



McLaren Flat Primary School

STUDENT BEHAVIOUR POLICY

At McLaren Flat Primary School we are committed to fostering lifelong learning and developing the values of

- Resilience
- Responsibility
- Pride
- Respect
- Honesty

OUR SCHOOL CULTURE: Do the right thing because it is the right thing to do!

RATIONALE

This policy is designed to provide the members of the whole school community with an understanding of their rights and responsibilities in regard to student behaviour management. It documents expectations of staff, parents/carers and students and suggests how they can work together to foster responsible behaviour and effectively manage irresponsible behaviour in ways that protect the rights of students to learn and teachers to teach.

The student behaviour management processes that have been developed are focussed on providing students with opportunities to learn how to make responsible behavioural choices.

CLASS ROOM/LEARNING AREAS BEHAVIOUR POLICY

Preventative & Developmental Structures and Processes

Students come to school with different levels of ability to cooperate effectively with other people as well as different understandings of what is responsible behaviour.

We believe however that all students are able to learn how to increase their range of responsible choices.

By taking a preventative and developmental approach to behaviour we are able to assist students to learn ways of satisfying their needs in appropriate and positive ways that increase rather than decrease their range of future opportunities.

Hence, to support, develop and maintain students' ability to make responsible behavioural choices we will:

Provide all students with success orientated learning environments.

Teachers will:

- develop quality teacher/student relationships
- get to know students well
- establish attractive, orderly classroom environments, where routines are established and in which the physical environment celebrates student's learning
- encourage and acknowledge appropriate behaviours
- teach students to know when and how to ask for help
- involve students in decision making and conduct class meetings
- actively teach social skills (eg child protection curriculum) and provide students with opportunities to discuss and practise appropriate behaviour
- acknowledge success, effort and risk taking
- respond to students in a predictable, consistent, reasonable and fair manner
- model respect, and good communication and social skills
- provide students with a challenging, inclusive and stimulating curriculum linked to their needs
- create a culture of inclusivity in the classroom
- expect students to learn

Students will:

- know and understand the school and class rules
- take responsibility for asking for assistance when needed
- participate positively in lessons and other opportunities to learn about responsible behaviour
- follow reasonable staff instructions/requests
- acknowledge responsible behaviours
- model the school values
- accept responsibility for their own behaviour

Teachers will provide students with opportunities to:

- have individual responsibility for their own behaviour consistently reinforced and always expected
- understand behaviour as a choice made by an individual
- discuss and practise appropriate behaviour
- recognise that irresponsible actions cannot interfere with teachers teaching, other students' learning or damage property

Ensure that class rules linked to logical consequences are clearly established**Teachers will therefore, in partnership with their students:**

- develop agreed classroom rules, expressed in the positive and compatible with the overall school rules
- develop agreed and understood responses to responsible behaviour
- develop logical and explicit consequences for students who choose not to follow the class/school rules and ensure that they are clearly understood, reinforced and applied consistently
- inform parents/carers of the class' rules and consequences
- develop a recording system to ensure that inappropriate behaviour that results in "Time-Out" is monitored and documented
- display the class rules prominently within the class or discuss rules regularly

Work in partnership with parents to mutually support the successful development of responsible behaviour in students.**Teachers will therefore:**

- keep parents/carers informed of their student's ability to choose responsible behaviour
- inform parents/carers of programs/curriculum content that support the learning of responsible behaviour

Parents have a responsibility to:

- inform teachers of any events that occur in the student's life that may impact on their ability to choose responsible behaviours
- Support the school's Behaviour Policy

RESPONDING TO INAPPROPRIATE BEHAVIOUR CHOICES

In order to reinforce responsible behaviour, school staff will acknowledge and highlight responsible behaviour.

As professionals, teachers recognise that improved student behaviour can be dependent upon the student's ability to recognise and change their own behaviour/s so this process starts with critical self reflection.

Teacher Self-Reflection

Teachers will constantly reflect on their own practice to ensure students can make positive behavioural choices.

Time Out Procedures

At McLaren Flat Primary school the term "Time Out" will be used to denote the use of a process in which, students, who are choosing inappropriate behaviour, are moved to an area in a classroom/learning area/yard where they may reflect on their behavioural choices.

Once counselled by a staff member, students will have the opportunity to re-engage and demonstrate positive behaviours.

Class Time Out Rules

Each class needs to establish clear rules for the use of their Time Out.

While in time out students will:

- Reflect on their behavioural choices
- Discuss choices with the teacher
- Follow reasonable teacher requests

If a student is disruptive during time out they will move to a buddy room time out.

Each teacher will establish agreed procedures with their "Buddy Room" teacher.

If the student fails to respond positively in the "Buddy Room" or continues to behave inappropriately on return to the classroom the Principal/Deputy Principal should be contacted and will make arrangements for the student to be supervised elsewhere or taken home. After a 'take home', a conference will then be necessary with the school leadership and student's parents before they re-enter their class.

The Consequences of Inappropriate Behaviour

The consequences of inappropriate behaviour at McLaren Flat Primary School are:

- non-violent
- related to the behaviour, where possible
- known in advance
- consistent across the school
- designed to allow the student to make positive behavioural choices

The model does not operate in a lock step manner. Professional judgment and consultation will determine the appropriate level of response. This model does however indicate a normal level of progression.

Where there is extreme inappropriate behaviour at any time, there is the possibility of Suspension or Exclusion of a student. These particular consequences are decided by and managed by the Principal/Deputy Principal.

Students are reminded of the responsible behaviour expected of them, the consequences that flow from inappropriate behaviour and are asked to make a responsible choice.

Guidelines for Responding to Inappropriate Class Behaviour

Level 1 Response: Logical Consequences

At level 1 the logical consequences that have been established within the class are applied to a student's inappropriate behaviour.

There is an expectation that the student will begin to choose appropriate behaviours more regularly in the future to avoid the consequences.

Teachers will **keep a record** of student behaviour that is of a concern to them. Parents will be kept informed through the diary or communication book about behaviour issues as they arise.

The level 2 response will be implemented if a student begins to regularly cycle through these logical class consequences.

Level 2: Developing a Formal Behaviour Plan

At this level a student is not responding to the existing supportive structures and consequences that have been established in the classroom.

The student therefore needs to examine his/her behaviour more formally, discussing factors that would assist his/her to make better choices and make a clear commitment, in the form of a "**Behaviour Plan**" to changing how they behave.

When meeting with the student, the teacher takes a problem solving approach to their interaction. They explore with the student any factors that are contributing to the student choosing inappropriate behaviour and then make an agreed and specific plan to support the student to make a better choice (the teacher may decide to involve parents/carers or other support personnel at this stage).

The teacher considers what support the student needs and explores alternative consequences with the student. They may also establish a way of giving the student specific feedback about how he/she is improving eg a reinforcement system.

The administration staff will make time available for teachers and students to meet if it is needed. The plan needs to be documented and a copy given to the Principal and the parents.

There are two possible outcomes from this meeting:-

- the student's behaviour improves and it is evident that he/she is making an effort to choose more appropriate behaviour
- the student's behaviour does not alter and so he/she move to Level 3. The teacher can choose to meet with the student and/or parents/carers a number of times to refine and improve their plan before moving to level 3.

Level 3: Reviewing the Formal Behaviour Plan with the Principal, teacher and parents

If the student's behaviour does not change at this point then after a parent, teacher, student conference, inter-agency support may be sought. This process will be managed by the Principal.

Level 4: Seek inter- agency support

YARD/PLAY BEHAVIOUR POLICY

**Teachers will ensure that students know and understand the school rules.
The play yard is to be a safe environment for all students and staff.**

Guidelines for Responding to Inappropriate Yard Behaviour:

Level 1 Response: Logical Consequences

Logical consequences will be applied to students who infringe minor yard rules eg “If you litter, you will pick up papers.” “If you don’t follow the game’s rules, you will leave the game.”

At this level students may be asked to sit and reflect for a short time before re-engaging in yard play.

Level 2 Response: Time Out

For more serious or repeated infringements students will be given “Time Out” where they will remain until counselled by the yard duty teacher.

The yard duty teacher will report incidents to the class teacher or record in the yard behaviour book at the end of play time. The class teacher or leadership will inform parents of any **serious or persistent infringements and incidents of bullying or harassment** via a diary/communication book note.

The “Time Out” area chosen will be in sheltered positions and visible to the teacher on duty. While students are in “Time Out”, they will not be involved in any play or interaction with other students.

Level 3 Response: Developing a Formal Behaviour Plan

At this level a student is not responding to the existing supportive structures and consequences that have been established in the yard.

The student will meet with appropriate school personnel and/or parents/carers to develop a “**Behaviour Plan**” to change how they behave. The plan will be documented and a copy given to the parents/carers and class teacher. Teachers who do yard duty will be informed of relevant outcomes.

Level 4 Response: Seek Inter-agency Support

If the student’s behaviour does not change, interagency support may be sought. This process will be managed by the Principal.

RESTORATIVE PRACTICE:

In all incidents of inappropriate behaviour or conflict staff will be mindful of a ‘restorative practice’ approach therefore ensuring it is the behaviour, not the person, that is inappropriate. Opportunities will be given for relationships to be restored and positive interaction to occur.

To be reviewed 2017