occurred between parties involved. Recorded in child's record on EDSAS.

The next steps for Classroom and Yard

Suspension- Students are sent to counselling with a view to changing behaviour. If 3 behaviour incidents resulting in a red card are given within a 10 week period, the next step is suspension. Suspension can also be given without previous incident for serious cases (eg. violence, drug or cigarette use, harassment or vandalism, or other serious behaviour at the discretion of the Principal).

Communication and Documentation

Parents are informed of the suspension by phone. Suspension can be between ½ day and 5 days, depending on the seriousness of the incident. Recorded on student's record in EDSAS. Parents must attend a re-entry meeting with the student, principal / DP and class teacher to make an agreed behaviour plan before the student returns to class.

Further Notes:**Other Actions to Change Student Behaviour**

Bully Audit Counselling/ Behaviour Change Group - All students complete a confidential Bully Audit once a term to identify any students they feel are bullying them. Students mentioned four or more times receive counselling by Margie Sarre, DP to support them to change their behaviour towards others. This has been found to be very successful in reducing bullying across the school.

Behaviour Modification Plan- teachers sit down with parents to make specific goals for children, with a stamp or token given for meeting these goals- used with younger students (usually Reception – Year 2). See Margie or Jenny for help with this.

Interagency Behaviour Referral- Advice from DECS behaviour consultant is sought. The consultant will observe student in class, provide advice to parent and teacher.

Keeping back after school. Our restorative approach relies on the class teacher spending time with the student to help them reflect on their behaviour. This often cannot take place during teaching time, so there are times when a student will be asked to stay back in break times for a few minutes to talk to the teacher. This is more common for low level incidents- warnings, rather than yellow card or red card incidents which must be dealt with at the time.

Our policy is that a student would not be kept back after school for more than 5 minutes. We never dismiss classes before the bell. Therefore, it will often take a teacher a few minutes after the bell to finish packing up and dismiss the class, before counselling can begin. For this reason parents can expect that children might be dismissed up to 10 minutes after the bell if a teacher is following up and counselling a student. Teachers have been asked to ensure they do not keep students back after 3:25 p.m. Such an approach, which deals with the incident by counselling and a chat, enables us to prevent a more serious yellow or red card follow up, with formal notification to parents. It deals with the incident on the same day, and enables a fresh start the next day.