



Behaviour Management Policy

RATIONALE

Virginia Primary School strongly promotes students being responsible for managing their own behaviour and has a strong commitment to living our school values. Therefore Student Behaviour Management (SBM) is underpinned by our values and students are encouraged to conduct themselves in accordance with these values in both class and yard. This policy is applicable in all areas of the school including 'Virginia Out of School Hours Care' (OSHC) and school based extra-curricular activities.

We believe a supportive school environment is one that endeavours to meet the needs of the school community. Virginia Primary operates in the within the context of the wider society and has a responsibility to prepare young people for successful participation in society. Our Behaviour Management Policy provides a system of relationships, expectations, acknowledgements and consequences designed to promote effective learning in a positive school environment. It strongly emphasises the use of positive practices to support the students in making appropriate choices and accepting responsibility for their behaviour. We believe collaboration between school and home and consistency of expectations between all parties is vital to achieve our outcomes.

PURPOSE

To ensure all students are learning in a school environment which is safe, inclusive, conducive to learning, orderly and free from harassment and bullying. To ensure all students: Have positive learning behaviours, communicate effectively, have effective problem solving and social skills, have positive self esteem, respect themselves, others and the environment and enjoy learning.

GUIDELINES

A safe learning environment is developed by all staff, in an culture of encouragement, support, challenge and excellence.

- All individuals and groups within our school are treated with respect at all times.
- All teachers provide a curriculum that is relevant and inclusive, supported by a range of teaching approaches and assessment methods as there are links between learning and behaviour.
- The school values are explicitly defined, displayed and referred to in all classes and learning areas.
- The school values form the basis for all teaching staff to develop codes of conduct with students in their learning environments and to respond to inappropriate behaviour.

OUR SCHOOL VALUES IN ACTION

RESPECT:

Behaving politely towards others, not putting others down, looking after our school environment and property.

CARING:

Speaking and behaving kindly, considering other people's feelings, helping others.

FAIRNESS:

Sharing, taking turns, playing and working by the agreed rules, including others, taking the time to listen to others.

ACHIEVEMENT:

Trying hard, being persistent to keep improving and learning at your level, setting goals and feeling proud when you have been successful in reaching your goals.

DIVERSITY:

Valuing the similarities and differences in all people. Being confident and proud of who you are.

RECOGNISING AND ENCOURAGING VALUE BASED BEHAVIOUR

“In a success oriented school the time and energy spent on consequences for responsible behaviour should exceed the time and energy spent on consequences for irresponsible behaviour.”

At the start of each school year all classes develop negotiated strategies for recognising and encouraging behaviour that supports our school values through our whole school “First Two Weeks back” values program.

At Virginia we believe that relationships are at the core of learning. When relationships break down we use a restorative approach to rebuild and restore them. We recognise and acknowledge positive behaviour that support our school values in a variety of ways including verbal praise, positive notes to parents, publishing student work etc in the newsletter, certificates, stickers etc.

WHOLE SCHOOL FRAMEWORK FOR DEVELOPING VALUES BASED BEHAVIOUR

In the first few weeks of school classes negotiate their class code of conduct, identifying positive and value based behaviour. Low, moderate and severe level inappropriate behaviours are also identified and their consequences determined in line with school and departmental behaviour policy.

Value based relationships are built upon within classes and as a school community through adult role-modelling, peer mentoring through buddy classes and a variety of getting to know you games. Using the relationships focus area of the ‘Child Protection Curriculum’ to guide us, we teach explicitly about relationships to deepen children’s understanding of effective communication.

All students have a diary or communications book issued to them at the start of the school year. This is an important document as it facilitates daily home / school communication. This is a working document and is required at school every day.

CLASS PROCESSES TO DEVELOP BEHAVIOUR

All teachers’ use a pro-active approach and know that some students are likely to present with challenging behaviours. The rights of children to learn and of teachers to teach are paramount when working with students to develop positive behaviours.

Student learning is well planned, prepared and supervised providing an environment where students feel safe and secure and are able to develop their behaviour.

Individual student needs around social, emotional and cognitive development are taken into account. Student Development Plans are drawn up for individual students with challenging behaviours to provide successful pathways for their individual behaviour development.

Minor behaviour issues are addressed by teacher judgement using their class code of conduct. As a school we use a 5 point scale to help students regulate levels of their behaviour (see appendix 1). All students are supported before their behaviour escalates to a no-win situation. Low level strategies are used initially.

If a student continues to behave irresponsibly they are given **time out in another class**.

If behaviour continues or escalates it requires a more formal consequence and the student is sent to **Office Time Out**.

In this situation the teacher sends a completed Behaviour Support Form to front office. The student will be **counselled** by a member of the leadership team and an Office Time Out form is sent home for parents to discuss with their child and sign to be returned to school.

When the student is ready to be **re-entered** they will be escorted back to class. Negotiation will occur between leadership and the class teacher as to how this is done.

If behaviour continues or escalates the student will attend **repeat office time out**. The same Behaviour Support Form is sent to the front office with the student on any day.

A member of the leadership team negotiates a more formal consequence which can be a phone call to a parent / caregiver, take home, internal suspension or suspension.

Behaviours requiring a more formal consequence include:

- Threatened or actual violence
- Illegal actions
- Damaging or stealing property
- Threatening the safety or well-being of another person
- Interference with the learning of the class
- Continued irresponsible attitude to their work

The first four behaviours may be ‘fast-tracked’ avoiding the initial stages outlined on the previous page.

When a formal consequence is required it is coded against the rule that has been disrespected and recorded on EDSAS / DUX.

Formal consequences may include:

- Office sit out
- Internal suspension
- Take home
- Suspension
- Exclusion
- Expulsion

On return from suspension a re-entry meeting will occur where the student, their parent / carer, teacher and a member of the leadership team will negotiate a Student Development Plan which clearly outlines behaviour goals. At this stage referral to our Regional Educational Support team will be considered (Interagency Student Behaviour Management, Social Worker, CAMHS, etc.)

YARD PROCESSES TO DEVELOP BEHAVIOUR

If a student behaves irresponsibly in the yard they are firstly given an opportunity to adjust their behaviour. Teachers may ask a student to sit on a bench in the yard or another appropriate area.

If behaviour is repeated or yard rules are broken, students are referred to yard time out by informing the student and their teacher via a ‘Yard Time Out Form’. A white note is given directly to the student to take home to be signed, a blue carbon copy goes to the office and a yellow copy to the classroom teacher so they are also informed.

This is a formally recorded consequence.

Once a student has been given more than three yard time outs in a term parents are contacted by a member of the Leadership Team to discuss ways in which the student can be further supported to modify their behaviour. Further actions may be outlined. These may include restricted play, community service during play periods, “take home” or even suspension.

UNACCEPTABLE BEHAVIOURS

> > > > SERIOUSNESS > > > >		
May result in sit out on a bench	May result in Yard Time Out	May result in immediate exit from the yard and/ or Yard Time Out—even suspension
<ul style="list-style-type: none"> • Jumping off the play equipment • Chasey on the playground • Throwing • Lifting younger students 	<ul style="list-style-type: none"> • Bullying/ Harassment including name calling, teasing, pushing others, threatening. • Not following instructions • Play fighting • Tackling • Out of boundaries 	<ul style="list-style-type: none"> • Violence • Strong defiance • Repeated bullying/ harassment including name calling, teasing, pushing others, threatening.

AGREED YARD RULES AT VIRGINIA PRIMARY SCHOOL

Yard rules exist to provide a safe, healthy and fair environment for all community members.

Before School

Students are not permitted on the playground equipment. From 8:30am there are teachers on duty, before this time students need to be booked in at Out of School Hours Care (OSHC)

Hat Policy

All students must wear a broad brimmed hat in the yard during school hours. If a student does not have a hat they must sit under the shelter on either side of the basketball court or near the Preschool for the duration of play time. Hats are required to be worn from the 1st of September to the 30th of April each year as states in our Sun Smart/ Skin Protection Policy.

Food

Students may take food outside but must eat sitting under the verandah alongside their classroom. No wrappers should be taken out.

Wet Weather Procedures

If it starts to drizzle all students should come directly to the verandah area and keep dry. Only in prolonged heavy rain will a rain bell ring signalling return to classes for students and teachers.

Playgrounds

Students are not allowed to play chasey or have any sports equipment on the playgrounds.

Ball Games

No balls or other play equipment is permitted on the playgrounds. Balls must be used on the hard court area or on the oval. Balls may only be kicked on the oval. Balls are not allowed under the verandahs.