



Kingslake Primary School

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BEHAVIOUR MANAGEMENT POLICY

PHILOSOPHICAL BASIS

- Our school vision is that Kingslake Primary School supports children to meet life's challenges with the confidence to succeed."
- Our school has continued to maintain a motto of "Together we Achieve". Our children are encouraged to assume responsibility for their own learning and behaviour and to hold and demonstrate the values identified by the school community as worthy aspirations for their children.

Aims:

Our school values are Respect, Friendship, Co-operation, persistence, resilience, responsibility, achievement, organisation and treat everyone the way you wish to be treated.

In working towards these values the children are guided in developing the related skills of Resilience, Organisation, Self-discipline, Assertiveness, Persistence, Self-awareness, Communication, Independence, Empathy and Respectful Relationships.

Implementation:

- Every child at Kingslake Primary School is entitled to a learning environment in which they feel confident and in which their learning needs are catered for.
- Each child is also entitled to a playground environment where they can play safely and interact confidently with other children.
- This means that we must ensure that the students at this school become knowledgeable about their individual responsibilities and shared rights. To achieve this we have an Affirmative Discipline policy, which establishes parameters for children's behaviour in the classroom and in the school ground. The strength of this approach is that a positive, clear, consistent expectation of appropriate behaviour is communicated to every child.
- Each classroom has rules co-operatively decided on by the teacher and the children to establish parameters of behaviour needed to ensure the optimal learning environment in that classroom. Consequences for inappropriate behaviour are consistent in each classroom in the school and are adhered to by all teaching staff. This provides children with the security of a consistent expectation from all members of staff. A set of rules operates in the school grounds. Each child in the school is aware of the rules. Duty teachers carry a copy of those rules with them and once again there are established consequences for inappropriate behaviour consistently applied to every child by every member of staff.
- The clear message being communicated to children is that they are responsible for their own behaviour.
- We share with parents the responsibility for the social, physical, emotional and academic progress of the children. The School Welfare and Discipline Policy is endorsed by School Council.
- Affirmative discipline 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.
- The focus of affirmative discipline is positive. Appropriate behaviour is rewarded. Children are encouraged to realize they are responsible for their own behaviour. Affirmative discipline determines expectations for children and the consequences that the children earn for inappropriate behaviour are consistent throughout the school.

Positive rewards.

Student of the Week Award

- This may be given out to children displaying our school values inside or out in the yard. These awards are given at Assembly each week and names and photo of award winners are placed in the newsletter each week.

Classroom Reward Programs

- A reward system may be in place to meet the following situations:
 - In a behaviour modification project being directed by a SSSO.
 - As an incentive to the entire class to reach a particular goal.
 - At the beginning of the school year each unit should discuss the use of any reward system for that year.
- Any reward system which is to be implemented should have the support of the whole unit team.
- Any reward system should be:
 - Reasonable to achieve
 - Not involve a cost to parents
 - Provide clear understanding to the children and parents why it exists and for what it is to be used.
 - Not involve lollies as a reward.

Birthdays.

- If celebrating birthdays within the grade it is acceptable for children to bring something small to share with classmates.

AFFIRMATIVE DISCIPLINE.

Guidelines for implementation.

- As teachers we need to provide clear instructions to children for each learning session with expectations for the session clearly described.
- So that we maintain a positive climate and encourage positive behaviour we will endeavour to recognize at least two children demonstrating appropriate behaviour before we demand that a child behaving inappropriately changes their behaviour.
- Consequence slips should show clearly the rule that was being disregarded. For example – Not doing as the teacher asked the first time. If the rule was NOT TO BULLY, then staff are asked to describe the type of bullying – physical, verbal, teasing.
- Once a warning has been given to a child we should not disrupt the grade to reprimand and discuss continuing inappropriate behaviour but simply to firmly and assertively allocate consequences.
- In order to evaluate the effectiveness of the program and for reporting to parents, records of warnings and consequences arising out of inappropriate behaviour should be maintained by teachers.

Implementation of consequences.

- Children who have received a consequence are supervised by the teacher who has given the consequence time.
- After the teacher has counselled the child might be required to walk with a teacher on yard duty to complete their consequence.
- When support or specialist teachers give warnings these are added to any given in class that day. Class teachers should communicate any prior warnings to the specialist teachers, vice-versa: Specialists teachers will relay to the classroom teacher any warnings given.
- Parents are also encouraged to communicate to class teachers information and concerns that are relevant to the achievement of the School Welfare and Discipline Policy aims. Any concerns about persistent or serious inappropriate behaviour will be brought to the parents attention and the school and parents will work together to support the child to address the problem.
- To assist the children's social skill development we have developed a consistent whole school personal development program specifically tailored for each level of the school. It is also a component of our special needs program to provide sessions for individual children and groups for children experiencing difficulties in interpersonal relationships and peer group difficulties.
- Teachers have a vital role is assisting children to develop their social skills. They provide day by day pastoral care guidance so that children are assisted to deal with problems face to face.
- As teachers and parents we have the goal of guiding our children to become responsible individuals aware of their own values, able to be tolerant and considerate of others differences, able to their own standards of behaviour, confident to make their own decisions and solve everyday problems.

In the classroom.

- In the initial days of the year the classroom rules are formulated in agreement with the children including reasonable consequences and a "classroom expectations" list is created and placed in a prominent position in the classroom.
- The positive approach and comments about appropriate and positive behaviour are essential components of the program. The recognition of acceptable behaviour are essential components of the program. The recognition of acceptable behaviour in members of the grade should precede warnings about infractions of the rules.
- A child who does not respond to the positives given to others and continues inappropriate behaviour is given an initial warning which is recorded in the manner used in the classroom (in a book or on the

board). This is to act as a reminder to the child of the responsibilities of each person has for their own behaviour.

A further inappropriate behaviour is recorded as crosses against the child's name, with resulting consequences:

- X 5 minutes for prep and Junior School, 10 minutes for Middle and Upper School
- XX a further 10 minutes for Prep and Junior making a total of 15, and 20 minutes for Middle and Upper School making a total of 30 minutes for Middle and Upper School.
- XXX immediate withdrawal from the room for 30 minutes.
- Grade 6 children may relinquish their leadership privileges.
- Any child who proceeds beyond this point is placed onto a serious offence and parents are contacted by phone

SERIOUS OFFENCE

Behaviour which can result in an immediate serious offence will include:

- Deliberate disobedience
 - Verbal abuse of a teacher or child
 - Fighting or other such behaviour designed to hurt or injure another child or put themselves at risk
 - Wanton destruction of theft of property
 - Defiance of a teachers request
 - Breaking the user agreement with regard to information technology.
- Any child who receives a Serious Offence will need to be sent to the office to be seen by the leadership person responsible for that area of the School.
- Any notes that go home regarding discipline issues should be shown to the Principal prior to being sent.

SUSPENSION

- If any child assaults another child then the seriousness of this will lead to suspension.
- Assaulting a member of staff will result in immediate suspension.
- When a child is suspended a formal suspension meeting with parents/guardians will occur. This meeting will develop an action plan focused on the improvement of the child's behaviour and the parents will be clearly informed of the further sanctions as outlined in the Department of Education and Training's Developing a Student Code of Conduct booklet and the Education Act.

GROUNDS FOR SUSPENSION

A student may be suspended if they:

- Behave in a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities
- Commit an act of significant violence or cause significant damage or destruction to property or is knowingly involved in the theft of property
- Possess, use or deliberate assist other to use illegal drugs or substances prohibited by the Director of School Education
- Fail to comply with any reasonable and clearly communicated instruction of a Principal or teacher
- Consistently behave in a manner that interferes with the educational opportunities of any student or students
- Behave in a way that threatens the good order of the schools program
- Engages in unacceptable discriminatory behaviour (including harassment) towards another person based on sex, race (including colour, nationality and ethnic or national origin), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs or physical or mental disability or impairment.

Communication of Consequences

- In order to keep parents informed and to seek support in the encouragement of more appropriate behaviour, the classroom teacher or leadership person responsible for that area of the school may contact parents when a child is consistently receiving warnings or courtyards.
- Where a child receives two or more behaviour slips within a week, the teacher or leadership will contact parents for discussion.

Where a child receives more than 3 behaviour slips within a week the child's parents and the child will be invited to a Student Support Group meeting with the principal.

Grade Six Leadership Program

- Where any child involved in the grade six leadership team who:
 - receives 3 courtyards within fourteen days
 - fights

- bullies others they will be removed from the leadership program.
- Grade six leaders who do not behave in an appropriate fashion will be removed from interschool sport teams.
- Grade six leadership will be returned to the child at the Principals discretion.
- Where any child from grade prep to grade five receives three courtyards within fourteen days then the leadership person responsible for that area will contact parents.
- One alternative for children who receive three courtyards within fourteen days may be the loss of the warning step to make clear the urgency for them to change their behaviour.
- When there is a need to behaviour modification a communication book may be used to facilitate a home/school partnership in supporting and encouraging the child to make the changes.
- Where any child has progressed to a serious offence, the Assistant Principal or Principal will be involved and discussion with the parents will occur. In the case any correspondence with the parents will be photocopied and recorded along with any actions taken.
- Where any child is in persistent and serious breach of the guidelines, specific consequences and rewards will be laid down for that child following conferences between the child, parents, teachers, Assistant Principal or Principal.
- There is a commitment from the school to bring in the appropriate people to assist in dealing in these circumstances to develop on-going management strategies. They may include:
 - § Guidance officers
 - § Welfare organizations
 - § Private doctors

References

Effective Schools are Engaging Schools -
Student Engagement Policy
Guidelines

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/default.htm>

School Accountability and Improvement Framework

<http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm>

Effective Schools are Engaging Schools

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

Disability Standards for Education

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>

Safe Schools

<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm>

<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm>

<http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm>

Charter of Human Rights

<http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm>

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

Equal Opportunity Act

<http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm>

Education and Training Reform Act 2006

<http://www.education.vic.gov.au/about/directions/reviewleg.htm>

VIT Teacher

Code of Conduct

http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf