



## **WILLOW GROVE PRIMARY SCHOOL**

### **BEHAVIOUR MANAGEMENT POLICY**

#### **Rationale**

At school everyone should be treated respectfully, every person needs to feel safe and secure and students need an environment that supports their learning, personal growth and positive self-esteem.

#### **Purpose**

To establish what is expected with regards to student behaviour and to state how the school will respond to student misbehaviour.

To ensure that our school is a place where:

- Everyone feels safe, positive and cared for.
- Positive relationships between teachers, students and parents/caregivers are fostered.
- Rights and responsibilities are known, respected and protected.
- Self-discipline and a capacity to accept responsibility for one's own actions is nurtured.
- There are always clear expectations for student behaviour and how the school responds to student misbehaviour.

#### **Implementation**

##### **School Values**

All teachers, students, parents/caregivers and visitors should embrace the following school values:

- Respect
- Resilience
- Teamwork
- Community

##### **Expectations**

The school also sets the following expectations that underpin student behaviour in the classroom, playground, incursion/excursion/camps and all school activities. These expectations will be aligned to our school values.

## **Expectations of students**

- Be friendly and polite, and protect the safety and well-being of self and others.
- Learn and allow others to learn.
- Look after one's own belongings, other's belongings and school resources.
- Follow the directions of staff at all times.
- Play safely.
- Wear the school uniform with pride
- Care for and respect the school environment.
- Keep your hands and feet to yourself.

## **Classroom Expectations**

Each teacher is to:

- Establish with his or her class, age-appropriate understandings and expectations of the learning environment that is to be established and maintained. The 'School Values' and the 'Expectations of students' stated above are to be used as a guide to the scope of the understandings and expectations.
- Ensure that there is an emphasis on positive behaviours and quality learning time, but acknowledge that from time to time there will be a need to clearly articulate what constitutes inappropriate behaviour.
- Teach and explain the Whole School Behaviour Management Program and develop a classroom reward system (see attached).

These discussions need to include:

The school values and expectations.

Clearly define acceptable behaviour.

Rewards for appropriate behaviour.

Consequences for unacceptable behaviour.

- Ensure that the Whole School Behaviour Management Program is sent home to parents/caregivers in the first term, so that the child and family can become familiar with classroom behaviour codes and expectations.
- In Term 1, support the leadership team in the review of the Whole School Behaviour Management Program, which includes the Playground and Classroom Management Plans.

## **Principal/Leadership Team Expectations**

School leaders have a particular responsibility to offer all staff (including casual relief teachers) broad and deep support in acting on the policy. Essential elements of this support structure are:

- Principal will have entry interview with all new students and families to explain Behaviour Management Policy and Whole School Behaviour Management Program
- Foster a team approach to student well-being, which includes regular communication with all staff about current issues, student welfare and behaviour management program effectiveness.
- An approach to working with staff that assists and supports each staff member to establish and maintain a classroom behaviour model that reflects the school values and the student expectations listed in this policy.
- At the commencement of each year and on other occasions when necessary, review with all staff the School Behaviour Management Program.

- Assist staff to develop, implement and monitor behaviour plans for students who are unable to consistently exhibit the behaviours exemplified through the values and expectations.
- Provide support to teachers to ensure that inappropriate student behaviour does not interfere with the learning of other students.
- Actively support a partnership between parents/caregivers, students and teachers.
- Ensure that the Behaviour Management in the Playground Plan is sent to all families in the first term.
- Inform all new members of the school community of the content and implementation of the Behaviour Management Policy and the Whole School Behaviour Management Plan.

## **Responding to Student Misbehaviour**

The school's emphasis is on responding to student behaviour in positive and encouraging ways. On those occasions when students make poor choices with their behaviour, staff will assist them to learn from the incident, so that similar mistakes might not be repeated. At all times the dignity of the student involved will be maintained. In conjunction with consequences, the emphasis is to be on repairing relationships and moving forward in a positive way.

Where students need greater support, staff are to work in partnership with the parents/caregivers and are to put into place appropriate student specific strategies to assist the student in his or her attempts to improve the behaviour. The leadership team is an essential resource for teachers and should assist and provide support on these occasions.

Serious misbehaviours must be reported to the Principal.

Behaviours that constitute serious misbehaviour include, but are not limited to the following:

- Direct verbal or physical abuse.
- Bullying.
- Deliberate physical damage to property.
- Non-compliance or refusal to follow a direct instruction from a staff member.
- Repeated disruption to student learning.

## **Actions**

- The incident is reported to parent/caregivers in person, by phone or by letter.
- When deemed necessary a conference involving the student, parents/caregiver and relevant staff will take place. The aim of the conference will be to repair relationships and to determine the best method of assisting the student to adhere to our Behaviour Management Policy.
- The child will be offered appropriate support as needed.
- Time out of the classroom and or playground will be implemented. (As detailed in the Whole School Behaviour Management Program).
- Further serious misbehaviour will require a further conference with parents. Followed by one or more of the following:
  - Contractual arrangements. This is an agreement reached between the school, the student and the parents/caregivers stating the conditions under which the student's attendance in the school will continue.
  - Exclusion from special school activities such as: sports days, camps, incursions and excursions.
  - In school suspension.
  - Out of school suspension.

- Expulsion.

### **Restraint of Students**

With regard to the restraint of students, the school will comply with Regulation 15 of the Education and Training Reform Regulations 2007 which states: “A member of the staff of a government school may take any reasonable action that is immediately required to restrain a student of the school from acts or behaviour dangerous to the member of staff, the student or any other person.”

The object of the restraint is to avert the danger to some person. It should therefore be measured (i.e: reasonable in the circumstances) and removed once the danger has passed.

### **Evaluation**

This policy will be reviewed in 2019

### **Ratification**

This policy was ratified by the School Council on Tuesday 21<sup>st</sup> March 2017.