



BEHAVIOUR EDUCATION POLICY

COOPERATION FAIRNESS RESPECT TRUST

Vision: Developing students who are confident thinkers, creators and inventors of their future.

Mission: Challenging every student to learn, achieve and flourish.

Woodville Primary School

RATIONALE:

The Woodville Primary School student behaviour education process is based on DfE policy and underpinned by *Play is The Way* and *Rock and Water* philosophies, *Interoception* and *Restorative Practices*. As a school we aim to provide a supportive, cooperative and safe environment for students, staff and parents/caregivers.

We aim to create a learning environment that promotes positivity, friendliness and a willing to 'do the right thing'. Our Behaviour Education and other complimentary programs (e.g. 'What's the Buzz, Protective Practices etc.) support this aim. Our use of the programs, and in particular *Restorative Practices*, aims to build and preserve relationships.

We aim to provide students with the skills and knowledge to make responsible choices and follow frameworks for responsible and acceptable behaviour within classrooms and school yard. The differing developmental levels of students are acknowledged and teaching and learning programs are adapted/modified accordingly.

Behaviour Education is based upon logical consequences, conflict resolution and empowering students with consistent, explicit language through the self-mastery checklist and through the *Play is The Way Games* and *Rock and Water* practices. Students are supported to take control of their behaviour and emotions by making strong decisions using the reflective language of the self-mastery checklist. Interoception activities and strategies will be used to support students to understand their personal body reactions to various triggers.

Restorative practices create opportunities for those involved in the conflict to work together, with the support of a staff member, to understand, clarify, and resolve the situation and work towards repairing the harm caused to property, people and relationships.

Purpose:

- In accordance with the Australian Curriculum students will develop personal and social capabilities as they learn to understand themselves and others, manage their lives, work and learning more effectively.
- Teachers will support student development through building positive relationships and engagement with the learning areas.

Action:

All staff will implement the policy as it is written to ensure equity and fairness.

Staff, students and parents/caregivers are familiar with and become accustomed to the frameworks and understand the action-consequence relationship.

Each classroom has a copy of *Restorative Questions* – **good relationships are key to success.** (See Appendix D)

Staff will communicate with parents/caregivers and maintain regular, open lines of communication. Parents/caregivers are informed of both positive and negative behaviours.

- The 'Great Start' program is implemented by all teachers in the first two weeks of school.
- The *Play is The Way* self-mastery checklist is used throughout the school.
- The key concepts and school values are embedded throughout our teaching practice.
- The *Play is The Way* games are implemented on a weekly basis in conjunction with Rock and Water activities and Interoception activities (these will occur on a daily basis especially after recess and lunch breaks).
- Restorative practices are used to resolve conflict.
- Positive behaviour is acknowledge.

When dealing with the range of behaviours the approach is positive, proactive, consistent, responsive and tailored to the child's needs.

However, if any student is violent, aggressive, or acting in a dangerous manner (for example hitting, kicking, punching, fighting, upending furniture, running away from staff etc.) the school will implement the policy and guidelines outlined by the Department for Education.

Role of the teacher-

a) Teachers will work collaboratively with students to develop a classroom behaviour management plan that clearly outlines expected behaviours within the class. These plans need to incorporate:

1. Class expectations, which are linked to the School Rights and Responsibilities (see Appendix A) and Code of Conduct. (see Appendix B)
2. Positive recognition to foster and support a positive learning environment within the classroom.
3. Clear consequences for students who do not follow these expectations.

b) All classroom teachers will apply a fair and consistent approach to behaviour management which will include:

Listen: when children talk about something that concerns them, the teacher will actively listen and reflect back what the child has said. Use restorative questioning techniques (see Appendix D).

Understand: know something about each student, their backgrounds and interests

Involve parents/caregivers: develop positive relationships and maintain regular contact and engagement throughout the year.

Inclusivity: consider the following when dealing with students:

- Cultural background and any associated specific social formalities
- Accommodating for different starting levels (disability, developmental level, language barrier etc.)
- Trauma background
- Any other

Classroom Expectations- teachers need to use a range of strategies and consequences, along with *Play is The Way/Rock and Water* strategies for **low/moderate behaviours** before exiting students from the classroom. (See low/moderate/high level behaviour and procedures to follow Appendix C). Students are to manage and self-regulate their behaviour and emotions based on the

self-mastery checklist. When exiting a student to the office ensure all appropriate paperwork – Orange Slip, completed Self-Mastery Checklist and any other relevant information is sent with the student or SRC rep. Students presenting without this information will be sent back to class.

Documentation must be clearly and consistently kept.

Yard Expectations- teachers are responsible for managing **low/moderate behaviours** that require informal intervention by using *Play is The Way/Rock and Water/Restorative* language or logical consequences. (See low/ moderate/high level behaviour and procedures to follow.)

Documentation must be clearly and consistently kept.

Consequences for Inappropriate Behaviour in the Classroom

Reinforce with students that once they have been given a reminder it has alerted the teacher that the student may be having problems with being able to manage their own behaviour (being the boss of their brain), and that they are inviting the teacher to help/support them to make better behaviour choices.

1. Students are given a friendly verbal reminder of the expected behaviour
2. Students are given a formal warning and asked to move to another spot. This is recorded in the class tracking book (this book follows the students when they go to NIT lessons)
3. Student is given a 'time in' in the classroom. Sits close to the teacher and has time to reflect and complete a self-mastery checklist once they are calm and settled. When the teacher is ready, a brief restorative conversation occurs. A record is made in the class tracking book and self-mastery sheet attached.
4. Student is given time in a 'buddy class' and asked to complete a written reflection based on restorative practices. The teacher initiates a restorative conversation (see Appendix D). Parent/Caregiver is notified by the teacher – copy/photo of the behaviour sheet to be sent to parent/caregiver via 'Class Dojo'/'See-Saw' app. It is expected that the parent/caregiver responds to acknowledge sighting the message. Teacher will keep parents informed of student's progress and will consult with parents/caregivers in the creation of any behaviour management plan.
5. Student is sent to office with 'Orange Class Behaviour Slip'. Leadership team makes Parent/caregiver contact. Consequence of misbehaviour will be decided as a result of full investigation. Outcome of decision will be relayed to all concerned – teacher, student, parent/caregiver, administration team.

Other strategies/options that are available to class teachers are: "Chill Out" space in each class, Movement Card, Interoception Room – 'The Beehive'.

Once students return to class, a restorative conversation needs to occur between the student and the teacher to repair relationship. The student might be required to gradually re-enter class by doing a quiet activity on their own first or joining a small group before joining whole class. This is to allow for a positive transition.

Parents are also informed of positive behaviours.

Students holding leadership positions will lose the role they were entrusted with.

Depending on the behaviour and the recurrence of poor behaviour choices, students may have privileges removed by classroom teachers.

Fast Track:

In the case of extreme behaviours including, but not limited to: bullying, physical violence, inappropriate language or racism, the response will be fast tracked by the teacher to Leadership. Leadership will notify Parent/caregiver.

All behaviour that is recorded on Orange slips will be entered into EDSAS.

Code of Conduct - Playground:

- All food is eaten in allocated lunch areas – seated areas. No food is to be taken onto ovals or playground.
- 'No Hat – No Play' is enforced in Terms 1 and 4 and in Terms 2 and 3 on days when UV rating is over 3 (this is monitored by student leaders and announced on PA system at beginning of recess). Students not wearing hats sit under the verandah of Gym building and in lunch shed in Early Years yard. Consistently not wearing a hat then becomes a more serious matter as it violates the rule of 'Follow teachers' instructions'. This also applies to students who refuse to wear a hat.
- Sporting games and running activities are played on courts or grassed areas.
- Students walk in and around buildings.
- Student play safely and show consideration/respect for others – no rough play/play fighting, no tackling, and no going out of bounds.

Related Items:

- Well Being agreement
- Student re-entry plan
- Student development plan
- Formal Parent letter
- Restricted Play Form
- Buddy Class Form
- Learning Time Incident Report
- Yard Incident Report
- Low/Moderate/High/levels of inappropriate behaviour
- Behaviour Education Procedures
- Movement Card
- Chill out time
- Rock and Water program
- 5 A's

Policy ratified by staff: Date: 12/05/2020 Endorsed by Governing Council: Date: 11/05/2020 Review date: 2022
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APPENDIX A

Rights and Responsibilities

RIGHTS	RESPONSIBILITIES
<p>Students have the right to:</p> <ul style="list-style-type: none">• Learn in a purposeful and supportive environment• Work and play in a safe, secure, friendly and clean environment• Be treated with courtesy, respect and honesty• Be heard• Receive co-operation and support from teachers, parents/caregivers	<p>Students have the responsibility to:</p> <ul style="list-style-type: none">• Ensure their behaviour is not disruptive to the learning of others or disruptive to the teacher teaching• Ensure that the school environment is kept neat and tidy.• Ensure that they are punctual, prepared and polite• Display a positive manner• Behave in a way that protects the safety and wellbeing of others• Communicate issues and concerns with teachers and parents/caregivers• Value and respect the whole school community• Follow school rules• Accept consequences for their actions
<p>Staff have the right to:</p> <ul style="list-style-type: none">• Be treated with respect, courtesy and honesty• Teach in a safe, secure and clean environment• Teach in a purposeful and non-disruptive environment• Receive cooperation and support from parents/caregivers	<p>Staff have the responsibility to:</p> <ul style="list-style-type: none">• Model respectful, courteous and honest behaviour• Ensure that the school environment is kept neat, tidy and secure• Establish positive relationships with students• Ensure good organisation and planning• Ensure that all school property is well cared for and maintained• Report student progress to students and parents/caregivers• Implement the school behaviour management plan• Know the school rules and show consistency when enforcing them
<p>Parents/Caregivers have the right to:</p> <ul style="list-style-type: none">• Be treated with respect, courtesy and honesty• Be informed of curriculum, behaviour management procedures and decisions affecting their child's education, health and welfare• Be informed of their child's progress• Access a meaningful and adequate education for their child• Receive co-operation and support from teachers, their child (children)	<p>Parents/Caregivers have the responsibility to:</p> <ul style="list-style-type: none">• Model respectful, courteous and honest behaviour• Ensure their child attends school and is punctual• Ensure that their child's health and welfare is optimal for learning• Support the school in the education of their child• Value and respect other members of the school community

APPENDIX B

Code of Conduct:

Respect

- Be kind and courteous to all members of the Woodville Primary School community
- Make others feel welcome
- Follow instructions given by ALL staff members
- Listen attentively when others are speaking
- Treat all school and personal property with care
- Use good manners (hello, thank you, please, excuse me, etc.) with everyone
- Show respect for myself and do my best
- Let others learn
- Wear my school uniform

Fairness

- Treat everyone respectfully
- Be a good sport – play by the rules (review the rules of a game before playing)
- Accept that mistakes can happen
- Accept that not everyone will get what they **want** but everyone will have an equal opportunity to benefit
- Always do my share of an activity etc.
- Participate in all class activities set by teachers
- Let others learn and let teachers teach
- Be accountable for my own actions and resolve differences/conflict in a constructive, non-violent and peaceful way
- Include others in activities

Cooperation

- Be helpful
- Work sensibly with others
- Do my part to get the work done
- Put in my best effort
- Share jobs/roles/activities/equipment etc.
- Contribute in a positive way to society
- Take care of the environment
- Include others in activities and games; in the class and playground

Trust

- Be reliable – mean what I say
- Accept responsibility for my own actions
- Always be honest
- Stand up for others in a respectful manner ('standby' not being a 'bystander')



Woodville Primary-Low/Moderate/High Level Behaviours

Low Level Behaviours	Response
<p>Below is a list of possible behaviours (but not limited to) that could fall within this category:</p> <ul style="list-style-type: none"> Swinging on chair Making noises/talking Interrupting/calling out Off task/Avoiding completing tasks Out of seat Distracting others Taking things from others Fidgeting Irresponsible movement around school/late to class Negative attitude verbalised Breaking dress code deliberately Play fighting Interrupting games Littering/eating on oval Climbing trees Unwanted touching Not completing consequences Not complying with reasonable instructions 	<ul style="list-style-type: none"> Verbal reminder Redirect/diffuse/Relocate Use self-mastery checklist Restorative questioning: <ul style="list-style-type: none"> - What happened? - What were you thinking at the time? - What have you thought about since? - Who has been affected by what you have done? In what way? - What do you think you need to do to make things right? Practice appropriate behaviour Apology Peer support Address in class meeting Goal setting Acknowledge positive behaviour Hand signals/gestures/looks Stay in /finish work Other logical consequences that fit the situation <p>Further poor behaviour choices will result in 'Moderate Level Behaviour' response.</p>
Moderate Level Behaviours	Response
<p>Below is a list of possible behaviours (but not limited to) that could fall within this category:</p> <ul style="list-style-type: none"> Repeated low level behaviours Dangerous play without being deliberate Hurting others-referring to "I was just joking" Arguing with adults Leaving classroom without permission Name calling/nasty comments/swearing Harassment Rough conduct Misuse of property Out of bounds Verbal abuse towards others (students/adults) Theft Bullying 	<ul style="list-style-type: none"> Verbal reminder Self-mastery checklist Restorative questioning: <ul style="list-style-type: none"> - What happened? - What were you thinking at the time? - What have you thought about since? - Who has been affected by what you have done? In what way? - What do you think you need to do to make things right? Loss of yard play/restricted play Community service Class/yard form filled out: Walk and talk Other logical consequences that fit the situation Parent contact Take home <p>If reflect/self-mastery checklists are used, the class teacher will file and also send copy home to parent for signing. Wellbeing leader also to file a copy.</p> <p>Further poor behaviour choices will result in 'High Level Behaviour' response.</p>
High Level Behaviours	Response
<p>Below is a list of possible behaviours (but not limited to) that could fall within this category:</p> <ul style="list-style-type: none"> Deliberate directed swearing Facilities abuse/damage Violence/assault Vandalism Graffiti Stealing Drugs Weapons Bullying/discrimination Leaving school grounds Refusal/non compliance Threatening behaviour Sexualised behaviour Persistent low/medium behaviours 	<p>Student will be sent to the office with 'Class/Yard Behaviour' form and any other records/information. Parent/caregiver to be sent a copy of relevant Behaviour/Reflection sheet. EDSAS updated with information.</p> <p>Leadership will follow up by investigating further. Outcome of investigation will be communicated to relevant staff.</p> <p>Consequences will be determined by the outcome of the investigation.</p> <ul style="list-style-type: none"> Parent contact by either staff member who reported or by leadership. Leadership intervention Restricted play Take home Suspension Exclusion Student development plan/re-entry meeting Police notified/attendance if required.

APPENDIX D

Restorative Questions:

When challenging behaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected and in what way?
- What do you need to do to make things right?

To help those affected:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What you think needs to happen to make things right?

Staff that are not confident or new to using Restorative Practices will be up-skilled by the Wellbeing and Engagement Leader.