



Golden Bay Primary School

Behaviour Education Policy and Guidelines

Effective: June 2019

The surest test of discipline is its absence.
Clare Barton

BEHAVIOUR MANAGEMENT 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 individual attention 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 in a timely and consistent manner.

2. POLICY RULES

All employees 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.

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 correction required and set standards that reflect those in well-ordered homes. These standards should be insisted on as the accepted standard from the beginning of each year, adopted by newcomers, and become traditional 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 skilled class and behaviour management at meetings.

This must become a normal part of professional duties for the expected standards to be achieved.

“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

Consequences for all behaviours will be managed with due consideration to the context in which they occur.

Whole School Planning for Behaviour Management

The Executive team will:

- ensure that the principles and procedures of behaviour management will be reviewed every 2 years or as indicated through a process involving the whole school community;
- be responsible for ensuring that the school Behaviour Management policy is an ongoing school focus and
- ensure all new staff are in-serviced on the school Behaviour Management policy and issued with a copy.

Developing Appropriate Behaviours and Procedures for Classroom Management

Class teachers are responsible for:

- Facilitating discussions about the school Code of Conduct at the beginning of the school year and at regular intervals throughout the year.
- Providing well-devised lessons for students in the skills of managing their own behaviour so to minimise the amount of individual correction required;
- Incorporating behaviour management strategies in to their lesson planning;
- Adopting class routines and strategies that support and encourage positive behaviours and engagement within the classroom;
- Providing clarity regarding unacceptable behaviours and consequences
- Following up on unacceptable behaviour, recording and communicating information to parents in a timely manner;
- Preventative behavioural management;
- Following through on inappropriate behaviour in a timely way.
- Maintaining, repairing and rebuilding teacher and student relationships through restorative 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 Management

Staff will:

- Discuss yard duty areas and requirements;
- Explicitly teach expected behaviours for excursions, incursions and visitors to the school.
- Understand, discuss and teach about the need to care for our environment;
- Be familiar with protocols involved in receiving visitors in 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.

Duty teachers will:

- Carry the duty file.
- Wear high visibility vests for easy identification by students.
- Immediately support students to resolve minor misbehaviours.
- Issue faction points to children as rewards for appropriate behaviours.
- Record major misbehaviours on the supplied sheets when appropriate.
- Send children engaged with major misbehaviours to executive team with the behaviour sheet recording their misbehaviour.

Managing Breaches

Management of behaviours and the use of consequences form 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 disruptive behaviours

Where a student in a classroom continues to be disruptive and is interrupting the teaching and learning process, or where the student continues with low level disruptive behaviours despite the use of a number of strategies over time, the teacher may send for a senior staff member by giving a red disc to another student to take to the administration office.

Behaviour will be reviewed in conjunction with the teacher, student and parent with an intervention plan put in place as required. Students who breach their plan will have their behaviour recorded on the School Information System, parents notified and may be suspended. The intent is to provide support to the student, parent and teacher to restore and rebuild relationships at the earliest opportunity. Students identified as requiring ongoing behaviour and self-regulation support will be placed on an Individual Behaviour Plan.

Any 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 managed by the Student Services Assistant Principal.

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 Zones of Regulation program promoting self-regulation, supports 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 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