



# ***Golden Bay Primary School***

## **Behaviour Education Policy and Guidelines**

Effective: 2021

*The surest test of discipline is its absence.*  
Clare Barton

## **BEHAVIOUR EDUCATION & SUPPORT AT GOLDEN BAY PRIMARY SCHOOL**

### **1. POLICY STATEMENT**

The principal and staff have shared responsibility to provide a safe and positive learning environment. Staff will:

- Create a safe and supportive learning environment in which all students, staff and community feel safe, with differentiation provided to students at specific risk;
- Develop a stimulating classroom environment that maximises educational opportunities for students;
- Promote and reinforce pro-social behaviour and development of the whole child;
- Model appropriate behaviour in all interactions with students, parents and other staff members at the school;
- Develop a class code of conduct which is consistent with the Department of Education *Behaviour Management in Schools* policy and the school code of conduct and
- Use positive corrective practice to redirect student behaviour by:
  - Identifying lagging skills and unsolved problems.
  - Engaging in collaborative and collegiate problem solving.
  - Identifying tools and strategies to educate and support.

### **2. POLICY RULES**

The principal and staff of Golden Bay Primary School will conduct themselves and direct students in accordance with the Department and Golden Bay Primary School policies to maintain the expected standard of behaviour.

The Positive Behaviour Support framework will be used at Golden Bay Primary School, in conjunction with Social and Emotional Learning (SEL).

### **3. RESPONSIBILITY FOR IMPLEMENTATION AND COMPLIANCE**

Employees have a shared duty of care to create an environment where students and staffs can work effectively and without undue disruption.

It is important that well devised class lessons minimise the amount of individual re-direction required and set standards. These standards are expected as the accepted standard from the beginning of each year, adopted by newcomers, and become common practice in our school.

It is incumbent on all staffs that they are skilled in instruction, provide specific class lessons, have knowledge of students, and discuss the provision of behaviour education and tools used at meetings.

This is an expected part of professional duty to achieve the expected standards.

*“Good instruction is one of our best behaviour management tools, and preventative behaviour management is one of our best instructional support strategies.”*

*Sugai et al. 2005. p26*

#### **4. SUPPORTING PROCEDURES AND PROCESSES**

All behaviours will be managed with due consideration to the context in which they occur.

##### ***Whole School Planning for Behaviour Education***

*The Executive team will:*

- Ensure that the principles and procedures of Behaviour Education will be reviewed as indicated through a process involving the whole school community;
- Be responsible for ensuring that the school Behaviour Education Policy is an ongoing school focus and
- Ensure all new staff are in-serviced on the school Behaviour Education Policy and provided with a copy.
- Provide ongoing reflection and revisit with all staff each year.

##### ***Developing Appropriate Behaviours and Procedures***

Class teachers are responsible for:

- Facilitating discussions and explicitly teaching behaviour expectations at the beginning of the school year and at regular intervals throughout the year, using the Positive Behaviour Support Behaviour Expectations Matrix;
- Incorporating Behaviour Education strategies in to their lesson planning and class routines, using strategies that support and encourage positive behaviours and engagement;
- Recording and communicating information to parents in a timely manner;
- Preventative Behavioural Education;
- Maintaining, repairing and rebuilding teacher and student relationships through restorative practice; and
- Identifying lagging skills and unsolved problems and developing plans for Behaviour Education through a collaborative process.
- Ongoing reflective practice

Teachers will display:

- Positive Behaviour Expectations for the school and classroom;
- Steps for managing playground behaviour and incidents.
- Playground boundaries and expectations.

##### ***Developing Appropriate Behaviours and Procedures for Out of Class Activities***

Staff will:

- Discuss duty areas and requirements;
- Explicitly teach expected behaviours for excursions, incursions and visitors to the school; and
- Be familiar with school Critical Incident and Emergency Management plans.

*All staff require a thorough understanding of the duty areas and requirements.*

##### ***Supporting Students***

Behaviour Education and Support forms part of an educative and restorative process at Golden Bay Primary School.

These processes are underpinned by the following key principles of restorative practice:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness is key to creating learning communities with mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

## **Ongoing Support**

Behaviour will be reviewed in collaboration with the teacher, student and parent to develop an Individual Support Plan (ISP), as required. Students who require ongoing support will have their behaviour recorded on the School Information System and parents notified regarding possible further action. The intent is to provide support to the student, parent and teacher to restore and rebuild relationships at the earliest opportunity.

Any further actions or suspension will be initiated in consultation with the principal, parent, and in the context of each individual case. Students returning from a suspension will be supported by the Social & Emotional Learning Team

Extreme behaviours and serious breaches of discipline, such as physical assault or where student behaviour is intentionally disruptive to the whole class or good order of the school, may result in exclusion being sought by the Principal.

At Golden Bay Primary School our Positive Behaviour Support framework and Social & Emotional Learning (SEL) programs, promote self-regulation and support all students to maintain good standing as part of our learning community.

## **ROLE OF THE EXECUTIVE TEAM**

### **Members of Executive Team will:**

- Provide encouragement for positive classroom and playground behaviours.
- Manage students sent to the office for major misbehaviours.
- Immediately respond to teacher request for urgent assistance (red disc);
- Support staff with the maintenance of student records regarding any breach of discipline.
- Initiate contact with School Psychologist and/or outside agencies when required.

## **5. MOBILE PHONES**

All student mobile phones are to be switched off after arrival at school and not used in classrooms to lessen student distraction in their learning environment. Student mobile phones are locked safely in a classroom cupboard for the duration of the school day.

## **6. WEAPONS**

Under the Weapons Act 1999 “it is an offence to carry or possess a weapon; purchase, sell or supply a weapon; and/or manufacture a weapon.”

Where the weapon is deemed to be prohibited or controlled the principal will contact police immediately. The incident will be entered on the Department’s incident notification system. Prohibited weapons are any items that have no other purpose other than as a weapon such as firearms, spray weapons, flick knives and switch blades. Controlled weapons include those used in the practice of a martial art, sport, act or similar discipline such as swords, machetes and spear guns.

Incidents involving weapons will be dealt with as a serious breach of discipline and students suspended immediately as per the *School Education Regulations 2000 43 (1(b))*.

## **7. DEFINITIONS**

*As per the Department of Education Behaviour Management in Schools policy effective 28 January 2008*

Date of review: Every 3 years in line with whole school planning.