

# Heathfield Primary School

## BEHAVIOUR MANAGEMENT and DEVELOPMENT POLICY

(Updated July 2017)

We believe school is a place of learning where everyone has the right to live, learn and educate in an ordered, safe, supportive environment. We all have the right to feel happy and safe in our school, therefore we will give care and consideration to the safety and feelings of others.

We will

- Respect ourselves and others
- Honour and value learning
- Observe school expectations and safety
- Participate in positive ways within our community
- Work towards, and model the School values of Harmony, Progress and Success in an environment where 'we are all teachers, all learners and all responsible'..

There are natural consequences for behaviours and actions that impact on the right of others to teach and learn, both in and out of the classroom environment.

- Our focus is on the education, encouragement, acknowledgement and support of **positive behaviour and positive leadership**.
- Positive behaviour strategies are discussed regularly by staff and students.
- Social skill and pro-social behaviour programs like *Play Is The Way* and *Restorative Practice* underpin our educational program.
- All students will be involved in establishing expectations in their classes.

To create a successful learning environment, it is an expectation that all teachers will:

- negotiate with students each year to establish the classroom culture and expectations
- regularly monitor and review to ensure that the classroom culture and expectations remain relevant
- where appropriate seek student input involving learners in the decision making processes of the classroom and the school

Repeated minor and serious behaviour choices are documented and discussed with students (see **CLASS and YARD Behaviour Management Procedures**).

In cases of conflict, when appropriate, Principles of **Restorative Practice** guide the resolution of conflict and inappropriate behaviours. This process advocates that people most effective in finding a solution to a problem are those directly involved. Restorative processes provide opportunities for those involved in a conflict to work together to understand, clarify and resolve the situation and work together towards repairing the harm caused to their relationship.

## **Responses to inappropriate behaviour choices (serious or repeated lower level) in the yard or in the classroom that are impacting negatively on learning and teaching:**

In this case the steps outlined in the DECD School Discipline Policy will be followed. The steps are as follows:

**1. Meeting** with the teacher, parents and student to discuss further strategies to help the student change his/her behaviour. The Principal may be invited to be involved.

*A Student Behaviour Contract may be developed.*

### **2. 'Take home' strategy**

This situation occurs when a student is unwilling or unable to comply with reasonable directions from teachers and is endangering himself/herself, or other members of the school community, or is interfering with the learning and teaching rights of other members of the school community.

'Take home' enables a student who is temporarily unwilling or unable to be managed in a school level 'sit out' (either in a buddy class or the office) to be removed from the school for the remainder of the day.

The 'take home' strategy is not extended beyond the remainder of a single school day.

When an incident requiring the 'take home' strategy occurs, the school contacts the child's family to organise for an adult to collect the student from school.

When the student returns to school the next day;

- A re-entry process needs to occur prior to the student returning to the class.
- This re-entry process involves a meeting with school personnel, student and parent or caregiver and the negotiation of a *Student Development Plan*.
- If a parent or caregiver cannot attend a re-entry meeting before the commencement of the next school day, the student returns to school on an alternative program until the meeting is held.

### **3. Suspension**

This may be internal or external. Internal suspension means that the student attends school but remains separate from their peers during the suspension period. External suspension means that the student does not attend school for a period of one to five school days for a very serious infringement (e.g. violent behaviour, unsafe behaviour, illegal acts, continued interference with the rights of other students to learn and of teachers to teach, persistent and wilful inattention or indifference to school work). A re-entry process occurs before the child returns to school in either case.

### **4. Exclusion**

This means that the student does not attend this school for either a set period of time ranging from four to ten weeks, or for the remainder of the term.

## **HARMONY PROGRESS SUCCESS – Expected School Behaviours**

(The following list is not exhaustive)

### TREAT OURSELVES AND OTHERS WITH RESPECT

- Speak politely.
- Call people by their proper name or one they like.
- Consider other people's feelings.

### PLAY SAFELY AND RESPONSIBLY

- Walk in corridors, classrooms, around corners and under the Warrendi verandah.
- Walk our bikes (or other wheeled vehicles) in the school grounds.
- Use equipment in the way it has been intended to be used and be responsible for the equipment we borrow.
- Leave dangerous things at home.
- Tell the yard duty teacher of any dangers we notice e.g. broken glass.

### OBSERVE THE BOUNDARIES

- Use an area that is safe and suitable for the game we are playing.
- Do not leave the school grounds without a parent/caregiver, before 3:15pm (unless permission is given by a teacher).

Remember the following areas are **out of bounds**;

- teachers' car park
- the bush area beyond the amphitheatre
- beyond the trees which have a yellow stripe painted on them
- behind the transportable classrooms
- inside school buildings during lunch and recess unless specific permission has been give

### PLAY RESPECTFULLY

- Ask before you join in a game.
- Borrow things only with the owner's permission.
- Let other people play their games without interference.
- Share the game area with others fairly.

### USE BELONGINGS AND PROPERTY SAFELY

- Respect our own and others belongings.
- Use and store school equipment safely and sensibly.
- Put equipment away after we use it.

### HELP KEEP THE SCHOOL CLEAN AND TIDY

- Place rubbish in a bin.
- Use the toilets properly.
- Help with school cleanups.

### COOPERATE WITH THE SCHOOL STAFF

- We need to follow adults' directions quickly and safely.
- Follow instructions so everyone enjoys school life.

## **Behaviour Management Procedures – CLASS**

This should not be a cumulative system, i.e. each day begins fresh.

### **Warning/Verbal Reminder (may be repeated, depended on prior engagement)**



**Time Out In Class** – 10 minutes to refocus and re-join group. On return student is expect to clarify the change they will be responsible for in their behaviour



### **Time Out In Buddy Class**

- Using either email, or catching parents at the end of the day, inform them that their child was **sent to Buddy class** and why.
- **Reflection Sheet** to be completed, copied and sent home for parent signature

After repeated **Buddy Class Time Out**, there should be a discussion between the Class Teacher or Principal and parents. A **behaviour contract** may be completed which should be signed with copies for parents and school. Edsas behaviour record is completed.

Teachers will also develop a small diary insert that will provide regular feedback to parents. An example could be;

<b>PROGRESS REPORT WEEK 2</b>				
<b>Behaviour</b>	Excellent	Good	Satisfactory	Needs Improvement
<b>Homework completion</b>	Excellent	Good	Satisfactory	Needs Improvement
<b>Organisation</b>	Excellent	Good	Satisfactory	Needs Improvement

### Notes

1. In the event of students reaching the Class Time Out stage frequently, the teacher may at their discretion move to Buddy Class Time Out. This intent should be made clear to the student prior to the act. This amounts to persistent and wilful inattention and needs to be communicated to parents.
2. For serious infringements or repeated inappropriate behaviour, a 'fast-track' may be appropriate and the student may be **sent directly to the Principal**. During this time, parents will be contacted via a **Reflection Sheet** which is to be returned signed. Other consequences may include internal or external suspension, take-home or exclusion in line with DECD Procedures (Procedures for Suspension, Exclusion and Expulsion of students from attendance at school – May 2012).

## **Behaviour Management Procedures – YARD**

This should not be a cumulative system, i.e. each day begins fresh.

1. **Warning / Verbal Reminder** - Walk with duty teacher. Restorative practice should be used to repair any harm caused.



2. **Time Out under Warrendi** - 5 minutes to re-focus before recommencing play. Students should not be accompanied by friends during this period and do not leave until the teacher returns and together identify appropriate replacement behaviour.



3. **Further Time Out** - rest of playtime or 10 minutes of following play period (teacher involved to pass this information on to the next 'roving' teacher).

***Student matters*** at staff meeting are to be used to **share behaviour concerns**. Should information need to be shared **prior/post SM**, please **email all staff** with a brief outline enabling consistency across staff.

*The school reserves the right to 'fast-track', or adjust our response, to the above processes based on the circumstances related to any given event which is at the discretion of the Principal. We do this to support a positive outcome for all and ensure our core business of teaching and learning are enabled.*