



BEHAVIOUR POLICY

Our school is committed to providing an environment, which allows students to work to their ability in the classroom, to play safely and happily in the school ground and to providing a comfortable working atmosphere for the staff. Personal responsibility and ownership of behaviour is encouraged. We aim to educate students about appropriate behaviour through positive reward and a consistent behaviour policy.

Our Behaviour Policy is underpinned by a set of key defining beliefs about behaviour and learning. These include:

- Consistency and uniformity across the school. This includes the application of protocols around commonly applied steps, as well as a shared and common literacy between staff and students.
- Respect being a core value that operates as a foundation to all social interactions within the school
- Application of a Restorative Practice model
- Development and maintenance of strong communication links and partnerships between community, family and school

Promoting wellbeing and positive behaviour

We aim to promote wellbeing and positive behaviour by:

- Creating a safe environment that is welcoming and supportive
- Work collaboratively to encourage and promote positive and acceptable behaviour with the school and the community
- Having effective student voice in the form of a Student Representative Council (SRC)
- Providing access to a School Counsellor and Christian Pastoral Support Worker
- Acknowledging and rewarding positive behaviour
- Acknowledging and rewarding school values
- Providing a cool down room

Student Expectations / Responsibilities

In the classroom students are encouraged and expected to:

- Do their best as a learner
- Develop and use effective listening skills
- Use appropriate tone and body language when communicating with others
- Work cooperatively
- Monitor individual / group noise level
- Move safely and quietly in class and around the school
- Respect the rights and property of others
- Follow class / school rules
- Respect others right to learn
- Recognise when cool down time is appropriate

In the school grounds students are encouraged and expected to observe the following rules:

- Use non-offensive language and act in an appropriate manner
- Promptly follow directions given by teaching, support staff and school volunteers
- Arrive at class on time
- Play in an acceptable manner
- Remain in the school grounds at all times
- Report to the office promptly when asked

All forms of bullying are unacceptable and will not be tolerated. These include:

- a) Persistent teasing or name calling
 - b) Racial or sexual taunts/harassment
 - c) Victimisation
 - d) Emotional abuse
 - e) Extortion
 - f) Ostracism of individuals by others
 - g) Physical abuse
 - h) Cyber bullying and harassment
- Students understand and use grievance procedures

Implementation

- Each classroom teacher will develop a classroom behaviour code consistent with the school behaviour policy
- The classroom behaviour code will be developed through negotiation with students when forming class rules, expectations and positive and negative consequences for behaviour.
- Strategies/social skills are explicitly taught and reinforced to promote and encourage appropriate year level behaviours
- Each classroom will focus on the positive aspects of student behaviour
- Classroom teachers will regularly communicate positive and negative behaviour instances via phone calls, diary or other notes/letters, parent/teacher/student meetings/conferences.

Staff Expectations/Responsibilities

Staff members will:

- Ensure that students are aware of their rights and the rights of others in the school community
- Be consistent in the application of the policy
- Reinforce appropriate behaviour regularly
- Be assertive, calm and supportive when applying logical consequences for appropriate/inappropriate behaviour providing students with choices and opportunities to change inappropriate behaviour whether in the classroom or the yard
- Use professional judgment when determining how they respond to behaviour to ensure that the student is supported at all times
- Treat students fairly
- Respect students and protect their dignity
- Assist students to develop negotiation and conflict resolution skills
- Develop and teach programs in line with school social skills expectations
- Raise parental awareness of the whole school social skills program and seek their support in its implementation
- Establish and maintain meaningful, regular communication between home/school in relation to student behavioural progress

Parent Expectations/Responsibilities

Parents are asked to:

- Familiarise themselves with the school behavioural expectations
- Familiarise themselves with the school behaviour policy
- Support staff in the implementation of the behaviour policy
- Assist children to develop skills to interact in a socially responsible manner in the class/school
- Assist children to develop assertiveness skills, to take responsibility for their behaviour and to take positive steps to overcome problems in the class/yard
- Calmly make contact and communicate respectfully with teachers and staff when requiring clarification of behaviour issues

Classroom Rules & Consequences

Individual classes are responsible for establishing classroom rules but there will be a series of class steps across the school to provide consistency. Before applying steps for inappropriate behaviours teachers at our school use positive techniques in an effort to encourage students to make positive behavioural choices this may include: redirection, re-statement of expectation, distraction or clear statement of choice and consequence. Class steps are displayed clearly in all classrooms.

The class steps are:

Junior Primary

- Step 1: Reminder
- Step 2: Warning
- Step 3: Class time out
- Step 4: Buddy Class
- Step 5: Office Rethink

Primary

- Step 1: Reminder
- Step 2: Class time out
- Step 3: Buddy Class
- Step 4: Office Rethink

Counselling by Leadership

Counselling by Leadership is an option that can be used at any time throughout the process as a proactive strategy to support positive behaviour recovery.

Yard Management

At O'Sullivan Beach Primary School we aim to promote a safe, caring environment for all members of our school community, our school facilities and our natural environment. Students are not to enter out of bounds areas and will play appropriately on play equipment. Teachers will apply common sense consequences for minor behaviour issues and use a time out zone.

Common Sense Statement

- Teachers on yard duty interact positively with students to prevent inappropriate behaviours from escalating through redirection, walking with the teacher and discussing/resolving conflict.
- Teachers attempt, where possible, to apply logical consequences for inappropriate yard behaviour. Eg: Drop a paper, pick it up; cool down time by sitting out or walking with teacher
- Teachers are actively involved in implementing common sense strategies to empower students to choose appropriate behaviours thus avoiding an escalation of unacceptable behaviours

Office Referral process

A student may be referred to the office for the following reasons

- Violence (Threatened or Actual)
- Threatened the good order of the school by refusing to follow the schools behaviour policy
- Threatened the safety or well being of a student, member of staff or other person
- Acted illegally
- Interfered with the rights of other students to learn or teachers to teach
- Shown persistent and wilful inattention or indifference to school work
- Two warnings, buddy class and no positive change in behaviour

Office Referral Expectations

- A member of the leadership team counsels students referred to the office.
- If a Leadership member is unavailable students wait in the administration building area until a member of Leadership become available.
- Students are re-entered to the class after office time in consultation with class teacher
- On return to class, if students do not comply with re-entry requirements of school/class they may be taken back to the office where Leadership staff determine appropriate further consequence/s. These may include:
 - a) Take home for the remainder of the day
 - b) Additional office time out
 - c) Removal from yard

- d) Alternative class placement for the remainder of the day
 - e) Additional intensive counselling
 - f) Other consequence as determined by Leadership staff
- When referring a child to the office for behaviour follow-up the teacher **must forward a note or a Rethink notice** (or another student explaining why the child was sent to the office). When a Rethink notice has been processed, the original will be given to the child for parent signature, and a copy will be placed in the teacher's pigeon hole.

Office Referral Management

Leadership staff are responsible for the management of this section of the school behaviour policy and will apply appropriate consequences using their professional judgment and discretion.

Each office referral case will be treated on an individual basis and consequences for referral will be applied accordingly. Where possible Leadership staff will:

- Identify the facts behind the referral and the circumstances surrounding the referral
- Consult with relevant parties
- Determine the level of previous parent contact between class teacher/home
- Check the behaviour management register to determine the most appropriate action
- Counsel with the student in an effort to promote behaviour recovery and positive behaviour change
- Re-enter the student after consultation with the classroom teacher. (When this is not possible the student may be re-entered with a notice indicating that Leadership staff are unavailable) Consultation will take place as soon as a Leadership staff member is available.

General Office Referral Guidelines

The Leadership member may choose to consult with the class teacher before following through with the normal consequence (a Rethink).

Each case of office referral will be treated separately. Consequences will be applied on a case by case basis.

- 1st Rethink** Notice sent home, signed by parent/caregiver and returned the next school day.
- 2nd Rethink** Notice sent home, signed by parent/caregiver and returned the next school day.
- 3rd Rethink** Notice sent home, signed by parent/caregiver and returned the next school day. A meeting is arranged with a member of the Leadership team, the teacher and the student to develop a behavioural plan.
- 4th Rethink** Suspension

In cases of extreme violence or extreme and ongoing defiance, the student may be suspended without following through with the steps described above.

Take Home

Take home may be utilised by Leadership staff if:

- A student is out of control – extreme defiance, screaming/shouting, uncontrollable

Suspension

Suspension may be employed as a consequence if a member of the Leadership team believes on reasonable grounds that a student has:

- Perpetrated violence (Threatened or Actual)
- Threatened the good order of the school by refusing to follow the schools behaviour policy
- Threatened the safety or well being of a student, member of staff or other person
- Acted illegally

- Continually interfered with the rights of other students to learn or teachers to teach
- Repeatedly shown persistent and wilful inattention or indifference to school work
- If the student has been referred to the office four (4) times in a school term.

Leadership staff will determine the type (internal/external) and length of each suspension

If suspension is to occur parents will be contacted and asked to collect the student and will be provided with a notice of suspension outlining the reason/s for suspension, suspension details and re-entry conference details.

A student development plan will be drafted in consultation with the student, parent, Leadership staff member and teacher before the student is re-entered into the classroom. Parental permission may be sought at the re-entry meeting for interagency referral and behaviour support.

At the re-entry conference the revised process for continued office referrals after initial suspension will be outlined to the parent/student. In general the process will be:

1st Rethink Notice sent home, signed by parent/caregiver and returned the next school day.

2nd Rethink Notice sent home, signed by parent/caregiver and returned the next school day.

3rd Rethink Suspension

Exclusion From School/Class Camps and/or Excursions

No student can be excluded from attending a school camp. However students may be returned to school or their home if their behaviour is unacceptable while on an excursion or a camp.

Exclusion From school

A student who has acted illegally, put others at significant risk, been suspended four (4) times in a term, or who has been suspended for a total of fifteen (15) or more days in one year can be excluded from the school for up to ten (10) weeks.

The student will be expected to work towards changing their behaviour at an alternative location before returning to school.