



Coolbinia Primary School

Behaviour Management Policy

Reviewed December 2017

'To assure the healthy development of every child so that each has the knowledge, skills and resiliency to be successful in a rapidly changing world.'

Gibbs, J

OVERVIEW

The principal, in collaboration with all staff, is responsible for the creation and maintenance of a safe, positive and friendly learning environment; by the development of processes for the effective management of student behaviour. The principal and staff strive to promote positive behaviours with numerous strategies in place.

All staff use restorative justice approaches that promote and encourage personal reflection. This process develops students understanding of their behaviour as they become better equipped to understand how their actions impact others and how to monitor future behaviour.

Restorative justice creates opportunities for students to:

1. Be aware of the impact of their behaviour
2. Understand the obligation to take responsibility for their actions, and
3. Take steps towards making things right.

The *Melbourne Declaration on the Educational Goals for Young Australians* (MCEETYA 2008) focuses on students becoming:

- **Successful learners**
That is students who are able to solve problems in ways that draw upon a range of learning areas and disciplines, work in teams and communicate ideas and are motivated to reach their full potential.
- **Confident and creative individuals**
That is students who have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, develop personal values and attributes such as honesty, resilience, empathy and respect for others, relate well to others and form and maintain healthy relationships, and embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions.
- **Active and informed citizens**
That is students who act with moral and ethical integrity, are committed to national values of democracy, equity and justice, and participate in Australia's civic life, and are responsible global and local citizens.

OUR SCHOOL VISION - *Inspiring Growth*

At Coolbinia Primary School all students will work and play in a safe, caring, friendly and inclusive environment. Coolbinia Primary School staff will provide support to students as they learn appropriate social behaviour. Social behaviour includes self-control, interpersonal skills, resiliency and accepting responsibility for own behaviour. Positive and on-going relationships will be modelled amongst parents, staff, students and other community members. In supporting students to be positive and contributing citizens now and in the future, teachers will provide a relevant and meaningful curriculum in a positive and dynamic environment.

Whole School Community Rights and Responsibilities

Students have the **RIGHT** to:

- learn in a purposeful, supportive and friendly environment
- work and play in a safe, secure, friendly and clean environment
- respect, courtesy, support and honesty
- no put-downs
- not be bullied.

Students have the **RESPONSIBILITY** to:

- behave appropriately so as not to disrupt others
- be punctual, polite and well prepared
- protect the safety and wellbeing of themselves and others
- not use put-downs
- not bully others.

Staff have the **RIGHT** to:

- courtesy and honesty
- work in a safe, secure and clean environment
- teach in a purposeful and non-disruptive environment
- support from parents in the providing conditions for maximum child learning
- cooperation and support from colleagues
- cooperation and respectful communication from parents

Staff have the **RESPONSIBILITY** to:

- model respectful, courteous and friendly behaviour
- model honesty
- ensure that the classroom and school environments are kept neat and secure
- establish and maintain positive relationships with students, parents and colleagues
- provide a well organised, stimulating learning environment
- liaise with parents in reporting student progress, behaviour and wellbeing.

Parents have the **RIGHT** to:

- expect a meaningful, challenging and rewarding education for their child
- expect their child is safe and cared for
- courtesy and honesty
- be informed of curriculum material
- be informed of behaviour management procedures and decisions affecting their child's health and wellbeing
- be heard in an appropriate forum on matters related to the rights of their child

Parents have the **RESPONSIBILITY** to:

- liaise professionally with the teacher
- ensure that their child attends school and is punctual
- ensure that the physical and emotional well-being of their child is at an optimum for effective learning
- provide their child with necessary materials to optimise participation in all school activities;
- support the school in developing and providing meaningful experiences for their child.

School Rules and Expectations

Schools provide diverse social environments which allow students to build the skills necessary for positive interactions. Students need time and varied opportunities to improve their understanding of responsible and helpful social behaviours, self-control and resiliency. Accepting responsibility for their actions and thinking about the consequences of these actions concerning themselves and others is a foundation for future positive behaviour. Staff will act with consistency but recognise the respect for student individuality. In some cases a specific Individual Behaviour Plan (IBP) may need to be negotiated.

Coolbinia Primary operates under four main overarching agreements. The behaviours expected of our students are:

1. Mutual Respect
2. Participation
3. Attentive Listening
4. No Put Downs

At the beginning of each year, teachers will work with students to create individualised classroom agreements which sit under these four main overarching agreements.

Positive reinforcement will be used as the first step of encouraging correct behaviour and redirecting students to make constructive choices. Teachers will use, but are not limited to:

- ✓ Specific, positive verbal reinforcers for compliance with targeted behaviour.
- ✓ Utilise verbal praise and physical proximity to reward students.
- ✓ Individual classroom reward systems - eg tokens, raffle draws.
- ✓ Certificates of Celebration - conducted fortnightly
- ✓ Work samples sent to other teachers and Administration staff
- ✓ BOYAS - varied amounts that can be spent in different ways.

In-Class Consequences Flow Chart

Every class will use the school traffic light system. Every classroom to implement the following steps:

1. All students begin each day or specialist teacher lesson on green.
2. Verbal warning and student moves to orange.
3. Move to red and student has time out in class and completes restorative justice reflection sheet (see Appendix 1 and 2). **Student is not to leave the teaching space/ classroom.**
4. Student returns to green.
5. Verbal warning and student moves to orange.
6. Move to red and student has buddy class time out and completes second restorative justice 'chat' and reflection.
7. Student returns to green.
8. Verbal warning and student moves to orange.
9. 3rd move to red results in student being sent to Administration with the two completed reflection sheets. If student refuses to go to office, send yellow card (assistance required) to office.

**** A SSI behaviour management report needs to be completed for all students who are sent to Administration at Step 9.**

Severe behaviours, such as physical or verbal assault, inappropriate language and outright defiance will not be tolerated - Students will be fast tracked to Step 9. Use Red Card if necessary to send for Administration. Principal, Associate Principal or delegated person in charge will contact parents when children are referred. A SIS behaviour letter will be sent home.

PLAYGROUND BEHAVIOUR MANAGEMENT

Playground Rules

These playground agreements were created in collaboration with the students as actions deemed necessary to build a positive outdoor environment that is safe for all students.

1. I will treat others and property with respect
2. I will respect others games
3. I will remain in the school grounds and seek permission to leave eg. to retrieve sports equipment
4. I will enter a classroom only if a teacher is present in the room
5. I will walk on the verandah and not climb on the verandah rails
6. I will walk my bike in the school grounds
7. I will wear a sun-safe hat during recess, lunch and physical education activities
8. I will borrow sports equipment following the correct borrowing procedure
9. I will eat food seated on the verandah or seated in the undercover area
10. I will leave toys and valuable personal items at home
11. I will wait outside the room before school starts

Playground Behaviours - Actions/Consequences

Each type of behaviour is categorised into one of three intensities - low level, moderate and severe. Each intensity has a specific set of consequences to match the behaviours.

Behaviours are categorised into three areas - Anti-Social, Verbal and Physical

Behavioural Intensities	Examples	Action/Consequence
Low	Not wearing a hat, running on the veranda, not sitting down to eat, not using equipment correctly etc	<ol style="list-style-type: none">1. Verbal warning given to student and school rule restated. Logical consequence given e.g. If student is running, instruct student to go back and walk.2. Removal from playground and reflection sheet completed. Duty teacher to discuss with classroom teacher and behaviour recorded on SIS behaviour.

Moderate	Interfering with another game or activity, nasty talk about someone, name calling, pushing, shoving etc	<ol style="list-style-type: none"> 1. Verbal warning given to student and school rule restated. Logical consequence given. 2. If behaviour continues, student is required to walk with duty teacher until dismissed. 3. Reflection sheet to be completed. Duty teacher to discuss with classroom teacher and behaviour recorded on SIS behaviour.
Severe	Excluding from groups, spreading false rumours, swearing directed at individuals, punching, kicking, fighting etc.	<ol style="list-style-type: none"> 1. Student is removed from playground environment immediately and sent to office with timeout card. 2. Investigation into incident by Administration. Administration intervention procedure followed. Serious offences immediate suspension (wilful harm to others).

Administration Intervention Procedure

Administration discusses the incident with the duty teacher

1. Follow Restorative Justice process (see Appendix 3)
2. Interview child or children involved and record notes from their comments or version of events.
3. Interview witnesses to clarify the event and substantiate the initiator/ perpetrator and the victim.
4. Contact parents of all parties and explain the situation.
5. Organise a conflict resolution meeting with the victim and the perpetrator.
6. Reinforce the school rules broken and explain the consequences of their behaviour to the child or children identified as the perpetrator(s).
7. Record incident and actions on SIS behaviour. Print parent letter and internal advice form.
8. Serious offences will result in immediate suspension.

In the case of the Principal not on school sight when serious behaviour occurs the following line of management is to be followed for decision making:

1. Principal
2. Associate Principal
3. Curriculum Coordinator
4. Learning Support Coordinator
5. Level 3 Classroom Teacher