



## Behaviour Management Policy

### Aims:

At Kew Primary School we aim to provide a positive learning environment that enables all members of our community to grow together and achieve their best. We believe that positively connecting with students combined with guidance and direction enables students to optimise their learning and wellbeing. Consistent application of agreed school rules and expectations together with a range of supportive strategies including positive and negative consequences will help us to achieve this goal.

### Implementation:

To achieve our positive behaviour goals, Kew Primary School seeks to consistently apply agreed school rules and expectations together with a range of supportive strategies such as:

- In the classroom, teachers look to provide students with the necessary skills to work their way through problems rather than getting angry and despondent. This could involve one on one counselling, class circle time to discuss issues and revisit agreed classroom norms, common rules, personal goal setting, using Restorative Justice Principles and other programs such as Stop/Think/Do;
- Teachers provide clear instructions to children for and during learning sessions with expectations for the session clearly described;
- Teachers recognise children demonstrating appropriate behaviour and provide positive feedback and reinforcement;
- Warnings are given to a child who is behaving inappropriately;
- Teachers make clear to children that everyone makes mistakes but when a warning is given they must stop and change their behaviour; and,
- Teachers on Yard Duty play an active role talking with children, helping them with problem solving and helping to set rules for games.

Parents will be kept informed if there is any concern with a child's behaviour. On occasion the school will seek advice in dealing with these circumstances to develop on-going management strategies. This may include the use of an individual behavioural support plan or behaviour & learning contract.

### Positive Strategies

#### *Positive Reinforcement*

Positive reinforcement is the means of establishing secure parameters for children's behaviour in classrooms and in the playground so that the classroom is an optimal learning environment for every child and the playground is a safe and happy environment for every child.

Positive reinforcement rewards appropriate behaviour. Children are encouraged to realise that they are responsible for their own behaviour. Positive reinforcement determines expectations for children and

the consequences that the children earn and receive for inappropriate behaviour are consistent throughout the school.

### *Restorative Justice*

Kew Primary School is using Restorative Justice counselling as an additional strategy to assist children to deal with disputes and bullying behaviour.

Children who have behaved inappropriately are asked to consider how their behaviour impacted on others. They are asked to think of how they were feeling when they behaved inappropriately. Next, they are asked to identify the harm they caused, especially to their relationships with other children. They are also asked how they can fix the harm that they have done. Those children affected are asked for their advice about this and agreements are made for the future.

The teacher will follow up these issues over a number of weeks to ensure that the agreements are being appropriately adhered to.

### *Buddies*

Students build relationships in a class setting and at break times. Many students at Kew Primary School participate in the Buddy program. Each student is matched with another child and they work together in a variety of activities. Participation in buddy programs enhances children's cooperative learning behaviours such as taking turns, listening, sharing, praising another's effort, helping and completing tasks.

### *Circle Time*

'Circle time' describes a time when a large group such as the whole class or a smaller cohort meets together to develop a wide range of skills and attitudes such as confidence, self-esteem, listening and problem solving. It is particularly useful for:

- developing trust;
- helping a class to develop cohesive relationships;
- working on problems such as bullying;
- developing children's awareness of their responsibilities towards others and towards themselves;
- exploring new ideas;
- developing moral values;
- helping children to feel they 'belong';
- making children feel special; and,
- having fun.

Circle time can help children to enjoy learning. It also helps children with their friendships and strengthens the relationship between the teacher and the class. This in turn improves everyone's experience of school and helps children to get the most out of their school day.

### *Awards & Recognition*

Good behaviours are reinforced through positive recognition such as Principal awards, house points (future), CARE bubbles etc.

## School Action & Consequences - 3 Stage Behaviour Management Process

Student misbehaviour is classified under 3 different categories:

- Inappropriate Behaviours;
- Behaviours which affect others; and,
- Extreme Behaviours.

The following table sets out an example of the types of behaviour that may fall within each category and the possible consequences.

Note – Corporal Punishment is prohibited in all Victorian school. Corporal punishment must NOT be used at the School under any circumstance

<b>Inappropriate Behaviours</b>		
	<b>Examples</b>	<b>Possible Consequences</b>
Managed by classroom teacher with support from team members.	<p>Negative attitude to learning. Back chatting in class.</p> <p>Choosing not to listen to instructions.</p> <p>Task avoidance. Deliberately wasting time.</p>	<p>One verbal reminder or warning.</p> <p>5 mins (Prep &amp; Junior School), 10 mins (Middle and Senior School) timeout – recess or lunchtime (Restorative chat if required).</p> <p>Removal from classroom – student to complete behaviour reflection sheet, classroom work and 10/20 minute timeout lunchtime play.</p> <p>Teacher to notify parent.</p>
<b>Behaviours Which Affect Others</b>		
Managed by classroom teacher with support from team members and Principal & Assistant Principal	<p>Teasing. Disrupting others</p> <p>Continually calling out. Lack of respect for staff.</p> <p>Refusing to follow instructions from staff.</p> <p>Verbal or emotional bullying.</p>	<p>One verbal warning</p> <p>(Yellow Card) Removal from classroom for 25 minutes. Student to complete reflection sheet and class work. 25 minute timeout.</p> <p>Teacher to notify parent and information entered on whole school tracking system – via green student incident report form.</p> <p>If this is repeated</p> <p>(2 x Yellow Cards in one week) then further consequences apply.</p> <p>Removal from yard for further 25 minute period.</p>

<b>Extreme Behaviours</b>		
Managed by Principal & Assistant Principal	Stealing. Leaving grounds without permission. Endangering self or others. Physical bullying or fighting. Swearing. Deliberately damaging property or hurting others.	Red Card - immediate removal from classroom and sent to a senior staff member. Notify parents & consequences implemented (Reflection, timeout) Information entered on whole school tracking system – via green student incident report form. Suspension if required (please reference Effective Schools Are Engaging Schools – Student Engagement Policy Guidelines. Follow up process.

### Individual Behaviour Support Plans & Contracts

A Behaviour Support Plan (BSP) is a school-based document designed to assist individual students who have experienced harm, are at risk of harm, or have caused harm to others.

Targeted plans may be developed for students who have been diagnosed with severe behaviour disorders; students who have bullied others; students who have been bullied; students who require additional assistance because they display difficult, challenging or disruptive behaviours; as well as students who can benefit from additional wellbeing support.

The BSB will consider the underlying causes of the student's problem behaviours. School staff will consult parents or guardians, psychologist or other appropriate specialist, or professional involved with the student.

### **References:**

The Victorian Government requirements for behaviour management are included as part of this policy. These requirements can be found at:

<http://www.education.vic.gov.au/school/teachers/studentmanagement/pages/discipline.aspx>

### **Evaluation:**

This policy will be reviewed as part of the school's three year review cycle.

*This policy was ratified by School Council in XXXX*