



# Behaviour Management Policy

## Sunbury West Primary School

### Description

At Sunbury West Primary School, we provide a safe, caring and happy environment which encourages children to take responsibility for their own actions in order to develop self esteem, self regulation and social responsibility. Through the School Wide Positive Behaviour framework we promote positive and acceptable behaviours and encourage the children to be aware of the consequences of their actions and to accept responsibility for them.

### 1.0 Purpose:

- 1.1 To guide students to choose responsible behaviour through the School Wide Positive Behaviour framework and recognise there are consequences for inappropriate behaviour.

### 2.0 Objectives:

- 2.1 To establish responsible behaviour in the classroom, in the play ground, on excursions and camps, school events, travelling directly to or from school.
- 2.2 To establish a set of expectations in the classroom that will provide guidelines and expectations for appropriate classroom behaviour.
- 2.3 To establish a set of expectations for the playground that will enable students to play appropriately within a safe environment.
- 2.4 To provide positive reinforcement to students who behave in an appropriate manner.
- 2.5 To provide consequences to students who behave in an inappropriate manner.
- 2.6 To encourage students to develop appropriate behaviours based on intrinsic motivation and not a need for rewards.
- 2.7 To assist students in developing accountability for their actions and consistently making the 'right' choices in regards to appropriate behaviour.

### 3.0 Implementation:

- 3.1 Classroom rules/rewards/consequences are to be established at the beginning of the year. These rules are to be negotiated between the teacher and the students. Rules are set based on our School Wide Positive Behaviour matrix. The rules should be worded in a positive way and be limited to 5 or 6.
- 3.2 Playground rules/consequences are established at the beginning of the year these are based on our School Wide Positive Behaviour matrix. These rules are established by the Principal and Staff in order to provide a safe playing environment for all students.
- 3.3 Positive Feedback is used to recognise and reinforce positive behaviour – either individual or whole class. Individual feedback may include praise; incentives such as stickers, certificates; awards such as Student of the Week; a positive note or phone call to parents; special short-term privileges like being a leader in line. A whole class reward may be achieved by reaching a milestone such as 50 marbles in a jar. This

reward will be chosen by the grade as a whole and may include such things as a special lunch, grade party, DVD or a game outside. Cost for the grade reward is to be kept to a minimum.

**3.4** Consequences are a series of conditions that the teacher may apply in turn when a student chooses not to follow the school's behavioural expectations. They are designed to give the student a chance to reflect on his/her behaviour before stringent measures are applied. The minor and major behaviour matrix will support staff in this process.

**3.5** Restorative questions – this series of questions may be used when questioning a child about his/her misbehaviour –

- (i) What happened?
- (ii) What were you thinking at the time?
- (iii) What have you thought of since?
- (iv) Did you do the right or wrong thing?
- (v) Who has been affected by what you have done? In what ways?
- (vi) What do you think you need to do to make things right?
- (vii) Can we put this behind us and move on?

**3.6** These steps are followed when a student breaks a classroom rule.

#### **CLASSROOM:**

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|---------------|---|
| <b>Step 1</b> | Warning and record incident on Compass as a Behaviour Observation.  |
| <b>Step 2</b> | Withdrawal from the group (for a short period of time eg.5 -15 minutes) to another part of the room. Record on Compass as a Behaviour Observation. Conference the child (using Restorative Practices questions) at the end of the session or next recess break. |
| <b>Step 3</b> | Exit to another grade until the end of the session. Conference the child (using Restorative questions) at the end of the session or next recess break. Behaviour Notification note to be sent home to parents via Compass.                                      |
| <b>Step 4</b> | Detention. Record on Compass, this will send a notification to parents.   |
| <b>Step 5</b> | Sent to Principal/Assistant Principal. Record on Compass.   |

**Severe Clause:** A student who engages in severe misbehaviour may be sent to the Principal/Assistant Principal and /or a detention given without proceeding through the steps. Behaviours deemed severe may include: vandalism, injuring another person, offensive language/behaviour, bullying, fighting. (Refer to Minor/Major Behaviours table)

**Drop Down Clause:** If the child's behaviour does not begin to show some improvement, then the teacher, in consultation with the child, may 'Drop Down' a step.

**Further possible actions:** Behaviour Diary/ Communication Book, Contracts, Goal tracker, parent meeting with Principal.

**3.7** These steps are followed when a student breaks a playground rule.

#### **PLAYGROUND:**

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|---------------|--|
| <b>Step 1</b> | Warning issued by the Yard Duty teacher. Name and misdemeanour recorded on Compass as a Behaviour Observation. |
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- Step 2** Withdrawal from the activity (for a short period of time eg.5 -15 minutes) or walk with the Yard Duty Teacher. Conference the child (using Restorative questions). Record name and misdemeanour on Compass as a Behaviour Observation/Notification.
- Step 3** Withdrawal from the yard – sent to Office – Principal/Assistant Principal notified and he/she speaks to the child to discuss his/her behaviour and future action.
- Step 4** Detention.

**Severe Clause:** At any stage the child may be sent to the Principal/Assistant Principal and /or detention given without proceeding through the steps. Behaviours deemed severe may include: vandalism, injuring another person, fighting, throwing stones, offensive behaviour/language, bullying. (Refer to Minor/Major Behaviours table)

**Further possible action:** ongoing withdrawal from the yard, parent meeting with Principal, Behaviour Management Plan.

**3.8** These steps are to be followed when a student does not follow the ICT/Internet acceptable use policy and the iPromise (Grade 5/6).

#### **DIGITAL ENVIRONMENT:**

- 1<sup>st</sup> Offence** Warning issued by the teacher. Name and misdemeanour recorded on Compass as an Esmart Report
- 2<sup>nd</sup> Offence** Name and misdemeanour recorded on Compass as an Esmart Report and discontinue use of device for the session.
- 3<sup>rd</sup> Offence** Name and misdemeanour recorded on Compass as an Esmart Report and discontinue use of device for 24 hours.
- 4<sup>th</sup> Offence** Name and misdemeanour recorded on Compass as an Esmart Report, detention may be given and a discussion will be held with the parent regarding loss of privilege for a longer period of time.

**Severe Clause:** At any stage the child may be sent to the Principal/Assistant Principal and /or detention given without proceeding through the steps. Behaviours deemed severe may include: vandalism of a device, cyber bullying, inappropriate online behaviour, continued failure to comply with ICT/Internet acceptable use policy and iPromise.

**Further possible action:** discontinued use of device for an agreed upon period of time, removal of privilege to access wifi while at school, parent meeting with Principal, Behaviour Management Plan. Should a student be withdrawn from using the device an alternative arrangement will be made to ensure access to the curriculum.

**3.9** Suspension is a serious disciplinary measure applied where a student: fails to comply with the instructions of the Principal/Assistant Principal/Teacher; consistently interferes with the educational rights of other students; behaves in a dangerous or violent manner; engages in discriminatory behaviour (including harassment); or behaves in a way which threatens the school's programs. Suspension and expulsion procedures are applied according to DET guidelines.

#### **3.10 Detention Procedure:**

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- (i) The purpose of detention is to allow the student to discuss/reflect on his/her behaviour; discover strategies that they can be used in the future that will enable him/her to improve his/her behaviour. This can be achieved with the use of Restorative questioning.
- (ii) The School Wide Positive Behaviour matrix is used to discuss school values, rules and the need for everyone to feel safe and secure at Sunbury West P.S.
- (iii) The role of the teacher on Detention duty is to support the student while discussing strategies that can empower him/her to modify his/her behaviour. The Detention duty teacher should support the staff member who has issued the detention, as there is often a build-up of misbehaviours leading to the detention. It is not necessary to become involved in a discussion with the student as to whether the detention is valid, as this would have been explained earlier by the teacher who gave the detention.
- (iv) Detention will take place during the first half of lunch time.
- (v) In Terms 1 and 2, students in Prep -2 will attend for 15 minutes. This will increase to 30 minutes in Terms 3 and 4. Years 3 – 6 students will attend for 30 minutes from the beginning of the year.
- (vi) The teacher on Detention duty will receive the pink Detention form in their pigeon hole or it will be forwarded directly to his/her classroom prior to the lunch time duty. The Detention will be held on the day it was given, where practicable, alternatively it will be held on the following day.
- (vii) The Detention notice will be sent home via Compass, parents/guardians will receive an email, if an email address is not provided, the detention will be printed and sent home in the mail.
- (viii) If a student receives three detentions within a term, he/she is informed of the implications of further misbehaviours. A meeting between the Principal, classroom teacher and parent may be held if necessary. The Principal and classroom teacher must feel confident that the student has the capacity to follow simple instructions immediately without compromising the safety of themselves or others. Attendance at camps and excursions is not automatic and can be jeopardised if the Principal remains unconvinced that a student can/will behave satisfactorily in an unfamiliar environment.

#### **4.0 Evaluation:**

**4.1** Behaviour records from Compass.

**4.2** Analysis of data from DET surveys

This policy will be reviewed as part of the school's three-year review, next review 2021

This policy was last ratified by School Council on the 24/10/18

#### **Associated Policies/documents:**

Student Engagement and Wellbeing policy

ICT/Internet Acceptable Use policy

iPromise (Grade 5/6)

School Wide Positive Behaviour matrix

Minor and Major Behaviours table