



PARK ORCHARDS PRIMARY SCHOOL

Policy and Procedures: Behaviour Management

1. PURPOSE

- To provide a collaborative whole-school approach to fair and respectful behaviour practices, based on the school's values, expected social competencies and positive peer relationships.
- To implement preventative and early intervention strategies to support positive behaviours.
- To collaborate with parents to encourage regular school attendance and support of the school's values and behavioural expectations.
- To assist students at risk within the school, and with the assistance of wellbeing professionals, including the DET Psychologist and School Nurse.
- To develop intervention strategies to address inappropriate behaviours, which can negatively impact on the learning environment of the individual student, and others.
- To comply with Ministerial Order 625.

2. SCOPE

This policy applies to all Park Orchard Primary School (P.O.P.S.) students when participating in activities in the classroom, in the playground, during incursions or excursions, camps, parent association activities and sporting events. This policy is intended to complement the school's Student Wellbeing and Engagement Policy and Procedures.

3. DEFINITIONS

Parents: A parent is a primary caregiver of a student, this includes biological parents, adoptive **parents**, legal guardians or caregivers.

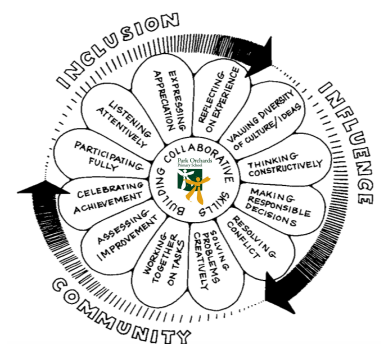
4. POLICY

- Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required.
- When concerns arise about a student's behaviour or when a student is displaying chronic patterns of problem behaviour a more targeted response will be implemented to support the student.
- **Corporal punishment is prohibited in all Victorian schools, under no circumstances will corporal punishment be permitted.**

5. IMPLEMENTATION:

Prevention:

1. All students, staff and parents strive to uphold the school values and reflect them through the five Poppy Tribes Agreements:
 - Strive for your personal best (Excellence)
 - Demonstrate mutual respect for yourself and others (Respect)
 - Attentively listen (Respect)
 - Actively participate and you have the right to pass (Responsibility)
 - Express appreciation and do not put down others (Integrity)
2. Creating a culture that is inclusive, engaging and supportive through the Tribes approach
3. We engage in school wide positive behaviour support with our staff and students, which includes:
 - Tribes Learning Communities
 - Community Circle Time
 - Restorative Practices
 - Using the Zones of Regulation
 - Social Skills programs: MPower Girls and Revved Up
 - Cybersafety



VRQA 4.2: Discipline

STAGED RESPONSE TO INAPPROPRIATE BEHAVIOURS (Appendix 1 Behaviour Management Flow Chart)

Managing classroom behaviour:

	STUDENT	TEACHER
1.	<p>Warning:</p> <p>Student is given a warning telling them that their behaviour is affecting another person's safety and/or learning, and it must stop.</p>	<ul style="list-style-type: none"> • Identify the student by name • Describe the behaviour they are displaying • Identify which Poppy Agreements are being broken • Request firmly and calmly for responsible behaviour
2.	<p>Time out in the classroom:</p> <p>Students are told that their behaviour is affecting others and because they have not stopped after a warning, they are to move away from the group for a period of 5- 10 minutes (depending on the age of the student).</p>	<ul style="list-style-type: none"> • If a calm warning does not work, offer the student a choice: <ul style="list-style-type: none"> ○ 'either stop the unacceptable behaviour or accept a consequence ○ '???, you have a choice, stop talking to ??? or you will be seated elsewhere' • If a student resists to the point where they will not follow your instructions, do not argue: <ul style="list-style-type: none"> ○ 'I don't intend to force you, however, if you choose not to move, then immediately after the lesson I am going to...' ○ 'The choice is yours; you have 10 seconds to think about it.'
3.	<p>Time out in another classroom:</p> <p>Students are sent to another classroom for 5- 10 minutes (depending on the age of the student).</p> <p>After 5-10 minutes they return to their own classroom and resume their work.</p>	<ul style="list-style-type: none"> • The student re-enters the class and the teacher is positive and welcoming, so the student re-engages with the classroom activity. • At the end of the session or during break time the teacher will discuss the behavioural issue with the student and indicate what behaviour/s need to be adopted to restore the situation. This is the relationship building part of the behaviour management process
4.	<p>Removal from the classroom:</p> <p>Ring through to Principal or Assistant Principal to outline behaviour and the need for student removal. The student will sit in the Interview Room connected to the Assistant Principal's office and do the work that would be completing in the classroom.</p>	<ul style="list-style-type: none"> • Ask the student 'What do you need to do to make it right?'. This can be written or a verbal explanation to the Principal/Assistant Principal and will be evidence of the discussion. • When the student returns to the learning area, discuss the behavioural issue with them, and indicate what behaviour/s need to be adopted to restore the situation. • The incident will be recorded on Compass and parents are informed.

With incidents that occur in the classroom that are not deemed severe, the teacher concerned will be responsible for conducting and supervising any time out at recess or lunch times.

In the case of steps 3 and 4 teachers have the right to use their discretion in detaining students at recess or lunchtime to complete any unfinished class work as a result of being in time out or removal from the class.

If misbehaviour continues, a Student Support Group (SSG) meeting may be convened to help plan programs that address a student's individual needs for positive achievement, engagement at school and their ability to learn.

Managing playground behaviour:

	STUDENT	CONSEQUENCE (MUST BE AGE APPROPRIATE)
1.	<p>Minor playground incidents</p> <ul style="list-style-type: none"> • climbing or damaging trees/ plants • playing unsafely with water • littering • incorrectly using equipment 	<p>Warning: Student is given a warning telling them that their behaviour is breaking our Poppy Tribe Agreements and it must stop. The student returns to the activity or game if the Yard Duty Teacher believes:</p> <ul style="list-style-type: none"> • the student has been cooperative • reflected on their behaviour and future action • be trusted not to affect the safety and well-being of other students in the yard.
2.	<p>Minor playground incidents</p> <ul style="list-style-type: none"> • playing unsafely with sticks or stones • school property damage • inappropriate language • disrespect to teacher or peers • excluding others from games 	<p>Walk and Talk: Student behaviour is affecting the safety and wellbeing of others around them. They complete a 10 minute ‘Walk and Talk’ with the Yard Duty Teacher. In conjunction with verbal apology, returning of property, cleaning graffiti and discussion with the Yard Duty Teacher reinforcing school expectations where appropriate.</p> <p>In this time, restorative discussions to unpack the reason for the behaviour. The Yard Duty Teacher tries to understand:</p> <ul style="list-style-type: none"> • what was the student thinking? • who was affected by the behaviour? • how were they affected? • what could have been done differently? • what can be done to make it right? • after the situation has been restored (e.g. apology was made) the student returns to play. <p>Yard Duty Teacher communicates the incident to the student’s classroom teacher for them to log in their Student Welfare Notebook.</p>
3.	<p>Major playground incident (with intent)</p> <ul style="list-style-type: none"> • targeted inappropriate language directed at an individual • engaging in rough play after a warning • spitting at others • engaging in unsafe behaviour (putting themselves or others at risk) • inappropriate use of toilets (vandalism) • pulling down pants • leaving the school grounds • repeated defiance 	<p>Time Out (inside): Student behaviour is serious and warrants immediate exclusion from the yard.</p> <p>The Yard Duty Teacher asks the student to go to the school office to speak to the Principal/Assistant Principal. If the student does not cooperate, the Yard Duty Teacher will ask two responsible students to go to the school office to ask the Principal/Assistant Principal for assistance.</p> <p>Once inside the Principal/ Assistant Principal will discuss the incident and ways to restore the situation to improve behaviour e.g. a verbal/written apology, returning of property, cleaning or community service jobs and parents are contacted where appropriate.</p> <p>Notes of the discussion are taken and entered by the Principal/Assistant Principal into Compass. Parents will be informed of the incident and subsequent consequences.</p>

Student Support Group (SSG)

The SSG ensures that those with the knowledge and responsibility for the student work together to support engagement, attendance and achievement, and establish shared educational and social goals. This group also monitors and evaluates the student’s progress and makes plans to support students making positive behaviour choices.

Discipline Procedures – Detention, In-School Suspension, Out of School Suspension and Expulsion

Corporal punishment is prohibited in our school and will not be used in any circumstance.

Detention, In-School Suspension, Out of School Suspension and Expulsion are used as part of a staged discipline approach to major incidents of inappropriate behaviour and/or when the frequency of the incidents increase. These discipline measures are used in combination with other student engagement and support strategies to ensure that factors that may have contributed to the student’s behaviour are identified and addressed.

The Principal/Assistant Principal, parents and the student are involved in the disciplinary discussion and that will decide the appropriate consequence to the inappropriate behaviour. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Detention: To ensure schools only detain students as part of a staged approach, in accordance with the Department's Student Engagement Policy Guidelines. Department policy available at: <https://www.education.vic.gov.au/school/principals/spag/participation/Pages/detention.aspx>

In-School Suspension: In-School suspension will take place in the Interview Room connected to the Assistant Principal’s office with the student only receiving play for half of recess and lunchtime. The teacher will provide work for the student to complete independently. This is not a teaching time; the idea being an In-School Suspension is to separate the student from contact with peers and adults.

Out of School Suspension and Expulsion: Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

This Policy and Procedures are underpinned by the following policies:

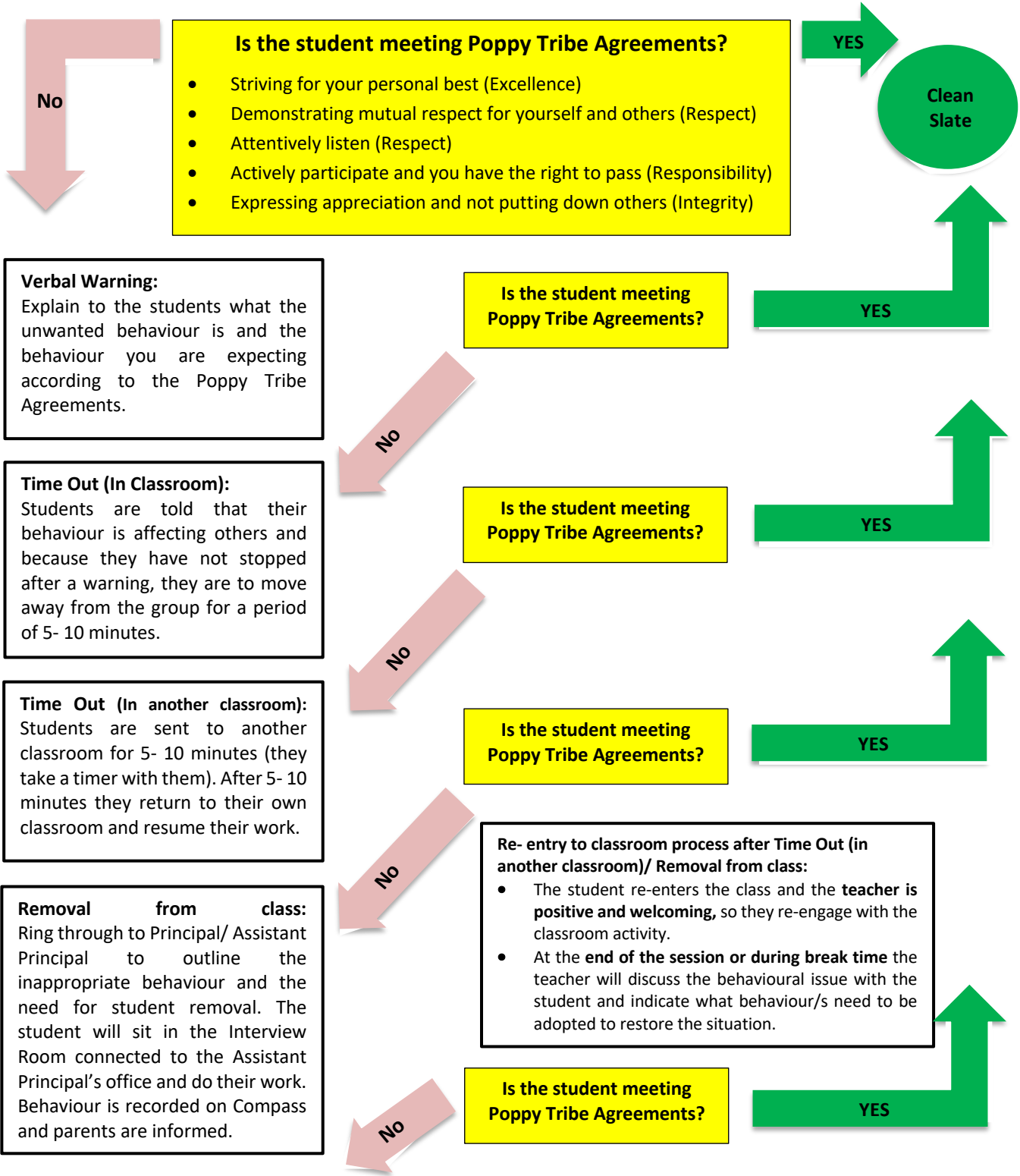
- Child Safety
- Camp and Excursion (including local excursions)
- Bullying, Cyber-bullying and Harassment
- Duty of Care
- Student Attendance
- Student Engagement and Wellbeing

6. EVALUATION

- This policy will be reviewed every four years and following significant incidents.

This policy was presented and reviewed by School Council in	August 2019	next review...	2023
---	-------------	----------------	------

PARK ORCHARDS PRIMARY SCHOOL: Classroom Management Flow Chart



If the student's misbehaviour continues or escalates to an intensity and frequency that is unacceptable and disruptive to the learning environment a Student Support Group Meeting (SSG) meeting and a formal behaviour plan will be developed to target the student's disengagement and undesirable behaviour. Positive reinforcement is given for desirable behaviour, however if there is no improvement then the student and their parents will be informed of the next steps which may result in formal disciplinary measures such as Detention, In-School Suspension, Out of School Suspension or Expulsion.