

## BEHAVIOUR POLICY

### Goodwood Primary School principles:

- All children have a right to feel protected and develop in a psychologically and physically safe, environment
- Children have a right to express their feelings and emotions in an appropriate manner and are supported to manage these feelings, emotions and behaviours that underpin the development of positive relationships with peers and adults
- Children have a right to be supported by educators who model appropriate behaviours and ensure consistent guidance measures are implemented
- Plan for and implement an environment that promotes a sense of belonging
- Demonstrate empathy and sensitivity to each child and be mindful of the variety of factors that influence behaviour
- Value children as individuals within their family and cultural context
- Involve children in goal setting, developing group norms and the development of behavioural expectations and consequences
- Support children to problem solve, negotiate, find resolutions and manage their feelings, emotions and behaviours appropriately
- Guide students to identify feelings which affect behaviour and helping them to recognize their self-worth is not reflective of the behaviour
- Use Restorative Practices that support children to empathise with others and restore relationships
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**The above principles relate to and are supportive of**

### **Our School Values:**

Fairness, Achievement, Respect

### **Our School Foundations for Achievement from the You Can Do It! program**

Resilience, Persistence, Confidence, Organisation, Getting Along

## **Responsibilities**

### **Students**

- Respect self and others.
- Strive to achieve own learning goals.
- Persist through challenges.
- Care for others and resources.
- Work in a positive and supporting manner with students and staff.
- Take responsibility and be accountable for own choices

### **Staff**

- Respect all persons in the school community.
- Model appropriate behaviours aligned with schools values.
- Empower students to own their learning and behaviours.
- Create a safe, challenging and positive learning environment.
- Work collaboratively and inclusively with school community.

### **Families**

- Respect all persons in the school community.
- Support staff to provide a positive learning environment.
- Ensure own child adheres to school values and expectations.
- Provide open communication with school staff as required.
- Follow appropriate processes and respect teacher decisions.



## **Proactive Practices**

*Proactive Practices are focused on reducing the likelihood of problem behaviour and allowing individuals to be as independent and successful as possible through positive whole school initiatives.*

*At Goodwood Primary School, it is an expectation that all students will adhere to the School Values at all times when conducting themselves within indoor learning spaces and outdoor areas.*

*Students are supervised and expected to follow the student code of conduct, school rules and must remain within outlined boundaries.*

*We support appropriate classroom and yard behaviour through a logical, restorative approach.*

## **Positive Learning**

- Positive trusting relationships built between students and staff.
- Explicit teaching and learning of the school values and foundations for achievement (via You Can Do It!), yard rules and expectations.
- Self-regulation understanding and strategies taught to students.
- Quiet/calm down spaces within each class to allow for student self-regulation.
- Ten minutes scheduled Mindfulness time at the end of lunch break times for students' calm, ready to re-engage in learning.
- Co-construction of class expectations at the beginning of each year.
- Use of school values and You Can Do It! Keys to Success language throughout the day to encourage and recognise student behaviours.
- Recognition of students practising school values via Awards aligned to the foundations for achievement from You Can Do It! Keys to Success given at each assembly.
- Open communication between families, students, teachers and leadership staff.
- School Leaders collaborate with Leadership, Teachers and Governing Council to make informed decisions for the student body.
- Intervention for students who may require additional support interacting within the school environment.
- Buddy class interactions between younger and older class groups.
- Student volunteer opportunities connected to student leadership positions.
- Student Leaders provide support for students out in the yard during break times.

## **Positive Play**

- Students behaving appropriately in the yard have the opportunity to be involved in free play within yard behaviour guidelines during break times.
- Students may visit the Goody Patch with their Class Teacher at rostered time.
- Designated quiet play zone in Central Courtyard
- Lunch play activities vary and have a limited number of places available:
  - Board Games and quiet reading in the Library.
  - Giant Games next to the PAC at scheduled times

## **Restorative Questions:**

- Are you being fair and respectful?
- In what ways were you not being fair and respectful to yourself and/or others?
- How were you feeling at the time?
- How are you feeling now?
- What do you think you need to do to make things right?

Where logical consequences and restorative approaches have not achieved positive outcome other options include:

## **Classroom Behaviour Process**

### **Reminder**

*Eg. Mention of school values and class code of conduct.*

### **Classroom redirect**

*Eg. Move away from situation, seated away from main class group within teacher view.*

### **Classroom level consequence**

*Eg. Loss of a privilege such as computer time.*

### **Thinking Class**

*Time in prescribed reflection class, no intervention required by reflection class teacher.*

### **Office Intervention**

Yellow form either given to leadership upon collection of student, sent with another student to request collection of student or given to student to bring with them.

*Eg. Counselling by leadership, complete class work in office. (Parents contacted)*

### **Take Home/Alternate Learning Program**

### **Suspension/Exclusion**

*Considered in ongoing and severe behavioural situations.*

Should a student require time in Reflection Class the student's Class teacher must notify parents informing them of the nature of the student behaviour choices and interventions undertaken to support the redirection of student behaviour.

Teachers are to record behaviours which require intervention or behaviours which are persistent and on-going in EDSAS.

In the event of Office Intervention, the leadership team to notify parents. Class teacher notified via email asap to inform them of the behaviour and resulting consequence/conversation student had with leadership team.

**Consequences may be not be sequential and enacted based on the severity or level of behaviour being displayed by the student.**



## **Yard Behaviour Process**

### **Sit out of free play (recess and lunch)**

Walk with teacher for a short amount of time so that students can have time to think about their choice of behaviour. Can include Community Service etc.

If time/appropriate, use of Restorative questions as child walks with the duty teacher.

### **Lunch Time Reflection**

- Teachers on duty fill in a green Yard Behaviour Slip that says the student needs to go to the Office the following lunchtime. Leadership will enter incident in EDSAS.
- Same day Reflection is only available for incidents occurring at recess. If behaviour is deemed to be a serious offence then student to be sent straight to the Office.

Class Teachers to send students to wait in the Office for Leader on duty.

Student to fill out a Hassle Log.

A conversation to occur between Leadership and student (s) if appropriate, aimed at helping the student(s) to solve their problem in a better way.

Parents to be informed via an email sent to parents or caregivers by Leadership on Reflection duty. Class teacher to be copied into parent email.

Yard incidents recorded in EDSAS to track and inform future student behaviour interventions.

Students who do not attend Reflection for whatever reason will be required to attend on the next available day.

### **Yard Withdrawal**

For students who have had 3 or more Lunch Time Reflections in a term and /or for more serious offences eg: violence.

Students to be sent to the Office and will be counselled by a member of the leadership team.

The focus will be to work through yard issues using restorative questions (if appropriate), role play, games with a social skills base etc.

The amount of time spent out of the yard to be negotiated depending on the age of the student and the severity of the problem, up to five days.

Parents will be informed of behaviours and consequences via an email home from Leadership.



Where the Classroom Behaviour Process and Yard Behaviour Process has not resulted in a positive change in a student's behaviour, the following interventions may be required:

## **Behaviour Support Plans**

A Behaviour Support Plan may need to be developed if a student repeatedly requires Office Intervention, Lunch Time Reflection, Yard Withdrawal or a when Take Home or Suspension has been enacted.

Behaviour which warrants Office Intervention or Lunch Time Reflection or Yard Withdrawal may be:

- Violent incidents (e.g. hurting or threatening someone)
- Disrupting good order (Repeatedly or consistently preventing the teacher from teaching and/or the class from learning.)
- Affecting the safety and wellbeing of others (including cyber bullying during and after school hours)
- Acting illegally
- Interfering with the rights of others (e.g. interrupting, cyber bullying during and after school hours)
- Persistent inattentiveness (e.g. off-task, refusal to complete work).

## **Take Home**

Take-homes are used to respond to student behaviour emergencies that cannot be resolved with staff support.

The following considerations used when deciding if a Take Home is appropriate:

- The student is displaying behaviours of concern that are unsafe, severe and prolonged
- Reasonable efforts have been made to intervene in the behaviour/s and support the student without success
- The student is too angry, upset or distressed to remain at school

In these situations, Leadership may arrange for a student to go home for the remainder of the school day and return the student to the care of their parent for support. Take-homes do not extend beyond the remainder of the school day.

## **Alternate Learning Program**

An alternate program is organised and supervised by staff and student is counselled towards positive behaviour choices. This will be developed through collaboration of class teacher, leadership, parents and student.

## **External Suspension from school**

Students may be suspended from school for a period of up to 5 days for the following behaviours:

- Threatened or perpetuated violence
- Threatens the safety or wellbeing of a student, member of staff or other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person)
- Acting illegally
- Interfering within the ability of a teacher to teach or of a student to learn
- Acted in a manner that threatens the good order of the school by persistently contravening or failing to comply with rules applying within the school with respect to behaviour
- Persistent and wilful inattention or indifference to school work

The following actions will be taken:

- Parents or a nominated caregiver will be contacted to collect the student as soon as possible.
- Parent/s or caregivers of the affected student/s will be contacted.
- Before returning to school the student, parents/caregiver and school staff will have a reconnection meeting. A behaviour Support Plan will be developed at this meeting, if already in place the support plan will be reviewed.

## **Exclusion**

A student will be directed not to attend school for a period of 4-10 weeks. During this time, the student is placed in an alternate placement situation. Exclusion will be used if the student's behaviour is severe enough or frequent enough for a stronger response to be used.

- Can only happen if the student has first been suspended for between 1 and 5 school days
- Decided by the principal
- Cannot be for more than 20 weeks in one calendar year without the approval of the Education Director.

## **Sporting and other outside School Activities**

Coaches and Team Managers are responsible for managing the behaviour of students in their care. If the student's behaviour is severely/regularly disrupting and interfering with their program then, in consultation with parents/caregivers and the principal, the student may be withdrawn for a period of time or excluded from the activity.